

EYFS Long Term Overview

School: Princetown Community Primary	
Completed by a School Leader/ Key Stage Leader:	Name/ Signature/ Date:
Shared with Curriculum Leaders:	Name/ Signature/ Date:
Monitored by Curriculum Leader: To ensure subject coverage and weighting.	Name/ Signature/ Date:
<p>Statutory Requirements Early Years Foundation Stage revised framework 2021</p> <p>Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.</p> <p>Overarching principles</p> <p>Four guiding principles should shape practice in early years settings. These are:</p> <ul style="list-style-type: none"> • every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured • children learn to be strong and independent through positive relationships • children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers. • importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND). <p>In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:</p> <ul style="list-style-type: none"> • playing and exploring - children investigate and experience things, and 'have a go' • active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements • creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things <p>The EYFS curriculum is divided into seven areas of learning. There are three prime areas and four specific. The three prime areas are detailed below.</p> <p>Communication and Language</p> <p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with</p>	

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adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Princetown Community Primary Aims to:

Offer an EYFS Curriculum that has been designed to reflect the nature of our school environment, our local community, the seasons of the year and the nature around our school. It aims to teach the children how their environment compares to other places, cultures and nature in other parts of the country and world. Where possible topic themes are introduced through stories, which lend themselves to various EYFS curriculum areas/outcomes. Each learning focus does not last a specific amount of time but is based on the children's learning and interest. All of the overarching themes have resources and activities ready to use in the continuous enhanced provision. Using books in this way teaches children that books and reading form the basis of all learning and help them develop an appreciation for books and a desire to read for pleasure.

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Our ambitious Early Years curriculum aims to teach and support all children in gaining skills and knowledge to achieve the seventeen Early Learning Goals as set out in the Revised Framework. We teach through a range of teaching methods including child-initiated learning, whole class teaching, group teaching, investigations and problem solving, and independent learning. Some skills need to be taught discretely, so will be teacher led, but the majority of activities will be taught through play based activities. All activities are expertly modelled, and children are given sufficient time, support and resources to repeat and practise them.

Diversity: we have carefully planned our curriculum to include diversity (gender, disability, BAME – Black, Asian and Minority Ethnic) to ensure it is a diverse and inclusive curriculum.

Prime Areas

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of

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<i>conjunctions, with modelling and support from their teacher.</i>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CLL Listening Attention and Understanding Speaking	<p>Understand how to listen carefully and why listening is important.</p> <p>Engage in story times.</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Develop social phrases.</p> <p>Engage in story times.</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities.</p> <p>Explain how things work and why they might happen.</p>	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Retell stories once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p>
<p>Personal, Social and Emotional Development</p> <p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after</p>						

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their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSED	See themselves as a valuable individual.	Build constructive and respectful relationships.	Express their feelings and consider the feelings of others.	Show resilience and perseverance in the face of challenge.	Identify and moderate their own feelings socially and emotionally.	Think about the perspectives of others.
Self-Regulation	Welcome to school	People who care for us	Friendships	Our Health	We all have feelings	Manage their own needs.
Managing Self	Emergencies and getting help	Rights, responsibilities and respect	NSPCC pants campaign	Healthy food choices	Good and not so good feelings	Jessie and friends 1 watching videos
Building Relationships		Black lives matter				
Physical Development						

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Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

ELG: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Development	Further develop the skills they need to manage the school day successfully:	Revise and refine the fundamental movement skills they have already acquired:	Progress towards a more fluent style of moving, with developing control and grace.	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical	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.	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that
Gross Motor Skills	- lining up and queuing	- rolling	Use their core muscle strength to achieve a good posture when sitting at a			
Fine Motor Skills	- mealtimes - personal hygiene	- crawling - walking - jumping - running - hopping - skipping				

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		<p>- climbing Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility</p>	<p>table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>disciplines including dance, gymnastics, sport and swimming.</p>	<p>Combine different movements with ease and fluency.</p>	<p>involve a ball. Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian
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Specific Areas

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

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Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	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.	Read some letter groups that each represent one sound and say sounds for them.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
Comprehension						
Word Reading						
Writing						
Additional EYFS Classic Read Aloud texts:						
Mr Gumpy's Outing	NELI – Complete assessments and identify children.	NELI for targeted children.	Read a few common exception words matched to the school's phonic programme.	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Form lower-case and capital letters correctly.	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.
Whatever Next	Book Talk linked to key texts.	Book Talk linked to key texts.	NELI for targeted children.		Spell words by identifying the sounds and then writing the sound with letter/s.	
Rosie's Walk	Writing letters from their own name.	Write their name and CVC words.	Book Talk linked to key texts.		NELI for targeted children.	
Farmer Duck						
Six Dinner Sid	Write the letters they are learning in their daily RWI session.	Seasons	Working on			
Goodnight Moon		The Train Ride				
The Gruffalo		linked to seasonal				
Shhh!						

