



LIONEL WALDEN PRIMARY SCHOOL
EYFS LONG TERM OVERVIEW 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme, Interest, Enquiry	All About Me Settling into school, school routines, making new friends, being part of the school community	Autumn/Festivals Seasonal changes including changes in the weather, why trees lose their leaves, animals that hibernate, our local environment	Winter Seasonal changes that happen in winter including changes in weather. Look at Winter habitats and the animals that live there	Traditional stories Retell and act out familiar stories and traditional tales Seasonal changes - Spring	Life cycles and growing plants Life cycle of a frog and a butterfly Growing seeds Plants and animals in our local environment	Our world and our community Walk around our village Going on holiday
Core books	The Colour Monster starts school The Rainbow Fish - Marcus Pfister Owl babies - Martin Waddell	The Nativity The First Christmas The Stick Man - Julia Donaldson	The Emperor's Egg - Martin Jenkins When will it snow? - Kathryn White Alison Edgson What's it like to be a Baby Polar Bear?	The Three Little Pigs Goldilocks and the Three Bears The Gingerbread Man Little Red Riding Hood	The Very Hungry Caterpillar by Eric Carle The Tiny Seed - Eric Carle Tadpole's Promise - Jeanne Willis	Our World - A first Look at Geography - Sue Lowell Gallion Handa's Surprise - Eileen Browne We're Going on a Lion Hunt - David Axtell Clean Up - Nathan Bryon
Events/Celebrations	Parent workshops for Phonics/Reading, Maths, Forest School	Halloween Diwali Bonfire Night Remembrance Day Children in Need Christmas Hannukah	Chinese New Year Healthy Week	Shrove Tuesday World Book Day Science Week Mother's Day Easter	Sports' Afternoon	International Week Father's Day Class Assembly
Communication and Language	Listening and Attention		Listening and Attention		Listening and Attention	
	To be able to understand how to listen carefully and know why it is important	To begin to understand how and why questions	To be able to ask questions to find out more	To retell a story and follow a story without pictures or prompts	To be able to understand a question such as, who, what, where, when, why and how	To be able to have conversations with adults and peers with back-and-forth exchanges
	Speaking		Speaking		Speaking	
	To be able to talk in front of small groups and their teacher offering their own ideas	To be able to use new vocabulary throughout the day	To talk in sentences using conjunctions e.g. and, because, etc	To engage in non-fiction books and to use new vocabulary in different contexts	To use talk to organise, sequence and clarify thinking, ideas, feelings and events	To be able to talk in sentences using a range of tenses
	Learn and use new vocabulary, listen carefully to rhymes, songs, paying attention to how they sound, learn rhymes, poems and songs, use new vocabulary in different contexts					
Core songs and rhymes to be taught	5 Currant buns, 5 speckled Frogs, 5 Little monkeys, Dingle Dangle Scarecrow, Head shoulders knees and toes.		Sleeping Bunnies, I'm a Little Snowman, Penguin song https://www.youtube.com/watch?v=He5Xu1HBkM		10 Green Bottles, 10 Fat Sausages, Down in the Jungle, ABC song, We have the Whole World in our Hands	
Personal, Social and Emotional Development Although these statements have been split for a specific focus, they apply on an ongoing basis throughout the reception year	Self-regulation		Self-regulation		Self-regulation	
	To be able to follow one step instructions, recognise different emotions and focus during short whole class activities	To talk about how they are feeling and to consider the feelings of others	To be able to focus during longer whole class lessons	To be able to identify and moderate their own feelings socially and emotionally	To be able to control their emotions using a range of techniques	To follow instructions of three steps or more
	Managing-self		Managing-self		Managing-self	
	To wash hands independently	To understand the need to have rules	To begin to show resilience and perseverance on the face of a challenge	To develop independence in dressing and undressing	To manage own basic needs independently	To be able to show a 'can do' attitude To understand the importance of healthy food choices
	Building relationships		Building relationships		Building relationships	
	To seek support from adults and gain confidence to speak to peers and adults	Begin to develop friendships	To be able to use taught strategies to support turn taking	To listen to the ideas of other children and agree on a solution and compromise	To work as part of a group	To be able to have confidence to communicate with adults around the school
Cambs PSHE	Myself and Relationships - Beginning and Belonging	Myself and Relationships - Family and Friends	Myself and Relationships - My Emotions	Citizenship - Identities and Diversity	Citizenship - Me and My World (My body and growing up)	Healthy and Safer Lifestyles - Keeping Safe
Physical Development	Gross Motor Skills		Gross Motor Skills		Gross Motor Skills	
