

Preschool & Reception Long Term Overview Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes Possible Lines of Enquiry These themes may be adapted at Various points to allow for children's interests to flow through the Provision	All about me!	Look Up!	Journeys near and far!	Amazing animals!	Growing together!	Our world, our stories!
	Starting school • My new class • Me and my family • What makes me unique? • Feelings and emotions • Friendships and kindness • Our bodies and senses • Autumn • Harvest	Space and space travel • Sun, moon and stars • Day and night • Light and dark • Nocturnal animals • Autumn to winter • Celebrations • Christmas	Our local area • Where do I live? • Journeys and transport • Maps and routes • Different places around the world • Comparing places • Chinese New Year • Winter to spring	Animals around the world • Animal groups • Habitats • Life cycles • Farm animals • Minibeasts • Caring for animals • Spring and seasonal change	Plants and flowers • What do plants need? • Growing and changing • Seeds and life cycles • Minibeasts • The great outdoors • Caring for our environment • Spring to summer	Our families and communities • People who help us • Stories from different cultures • Celebrations and traditions • Our world • Under the sea • Looking after our world • Transition and looking ahead
Key Literacy Texts Core texts are drawn from our Literacy Overview and are supplemented by high-quality fiction, non-fiction, poetry and rhymes to broaden children's knowledge, vocabulary and understanding of the wider curriculum.	Oh Dear, Look What I Got! • Where the Wild Things Are • Traditional Tales	Look Up! • The Snowman • Space non-fiction • Christmas poetry/texts	Ning and the Night Spirits • Super Milly and the Super School Day • Transport non-fiction • Chinese New Year texts	Confetti • The Extraordinary Gardener • The Hundred Decker Bus • Handa's Surprise • On the Farm	These Are My Rocks • There's a Tiger on the Train • Garden/minibeast non-fiction • Plant texts	The Girl Who Loves Bugs • So Much • People Who Help Us • Celebration and family texts
Enrichment Activities	Welcome Walk – 18 Sept • KAPLA Workshop – 25 Sept • Harvest • Stay & Play – 20/21 Oct • Art Exhibition – 21 Oct	Bonfire Night • Remembrance Day • Children in Need – 13 Nov • Anti-Bullying Week • Diwali* • Nativity • Christmas Lunch – 9 Dec • Panto – 11 Dec • Christmas Theme Week – 14 Dec • Alfie the Elf Theatre Trip	Lunar/Chinese New Year* • Hare and the Tortoise Theatre Trip • Music Week – 8 Feb • Safer Internet Day*	World Book Day – 4 March • Smithills Farm Trip – March • Easter Experience Theme Week – 22 March • Easter* • Ramadan/Eid* where dates fall appropriately Mother's Day	Sports Day – 18 May • Mental Health Awareness Week* • National Children's Gardening Week*	Imagine That! School Trip – July • Transition experiences • End-of-year celebrations

Preschool & Reception Long Term Overview Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Characteristics of Effective Learning Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning. Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions. At Emmanuel Holcombe, we recognise every child as a unique learner who develops at their own pace and from their own individual starting points. Positive relationships, an enabling environment and high-quality interactions provide the foundations for children to become confident, curious and resilient learners. Children learn through a balance of child-initiated play, carefully planned provision, guided learning and adult-led experiences. Practitioners respond to children's interests and needs, while deliberately introducing, modelling and revisiting the knowledge and skills identified within our EYFS curriculum. Our inclusive approach ensures that all children, including those with SEND, are supported and challenged appropriately. Strong partnerships with parents and carers support continuity between home and school.						
Our School Values	Compassion We are all unique. We show kindness and understanding to others. We respect differences between people and their beliefs in our community, this country, and the world. All cultures are learned, respected, and celebrated.	Courage We try new things and have a go even when we feel nervous. We stand up for what is right. We share and respect the opinions of others, even when they are different to our own. We show bravery when facing challenges and change.	Forgiveness We know right from wrong. We understand that everyone makes mistakes. We recognise when we need to say sorry and forgive others when they do the same. We take responsibility for our actions and work together to make things better.	Truthfulness We are honest and trustworthy. We know it's okay to make mistakes, as long as we try to tell the truth. We understand that everyone is different and has their own views. We show integrity by doing the right thing even when no one is watching.	Thankfulness We show appreciation for the people and things around us. We say thank you and are grateful for the opportunities we are given. We value others' ideas and listen with interest. We understand that even small acts of kindness matter.	Respect We treat everyone with kindness and fairness. We understand that everyone deserves to be listened to and included. We celebrate different cultures, faiths, and beliefs. We show respect for our school, community, and the world we live in.
