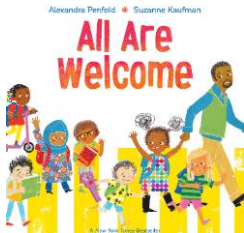
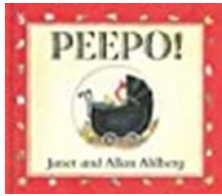
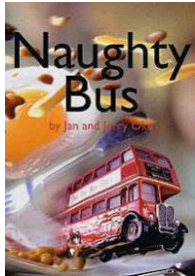
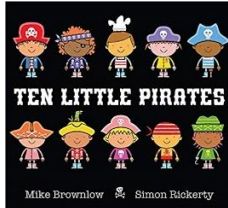
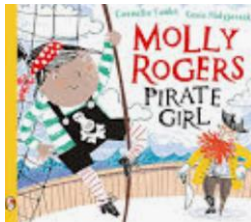
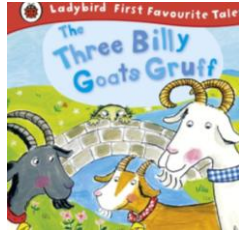
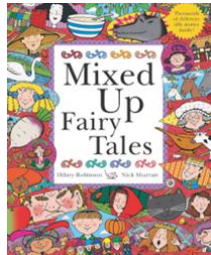
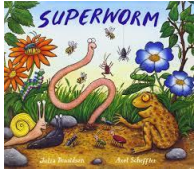
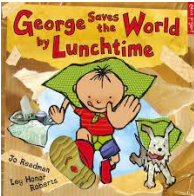




# Long term overview – EYFS 2026/27

|              | Term 1                                                                                                                                                                                                                                                   | Term 2                                                                                                                                                               | Term 3                                                                                                                                                                                                                                                      | Term 4                                                                                                                                                                                                                                                       | Term 5                                                                                                                                                                                                                                                         | Term 6                                                                                                                                                                                                                                                       |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topic        | This is me                                                                                                                                                                                                                                               | Life in the city                                                                                                                                                     | Exploring                                                                                                                                                                                                                                                   | Our planet                                                                                                                                                                                                                                                   | Traditional tales                                                                                                                                                                                                                                              | Heroes                                                                                                                                                                                                                                                       |
| Big Question | <i>How can I build positive relationships?</i>                                                                                                                                                                                                           | <i>What is it like in a city?</i>                                                                                                                                    | <i>What do pirates need to know?</i>                                                                                                                                                                                                                        | <i>What can I discover?</i>                                                                                                                                                                                                                                  | <i>Can you tell the same story in different ways?</i>                                                                                                                                                                                                          | <i>What makes someone a hero?</i>                                                                                                                                                                                                                            |
| Texts        |    |   |    |    |    |    |



## Long term overview – EYFS 2026/27

|                                                                                                                                                                                       |                              |                        |                             |                                |                                 |                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|------------------------|-----------------------------|--------------------------------|---------------------------------|-------------------|
|                                                                                                                                                                                       |                              | <p>Nativity story</p>  |                             |                                |                                 |                   |
| <b>Performance pieces</b><br><br>Linked to: Birth to 5 matters: Speaking with expression, with a clear voice, using volume, pitch and intonation, to communicate and support meaning. | Story:<br><br>We found a hat | Story:<br><br>Nativity | Story:<br><br>Pesky Pirates | Poem:<br><br>Five little seeds | Story:<br><br>Billy Goats gruff | Poem:<br><br>Hero |



## Long term overview – EYFS 2026/27

|                                    |                                   |                                                                                                                                                                                          |                                     |                                                                                                                                                                          |                         |                                                                                                                                                                          |
|------------------------------------|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Visits and Visitors                | Church visit for Harvest festival | Pantomime                                                                                                                                                                                | Local visit: Walk around Morten     | Sandfield farm and forest school                                                                                                                                         | Biffa Recycling visitor | Local visit: Fire station                                                                                                                                                |
| Pupil Promise:<br>Acts of Kindness | People who help us in school      | Carol singing at:<br>Esmere Gardens Nursing Home and Oak Tree Mews Care Home                                                                                                             | People who help us in the community | RSPB bird watch and making bird feeders                                                                                                                                  | Litter Picking          | People who help us at home                                                                                                                                               |
| Person                             |                                   | King Charles <ul style="list-style-type: none"> <li>- Know that he was born in London</li> <li>- Know that he is the king of England</li> <li>- He cares about nature and art</li> </ul> |                                     | David Attenborough <ul style="list-style-type: none"> <li>- Know that Sir David Attenborough has shared his knowledge to inspire others to care about nature.</li> </ul> |                         | Mother Teresa <ul style="list-style-type: none"> <li>- Know that Mother Teresa helped people who were poor, sick, or lonely. She showed kindness to everyone.</li> </ul> |