	To move safely in a space	Explore different ways to travel using equipment	To be able to control a ball in different ways, balance on a variety of equipment and climb	To jump and land safely from a small height	To move safely with confidence and imagination, communicating ideas through movement	To play by the rules and develop coordination
	Fine Motor Skills		Fine Motor Skills		Fine Motor Skills	
	Begin to use tripod grip when using mark making tools	To accurately draw lines, circles and	To handle scissors, pencils and glue effectively	Able to use cutlery appropriately	Hold scissors correctly and cut out small shapes	To form letters correctly using a tripod grip

		shapes to draw pictures		To manipulate small tools correctly		
	Develop overall body strength, coordination, balance and agility needed to engage successfully in PE and other physical activities including dance, gymnastics, sport and swimming Develop their small motor skills so that they can use a range of tools competently, safely and confidently including pencils, paintbrushes, cutlery, scissors, etc Use their core muscle strength to achieve a good posture when sitting at a table or on the floor					
Literacy	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
	Jane Considine Units: Poppies - narrative We are going a bear hunt - narrative		Jane Considine Units: Penguins - non-fiction fact file Lost and Found - Jack and the Jellybean Stalk - narrative		Jane Considine Units: Handa's Surprise - narrative All aboard the London Bus - narrative The Snail and the Whale - non-fiction	
	Comprehension		Comprehension		Comprehension	
	Listen and enjoy sharing a range of books. Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover. Know that print carries meaning and in English, is read from left to right and top to bottom. Know the difference between text and illustrations. Enjoy joining in with rhyme, songs and poems. Join in with repeated refrains and key phrases.	Engage in conversation and can answer questions when reading wordless fiction and nonfiction books. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Talk about events, feelings, main characters, where a story is set and recognise links to own life experiences.	Use picture clues to help read a simple text. Predict and anticipate key events based on illustrations, story content and title. Understand the structure of a non-fiction book is different to a fiction book. Play is influenced by experience of books (small world, role play).	Retell stories in the correct sequence, draw on language patterns of stories. Say how they feel about stories and poems, what parts of the story they liked or disliked, can identify favourite characters, events, or settings and why. Independently access the features of a non-fiction book. Play influenced by experience of books Innovate a well-known story with support.	Correctly sequence a story or event using pictures and/or captions. Respond to questions about how and why something is happening. Know the difference between different types of texts (fiction, nonfiction, poetry) Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.	Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. Talk about themes of simple texts e.g. perseverance, good v evil.
	Word Reading		Word Reading		Word Reading	
	Hear general sound discrimination and be able to orally blend and segment.	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 a few common exception words as taught through FFT Success for All Scheme.	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 a few common exception words.	Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words	Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.
	Writing		Writing		Writing	
	Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.	Copies adult writing e.g., writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.	Use appropriate letters for initial sounds.	Build words using letter sounds in writing.	Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.	Show awareness of the different audience for writing. Write short sentences with words with known letter/sound correspondences using a capital letter and full stop.
Phonics based on FFT Success for All phonics programme	Phonics		Phonics		Phonics	
	Week 1 Phase 1 recap Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words Week 2 onwards Phase 2 graphemes s a t p i n m d g o c k e u r h b f l Tricky words I, the, to, me, no, go, into, we, he, be		Phase 3 graphemes ch, sh, th, ng, ai, ee, qu, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, ure, er Tricky words She, was, you, they, all, are, Review Phase 3 and all tricky words taught		Phase 4 Short vowels with adjacent consonants CVCC, CCVC, CCVCC, etc Longer words and compound words Words ending in suffixes: ing, ed, er, est Tricky words my, her - review all words taught so far	
Maths	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently , develop a deep understanding of the numbers to 10 , the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives , including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics , look for patterns and relationships , spot connections , 'have a go' , talk to adults and peers about what they notice and not be afraid to make mistakes.					
