

Preschool & Reception Long Term Overview Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes These themes may be adapted at Various points to allow for children's interests to flow through the Provision WELL-BEING & Behavior For Learning	All about me! Starting school my new class New Beginnings Seasons/weather Autumn to Winter teeth/oral hygiene How have I changed? My family What am I good at? How do I make others feel? Being kind How am I feeling today? Little Red Hen - Harvest	Outside, inside Seasons/weather Autumn to Winter Night animals Life cycles Animals around the world Climates Mini Beasts Animal Arts and crafts Night and day animals Animal patterns Habitats Birds	Dress to Impress Seasons/weather Winter to Spring Kings, queens, castles etc London, suit shop, dressing up,	Healthy world, healthy me! Weather/seasons Winter to Spring The great outdoors Planting seeds Reduce, Reuse & Recycle Keeping myself healthy Healthy eating Exercise Plants & Flowers	All kinds of people Weather/seasons Spring to summer Pirates, different jobs, police, fire fighters, doctors, vets Taking care of animals	How it's made Weather/seasons Spring to summer Materials, fabrics, toys Past present, inventors,
Texts to support the theme	Fiction: All Are Welcome – Alexandra Penfold Lulu's First Day – Anna McQuinn Handa's Surprise – Eileen Browne The Proudest Blue – Ibtihaj Muhammad Non-Fiction: Children Just Like Me – DK My World Your World – Melanie Walsh Weather Around the World – DK First Facts Poetry: Talking Turkeys – Benjamin Zephaniah Poems Aloud – Joseph Coelho	Fiction: The Bear and the Piano – David Litchfield Harvey Slumfenburger's Christmas Present – John Burningham Tree: Seasons Come, Seasons Go – Patricia Hegarty Non-Fiction: Christmas Around the World – Lesley Sims How Things Work at Christmas – DK Poetry: Christmas Poems – Jill Bennett I Am a Tree – poems about nature and the seasons	Fiction: You Choose – Pippa Goodhart Into the Forest – Anthony Browne The Paper Bag Princess – Robert Munsch Non-Fiction: Little People, Big Dreams: Greta Thunberg Fairy Tale STEM Challenges – Scholastic Poetry: Zim Zam Zoom! – James Carter Tell Me a Dragon – Jackie Morris	Fiction: Oliver's Vegetables – Vivian French The Gigantic Turnip – Aleksei Tolstoy Handa's Surprise – Eileen Browne Titch – Pat Hutchins Non-Fiction: Why Should I Eat Well? – Claire Llewellyn From Seed to Plant – Gail Gibbons Look Inside: Food – Usborne Poetry: Yum Yum! Poems on Food and Eating – John Foster Poems About Growing Things – Shirley Hughes	Fiction: The Pirates Next Door – Jonny Duddle Captain Flinn and the Pirate Dinosaurs – Giles Andreae Red: A Crayon's Story – Michael Hall Non-Fiction: Real-Life Pirates – DK Readers All Kinds of People – Emma Damon You Can Be – Elise Gravel Poetry: You Be You – Linda Kranz Pirate Poems – John Foster	Fiction: The Most Magnificent Thing – Ashley Spires Room on the Broom – Julia Donaldson Oi Dog! – Kes & Claire Gray Poetry: Rumble in the Jungle – Giles Andreae Non-Fiction: Little Inventors Handbook – Dominic Wilcox STEM Activities for Young Inventors – Liz Lee Heinecke Lift the Flap Engineering – Usborne Poetry: Whizz Pop Bang! Poems About Machines – various authors
Enrichment Activities	PTA Welcome Harvest Time Birthdays	Guy Fawkes Bonfire Night Christmas Time Nativity Diwali Remembrance Day Children in Need Anti- Bullying Week	Map work - local area Chinese New Year LENT Valentine's Day Internet Safety Day	Planting seeds Nature Scavenger Hunt Easter time Easter Egg Hunt	Animal Art Ramadan and Eid March Mother's Day Under the Sea – singing songs and sea shanties Pirate Day	

