



# Lovers' Lane Primary and Nursery School

## EYFS Long Term Overview 2022-2023



Term	<b>Autumn 1</b> (6 weeks) 	<b>Autumn 2</b> (7weeks) 	<b>Spring 1</b> (6weeks) 	<b>Spring 2</b> (6weeks) 	<b>Summer 1</b> (6weeks) 	<b>Summer 2</b> (7 weeks & 4 days)
<b>Topic</b> <b>General Themes</b> NB: These themes may be adapted at various points to allow for children's interests to flow through the provision	<b>All About Me</b> <ul style="list-style-type: none"> <li>Starting school/My new class</li> <li>New Beginnings/My family</li> <li>Superheroes/People who help us/Careers</li> <li>Staying healthy/ Food/Human body</li> <li>PSED focus - What am I good at?/How do I make others feel?/Being kind / staying safe</li> </ul>	<b>Terrific Tales</b> <ul style="list-style-type: none"> <li>Traditional Tales</li> <li>Little Red Hen - Harvest</li> <li>Familiar tales</li> <li>Panto – Dick Whittington</li> <li>Christmas Lists</li> <li>Letters to Father Christmas</li> </ul>	<b>Come Outside</b> <ul style="list-style-type: none"> <li>Plants &amp; Flowers</li> <li>Weather / seasons</li> <li>The great outdoors</li> <li>Forest School</li> <li>Planting seeds</li> <li>Make a sculpture: Andy Goldsworthy</li> <li>Reduce, Reuse &amp; Recycle</li> <li>Fun Science/ Materials</li> <li></li> </ul>	<b>Amazing Animals</b> <ul style="list-style-type: none"> <li>Life cycles – Growing Butterflies</li> <li>Safari</li> <li>Animals around the world</li> <li>Climates/Hibernation</li> <li>Down on the Farm</li> <li>Minibeasts</li> <li>Animal Arts &amp; crafts</li> <li>Night &amp; day animals</li> <li>Animal patterns</li> <li>David Attenborough</li> </ul>	<b>Ticket to Ride</b> <ul style="list-style-type: none"> <li>Around the Town/World - How do I get there?</li> <li>Where in the world have you been?</li> <li>Where do we live in the UK/world?</li> <li>Vehicles past and Present</li> <li>Design your own transport!</li> <li>Differences between own country and other countries</li> </ul>	<b>Into the Woods</b> <ul style="list-style-type: none"> <li>The great outdoors</li> <li>Forest School</li> </ul>
<b>Extra Key Texts</b> (See T4W Focus Texts in Literacy)	<ul style="list-style-type: none"> <li>The Colour Monster</li> <li>Once there were Giants</li> <li>Stick Man</li> <li>The Smartest Giant</li> <li>The Rainbow Fish</li> <li>Funny Bones</li> <li>The Big Book of Families</li> <li>Pete the Cat</li> </ul>	<ul style="list-style-type: none"> <li>Goldilocks &amp; Three Bears</li> <li>The Gingerbread Man</li> <li>Hansel &amp; Gretel</li> <li>The Ugly Duckling</li> <li>The Jolly Postman</li> <li>Christmas Story/ Nativity</li> <li>Rama and Sita</li> </ul>	<ul style="list-style-type: none"> <li>The Tiny Seed</li> <li>Jack and the Beanstalk</li> <li>One Plastic Bag</li> <li>Tree, Seasons come and seasons go</li> <li>A stroll through the seasons</li> </ul>	<ul style="list-style-type: none"> <li>The Emperors Egg</li> <li>Aghh Spider!</li> <li>Tiger who came to tea</li> <li>Diary of a wombat</li> <li>Elephant and the Bad Baby</li> <li>Pig in the Pond</li> <li>Mad about Minibeasts</li> <li>Rumble in the Jungle</li> </ul>	<ul style="list-style-type: none"> <li>The Snail and the Whale</li> <li>The Naughty Bus</li> <li>Mr. Gumpy's Outing</li> <li>Beegu</li> <li>Oi! Get off my train!</li> <li>Tiddler</li> <li>World Atlas</li> </ul>	<ul style="list-style-type: none"> <li>The Gruffalo's Child</li> <li>Owl Babies</li> <li>We're going on a Bear Hunt</li> <li>Tiny Explorers: Into the Wild: Outdoor activities, play ideas and fun</li> </ul>



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<p><b>Personal, Social and Emotional Development</b></p> 		<ul style="list-style-type: none"> <li>• New Beginnings</li> <li>• See themselves as a valuable individual.</li> <li>• Class Rule Rules and Routines</li> <li>• Supporting children to build relationships.</li> <li>• Dreams and Goals</li> </ul>	<ul style="list-style-type: none"> <li>• Getting on and falling out.</li> <li>• Emotions - How to deal with anger</li> <li>• Self - Confidence</li> <li>• Build constructive and respectful relationships.</li> <li>• Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning about qualities and differences</li> <li>• Celebrating differences</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships - What makes a good friend?</li> <li>• Healthy me</li> <li>• Random acts of Kindness</li> <li>• Looking after pets</li> <li>• Looking After our planet</li> <li>• Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely and tidy up after ourselves.</li> </ul>	<ul style="list-style-type: none"> <li>• Friendships - Looking after one another</li> <li>• Dreams and Goals</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Discuss why we take turns, wait politely, tidy up after ourselves and so on.</li> </ul>	<ul style="list-style-type: none"> <li>• Taking part in sports day - Winning and losing</li> <li>• Changing me</li> <li>• Look how far I've come!</li> <li>• Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</li> </ul>
