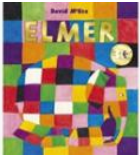



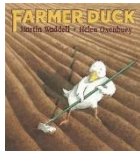
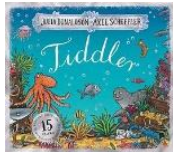


Early Years Long Term Curriculum Overview

Term	Autumn 1 3 rd Sept -24 th Oct	Autumn 2 4 th Nov – 20 th Dec	Spring 1 6 th Jan – 13 th Feb	Spring 2 24 th Feb – 4 th Apr	Summer 1 22 nd Apr – 23 rd May	Summer 2 2 nd Jun – 22 nd July
Parental Engagement						
Theme	Getting to know me 	Let's Celebrate! 	Frozen in Time Ice and Winter 	Blossoming Beginnings  Growing	Amazing Animals! Farm & Food 	Around the World 
Focus Topics	Starting School My New Class Ourselves My Family Autumn	Celebrations Light and Dark Hibernation Diwali (1 st Nov)	Winter Ice Polar Regions Contrasting Environments	Growing lifecycles	Farm Healthy Eating Animals from around the world Habitats	Changing Me What am I good at?
Key Events	Transition Autumn Harvest	Birthdays Halloween (31 st Oct) Fireworks Night (5 th Nov) Remembrance Day (11 th Nov) Christmas/Nativity Antbullying Week (10 th Nov)	Chinese New Year (13 th Feb) Children's Mental Health (9 th – 15 th Feb) Valentine's Day (14 th Feb)	Pancake Day (4 th March) World Book Day (6 th March) Mother's Day (15 th March) Easter (20 th Apr)		Green Heroes World Environment Day (5 th June) Father's Day (21 st June) Sports Day Transition
Wow Moments (Life Skills)	Starting school full time	Make Bread Stick Sparklers Road Safety - Trip to post Christmas cards – The Jolly Postman	Policeman Visit – wanted poster – frozen toys	Pancake making Make a healthy Fruit Salad	Mill Cottage Farm visit Caterpillar transformation – care of living things	Local Litter Pick
Far Away Days	Diwali – 20 th Oct	Italy – Pizza Day	China – Chinese food tasting	North America – planting sunflower seeds	UK farming– butter making (link with farm)	France – food tasting
Talk Through Stories	Billy's Bucket Elmer We're Going on a Bear Hunt	Room on the Broom Can't you sleep little bear? Stick Man	Lost and Found One Snowy Night Burglar Bill	The Extraordinary Gardener Jack and The Beanstalk The Tiny Seed	Farmer Duck What the Ladybird Heard The Very Hungry Caterpillar	Tiddler Anna Hibiscus' Song Ruby's Worry
Literacy Comprehension	Listening to stories Joining in with rhymes and showing an interest in stories with repeated	Beginning to retell stories Retell stories related to events through acting/role play. Retelling stories	Retelling stories with the recently introduced vocabulary	Building fluency and understanding	Explaining the stories they have listened to or have read themselves	ELG: Demonstrate understanding of what has been read to them by



