

Long Term Overview



Overview

- EYFS staff introduce a new theme to provide inspiration for learning.
- Children learn through a balance of child-initiated and adult-directed activities.
- We have a cycle of 'Core Books'. These begins with very simple, repetitive texts. Over time, children progress onto texts with more complex vocabulary and structures.
- All aspects of our curriculum have a 'progress model'. We ensure planning is sequential, progressive and challenging.
- We base our teaching and learning on children's interests and fascinations. We always plan to broaden and deepen these.
- We plan for trips (farm, beach etc) and core experiences (baking, looking after chicks and growing things.)
- We offer scaffolding and extra support to help every child to access the curriculum and to ensure they make progress through it.
- We will not narrow the curriculum to the ELG. We will ensure a broad and balanced curriculum.

Curriculum A

	TERM 1a	TERM 1b	TERM 2a	TERM 2b	TERM 3a	TERM 3b
<p>Key texts</p> <p>Key rhymes</p>	<p>You Choose</p> <p><i>Brush, brush your teeth</i></p> <p><i>Heads, shoulder, knees, toes</i></p>	<p>Owl babies –R</p> <p>The Gruffalo</p> <p>Hickory, dickory dock</p>	<p>N- Bear hunt</p> <p>Goldilocks and the 3 bears- R</p> <p><i>Wheels on the bus</i></p> <p><i>Jack and Jill</i></p>	<p>N- Jaspers Beanstalk</p> <p>R- Oliver’s Vegetables</p> <p><i>Mary, Mary quite contrary</i></p> <p><i>There’s a worm at the bottom</i></p>	<p>Dinosaur Roar-N</p> <p>If I had a dinosaur-R</p> <p><i>5 little dinosaurs</i></p>	<p>Supertato-R</p> <p>10 little super heroes - N</p> <p><i>Superhero rhyme (mulberry bush tune)</i></p>
Inquiry	I wonder what you would choose?	I wonder what animals live in the woods/forest?	I wonder what it would be like to meet a bear?	I wonder how our food grows?	I wonder what the dinosaurs looked like?	I wonder what it’s like to be a real life super hero?
Outcomes	Children will share their likes/dislikes e.g. food, clothes, places and what job they would choose to do.	Children will be able to discuss animals in the woodland habitat.	Children will be able to discuss a journey using their senses.	Children will be able to discuss how plants/vegetables are growing in our garden.	Children will find out about dinosaurs' skeletons, features and behaviours.	Children will find out about real life heroes (doctor, nurse, paramedic) and discuss fictional superhero characters.

<p>Experiences</p>	<p>*Dentist visit/talk *Parents and their jobs week. Invite in parents to talk and show. *Walk to shops to choose a healthy snack.</p>	<p>*Bonfire night celebration. *Theatre visit for pantomime- CAST.</p>	<p>*Visit to Sandal Beat woods. *Mothers day</p>	<p>*Hatching and caring for chicks/ducks. *Easter celebrations and egg hunt. *Visit to Strawberry picking/garden centre/farm</p>	<p>*Visit to Doncaster Museum for dinosaur workshop. *Fathers day.</p>	<p>*Superhero day *Police, firefighters visit to school (real life heroes)</p>
<p>Understanding of the World <i>*Including Global Learning</i></p>	<p>Talk about the lives of the people around them and their role in society. Talk about behaviour choices. Discuss what we like/dislike.</p>	<p>Explore the natural world around them- changes in autumn. Explore natural materials e.g. pine cones, conkers and the different shades of autumnal leaves. Celebrate and find out about Diwali. Celebrating Christmas and nativity story. Remembrance.</p>	<p>Describe what they see, hear and feel when they walk to the woods. Draw information from a simple map. Celebrate and find out about Chinese New Year. Make observations and collect things we find in the woods (journey stick). Look at the habitats within a wood e.g. tree top, underground, plants.</p>	<p>Making observations and drawing pictures of animals/plants and their changes. Look at what plants needs to grow and share examples of plants that haven't had good growing conditions. Look at farmers and how they grow crops. Find out about Ramadan (2 April-May 1st) Looking at mouldy fruit!</p>	<p>Look at our environment now to what it was like in dinosaur times. Look at the role of a paleontologist. Fossils too. Research dinosaur times through non-fiction books. What was their environment like and why?</p>	<p>Look at real life superheroes e.g. key workers. Do they know a key worker? Why are they important? What do they do? Explore changes in making jelly to trap evil pea. Solid, liquid and gas.</p>
<p>Artist/Art Focus</p>	<p>Self portraits Picasso faces Pencil and paint work</p>	<p>Stanley Morrison</p>	<p>Matisse- landscape/garden art</p>	<p>Lyn Flavell Vegetable printing</p>	<p>Pollock- flicking paint</p>	<p>Popart- warhol</p>