<p>•</p>		<p>•</p>	<p>•</p>	<p>•</p>	<p>•</p>	<p>•</p>	<p>•</p>
<p><b>Physical Development</b></p> 	<p><b>Fine Motor</b></p>	<ul style="list-style-type: none"> <li>• Fine Motor Activities - Threading, cutting, weaving, playdough.</li> <li>• Manipulate objects with good fine motor skills.</li> <li>• Draw lines and circles using gross motor movements</li> <li>• Hold pencil/paint brush beyond whole hand grasp.</li> <li>• Pencil Grip</li> <li>• Name Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Fine Motor activities - Threading, cutting, weaving, playdough.</li> <li>• Develop muscle tone to put pencil pressure on paper.</li> <li>• Use tools to effect changes to materials.</li> <li>• Show preference for dominant hand.</li> <li>• Engage children in structured activities: guide them in what to draw, write or copy.</li> <li>• Teach and model correct letter formation.</li> </ul>	<ul style="list-style-type: none"> <li>• Fine Motor activities - Threading, cutting, weaving, playdough.</li> <li>• Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control.</li> <li>• Encourage children to draw freely.</li> <li>• Holding Small Items/Button Clothing</li> <li>• Cutting with Scissors</li> </ul>	<ul style="list-style-type: none"> <li>• Fine Motor activities - Threading, cutting, weaving, playdough.</li> <li>• Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed.</li> </ul>	<ul style="list-style-type: none"> <li>• Fine Motor activities - Threading, cutting, weaving, playdough.</li> <li>• Develop pencil grip and letter formation continually.</li> <li>• Use one hand consistently for fine motor tasks.</li> <li>• Cut along a straight line with scissors.</li> <li>• Start to cut along a curved line, like a circle</li> </ul>	<ul style="list-style-type: none"> <li>• Fine Motor activities - Threading, cutting, weaving, playdough.</li> <li>• Form letters correctly</li> <li>• Copy a square.</li> <li>• Begin to draw diagonal lines, like in a triangle.</li> <li>• Start to colour inside the lines of a picture.</li> <li>• Start to draw pictures that are recognisable.</li> <li>• Build things with smaller linking blocks, such as Lego</li> </ul>



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	<b>Gross Motor</b>	<ul style="list-style-type: none"> <li>• Cooperation games i.e. parachute games.</li> <li>• Climbing – Outdoor equipment/Park Visit</li> <li>• Different ways of moving to be explored.</li> <li>• Changing for PE/Help individual children to develop good personal hygiene. Acknowledge and praise their efforts.</li> <li>• Regular reminders about thorough handwashing &amp; toileting.</li> </ul>	<ul style="list-style-type: none"> <li>• Ball skills- Throwing and Catching.</li> <li>• Climbing - Crates play Skipping ropes in outside area.</li> <li>• Dance related activities</li> <li>• Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push.</li> <li>• Two-wheeled balance bikes and pedal bikes without stabilisers, wheelbarrows &amp; prams.</li> </ul>	<ul style="list-style-type: none"> <li>• Ball skills- aiming, dribbling, pushing, throwing &amp; catching, patting, or kicking.</li> <li>• Dance - Moving to music.</li> <li>• Gymnastics - Balance</li> </ul>	<ul style="list-style-type: none"> <li>• Gymnastics - Balance- children moving with confidence.</li> <li>• Dance related activities</li> <li>• Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</li> <li>• Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>• Obstacle activities</li> <li>• children moving over, under, through and around equipment.</li> <li>• Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</li> <li>• Dance - Moving to music</li> </ul>	<ul style="list-style-type: none"> <li>• Races/team games involving gross motor movements.</li> <li>• Gymnastics - Balance</li> </ul>