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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 believe that every child is a unique child who is constantly growing, learning, and discovering the world around them. With the right support, all children, regardless of their starting points, can become resilient, capable, confident, and self-assured learners. We recognise that children thrive in positive relationships, where they feel safe, supported, and valued. These relationships, with both adults and peers, form the foundation for children to grow in independence and develop a strong sense of self. Our Early Years environment is carefully designed to be an enabling environment with teaching and support from adults, where children are encouraged to explore their interests, follow their curiosity, and develop a love of learning. Adults respond sensitively to each child's needs and interests, building on their learning over time. Strong partnerships with parents and carers are central to this process, creating a shared journey of development. We understand the importance of learning and development, and we recognise that all children progress at different rates and in different ways, including those with special educational needs (SEND). Our inclusive approach ensures that every child receives the support they need to thrive. At the heart of our practice is the belief that children learn best through play. Our school offers a rich variety of hands-on, meaningful experiences. Through play, children build friendships, strengthen communication, and develop confidence, creativity, and critical thinking. Children are encouraged to lead their own learning while also engaging in guided play with adults who extend and challenge their thinking. We are proud to nurture confident, curious, and capable learners in a setting that is joyful, inclusive, and centred on the needs of the child.						
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 <i>learned</i>, 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 <i>recognise</i> 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	Nursery Assessments In-house - Baseline data on entry National Baseline data by end of term EYFS Team Meetings	On going assessments Baseline analysis EYFS team meetings In house moderation Assessment Check Points Phonic Interventions Pupil progress meetings	EYFS team meetings Phonic Interventions	Parents evening info EYFS team meetings Pupil progress meetings GLD Projections for EOY Phonic Interventions	EYFS team meetings Internal Moderation Phonic Interventions	EYFS team meetings EOY data Pupil progress meetings Phonic interventions
Parental involvement	Welcome Walk Class Drop Ins Phonics Workshop Getting started with Seesaw	Nativity Stay and Play Session		World Book Day 5/3/26		Parents Evening School reports

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	All about me!	Outside, inside	Dress to Impress	Healthy world, healthy me!	All kinds of people	How it's made
Communication & Language	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
C&L is developed throughout the year through high quality interactions, daily group discussions, circle time, PSHE times, stories, singing, speech and language interventions, T4W actions and daily story time.	Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions/goals/dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Shared stories All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"	Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.	Using language well Ask's how and why questions... Discovering Passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	Settling in activities Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story	Settling in activities Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives	Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.
Vocabulary	Thank you Please Hello Family Friend/friendship Kind/ Care Same/Different Unique Feelings/emotions We like to/I Like Good morning Sorting/Pattern	Middle End Phoneme/grapheme Caterpillar, chrysalis, metamorphosis, life cycle, change, butterfly Habitat Camouflage	Once upon a time They lived happily ever after First, second, third, First, next, then, and, finally, suddenly Sticks, bricks, hay, meadow, troll Listen Important Large, medium, small Compare Estimate, pattern, doubles, halves, grouping Insect,		Food, diet, vet, medicine, injection, unwell, poorly First, next, then, and, finally, suddenly Listen Important Height, taller, shorter	Seasons, sea, ocean, ship, mast, plank, telescope, island, skull, crossbones, seaweed, ahoy, wardrobe, flag, hook, patch, cutlass, treasure, island, palm tree, desert, bandana, Coral, tide, currant, crab, octopus, sea bed, creatures, lobster, fish, parrot, feathers Odd, even, doubles, halves