		White owl and feather chalk drawing on black paper. Goldsworthy art using natural materials from the wood	Collage – cutting and sticking		Dinosaur silhouettes	
--	--	--	--------------------------------	--	----------------------	--

Curriculum B

	TERM 1a	TERM 1b	TERM 2a	TERM 2b	TERM 3a	TERM 3b
Key texts <i>Key Rhymes</i>	The colour monster <i>Rainbow song If you're happy and you know it</i>	Whatever Next <i>Twinkle, Twinkle little star Hey Diddle, diddle</i>	Train Ride- N R- Mr Gumpys outing <i>Row, row your boat Old MacDonald Horse, Horsery</i>	N- Hungry Caterpillar Creepy Crawly Caterpillar- R <i>Incy, Wincy Spider. 5 speckled frogs</i>	Handa's Surprise-R Dear Zoo-N <i>5 Little Monkeys Animal Fair</i>	Sharing a shell/tiddler Light house keepers' lunch <i>A Sailor went to sea I'm a little teapot</i>
Inquiry question	I wonder what makes us feel happy?	I wonder how the moon and stars shine?	I wonder how we could travel?	I wonder how a butterfly grows?	I wonder where Africa is in the world?	I wonder what we will see at the beach?
Outcomes	Children will be able to explore their feelings	Children will learn about the moon landing and	Children will find out about different modes	Children will learn about the life cycle of a butterfly and about	Children will learn Africa is a continent and look at countries. They will look	Children will learn about features such as coast,

	through colour, music and discussion.	find out about what stars are.	of transport and how this has changed over time.	different types of butterfly.	at maps and features of the land e.g. rainforest, savannah, villages towns.	cliff, tide rockpool etc. Children can create seaside maps.
Themes/ Experiences	*Visit to the school kitchen, office, head, care taker *Harvest festival *Fallen leaves *Dentist visit	Halloween Bonfire Night Christmas Nativity *Visit to post office- Santa Letters *Diwali *Snow/winter	Valentines day *Ride on a double decker bus *Visit to transport museum/trains in York.	*Visit to Austerfield Hatching caterpillars/tadpoles Spring and blossom	*African dance/music *Visit from Nani – Princess from Ghana	*Visit to the seaside
Understanding of the World <i>*Including Global Learning</i>	Talk about their families Discuss and celebrate harvest and the church/vicar. Map of the school/ looking at local environment	Talk about Neil Armstrong- significant figure. Discuss Guy Fawkes- figure from the past. Northern lights discuss and explore. Could lead to north pole discussion as a habitat for Santa! Celebrating Christmas and nativity story. Remembrance.	Use senses to explore outside. Draw pictures, maps and discuss animals and plants. Talk about ice melting in the cold weather. Transport from the past Transport safety/road crossing.	Draw minibeast pictures and find out about them in books/videos etc. Explore the season of spring making observations and drawings/photos. Looking at adult and baby animals and names	Recognise some similarities and differences between life in this country and life in other countries. Look at different habitats e.g. forest, desert and savannah and explore what they are like.	Explore changes in sand and water when mixed. What can we do? What floats and sinks? Explore by making boats and testing materials. Talk about the good and bad things we see at the seaside e.g. plastic pollution
Artist/Art Focus	Kandinsky Circles and colour	Starry Night Van Gough	Van Gogh's transport series Painting and drawing	Surat pontilissm Gardens and bugs	Klimt – collaging prints/African pattern	Steve McPherson Pastic from the sea art

Nursery
Reception

	TERM 1a	TERM 1b	TERM 2a	TERM 2b	TERM 3a	TERM 3b
Phonics (RWI)	Learn set 1 sounds & oral blending Letter formation	Learn set 1 sounds & oral blending Learn to blend CVC	Learning set 1 SF	Read 4 sound words Reading Red books Spelling	Learn set 2 sound Read 4 sound words	Speedy read 3 and 4 sound words