# Long term overview – EYFS 2026/27

English

Phonics

Autumn 1

Reception Autumn 1

|        | Phase 2 graphemes | New tricky words |
|--------|-------------------|------------------|
| Week 1 | s a t p           |                  |
| Week 2 | i n m d           |                  |
| Week 3 | g o c k           | is               |
| Week 4 | ck e u r          | I                |
| Week 5 | h b f l           | the              |

Autumn 2

Reception Autumn 2

|        | Phase 2 graphemes                                                                                                    | New tricky words    |
|--------|----------------------------------------------------------------------------------------------------------------------|---------------------|
| Week 1 | ff ll ss j                                                                                                           | put* pull* full* as |
| Week 2 | v w x y                                                                                                              | and has his her     |
| Week 3 | z zz qu<br>words with s /s/ added at the end (hats sits)<br>ch                                                       | go no to into       |
| Week 4 | sh th ng nk                                                                                                          | she push* he of     |
| Week 5 | * words with s /s/ added at the end (hats sits)<br>* words ending s /z/ (his) and with s /z/ added at the end (bags) | we me be            |

\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Handwriting

Begin to form lower case letters. (Start with an emphasis on the correct place to start and stop for: c o d g s

I can copy my name

I can write my name (without copying)

Grammar and Punctuation

Begin to segment a word

Spelling/Recognition

s a t p

Phonics

Spring 1

Reception Spring 1

|        | Phase 3 graphemes                                  | New tricky words |
|--------|----------------------------------------------------|------------------|
| Week 1 | ai ee igh oa                                       |                  |
| Week 2 | oo oo ar or                                        | was you they     |
| Week 3 | ur ow oi ear                                       | my by all        |
| Week 4 | air er                                             | are sure pure    |
| Week 5 | words with double letters: dd mm tt bb rr gg pp ff |                  |
|        | longer words                                       |                  |

Spring 2

Reception Spring 2

|        | Phase 3 graphemes                                                                                | No new tricky words                         |
|--------|--------------------------------------------------------------------------------------------------|---------------------------------------------|
| Week 1 | review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear                                            | Review all taught so far<br>Secure spelling |
| Week 2 | review Phase 3: er air<br>words with double letters<br>longer words                              |                                             |
| Week 3 | words with two or more digraphs                                                                  |                                             |
| Week 4 | longer words<br>words ending in -ing<br>compound words                                           |                                             |
| Week 5 | longer words<br>words with s in the middle /z/ s<br>words ending -s<br>words with -es at end /z/ |                                             |

Handwriting

Sit at a table properly, use a hand to hold my book and hold my pencil correctly

Begin to form lower case letters correctly, starting and finishing in the right place

a b c d e f g h i j k l m n o p q r s t u v w x y z

Beginning to use finger spaces between words

Planning, Composition and Editing

Copy the correct grapheme

Recall correct grapheme (without coping it)

Think, say and remember a caption

Read a caption by putting my finger under each word checking it makes sense. Add missing sounds with

Phonics

Summer 1

Reception Summer 1

|        | Phase 4                                                   | New tricky words      |
|--------|-----------------------------------------------------------|-----------------------|
| Week 1 | short vowels CVCC                                         | said so have like     |
| Week 2 | short vowels CVCC CCVC                                    | some come love do     |
| Week 3 | short vowels CCVC CCVC CCVC                               | were here little says |
| Week 4 | longer words<br>compound words                            | there when what one   |
| Week 5 | root words ending in:<br>-ing, -ed /t/, -ed /d/ /ed/ -est | out today             |