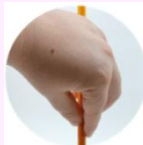
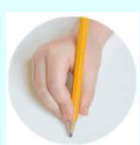
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Personal, Social and emotional Development	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life .					
Jigsaw	Being me in my world See themselves as valuable individuals. Being unique Class Rules Rules and Routines Supporting children to build relationships Sharing Gentle hands	Celebrating differences Finding things, we are proud of Learning from our friends, Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel scenarios	Dreams and Goals Looking after others Friendships Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on. Dream jobs The big bag of worries	Healthy me Food Glorious Food Exercise, Perseverance Sweet Dreams Stranger Danger Show understanding that good practices with regard to exercise, eating, sleeping and hygiene contribute to good health	Relationships What makes a good friend? Looking after pets Looking After our Planet Families being helpful, what would happen if nobody helped. Being friends, what we like about our friends, being lonely. Strategies on how to resolve conflict and be the best friend we can Strategies to calm down when angry	Changing me sports day - Winning and loosing Look how far I've come! Model positive behaviour and highlight exemplary behaviour narrating what was kind and considerate How does my body work, How do we keep our bodies healthy? How have we changed? Transition - worries
Monster Emotions						
	Self-Regulation - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave; accordingly, Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships - Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.					

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	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility . Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
Fine Motor	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed Cut along a straight line with scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Start to cut along a curved line, like a circle / Draw a cross	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego
Gross Motor	Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilizers, wheelbarrows, prams and carts are all good options	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music	children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.
Scissor Grip Development Children who are more confident or accomplished use a supinated grasp of the scissors, with their thumb up and finger below in the scissor holes. The non-dominant hand is also positioned in a supinated grasp to hold the paper rather than the pronated grasp of wrist with thumb down and palmer grasp of paper.	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 ½ inch of the cutting line.	3.5-4yrs Cuts straight line: Accuracy of straight line within ¼ inch. Cuts curved line: Is able to cut on a curve line that is ¼ inch wide, staying within ¼ 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 ½ inch from the cutting line and improve to ¼ inch from the cutting line as they continue to practise	4.5-5yrs Cuts square shape: Cuts out a square shape within ¼ inch from the cutting line.	5-6yrs Cuts complex shapes: Can begin to cut out more complex shapes with good accuracy.

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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
						
Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Progress towards a more fluent style of moving, with developing control and grace. 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 spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. 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.						

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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)					
Comprehension – Developing a pleasure for reading	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities.	Retell stories related to events role play. Christmas letters/lists. Retelling stories using images / props/ transient art. Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books	Retelling stories using images / props. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words	Information leaflets about animals in the garden/plants and growing. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Timeline of how plants grow. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events	Stories from other cultures and Traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story - Can draw pictures (transient art) of characters/ event / setting in a story. May include labels, sentences or captions.	Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.

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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 Segmenting for writing	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,CCCVC 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 Segmenting for writing	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
Writing – Core Texts	Come to school blue kangaroo Bringing the rain to Kapiti Plain	I am Henry Fitch Pick a Pine	Halibut Jackson Little Red	I will not ever eat a Tomato The Tiny seed	My Shadow is Pink The Night Pirates	Oi Frog! Izzy Gizmo
Main Writing Outcome	Class narrative Tourist information leaflets	Guidebooks - How to Think A class 'Christmas Tree Story'	Narrative sequels Alternative character versions	Own stories about a fussy eater Advice leaflets	Leaflet How to be a pirate' guides	Own version rhyming narratives Simple explanation
Writing Opportunities	Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists. Messages Sequence the story Labels, sequencing, speech bubbles, captions,	Name writing, labelling using initial sounds, story scribing. Writing letters in writing area. Lists Help children identify the sound that is harder to spell. Write a sentence Labels and captions, signs, cards, recount, own mini version Labels and captions, retellings, simple explanations Safety Instructions, Labels, Poster, Fact-File, Labels	Writing some of the harder to spell words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Timetables, thought-bubbles, lists, commands, letters of advice Signs, labels, captions, invitations, thought bubbles, advertisements, letters Labels, notes of advice, adverts Descriptive writing, labels, Labels, Explanations, Story Maps, Directions, Fact-File, Posters	Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. life cycles Recount – The Hungry Caterpillar Character descriptions. Write 2 sentences Safety Instructions, Labels, Poster, Fact-File, Labels Statements, writing in role, shopping lists Labels and captions, advice, retellings, writing in role, narrative, letter Non-Fiction Reports, Labels, Explanations	Writing caption, labels, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Innovated spoken rhymes, questions, notes and advice, lists, instruction Writing in role, letters, labels and captions Recount, Non-Chronological Report, Story. Rhyming flipbooks, questions, captions and labels	Story writing, writing sentences using a range of harder words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description – Rainbow Fish Write three sentences – Beginning, middle, end Signage, letters of advice, lists, labelled diagrams