	<b>Literacy Comprehension</b>	<ul style="list-style-type: none"> <li>• Joining in with rhymes and showing an interest in stories with repeated refrains.</li> <li>• Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning.</li> <li>• print can have different purposes.</li> <li>• we read English text from left to right and from top to bottom.</li> </ul>	<ul style="list-style-type: none"> <li>• Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps.</li> <li>• Pie Corbett Actions to retell the story – Story Maps.</li> <li>• Retelling of stories. Editing of story maps and orally retelling new stories.</li> <li>• Non-Fiction Focus Retelling of stories.</li> <li>• Sequence story – use vocabulary of</li> </ul>	<ul style="list-style-type: none"> <li>• Making up stories with themselves as the main character – Using Tales Toolkit strategy. Encourage children to record stories through picture drawing/mark making for LAs.</li> <li>• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> </ul>	<ul style="list-style-type: none"> <li>• Information leaflets about animals in the garden/plants and growing.</li> <li>• Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Timeline of how plants grow.</li> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> </ul>	<ul style="list-style-type: none"> <li>• Stories from other cultures and traditions</li> <li>• Retell a story with actions and / or picture prompts as part of a group.</li> <li>• Use story language when acting out a narrative.</li> <li>• Rhyming words.</li> <li>• Can explain the main events of a story –</li> <li>• Can draw pictures of characters/ event / setting in a story.</li> <li>• May include labels, sentences or captions.</li> </ul>	<ul style="list-style-type: none"> <li>• Can draw pictures of characters/ event / setting in a story.</li> <li>• Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions.</li> <li>• Make predictions.</li> <li>• Beginning to understand that a non-fiction is a non-story- it gives information instead.</li> </ul>



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		<ul style="list-style-type: none"> <li>we read English text from left to right and from top to bottom.</li> <li>the names of the different parts of a book</li> <li>Sequencing familiar stories using pictures to tell the story.</li> <li>Recognising initial sounds. Name writing activities.</li> <li>Engage in extended conversations about stories, learning new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>beginning, middle and end.</li> <li>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>Enjoys an increasing range of books</li> </ul>	<ul style="list-style-type: none"> <li>Read a few common exception words matched to RWI.</li> <li>Make the books available for children to share at school and at home.</li> </ul>	<ul style="list-style-type: none"> <li>Develop their own narratives and explanations by connecting ideas or events.</li> </ul>		<ul style="list-style-type: none"> <li>Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</li> </ul>
	<b>Word Reading</b>	<ul style="list-style-type: none"> <li>Phonics Sounds: RWI Set 1 whole class.</li> <li>Reading Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall.</li> <li>Children to read the sounds speedily. This will make sound-blending easier.</li> <li>Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Phonic Sounds: RWI Differentiated groups</li> <li>Reading: Blending CVC sounds, rhyming, alliteration.</li> <li>Reading: Knows that print is read from left to right.</li> <li>Reading: Spotting diagraphs in words. Show children how to touch each finger as they say each sound.</li> <li>Reading: For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</li> </ul>	<ul style="list-style-type: none"> <li>Phonic Sounds: RWI Differentiated Groups/Ditties</li> <li>Reading: Rhyming strings, common theme in traditional tales</li> <li>Reading: identifying characters and settings.</li> <li>Reading: Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'.</li> <li>Reading: Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</li> </ul>	<ul style="list-style-type: none"> <li>Phonic Sounds: RWI Differentiated groups</li> <li>Reading: Story structure-beginning, middle, end.</li> <li>Innovating and retelling stories to an audience.</li> <li>Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</li> <li>Children should not be required to use other strategies to work out words.</li> </ul>	<ul style="list-style-type: none"> <li>Phonic Sounds: RWI Differentiated groups.</li> <li>Reading: Non-fiction texts, Internal blending,</li> <li>Reading: Naming letters of the alphabet.</li> <li>Distinguishing capital letters and lower case letters.</li> <li>Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.</li> </ul>	<ul style="list-style-type: none"> <li>Phonic Sounds: RWI Differentiated groups</li> <li>Reading: Reading simple sentences with fluency.</li> <li>Reading: Reading CVCC and CCVC words confidently.</li> <li>End of term assessments.</li> <li>Transition work with Year 1 staff</li> </ul>