Assessment opportunities	Baseline & Starting Points - Baseline assessment on entry - Practitioner observations and interactions - Establish individual starting points - Seesaw observations linked to curriculum End Point Skills where appropriate - EYFS team discussion - Identify children requiring additional support	Reviewing Early Progress - Ongoing formative assessment - Progression Checkpoints - Phonics assessment - EYFS team discussion - Pupil progress discussions - Targeted support/intervention identified where appropriate	Ongoing Assessment - Ongoing observations and interactions - Progression Checkpoints - Seesaw observations where meaningful - Phonics assessment and intervention - Review progress from individual starting points	Review & Moderation - Ongoing formative assessment - Progression Checkpoints - Pupil progress discussions - Parents' Evening - Review targeted support - EYFS team moderation/professional discussion	Preparing for End-of-Year Judgements - Ongoing formative assessment - Progression Checkpoints - Reception GLD projections - Phonics assessment/intervention - Internal moderation - Identify any gaps requiring further opportunities	End-of-Year Assessment & Transition - Final Progression Checkpoints - Reception EYFSP/ELG judgements - Pre-School End Point review - End-of-year data - Pupil progress discussions - Transition information shared with Reception/Year 1 - School reports
Parental involvement	Welcome Walk • Stay & Play • Getting Started with Seesaw • Phonics information/workshop	Nativity • Christmas events		World Book Day • Parents' Evening/EYFS progress discussions	Sports Day	End-of-year reports • Transition information/activities

Preschool & Reception Long Term Overview Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about me!	Look Up!	Journeys near and far!	Amazing animals!	Growing together!	Our world, our stories!
Communication & Language	Communication and Language underpins all areas of learning. Children develop their listening, understanding and speaking through high-quality interactions, stories, songs, rhymes, discussion and purposeful talk throughout provision. Adults model and extend vocabulary and use the ShREC approach to support meaningful back-and-forth interactions.					
Communication and Language is developed throughout the year through high-quality interactions, shared reading, storytelling, songs and rhymes, sustained shared thinking, role play, small-group and whole-class discussion and purposeful talk within provision. Practitioners model and extend vocabulary and use the ShREC approach to support high-quality back-and-forth interactions.	Develop listening routines and understand why listening is important • Talk about themselves, families, feelings and familiar experiences • Listen and respond during stories and group times • Follow simple instructions, progressing to instructions with more than one step • Answer who, what and where questions • Join in with repeated phrases, songs and rhymes • Begin to take turns in conversation • Use talk to build relationships and express needs and ideas	Listen attentively to stories, poems and non-fiction • Develop vocabulary linked to space, night/day, light, celebrations and winter • Ask questions to find out more • Describe what they notice and explain simple ideas • Follow increasingly complex instructions • Retell familiar events and parts of stories • Use new vocabulary through role play and provision • Talk about celebrations and experiences, listening to similarities and differences in others' experiences	Listen to and discuss stories set in different places • Develop vocabulary linked to journeys, transport, maps, places and communities • Talk about journeys and experiences in increasing detail • Ask how and why questions • Follow directions and instructions involving more than one step • Sequence and retell events using first, next, then, finally • Compare places and experiences through discussion • Use talk collaboratively during small-world and imaginative play	Develop and use vocabulary linked to animals, habitats and life cycles • Listen to and discuss fiction and non-fiction • Describe animals and explain similarities and differences • Ask questions to find out more • Recall and sequence key information from texts and experiences • Explain simple processes, e.g. a life cycle • Use talk to develop imaginative play • Listen and respond to others' ideas during collaborative activities	Develop vocabulary linked to plants, growth, change and the natural world • Observe, describe and explain changes over time • Make predictions and explain thinking • Ask questions and respond to what others say • Follow multi-step instructions during practical experiences • Retell and sequence processes and events • Use increasingly detailed sentences to communicate ideas • Explain what they have discovered and make links to previous experiences	Listen attentively to stories and information about families, communities, cultures and the wider world • Talk about similarities and differences respectfully • Express ideas, opinions and preferences and explain reasons • Retell familiar stories and experiences in sequence • Use new vocabulary confidently in different contexts • Ask relevant questions to clarify understanding • Sustain back-and-forth conversations with adults and peers • Reflect on experiences and talk about memories, change and moving on
Vocabulary	unique • family • friend • friendship • feelings • emotions • same • different • belong • listen • question • answer • first • next • finally	space • planet • Earth • moon • sun • star • astronaut • rocket • orbit • light • dark • nocturnal • winter • celebration • tradition • predict • describe	journey • travel • transport • route • map • direction • local • community • near • far • country • compare • similar • different • first • next • then • finally	animal • habitat • environment • wild • farm • offspring • life cycle • minibeast • insect • camouflage • nocturnal • observe • describe • compare • sequence	seed • plant • root • stem • leaf • flower • grow • change • soil • sunlight • water • life cycle • environment • observe • predict • explain	world • community • culture • tradition • celebration • family • similar • different • respect • country • ocean • environment • protect • memory • transition

Preschool & Reception Long Term Overview Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about me!	Look Up!	Journeys near and far!	Amazing animals!	Growing together!	Our world, our stories!