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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.					
	More than, fewer than, same Explore and build with shapes	Join in with repeating patterns Explore repeating patterns	Hear and say number names Begin to order number names	I see 1, 2, 3 Explore position and space	Move and label 1, 2, 3 Take and give 1, 2, 3	Compare and sort collections Making patterns Show me 5
	Early Mathematical Experiences Counting rhymes and songs Mastering Number (Reception) Perceptual subitising within 3 Counting sequence; 1:1 correspondence, 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 fingers on one hand', and the die-five pattern Pattern and early number Recognise, describe, copy and extend colour and size patterns • Measures Estimate, order compare, discuss and explore capacity, weight and length.	Early Mathematical Experiences Counting rhymes and songs Mastering Number (Reception) 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 2-D & Cubes Describe position accurately Calendar and time Days of the week, seasons Sequence daily events, first, next, last, Day and Night	Early Mathematical Experiences Counting rhymes and songs Mastering Number (Reception) 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, comparing capacity, full, empty, measuring. Length and height, taller, longer, shorter. Calendar and time Days of the week, measuring time.	Early Mathematical Experiences Counting rhymes and songs Mastering Number (Reception) Comparison using knowledge of ordinality rather than comparison by matching of quantities Focus on noticing 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; odd blocks and flat tops Shape and sorting Build with 3D shape, match, make patterns with 3D shape, name and describe.	Early Mathematical Experiences Counting rhymes and songs Mastering Number (Reception) Count larger amounts and focus on strategies for counting Focus on structured arrangements including the 10-frame Focus on representations of numbers using fingers and 10-frames Focus on doubles using different representations focus on ordinality: comparing numbers Shape and pattern Describe and sort 2-D and 3-D shapes •Recognise, complete and create patterns. Make Tangrams Shapes and sorting Making patterns, making new shapes using squares, making shapes using right angled triangles. Tangrams	Early Mathematical Experiences Counting rhymes and songs Mastering Number (Reception) Seeing small quantities and numbers within larger quantities Introduction to the rekenrek Recognise the pattern of the counting system when beginning to count beyond 20 Compare groups of objects that are of different sizes/colours/attributes knowing that 8 is a lot more than 2, but that 4 is only a little bit more than 2 Investigate 'parts' and 'wholes' Explore the composition of numbers Investigate equivalence, doubles and odd and even numbers Practically explore the composition of numbers to 10 5 as a key 'anchor' Begin to generalise about 1 more/1 less within 10. Recall the 'numbers within' 3, 4, 5 and 10 Recall double facts, up to '5 and 5 make 10' Recall missing parts within 5.