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	Writing	Texts as a Stimulus: Narrative – The Colour Monster Goes to School, By Anna Llenas - Label characters/Make Marks	Texts as a Stimulus: Narrative –The Three Little Pigs (Journey story) - Sequence the story.	Texts as a Stimulus: Narrative – Sam Plants a Sunflower – Retell the story/Creating new version of the story	Texts as a Stimulus: Narrative - The Hungry Caterpillar, By Eric Carle (Cumulative) – Retell the story/Creating new version of the story	Texts as a Stimulus: Narrative – Narrative – Dear Dinosaur: T.Rex on Tour, By Chae Strathie – Retell the story/Creating new version of the story/Describe each place	Texts as a Stimulus: Narrative – We're going on a Bear Hunt – Retell the story/Creating new version of the story/Character Description
		<p><b>Non-Fiction – Recount - Diary</b> Colour Monsters/Our Day at school</p> <p><b>Poetry - Nursery Rhymes</b> – Use a range of nursery rhymes linked with the children's interests</p> <p><b>Key focusses:</b></p> <ul style="list-style-type: none"> <li>• Dominant hand</li> <li>• Tripod grip</li> <li>• Mark making</li> <li>• Name Writing</li> <li>• Giving meaning to marks</li> <li>• Labelling</li> <li>• Shopping lists</li> <li>• Writing initial sounds and simple captions.</li> <li>• Use initial sounds to label characters/images.</li> <li>• Names Labels</li> <li>• Captions Lists</li> </ul>	<p><b>Non-Fiction – Letter to Santa</b></p> <p><b>Poetry – I'm a Snowflake,</b> By Anon</p> <p><b>Key Focusses:</b></p> <ul style="list-style-type: none"> <li>• Name writing</li> <li>• Labelling using initial sounds.</li> <li>• Story scribing</li> <li>• Retelling stories in writing area</li> <li>• Instructions for bread making.</li> <li>• Help children identify the sound that is tricky to spell.</li> <li>• Sequence the story.</li> <li>• Write a sentence</li> </ul>	<p><b>Non-Fiction – Lifecycle – Sunflower Diary/Lifecycle Wheel</b></p> <p><b>Poetry – Nursery Rhymes</b> – Use a range of nursery rhymes linked with the children's interests</p> <p><b>Key Focusses:</b></p> <ul style="list-style-type: none"> <li>• Writing some of the tricky words such as I, me, my, like, to, the.</li> <li>• Writing CVC words,</li> <li>• Labels using CVC, CVCC, CCVC words.</li> <li>• Guided writing based around developing short sentences in a meaningful context.</li> <li>• Create a story board.</li> </ul>	<p><b>Non-Fiction - Fact File – Caterpillar/Butterfly Fact File</b></p> <p><b>Poetry – Caterpillar Garden,</b> By Anon</p> <p><b>Key Focusses:</b></p> <ul style="list-style-type: none"> <li>• Labelling &amp; creating own story maps</li> <li>• Writing captions and labels</li> <li>• Writing simple sentences.</li> <li>• Writing short sentences to accompany story maps.</li> <li>• Labels and captions – Life Cycles of a Beanstalk</li> <li>• Character descriptions.</li> <li>• Write 2 sentences</li> </ul>	<p><b>Non-Fiction - Write a Postcard/Holiday Recount.</b></p> <p><b>Poetry – Nursery Rhymes</b> – Use a range of nursery rhymes linked with the children's interests</p> <p><b>Key Focusses:</b></p> <ul style="list-style-type: none"> <li>• Write new version of stories.</li> <li>• Writing recipes, lists.</li> <li>• Writing for a purpose in role play using phonetically plausible attempts at words</li> <li>• Beginning to use finger spaces.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Rhyming words.</li> <li>• Acrostic poems</li> </ul>	<p><b>Non-Fiction – Weather Forecast Writing</b></p> <p><b>Poetry - We Can Play,</b> By Michael Rosen</p> <p><b>Key Focusses:</b></p> <ul style="list-style-type: none"> <li>• Labelling Story writing.</li> <li>• Writing sentences using a range of tricky words that are spelt correctly.</li> <li>• Beginning to use full stops, capital letters and finger spaces.</li> <li>• Innovation of familiar texts</li> <li>• Using familiar texts as a model for writing own stories.</li> <li>• Character description – The Gruffalo</li> <li>• Write three sentences – B, M &amp; E.</li> </ul>