Personal, Social and emotional Development	PSED is embedded throughout daily practice, routines, relationships and provision. Children are supported to understand and regulate their emotions, develop independence and resilience and build positive relationships. Our Monster Emotions approach supports emotional literacy and regulation, alongside relevant learning from Jigsaw.					
Jigsaw	Being Me in My World Self-Regulation Recognise and begin to name different emotions Express feelings, needs and preferences Begin to understand that feelings can change Seek support from trusted adults when needed Begin to understand and follow class expectations and routines Managing Self Develop confidence in the new environment Develop independence in managing personal needs and belongings Make choices and begin to take responsibility for them Have a go at new experiences and persevere with support Begin to understand how routines help us feel safe and ready to learn Building Relationships Develop positive relationships with familiar adults Begin to form and develop friendships Recognise themselves as part of the class and school community Develop sharing and turn-taking Recognise that other people have feelings, needs and ideas	Celebrating Difference Self-Regulation Recognise a wider range of feelings in themselves and others Begin to understand how their actions can affect others Develop strategies for managing strong emotions Develop attention and impulse control during shared experiences Managing Self Develop confidence to share ideas and experiences Recognise their own strengths and achievements Understand that it is okay to be different Develop resilience when something does not happen as expected Building Relationships Recognise similarities and differences between themselves and others Develop respect for different families, traditions and celebrations Listen to and value the ideas of others Show kindness and consideration Develop cooperative play and shared decision-making	Dreams and Goals Self-Regulation Develop perseverance when learning is challenging Manage frustration with increasing independence Begin to set simple goals and work towards them Recognise feelings associated with success, challenge and disappointment Managing Self Develop confidence to try unfamiliar experiences Recognise that practice helps us improve Take pride in effort and achievement Develop independence when approaching tasks and challenges Begin to reflect on what they can already do and what they are learning to do Building Relationships Work alongside others towards a shared goal Listen to and contribute ideas Encourage and support others Understand that people may have different ideas and approaches Celebrate their own and others' achievements	Healthy Me Self-Regulation Recognise how their body may feel when experiencing different emotions Identify strategies that help them feel calm and regulated Develop greater control over immediate impulses Understand when and how to seek help Managing Self Understand some of the things that support health and wellbeing Develop understanding of healthy food choices, physical activity, rest and sleep Understand the importance of personal hygiene Develop independence in self-care Recognise ways to keep themselves safe Building Relationships Recognise how caring actions affect others Show empathy and concern for others Develop understanding of responsibility and caring for others/living things Solve minor disagreements with increasing independence Use words to communicate needs and resolve difficulties	Relationships Self-Regulation Talk about feelings with increasing confidence Consider the feelings and perspectives of others Use familiar regulation strategies with increasing independence Manage waiting and turn-taking more successfully Managing Self Recognise how they have grown and developed Develop confidence and independence Recognise personal strengths Show resilience and perseverance when faced with challenge Understand that some things change as we grow Building Relationships Develop and maintain positive friendships Cooperate, negotiate and share ideas during play Understand what makes a positive relationship Show sensitivity to the needs and feelings of others Begin to resolve conflicts and find solutions Understand that relationships can be different	Changing Me Self-Regulation Recognise and talk about feelings associated with change and transition Use strategies to manage worries or uncertainty Express feelings and ask for support when needed Reflect on experiences and achievements Managing Self Recognise how they have changed and what they can now do Develop confidence in approaching their next stage of learning Manage personal needs with increasing independence Show resilience when routines or circumstances change Develop a positive sense of themselves as learners Building Relationships Understand that relationships may change as we grow Maintain friendships and form new relationships Talk positively about moving on and new experiences Recognise their place within different groups and communities Show respect, kindness and sensitivity towards others
Monster Emotions	Monster Emotions is a consistent thread throughout our PSED provision. Each week, children are introduced to an emotion and explore how it might feel, what may cause that feeling and how we can respond to it. Children are explicitly taught practical regulation strategies using our Trailies cards, helping them build a toolkit of ways to manage different emotions. Emotions and strategies are regularly revisited and practised so children can begin to recognise which strategies help them and increasingly use these when needed.					

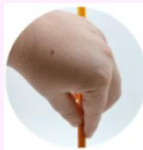
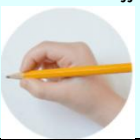
Preschool & Reception Long Term Overview Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about me!	Look Up!	Journeys near and far!	Amazing animals!	Growing together!	Our world, our stories!
Physical Development	Physical development is promoted throughout the day through continuous provision, outdoor learning, movement and planned opportunities to develop gross and fine motor control. Children develop strength, coordination, balance and spatial awareness alongside the fine motor skills needed to use tools confidently and develop towards fluent handwriting.					