<p>Reading</p> <p>Each HT</p> <p>Nursery Rhyme</p> <p>Story (Key text)</p> <p>Non Fiction</p> <p>Poem</p>	<p>Phase 1 phonics</p>	<p>Letter formation Begin spelling</p> <p>Phase 1 phonics Oral blending</p>	<p>Read 3 and 4 sound words Reading ditty Spelling Hold a sentence</p> <p>Phase 1 phonics Oral blending</p>	<p>Hold a sentence</p> <p>Learn set 1 sounds & Oral blending</p>	<p>Speedy read 3 sound words Read Green books Spelling Hold a sentence, build and write sentence</p> <p>Learn set 1 sounds & Oral blending</p> <p>To begin to hear the initial sounds in words.</p>	<p>Read Green/Purple books Spelling Hold a sentence, build and write sentence</p> <p>Learn set 1 sound & oral blending Learn to blend CVC</p> <p>To hear the initial sounds in words.</p>
<p>Literacy/ Writing (Both guided and child initiated in provision)</p>	<p>Make marks on paper.</p> <p>Develop fine motor strength through fine motor activities.</p> <p>Work towards a modified tripod/ tripod grip.</p> <p>Write first name</p> <p>Identify and write initial sounds for pictures.</p>	<p>Give meaning to the marks they make.</p> <p>Begin to write for a purpose during their play (make marks).</p> <p>Develop fine motor strength through fine motor activities.</p> <p>Work towards a modified tripod/tripod grip.</p> <p>Spell CVC words</p> <p>Labels and lists of words/sounds</p>	<p>Give meaning to the marks they make.</p> <p>Begin to write for a purpose during their play (make marks).</p> <p>Develop fine motor strength through fine motor activities.</p> <p>Work towards a tripod grip.</p>	<p>Write the first letter/part of their name.</p> <p>Develop fine motor strength through fine motor activities.</p> <p>Work towards a tripod grip.</p> <p>Make clearer representations of objects and people</p>	<p>Write a part or all of their name.</p> <p>Develop fine motor strength through fine motor activities.</p> <p>Hold a pencil in a tripod grip.</p> <p>Be a little more detailed with their drawings.</p>	<p>Write a part or all of their name.</p> <p>Develop fine motor strength through fine motor activities.</p> <p>Hold a pencil in a tripod grip.</p> <p>Begin to write some taught pure sounds from RWI.</p>

	<p>Write some CVC words.</p> <p>Labelling pictures/drawings</p>	<p>Write first name</p> <p>Writing initial sounds and other sounds</p> <p>Begin to write for purpose with scaffold-etter to Santa/ Christmas cards</p>	<p>Begin to write the first letter in their name.</p> <p>*Begin handwriting sessions PENPALS</p> <p>Write first name and begin surname</p> <p>Spell CVC words</p> <p>Begin using SF in spelling</p> <p>Make lists, captions, labels</p> <p>Write sentences- e.g. captions, speech bubbles, instruction.</p>	<p>e.g. circles for faces/lines for arms.</p> <p>*Handwriting sessions PENPALS</p> <p>Write full name</p> <p>Spell CVC words and attempt longer words.</p> <p>Use set 1 SF in spellings (chn, sh, th, ng, nk, qu)</p> <p>Write sentences and use full stops and spacing</p> <p>Writing cards for Easter etc.</p>	<p>Begin to write some taught pure sounds from RWI.</p> <p>Begin to label pictures using their initial sounds.</p> <p>*Handwriting sessions PENPALS</p> <p>Write full name</p> <p>Spell using phonics (including set 2 sounds)</p> <p>Write sentences with spaces</p> <p>Use CL and FS (learn capital letter formation)</p> <p>Re-write the start of a story known to them.</p>	<p>Begin to label pictures using their initial sounds.</p> <p>Some children will begin to write CVC words.</p> <p>*Handwriting sessions PENPALS</p> <p>Spell using knowledge of phonics</p> <p>Write for different purposes- begin to re write stories/ write own simple stories.</p> <p>Use CL and FS (learn capital letter formation)</p> <p>Write increasingly independently and re-read work.</p>
<p>Maths</p> <p>(Power Maths)</p>						

<p style="text-align: center;">PE (Reception Only)</p>	<p>Start in Term 1b</p>	<p>Begin to go the hall practising behaviour expectations, taking shoes and socks off in the hall and finding a space. Play simple games using the PE game cards in communal FS2 area.</p> <p>ESh to send letter to parents regarding PE kits for after Christmas.</p>	<p>Full lessons commence with full PE kit.</p> <p>Fundamental Movement Skills Unit 1</p>	<p>Object control Unit 1</p>	<p>Gymnastics Unit 1</p>	<p>Athletics</p>
<p style="text-align: center;">JIGSAW</p>	<p>Being me in my world</p>	<p>Celebrating Difference</p>	<p>Dreams and Goals</p>	<p>Healthy Me</p>	<p>Relationships</p>	<p>Changing me</p>

1.