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<p><b>Mathematics Foundation 1</b></p> 	<p><b>Colours</b></p> <ul style="list-style-type: none"> <li>Recognising, naming and matching colours.</li> </ul> <p><b>Sorting</b></p> <ul style="list-style-type: none"> <li>Sorting by various attributes.</li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>Continuing AB patterns.</li> </ul>	<p><b>Size</b></p> <ul style="list-style-type: none"> <li>Using the language of size.</li> </ul> <p><b>Counting Principles</b></p> <ul style="list-style-type: none"> <li>One-one principles, stable-order principle, cardinal principle, abstraction principle, order-irrelevance principle.</li> </ul> <p><b>Comparing</b></p> <ul style="list-style-type: none"> <li>Comparing amount of objects.</li> </ul>	<p><b>Number One</b></p> <ul style="list-style-type: none"> <li>Exploring and understanding number 1.</li> </ul> <p><b>Number Two</b></p> <ul style="list-style-type: none"> <li>Exploring and understanding number 2.</li> </ul> <p><b>Number Three</b></p> <ul style="list-style-type: none"> <li>Exploring and understanding number 3.</li> </ul>	<p><b>Number Four</b></p> <ul style="list-style-type: none"> <li>Exploring and understanding number 4.</li> </ul> <p><b>Number Five</b></p> <ul style="list-style-type: none"> <li>Exploring and understanding number 5.</li> </ul> <p><b>Number Six</b></p> <ul style="list-style-type: none"> <li>Exploring and understanding number 6.</li> </ul>	<p><b>Shapes</b></p> <ul style="list-style-type: none"> <li>Focus on properties of shapes.</li> </ul> <p><b>My Day</b></p> <ul style="list-style-type: none"> <li>Ordering events of the day.</li> </ul> <p><b>Length and height</b></p> <ul style="list-style-type: none"> <li>Long, short, tall and comparing lengths</li> </ul>	<p><b>Weight</b></p> <ul style="list-style-type: none"> <li>Light and heavy and comparison.</li> </ul> <p><b>Capacity</b></p> <ul style="list-style-type: none"> <li>Full, half full, empty and comparison.</li> </ul> <p><b>Positional language</b></p> <ul style="list-style-type: none"> <li>Using language related to position and direction.</li> </ul>
<p><b>Mathematics Foundation 2</b></p> 	<p><b>Representing 1,2 &amp; 3</b></p> <ul style="list-style-type: none"> <li>I can identify representation of 1,2 &amp; 3.</li> <li>I can subitise or count to find out how many and make their own collections of 1.2 &amp; 3 objects.</li> <li>I can match number names we say to numerals and quantities for 1,2 &amp; 3.</li> <li>I can count up to 3 objects in different arrangements using 1:1 correspondence.</li> <li>I can use my own mark-making to represent 1,2 &amp; 3.</li> </ul> <p><b>Composition of 1,2 &amp; 3</b></p> <ul style="list-style-type: none"> <li>I can begin to understand the idea that all numbers are made-up of small numbers.</li> <li>I can explore and notice the different compositions on 1 and 3. (For example, 1 &amp; I can find one more or one less from a group of up to 5 objects.</li> </ul> <p><b>Numbers to five – 4 &amp; 5</b></p> <ul style="list-style-type: none"> <li>I can count on and back to 4 and 5.</li> </ul>	<p><b>Representing 1,2 &amp; 3</b></p> <ul style="list-style-type: none"> <li>I can identify representation of 1,2 &amp; 3.</li> <li>I can subitise or count to find out how many and make their own collections of 1.2 &amp; 3 objects.</li> <li>I can match number names we say to numerals and quantities for 1,2 &amp; 3.</li> <li>I can count up to 3 objects in different arrangements using 1:1 correspondence.</li> <li>I can use my own mark-making to represent 1,2 &amp; 3.</li> </ul> <p><b>Composition of 1,2 &amp; 3</b></p> <ul style="list-style-type: none"> <li>I can begin to understand the idea that all numbers are made-up of small numbers.</li> <li>I can explore and notice the different compositions on 1 and 3. (For example, 1 &amp; I can find one more or one less from a group of up to 5 objects.</li> </ul> <p><b>Numbers to five – 4 &amp; 5</b></p> <ul style="list-style-type: none"> <li>I can count on and back to 4 and 5.</li> </ul>	<p><b>Introducing Zero</b></p> <ul style="list-style-type: none"> <li>I understand the number name 'zero'.</li> <li>I understand numeral 0 can represent 'nothing there' and 'all gone'.