

## ONGOING LEARNING

## **EYFS Medium Term Overview Year A**



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Area of Learning	Marvellous Me and Our School	Anchors Away	Extreme Weather (cold)	Kings and Queens	Growing & Minibeasts	From Farm to Fork	
Possible Themes/Interests/ Lines of Enquiry	All about me – baby photos Autumn Harvest Family	Bonfire Night Christmas	Chinese New Year Global Warming – Melting Ice Caps	Easter, Lent Pancake Day Grant Koper – Author – The Day Granny Met The Queen Mother's Day	Lambs Planting/Gardening Life Cycles – Frogs/Butterfly/Plants etc.	Lambs Father's Day Tractors – old and new	
			Prime Areas				
Communication and Language  Listening Attention and Understanding  Speaking	Understand how to listen carefully and why listening is important.  Engage in story times.  Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to during whole class discussions and small group interactions.	Ask questions to find out more and to check they understand what has been said to them.  Develop social phrases.  Engage in story times.  Make comments about what they have heard and ask questions to clarify their understanding.  Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.	Articulate their ideas and thoughts in well-formed sentences.  Connect one idea or action to another using a range of connectives.  Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.  Express their ideas and feelings about their experiences using full sentences, including use of past,	Describe events in some detail.  Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Listen to and talk about stories to build familiarity and understanding.  Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  Use new vocabulary in different contexts.  Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	
	1.50	va cabulan (	present and future tenses and making use of conjunctions, with modelling and support from their teacher.		teacher.		
		vocabulary. ary through the day.	Listen carefully to rhymes, songs, p	paying attention to how they sound.	Learn rhymes, poe Use new vocabulary ir	_	

	See themselves as a valuable individual.	Show resilience and perseverance	Show understanding of their own	Think about the perspectives of	Show sensitivity to their own
		in the face of challenge.	feelings and those of others, and	others.	and to others' needs.
	Build constructive and respectful relationships.		begin to regulate their behaviour		
		Identify and moderate their own	accordingly.	Manage their own needs.	Be confident to try new
	Express their feelings and consider the feelings of others, regulate	feelings socially and emotionally.			activities and show
	behaviour accordingly.		Set and work towards simple	Show understanding of their own	independence, resilience and
		Confident to try new activities.	goals.	feelings and those of others, and	perseverance in the face of
	Work and play cooperatively and take turns with others.			begin to regulate their behaviour	challenge.
		Manage own basic hygiene and	Confident to try new activities	accordingly.	
	Give focused attention to what teachers say.	personal needs.			Give focused attention to what
Personal, Social			Explain the reasons for rules	Set and work towards simple	the teacher says, responding
	Self-Regulation	Self-Regulation		goals.	appropriately even when
and Emotional	Managing Self	Managing Self	Manage own basic hygiene and		engaged in activity, and show
Development	Building Relationships	Building Relationships	personal needs.	Confident to try new activities	an ability to follow instructions involving several ideas or
			Self-Regulation	Explain the reasons for rules	actions.
			Managing Self		
			Building Relationships	Manage own basic hygiene and	Self-Regulation
				personal needs.	Managing Self
					<b>Building Relationships</b>
				Self-Regulation	
				Managing Self	
				Building Relationships	

FOCUS FOR TERM ONGOING LEARNING

NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.

	Autu	mn 1	Autu	mn 2	Spri	ng 1	Spri	ng 2	Sum	mer 1	Summ	er 2	
Prime Area	Marvellous Me and Our School		Anchors Away Ex		Extreme We	Extreme Weather (cold)		Kings and Queens		Growing & Minibeasts		From Farm to Fork	
	Teacher	Elite	Teacher	Elite	Teacher	Elite	Teacher	Elite	Teacher	Elite	Teacher	Elite	
	Dance	Games - Beanbag	Games - Ball	Gym – Intro, space, footwork	Gym - Travelling	Dance - Lessons	Dance	Games – Hoops & Quoits	Games – Ropes, Bats and Balls	Gym – Stretching & Curling	Gym - Travelling	Athletics – Sports Day	
	Know and talk ab	out the different	Confidently and	Revise and	Revise and	Progress	Progress	Confidently and	Confidently and	Revise and	Revise and	Confidently	
	factors that supp	ort their overall	safely use a	refine the	refine the	towards a more	towards a more	safely use a	safely use a	refine the	refine the	and safely	
Physical	health and wellbe	eing: regular	range of large	fundamental	fundamental	fluent style of	fluent style of	range of large	range of large	fundamental	fundamental	use a range	
	physical activity, l	nealthy eating,	and small	movement skills	movement skills	moving, with	moving, with	and small	and small	movement skills	movement skills	of large and	
Development	toothbrushing, se	ensible amounts	apparatus	they have	they have	developing	developing	apparatus	apparatus	they have	they have	small	
	of 'screen time', h	naving a good	indoors and	already	already	control and	control and	indoors and	indoors and	already	already	apparatus	
	sleep routine, bei	ng a safe	outside, alone	acquired:	acquired:	grace.	grace.	outside, alone	outside, alone	acquired:	acquired:	indoors and	
	pedestrian.		and in a group.	rolling, crawling,	rolling,			and in a group.	and in a group.	rolling, crawling,	rolling,	outside,	
				walking,	crawling,	Combine	Combine			walking,	crawling,	alone and in	
	Further develop t	he skills they	Further develop	jumping,	walking,	different	different	Further develop	Further develop	jumping,	walking,	a group.	
	need to manage	the school day:	and refine a	running,	jumping,	movements	movements	and refine a	and refine a	running,	jumping,		