Fine Motor	Develop hand and finger strength and dexterity Explore and manipulate a range of tools and materials Develop hand-eye coordination Develop control when making marks Establish preferred/dominant hand where emerging Develop increasing independence with everyday tools and fastenings	Develop greater control when using one-handed tools Refine hand-eye coordination Develop increasingly controlled marks and movements Develop manipulation and precision using smaller objects Begin to use an increasingly effective pencil grip Develop control when using scissors and other tools	Develop precision and control when using tools Strengthen coordination between shoulder, arm, wrist and fingers Develop an effective pencil grip Develop control when forming shapes, patterns and letters Use scissors with increasing accuracy Manipulate and join materials with greater control	Use a range of tools safely and with increasing control Develop accuracy when cutting, drawing and manipulating materials Refine pencil control and grip Develop increasingly accurate letter formation Control the pressure applied when using different tools Develop precision in detailed tasks	Use tools confidently and effectively for a purpose Demonstrate increasing precision and control Develop fluent and controlled pencil movements Form letters with increasing accuracy Cut and manipulate materials accurately Adapt grip, movement and pressure according to the tool or task	Use a range of small tools confidently, safely and accurately Demonstrate refined hand-eye coordination Use an effective pencil grip Show increasing fluency and accuracy in letter formation Use scissors and other tools with control and precision Apply established fine motor skills independently across the curriculum
Gross Motor	Develop awareness and control of their own body Move safely and confidently within different spaces Develop balance, coordination and spatial awareness Follow simple movement instructions Develop confidence using large movements and outdoor equipment Begin to negotiate space while considering others	Develop coordination when combining different movements Develop balance and stability Move in different ways with increasing control Negotiate space, speed and direction Respond to movement sequences and instructions Develop strength through whole-body movement	Develop increasingly fluent movement Combine movements with greater coordination and control Adjust speed, direction and movement in response to space Develop core strength and stability Develop confidence in balancing and negotiating obstacles Follow increasingly complex movement sequences	Refine coordination, balance and agility Experiment with different ways of moving Develop control when changing speed and direction Develop strength, stamina and body control Move confidently in response to instructions and ideas Develop awareness of how their body changes during physical activity	Move confidently, energetically and safely Demonstrate increasing strength, balance and coordination Combine different movements fluently Negotiate space and obstacles effectively Develop control when working individually and with others Apply physical skills within increasingly challenging situations	Apply established movement skills confidently and independently Demonstrate control, balance, coordination and agility Combine movements appropriately for different purposes Negotiate space and equipment safely Cooperate with others during physical activity Show confidence and perseverance when faced with physical challenges

Preschool & Reception Long Term Overview Year A

These pathways show the typical developmental progression of pencil grip and scissor skills. They are intended as a guide rather than fixed age-related expectations or assessment checkpoints. Children develop at different rates and may use a range of effective and functional grips and techniques. We provide appropriate opportunities, modelling and support to develop strength, control, coordination and independence.

Scissor Grip Development	1.5-2yrs Hold scissors: Learns to hold scissors often using both hands. 2-2.5yrs Opens/Closes scissors: Learns how to open and close the scissors. (Remember thumbs up position). They are NOT ready to use them with paper. Practise with play-dough, modelling clay, or continue to practise tearing paper. Snips paper: Makes snips on paper, no forward motion on the paper. Opens and closes scissors with entire hand	2.5-3yrs Snips paper moving forward: Makes snips in paper and begins to move the scissors forward across a small piece of paper	3-3.5yrs Uses helping hand: Begins to use the helping hand to turn the paper whilst cutting. (Remember thumbs up position) Cuts straight line: Can move the scissors along a straight line that is 6 inches long. Their accuracy is still a work in progress, with most cutting within $\frac{1}{2}$ inch of the cutting line.	3.5-4yrs Cuts straight line: Accuracy of straight line within $\frac{1}{4}$ inch. Cuts curved line: Is able to cut on a curve line that is $\frac{1}{4}$ inch wide, staying within $\frac{1}{4}$ inch of the cutting line. Cuts circles: Once a child has mastered curved lines, they are able to take on circle shapes of at least 6 inches in diameter. Their accuracy will start at around $\frac{1}{2}$ inch from the cutting line and improve to $\frac{1}{4}$ inch from the cutting line as they continue to practise	4.5-5yrs Cuts square shape: Cuts out a square shape within $\frac{1}{4}$ inch from the cutting line.	5-6yrs Cuts complex shapes: Can begin to cut out more complex shapes with good accuracy.