</li> <li>Comparing Numbers to 5</li> <li>I can understand when comparing numbers one quantity can be more than, the same as or fewer than.</li> </ul> <p><b>Numbers 6,7 &amp; 8</b></p> <ul style="list-style-type: none"> <li>I can count to 6, 7 &amp; 8.</li> <li>I can represent 6,7 &amp; 8 in different ways</li> <li>I can count out the required number of objects from a larger group.</li> <li>I can arrange 6, 7 &amp; 8 into smaller groups to be able to subitise and see how they are made up of smaller numbers. (E.g. I know it is 8 because I can see 4 and 4).</li> <li>I can order and compare my representation the numbers 6, 7 &amp; 8.</li> <li>I can begin to notice one more and one less in my representations.</li> </ul>	<p><b>Introducing Zero</b></p> <ul style="list-style-type: none"> <li>I understand the number name 'zero'.</li> <li>I understand numeral 0 can represent 'nothing there' and 'all gone'.</li> <li>Comparing Numbers to 5</li> <li>I can understand when comparing numbers one quantity can be more than, the same as or fewer than.</li> </ul> <p><b>Numbers 6,7 &amp; 8</b></p> <ul style="list-style-type: none"> <li>I can count to 6, 7 &amp; 8.</li> <li>I can represent 6,7 &amp; 8 in different ways</li> <li>I can count out the required number of objects from a larger group.</li> <li>I can arrange 6, 7 &amp; 8 into smaller groups to be able to subitise and see how they are made up of smaller numbers. (E.g. I know it is 8 because I can see 4 and 4).</li> <li>I can order and compare my representation the numbers 6, 7 &amp; 8.</li> <li>I can begin to notice one more and one less in my representations.</li> </ul>	<p><b>Building Numbers Beyond 10</b></p> <ul style="list-style-type: none"> <li>I can build and identify numbers to 20 (and beyond) using a range of resources.</li> <li>I can use 10 frames, number shapes, tower of cubes and bead strings to compose full 10s and part of next 10.</li> <li>Counting Patterns Beyond 10</li> <li>I can count on and back beyond 10.</li> <li>I can show representations which clearly show a full 10 and part of 10.</li> <li>I can place a sequence of numbers in order.</li> </ul> <p><b>Adding More</b></p> <ul style="list-style-type: none"> <li>I can use real objects to see a quantity of a group has changed due to adding more.</li> </ul> <p><b>Taking Away</b></p> <p>I can use real objects to see a quantity of a group has changed due to taking away.</p> <p><b>Doubling</b></p> <ul style="list-style-type: none"> <li>I can understand 'double' means 'twice as many'.</li> <li>I can build doubles using real objects and mathematical equipment.</li> </ul>	<p><b>Building Numbers Beyond 10</b></p> <ul style="list-style-type: none"> <li>I can build and identify numbers to 20 (and beyond) using a range of resources.</li> <li>I can use 10 frames, number shapes, tower of cubes and bead strings to compose full 10s and part of next 10.</li> <li>Counting Patterns Beyond 10</li> <li>I can count on and back beyond 10.</li> <li>I can show representations which clearly show a full 10 and part of 10.</li> <li>I can place a sequence of numbers in order.</li> </ul> <p><b>Adding More</b></p> <ul style="list-style-type: none"> <li>I can use real objects to see a quantity of a group has changed due to adding more.</li> </ul> <p><b>Taking Away</b></p> <p>I can use real objects to see a quantity of a group has changed due to taking away.</p> <p><b>Doubling</b></p> <ul style="list-style-type: none"> <li>I can understand 'double' means 'twice as many'.</li> <li>I can build doubles using real objects and mathematical equipment.</li> </ul>



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	<ul style="list-style-type: none"> <li>• I can count or subitise sets of up to 4 or 5 objects.</li> <li>• I can match the number names to numerals and quantities for 4 &amp; 5.</li> <li>• I can say which sets have more and fewer items.</li> <li>• I can represent up to 5 objects on a five frame and understand that if the frame is full there are five.</li> </ul>	<ul style="list-style-type: none"> <li>• I can count or subitise sets of up to 4 or 5 objects.</li> <li>• I can match the number names to numerals and quantities for 4 &amp; 5.</li> <li>• I can say which sets have more and fewer items.</li> </ul> <p>I can represent up to 5 objects on a five frame and understand that if the frame is full there are five.</p>	<ul style="list-style-type: none"> <li>• I can count on and back up to the number 8.