EYFS Medium Term Overview Year B



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Learning	Healthy Me and My World	999! What's Your Emergency?	On Safari! (Extreme Weather – Hot Places)	People Who Help Us	Amazing Places	Super Space
Possible Themes/Interests/ Lines of Enquiry	All about me – baby photos Autumn Harvest Family Teeth	Bonfire Night, Christmas, Diwali, Remembrance Day	Chinese New Year	Easter Lent Pancake Day Mother's Day	Lambs Pond Dipping	Mobile Planetarium Father's Day
	L	I	Prime Areas	· · · · · · · · · · · · · · · · · · ·	1	1
	Understand how to listen carefully and why listening is important. Engage in story times. Listen attentively and respond to	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives.	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases.	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.	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books.	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
	what they hear with relevant questions, comments and actions when being read to during whole class discussions and small group interactions.	Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep	Engage in story times. Make comments about what they have heard and ask questions to clarify their understanding.	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Use new vocabulary in different contexts. Express their ideas and feelings about their experiences using
Communication and Language		familiarity with new knowledge and vocabulary.	Hold conversations when engaged in back-and-forth	and poems when appropriate.	Offer explanations for why things might happen, making use of recently introduced vocabulary	full sentences, including use of past, present and future tenses and making use of
Listening Attention and Understanding Speaking		Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	exchanges with their teacher and peers.		from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings	conjunctions, with modelling and support from their teacher.
		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.			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.	
		vocabulary. ary through the day.	Listen carefully to rhymes, songs, p	paying attention to how they sound.	Learn rhymes, po Use new vocabulary i	<u> </u>
Personal, Social and Emotional	See themselves as a valuable individual Build constructive and respectful re		Show resilience and perseverance in the face of challenge.	Show understanding of their own feelings and those of others, and begin to regulate their behaviour	Think about the perspectives of others.	Show sensitivity to their own and to others' needs.
Development			Identify and moderate their own feelings socially and emotionally.	accordingly.	Manage their own needs.	Be confident to try new activities and show

Express their feelings and consider the feelings of others, regulate		Set and work towards simple	Show understanding of their own	independence, resilience and
behaviour accordingly.	Confident to try new activities.	goals.	feelings and those of others, and	perseverance in the face of
			begin to regulate their behaviour	challenge.
Work and play cooperatively and take turns with others.	Manage own basic hygiene and	Confident to try new activities	accordingly.	
	personal needs.			Give focused attention to what
Give focused attention to what teachers say.		Explain the reasons for rules	Set and work towards simple	the teacher says, responding
	Self-Regulation		goals.	appropriately even when
Self-Regulation	Managing Self	Manage own basic hygiene and		engaged in activity, and show
Managing Self	Building Relationships	personal needs.	Confident to try new activities	an ability to follow instructions
Building Relationships				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
				Building Relationships
			Self-Regulation	
			Managing Self	
			Building Relationships	

ONGOING LEARNING

FOCUS FOR TERM

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

kicking, passing, kicking,

skills,

	Autu	mn 1	Autui	mn 2	Spri	ng 1	Spri	ng 2	Sumi	mer 1	Summ	er 2
Prime Area	Prime Area Healthy Me and My World		999! What's your emergency?		On Safari (Extreme weather-hot places)		People Who Help Us		Amazing Places		Super Space	
	Elite	Teacher	Elite	Teacher	Elite	Teacher	Elite	Teacher	Elite	Teacher	Elite	Teacher
	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
	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
	toothbrushing, se	ensible amounts	apparatus	they have	they have	developing	developing	apparatus	apparatus	they have	they have	small
Physical	of 'screen time', h	naving a good	indoors and	already	already	control and	control and	indoors and	indoors and	already	already	apparatus
Development	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,	
	successfully lining	g up and	range of ball	hopping,	running,	with ease and	with ease and	range of ball	range of ball	hopping,	running,	Further
	queuing, mealtim	es, 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

