

EYFS Long Term Overview 2021-22

School: Coads Green Primary School.	
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:
INTRODUCTION / AIMS <p>Our EYFS Curriculum has been designed to reflect the nature of our school environment, 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 world. Each key text and linked provision are included in the curriculum for very specific reasons and we want to ensure that all children leaving the Foundation Stage are ready to start the KS1 curriculum. Each learning focus does not last a specific amount of time but is based on the children's learning at the time, and so can run from anything between two and seven weeks. All of the overarching themes have resources and activities ready to use in the enhanced provision. Specific concepts are introduced with a good quality storybook or age appropriate non – fiction text. Using books in this way teaches children that books and reading form the basis of all learning.</p> <p>This ambitious Early Year's curriculum aims to teach all children the skills and knowledge in order that they reach the seventeen Early Learning Goals described in the Early Years Foundation Stage. We teach through a range of teaching methods including child-initiated learning, whole class teaching, group teaching, investigations and problem solving together, and independently. As many activities as possible are play-based; however, there is also a need for direct teacher-led activities to ensure children gain essential knowledge and skills from their teacher. All activities are expertly modelled, and children are given sufficient time, support and resources to repeat and practise them.</p> <p>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. Where there are key links, these are highlighted below in yellow</p>	

Area of Learning		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School Themes		Change	Change	Creatures	Creatures	Time	Time
Key Texts	Fiction	The Papaya that Spoke 'Elmer' by David McKee Big Hair, Don't Care by Crystal Swain Bates	'Owl Babies' by Martin Waddell and Patrick Benson 'Pumpkin Soup' by Helen Cooper	'Supertato' by Sue Hendra and Paul Linnet Beegu by Alexis Deacon	Dogger by Shirley Hughes The Elephant and the Bad Baby- Elfrida Vipont and Raymond Brigg	'Jack and the beanstalk' – Traditional Tale 'The Very Hungry Caterpillar' by Eric Carle.	Farmer duck- Martin Waddell Six Dinner Sid- Inga Moor

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	Non-fiction	'Me and My Amazing Body' Joan Sweeney and Ed Miller	'Seasons' by Hannah Pang and Clover Robin			'Caterpillar Butterfly' by Vivian French 'Caterpillar and Bean: A Science Storybook about Growing' by Martin Jenkins	
CLL <ul style="list-style-type: none">Listening, Attention and UnderstandingSpeaking	<ul style="list-style-type: none">Learn new vocabulary.Listen carefully to rhymes and songs, paying attention to how they sound.Use new vocabulary in different contexts.Use new vocabulary through the day.Learn rhymes, poems, and songs.						
	Understand how to listen carefully and why listening is important.	Ask questions to find out more and to check they understand what has been said to them.	Articulate their ideas and thoughts in well-formed sentences.	Describe events in some detail.	Listen to and talk about stories to build familiarity and understanding.	Retell stories once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	
	Engage in story times.	Develop social phrases. Engage in story times.	Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.	Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Use new vocabulary in different contexts.	
Possible Enhancements:							

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	Home corner role play area. Create “family” interest table. Story telling shelves – Elmer.	Story telling shelves – Owl Babies. ‘North Pole’ ice themes small world play.	Story telling shelves – Supertato.	Vet’s role play area.	Story telling shelves – Jack and the Beanstalk.	Story telling shelves- Farmer Duck
PSED	<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</i>					
<ul style="list-style-type: none"> Building Relationships Managing Self Self-Regulation 	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. Manage their own needs.	
	Welcome to school- settling in and getting to know each other. Expectations for behaviour in school. Children’s own family and family life. Looking at children’s differences and preferences. Making friends with other children. Exploring feelings of loneliness.	Exploring the emotion of happiness. Empathizing with characters from the story. How do they feel? Who are the people who help us?	Consider how it feels if you don’t succeed at first or achieve your goal? What happens if children are faced with challenges, they feel afraid? Discuss relationships with their own family members and special people.	Co-operative role play at the vets. Taking it in turns with the roles. Recall and act favourite part of the story. Create story maps in pairs.	Discuss what Jack did in the story – was it right or wrong? Talk about feelings of other characters.	Recall surprises in our own lives. Talk about things that we are afraid of. Know how to be kind to others. Explain how certain behaviours help us show respect to others (such as kindness, helpfulness and honesty). Be able to show gratitude for the kind behaviour of others.