--------------------------	--	--	---	--	---	---

Pencil Grip Development	9-10 months Pincer Grasp: Once children get a little bit older and begin to finger-feed you will start to see a pincer grasp develop. Ideally, what you want to see is a nice little circular opening in that grasp, as if you could slide a pencil in there. Learning the pincer grasp is essential because it is a precursor for a tripod grasp for handwriting.	12-18months Palmer Supinate Grasp: Pencil held in palm of hand. They do this by using their palm of their hand without little finger stability and it is likely that they're using their entire arm to move the pencil, with possibly some wrist movements.	2-3 years Digital pronate Grasp: This is where children begin to move the pencil into their fingers, but you will notice that it's done in kind of a backwards, upside down posture. Pronated grasp (wrist and thumb pointed downwards). Developmentally this is appropriate, and no intervention is required	3-4 years Quadrupod Grasp: By this age you're going to want to see all fingers in on the pencil in a supinated (wrist up) grasp. They're no longer using the palm of their hand but their fingers to write with some wrist and forearm movement.	4-5 years Static Tripod Grasp: The static tripod grasp is a 3 finger grasp, two fingers pinching the writing utensil and the 3rd (middle) finger tucked to the side of the pencil, forming a tripod. The 4th and 5th fingers are usually static next to these fingers and do not tuck into the palm of the hand	4-6 years Dynamic Tripod Grasp: Thumb and pointer finger hold the pencil as it rests on the last joint of the middle finger. Pencil movements occur via manipulation of the fingers and hand. Note that a true dynamic tripod grasp may not be established up until around 14 years of age. NB There are other mature functional grips that are also considered to be efficient
						

Handwriting and Mark Making: Fine motor development underpins children's progression towards writing. Pre-School children develop strength, coordination and control through meaningful mark making and tool use, while Reception children receive systematic opportunities to develop an effective pencil grip and increasingly accurate letter formation, linked to their phonics learning.

Preschool & Reception Long Term Overview Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about me!	Look Up!	Journeys near and far!	Amazing animals!	Growing together!	Our world, our stories!
Literacy	Literacy is developed through a language-rich environment, high-quality texts, storytelling, phonics and purposeful opportunities for reading, mark making and writing. Systematic phonics supports the development of word reading and writing, while carefully selected texts develop comprehension, vocabulary and a love of reading. Our Literacy Text Overview identifies the core texts and planned writing opportunities across the year.					
Comprehension – Developing a pleasure for reading	Engage with and enjoy a range of stories, rhymes and texts Talk about characters and key events Recall parts of familiar stories Use pictures and illustrations to support understanding Begin to predict what might happen next	Listen to and discuss increasingly varied fiction and non-fiction Recall and sequence key events Talk about characters, settings and events Make simple predictions using what they already know Begin to explain the meaning of new vocabulary Make links between texts and their own experiences	Retell familiar stories in sequence Discuss characters' actions and events Answer questions about what has been read Use new vocabulary when discussing texts Make predictions and explain their thinking Retrieve simple information from non-fiction Develop vocabulary through stories and discussion	Demonstrate understanding through discussion and retelling Sequence events with increasing accuracy Talk about why events happened Compare information from fiction and non-fiction Use and explain newly introduced vocabulary Ask and answer questions to deepen understanding	Retell stories and information with increasing detail Make predictions using evidence from the text Discuss characters, settings and events in greater depth Recall key facts from non-fiction Make connections between texts, experiences and prior learning Use increasingly precise vocabulary when discussing reading	Demonstrate secure understanding of what has been read Retell and sequence stories confidently Anticipate key events in familiar stories Discuss and explain ideas about texts Use vocabulary acquired through stories, non-fiction, rhymes and poems Make connections across different texts and experiences
Word Reading Children will be working to develop their skills of blending and segmenting.	Phonics: Level 2 grapheme- phoneme correspondences (GPCs) Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound- blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge	Phonics: Level 2/3 grapheme- phoneme correspondences (GPCs) Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Show children how to touch each finger as they say each sound. Automatic recognition of taught Tricky Words. Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge	Phonic: Level 3 Introducing digraphs and trigraphs. Reading: Provide opportunities for children to read words containing digraphs and trigraphs and non-fiction books. Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge Segmenting for writing	Phonic: Level 3 Reading: Story structure- beginning, middle, end. Innovating and retelling stories to an audience, Non-fiction texts Continue to read and spell Tricky Words fluently. Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge Segmenting for writing	Phonic: Level 3/4 CVCC, CCVC,CCVCC,CCVC Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Listen to children read words with more than one syllable. Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge	Phonic: Level 4 Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition work with Year 1 staff Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge Segmenting for writing
Pre-School	Develop listening and sound discrimination, rhythm and rhyme, alliteration, oral blending and segmenting and awareness of sounds in words, progressing towards recognising some initial sounds/graphemes where developmentally appropriate					
Writing	Understand that marks and writing can carry meaning Develop confidence in purposeful mark making Give meaning to marks, drawings and early writing Develop control when forming taught letters Hear and identify sounds in words Begin to represent sounds in writing	Use writing for increasingly purposeful reasons Orally compose ideas before writing Segment simple words into sounds Represent sounds using taught graphemes Develop increasingly accurate letter formation Begin to write simple words, labels and captions	Segment words with increasing independence Apply taught phonics when spelling Write words and simple phrases/sentences Begin to understand that sentences are made up of words Develop spaces between words Reread writing with adult support	Compose and write simple sentences Segment words independently using taught phonics Develop increasingly consistent word spacing Apply taught tricky words in writing Develop increasingly accurate letter formation Reread writing to check that it makes sense	Write simple phrases and sentences independently Apply phonics knowledge when spelling Use increasingly accurate spacing and letter formation Begin to develop greater fluency and stamina for writing Reread and talk about what has been written Write for a range of meaningful purposes	Independently compose and write simple sentences Spell words using taught phonics knowledge Write taught tricky words with increasing accuracy Use spaces between words Form letters recognisably and with increasing fluency Reread writing to check meaning and communicate ideas clearly
Pre-School	Children develop the foundations for writing through gross and fine motor development, meaningful mark making, drawing, name writing, sound awareness and opportunities to give meaning to their marks. Practitioners model writing for a purpose and support children to hear and represent sounds as they become developmentally ready.					