Gross Mo	tor Skills	passing, batting	Combine	Combine	Fine Motor	Fine Motor	batting and	passing, batting	Combine	Combine	including:
Fine Moto	r Skills	and aiming.	different	different	<mark>Skills</mark>	<mark>Skills</mark>	aiming.	and aiming.	different	different	throwing,
			movements	movements					movements	movements	catching,
		Develop a	with ease and	with ease and			Develop a	Develop a	with ease and	with ease and	kicking,
		confidence,	fluency	fluency			confidence,	confidence,	fluency	fluency	passing,
		competence,					competence,	competence,			batting and
		precision and	Gross Motor	Gross Motor			precision and	precision and	Gross Motor	Gross Motor	aiming.
		accuracy when	<mark>Skills</mark>	<mark>Skills</mark>			accuracy when	accuracy when	<mark>Skills</mark>	<mark>Skills</mark>	
		engaging in	Fine Motor	Fine Motor			engaging in	engaging in	Fine Motor	Fine Motor	Develop a
		activities that	<mark>Skills</mark>	<mark>Skills</mark>			activities that	activities that	<mark>Skills</mark>	<mark>Skills</mark>	confidence,
		involve a ball.					involve a ball.	involve a ball.			competence,
											precision
		Gross Motor					Gross Motor	Gross Motor			and accuracy
		Skills					<mark>Skills</mark>	<mark>Skills</mark>			when
		Fine Motor Skills					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 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.

Area of	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
Learning	Healthy Me and My World	999! What's Your Emergency?	On Safari (Extreme Weather- hot places)	People Who Help Us	Amazing Places	Super Space			
	Specific Areas								

		T	T	T	T	
	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	represent one sound and say	made up of words with known letter-	correctly.	words with known letter-sound
		up of known letter-sound	sounds for them.	sound correspondences and, where		correspondences using a capital
	Demonstrate understanding of what	correspondences.		necessary, a few exception words.	Spell words by identifying the sounds	letter and full stop.
	has been read to them by retelling		Read a few common exception		and then writing the sound with	
	stories and narratives using their	Demonstrate understanding of	words matched to the Phonics Bug	Re-read these books to build up their	letter/s.	Re-read what they have written
	own words and recently introduced	what has been read to them by	programme.	confidence in word reading, their fluency		to check that it makes sense.
	vocabulary.	retelling stories and narratives	Programmer	and their understanding and enjoyment.	Demonstrate understanding of what	le check that it makes sense.
	vocubulary.	using their own words and	Demonstrate understanding of what	and their directstanding and enjoyment.	has been read to them by retelling	Demonstrate understanding of
	Auticiante (chanananaista) la			Decree de la contraction d'acceptant les		
	Anticipate (where appropriate) key	recently introduced vocabulary.	has been read to them by retelling	Demonstrate understanding of what has	stories and narratives using their own	what has been read to them by
	events in stories.		stories and narratives using their	been read to them by retelling stories	words and recently introduced	retelling stories and narratives
		Anticipate (where appropriate) key	own words and recently introduced	and narratives using their own words	vocabulary.	using their own words and
	Use and understand recently	events in stories.	vocabulary.	and recently introduced vocabulary.		recently introduced vocabulary.
	introduced vocabulary during				Anticipate (where appropriate) key	
	discussions about stories, non-	Use and understand recently	Anticipate (where appropriate) key	Anticipate (where appropriate) key	events in stories.	Anticipate (where appropriate)
	fiction, rhymes and poems and	introduced vocabulary during	events in stories.	events in stories.		key events in stories.
	during role play.	discussions about stories, non-			Use and understand recently	
		fiction, rhymes and poems and	Use and understand recently	Use and understand recently introduced	introduced vocabulary during	Use and understand recently
Literacy	Say a sound for each letter in the	during role play.	introduced vocabulary during	vocabulary during discussions about	discussions about stories, non-fiction,	introduced vocabulary during
	alphabet.		discussions about stories, non-	stories, non-fiction, rhymes and poems	rhymes and poems and during role	discussions about stories, non-
Comprehension,	dipinaset	Say a sound for each letter in the	fiction, rhymes and poems and	and during role play.	play.	fiction, rhymes and poems and
Word Reading	Write recognisable letters, most of	alphabet.	during role play.	and during role play.	play.	during role play.
		alphabet.	during role play.	Contract of Contra	Dead words as sistent with their	during role play.
and Writing	which are correctly formed.			Say a sound for each letter in the	Read words consistent with their	
		Read words consistent with their	Say a sound for each letter in the	alphabet and at least 10 digraphs.	phonic knowledge by sound-	Read words consistent with
		phonic knowledge by sound-	alphabet and at least 10 digraphs.		blending.	their phonic knowledge by
		blending.		Read words consistent with their phonic		sound-blending.
			Read words consistent with their	knowledge by sound-blending.	Read aloud simple sentences and	
		Write recognisable letters, most of	phonic knowledge by sound-		books that are consistent with their	Read aloud simple sentences
		which are correctly formed.	blending.	Read aloud simple sentences and books	phonics knowledge, including some	and books that are consistent
				that are consistent with their phonics	common exception words.	with their phonics knowledge,
			Read aloud simple sentences and	knowledge, including some common		including some common
			books that are consistent with their	exception words.	Write simple phrases and sentences	exception words.
			phonics knowledge, including some	'	that can be read by others.	·
			common exception words.	Write recognisable letters, most of which		Write simple phrases and
			Common exception words.	are correctly formed.		sentences that can be read by
			Write recognisable letters, most of	are correctly formed.		others.
				Coolly would be disposited in a country in		others.
			which are correctly formed.	Spell words by identifying sounds in		
				them and representing the sounds with		
			Spell words by identifying sounds	a letter or letters.		
			in them and representing the			
			sounds with a letter or letters.			
			Handa's Surprise			Whatever Next!
			Tinger Tinger Tales (Cbeebies)			The Man on the Moon
			The Selfish Crocodile		Superworm	Lightyear (film)
Book Focus	The Healthy Wolf		Giraffes Can't Dance		Rosie's Walk	Aliens Love Underpants
			S. and Carre Barret		Nosio 3 Walk	Dr Xargles
						Way back Home