Early Years Long Term Curriculum Overview

	<p>refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>using images / apps. Retelling of stories. Editing of story maps and orally retelling new stories. Sequence story — use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter— sound correspondences. Enjoys an increasing range of books. Actions to retell the story. Story Maps.</p>	<p>Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter—sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Ensure home reading books match their phonic knowledge. Using recently introduced vocabulary during discussions about stories and during role-play.</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events. Information leaflets about animals in the garden/plants and growing. World Book Day Activities. Timeline of how plants grow.</p>	<p>Retell a story with actions and or picture prompts as part of a group. Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story. Can draw pictures of characters/event /setting in a story. May include labels, sentences or captions.</p>	<p>retelling stories using their own words and recently introduced vocabulary Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions. Fiction and Non-Fiction: Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p>
<p>Literacy Word Reading</p>	<p>Linking sounds to letters. Phonic Sounds: RWI Set 1 whole class. Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. Ensure books are consistent with their developing phonic knowledge.</p>	<p>Begin to read words by sound blending. Phonic Sounds: RWI Differentiated groups. Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting digraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>	<p>Introducing di-graphs. Phonic Sounds: RWI Differentiated groups / Ditties. Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'</p>	<p>Begin to read simple sentences. Phonic Sounds: RWI Differentiated groups. Reading: Story structure—beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</p>	<p>Read and understand simple sentences. Phonic Sounds: RWI Differentiated groups. Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower-case letters.</p>	<p>Reading and understanding sentences with fluency including some common exception words. Phonic Sounds: RWI Differentiated groups. Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. ELG: 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.</p>
<p>Literacy Writing</p>	<p>Representing name and initial letter sounds. Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds and simple captions. Use initial sounds to label characters / images.</p>	<p>Writing CVC words. Name writing. Labelling using initial sounds. Story scribing. Retelling stories in writing area. Sequencing the story. Practising correct letter formation.</p>	<p>Caption Writing and Tricky Words. Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words. Labels using CVC, CVCC, CCVC words.</p>	<p>Begin to write simple sentences. 'Hold a sentence'. Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions. Write a sentence.</p>	<p>Writing simple sentences. 'Hold a sentence'. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly.</p>	<p>Writing simple sentences and phrases that can be read by others. Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces.</p>



Early Years Long Term Curriculum Overview

	Writing Names and Labels. Writing messages. Practising correct letter formation.		Guided writing based around developing short sentences in a meaningful context. Create a story board. Practising correct letter formation.	Ensuring correct letter formation.	Rhyming words. Write a simple sentence. Ensuring correct letter formation.	Using familiar texts as a model for writing own stories. Write a character description. Write simple sentences. Using correct letter formation. ELG: 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.
Maths	<ul style="list-style-type: none"> • Complete the statutory Maths Baseline Assessments. • Counting songs Subitising <ul style="list-style-type: none"> • perceptually subitise within 3 • identify sub-groups in larger arrangements • create their own patterns for numbers within 4 • practise using their fingers to represent quantities which they can subitise • experience subitising in a range of contexts, including temporal patterns made by sounds. Cardinality, ordinality and counting <ul style="list-style-type: none"> • relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set • have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song • have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting • have opportunities to develop an understanding that anything can be 	Subitising <ul style="list-style-type: none"> • continue from first half-term • subitise within 5, perceptually and conceptually, depending on the arrangements. Cardinality, ordinality and counting <ul style="list-style-type: none"> • continue to develop their counting skills • explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand • begin to count beyond 5 • begin to recognise numerals, relating these to quantities they can subitise and count. Composition <ul style="list-style-type: none"> • explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot • explore the composition of numbers within 5. Comparison <ul style="list-style-type: none"> • compare sets using a variety of strategies, including 'just by looking', by subitising and by matching • compare sets by matching, seeing that when every object in a 	Subitising <ul style="list-style-type: none"> • Increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements • explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part • experience patterns which show a small group and '1 more' • continue to match arrangements to finger patterns. Counting, ordinality and cardinality <ul style="list-style-type: none"> • continue to develop verbal counting to 20 and beyond • continue to develop object counting skills, using a range of strategies to develop accuracy • continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 • order numbers, linking cardinal and ordinal representations of number. Composition <ul style="list-style-type: none"> • continue to explore the composition of 5 and practise 	Subitising <ul style="list-style-type: none"> • explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. Cardinality, ordinality and counting <ul style="list-style-type: none"> • continue to consolidate their understanding of cardinality, working with larger numbers within 10 • become more familiar with the counting pattern beyond 20. Composition <ul style="list-style-type: none"> • explore the composition of odd and even numbers, looking at the 'shape' of these numbers • begin to link even numbers to doubles • begin to explore the composition of numbers within 10. Comparison <ul style="list-style-type: none"> • compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system. 	Subitising <ul style="list-style-type: none"> • continue to practice increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns • use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number • subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 • be encouraged to identify when it is appropriate to count and when groups can be subitised. Cardinality, ordinality and counting <ul style="list-style-type: none"> • continue to develop verbal counting to 20 and beyond, including counting from different starting numbers • continue to develop confidence and accuracy in both verbal and object counting. Composition <ul style="list-style-type: none"> • explore the composition of 10. Comparison	Have a deep understanding of number to 10, including the composition of each number. Begin to have a depth of numbers within 20: Verbally count beyond 20. Explore numbers and strategies. Recognise and extend patterns. Apply number, shape and measures knowledge. Count forwards and backwards. Numbers beyond 20: One more one less. Estimate and counting. Grouping and sharing. Odd numbers and even numbers. Subitise 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.



