

Giles Brook Primary School

Early Years Foundation Stage Long Term Curriculum Overview



Autumn	<u>We are amazing</u>		<u>Let's celebrate</u>
Personal Social and Emotional Development	<p>Settling into our new school and new routines. Discussion about starting school and groups they have belonged to in the past, e.g. pre-school and nursery. Belonging – family, school, friends. Awareness of how we work together, taking turns and learning skills and behaviour for life in school. Feelings – talking about our own feelings and being aware of the feelings and needs of others. Sharing objects and people that are important to us through the ‘I am amazing box.’</p>	Personal Social and Emotional Development	<p>Being confident to try new activities now we are settled into school routines. Talking about our favourite activities and why we like some activities more than others. Feelings - In circle times learning to talk about how we show our feelings in different ways. Developing a sense of community.</p>
Physical Development	<p>Learning to use classroom equipment safely; Developing hand control with pencils and scissors. Learning to use the outdoor area safely. Learning to use space sensibly and stopping on a signal. Taking part in Write Dance lessons.</p>	Physical Development	<p>Continuing with developing hand control with a variety of mark making equipment. Learning to form letters correctly. Learning to move in different ways – using floor and apparatus. Thinking about keeping healthy with regard to exercise and an early bedtime.</p>
Communication and Language	<p>Talking about ourselves, families and home activities. Listening to a wide variety of stories, poems and rhymes.</p>	Communication and Language	<p>Talking about how we celebrate special times with our families, listening and responding to each other. Learning to ask appropriate questions to find out about things – linked to special times and exploring shape. Listening to stories and beginning to anticipate key events. Taking part in a trip to Chiki Ceramiki to create a personal Christmas decoration.</p>
Literacy	<p>Sharing stories. Learning to read whole words by sight.</p>	Literacy	<p>Borrowing books from the school library; understanding how we treat the books and taking a book home to share. Sharing and enjoying a range of books.</p>

	<p>Reading picture books, captions, labels and sentences.</p> <p>Beginning to learn our letter sounds and names and practising writing them as well.</p> <p>Singing rhymes and focusing on the rhyming words.</p> <p>Writing our names.</p>		<p>Being able to retell a story in your own words.</p> <p>Identifying the main character/s.</p> <p>Learning to read whole words by sight and using this to read books with labels and captions.</p> <p>Continuing to link letters and sounds and practising writing each letter with the correct formation.</p> <p>Writing our names.</p> <p>Writing labels.</p> <p>Writing cvc words.</p>
Mathematics	<p>Learning and taking part in a variety of number songs and rhymes.</p> <p>We will use number rhymes as starting points for mathematical activities where the children will work practically to develop their understanding of number in counting reliably using one to one correspondence, sorting in a variety of ways, matching, investigating pattern and shape, ordering numbers and finding 1 more and 1 less than a number within 10.</p>	Mathematics	<p>Listening to and acting out lots of counting stories and rhymes.</p> <p>Finding one more and one less than a number up to 20.</p> <p>Beginning to combine two sets to find a total.</p> <p>Learning to identify the common shapes through games and investigations.</p> <p>We will be looking for shapes in our environment, making models from solid shape, and patterns from flat shape.</p> <p>The vocabulary we will use in relation to shape is this: cuboid, cylinder, cube, cone, sphere, pyramid, flat, curved, round, straight, solid, face, corner, side, end.</p>
Understanding the World	<p>Going on an autumn walk in the locality. Relating this to stories and real life objects e.g. seeds, leaves etc.</p> <p>Discussing past, present and future within their own experiences.</p> <p>Looking at natural objects, and making collections of leaves, seeds etc.</p> <p>Classifying by colour and making collections</p> <p>Special times and places – Harvest, birthdays, family events and celebrations.</p> <p>Using the computer – focus on independent mouse control.</p>	Understanding the World	<p>We will talk about celebrations from other cultures and every child will have an opportunity to talk about special times in their own home. We will start by talking about parties and having a lovely time in our home corner!</p> <p>Learning about Diwali.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Draw information from a simple map.</p>
Expressive Arts and Design	<p>Exploring colour, mark-making and painting and collage techniques.</p> <p>Learning how to use a range of tools and materials with increasing independence.</p> <p>Listening to a variety of music.</p>	Expressive Arts and Design	<p>Exploring colour and what happens when we mix colours together. Choosing colour for a particular purpose.</p> <p>Learning to use and combine different media to make pictures or models.</p>

