

Amotherby Community Primary School

EYFS Long Term Overview – 2024-2025

Intent
<p>At Amotherby Community Primary School we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.</p> <p>It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.</p> <p>We understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult-directed and child-initiated play ensures the best outcomes for pupils.</p> <p>Positive relationships between staff and children, consistent routines and strong relationships with parents are key.</p> <p>We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.</p>
Implementation
<p>At Amotherby Community Primary School we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children.</p> <p>We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.</p> <p>We have built our school environment to enable our children to strengthen their core muscles through physical play, children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen, sandpit and taking part in Forest School sessions. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.</p> <p>The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests.</p> <p>We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents enjoy using Tapestry to engage in their child's learning and share experiences from home.</p> <p>As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals. These judgements are made on the basis of accumulative observations and in depth knowledge of the children acquired through ongoing assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.</p>
Impact
<p>Our curriculum and its delivery ensure that children make good progress from their starting points. During their time with us children make rapid progress towards the national expectation for a good level of development at the end of the year. Pupils also make good progress toward their age-related expectations both academically and socially, developing a sense of themselves before transitioning into Year One.</p> <p>Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing.</p> <p>We believe our high standards are due to our carefully planned environment, enriched play-based curriculum, quality first teaching and the rigour of assessment.</p>

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Personal, Social and Emotional Development	<ul style="list-style-type: none"> -See themselves as a valuable individual. -Build constructive and respectful relationships. -Express their feelings and consider the feelings of others. -Children can select and use activities and resources.(with help when needed.) - Children will be becoming increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly 		<ul style="list-style-type: none"> -Show resilience and perseverance in the face of challenge. -Identify and moderate their own feelings socially and emotionally. -Children increasingly follow rules, understanding why they are important. -Children are able to help to find solutions to conflicts and rivalries 		<ul style="list-style-type: none"> -Think about the perspectives of others. -Manage their own needs. -Children know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian 	
<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</i>						
Physical Development (Get Set 4 PE)	<p><u>Introduction to PE: Unit 2</u></p> <ul style="list-style-type: none"> -Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene - Children can go up steps and stairs, or climb up apparatus, using alternate feet. -To move around a space safely -Children will be eating independently and learning how to use a knife and fork. 	<p><u>Fundamentals: Unit 2</u></p> <ul style="list-style-type: none"> -Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. -Children can jump and land on two feet -Children will use one-handed tools and equipment, for example, making snips in paper with scissors. 	<p><u>Gymnastics: Unit 2</u></p> <ul style="list-style-type: none"> -Children can choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. - Children can experiment with different shapes and jumps. -Children will use a comfortable grip with good control when holding pens and pencils. -Children will show a preference for a dominant hand. -Children will be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 	<p><u>Dance: Unit 2</u></p> <ul style="list-style-type: none"> -Children will experiment with different ways of moving and with actions at different levels. - Children will 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. - Children move with control and coordination 	<p><u>Games: Unit 2</u></p> <ul style="list-style-type: none"> - Children will develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. - Children will confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. -Develop the foundations of a handwriting style which is fast, accurate and efficient. 	<p><u>Ball skills: Unit 2</u></p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <ul style="list-style-type: none"> -Negotiate space and obstacles safely, with consideration for themselves and others. - Hold a pencil effectively in preparation for fluent writing -Use a range of small tools, including scissors, paint brushes and cutlery -Begin to show accuracy and care when drawing.
<p>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.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility</p>						

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<p>Mathematics (Mastering Number & VRM)</p>	<ul style="list-style-type: none"> -subitise different arrangements, both unstructured and structured, including using the Hungarian number frame - make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills --spot smaller numbers 'hiding' inside larger numbers -connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers -hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number -develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds -compare sets of objects by matching -begin to develop the language of 'whole' when talking about objects which have parts <p><u>SSM</u></p> <ul style="list-style-type: none"> -compare size, mass and capacity -circles and triangle -shapes with 4 sides 		<ul style="list-style-type: none"> -continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals -begin to identify missing parts for numbers within 5 -explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame -focus on equal and unequal groups when comparing numbers -understand that two equal groups can be called a 'double' and connect this to finger patterns -sort odd and even numbers according to their 'shape' -continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern -order numbers and play track games -join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers <p><u>SSM</u></p> <ul style="list-style-type: none"> - compare mass - compare capacity -length/ height -3D shapes 		<ul style="list-style-type: none"> -continue to develop their counting skills, counting larger sets as well as counting actions and sounds -explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame -compare quantities and numbers, including sets of objects which have different attributes -continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 -begin to generalise about 'one more than' and 'one less than' numbers within 10 -continue to identify when sets can be subitised and when counting is necessary -develop conceptual subitising skills including when using a rekenrek <p><u>SSM</u></p>	
<p>Understanding the World</p>	<ul style="list-style-type: none"> -Talk about members of their immediate family and community. -Children will show interest in different occupations -Name and describe people who are familiar to them. -Children can talk about how they have changed from being a baby. -changes that have happened within their memory (class timeline) 	<ul style="list-style-type: none"> -Recognise that people have different beliefs and celebrate special times in different ways. -Recognise some similarities and differences between life in this country and life in other countries. -Children understand that some places are special to members of their community. -Children will use all their senses in hands on exploration of natural materials. 	<ul style="list-style-type: none"> -Children will explore the natural world around them in Forest School. -Children will recognise that people have different beliefs and celebrate special times in different ways. -Children will talk about the differences between materials and changes they notice. -Children will explore how and begin to understand why certain materials are better to use for different things. 	<ul style="list-style-type: none"> - Recognise some environments that are different to the one in which they live. -Children will explore and talk about different forces they can feel. -Children will record what they see in the natural world around them through drawings or diagrams. <p>(CHICKS)</p>	<ul style="list-style-type: none"> -Explore the natural world around them. -Children begin to understand what they can do to help the environment. -Children begin to understand what impact humans have had on animals and their environments. 	<ul style="list-style-type: none"> -Comment on images of familiar situations in the past. -Compare and contrast characters from stories, including figures from the past. -Draw information from a simple map. -Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

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Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.						
RE	Which stories are special to us and why?	Which people are special to us and why?	Which places are special to us and why?	Which times are special to us and why?	Where do we belong?	What is special about our world?
Christmas						
Easter						
Expressive Arts and Design		Artist study: Kandinsky		Artist study: Mackenzie Thorpe		Artist study: Jackson Pollock
	<ul style="list-style-type: none"> -Develop storylines in their pretend play. -Explore different materials freely, in order to develop their ideas about how to use them and what to make. -Mixing colours for a purpose 	<ul style="list-style-type: none"> -Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. -Modelling with clay- Diva lamps 	<ul style="list-style-type: none"> -Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Explore how red, blue and yellow paint can be mixed to make different colours. - Explore performing with different instruments -Making rafts and bridges- linked to traditional tales 	<ul style="list-style-type: none"> -Create collaboratively sharing ideas, resources, and skills. - Using particular colours to paint pictures e.g. green for trees -Joining materials using, sellotape, glue and split pins - Listen attentively, move to and talk about music, expressing their feelings and responses. -making cards- paper joining techniques 	<ul style="list-style-type: none"> -Evaluate and adapt their buildings with support, refining ideas and developing their ability to represent them. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -using natural materials to create pictures and models 	<ul style="list-style-type: none"> -Share their creations, explaining the process they have used; -Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others -combining different media to create pictures and models
Music (Charanga)	Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups.					
	Me!	My Stories	Everyone	Our World	Big Bear Funk	Reflect, Rewind, Replay