Summer 2

Reception Summer 2

|        | Phase 4 graphemes                                                                                      | No new tricky words                         |
|--------|--------------------------------------------------------------------------------------------------------|---------------------------------------------|
| Week 1 | long vowel sounds CVCC CCVC                                                                            | Review all taught so far<br>Secure spelling |
| Week 2 | long vowel sounds CCVC CCVC CCVC                                                                       |                                             |
| Week 3 | Phase 4 words ending -s /s/<br>Phase 4 words ending -s /z/<br>Phase 4 words ending -es<br>longer words |                                             |
| Week 4 | root word ending in:<br>-ing, -ed /t/, -ed /d/ /ed/, -ed /d/                                           |                                             |
| Week 5 | Phase 4 words ending in:<br>-s /s/, -s /z/, -es<br>longer words                                        |                                             |

Handwriting

Majority of letter are formed correctly, starting and finishing in the right place.

Many letters sit on the line.

Some tall letters (ascenders) touch the line above.

Some (descenders) fall below the line.

Use many short letters.

Form most uppercase letters correctly, starting and finishing in the right place.

A B C D E F G H I J K L M N O P Q R S T U W  
X Y Z



## Long term overview – EYFS 2026/27

|  |                                                                                                                                    |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>i n m d</p> <p>g o c k</p> <p>ck e u r</p> <p>h b f l</p> <p>ff ll ss j</p> <p>v w x y</p> <p>z zz qu</p> <p>ch sh th ng nk</p> | <p>support.</p> <p><b>Grammar and Punctuation</b></p> <p>Write a simple (cvc) caption.</p> <p>Spelling/Recognition</p> <p>ai ee igh oa</p> <p>oo oo ar or</p> <p>ur ow oi ear</p> <p>air er</p> <p>I can begin to recognise capital letters</p> <p>A B C D E F G H I J K L M N O P Q R S T U V W X Y Z</p> | <p><b>Planning, Composition and editing</b></p> <p>Think, say and remember a caption.</p> <p>Think say and remember a sentence.</p> <p>Say and remember a sentence/caption that starts with a given time word.</p> <p>(First, Next, Finally).</p> <p>Correct any missing capital letters with support.</p> <p><b>Grammar and Punctuation</b></p> <p>Independently write a caption with finger spaces.</p> <p>Write a sentence with a full stop or exclamation mark.</p> <p>Write a sentence starting with a time word and end with a full stop.</p> <p><b>Spelling</b></p> <p>I            the            is</p> <p>as            no            to</p> <p>go            and            was</p> <p>my</p> |
|--|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



