



EARLY YEARS LONG TERM OVERVIEW 2026/2027

Term Theme	Autumn 1 All About Me	Autumn 2 Ticket to ride (Mapping)	Spring 1 Terrific Tales	Spring2 Animals (Farm animals)	Summer 1 Come outside (Minibeasts and Plants)	Summer 2 Fun in the Sun
Trips/Events (Wows)	Starting school Recording 'firsts' (lunch, PE, playground play, phonics etc) Autumn Trail What I want to be when I grow up? Baby pictures Harvest SCALF	Ask Parents if they have they have an interesting vehicle to show Panto Christmas Plays Watch a Year 1 or 2 class perform Diwali (8 th November) Fireworks	Drama Workshop Chinese New Year	New Life (linked to RE) Chicks in school Plant flowers in the outside area Spring walk Easter story Visit/Wellington	Zoo-Lab Visit Class caterpillars African Land Snail in school for a week JUNE 24 TH NATIONAL FAIRYDAY	Under the Sea - singing songs and sea shanties Fossil hunting Father's Day Transition days
Possible texts	Owl Babies The Colour Monster The Rock is Mine Sharing a Shell NEW! - I am going to make a friend New! The Squirrels who squabbled	The Naughty Bus You Can't Take an Elephant on a Bus The Hundred Decker Bus The Bear in a Cave Way Back Home Oliver Jeffers Whatever Next The Christmas Pine Christmas story	Three Billy Goats Gruff The Gingerbread Man Little Red Riding Hood Three Little Pigs Hansel and Gretel Jack and the Beanstalk Tell me a Dragon New! The Princess and the Pea	Farmer Duck Rosie's Walk The Story of the Little Mole Lifecycle of a Chicken The Odd Egg Egghunt New! The Egg of an Ogg	The Tiny Seed Walter the Wonder Snail Superworm The Giant Jam sandwich NEW! The caterpillar nobody noticed (this to replace TVHC)	When Ice-Cream had a Meltdown Sun by Sam Usher You Can't take an Elephant on Holiday Ned and the Great Garden Hamster Race



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Personal, social and emotional development	<i>Show an understanding of their own feelings and those of others, and begin to regulate their own feelings. Explain the reason for rules Work and play cooperatively</i>	<i>See themselves as valuable individuals Show more confidence in social situations Become more outgoing with unfamiliar people</i>	<i>Gratitude Self esteem Appreciate those around them and why Happy breathing - self regulation</i>	<i>Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas. Explain the reason for rules Work and play cooperatively</i>	<i>Set and work towards simple goals, being able to wait for what they want and control their impulses when appropriate Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</i>	<i>Set and work towards simple goals, being able to wait for what they want and control their impulses when appropriate Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</i>
	Module 1: Meet my Brain Class charter Colour Monster Rainbow Fish Only One You	Module 2: Celebrate	Module 3: Appreciate	Module 4: Relate	Module 5: Engage	Review
Communication and language						Listen attentively and respond to what they hear with relevant questions Make comments about what they have heard and ask questions Hold a conversation when engaged in back and forth exchanges with their teacher and peers. Participate in small group, class and one to one discussions, offering own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems. Express their ideas and feelings about their experiences in full sentences, including the use of past, present and future tense and making use of conjunctions, with modelling and support from their teacher.
	Settling in activities Making friends Children talking about experiences that are familiar to them What	Listen and respond to stories. What was your favourite part? Why? Tell me a story..	Develop story language Retell stories using maps Listen and respond to stories	Describe events in detail - time connectives Listening and responding to stories Follow instructions	Listening and responding to stories, adding depth and detail, information from the text Class discussions	Listening and responding to stories, adding depth and detail, information from the text Class discussions