	<p>Learning a number of simple songs by heart. Engaging in imaginative and representational role play - a home corner, a dressing up area, and a theatre!</p>		<p>Using recycled resources to construct with a purpose in mind. Listening to a variety of music, discussing how it makes us feel. Learning how to play a range of simple percussion instruments. Keeping a steady beat. Engaging in imaginative and representational role play</p>
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Spring	<u>Tales with a twist</u>		<u>Let it grow</u>
Personal Social and Emotional Development	<p>Learning to take account of each other's ideas about how to organise their role play. Being able to work as part of a group</p> <p>Feelings – exploring the behaviour of characters in our stories – e.g. was Goldilocks right to go in someone else's home?</p>	Personal Social and Emotional Development	<p>Looking after chicks and planting seeds will help us learn to adjust our behaviour to different situations.</p> <p>Being able to say if you need help in new situations.</p> <p>Being sensitive to each other's feelings.</p>
Physical Development	<p>Continuing to refine pencil and scissor control. Manipulating other classroom tools independently. Showing good control and coordination in gymnastics dance lessons.</p> <p>Making sure we are completely independent with dressing skills – especially doing up buttons and zips!</p> <p>Knowing the importance of exercise.</p> <p>Ball skills unit</p>	Physical Development	<p>Improving pencil and scissor control – making tiny cards and books with tiny objects.</p> <p>Improving control and co-ordination in our PE lessons.</p> <p>Understanding the importance of exercise in keeping us healthy.</p> <p>Learning about eating a healthy range of food.</p>
Communication and Language	<p>Listening to stories and anticipating the main events.</p> <p>We will look at the structure of traditional tales and at how repetition is used effectively to sustain interest.</p> <p>Learning to use language to imagine and recreate roles and experiences in our role play areas.</p> <p>The children will develop their own stories based on our three traditional tales.</p> <p>They will listen to their friends and respond appropriately when they are acting out stories.</p>	Communication and Language	<p>Listening to stories about growth e.g. Jasper's Beanstalk, Dora's Eggs.</p> <p>Responding to stories with relevant comments. Learning to use the past present and future forms accurately when talking about events that have happened or are to happen in the future – plant growth, animal growth and ourselves!</p> <p>Following instructions involving several actions – e.g. planting seeds and seedlings</p>
Literacy	<p>Sharing and enjoying a wide range of traditional and fairy tales. Learning to use vocabulary and forms of speech that are increasing influenced by books. We will read the traditional tales of "Goldilocks and the Three Bears", "The Three Little Pigs and "The Three Billy Goats Gruff" and be able to retell the story in our own words.</p>	Literacy	<p>Sharing and enjoying a range of books – with a focus on information texts.</p> <p>Learning to read whole words by sight and using this to read books with labels, captions and sentences.</p> <p>Continuing to link letters and sounds and practising writing each letter with the correct formation.</p>

	<p>These tales will help to develop the children's language skills through imaginative play and provide the opportunity to act out familiar stories.</p> <p>Learning to read whole words by sight and using this to read books with labels and captions.</p> <p>Continuing to link letters and sounds and practising writing each letter with the correct formation.</p> <p>Writing our whole names.</p> <p>Writing cvc words</p> <p>Writing labels and captions.</p> <p>Beginning to write short sentences.</p> <p>Reading alternative versions of traditional tales and discussing similarities and differences</p>		<p>Using our phonic knowledge to write words in ways that match their spoken sounds including some more complex words.</p> <p>Writing our whole names.</p> <p>Writing labels and captions.</p> <p>Writing short sentences.</p> <p>Reading our friends writing.</p>
Mathematics	<p>Listening to counting stories and acting out number rhymes.</p> <p>Counting reliably with numbers from 1 – 20.</p> <p>Ordering numbers up to 20.</p> <p>Using objects to add 2 single digit numbers together.</p> <p>Learning to count on from a number.</p> <p>Learning to use everyday language to talk about size and weight. Using positional vocabulary.</p> <p>Learning to recognise, create and describe patterns.</p>	Mathematics	<p>Listening to counting stories and acting out number rhymes.</p> <p>Counting reliably with numbers from 1 – 20 and order them confidently.</p> <p>Saying which number is one more and one less than a given number within 20.</p> <p>Using objects to add 2 single digit numbers together.</p> <p>Using objects to subtract 2 single digit numbers.</p> <p>Learning to count on from a number.</p> <p>Learning to count back from a number.</p> <p>Comparing measurements through observing plant growth.</p> <p>Looking for shape in the natural world.</p>
Understanding the World	<p>Learning about Chinese New Year Celebrations.</p> <p>Observing the winter weather.</p> <p>Using ICT to complete a variety of simple programs.</p> <p>Independently programming a bee bot to follow a simple path.</p> <p>Making a map of a story characters journey.</p> <p>Learning all about Chinese New Year</p>	Understanding the World	<p>Recognising and observing signs of spring.</p> <p>Observing plant and animal growth.</p> <p>A farm visit.</p> <p>Sharing and understanding special times – Mother's Day & Easter</p>
Expressive Arts and Design	<p>Exploring and using different media to make pictures or models.</p>	Expressive Arts and Design	<p>Using the skills learnt about using media and materials in original ways - making cards to celebrate special occasions.</p> <p>Beginning to adapt and improve our work.</p>