Preschool & Reception Long Term Overview Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about me!	Look Up!	Journeys near and far!	Amazing animals!	Growing together!	Our world, our stories!
Maths	Children develop a secure understanding of number, numerical patterns, shape, space and measure through direct teaching, practical exploration, mathematical talk and meaningful opportunities throughout provision. Reception children follow Mastering Number, while Pre-School children develop strong mathematical foundations through practical experiences, songs, rhymes and play. Children are encouraged to notice relationships, make connections and explain their mathematical thinking.					
	Pre-School – Early Mathematical Experiences Notice small quantities 1–3 • Join in with counting rhymes and songs • Begin to count objects using one-to-one correspondence • Compare groups using more and fewer • Represent small amounts using fingers and objects • Notice simple patterns in the environment • Sort objects by one feature • Explore and name familiar 2D shapes • Compare objects using big/small • Explore shape through construction and play Reception – Mastering Number Perceptual subitising within 3 • Counting sequence; 1:1 correspondence and cardinality • Composition of 3 and 4; all numbers can be made of ones • Subitising to 4; perceptual and conceptual • Making 4 • Focus on language and thinking about attributes • Focus on counting to 5 and the key representation of 5 – ‘5 fingers on one hand’ • Introduce the five-frame • Pattern and early number • Recognise, describe, copy and extend colour and size patterns • Measures – estimate, order, compare, discuss and explore capacity, weight and length	Pre-School – Early Mathematical Experiences Develop stable counting order • Count small groups of objects with increasing accuracy • Begin to understand that the last number said tells us how many altogether • Match objects one-to-one • Compare quantities using more and fewer • Recognise and continue simple repeating patterns • Create simple repeating patterns with support • Sort by colour, size or shape • Explore weight and capacity • Use language such as full/empty and heavy/light Reception – Mastering Number Comparison by matching, including when groups are equal • Focus on the concept of a ‘whole’ • Focus on the composition of 5 • Counting beyond 5 • Shape and sorting – describe and sort 2D and 3D shapes • Describe position accurately • Calendar and time – days of the week and seasons • Sequence daily events using first, next, last, day and night	Pre-School – Early Mathematical Experiences Recognise quantities to 3 and beyond • Count objects accurately using one-to-one correspondence • Represent quantities in different ways • Begin to subitise familiar small quantities • Compare groups using more and fewer • Recognise, continue and create simple repeating patterns • Name familiar 2D shapes • Explore how shapes can be combined to make models • Compare size, length and height Reception – Mastering Number Connect subitised quantities to numerals • Order numbers to 5 • Focus on each number being 1 more than the previous number • Focus on the composition of 5 and identify missing parts • Introduce the ‘5 and a bit’ structure using fingers and die frames as key representations • Focus on equal and unequal groups • Connect ordinality and cardinality through the use of the staircase pattern and explore 1 more and 1 less • Measures – comparing mass and capacity using full, empty, measuring • Length and height – taller, longer, shorter • Calendar and time – days of the week and measuring time	Pre-School – Early Mathematical Experiences Develop understanding of numbers to 5 • Subitise familiar small quantities • Recognise that numbers can be made in different ways • Understand that the last number counted tells us how many altogether • Compare quantities using more, fewer and equal • Create repeating patterns with increasing independence • Sort and compare objects by different attributes • Use positional language such as under, behind, next to and in front of • Explore routes and position • Compare weight and capacity Reception – Mastering Number Comparison by knowledge of ordinality rather than comparison by matching quantities • Notice whether a change creates a number which is more or less than another • Composition of 7 as 2 groups, with a focus on ‘5 and a bit’ • Practise subitising within 6 • Explore doubles • Sort odd and even numbers by looking at their tops • Shape and sorting – build with 3D shapes, match, make patterns with 3D shapes, name and describe	Pre-School – Early Mathematical Experiences Consolidate counting and representing quantities to 5 • Subitise familiar quantities • Explore the composition of small numbers • Recognise that quantities can be represented in different ways • Compare quantities confidently • Solve simple practical number problems • Create and continue repeating patterns • Talk about the rule within a simple pattern • Explore and describe 2D and 3D shapes • Combine shapes to build and create • Compare length, weight and capacity using mathematical language Reception – Mastering Number Count larger amounts and focus on strategies for counting • Focus on structured arrangements including the ten-frame • Focus on representations of numbers using fingers and ten-frames • Focus on doubles using different representations • Focus on ordinality – comparing numbers • Shape and pattern – describe and sort 2D and 3D shapes • Recognise, complete and create patterns • Make tangrams • Make shapes and sort shapes •	Pre-School – Early Mathematical Experiences Apply counting skills independently in meaningful contexts • Count accurately using one-to-one correspondence • Subitise small quantities • Show numbers in different ways • Explore composition of numbers to 5 • Compare groups using more, fewer and equal • Independently recognise, continue and create repeating patterns • Sort objects and explain how they have been grouped • Name and talk about familiar shapes • Use positional language confidently • Solve simple spatial problems by moving, rotating and fitting shapes Reception – Mastering Number Recap, Review and Assess
Mathematics across provision: Mathematical learning is revisited and embedded throughout continuous provision, routines and play. Adults model and use mathematical language consistently, provide opportunities to explore number, pattern, shape, space and measure, and support children to notice relationships, solve problems and explain their thinking.						