</li> </ul> <p><b>Making Pairs</b></p> <ul style="list-style-type: none"> <li>• I can build on my knowledge of matching to find and make pairs.</li> <li>• I understand that a pair is two.</li> <li>• I can arrange small quantities into pairs and notice some pairs will have one leftover with no partner.</li> </ul> <p><b>9 &amp; 10</b></p> <ul style="list-style-type: none"> <li>• I can apply counting principles when counting to 9 &amp; 10 (forwards and backwards).</li> <li>• I can represent 9 &amp; 10 in different ways.</li> <li>• I can arrange 9 &amp; 10 into smaller groups to conceptually subitise these larger numbers and explore their composition (I know it is 9 because I see 3, 3, 3).</li> <li>• I can notice a 10 frame is full when there is 10.</li> <li>• I can use 10 frames, fingers and beads strings to subitise groups of 9 &amp; 10.</li> </ul> <p><b>Number bonds to 10</b></p> <ul style="list-style-type: none"> <li>• I can explore number bonds to 10 with real life objects in different contexts, e.g. There are 10 apples. How many in the tree and how many on the ground?</li> </ul>	<ul style="list-style-type: none"> <li>• I can count on and back up to the number 8.</li> </ul> <p><b>Making Pairs</b></p> <ul style="list-style-type: none"> <li>• I can build on my knowledge of matching to find and make pairs.</li> <li>• I understand that a pair is two.</li> <li>• I can arrange small quantities into pairs and notice some pairs will have one leftover with no partner.</li> </ul> <p><b>9 &amp; 10</b></p> <ul style="list-style-type: none"> <li>• I can apply counting principles when counting to 9 &amp; 10 (forwards and backwards).</li> <li>• I can represent 9 &amp; 10 in different ways.</li> <li>• I can arrange 9 &amp; 10 into smaller groups to conceptually subitise these larger numbers and explore their composition (I know it is 9 because I see 3, 3, 3).</li> <li>• I can notice a 10 frame is full when there is 10.</li> <li>• I can use 10 frames, fingers and beads strings to subitise groups of 9 &amp; 10.</li> </ul> <p><b>Number bonds to 10</b></p> <p>I can explore number bonds to 10 with real life objects in different contexts, e.g. There are 10 apples. How many in the tree and how many on the ground?</p>	<ul style="list-style-type: none"> <li>• I can say the doubles as I build them, e.g. Double 2 is 4.</li> </ul>	<ul style="list-style-type: none"> <li>• I can say the doubles as I build them, e.g. Double 2 is 4.</li> </ul> <p><b>ELG: Number</b></p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul>
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<p><b>Understanding the World</b></p> 	<ul style="list-style-type: none"> <li>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</li> <li>Can talk about what they do with their family and places they have been with their family.</li> <li>Can draw similarities and make comparisons between other families.</li> <li>Name and describe people who are familiar to them.</li> <li>Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</li> <li>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</li> <li>Introduce children to different occupations.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</li> <li>Can talk about what they have done with their families during Christmas' in the past.</li> <li>Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based.</li> <li>Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to stories and placing events in chronological order.</li> <li>What can we do here to take care of animals in the jungle?</li> <li>Compare animals from a jungle to those on a farm.</li> <li>Explore a range of jungle animals. Learn their names and label their body parts.</li> <li>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</li> <li>After close observation, draw pictures of the natural world, including animals and plants</li> <li>Building a 'Bug Hotel'</li> </ul>	<ul style="list-style-type: none"> <li>Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there.</li> <li>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals.</li> <li>Create opportunities to discuss how we care for the natural world around us.</li> <li>Can children make comments on the weather, culture, clothing, housing.</li> <li>Change in living things – Changes in the leaves, weather, seasons.</li> <li>Explore the world around us and see how it changes as we enter Summer.</li> <li>Provide opportunities for children to note and record the weather.