# Long term overview – EYFS 2026/27

| Maths                                                                                                                                                                                                                                                                                                                                                                                                                                                               | White Rose Focus                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | White Rose Focus                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | White Rose Focus                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Daily Fluency/Mastering Number</b> (10–15 mins): subitising, composition, recall of bonds, reasoning.</p> <p><b>Focus Sessions</b> (WRM small steps): taught through practical activities with manipulatives.</p> <p><b>Continuous Provision:</b> maths embedded in play (role play shops, outdoor counting games, construction, etc.).</p> <p><b>Maths Talk:</b> use stem sentences and reasoning prompts throughout (e.g., “I know it’s 7 because...”).</p> | <ul style="list-style-type: none"> <li>• <b>Just Like Me</b> <ul style="list-style-type: none"> <li>○ Matching, sorting, comparing amounts.</li> <li>○ Comparing size, mass, and capacity.</li> <li>○ Exploring pattern.</li> </ul> </li> <li>• <b>It’s Me 1, 2, 3</b> <ul style="list-style-type: none"> <li>○ Representing 1, 2, 3.</li> <li>○ Comparing 1, 2, 3.</li> <li>○ Composition of 1, 2, 3.</li> <li>○ Circles and triangles.</li> <li>○ Positional language.</li> </ul> </li> <li>• <b>Light and Dark</b> <ul style="list-style-type: none"> <li>○ Numbers to 5.</li> <li>○ Comparing groups within 5.</li> <li>○ Shapes with 4 sides.</li> <li>○ Night and day.</li> </ul> </li> </ul> <p><b>NCETM Mastering Number Links</b></p> <ul style="list-style-type: none"> <li>• Daily subitising within 3, moving to 5.</li> <li>• Counting songs, rhymes, and games.</li> <li>• Comparing and ordering quantities using stem sentences (“2 is fewer than 3”).</li> <li>• Using 5-frames for early composition.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Alive in 5</b> <ul style="list-style-type: none"> <li>○ Introducing zero.</li> <li>○ Comparing numbers to 5.</li> <li>○ Composition of 4 and 5.</li> <li>○ Compare mass and capacity.</li> </ul> </li> <li>• <b>Growing 6, 7, 8</b> <ul style="list-style-type: none"> <li>○ Making 6, 7, and 8.</li> <li>○ Composition of 6, 7, 8.</li> <li>○ Combining 2 groups.</li> <li>○ Length and height.</li> <li>○ Time (sequencing events).</li> </ul> </li> <li>• <b>Building 9 &amp; 10</b> <ul style="list-style-type: none"> <li>○ Counting to 9 and 10.</li> <li>○ Comparing numbers to 10.</li> <li>○ Bonds to 10.</li> <li>○ 3D shape.</li> <li>○ Pattern (complex).</li> </ul> </li> </ul> <p><b>NCETM Mastering Number Links</b></p> <ul style="list-style-type: none"> <li>• Secure subitising within 5.</li> <li>• Using 10-frames to explore numbers to 10.</li> <li>• Doubles and near doubles.</li> <li>• Early addition and subtraction through composition and comparison.</li> <li>• Vocabulary: “more,” “fewer,” “equal.”</li> </ul> | <ul style="list-style-type: none"> <li>• <b>To 20 and Beyond</b> <ul style="list-style-type: none"> <li>○ Building numbers beyond 10.</li> <li>○ Counting patterns beyond 10.</li> <li>○ Spatial reasoning: match, rotate, manipulate.</li> </ul> </li> <li>• <b>First, Then, Now</b> <ul style="list-style-type: none"> <li>○ Adding more.</li> <li>○ Taking away.</li> <li>○ Spatial reasoning: compose and decompose.</li> </ul> </li> <li>• <b>Find My Pattern</b> <ul style="list-style-type: none"> <li>○ Doubling.</li> <li>○ Sharing and grouping.</li> <li>○ Odd and even.</li> <li>○ Spatial reasoning: visualise and build.</li> </ul> </li> <li>• <b>On the Move</b> <ul style="list-style-type: none"> <li>○ Deepening understanding of patterns and relationships.</li> <li>○ Spatial reasoning: mapping.</li> </ul> </li> </ul> <p><b>NCETM Mastering Number Links</b></p> <ul style="list-style-type: none"> <li>• Securing bonds to 5 and 10.</li> <li>• Rapid recall of doubles up to 5+5.</li> <li>• Exploring odds and evens informally.</li> <li>• Reasoning with numbers to 20.</li> <li>• Preparing for KS1: counting on/back, bridging through 10.</li> </ul> |