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successfully lining up and	range of ball	hopping,	running,	with ease and	with ease and	range of ball	range of ball	hopping,	running,	Further
queuing, mealtimes, personal	skills, including:	skipping,	hopping,	fluency	fluency	skills, including:	skills, including:	skipping,	hopping,	develop and
hygiene.	throwing,	climbing.	skipping,			throwing,	throwing,	climbing.	skipping,	refine a
	catching, kicking,		climbing.	Gross Motor	Gross Motor	catching,	catching,		climbing.	range of ball
	passing, batting	Combine		Skills	<mark>Skills</mark>	kicking, passing,	kicking,	Combine		skills,
Gross Motor Skills	and aiming.	different	Combine	Fine Motor	Fine Motor	batting and	passing, batting	different	Combine	including:
Fine Motor Skills		movements	different	<mark>Skills</mark>	<mark>Skills</mark>	aiming.	and aiming.	movements	different	throwing,
	Develop a	with ease and	movements					with ease and	movements	catching,
	confidence,	fluency	with ease and			Develop a	Develop a	fluency	with ease and	kicking,
	competence,		fluency			confidence,	confidence,		fluency	passing,
	precision and	Gross Motor				competence,	competence,	Gross Motor		batting and
	accuracy when	Skills	Gross Motor			precision and	precision and	<mark>Skills</mark>	Gross Motor	aiming.
	engaging in	Fine Motor	Skills			accuracy when	accuracy when	Fine Motor	<mark>Skills</mark>	
	activities that	<mark>Skills</mark>	Fine Motor			engaging in	engaging in	<mark>Skills</mark>	Fine Motor	Develop a
	involve a ball.		<mark>Skills</mark>			activities that	activities that		Skills	confidence,
						involve a ball.	involve a ball.			competence,
	Gross Motor									precision
	Skills					Gross Motor	Gross Motor			and accuracy
	Fine Motor Skills					<mark>Skills</mark>	<mark>Skills</mark>			when
						Fine Motor	Fine Motor			engaging in
						<mark>Skills</mark>	<mark>Skills</mark>			activities
										that involve
										a ball.
										Gross Motor
										<mark>Skills</mark>
										Fine Motor
										Skills .
Develop the overall body strep	ath co-ordination h	valance and adility	needed to engage	successfully with f	utura physical adu	cation specions and	other physical dis	ciplines including	dance gymnastics	sport and

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Develop overall body-strength, balance, co-ordination and agility.

Develop the foundations of a handwriting style which is fast, accurate and efficient.

Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.

Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.

