



Ambleside Long-Term Overview for EYFS Curriculum

Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme:	All About Me	Traditional Tales	Our Planet	Transport	People Who Help Us	Holidays
Hooks and enrichment:	Canoeing trip on Windermere. Autumn Amble to Stock Ghyll	Visit the theatre	Brockhole – Winter Wander Climbing at Brathay Bus trip to Rydal Hall	Signs of Spring – Waterfalls Walk Bus Journey to Windermere – Gruffalo Trail and Orrest Head	Visitors: Fire fighters PCSO Doctor Farmer/ NFU Mountain Rescue	A trip to a holiday destination. Canoeing/ water activity at Brathay
Role play:	Home Corner	Home Corner Nativity	Jungle	Train station Spaceship Bus	Hospital Vets Mountain rescue center.	Ice Cream Stand Beach Campsite
Communication and Language:	<ul style="list-style-type: none"> -Understand how to listen carefully and why listening is important. -Engage with story times. -Learn new vocabulary. -Learn rhymes, poems and songs. -Develop social phrases 	<ul style="list-style-type: none"> -Use new vocabulary throughout the day. -Ask questions to find out more and to check they understand what has been said to them. 	<ul style="list-style-type: none"> -Engage in non-fiction texts. -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. -Use new vocabulary in different contexts. 	<ul style="list-style-type: none"> -Articulate their ideas and thoughts in well-formed sentences. -Use new vocabulary in different contexts. -Listen carefully to rhymes and songs, paying attention to how they sound. 	<ul style="list-style-type: none"> -Use new vocabulary in different contexts. -Connect one idea or action to another using a range of connectives. -Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. -Listen to and talk about stories to build familiarity and understanding. 	<ul style="list-style-type: none"> -Use new vocabulary in different contexts. -Describe events in some detail. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.

Personal, social and emotional development:	<u>Self-regulation: my feelings</u> -Identify and moderate their own feelings socially and emotionally. -Express their feelings and the feelings of others. - See themselves as a valuable individual.	<u>Building relationships: special relationships</u> - Build constructive and respectful relationships.	<u>Managing self: taking on challenges</u> - Show resilience and perseverance in the face of challenge.	<u>Self-regulation: listening and following instructions</u> - Show resilience and perseverance in the face of challenge.	<u>Building relationships: my family and friends</u> - Think about the perspectives of others. - Personal hygiene. - Know and talk about the different factors that support their overall health and wellbeing.	<u>Managing self: my wellbeing</u> - Personal hygiene. - Know and talk about the different factors that support their overall health and wellbeing.
Physical development:	<u>Forest School Jumping</u>	<u>Dance</u> - Progress towards a more fluent style of moving, with developing control and grace. - Combine different movements with ease and fluency.	<u>Gymnastics</u> - Progress towards a more fluent style of moving, with developing control and grace. - Combine different movements with ease and fluency.	<u>Games (Rackets, bats and balls)</u> - Confidently and safely use a range of small apparatus, alone or in a group. -Further develop and refine a range of ball skills including throwing and catching, kicking, passing and aiming. -Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	<u>Team Games</u> - Confidently and safely use a range of small apparatus, alone or in a group. -Further develop and refine a range of ball skills including throwing and catching, kicking, passing and aiming. -Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	<u>Athletics</u> -Further develop and refine a range of ball skills (throwing and aiming).

<u>Physical development across all themes:</u> - Revise and refine fundamental movement skills. -Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical d Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Disciplines including dance, gymnastics, sport and swimming. -- 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. -Further develop the skills they need to manage the school day successfully (lining up and queuing, mealtimes). - Confidently and safely use large apparatus, alone or in a group. -Develop the foundations of a handwriting style which is fast, accurate and efficient.						
English:	<u>Reading</u> -Read individual letters by saying the sounds for them. -Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	<u>Reading</u> -Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	<u>Reading</u> - Read some letter groups that represent one sound and say sounds for them. -Read a few common exception words matched to our phonics programme. <u>Writing</u> -Form lower-case and capital letters correctly. -Spell words by identifying the sounds and then writing the sound with letters.	<u>Reading</u> - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <u>Writing</u> -Form lower-case and capital letters correctly. -Spell words by identifying the sounds and then writing the sound with letters.	<u>Writing</u> -Form lower-case and capital letters correctly. -Spell words by identifying the sounds and then writing the sound with letters. -Write short sentences with words with known sound-letter correspondences using a capital letter and a full-stop.	<u>Writing</u> -Form lower-case and capital letters correctly. -Spell words by identifying the sounds and then writing the sound with letters. -Re-read what they have written to check that it makes sense.

Maths (White Rose Maths)	<ul style="list-style-type: none"> • Getting to know you • Match, sort and compare • Talk about measure and pattern • It's me 1, 2, 3 • Circles and triangles • 1, 2, 3, 4, 5 • Shapes with 4 sides 		<ul style="list-style-type: none"> • Alive in 5 • Mass and capacity • Growing 6,7,8 • Length, height and time • Building 9 and 10 • Explore 3-D shapes 		<ul style="list-style-type: none"> • To 20 and beyond • How many now? • Manipulate, compose and decompose • Sharing and grouping • Visualise, build and map 	
Understanding of the world:	<ul style="list-style-type: none"> -Talk about members of their immediate family and community. -Name and describe people who are familiar to them. - Describe what they see, hear and feel whilst outside. - Understand the effect of the changing seasons and the natural world around them. 	<ul style="list-style-type: none"> - Understand that some places are special to people in their community. - Recognise that people have different beliefs and celebrate special times in different ways. - Describe what they see, hear and feel whilst outside. - Understand the effect of the changing seasons and the natural world around them. 	<ul style="list-style-type: none"> - Compare and contrast characters from stories, including figures from the past. -Draw information from a simple map. - Recognise similarities and differences between life in this country and life in other countries. - Explore the natural world around them. - Describe what they see, hear and feel whilst outside. - Understand the effect of the changing seasons and the natural world around them. 	<ul style="list-style-type: none"> - Comment on images of familiar situations in the past. - Describe what they see, hear and feel whilst outside. - Understand the effect of the changing seasons and the natural world around them. 	<ul style="list-style-type: none"> - Describe what they see, hear and feel whilst outside. - Understand that some places are special to people in their community. -Talk about members of their immediate family and community. -Name and describe people who are familiar to them. - Understand the effect of the changing seasons and the natural world around them. 	<ul style="list-style-type: none"> - Compare and contrast characters from stories, including figures from the past. -Draw information from a simple map. - Explore the natural world around them. - Describe what they see, hear and feel whilst outside. - Recognise that some environments that are different from the one in which they live. - Understand the effect of the changing seasons and the natural world around them. Draw information from a simple map.

Expressive Arts and Design:	- Develop storylines in their pretend play.	- Listen attentively, move to and talk about music, expressing their feelings and responses.	- Explore with colour, colour mixing, shade. - Explore a variety of materials, tools and techniques. -To share own creations	- Sing in a group or on their own, increasingly matching pitch and following the melody. - Explore a variety of materials, tools and techniques.	- Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Explore, use and refine a variety of artistic effects to express their ideas and feelings.	- Watch and talk about dance and performance art, expressing their feelings and responses.
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