Longford Little Learners Long Term overview Sept 2026 - July 2027 Caterpillars Class

Our vision for EYFS is that children will have access to the same high standard of quality teaching, interaction and provision, wherever they are in the GLA.

We want children to be happy, confident and well-rounded individuals; to discover the excitement of learning, the rewards of achievement and to acquire life skills through the seven areas of learning in the EYFS. We believe in providing all children with a safe and stimulating environment that builds on each individual's needs and interests. We value the importance of both our indoor and outdoor learning environments and strive to offer children the opportunity to develop their thinking and problem-solving skills, through exploration and investigation stemming from meaningful experiences.

We believe that children should have the opportunity to learn through play, and that learning should be fun, engaging and suitably challenging. Through carefully considered provision and high-quality adult interaction based on sound knowledge and skills, wherever they are in the GLA, we encourage every child in the development of their skills, attitudes and understanding in order to help them to become confident, active members of a diverse and constantly changing society.

We want every child to look forward to coming into school and to regard it as a safe, happy and exciting place to be. Creating an effective three-way partnership between children, parents and school, we strive to create relationships that will give each child the confidence, safety and self-esteem to develop his or her talents to the full and become the best that they can be.

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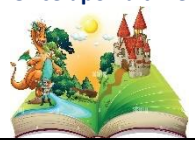
Suggested/possible themes	Term 1: Autumn 1 – 8 wks Marvellous Me	Term 2: Autumn 2 – 7 wks Let's celebrate!	Term 3: Spring 1 – 6 wks Once upon a time	Term 4: Spring 2 – 5 wks Reach for the stars	Term 5: Summer 1 – 7 wks In the garden	Term 6: Summer 2 – 8 wks Oh the places we will go!
						
Characteristics of Effective Learning	**Playing and exploring:** - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning. **Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. **Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
Prime areas						
Communication and Language	Whole EYFS Focus – CL&U is developed throughout the year through our Primary Talk strategy and high-quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions e.g. Early Talk Boost, enrichment activities. <u>12 Key Strategies to promote and support children's speech, language and communication development:</u> 1. Good Listening Skills, 2. Saying when you don't understand something, 3. Thinking Time, 4. Talking in a group (with an adult), 5. Using visual support for tasks and routines, 6. Targeting and praising spoken language skills, 7. Questioning, 8. Vocabulary: repetition and visual methods, 9. Modelling Language, 10. Asking for clarification, 11. Vocabulary: core and extension, 12. Talking with a partner					
	Turning towards familiar sounds Watching someone's face as they talk Recognise and calmed by a familiar voice Enjoys singing Makes sounds to get attention Understand simple words in context Understand simple instructions -Use and develop vocabulary to talk about people and things that aren't present -Listen to each other during carpet time -Follow simple instructions -Listening and responding to stories and rhymes -Start developing conversations about topics that interest chn/current nursery themes and events -Understand simple questions (who/what/where)	Gazing at faces and copying facial expressions Copying what adults do and taking turns in conversations Uses gestures and point to objects Reach or point to something they want while making sounds Understand frequently used words. Develop pretend play Listen to simple stories and begin to understand.	Babble using sounds Copy your gestures and words Listen to other people's talk Make themselves understood Focus on an activity of own choice Understand simple questions -Listen to simple stories and understand what is happening	Enjoys music and toys that make sounds Constantly babble and use single words Develop conversation Focus on speech sounds Understand longer sentences -Enjoy listening to longer stories -Use a wider range of vocabulary -understand two-part instructions -Understand 'Why?' question	Use intonation, pitch and changing volume when talking Start to say how they feel using words and actions Multi syllabic words -Use longer sentences -Express point of view -Start a conversation with adult or peer, taking many turns to talk -Use talk to organise themselves and their play -Talk about familiar books and tell long stories

