

# Percy Main Primary School

## EYFS Long Term Overview Rainbows

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Themes/Interests/Lines of Enquiry</b>	It's Good To Be Me! Owl babies, Duck in a Truck, Monkey Puzzle Harvest Festival	The Gruffalo, Peace at Last, Goldilocks Halloween, bonfire night, Divali, xmas	What's Hiding in the Trees? Whatever Next?, Dinosaurumpus chinese new year, Polar Bear, Polar Bear	Brown Bear, Brown Bear, What do you See?, Noisy Farm, Jasper' Beanstalk growing, Spring	Here Comes the Sun Dear Zoo, Very Hungry Caterpillar, We're Going on a Bear Hunt beach/day trips	Sharing a Shell, Rainbow fish, Animal Boogie, Maisie on Holiday under the sea, rockpools
<b>Communication and Language</b>	-show some attention during a story or instruction. -recognise and respond to familiar sounds such as door opening, phone ringing -use gestures or body language to express needs or wants  Learn new vocabulary, use throughout the session	-begins to listen to songs/rhymes -show interest in play with sounds/songs or music -babbles/chats during play	-join in with simple songs and actions with enjoyment  -engage in storytime, following the words and pictures  -begin to use single words	-improved listening skills (can follow a single instruction eg touch your nose)  -use 'pretend' talking during role play	-begins to understand more complex questions such as 'Where's the cat?'  -use simple sentences, puts 2 or 3 words together	-show understanding of a story, repeat familiar phrases from story, can name familiar objects, animals, colours, etc  -asks simple questions, able to hold a conversation
<b>Personal, Social and Emotional Development</b>	-express likes/dislikes through gesture and body language  -show confidence in new environment or with new staff/peers. Build good relationships with adults and children		-begin to regulate their emotions (self-soothe) or use a secure adult  -show some understanding of boundaries and routines  -become more independent but frustration may lead to tantrums		-uses language to express their feelings/likes etc  -begins to show care/concern for others, will try to comfort them  -more parallel play and may begin to develop friendships	
<b>Physical Development</b>	-enjoy and explore their senses through sensory play (water, sand, paint, gloop, playdough, sticky/messy activities) -develop skills outdoors(walking, running, climbing, crawling, jumping, climbing stairs)	-develop fine motor skills and strengthen hands/fingers in preparation for early writing (posting objects, puzzles, using pegs, twisting, pushing, holding tools, dough disco/playdough) -holding crayons/pencils to make marks	-More confident gross motor skills, (beginning to kick a ball, throw a ball, avoid obstacles when running) -show awareness of bladder and bowel urges, begin to use potty or toilet	-become more independent with self-care, hand washing, feeding/drinking, putting coat on/off -uses blocks to build a tower of 3 or more	-shows more control in holding tools (eg hammer, pencil, spade jug, spoon) -can balance and control large movements more	-independence in toileting/hand-washing  - begin to hold a pencil with fingers and thumb and show more control over their mark-making
Children need to be encouraged to sit on carpet together for short periods of time, preparation for register and large group times.						
<b>Literacy</b>	-enjoys stories and rhymes	-copies hand gestures and actions -interested in turning the pages of a book and looking at pictures -makes large, sweeping movements to make marks	-enjoys making marks with a variety of tools (crayons, chalks, pencils, brushes, sand)	-interested in looking at books, alone/ in a group or with an adult	-enjoys looking at books and listening to stories. -may have favourite stories that they come back to time and time again	-starts to repeat familiar words or phrases from stories -may recall some parts of a favourite story
<b>Mathematics</b>	-enjoy number rhymes and songs	-begin to fill and empty containers -combining objects that fit together -can fit shapes into inset jigsaw puzzles	-say some counting words randomly, often during play	-uses blocks to create structures and arrangements -beginning to sort and categorise objects (eg colour or size)	-starts to associate a sequence of events within the daily routine (eg after washing our hands, we have snack)	-recite some number names in sequence -beginning to understand quantities such as 'more' and 'a lot'
<b>Understanding the World</b>	-explores objects by linking them together (shaking, hitting, pulling, poking or tasting)	-enjoys exploring natural materials (loose parts, home corner, garden) and finding and using nature outside to learn	-enjoys toys with buttons, flaps or mechanisms and how to make them work (cause and effect)	-	-enjoys play with small world models such as cars, farm animals, dolls house trains or tools	-during pretend play in home corner, children will imitate everyday actions and events such as washing dishes or making a cup of tea.

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<p>Expressive Arts and Design</p>	<p>-explores with a range of materials, sensory and messy play using tools and also their own bodies</p> <p>-enjoys making marks with a range of tools (paint, crayon, fingers, brushes, pencils, chalks)</p>	<p>-enjoys making sounds through singing and using musical instruments</p>	<p>-uses an object to represent another (eg holding a block to ear like a phone)</p>	<p>-move their bodies to a rhythm or beat, and dances to music</p>	<p>-beginning to make-believe by pretending</p>	<p>-may start to give meaning to the marks they make</p>
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