Phonics	Phase 1/2	Phase 2	Phase 2	Phase 2/3	Phase 3	Phase 3/4
	WHITE ROSE + NUMBER BLOCKS	WHITE ROSE + NUMBER	WHITE ROSE + NUMBER BLOCKS	WHITE ROSE + NUMBER BLOCKS	WHITE ROSE + NUMBER BLOCKS	WHITE ROSE + NUMBER
	Getting to know you	BLOCKS	Alive in 5!	Building 9 and 10	On the Move	BLOCKS
	Just like me!	It's ME 1, 2, 3!	Growing 6, 7, 8	Consolidation	Superhero to 20 and beyond	First, then, now
		Light and Dark	Building 9 and 10		First, then, now	Find My Pattern
	Matching, Sorting & Comparing.	Consolidation		Numbers 7, 8, 9, 10		Consolidation
Mathematics	Numbers 1, 2, 3, 4, 5		Numbers 5, 6, 7, 8, 9	Halving	Numbers 10, 11, 12, 13, 14, 15	
Mamemaucs	Subitising	Numbers 4, 5, 6, 7, 8	Money	Doubling	Money, Time, Shape	Numbers 16, 17, 18, 19, 20
	Money	Money	Time	Sharing	Halving, Doubling, Sharing	Money, Time, Shape
	Time	Time	Shape	Subitising	Subitising	Halving, Doubling, Sharing
	Shape	Shape	Subitising			Subitising
		Subitising	Early Doubling			
		Early Doubling				