Early Years Long Term Curriculum Overview

	<p>counted, including actions and sounds</p> <ul style="list-style-type: none"> • explore a range of strategies which support accurate counting. <p>Composition</p> <ul style="list-style-type: none"> • see that all numbers can be made of 1s • compose their own collections within 4. <p>Comparison</p> <ul style="list-style-type: none"> • understand that sets can be compared according to a range of attributes, including by their numerosity • use the language of comparison, including 'more than' and 'fewer than' • compare sets 'just by looking'. 	<p>set can be matched to one in the other set, they contain the same number and are equal amounts.</p>	<p>recalling 'missing' or 'hidden' parts for 5</p> <ul style="list-style-type: none"> • explore the composition of 6, linking this to familiar patterns, including symmetrical patterns • begin to see that numbers within 10 can be composed of '5 and a bit'. <p>Comparison</p> <ul style="list-style-type: none"> • continue to compare sets using the language of comparison, and play games which involve comparing sets • continue to compare sets by matching, identifying when sets are equal • explore ways of making unequal sets equal. 		<ul style="list-style-type: none"> • order sets of objects, linking this to their understanding of the ordinal number system. 	
Communication and Language	<p>Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, Jigsaw/PSHE sessions, story sessions, singing, speech and language interventions, assemblies and weekly interventions.</p>					
	<p>Setting School rules. Settling in activities and carpet times. Nursery rhymes. Adults modelling language throughout the day. Individual speech assessment. Talk Through Stories -Tier 2 Vocabulary. Birthday news Everywhere bear news. Year 6 Buddies – sharing stories. Discussion around what is in The Curiosity Cube.</p>	<p>Links to festivals children's experiences, talking about shared experiences. Songs – Nativity and Christmas songs. Listening to stories and developing vocabulary. Sharing weekend news. Talk Through Stories -Tier 2 Vocabulary. Birthday news Everywhere Bear news. Discussion around what is in The Curiosity Cube.</p>	<p>Listen to stories to build familiarity, understanding and increase vocabulary. Ability to speak in sentences using language to develop relationships. Retelling a story using story language. Asking how and why questions... Sharing Christmas holiday news. Talk Through Stories -Tier 2 Vocabulary. Birthday news Everywhere Bear news. Discussion around what is in The Curiosity Cube.</p>	<p>Sustained focus when listening to a story. Describing events in detail using connectives. Understanding and using question words such as what, where, who... Sharing weekend news. Talk Through Stories -Tier 2 Vocabulary. Birthday news Everywhere Bear news. Discussion around what is in The Curiosity Cube.</p>	<p>Retelling stories with an increased knowledge of story language and vocabulary. Relate the stories they have listened in their lives and their role-play. Make up their own stories with beginning, middle and end. Sharing Easter holiday news. Talk Through Stories -Tier 2 Vocabulary. Birthday news Everywhere Bear news. Discussion around what is in The Curiosity Cube.</p>	<p>Sitting, listening and attending in assemblies. ELG: Able to talk about own abilities in positive way. 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. Holding conversation in back and forth exchanges with adults and peers. Participate in small group, class and one-</p>



