

# Little Eaton Primary School

## EYFS Long-Term Overview 2025-2026

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Possible Themes/Interests/Lines of Enquiry</b>	Teddy Bears Feelings and Emotions Autumn People Who Help us	Little Red Hen Harvest Festival Family	Diwali Christmas around the world Autumn Bonfire Night Christmas (Nativity Story)	Winter Arctic Transport/Journeys Chinese New Year Pancake Day	Easter World Book Day Growing up – generations Planting/Gardening/Spring	Life cycles – Frog/owls, butterflies Local Area Animals and their Babies Chatsworth Trip.	Summer holidays (past and present) Hot places Pirates Rockpools Looking after our planet Mermaids
<b>Communication and Language</b>	Understand how to listen carefully and why listening is important. Engage in story times.  Learn new vocabulary Use new vocabulary through the day	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.	
<b>Personal, Social and Emotional Development</b>	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.		Think about the perspectives of others. Manage their own needs.		
<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</i>							
<b>Physical Development</b>	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Combine different movements with ease and fluency  Develop the foundations of a handwriting style which is fast, accurate and efficient.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	
Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility							
<b>Literacy</b>	Read individual letters by saying the sounds for them.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.	
<b>Phonics</b>	<b>Level 1/2</b>	<b>Level 2</b>	<b>Level 2</b>	<b>Level 2/3</b>	<b>Level 3</b>	<b>Level 3/4</b>	
<b>Mathematics White Rose SSM/ NCTEM Mastering Number</b>	Subitising 1-3 Counting cardinality and ordinality- How many? Composition of 2,3 and 4 Subitising objects and sounds Comparison – More than/ Fewer than  SSM- Comparing mass, comparing capacity, exploring simple patterns.	Counting, ordinality and cardinality- deepening understanding of 5. Comparison – comparing amounts through matching and sharing. Composition – concept of wholes and parts Composition of 3, 4 and 5 Counting skills- matching numerals. Verbally counting beyond 20. Subitising within 5 – focus on die patterns.  SSM- Identify and name circles and triangles. Compare circles and triangles. Explore shapes with 4 sides.	Counting, ordinality and cardinality- staircase patterns. Composition of 5- Part part whole. Composition of 6 and 7 as 5 and a bit. Composition equal and unequal Counting, ordinality and cardinality and position of number. Comparison of numbers to 8  SSM- Compare mass, find a balance, explore capacity, compare compacity, explore and compare length and height.	Composition of 7 Subitising – doubling quantities to 10 Composition- Odd and even numbers Counting, ordinality and cardinality- counting strategies. Subitising to 6 including unstructured arrangements.  SSM- Talk about time, sequencing, recognise and name 3D shapes, find 2D shapes within 3D shapes, 3D shapes in the environment.	Composition- 5 and a bit Composition numbers to 10 Comparison- Ordinality Subitising Recall of number bonds to 5  SSM- exploring mapping, represent maps with models, create own maps from familiar places, create own maps from stories	Comparison Number patterns Counting Composition – bar model and number sentences. Building numbers to 20  SSM- Revisit shape	

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		Shapes in the environment. Describe Positions.				
Understanding the World Including RE	Talk about members of their immediate family and community. Name and describe people who are familiar to them.  <i>What stories are special and Why?</i>	Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. <i>Which times are special and Why?</i>	Recognise some environments that are different to the one in which they live.  <i>Which People are special and Why?</i>	Understand that some places are special to members of their community.  <i>What places are special and why?</i>	Explore the natural world around them. Draw information from a simple map.  <i>Where do we belong?</i>	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.  <i>What is special about our world?</i>
	Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.					
Expressive Arts and Design	Develop storylines in their pretend play.	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Return to and build on their previous learning, refining ideas and developing their ability to represent them	Create collaboratively sharing ideas, resources, and skills.	Listen attentively, move to and talk about music, expressing their feelings and responses.	Watch and talk about dance and performance art, expressing their feelings and responses
	Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups.					