# Long term overview – EYFS 2026/27

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p><b>Autumn 1 (7 weeks) – Settling, early number sense</b></p> <p>Week 1: Matching, sorting, comparing objects (WRM Just Like Me) + MN: subitise to 3.</p> <p>Week 2: Comparing amounts, size, mass, capacity + MN: comparing “more / fewer.”</p> <p>Week 3: Pattern making + MN: recognising arrangements of 1–3.</p> <p>Week 4: Numbers 1, 2, 3 (WRM It’s Me 1,2,3) + MN: subitising to 4.</p> <p>Week 5: Comparing 1, 2, 3 + MN: using stem sentences “2 is fewer than 3.”</p> <p>Week 6: Composition of 1, 2, 3 + MN: 5-frame introduced.</p> <p>Week 7: Circles, triangles, positional language + MN: exploring conservation of number.</p> <p><b>Autumn 2 (7 weeks) – Numbers to 5</b></p> <p>Week 1: Numbers 4 and 5 (WRM Light &amp; Dark) + MN: subitising to 5.</p> <p>Week 2: Comparing numbers within 5 + MN: building fluency with “1 more/1 fewer.”</p> <p>Week 3: Composition of 4 and 5 + MN: exploring different partitions of 5.</p> <p>Week 4: Shapes with 4 sides + MN: arrangement spotting.</p> <p>Week 5: Positional/directional language + MN: structured subitising within 5.</p> <p>Week 6: Night/day measures + MN: counting on/back from 5.</p> | <p><b>Spring 1 (6 weeks) – Zero, composition, and comparison</b></p> <p>Week 1: Introducing 0 (WRM Alive in 5) + MN: empty set, “nothing there.”</p> <p>Week 2: Comparing numbers to 5 + MN: bonds within 5 secure.</p> <p>Week 3: Composition of 4 and 5 + MN: instant recall of 5.</p> <p>Week 4: Mass and capacity + MN: reasoning with equal and unequal sets.</p> <p>Week 5: Counting 6, 7, 8 (WRM Growing 6,7,8) + MN: 10-frame used for 6–8.</p> <p>Week 6: Making 6, 7, 8 + MN: doubles and near doubles to 5.</p> <p><b>Spring 2 (6 weeks) – Numbers to 10, shape, time</b></p> <p>Week 1: Composition of 6, 7, 8 + MN: bonds to 6.</p> <p>Week 2: Combining two groups + MN: addition through real contexts.</p> <p>Week 3: Comparing length/height + MN: using vocabulary longer/shorter.</p> <p>Week 4: Counting 9, 10 (WRM Building 9 &amp; 10) + MN: bonds to 10.</p> <p>Week 5: Comparing numbers to 10 + MN: reasoning with “more/less than 10.”</p> | <p><b>Summer Term 1 (6 weeks) – Beyond 10, adding/taking away</b></p> <p>Week 1: Numbers beyond 10 (WRM To 20 and Beyond) + MN: teen numbers explored with tens frame.</p> <p>Week 2: Counting patterns beyond 10 + MN: count in 2s, 5s informally.</p> <p>Week 3: Spatial reasoning – match, rotate, manipulate + MN: reasoning about arrangements.</p> <p>Week 4: Adding more (WRM First, Then, Now) + MN: counting on strategy.</p> <p>Week 5: Taking away + MN: counting back strategy.</p> <p>Week 6: Compose and decompose shapes + MN: recognising part/whole in arrangements.</p> <p><b>Summer 2 (7 weeks) – Pattern, doubling, sharing, KS1 prep</b></p> <p>Week 1: Doubling (WRM Find My Pattern) + MN: rapid recall doubles to 5+5.</p> <p>Week 2: Sharing and grouping + MN: equal groups practical exploration.</p> <p>Week 3: Odd and even + MN: exploring pairs/leftovers.</p> <p>Week 4: Visualise and build (spatial reasoning) + MN: problem-solving with patterns.</p> <p>Week 5: Deepening understanding of patterns and relationships (WRM On the Move).</p> |
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## Long term overview – EYFS 2026/27

|  |                                                      |                                                                                            |                                                                                                                                                                                             |
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|  | <p>Week 7: Consolidation week (review all to 5).</p> | <p>Week 6: 3D shape, repeating/complex patterns + MN: subitising beyond 5 in patterns.</p> | <p>Week 6: Mapping and directional language + MN: embedding positional reasoning.</p> <p>Week 7: Consolidation / Transition to Year 1 – bonds to 10 secure, numbers beyond 20 explored.</p> |
|--|------------------------------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



# **Long term overview – EYFS 2026/27**

| Science                                                                                                                                               | Humans                                                                                                                                                                                                                                                                                                                     | Sound                                                                                                                                                                                                                           | Light                                                                                                                                                                                                                                                    | Living things and their habitats                                                                                                                                                                    | Materials                                                                                                                                                                                                                                                        | Forces                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Understanding the World:</p> <p>“children to make sense of their physical world...increase their knowledge and sense of the world around them.</p> | <p>_Describe five physical features of a member of their family.</p> <p>_Know 3 ways to take care of themselves: Brush teeth, Wash – body and hands , Toileting, Eat/drink water and Exercise</p> <p>_Know that as a baby I did not have teeth but now I have milk teeth. When I am an adult, I will have adult teeth.</p> | <p>_Know that we hear sounds with our ears</p> <p>_Identify the source of a sound:<br/>Bird song, Weather, Transport</p> <p>_Know that sounds are made when things move or vibrate (“things have to move to make a sound”).</p> | <p>_Know that the sun is a source of light.</p> <p>_Know other sources of light including: lamps, torches, candles, and fire.</p> <p>_Know that a shadow is formed when an object blocks the light.</p> <p>_Know that rain and light make a rainbow.</p> | <p>_Know that plants need light from the sun and water to grow.</p> <p>_Know that different trees have different shape leaves.</p> <p>_Name each phase of a frog’s growth. (Life cycle – Frogs)</p> | <p>_Be able to sort materials: Metal, Plastic, Cardboard, Glass, Paper</p> <p>_Know that some materials can change over time and in different conditions<br/>Wood -rots/Metal - rusts</p> <p>_Know that some things sink and some things float: Feather/Rock</p> | <p>_Pushes and Pulls:<br/>Recognising that toys and objects move because of an action.</p> <p>_Know the different actions (e.g., pushing a swing vs. pulling a toy cart)</p> |