Avec of	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Learning	Marvellous Me and Our School	Anchors Away	Extreme Weather (cold)	Kings and Queens	Growing and Minibeasts	From Farm to Fork
		<u> </u>	Specific Areas	<u> </u>	<u> </u>	<u> </u>
	Read individual letters by saying the	Blend sounds into words, so that	Read some letter groups that each	Read simple phrases and sentences	Form lower-case and capital letters	Write short sentences with
	sounds for them.	they can read short words made up of known letter-sound	represent one sound and say sounds for them.	made up of words with known letter- sound correspondences and, where	correctly.	words with known letter-sound correspondences using a capital
	Demonstrate understanding of what has been read to them by retelling	correspondences.	Read a few common exception	necessary, a few exception words.	Spell words by identifying the sounds and then writing the sound with	letter and full stop.
	stories and narratives using their own words and recently introduced	Demonstrate understanding of what has been read to them by	words matched to the Phonics Bug programme.	Re-read these books to build up their confidence in word reading, their fluency	letter/s.	Re-read what they have written to check that it makes sense.
	vocabulary.	retelling stories and narratives using their own words and	Demonstrate understanding of	and their understanding and enjoyment.	Demonstrate understanding of what has been read to them by retelling	Demonstrate understanding of
	Anticipate (where appropriate) key events in stories.	recently introduced vocabulary.	what has been read to them by retelling stories and narratives	Demonstrate understanding of what has been read to them by retelling stories	stories and narratives using their own words and recently introduced	what has been read to them by retelling stories and narratives
	Use and understand recently introduced vocabulary during	Anticipate (where appropriate) key events in stories.	using their own words and recently introduced vocabulary.	and narratives using their own words and recently introduced vocabulary.	vocabulary.  Anticipate (where appropriate) key	using their own words and recently introduced vocabulary.
	discussions about stories, non- fiction, rhymes and poems and during role play.	Use and understand recently introduced vocabulary during discussions about stories, non-	Anticipate (where appropriate) key events in stories.	Anticipate (where appropriate) key events in stories.	events in stories.  Use and understand recently	Anticipate (where appropriate) key events in stories.
Literacy	Say a sound for each letter in the alphabet.	fiction, rhymes and poems and during role play.	Use and understand recently introduced vocabulary during discussions about stories, non-	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems	introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role	Use and understand recently introduced vocabulary during discussions about stories, non-
Comprehension, Word Reading	Write recognisable letters, most of	Say a sound for each letter in the alphabet.	fiction, rhymes and poems and during role play.	and during role play.	play.	fiction, rhymes and poems and during role play.
and Writing	which are correctly formed.	Read words consistent with their phonic knowledge by soundblending.	Say a sound for each letter in the alphabet and at least 10 digraphs.	Say a sound for each letter in the alphabet and at least 10 digraphs.  Read words consistent with their phonic	Read words consistent with their phonic knowledge by soundblending.	Read words consistent with their phonic knowledge by sound-blending.
		Write recognisable letters, most of which are correctly formed.	Read words consistent with their phonic knowledge by soundblending.	knowledge by sound-blending.  Read aloud simple sentences and books	Read aloud simple sentences and books that are consistent with their phonics knowledge, including some	Read aloud simple sentences and books that are consistent
			Read aloud simple sentences and books that are consistent with their	that are consistent with their phonics knowledge, including some common exception words.	common exception words.  Write simple phrases and sentences	with their phonics knowledge, including some common exception words.
			phonics knowledge, including some common exception words.	Write recognisable letters, most of which	that can be read by others.	Write simple phrases and
			Write recognisable letters, most of	are correctly formed.		sentences that can be read by others.
			which are correctly formed.	Spell words by identifying sounds in them and representing the sounds with		
			Spell words by identifying sounds in them and representing the	a letter or letters.		
			sounds with a letter or letters.			

Book Focus	Owl Babies, Famer Duck, Rosie's Walk	Stick Man, Lost and Found, Father Christmas, The Polar Express	Pirates love Underpants, Tiddler	The Day Granny Met The Queen,	What the Ladybird Heard, The Crunching Munching Caterpillar, The Very Hungry Caterpillar.	Farmer Duck, Pig in the Pond, Handa's Surprise, Who's on the Farm?
Phonics	Phase 1/2	Phase 2	Phase 2	Phase 2/3	Phase 3	Phase 3/4
Mathematics	WHITE ROSE + NUMBER BLOCKS Getting to know you Just like me!  Matching, Sorting & Comparing. Numbers 1, 2, 3, 4, 5 Subitising Money	WHITE ROSE + NUMBER BLOCKS It's ME 1, 2, 3! Light and Dark Consolidation  Numbers 4, 5, 6, 7, 8 Money	WHITE ROSE + NUMBER BLOCKS Alive in 5! Growing 6, 7, 8 Building 9 and 10  Numbers 5, 6, 7, 8, 9 Money Time	WHITE ROSE + NUMBER BLOCKS Building 9 and 10 Consolidation  Numbers 7, 8, 9, 10 Halving Doubling Sharing	WHITE ROSE + NUMBER BLOCKS On the Move Superhero to 20 and beyond First, then, now  Numbers 10, 11, 12, 13, 14, 15 Money, Time, Shape Halving, Doubling, Sharing	WHITE ROSE + NUMBER BLOCKS First, then, now Find My Pattern Consolidation  Numbers 16, 17, 18, 19, 20 Money, Time, Shape
	Time Shape	Time Shape Subitising Early Doubling	Shape Subitising Early Doubling	Subitising	Subitising	Halving, Doubling, Sharing Subitising