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	are your passions / goals / dreams? Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"	Recall simple events from the past (last Christmas, a birthday)			Attend assemblies Asking questions to find out more	Attend assemblies Asking questions to find out more
Physical development	<i>Negotiate space and obstacles safely, with consideration for themselves and others Begin to show accuracy and care when drawing Begin to use a range of small tools</i>	<i>Demonstrate strength, balance and coordination when playing Begin to: Hold a pencil effectively Use a range of small tools Begin to show accuracy and care when drawing</i>	<i>Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically With some support, Hold a pencil effectively Use a range of small tools Begin to show accuracy and care when drawing</i>		<i>Demonstrate strength, balance and coordination when playing Hold a pencil effectively Use a range of small tools Begin to show accuracy and care when drawing</i>	<i>Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically Hold a pencil effectively Use a range of small tools Begin to show accuracy and care when drawing</i>
	Getting ready for PE Squiggle and Dough Disco daily Weekly fine/gross motor challenge	Introduction to PE How to get dressed/undressed Circle games Different ways of moving. Yoga Squiggle	Gymnastics Squiggle and Dough Disco daily Weekly fine/gross motor challenge	Gymnastics Weekly fine/gross motor challenge	Swimming Weekly fine/gross motor challenge	Games Unit 1 Getting ready for Sports day Weekly fine/gross motor challenge
Literacy	<i>Begin to write recognisable letters</i>	<i>Spell words by identifying sounds in them with a letter or letters</i>	<i>Spell words by identifying sounds in them with a letter or letters With support, write simple phrases</i>	<i>Write simple phrases and sentence With support, write sentence.</i>	<i>With support, write sentences that can be read by others</i>	<i>Write simple phrases and sentences that can be read by others.</i>
	Explore mark making tools, develop hand	Name writing Letter correspondence	Story sequencing and mapping	Write a recount about farm visit	Fact writing about plants and animals	Explore rhyming words



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	dominance, begin name writing and letter formation	Writing labels and captions Write lists, Christmas cards	Write CVC words/short captions	Write short captions/phrases	Recount of Zoo-Lab visit	Write simple sentences
Reading	<i>Say a sound for each letter of the alphabet</i>	<i>Say a sound for each letter of the alphabet Begin to read words consistent with their phonic knowledge by sound blending Begin to, demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate -where appropriate - key events in stories Use and understand recently introduced vocabulary during discussions about stories.</i>	<i>Say a sound for each letter of the alphabet and at least 5 digraphs Read words consistent with their phonic knowledge by sound blending Begin to, demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate -where appropriate - key events in stories Use and understand recently introduced vocabulary during discussions about stories.</i>	<i>Say a sound for each letter of the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words With support, Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate -where appropriate - key events in stories Use and understand recently introduced vocabulary during discussions about stories.</i>	<i>Read words consistent with their phonic knowledge by sound blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate -where appropriate - key events in stories Use and understand recently introduced vocabulary during discussions about stories.</i>	<i>Read words consistent with their phonic knowledge by sound blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate -where appropriate - key events in stories Use and understand recently introduced vocabulary during discussions about stories.</i>
	Singing phonics, rhymes Week 3 - Begin Set 1	Set 1 Word Time 1, 2 , 3 Guided reading for some groups	Set 1 Word time 4 and 5 Guided reading	Set 2 Word time 6 Guided reading	Set 2 Word time 7 Guided reading	Set 2 Review Guided reading
Maths	Sorting Comparing	<i>Have a deep understanding of composition 1, 2, 3 Begin to subitise Select, rotate and manipulate shapes to develop spatial awareness</i>	<i>Have a deep understanding of composition 4 and 5 Subitising Number bonds to 5 Compare length, weight and capacity</i>	<i>Have a deep understanding of composition 7-10 Subitising Number bonds to 10 Doubling</i>	<i>Verbally count beyond 20, recognising the pattern of the number system</i>	<i>Explore and represent patterns within numbers up to 10, including evens and odds, double facts, and how quantities can be s=distributed equally.</i>