	<p>Representing real characters and imaginary characters through painting, collage, role play and dance.</p> <p>Listening to a variety of music, discussing how it makes us feel.</p> <p>Learning how to play a range of simple percussion instruments.</p> <p>Engaging in imaginative and representational role play – related to traditional tales.</p> <p>Following a storyline in their play.</p>		<p>Representing plants and animals in a variety of ways – through art, music and dance.</p> <p>Engaging in imaginative and representational role play – a garden centre and other opportunities.</p> <p>Playing cooperatively as part of a group to act out a story.</p>
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Summer	<u>Mad about minibeasts</u>		<u>Under the sea</u>
Personal Social and Emotional Development	<p>Learning how to look after minibeasts and planting seeds in the garden</p> <p>Learning about being sensitive to each other's feelings</p> <p>To be able to say if we need help in new situations.</p> <p>Talking about our ideas with our friends and taking into account our friend's ideas when working together on an activity.</p>	Personal Social and Emotional Development	<p>We will begin to talk about the transition to Year 1 and all of the exciting things we can look forward to.</p> <p>Listening to each other's suggestions about how to play a game fairly and work out how to do it when playing together.</p> <p>We will continue to learn how to understand someone else's point of view can be different from our own and continue to develop our skills of negotiation.</p> <p>A trip to the Beach at Frosts Garden Centre.</p>
Physical Development	<p>Continuing to write recognisable letters, most of which are correctly formed.</p> <p>We will understand that to keep healthy we need to eat a balanced diet.</p> <p>We will understand that to keep healthy we must sleep, eat well and exercise.</p> <p>We will increase our control with different equipment e.g. catching, bouncing, throwing</p> <p>Beginning PE sessions outside.</p>	Physical Development	<p>We will learn about staying safe around water.</p> <p>We will continue to develop our independence such as managing our own belongings at all times of the day including completing the morning routine ourselves.</p> <p>We will continue with indoor and outdoor PE to develop our gross motor skills.</p> <p>We will continue to use a range of tools including scissors, pencils, clay tools.</p>
Communication and Language	<p>We will be following instructions involving several steps – e.g. making a habitat for a minibeast.</p> <p>Using a range of vocabulary in imaginative ways to describe what a minibeast looks like and what it might feel like if they were a minibeast.</p>	Communication and Language	<p>We will be answering 'how and why' questions in response to stories.</p> <p>We will practise using past, present and future tenses.</p> <p>We will be developing our use of language to tell stories, share ideas and recall events.</p> <p>We will also recount our experiences in imaginative ways.</p>
Literacy	<p>Sharing and enjoying a wide range of stories about minibeasts.</p> <p>Learning to use vocabulary and forms of speech that are increasing influenced by books.</p>	Literacy	<p>Have a secure bank of whole words read by sight and using this to read books with labels and captions as well as short sentences with independence.</p> <p>We will write simple sentences which we can read to someone else and that they can read without help.</p>

	<p>Have a secure bank of whole words read by sight and using this to read books with labels and captions as well as short sentences. We will write simple sentences which we can read to someone else.</p> <p>Continuing to link letters and sounds and using digraphs with more confidence independently. Writing cvc, cvcc and ccvc words. Writing labels, captions and short sentences. Reading and understanding simple sentences in fiction and non-fiction books independently.</p>		<p>Continuing to link letters and sounds and using digraphs with more confidence independently. Writing cvc, cvcc and ccvc words consistently. Writing labels, captions and short sentences. Using forms of sentence structure e.g. capital letters, finger spaces and full stops. Beginning to use adjectives to extend our writing. Reading and understanding simple sentences in fiction and non-fiction books independently. Explaining the different text types we can use. Developing independence to access resources.</p>
Mathematics	<p>Using objects to add and subtract 2 single digit numbers. Learning to count on and back from a number; beginning to use a number line Learning to double numbers. Learning to halve numbers. Learning to share between groups. Recognise, create and describe patterns they see in the natural world. Use the language of size, position, weight and capacity in relation to minibeast investigations.</p>	Mathematics	<p>Learning to double numbers. Learning to halve numbers. Using the language of time- o'clock. Using the language of money - naming and recognising the coins to £2. We will practise solving simple problems using a range of strategies we have learnt. Beginning to count in groups of 2s, 5s and 10s. Beginning to estimate and use appropriate vocabulary.</p>
Understanding the World	<p>Understanding that we have different likes and dislikes but we must respect the views of all. Observing similarities and differences in minibeasts. Life cycles – e.g. frog & butterfly. A trip to Howe Park Woods – The Hungry Caterpillar Observing and caring for caterpillars and butterflies</p>	Understanding the World	<p>Talk about what we enjoy with our families. Developing an understanding of what other people enjoy and talk about differences in activities, beliefs and cultures. Discuss the impact of plastic pollution on our oceans</p>
Expressive Arts and Design	<p>Exploring different media, materials and textures to make real and imaginary minibeasts.</p>	Expressive Arts and Design	<p>We will use a variety of materials to create a range of 'under the sea' themed artwork.</p>

	<p>Learning how to use a variety of tools and ways to join when making models. Learning songs about minibeasts as well as moving and dancing like minibeasts.</p>		<p>Talk about how we could improve our work and develop our independent strategies. We will enjoy using the role-play areas- an under the sea adventure and a seaside shop.</p>
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