Preschool & Reception Long Term Overview Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about me!	Outside, inside	Dress to Impress	Healthy world, healthy me!	All kinds of people	How it's made
	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.					
Understanding the world RE History Geography Science Computing Festivals	Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Navigating around our classroom and outdoor areas. Create treasure hunts to find places/objects within our learning environment. Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. Explore a range of animals. their names and label their body parts. Discuss how we would look after them. Compare animals from different places around the world. Long ago – How time has changed. Using cameras. Change in classroom e.g. Nursery, teachers, weather	Can talk about what they have done with their families during Christmas' in the past. What traditions they have. Discuss how Christmas/new year is celebrated around the world. Can they discuss different traditions/clothing/food? Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Trip to top of land (to link with seasons); discuss what we will see on our journey. Nocturnal Animals Making sense of different environments and habitats Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see. Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. After close observation, draw pictures of the natural world, including animals and plants Use Handa's Surprise and Bringing the rain to explore different countries. Can children make comments on the weather, culture, clothing, housing.	To 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. Introduce the children to the royal family and who they are. Talk about the different clothes people wear and how people use clothes to show to be part of a team. Children dress as kings, queens, guards or palace staff. Discuss the roles of different people in a castle. Explore where Windsor Castle and Buckingham Palace are. Use Google Earth to look at London landmarks. Recreate a royal tea party with fine china, doilies, and cucumber sandwiches. Practise pouring and serving. Sort clothes from "past" and "present" (e.g. top hats vs. hoodies, bonnets vs. baseball caps). Go on a winter/spring walk and take photos. Back inside, match clothes to the season (e.g. gloves vs. wellies vs. sun hats). Hide Halibut clues around a map of London landmarks (Tower of London, Buckingham Palace, Big Ben). Send and receive pretend postcards from Halibut's travels around London.	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. Create opportunities to discuss how we care for the natural world around us. Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Set up magnifying glasses, seeds of different types, and seed packets. Discuss textures, shapes, and how seeds travel (float, fly, etc.). Use sequencing cards, songs, and real-life planting to explore how seeds grow into plants. Children plant cress, beans, or sunflower seeds in pots. Label them and observe growth over time. Children try small pieces of different fruits/veg, describe their tastes, and discuss where they come from. Create plates of colourful foods using collage—talk about "eating the rainbow" for health. Children sort 'rubbish' into bins: glass, paper, plastic, compost. Create instruments, bird feeders or art from boxes, cartons, bottles.	Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. Look for children incorporating their understanding of the seasons and weather in their play. Recap previous occupations covered and Introduce children to different occupations and how they help us.. Children create their own "shadow self" as a silhouette and decorate it with things that make them <i>them</i>. Have children collect and compare leaves from the start of the term and at the end. Track colour, size, dryness. Invite postal workers, or healthcare professionals. Children prepare questions and role-play their jobs afterwards. Use photos or small world play to match tools/uniforms to the profession. Children look at a range of people (family, police, shopkeeper, unknown adult) and sort into "safe grown-ups I can go to" and "not safe if I'm alone." Set up a pirate ship role play with jobs like captain, navigator, lookout, cook, deckhand. Children learn that teams need different people to work together—link to real-life teams (like firefighters, nurses). Test different objects to see which float like pirate ships and which sink like treasure! Make boats from foil or natural materials and test them in water trays. Children write or draw a message and place it inside a bottle (plastic, for safety). Discuss how people used to send messages without technology.	Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. Take children to places of worship and places of local importance to the community. Look at pictures of inventors past and present (e.g. Leonardo da Vinci, Alexander Graham Bell, and modern female engineers like Izzy Gizmo!). Link to Izzy Gizmo's inventions by designing a silly rhyme machine. What words will it put together? Could it make up new rhymes like "cats on mats"? Go on a habitat walk and look for evidence of where insects and animals live (under logs, in trees, near water). Link to rhyme and real world—where do real frogs, cats, owls, etc. live? Use sorting cards or small world habitats. Show pictures or real examples of old vs. new tools (e.g. rotary phone vs. mobile, hand drill vs. electric drill). Provide natural materials (twigs, feathers, leaves, moss) and challenge children to build nests or shelters for toy birds. Children test and build using different materials (e.g. foil, cardboard, fabric, plastic). Discuss which are strong, waterproof, flexible, etc.

