

# Long Term Overview

**Class: EYFS**

**Teachers: Miss Bullard and Miss Perkins**

**Date: 2025-2026**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic</b>	<i>Animal Kingdom</i>	<i>Real Life Heroes</i>	<i>Colour magic!</i>	<i>Food Glorious food!</i>	<i>Tell me a story...</i>	<i>Castles, knights, dragons</i>
<b>WOW</b>	<i>Animal dress up day/bug hunting Role play - zoo</i>	<i>Emergency services day Role play - Home corner</i>	<i>How to catch a rainbow - create class rainbows Role play – inventors’ workshop</i>	<i>Planting day Role play- Garden centre/Florist</i>	<i>Story Museum Role play - Story makers</i>	<i>Knights and dragons role play Castle Role play – castle</i>
<b>Subject Focus</b>	<i>Science – animals including pets Geography - continents and oceans Music - Tempo Art – Printing  Seasons/weather</i>	<i>Geography – UK characteristics History – Changes within known lifetime Computing – technology around us Music – nativity - dynamics/pitch Seasons/weather</i>	<i>Art – exploring colour/watercolours Science – materials &amp; properties DT – Make a blanket Computing – digital painting  Seasons/weather</i>	<i>Science – plants, seasons, senses DT – food Computing – grouping data  Seasons/weather</i>	<i>Phonics Art – illustration/drawing Music – traditional folk and fairy tales Computing – animations  Seasons/weather</i>	<i>History – significant people Queen Elizabeth/King Charles Computing – digital writing DT – Levers for characters  Seasons/weather</i>
<b>Trip / Visitor</b>	<i>Birmingham Aquarium</i>	<i>Police/Fire brigade/ nurses</i>	<i>Science Oxford “Inventing with Isobel” at school</i>	<i>Garden centre</i>	<i>Story Museum - Oxford</i>	<i>Kenilworth Castle - life in a castle</i>
<b>Final Event</b>	<i>Animal fact file show and tell</i>	<i>Nativity</i>	<i>Science/material EXPO</i>	<i>Food cafe</i>	<i>Telling stories</i>	<i>End of year activities</i>
<b>Sustainability</b>	<i>The principle of oneness</i>	<i>The principle of health</i>	<i>The principle of the cycle</i>	<i>The principle of diversity</i>		<i>The principle of adaptation</i>
<b>English</b> <i>(Main focus texts in bold)</i>	<b>Literacy Tree – Pig the Pug by Aaron</b> <i>Character comparisons, fact sheets, shared poem, own version narratives ‘How to look after a pet’ guide</i>  <b>Julie Sargent planning – The secret forest by Sandra Dieckmann</b> <i>Book features, non-fiction text features, oral and written sentences, questions,</i>	<i>Real Heroes</i> <b>When You’re Fast Asleep – Who Works at Night-Time? By Peter Arrhenius</b> <i>Main outcome: class poem &amp; my nighttime job</i>  <b>Super Milly and the Super School Day by Stephanie Clarkson</b> <i>Own super hero story, and own super hero song</i>	<i>Fiction</i> <b>The day the crayons quit by Drew Daywalt</b> <i>Main outcome: persuasive writing</i>  <b>Literacy tree- Izzy Gizmo by Pip Jones</b> <i>Signage, letters of advice, lists, labelled diagrams Main Outcome: Simple explanation</i>	<i>Recipes</i> <b>I Will Not Ever Never eat at a Tomato by Lauren Child</b> <i>Own stories about a fussy eater Statements, writing in role, shopping lists</i>  <b>The Tiny Seed by Eric Carle</b> <i>Advice leaflets Labels and captions, retellings, writing in role, narrative, letters</i>	<i>Fiction - Story Play (story museum)</i> <b>Literacy tree - Stanley’s Stick</b> <i>Book of sticks’ entry, speech bubble, thought bubble, postcard Main Outcome; Own version narrative</i>  <b>The Magic Bed by John Burningham</b>	<i>Stories inspiring non-fiction writing</i> <b>The Knight And The Dragon by Tomie dePaola</b> <i>How to fight knights &amp; how to fight dragon instructions, Fight invitation, fight retelling, BBQ menu, Own story ending</i>  <b>Dragon post by Emma Yarlett</b> <i>Letter asking for help, note of advice, instructions,</i>