	Power Maths Unit 1 - Numbers to 5		Power Maths Unit 7 - Numbers to 10		Power Maths Unit 14 - Counting on and counting back	

	Unit 2 - Comparing groups within 5 Unit 3 - Shape Unit 4 - Change within 5 Unit 5 - Number bonds within 5 Unit 6 - Space		Unit 8 - Comparing numbers within 10 Unit 9 - Addition to 10 Unit 10 - Measure Unit 11 - Numbers bonds to 10 Unit 12 - Subtraction Unit 13 - Exploring patterns		Unit 15 - Numbers to 20 Unit 16 - Numerical patterns Unit 17 - Shape Unit 18 - Measure Optional units: Unit 19 - Sorting Unit 20 - Time	
	NCTEM Mastering Number: Subitising - within 5 Counting, cardinality and ordinality -, dice patterns 1:1 correspondence Composition - whole and part Comparison - more than, fewer than, matching Numbers to 5		NCTEM Mastering Number: Subitising - within 10, doubles Counting, cardinality and ordinality - counting pattern to 20, odd and even numbers Composition - to 10 Comparison - equal and unequal Numbers to 10		NCTEM Mastering Number: Subitising - when to subitise Counting, cardinality and ordinality - beyond 20 Composition - numbers to 10 Comparison - order sets Automatic recall Patterns within 10 Recap of numbers to 10 and different representations Subitising using a rekenrek	
Understanding of the World	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	Talk about members of their immediate family and community Name and talk about people who are familiar to them Seasonal changes Summer/Autumn Weather changes Clothing	Recognise that people have different beliefs and celebrate special times in different ways (Christmas, Diwali, Hannukah) Understand that some places are special to members of their community	Explore the natural world around them. Seasonal changes Winter/Spring Weather changes Clothing Animals the hibernate	Recognise that some environments are different to the one in which they live in Compare and contrast characters from stories, including figures from the past Recognise that people have different beliefs and celebrate special times in different ways (Easter)	Explore the natural world around them Seasonal Changes Spring/Summer Weather Changes Animals born Plants Clothing	Comment on situations from the past Recognise some similarities and differences between life in this country and life in other countries Draw information from a simple map
	Understand the effect of the changing seasons on the natural world around them. Describe what they see, hear and feel whilst outdoors					
Expressive Arts and Design	Painting, 3D modelling, messy play, collage, cutting, drama, Roleplay, threading, moving to music, clay sculptures, following music patterns with music instruments, singing songs linked to topics, making instruments, percussion.					
	Develop storylines in their pretend play	Sing in a group or on their own increasingly matching the pitch and melody Nativity song practice Carol Service	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 and talk about music, expressing their feelings and responses	Watch and talk about dance and perform art, expressing their feelings and responses
	Charanga Me!	Charanga My Stories	Charanga Everyone!	Charanga Our World	Charanga Big Bear Funk	Charanga Reflect, Rewind and Replay
	Explore and engage in music making and dance, performing solo or in groups					
	Join in with songs Self portraits Rainbow fish collage Harvest Festival craft - scrunching (fine motor skills)	Pumpkin carving Christmas trees - oil pastels Christmas cards, calendars and decorations. To use the Nativity Puppets and props	Snowflakes - oil pastels Penguins - painting Making lanterns and dragons Preparing Chinese food Dressing up in the Chinese restaurant role play area. Chinese New Year dance	Making houses Pastel drawings Flowers/sunflowers/bean stalk Props for play to encourage imagination and storytelling with costumes. Mother's Day craft Easter Easter painting, chicks, flowers	King's coronation craft Signs of summer Lifecycles	International week craft London buses and landmarks created. Preparing different foods Painting flags