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			-Use words and actions to express feelings -Develop conversation -Develop pretend play -Continue to develop speech sounds -Continue to follow instructions	-Use language to identify and engage with familiar objects -Understand longer sentences and questions	-Sing many songs & know many rhymes -Continue to develop communication and pronunciation	
Communication and Language/Literacy –	- Brown Bear, Brown Bear - We are going on a Pumpkin Hunt - Little Acorns	- Dear Zoo -Dear Santa -Xmas performance songs. -Peppa Pig Christmas	- Peace at Last - Three Billy Goats Gruff - Goldilocks and the three bears	- Whatever Next - Peppa pig stars - Rocket	- Jaspers beanstalk - Jack and the Beanstalk - The Hungry Caterpillar	- Peppa Pig 'tiny creatures' - Shark in the Park - We're going on a bear hunt
Personal, Social and Emotional Development	-Separating from parents/carer -Develop relationship with KP Establish their sense of self -Begin to be aware of nursery and whole school rules and boundaries -Explore feelings -Sharing and turn taking - parent stay and plays	Play with increasing confidence on their own Grow in independence -Develop independence in accessing provision -Introduce and use 'zones of regulation' -Participating in shared activities -Share ideas -Develop sense of responsibility (special helpers) -Show an interest in other children's play -Parent stay and plays	Engage with others through gestures, gaze and talk Express feelings Learn to take turns and wait Develop friendships -Where appropriate, promote and develop confidence and independence in self-care and hygiene routines (Primary Talk – Routine Pictures) -Develop friendships	Talk about and manage emotions Learn to use the toilet -Talk about feelings -Access tools and activities within the learning environment with help when needed -Develop confidence -Play with other children	Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. -Find solution to conflict -follow setting rules -remember setting rules -Talk about feelings -Understand gradually how others might be feeling -Make healthy choices	Talk about feelings and say why -Use large and small motor skills in self-help routines (pouring drinks/doing up zips - Become increasingly independent in self-care and making choices
Physical Development	Control with large movements – waving, kicking, rolling, walking Kick, throw and catch balls. Walk, run, jump and climb.		Clap and stamp to music An increasing desire to be independent with self care	Fit themselves into spaces like tunnels and dens Push along toys, scooters and tricycles.	Build independently with a range of resources	Large and small motor skills e.g. buttons, zips and pouring -Show preference for dominant hand

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	-Practice using whole body movements to connect with learning and development opportunities -Explore equipment such as balls, building materials and climbing apparatus -Explore and use materials and tools -using scissors and glue sticks		-Continue to develop gross motor movements and begin to explore fine manipulative skills -Use large-muscle movements to wave flags and streamers, paint and make marks.	Using a knife and fork -Continue to develop movement to connect with scooters, trikes, bikes, climbing apparatus, stairs etc. -Practice skills such as skipping, hopping and balancing -Join in with group games -Follow patterns of movements -Choose which physical skill is best suited for a particular activity	-Explore and choose particular objects for particular tasks -Work with others to achieve a mutually agreed task or play idea including teamwork. - Use one handed tools and equipment	-Become increasingly independent in dressing and undressing
Specific areas						
Literacy	-Join in with songs and rhymes -Sings some songs and rhymes independently -Enjoy looking at books	-Talk about a favourite book -Share books with adults/peers -Incorporate some narrative from book/s into pretend play	-Explore and discuss different texts; fiction/non fiction -Ask /questions about books/texts	-Develop play to incorporate themes from favourite stories -Notice some print -Enjoy drawing -Applies meaning to pictures -Make marks on their picture to stand for their name	-Understand 5 key concepts about print -Develop phonological awareness	-Engage in extended conversations about stories, using new vocabulary -Use some of their print and letter knowledge in early writing -write name -write some letters accurately
Suggested Texts	Itsy Bitsy House I can do hard things It's ok to Different The Crunching Munching Caterpillar My First Body Book	Mother's and Others Day	The Three Little Pigs Goldilocks and the three Bears	Peep Inside Space Rocket	A seed in Need	We're going on a Bear Hunt
Mathematics	-Explore building with blocks. -Join in with finger rhymes with numbers -Notice changes in the amount within a group of objects -Compare amounts (lots/more/same) -Use some number language		-Build with a range of resources -Explore puzzles -Compare sizes and weights -Notice patterns -Recognise 3 objects quickly -Recite numbers past 5		-Experiment with mark making symbols and numerals -Solve simple and real mathematical problems with numbers up to 5	-Talk about and identify patterns in the environment -Extend and create ABAB patterns -Notice and correct an error in repeating patterns