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		<i>Compose and decompose shapes</i>		<i>Explore and represent patterns within numbers to 10 Select, rotate and manipulate shapes to develop spatial awareness Compose and decompose shapes</i>		
White Rose Maths topics	<u>Baseline</u> Getting to know you Key times of the day and routines, Where do things go (positional language)	<u>Just like Me</u> Match, sort and compare numbers Compare size, mass and capacity Explore pattern <u>It's Me 1, 2, 3</u> Representing 1, 2, 3 Comparing 1, 2, 3 Composition of 1, 2, 3 Circles and triangles Positional language	<u>Light and Dark</u> Represent numbers to 5 One more/less Shapes with 4 sides and time <u>Alive in 5</u> Introducing 0 Comparing numbers to 5 Composition of 4 and 5 Compare mass 2 Compare capacity 2	<u>Growing 7, 8, 9</u> Combining two amounts Making pairs Length, Height time <u>Building 9 and 10</u> Counting to 9 and 10 Comparing to 10 Bonds to 10 3D Shapes Spatial awareness Patterns	<u>To 20 and Beyond</u> Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning 1 Match, rotate and manipulate <u>First, Then and Now</u> Adding more Taking away Spatial reasoning 2 Compose and decompose	<u>Find my Pattern</u> Doubling Sharing and grouping Even and odd Spatial reasoning 3 Visualise and build <u>On the Move</u> Deepening understanding Patterns and relationships Spatial reasoning 4 Mapping
Understanding of the World	Talk about the lives of the people around them and their roles in society	Understand some important processes and changes in the natural world them Know some similarities between things in the past and now, drawing on experiences read in class. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Understand the past through settings, characters and events encountered in books read in class Explain some similarities and differences between life in this country and life in other countries.	Explore the natural world around them, making observations and drawings of animals and plants. Understand some important processes and changes in the natural world them	Explore the natural world around them, making observations and drawings of animals and plants.	Understand some important processes and changes in the natural world them Know some similarities and differences between the natural world around them and contrasting environments drawing on their experiences in class.
	Identifying their family. Commenting on	Season changes - Winter	Learn about the celebration of CNY	Explore Seasonal changes - Spring	Learn about the lifecycles of	Explore seasonal changes - Summer



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	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	Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons. Look at vehicles from the past and now. How might they look/work in the future? Explore a simple map of our school. Would this look the same 20 years ago? Use bee-bots on simple maps. Draw a map of YR area.	Locate China on a map/ How is it similar and different to where we live? Support children to understand the difference between fictional characters and real people Stranger Danger Explore occupations from the stories and those of interest	Learn about the lifecycle of a duckling. What does it need to be healthy? (Incubate ducklings in school) Learn about the occupation of a farmer Create opportunities to talk about how to care for our environment	different minibeasts - e.g. ladybirds, caterpillars, worms etc Learn simple facts about different minibeasts based on their interests Explore exotic minibeasts Quiz - Minibeast or retile? How can you tell?	Floating and Sinking - Can you make a strong boat/ship? What materials will you use? Why? Share non-fiction texts that offer insight into contrasting environments Use non-fiction texts to learn about underwater animals. Compare contrasting environments
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	their experience of past birthday celebrations. Season changes - Harvest and Autumn					
RE	<i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</i>					
	All About Me (Belonging)	Celebrating (Jesus's birth)	Special (Special people)	New Life (Easter)	Special (special clothes, water, baptism)	Remembering (Janmashtami - Hindu)
Expressive Arts and Design	Safety use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Sing a range of well-known nursery rhymes and songs Share creations, explaining the process they have used	Safety use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Perform songs, rhymes, poems and stories with others Share creations, explaining the process they have used	Safety use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Perform songs, rhymes, poems and stories with others Share creations, explaining the process they have used	Safety use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Perform songs, rhymes, poems and stories with others Share creations, explaining the process they have used	Safety use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Perform songs, rhymes, poems and stories with others Share creations, explaining the process they have used	Safety use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share creations, explaining the process they have used
	Van Gogh - Drawing portraits of our faces and friends Natural art - faces Traditional folk songs Harvest songs Diwali - Explore rangoli patterns	Kandinsky - Circles and Triangles linked to maths Learn Nativity songs Perform to Preschool children Watch a Year 1 or 2 class perform	Junk model castles/bridges Story Puppets linked to tales Explore Chinese Year - make lanterns, paint dragons, paper dragons, tangrams, puppets	Follow pictorial instructions to make animal pictures Draw sceneries for animals Draw from observation Print patterns	Observational drawings of minibeasts Natural art minibeasts Explore collage in the style of Henri Matisse	Van Gogh - Observational drawings Sunflowers Pointillism - artwork by Georges Seurat



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	Listen to Diwali celebration music		Listen to CNY songs Watch CNY dragon dancing		Minibeast songs and rhymes - create own versions using familiar rhymes too	
		Helicopter Stories - <i>Invent, adapt and recount narratives and stories with peers and their teacher</i>				
Assessment	Baseline Monthly spot check	M1 Monthly spot check	Monthly spot check	M2 Monthly spot check	Moderation in reading, writing and maths Monthly spot check	Profile M3 Final spot check Monthly spot check