Early Years Long Term Curriculum Overview

						<p>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.</p> <p>Sharing experiences from their lives using full sentences including use of past, present and future tenses.</p>
Personal, Social and Emotional Development	<p>Self-Regulation: Behaviour Matrix introduced. Throughout the year children will work towards simple goals, being able to wait 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.</p> <p>* Controlling own feeling and behaviours. * Able to concentrate on a task * Applying personalised strategies to return to a state of calm. * Able to ignore distractions. * Thinking before acting. * Able to curb impulsive behaviours. * Behaving in ways that are socially acceptable. * The ability to persist and persevere.</p>					<p>ELG:</p> <p>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.</p>
	<p>Managing Self: New Beginnings. See themselves as a valuable individual. Being me in my world. Class Rule Rules and Routines. Supporting children to build relationships</p>	<p>Managing Self: Celebrating differences Identify and moderate their own feelings socially and emotionally. Getting on and falling out. How to deal with anger Emotions. Random acts of Kindness. Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>	<p>Managing Self: Good to be me. Feelings. Learning about qualities and differences. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios.</p>	<p>Managing Self: Healthy me. Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Managing Self: Looking after others. Friendships. Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Managing Self: Changing me - Look how far I've come! Looking After our Planet. Taking part in sports day. Winning and losing. ELG: 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</p>



Early Years Long Term Curriculum Overview

						dressing, going to the toilet and understanding the importance of healthy food choices.
	Building Relationships: Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Playing both team games and board games play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively.					ELG: 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.
	JIGSAW: Being Me in My World Piece 1 – Who...Me? Piece 2 – How Am I Feeling Today? Piece 3 – Being at School Piece 4 – Gentle Hands Piece 5 – Our Rights Piece 6 – Our Responsibilities	JIGSAW: Celebrating Differences Piece 1 – What I Am Good At Piece 2 – I'm Special, I'm Me! Piece 3 – Families Piece 4 – Houses and Homes Piece 5 – Making Friends Piece 6 – Standing Up For Yourself	JIGSAW: Dreams and Goals Piece 1 – Challenge Piece 2 – Never Giving Up Piece 3 – Setting a Goal Piece 4 – Obstacles and Support Piece 5 – Flight to the Future Piece 6 – Award Ceremony	JIGSAW: Healthy Me Piece 1 – Everybody's Body! Piece 2 – We Like to Move It, Move it! Piece 3 – Food Glorious Food Piece 4 – Sweet Dreams Piece 5 – Keeping Clean Piece 6 – Stranger Danger	JIGSAW: Relationships Piece 1 – My Family and Me! Piece 2 – Make Friends, Never Ever Break Friends! Part 1 Piece 3 – Make Friends, Never Ever Break Friends! Part 2 Piece 4 – Falling Out and Bullying Part 1 Piece 5 – Falling Out and Bullying Part 2 Piece 6 – Being the Best Friend We Can Be	JIGSAW: Changing Me Piece 1 – My Body Piece 2 – Respecting My Body Piece 3 – Growing Up Piece 4 – Fun and Fears Piece 5 – Fun and Fears Piece 6 – Celebration
Physical Development	PE Unit – Introduction to PE Gross Motor Skills: Cooperation games i.e. parachute games. Climbing on outdoor equipment. Different ways of moving to be explored with children. Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting.	PE Unit – Dance Gross Motor Skills: Ball skills- throwing and catching. Crates – climbing. Skipping ropes in outside area dance related activities. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes.	PE Unit – Gymnastics Gross Motor Skills: Ball skills – aiming, dribbling, pushing, throwing & catching, patting, or kicking. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music. Gymnastics / Balance.	PE Unit – Ball Skills Gross Motor Skills: Balance- children moving with confidence dance related activities. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.	PE Unit – Fundamentals Gross Motor Skills: Obstacle activities children moving over, under, through and around equipment. Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music.	PE Unit – Games Gross Motor Skills: Races / team games involving gross motor movements dance related activities. Gymnastics / Balance ELG: Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.