**Learning, Transforming, Growing**

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	commands, creation of class search and find book	<b>The Christmas Eve tree by Delia Huddy</b> Main outcome: own Christmas tree story			Setting description, additional scene, description of magical piece of furniture, lists Main outcome: Own version fantasy story	menu, speech bubble, journey map, thought bubble. Main Outcome: How to look after a dragon guide
<b>Maths Y1</b>	Place Value (within 10)  Mastering number w1-5	Addition and Subtraction (within 10) Geometry shape  Mastering number w6-10	Place Value (within 20) Addition and Subtraction (within 20)  Mastering number w11-15	Length and height Mass and volume  Mastering number w16-20	Multiplication, division, fractions, position and direction  Mastering number w21-25	Place value (within 100) Money Time  Mastering number w26-31
Maths YR						
Commando Joes	Simba and me (Y1 unit) – animals Mission 3 EYFS: Communication – what the ladybird heard EYFS: Self-awareness – Burglar Bill		Y1: Traditional Tales –jack and the beanstalk & 3 little pigs EYFS: Resilience - Izzy Gizmo EYFS: Teamwork – The scarecrows wedding		Y1: Steve Backshall Explorer EYFS: Positivity – Zog EYFS: Empathy – The smeds and the smooos	
Computing		1.1 Computing Systems and networks - technology around us	1.2. Creating media Digital painting	Grouping data	1.6. Programming B – Programming animations	1.5 Creating Media - digital writing
Music		Dynamics & pitch - Xmas production performance	Music and Movement EYFS Kapow Kapow Y1 - Tempo – the snail and the mouse		Musical stories – EYFS Kapow  Yr1: Sound patterns- links to Fairy tales	Superheroes (pitch) Year 1

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PE	<p><b>Year 1</b> Locomotion: Running Ball skills: Hands</p> <p><b>Reception</b> Locomotion: Walking Play: Playing through games <b>EYFS</b> Healthy Movers</p>	<p><b>Year 1</b> Dance: Heroes Rackets, Bats and Balls</p> <p><b>Reception</b> Dance: Ourselves Ball skills: hands <b>EYFS</b> Healthy Movers</p>	<p><b>Year 1</b> Gymnastics: wide, narrow, curled Ball skills: feet</p> <p><b>Reception</b> Gymnastics: high and low Ball skills: feet <b>EYFS</b> Healthy Movers</p>	<p><b>Year 1</b> Health and wellbeing Dance: growing</p> <p><b>Reception</b> Ball skills: hands Gymnastics: moving <b>EYFS</b> Healthy Movers</p>	<p><b>Year 1</b> Locomotion: jumping Team building</p> <p><b>Reception</b> Locomotion: jumping Dance: nursery rhymes <b>EYFS</b> Healthy Movers</p>	<p><b>Year 1</b> Games for understanding Ball skills: hands</p> <p><b>Reception</b> Rackets, Bats, Balls and Balloons Games for understanding <b>EYFS</b> Healthy Movers</p>
PSHE & SCIB	Me and my relationships	Valuing difference SCIB Substance misuse	Keeping Safe	Being my best SCIB Positive relationships	Rights and respect	Growing and changing SCIB Protective behaviours
Religion and Worldviews	<p>Y1: Who made the world?</p> <p><i>EYFS: Who am I and where do I belong?</i></p>	<p>Y1: Why does Christmas matter to Christians? UC</p> <p><i>EYFS: Who are Christians and what do they believe?/Why do Christians perform nativity plays at Christmas?</i></p>	<p>Y1: What is the good news that Jesus brings?</p> <p><i>EYFS: What is the church and who goes there?</i></p>	<p><i>EYFS: Does everyone believe in God?</i></p>	<p>Y1: What do different Jewish people believe about God? How and why is Shabbat important to some Jewish people in Britain?</p> <p><i>EYFS: What do people celebrate and why?</i></p>	<p>Y1: How do people know how to behave?</p> <p><i>EYFS: Are all families the same?</i></p>