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			-Say some number names for each item in order -Understand that the last number when counting is the total amount of objects -Show finger numbers up to 5 -Begin matching numeral and quantity		-compare quantities -talk about and explore 2D and 3D shapes - Make comparisons between objects relating to size, length, weight and capacity -select shapes appropriately -combine shapes to make a new shape	-Begin to describe sequence of events using words such as 'first, second, last'.
Understanding of the World	-Explore the indoor and outdoor learning environments -Talk about their families and other families	--Understand their life-story and that of their family (family tree books, annotated by adults with chns comments?) Make connections between celebrations at home and wider celebrations -Talk about the differences between people -Talk about different occupations	-Explore how things work -Explore various materials -Talk about what they see	-Explore forces - Talk about the differences between materials and changes they notice	-Plant seeds and know how to care for living things -Explore life cycles	- Continue developing positive attitudes about the differences between people - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos
Expressive Arts and Design	-Explore and join in with music, dance and songs (introduce 'routine songs' – i.e. hand washing, tidy up song etc.) -Explore music and movement -Start to develop -- pretend play -Conker painting -Leaf painting - finger painting -spider arts and crafts	-Explore different materials to manipulate and play with -Make simple models	-Develop pretend play to incorporate props -Develop imaginative stories -Develop imaginative small worlds using resources -Explore materials and decide what purpose they could be used for in play	-Explore different materials freely, to develop their ideas about how to use them and what to make. -Develop their own ideas and then decide which materials to use to express them -Join different materials and explore different textures	-Create closed shapes with continuous lines and begin to use these shapes to represent objects -Draw with increasing complexity and detail -Use drawing to represent ideas like movement or loud noises -Show different emotions in their drawings and paintings -Explore colour and colour mixing	-Listen to different sounds with increased attention -Respond to what they have heard with thoughts, feelings and ideas - Remember and sing entire songs -Sing the pitch of a tone sung by another person ('pitch match') -Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs -Create their own songs or improvise a song around one they know

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						-Play instruments with increasing control to express their feelings and ideas.
Artist of the term	Wassily Kandinsky	Georgia O'Keeffe	Van Gough	Alma Thomas – linked to Black History Month	Pablo Picasso	Giuseppe Arcimboldo
Additional Curriculum Information						
Special dates	Autumn Halloween - 31st Oct Mental Health Day - 10th October Grandparents Day – 2nd October	Bonfire Night/Fireworks – 5/11 Remembrance Day – 11/11 Anti-bullying week – 16-20th November Whole school fundraiser for BBC Children in Need charity – Pudsey/spots dress up day! – 20h November Diwali - 8th November Christmas Road Safety Week - 15th- 21st November Caterpillars, butterflies and YR Nativity/ Christmas singing concert	National Hug Day – 21st January Children's Mental Health Week 1st – 7th February Children's safer internet day – 9th February Pancake Day – 9th February Teddy Day – 10th February International Book Giving Day – 14th February Valentine's Day – 14th February Chinese New Year – 17th Feb Random Act of Kindness Day – 17th February Winter (noticing changes in the weather/trees/clothing etc….?) Black History Month - February	World Book Day – 4th March - whole school celebration – dress up! Mothering Sunday – 7th March International Woman's Day – 8th March Eid – 10th March Red Nose day – 19th March - whole school fundraiser for Comic Relief charity International Read to Me – 19th March World Oral health Day – 20th March Holi – 22nd March Easter – 28th March	Spring noticing changes in the weather/trees/ plants/animals being born etc….?) World Art Day 15th April 23rd April – St George's Day Mental Health Week – 11th – 17th May Children's Day – 1st June (R/P/U - Eastern European) Sports Day	Move up days – transition Sports Day Father's Day – 20th June
Enrichment	Autumn walk	Trip to post box to post Santa letters	Cooking – making Valentine's biscuits/pancake day	Planting seeds Holi – 22nd March –	Nature walk/litter pick around school.	Sports day Vets Visit

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		Christmas Performance	Visits to school Hall Chinese New Year – food tasting Planting seeds – to take home for Easter	Cooking – Chocolate Easter nest cakes Planetarium		
British values	**Democracy:** -learn to respect other people – we are all special -deciding on role-play in classroom – beginning to vote and learning about democracy -Turn taking and negotiating how many children should play in a certain area at once etc.		**Rule of Law:** -Reflect on the positive skills we have -Recognise that we like different things and that is 'ok.' Learn to respect other people's ideas -Continue to learn what is 'right' and 'wrong.'	**Mutual respect and tolerance of those of different faiths and beliefs:** -Learn to treat others how we want to be treated -Understand that other people can feel the same or differently about something -Visit places within the wider community (Oldbury care home?) -Talk about home and compare and contrast different routines/celebrations – for example, birthdays. -Discuss the importance of sharing and listening to other people's views, as well as expressing own opinions respectfully.		**Individual Liberty:** -Learn about how we have changed from being a baby (baby photos?) -Think about change and how it makes us feel -Think about what we are really good at -Think about what we want to improve as we move into YR
Outdoor learning opportunities	Autumn walks Leaf rubbings Scavenger hunt	Mud painting	Winter walk Playing in the snow Ice/frost	Planting Growing vegetables	Minibeast hunt Bug hotel	Shelters
Parental and Community Engagement	Stay and Play Bertie Bear goes home	Nativity Stay and Play Christmas craft afternoon Christmas Fayre Bertie Bear	Stay and play Bertie Bear	Mother's afternoon tea Stay and play Bertie Bear	Sports day and activities Stay and play Bertie Bear	Stay and play Bertie Bear Bear pictures to share at home

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