Early Years Long Term Curriculum Overview

						Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Fine Motor Skills: Daily Funky Fingers Activities: Playdough activities, scissor control, daily name writing activities, threading, cutting, weaving. Manipulate objects with good fine motor skills. Show preference for dominant hand. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip – encourage tripod grip.	Fine Motor Skills: Daily Funky Fingers Activities: Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Fine Motor Skills: Daily Funky Fingers Activities: Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors.	Fine Motor Skills: Daily Funky Fingers Activities: Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Hold pencil effectively with comfortable grip. Forms recognisable letters most correctly formed.	Fine Motor Skills: Daily Funky Fingers Activities: Daily name/CVC/sentence writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop pencil grip and letter formation continually. Use one hand consistently for fine motor tasks. Cut along a straight line with scissors / Start to cut along a curved line, like a circle. Draw a cross.	Fine Motor Skills: Daily Funky Fingers Activities: Holding a pencil effectively in preparation for fluid writing using the tripod grip. Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly. Copy a square. Begin to draw diagonal lines, like in a triangle. Start to colour inside the lines of a picture. Start to draw pictures that are recognisable. Build things with smaller linking blocks, such as Duplo or Lego. ELG: 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.
Understanding the World	Past and Present: Who is in my family? Commenting on photos of their family – naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Name and describe people who are familiar to them. Read fictional stories about families and start to	Past and Present: Links to festivals: Bonfire night Diwali Christmas Can talk about what they have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based.	Past and Present: Roles of different jobs around us. What jobs do our family members do? Role-play – hospital.	Past and Present: Exploring Gardens. Are all gardens the same? Does everyone have a garden? Explore parks from the past. Role-play – Garden centre.	Past and Present: Farming now and then. How have farms changed over the years. Explore a range of photos of farm machinery.	Past and Present: Their past and their life as a baby. ELG: 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. EYFS (Reception)



Early Years Long Term Curriculum Overview

	<p>tell the difference between real and fiction. Talk about members of their immediate family and community. Ourselves – parts of the body. Our school. Role play – home setting.</p>	<p>Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.</p>				<p>Curriculum Overview/Long Term Plan Understanding the World Understanding the World difference between real and fiction. Talk about members of their immediate family and community. Ourselves – parts of the body. Our school. Role play – home setting. Their past and their life as a baby. begin to understand why maps are so important to postmen. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
	<p>People and Communities: Describing their environment around them. Use map of the school to locate features. Exploring what makes a family. The varying members of a family unit.</p>	<p>People and Communities: Links to festivals: Bonfire night Diwali Christmas Role play – Christmas home scene. Cultural Events – Halloween, Bonfire Night, Remembrance Sunday, Christmas, Diwali.</p>	<p>People and Communities: Chinese New Year – how is it celebrated? How is it different to New Year here? Celebrating our differences.</p>	<p>People and Communities: Significant cultural events: Pancake Day Easter Mother's Day</p>	<p>People and Communities: Maps of the farmyard and developing maps of the local area – links with 'What the Ladybird Heard.' Describing their local habitat and a contrasting country. What are the similarities and differences? (New Zealand)</p>	<p>People and Communities: ELG: 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.</p>
	<p>The Natural World: Seasons – Autumn – differences and changes over time – weather, animals and plants. Autumn Watch Day</p>	<p>The Natural World: Exploring light and dark. How can we see in the dark? Nocturnal animals – making sense of habitats.</p>	<p>The Natural World: Seasons – Winter differences and changes over time – weather, animals and plants. Melting ice experiments.</p>	<p>The Natural World: Seasons – Spring Spring Watch Day differences and changes over time – weather, animals and plants.</p>	<p>The Natural World: Care and concern for living things. Observing minibeasts. Looking after the caterpillars.</p>	<p>The Natural World: Seasons – Summer Summer Watch Day differences and changes over time – weather, animals and plants.</p>