Preschool & Reception Long Term Overview Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about me!	Look Up!	Journeys near and far!	Amazing animals!	Growing together!	Our world, our stories!
	Children develop their understanding of the world through first-hand experiences, observation, discussion, stories, non-fiction texts and exploration of the local and wider environment. Learning is revisited across the year so that children build knowledge of the past and present, people and communities, the natural world and the purposeful use of technology.					
Understanding the world RE History Geography Science Computing Festivals	Past & Present Talk about themselves, their families and familiar experiences • Begin to use simple time language such as now, before and when I was little • Recognise that they have changed as they have grown • Talk about significant events in their own lives People, Culture & Communities Talk about their family and people who are important to them • Recognise similarities and differences between themselves and others • Develop knowledge of their school and immediate community • Recognise people who help them in school • Develop a sense of belonging The Natural World Observe changes from summer into autumn • Notice and talk about weather • Explore natural materials using the senses • Identify familiar plants, trees and animals in the local environment Technology Recognise technology used at home and school • Explore simple technology and cause and effect • Begin to use digital tools with adult support	Past & Present Talk about familiar celebrations and traditions • Understand that some events are remembered because they happened in the past • Begin to recognise similarities and differences between celebrations past and present People, Culture & Communities Explore different beliefs, celebrations and traditions • Recognise that families may celebrate special times in different ways • Develop respect and curiosity about different cultures and beliefs The Natural World Develop understanding of day and night • Explore the sun, moon and stars • Recognise nocturnal animals • Observe seasonal change from autumn into winter • Explore light, dark and shadows • Notice changes in temperature and weather Technology Understand that technology can be used for different purposes • Use simple devices to find out information, take photographs or record learning • Develop understanding that actions and instructions make technology respond	Past & Present Talk about journeys they have made and places they have visited • Sequence familiar journeys and events • Compare familiar forms of transport with examples from the past where appropriate People, Culture & Communities Develop knowledge of the local area and community • Recognise familiar landmarks and places • Explore simple maps and routes • Understand that people live in different places around the world • Compare aspects of life in this country with life elsewhere • Explore celebrations and traditions such as Lunar/Chinese New Year The Natural World Observe seasonal change from winter towards spring • Compare environments in different parts of the world • Recognise that places can have different climates and natural features • Use observations to talk about similarities and differences between environments Technology Use technology purposefully to support exploration and learning • Use simple digital maps/images where appropriate • Take photographs or record information • Begin to use simple programs/apps with greater independence	Past & Present Sequence simple life cycles and changes over time • Understand that living things grow and change • Use stories and experiences to talk about what happens first, next and later People, Culture & Communities Recognise different jobs associated with caring for animals • Talk about farms, vets and other familiar roles • Compare animals and environments from different parts of the world The Natural World Name and describe a range of animals • Recognise similarities and differences between animals • Explore habitats and environments • Develop understanding of simple animal life cycles • Recognise that animals need food, water and shelter • Explore minibeasts and seasonal change in spring • Begin to explain simple natural processes Technology Use technology to find information about animals and habitats • Record observations through photographs, voice recordings or simple digital tools • Use devices safely and purposefully	Past & Present Observe and describe how plants and living things change over time • Sequence stages of growth • Compare what something looked like before with what it looks like now People, Culture & Communities Recognise the role people play in caring for the environment • Talk about how communities can look after shared spaces • Develop responsibility for their immediate environment The Natural World Identify and describe common plants and flowers • Understand that plants need water and light to grow • Explore seeds and simple plant life cycles • Observe and record growth and change • Explore minibeasts and habitats • Observe seasonal change from spring into summer • Develop understanding of how we can care for the natural world Technology Use technology to record and share changes over time • Take photographs or recordings of observations • Use simple tools/apps purposefully to support learning • Continue developing safe and responsible use	Past & Present Reflect on their own experiences and how they have changed across the year • Talk about memories and significant events • Develop understanding that stories can tell us about people and places from the past People, Culture & Communities Explore different families, communities, cultures and traditions • Recognise similarities and differences between life in this country and elsewhere • Talk about people who help us and the roles they have in society • Explore places that are special or important to different people • Develop respect for different ways of life The Natural World Explore seaside and marine environments • Compare familiar environments with contrasting environments • Observe summer weather and seasonal change • Develop knowledge of sea creatures and their habitats • Recognise ways people can care for and protect the natural world

Preschool & Reception Long Term Overview Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about me!	Look Up!	Journeys near and far!	Amazing animals!	Growing together!	Our world, our stories!