FOCUS FOR TERM ONGOING LEARNING

Area of	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Learning		999! What's Your	On Safari (Extreme	5 1 1/4 11 11			
Learning	Healthy Me and My World	Emergency?	Weather- hot places)	People Who Help Us	Amazing Places	Super Space	
	Talk about members of their	Compare and contrast	Recognise some similarities and	Talk about members of their	Explore the natural world around	Comment on images of	
	immediate family and community.	characters from stories,	differences between life in this	immediate family and community.	them.	familiar situations in the past.	
		including figures from the past.	country and life in other				
	Name and describe people who are		countries.	Name and describe people who are	Draw information from a simple	Compare and contrast	
	familiar to them.	Name and describe people who		familiar to them.	map.	characters from stories,	
		are familiar to them.	Explore the natural world around			including figures from the	
	Comment on images of familiar		them.	Comment on images of familiar	Explore the natural world around	past.	
	situations in the past.	Comment on images of familiar		situations in the past.	them, making observations and		
		situations in the past.	Recognise some environments		drawing pictures of animals and	Know some similarities and	
	Draw information from a simple map.		that are different to the one in	Talk about the lives of the people	plants.	differences between the	
Understanding		Draw information from a simple	which they live.	around them and their roles.		natural world around them	
the World	Explore the natural world around	map.			Describe their immediate	and contrasting environments,	
	them.		Explain some similarities and	Understand the past through settings,	environment using knowledge from	drawing on their experiences	
		Know some similarities and	differences between life in this	characters and events encountered in	observation, discussion, stories,	and what has been read in	
	Talk about the lives of the people	differences between things in	country and life in other	books read in class and storytelling.	non-fiction texts and maps.	class.	
	around them and their roles.	the past and now, drawing on	countries, drawing on knowledge				
		their experiences and what has	from stories, non-fiction texts and		Understand some important	Past and Present	
	Know some similarities and	been read in class.	(when appropriate) maps.	Past and Present	processes and changes in the	People, Culture and	
	differences between things in the past			People, Culture and Communities	natural world around them,	Communities	
	and now, drawing on their	Understand the past through	Know some similarities and	The Natural World	including the seasons and changing	The Natural World	
	experiences and what has been read	settings, characters and events	differences between the natural		states of matter.		
	in class.		world around them and				

		encountered in books read in	contrasting environments,		Past and Present	
	Describe their immediate environment	class and storytelling.	drawing on their experiences and		People, Culture and Communities	
	using knowledge from observation,	Gass and storytelling.	what has been read in class.		The Natural World	
	discussion, stories, non-fiction texts	Past and Present	what has been read in class.		The Natural World	
			Doot and Duccont			
	and maps.	People, Culture and	Past and Present			
		Communities	People, Culture and Communities			
	Explore the natural world around	The Natural World	The Natural World			
	them, making observations and					
	drawing pictures of animals and					
	plants.					
	Past and Present					
	People, Culture and Communities					
	The Natural World					
		Celebrations - F		beliefs and celebrate special times in di		
	Seaso	ns - Describe what they see, hear a		Inderstand the effect of changing seaso		
		1	1	atural world around them, including the	1	
	CHARANGA – ME!	CHARANGA – MY STORIES	CHARANGE – EVERYONE!	CHARANGA – OUR WORLD	CHARANGA – BIG BEAR FUNK	CHARANGA – REFLECT,
						REWIND AND REPLAY
	Develop storylines 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	
	play.	increasingly matching the pitch	performance art, expressing their	performance art, expressing their	previous learning, refining ideas	Share their creations,
		and following the melody.	feelings and responses.	feelings and responses.	and developing their ability to	explaining the process they
	Watch and talk about dance and				represent them.	have used.
	performance art, expressing their	Sing a range of well-known	Make use of props and materials	Share their creations, explaining the		
	feelings and responses.	nursery rhymes and songs.	when role playing characters in	process they have used.	Make use of props and materials	Perform songs, rhymes, poem
Expressive			narratives and stories.		when role playing characters in	and stories with others, and
	Sing a range of well-known nursery	Safely use and explore a variety		Safely use and explore a variety of	narratives and stories.	(when appropriate) try to
Arts and	rhymes and songs.	of materials, tools and	Invent, adapt and recount	materials, tools and techniques,		move in time with music.
Design	Perform songs, rhymes, poems and	techniques, experimenting with	narratives and stories with peers	experimenting with colour, design,	Invent, adapt and recount	
	stories with others, and (when	colour, design, texture, form	and their teacher.	texture, form and function.	narratives and stories with peers	Creating with Materials
	appropriate) try to move in time with	and function.			and their teacher.	Being Imaginative and
			Creating with Materials	Creating with Materials		Expressive
	music.	Creating with Materials	Being Imaginative and Expressive	Being Imaginative and Expressive	Creating with Materials	
	Creating with Materials	Being Imaginative and			Being Imaginative and Expressive	
	Being Imaginative and Expressive	Expressive				
	Explore, use and	d refine a variety of artistic effects t	o express their ideas and feelings.	Explore and engage in music m	aking and dance, performing solo or i	n groups.
		Charanga – Li	sten attentively, move to and talk ab	out music, expressing their feelings and	responses.	

	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

R.E. – 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.