# Long term overview – EYFS 2026/27

|              |                                                                                                                                                                                                                         |                                                                                                                                       |                                                               |                                                                                                                       |                                                                                    |                                                                                                            |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
|              | <b>STEM</b><br>Soggy cereals                                                                                                                                                                                            | <b>STEM</b><br>Milky northern lights                                                                                                  | <b>STEM</b><br>Pipe cleaner push and pull                     | <b>STEM</b><br>Eggsperiment                                                                                           | <b>STEM</b><br>Billy goat gruff bridges                                            | <b>STEM</b><br>Terrific tunes                                                                              |
|              | <b>Season – Autumn</b> <ul style="list-style-type: none"> <li>Know that it starts to get colder in Autumn.</li> <li>Know that some trees lose their leaves in Autumn.</li> <li>Know that hedgehogs hibernate</li> </ul> | <b>Season – Winter</b> <ul style="list-style-type: none"> <li>Know that it is cold in winter.</li> <li>Know that ice melts</li> </ul> |                                                               | <b>Season – Spring</b> <ul style="list-style-type: none"> <li>Know that it starts to get warmer in Spring.</li> </ul> |                                                                                    | <b>Season – Summer</b> <ul style="list-style-type: none"> <li>Know that it is hotter in Summer.</li> </ul> |
| RE           | <b>F3. How might people in Gloucestershire show they belong together?</b><br><br>Sharing baby photos<br><br>Children share photographs of past celebrations.                                                            | <b>F2. Why is Christmas special to Christians?</b>                                                                                    | <b>F1. Why is God so important to Christians?</b>             | <b>F4. What special times do people celebrate and why might these times be very important?</b>                        | <b>F6. What stories are important in our school community/ local area and why?</b> | <b>F5. Which places are special for people living in Gloucestershire and why?</b>                          |
| Spirituality | <b>PE</b><br><br>What it feels like to express ourselves with our bodies                                                                                                                                                | <b>Literacy</b><br><br>Reflection and shared emotions about books                                                                     | <b>Music</b><br><br>What types of music make you relaxed/calm | <b>History</b><br><br>How can we help others learning from the past                                                   | <b>Art</b><br><br>Can we use art to express yourself                               | <b>Science</b><br><br>What does it feel like to feel the warm sunshine in summer                           |



## Long term overview – EYFS 2026/27

|         |                                                                                                                                                                                               |                                                                                                                                                                                               |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                            |                                                                                                                                                               |                                                                                                                                                                                                                      |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <b>WOW</b><br>- Starting big school<br>- New friends/toys<br><br><b>OW</b><br>- Leaving parents/carers<br>- Feeling lost/overwhelmed                                                          | <b>WOW</b><br>- Being healthy<br><br><b>OW</b><br>- Being poorly                                                                                                                              | <b>WOW</b><br>- What is treasure<br><br><b>OW</b><br>- When things go missing                                                                                                                                                                                      | <b>WOW</b><br>- How does helping others make you feel<br><br><b>OW</b><br>- Being misunderstood                                                                                                                            | <b>WOW</b><br>- Feelings when working as a team<br><br><b>OW</b><br>- Feelings when working as a team                                                         | <b>WOW</b><br>- Achievements<br><br><b>OW</b><br>- When things are difficult/ can't do something                                                                                                                     |
| History | <b>In my past</b><br>_ Know that things that have happened before now are in the past<br>_ Know that babies grow into toddlers, then children.<br>_ Know that as we grow older, we change and | <b>London</b><br>_ Know some similarities and differences between things in the past and now - compare old photos or illustrations of London's streets (cobestones, horse-drawn carts, wooden | <b>Local History</b><br>_ Know some similarities and differences between things in the past and now<br>- compare old photos or illustrations of Moreton's streets (cobestones, horse-drawn carts, wooden houses) to the modern town (tarmac roads, new estates and | <b>The world around us</b><br>_ Know about the differences between their local geography and that of other extreme geographical locations (desert, arctic and ocean).<br>_ Knows how to identify natural features in their | <b>Castles</b><br>_ Begin to compare how people lived in a castle to how we live today (e.g., how they cooked, stayed safe, or kept warm without electricity) | <b>Weather Patterns</b><br>- Know how to observe and describe daily weather: sunny, rainy, windy, snowy.<br>_ Know how the environment changes during each season.<br>_ Know how to describe how weather feels (hot, |