Expressive Arts and Design Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.	Expressive Arts & Design supports children's imagination, creativity and self-expression. Children have regular opportunities to explore and experiment with a wide range of media, materials, tools, music, movement, storytelling and imaginative play. Through repeated and increasingly purposeful experiences, children develop their skills, make choices, communicate ideas and respond to what they see, hear and experience. Music is embedded throughout the EYFS. Children are introduced to a wide range of songs, rhymes and musical styles and are encouraged to listen attentively, respond through movement and talk about what they hear. They explore rhythm, beat, tempo, sound and pattern and develop confidence in singing and performing.					
	Creating with Materials Explore a range of materials using the senses • Experiment with colour, texture and mark making • Begin to select materials for a purpose • Explore how tools can be used to change materials • Represent familiar people, experiences and ideas through creative work • Talk about what they have created Being Imaginative & Expressive Engage in pretend play based on familiar home and family experiences • Use familiar objects and props imaginatively • Join in with familiar songs, rhymes and actions • Use movement to respond to music • Retell familiar experiences through play • Begin to develop shared imaginative play with others	Creating with Materials Explore colour, pattern, light and dark • Combine different materials and textures • Develop control when using a range of tools • Make choices about materials and explain simple creative decisions • Create representations from observation and imagination • Begin to adapt ideas as they create Being Imaginative & Expressive Develop imaginative storylines through role play • Use props and resources to extend ideas • Retell and act out familiar stories • Learn and perform songs and rhymes • Explore rhythm, sound and movement • Develop confidence performing with others through Nativity and Christmas experiences	Creating with Materials Explore different ways of joining and combining materials • Select tools and materials for a particular purpose • Explore shape, form, texture and pattern • Represent places and experiences through creative work • Develop ideas through experimenting and making choices • Talk about the process of creating as well as the finished outcome Being Imaginative & Expressive Create imaginative scenarios linked to journeys and different places • Develop narratives collaboratively with others • Use language and props to extend role play • Retell and adapt familiar stories • Explore music and movement from different cultures and places • Perform songs and rhymes with increasing confidence	Creating with Materials Observe and represent features of animals and the natural world • Explore line, shape, colour, pattern and texture • Select appropriate materials and tools for an intended effect • Combine and manipulate materials in different ways • Develop increasing control and precision • Review creations and begin to make changes or improvements Being Imaginative & Expressive Use movement and sound to represent animals and ideas • Develop imaginative narratives through small-world and role play • Retell and adapt familiar stories • Create characters and storylines with others • Explore rhythm, tempo and dynamics through music and movement • Use voice, body and expression when performing	Creating with Materials Observe and represent plants, flowers and the natural world • Explore colour mixing and increasingly purposeful colour choices • Develop observational drawing and representation • Explore natural and manufactured materials • Select and combine materials independently • Talk about choices and adapt work to achieve a desired effect Being Imaginative & Expressive Use experiences of the natural world as inspiration for imaginative play • Develop increasingly detailed storylines • Collaborate with others to develop shared narratives • Sing a growing repertoire of songs and rhymes • Explore rhythm and movement with increasing control • Perform familiar songs, rhymes and stories confidently	Creating with Materials Apply previously learned skills and techniques with increasing independence • Choose tools, materials, colours and textures for a purpose • Represent ideas, experiences and stories creatively • Combine different techniques and materials • Explain creative choices • Review, adapt and improve creations Being Imaginative & Expressive Create and develop imaginative narratives independently and with others • Invent, retell and adapt stories through play • Use props, language and ideas to sustain role play • Use voice and body confidently in performance • Move increasingly in time with music • Perform and share songs, rhymes, poems and stories with others
	Children have continuous access to open-ended creative materials, tools, music, instruments, role-play and small-world resources. Adults model techniques and introduce new skills while allowing children the freedom to explore, make choices, develop their own ideas and revisit previous learning.					