Preschool & Reception Long Term Overview Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about me!	Outside, inside	Dress to Impress	Healthy world, healthy me!	All kinds of people	How it's made
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.	The development of children's artistic and cultural awareness supports their imagination and creativity . It is important that children have regular opportunities to engage with the arts , enabling them to explore and play with a wide range of media and materials . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
	Give children an insight into new musical worlds. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	Sing call-and-response songs, so that children can echo phrases of songs you Role play the dentist or brushing teeth use props and large models Toothbrush painting paints a big smile or decorate a mouth template Self-portraits with mirrors using pencils, pastels, or paint Decorate a paper cut-out of yourself add clothes, hair, facial features using collage materials Create a class friendship tree each child decorates a leaf with their name and something they're good at Make your family with different mediums – include pets, siblings, or grandparents and talk about each member Paint seasonal trees use cotton buds or sponges for autumn colours Leaf rubbings and natural art using collected autumn treasures Make weather shakers or rain sticks and explore sound in music sessions Dance or move like leaves falling creative movement to music Make feelings monsters with collage, junk modelling, or clay	Can talk about what they have done with their families during Christmas' in the past. What traditions they have. Discuss how Christmas/new year is celebrated around the world. Discuss different traditions/clothing/food? Nocturnal Animals Making sense of different environments and habitats Can children make comments on the weather, culture, clothing, housing. Draw or paint night-time animal silhouettes use black card and chalk or soft pastels Bonfire night art wax resist fireworks, splatter paint, or chalk pastel skies Diwali crafts create paper lanterns, clay or salt dough diyas, rangoli patterns with coloured rice Decorate pine tree outlines – link to Pick a Pine Tree, explore using different textures like sequins, buttons, foil Pattern art look at zebra stripes, leopard spots, snake scales and recreate using paint or printing techniques Lifecycle art wheels for frogs, butterflies, or birds Shadow drawing trace toys or animal figures in torchlight to explore night and day	Use card, glitter, foil, jewels, and ribbon to make crowns or capes. Provide clipboards, drawing templates, fabrics, and tape measures—children take turns being "designers" and "models" in an imaginative workshop. Children create and perform a short song, rhyme, or movement piece linked to dressing for the seasons (e.g. "put on your gloves, it's winter!"). Children dress in costume and parade to music, describing their outfit and its purpose (e.g. to blend in, stand out, be royal, be seasonal). Give children lengths of fabric, scarves, and ribbons—play music and ask them to move the fabric expressively (e.g. waving in wind, hiding behind a cloak). Use templates of blank shoes or slippers and invite children to design shoes for a king, a snow queen, Halibut, or themselves.	Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks. Pastel drawings, printing, patterns on Easter eggs Mother's Day crafts Easter crafts Print using cut fruit/veg (peppers, apples, broccoli). Explore patterns and textures Prepare fruit pieces, then children design and assemble fruit kebab characters (add grapes for eyes, bananas for smiles). Create mobiles showing seasonal weather—raindrops from foil, cotton wool clouds, sunshine with yellow streamers. Create a large collaborative Earth using recycled blue/green paper scraps, plastic lids, bottle caps. Add pictures of how we can look after our world. Role play food tasting with dramatic "yucks" and "mmms"—just like Lola and Charlie. Add props: pretend veggies, tablecloth, menus.	Children create crowns, cloaks, shields or tunics using fabric, foil, card and gems. Provide templates or blank outlines of figures (firefighter, vet, police officer). Children design and decorate uniforms using collage materials Make cardboard pet carriers, food bowls, x-rays, and bandages for role play. Create masks or puppets of animals that need caring for Paint sunny skies, raindrops, rainbows or seasonal trees. Create weather wheels or sun hats with patterns. Children design treasure maps with Xs, dotted paths and island features. Make pirate hats from newspaper and decorate with skulls, jewels or feathers. Set up a catwalk or "costume shop." Children choose costumes and describe who they are and what they do. Encourage storytelling: "I wear this to..." "This helps me..." Inspired by <i>Kings and Castles</i> and <i>Little Red</i>, children perform plays with clear roles: guards, dragons, wolves, kings, princesses.	Children design and build a "machine" that mixes colours—can be junk modelling or a paint station with pipes and tubes. Add droppers or paint pots to drip colours into clear trays to see what mixes Create a splat painting tray using pipettes and watered-down paint. Can you make "frog green" by mixing? What colour does the log get when it's rained on? Provide a "Tinker Table" with boxes, bottle tops, tubes, string, tape, foil, etc. Children create their own machines or gadgets (e.g. a machine to bounce frogs, fix wings, or sort rhyming words). Children choose animals and create textured collages of each (e.g. fluffy cat, scaly fish) and match them to a rhyming object (mat, dish). Inspired by Izzy's invention to help the crow: children design homes, nests or chairs for different animals using building materials or natural objects. Create an inventor's role play space with goggles, aprons, blueprints, and recycled parts. Encourage children to explain what they're inventing and why. Let children build their own "instruments" from junk (rice shaker, elastic band guitar).