## Long term overview – EYFS 2026/27

|           |                                                                                                                                                                                         |                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                               |             |                                                                                                                                                                                                                                                                         |                                                                                             |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| Geography | <p>learn to do new things</p> <p>_Know that my Grandparents are my Mum and Dads parents.</p> <p>_Know which objects are from the past and which are modern. (toys / home artefacts)</p> | <p>houses) to the modern city (tarmac roads, red buses, glass skyscrapers).</p>                                                                                                                                       | <p>shops)</p> <p>_Know that Moreton-in-Marsh was historically an important coaching town where travellers stopped to rest horses on their journey, contrasting old horse-drawn carriages with modern transport like the direct train line that connects Moreton-in-Marsh straight into London Paddington.</p> | local area. | <p>- Be able to use specific terminology during role-play or small-world building. Key historical words eg: Structures: Moat, drawbridge, turret, tower, battlements.</p> <p>_Begin to distinguish between real historical facts and fantasy elements like dragons.</p> | <p>cold, wet, dry).</p> <p>_Know how to record weather using simple charts or drawings.</p> |
|           |                                                                                                                                                                                         | <p><b>Maps</b></p> <p>_Know the name of our capital city</p> <p>_Know what a map is</p> <p>_Know that maps contain simple information about places</p> <p>_Know simple directions: near/far, left/right, up/down.</p> | <p><b>Maps</b></p> <p>_Know where I live</p> <p>_Know the name of my school</p> <p>_Know what a map is</p> <p>_Know that maps contain simple information about places</p> <p>_Know simple directions: near/far, left/right, up/down.</p>                                                                      |             |                                                                                                                                                                                                                                                                         |                                                                                             |



# Long term overview – EYFS 2026/27

|                 |                                                                       |                                                                                            |                                                                             |                                                                           |                                                                           |                                                                                      |
|-----------------|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Music: Charanga | <b>Me!</b>                                                            | <b>My Stories</b>                                                                          | <b>Everyone!</b>                                                            | <b>Our World</b>                                                          | <b>Big Bear Funk</b>                                                      | <b>Reflect, Rewind and Replay</b>                                                    |
| Art             | <b>Kapow</b><br><br><b>Drawing: Marvellous marks</b>                  | <b>Kapow</b><br><br><b>Painting and mixed media: Paint my world</b>                        |                                                                             | <b>Kapow</b><br><br><b>Sculpture and 3D: Creation station</b>             |                                                                           |                                                                                      |
| <b>DT</b>       |                                                                       |                                                                                            | <b>Kapow</b><br><br><b>Structures: Boats</b>                                |                                                                           | <b>Kapow</b><br><br><b>Textiles: Bookmarks</b>                            | <b>Kapow</b><br><br><b>Cooking and Nutrition</b>                                     |
| PSHE: Jigsaw    | <b>Being me in my World</b>                                           | <b>Celebrating Differences</b>                                                             | <b>Dreams and Goals</b>                                                     | <b>Healthy Me</b>                                                         | <b>Relationships</b>                                                      | <b>Changing Me</b>                                                                   |
| PE:             | <b>PPE scheme</b><br>First PE<br><br><b>Fine Motor</b><br>Dough Disco | <b>PPE scheme</b><br>Gymnastics<br>Fitness and fun<br><br><b>Fine Motor</b><br>Dough Disco | <b>PPE scheme</b><br>Dinosaur Dance<br><br><b>Fine Motor</b><br>Dough Disco | <b>PPE scheme</b><br>Football fun<br><br><b>Fine Motor</b><br>Dance write | <b>PPE scheme</b><br>Enjoy a ball<br><br><b>Fine Motor</b><br>Dance write | <b>PPE scheme</b><br>Athletics<br>Tennis Fun<br><br><b>Fine Motor</b><br>Dance write |