</li> <li>Draw children's attention to the immediate environment.</li> <li>Encourage interactions with the outdoors to give children freedom to touch, smell and hear the natural world around</li> </ul>	<ul style="list-style-type: none"> <li>Discuss how they got to school and what mode of transport they used.</li> <li>Introduce the children to a range of transport and where they can be found.</li> <li>Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.</li> <li>Use bee-bots on simple maps. Encourage the children to use navigational language.</li> <li>Can children talk about their homes and what there is to do near their homes?</li> <li>Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons.</li> <li>Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?</li> <li>Can children differentiate between land and water.</li> <li>Take children to places of worship and places of local importance to the community.</li> </ul>	<ul style="list-style-type: none"> <li>Nocturnal Animals Making sense of different environments and habitats.</li> <li>Materials: Floating / Sinking – boat building Metallic / non-metallic objects</li> <li>Share non-fiction texts that offer an insight into contrasting environments.</li> <li>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</li> </ul>
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				them during hands-on experiences.		
RE LTP/Opportunities	Belonging: Who are we and how do we belong?	Our wonderful world: how can we care for living things and the earth?	Which people are special and why?	What times are special and why?	Which stories are special and why?	What places are special and why?
<p><b>Expressive Arts and Design</b></p> 	<ul style="list-style-type: none"> <li>• Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.</li> <li>• Sing call-and-response songs, so that children can echo phrases of songs you sing.</li> <li>• Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</li> <li>• Exploring sounds and how they can be changed, tapping out of simple rhythms.</li> </ul>	<ul style="list-style-type: none"> <li>• Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats</li> <li>• Listen to music and make their own dances in response.</li> <li>• Castle models</li> <li>• Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems</li> <li>• The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</li> <li>• The Nativity play</li> </ul>	<ul style="list-style-type: none"> <li>• Animal prints</li> <li>• Designing homes for hibernating animals.</li> <li>• Collage owls' Symmetrical butterflies</li> <li>• Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.</li> <li>• Making lanterns, Chinese writing, puppet making</li> <li>• Chinese music and composition</li> <li>• Shadow Puppets</li> <li>• Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</li> </ul>	<ul style="list-style-type: none"> <li>• Make different textures.</li> <li>• Make patterns using different colours.</li> <li>• Children will explore ways to protect the growing of plants by designing scarecrows.</li> <li>• Collage-farm animals Pastel drawings, printing, patterns on Easter eggs.</li> <li>• Life cycles</li> <li>• Flowers-Sun flowers</li> <li>• Mother's Day crafts Easter crafts</li> <li>• Artwork themed around Eric Carle &amp; The Seasons.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn a traditional African song and dance and perform it. Encourage children to create their own music.</li> <li>• Junk modelling, houses, bridges boats and transport.</li> <li>• Exploration of other countries – dressing up in different costumes.</li> <li>• Retelling familiar stories Design and make rockets.</li> <li>• Design and make objects they may need in space, thinking about form and function.</li> <li>• Creating outer of space pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Rainbow fish collages</li> <li>• Paper plate jellyfish</li> <li>• Puppet shows: Provide a wide range of props for play which encourage imagination.</li> <li>• Salt dough fossils</li> <li>• Water pictures, collage, shading by adding black or white.</li> <li>• Colour mixing – underwater pictures.</li> <li>• Father's</li> <li>• Day Crafts</li> </ul>



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	<ul style="list-style-type: none"><li>• Provide opportunities to work together to develop and realise creative ideas.</li></ul>					
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