## FOCUS FOR TERM ONGOING LEARNING

Area of	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning	Marvellous Me and Our School	Anchors Away	Extreme Weather (cold)	Kings and Queens	Growing and Minibeasts	From Farm to Fork
nderstanding the World	Talk about members of their immediate family and community.  Name and describe people who are familiar to them.  Comment on images of familiar situations in the past.  Draw information from a simple map.  Explore the natural world around them.  Talk about the lives of the people around them and their roles.	Compare and contrast characters from stories, including figures from the past.  Draw information from a simple map.  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  Understand the past through settings, characters and events encountered in books read in class and storytelling.	Recognise some similarities and differences between life in this country and life in other countries.  Explore the natural world around them.  Recognise some environments that are different to the one in which they live.  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and	Talk about members of their immediate family and community.  Recognise that people have different beliefs and celebrate special times in different ways.  Talk about the lives of the people around them and their roles.  Past and Present People, Culture and Communities The Natural World	Explore the natural world around them.  Explore the natural world around them, making observations and drawing pictures of animals and plants.  Past and Present People, Culture and Communities The Natural World	Talk about members of their immediate family and community.  Comment on images of familiar situations in the past.  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.  Past and Present People, Culture and
		Past and Present	(when appropriate) maps.			Communities The Natural World

	Know some similarities and	People, Culture and	Know some similarities and			
	differences between things in the	Communities	differences between the natural			
	past and now, drawing on their	The Natural World	world around them and			
	experiences and what has been		contrasting environments,			
	read in class.		drawing on their experiences and			
			what has been read in class.			
	Describe their immediate					
	environment using knowledge from		Past and Present			
	observation, discussion, stories,		People, Culture and Communities			
	non-fiction texts and maps.		The Natural World			
	Explore the natural world around					
	them, making observations and					
	drawing pictures of animals and					
	plants.					
	Past and Present					
	People, Culture and Communities					
	The Natural World					
				nt beliefs and celebrate special times in di	•	
		asons - Describe what they see, hea		Understand the effect of changing season		
	R.E. – Know so		•	ommunities in this country, drawing on the	•	id in class.
	CHARANGA – ME!	CHARANGA – MY STORIES	CHARANGE – EVERYONE!	natural world around them, including the CHARANGA – OUR WORLD	CHARANGA – BIG BEAR FUNK	CHARANGA – REFLECT,
	CHARANGA – WE!	CHARAINGA - IVIT STORIES	CHARAINGE - EVERYONE!	CHARAINGA – OUR WORLD	CHARANGA - BIG BEAR FUNK	REWIND AND REPLAY
	Davelon standings in their pretend	Sing in a group or on their own	Watch and talk about dance and	Watch and talk about dance and	Return to and build on their	REWIND AND REPLAT
	play.	increasingly matching the pitch	performance art, expressing their	performance art, expressing their	previous learning, refining ideas	Safely use and explore a
	play.	and following the melody.	feelings and responses.	feelings and responses.	and developing their ability to	variety of materials, tools and
	Watch and talk about dance and	und renowing the melody.	leenings and responses.	reenings and responses.	represent them.	techniques, experimenting with
	performance art, expressing their	Sing a range of well-known	Safely use and explore a variety of	Make use of props and materials when	represent arem	colour, design, texture, form
	feelings and responses.	nursery rhymes and songs.	materials, tools and techniques,	role playing characters in narratives	Make use of props and materials	and function.
	recuiring and respondent		experimenting with colour, design,	and stories.	when role playing characters in	
Expressive	Sing a range of well-known nursery	Perform songs, rhymes, poems	texture, form and function.		narratives and stories.	Share their creations,
Arts and	rhymes and songs.	and stories with others, and		Invent, adapt and recount narratives		explaining the process they
Design		(when appropriate) try to move	Share their creations, explaining	and stories with peers and their	Invent, adapt and recount narratives	have used.
Design	Perform songs, rhymes, poems and	in time with music.	the process they have used.	teacher.	and stories with peers and their	
	stories with others, and (when				teacher.	Creating with Materials
	appropriate) try to move in time	Creating with Materials	Creating with Materials	Creating with Materials		Being Imaginative and
	with music.	Being Imaginative and	Being Imaginative and Expressive	Being Imaginative and Expressive		Expressive
		Expressive Expressive			Creating with Materials	
	Creating with Materials				Being Imaginative and Expressive	
	Being Imaginative and Expressive					
	Evolore use s	and refine a variety of artistic effects	s to overess their ideas and feelings	Evalore and engage in music m	aking and dance performing colo or in	groups
	Explore, use a	and refine a variety of artistic effect	s to express their ideas and reelings.	explore and engage in music m	aking and dance, performing solo or ir	i groups.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R.E.	Myself	My Friends and Special People	Our Special Books	Salvation	Why is God so important to Christians?	Our Beautiful World
IX.L.	R.E. – Know so	ome similarities and differences betw	veen different religious and cultural c	ommunities in this country, drawing on th	eir experiences and what has been read	d in class.