Early Years Long Term Curriculum Overview

		Which animals are nocturnal?	Non-fiction arctic environment and animals. Comparing the Arctic to their local environment.	Planting Sunflowers, beans and other flowers. Create opportunities to discuss how we care for the natural world around us. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.		Exploring the differences between land and water. ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants. 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.
Expressive Art and Design	Creating with Materials: Self portraits Use of the continuous provision and how to use the paint and workshop areas. Autumn pictures. Mixing colours and exploring textures.	Creating with Materials: Linking colours to festivals. Firework pictures. Rocket models. Listen to music and make their own dances in response. Christmas decorations, Christmas cards. Divas.	Creating with Materials: Winter pictures and scenes. Chinese New Year - lanterns Key Skills: Painting – ice cube painting Painting – colour mixing polar bear stencils	Creating with Materials: Spring pictures. Flower artwork. Healthy Eating collages. Key Skills:	Creating with Materials: Farm pictures Wool Sheep pictures Key Skills:	Creating with Materials: Summer pictures. Marine life pictures. Paper plate jellyfish. Making passports. ELG: 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.
	Being Imaginative and Expressive: Singing songs and learning some familiar songs. Harvest songs. Role-play – home corner. Small world play	Being Imaginative and Expressive: Singing songs and learning some familiar songs. Christmas songs. Role-play – home corner (enhanced with Christmas)	Being Imaginative and Expressive: Singing songs and learning some familiar songs Winter songs. Role-play – the arctic. Small world - arctic. Chinese New Year songs.	Being Imaginative and Expressive: Singing songs and learning some familiar songs – Easter songs. Role-play – garden centre. Small world – Castles and Dragons.	Being Imaginative and Expressive: Singing songs and learning some familiar songs – Spring songs. Role-play – farm shop/garden centre. Small world play – farmyards.	Being Imaginative and Expressive: Singing songs and learning some familiar songs – Seaside/Sea songs. Role-play – under the sea.



Early Years Long Term Curriculum Overview

						<p>ELG: Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
Music	<p>Weather</p> <p>Dynamics and Tempo</p>	<p>Christmas Performance</p> <p>Dynamics, Tempo and Timbre</p>	<p>Rainbow Fish</p> <p>Timbre</p>	<p>Rosie's Walk</p> <p>Duration and Timbre</p>	<p>Incy Wincy Spider</p> <p>Pitch</p>	<p>On the Beach</p> <p>Structure and Timbre</p>
SMSC	<p>Mutual respect.</p> <p>We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p>	<p>Mutual Tolerance.</p> <p>Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.</p>	<p>Rule of law.</p> <p>We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.</p>	<p>Individual liberty.</p> <p>We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p>Democracy.</p> <p>We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p>British Values.</p> <p>Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
Early Years Assessment	<p>National Reception Baseline Assessment (RBA)</p> <p>Observations on Tapestry</p> <p>Baseline on Target Tracker</p> <p>Parent/pupil meeting – settling in.</p>	<p>Observations on Tapestry</p> <p>RWI assessment</p> <p>Venn updated</p> <p>Pupil progress meetings</p> <p>In-house moderation</p> <p>EYFS team meetings</p>	<p>Observations on Tapestry</p> <p>RWI assessment</p> <p>Maths assessment</p> <p>Venn updated</p> <p>Pupil progress meetings</p> <p>In-house moderation</p> <p>EYFS team meetings</p> <p>Parent/pupil meeting – sharing targets.</p>	<p>GLD predictions</p> <p>Observations on Tapestry</p> <p>RWI assessment</p> <p>Venn updated</p> <p>progress meetings</p> <p>In-house moderation</p> <p>EYFS team meetings</p>	<p>Observations on Tapestry</p> <p>RWI assessment</p> <p>Venn updated</p> <p>progress meetings</p> <p>In-house moderation</p> <p>EYFS team meetings</p>	<p>Observations on Tapestry</p> <p>Target Tracker data updated</p> <p>End of Year Data submitted</p> <p>End of year Report to parents.</p>