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<p>On the Way Home</p>	<p>Growing Jasper's Beanstalk Fran's Flower Jack and the Beanstalk NF Text Bean</p>	<p>change. Poetry Oi Frog Rhyme The Gruffalo Each Peach Pear Plum Hairy Maclary</p>	<p>writing a range of CVC words using all the letters and less frequent consonant digraphs and some long vowel phonemes.</p> <p>Spell some of the common exception words eg the, I and me</p> <p>Form letters correctly</p> <p>Hot and Cold No Nonsense Literacy NF TS Penguins NNL NF TS Owl Babies</p>	<p>NELI for targeted children.</p> <p>Book Talk linked to key texts.</p> <p>Working on writing a range of CVC words using all the letters and less frequent consonant digraphs and some long vowel phonemes.</p> <p>Spell some of the common exception words eg the, I and me</p> <p>Form letters correctly Write labels, lists and captions.</p> <p>Food The magic porridge Pot The Little Red Hen Handa's Surprise</p>	<p>Book Talk linked to key texts.</p> <p>Working on blending adjacent consonants in words and apply this in writing.</p> <p>Write each letter correctly.</p> <p>Spell some of the common exception words eg the, I and me</p> <p>Form letters correctly Write labels, lists and captions.</p> <p>Write simple sentences.</p> <p>Habitats Minibeasts and Under the Sea The Very Hungry Caterpillar Billy's Beetle Anansi the Spider Minibeasts NF</p>	<p>NELI for targeted children.</p> <p>Book Talk linked to key texts.</p> <p>Write each letter correctly.</p> <p>Trad Stories/Materials Three little pigs Goldilocks</p>
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<p>Mathematics</p> <p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p> <p>ELG: Number</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>ELG: Numerical Patterns</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths Number Numerical patterns	Count objects, actions and sounds. Subitise. Matching. Sorting & Comparing Numbers 1, 2, 3, 4, 5, 0	Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Numbers 1, 2,	Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the	Automatically recall number bonds for numbers 0-10. Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can. Continue, copy and create repeating	Compare length, weight and capacity. Place value Addition/Subtraction Money, time, shape Halving, doubling, sharing

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		3, 4, 5, 0 Number bonds recall Shape Early doubling	composition of numbers to 10. Numbers 6,7,8,9,10 Place value Addition / Subtraction Subitising Shape	Teen Numbers Place value Addition Subtraction	patterns. Number patterns Addition/Subtraction Money, time, shape Halving, doubling, sharing	
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Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically, and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- 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;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;

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Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;

- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World Past and Present People Culture and Communities The Natural World	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Explore the natural world around them.</p> <p>Plants</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Seasons</p>	<p>Recognise some environments that are different to the one in which they live.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Animals including humans</p>	<p>Understand that some places are special to members of their community.</p> <p>Investigations, healthy food</p>	<p>Explore the natural world around them. Draw information from a simple map.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Minibeasts, living things and their habitats</p>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Explore the natural world around them.</p> <p>Materials</p>

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and

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appreciating what they hear, respond to and observe.

ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;

Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design Creating with Materials Being Imaginative and Expressive	Develop storylines in their pretend play. Create collaboratively, sharing ideas, resources and skills. <i>Drawing and painting</i>	Listen attentively, move to and talk about music, expressing their feelings and responses. <i>3D form and DT food</i>	Watch and talk about dance and performance art, expressing their feelings and responses. <i>Paper and fabric collage</i>	Sing in a group or on their own, increasingly matching the pitch and following the melody. Return to and build on their previous learning, refining ideas and developing their ability to represent them. <i>DT design and make project</i>	Explore, use and refine a variety of artistic effects to express their ideas and feelings. <i>Printing</i>	Explore and engage in music making and dance, performing solo or in groups. <i>Drawing and painting</i>
RE	What do Christians believe	Why does Christmas matter	What is the 'good news'	Why does Easter matter to	Who do Christians say made the	Who is Muslim and how do they live?

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	<i>God is like?</i>	<i>to Christians?</i>	<i>Christians say Jesus brings?</i>	<i>Christians?</i>	<i>world?</i>	
<i>Music</i>	<i>Charanga music Hey You</i>	<i>Charanga Music Rhythm in the way we walk</i>	<i>Charanga Music Round and Round</i>	<i>Charanga Music the Groove</i>	<i>Charanga Music Your Imagination</i>	<i>Charanga Music Reflect Rewind and Replay</i>
<i>Off-site Enrichments</i>	TBA	TBA	TBA	TBA	TBA	TBA
<i>Internal Enrichments</i>	TBA	TBA	TBA	TBA	TBA	TBA