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	Role Play "home" area.					
PSHE	<p>Mental Health and Well-Being</p> <ul style="list-style-type: none"> Families and People Who Care for Me: Understanding that 'family' means different things to different people. <p>NSPCC PANTS</p>	<ul style="list-style-type: none"> Caring Friendships: Understanding that there are similarities and differences between everyone and these can be celebrated. <p>Healthy Eating</p> <ul style="list-style-type: none"> Knowing that different food and drink contains varying amounts of sugar, explaining why it is important to make healthier choices. <p>(Anti-bullying Week Road Safety Week)</p>	<p>Being Safe</p> <ul style="list-style-type: none"> Understanding the concept privacy, including the right to keep things private and the importance of respecting another person's right to privacy. <p>My Body</p> <ul style="list-style-type: none"> Our bodies and boundaries. <p>(LGBT+ month (Feb))</p>	<p>Online Relationships /Internet Safety and Harms:</p> <ul style="list-style-type: none"> Understanding what being online may look like, the different feelings they can experience online and how to identify adults who can help. <p>Road Safety (Internet Safety Day)</p>	<p>Respectful Relationships:</p> <ul style="list-style-type: none"> Recognising what they like and dislike, feeling empowered to make respectful and informed choices. <p>Mental Well-Being</p> <ul style="list-style-type: none"> Identifying a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings. <p>Sun and Sea Safety</p>	<p>Health and Prevention:</p> <ul style="list-style-type: none"> Knowing the importance of basic personal hygiene and understand how hand washing helps to prevent the spread of germs, bacteria and viruses. <p>Basic First Aid:</p> <ul style="list-style-type: none"> Explaining what first aid is and why it is important. <p>Recap Sun and Sea Safety</p>

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Physical Development <ul style="list-style-type: none"> Gross Motor Fine Motor 	<ul style="list-style-type: none"> Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. 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 spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility. 					
	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	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 involve a ball.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Combine different movements with ease and fluency. Develop the foundations of a handwriting style which is fast, accurate and efficient.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
Literacy <ul style="list-style-type: none"> Word Reading Writing 	Letters and Sounds phonics following school phonics progression map					
	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 a few common exception words matched to the school's phonic programme.	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.	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.	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.
Literacy <ul style="list-style-type: none"> Comprehension and Vocabulary 	NELI – Complete assessments and identify children.	NELI for targeted children. Book Talk linked to key texts.	NELI for targeted children. Book Talk linked to key texts.	NELI for targeted children. Book Talk linked to key texts.	NELI for targeted children. Book Talk linked to key texts.	NELI for targeted children. Book Talk linked to key texts.

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	Book Talk linked to key texts.					
CLL <ul style="list-style-type: none"> Writing outcomes. 	Overview of writing progression across the year					
	Working on using common consonants and vowels which they can segment for writing simple CVC words.	Working on writing CVC words using a wider range of letters inc. consonant digraphs and double letters e.g. bell, chick	Working on writing a range of CVC words using all the letters and less frequent consonant digraphs and some long vowel phonemes. Spell phase 2 tricky words. Form letters correctly	Working on blending adjacent consonants in words and apply this in writing. Write each letter correctly.	Working on segment adjacent consonants on words and apply this in writing. Spell phase 3 tricky words. Write each letter correctly.	
	Possible enhancements for writing					
	Write notes and letters and post in box. Writing notes home to family. Oral storytelling scribed by the teacher.	Owl Speech and thought bubbles from baby owls. Writing cards/ notes/ messages. Halloween speech bubbles Notes to Father Christmas	Wanted posters for Supertato Oral storytelling scribed by the adult. Writing captions to go with the pictures from story. Speech/thought bubbles for the characters.	Fact files about people who help us. Write a postcard to and letter to and from friends. Writing for the role play area prescriptions, messages. Oral storytelling scribed by the teacher. Writing new pages for additional animals based on 'The Zoo Vet'.	Label and write captions. Recall parts of the story. Speech bubbles and thought bubbles from characters in story. Imitate, Innovate, Invent Labelling diagram of plants.	Write or dictate own versions of the story. Making maps.
Maths <ul style="list-style-type: none"> Number Numerical Pattern 	Matching. Sorting & Comparing	Numbers 1, 2, 3, 4, 5, 0 Number bonds recall Shape Early doubling	Numbers 6,7,8,9,10 Place value Subitising Shape	Teen Numbers Place value Addition Subtraction	Number patterns Addition/Subtraction Money, time, shape	Place value Addition/Subtraction Money, time, shape Halving, doubling, sharing

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<ul style="list-style-type: none"> Shape and Space 	Numbers 1, 2, 3, 4, 5, 0 Subitising		Addition / Subtraction		Halving, doubling, sharing	
Understanding the World <ul style="list-style-type: none"> People, Culture and Community. The Natural World. People and places 	<ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside. 					
	Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries	Recognise some environments that are different to the one in which they live.	Understand that some places are special to members of their community.	Explore the natural world around them. Draw information from a simple map.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.
Understanding the World <ul style="list-style-type: none"> Character, setting, event from the past 	Rosa Parks	Guy Fawkes The North Pole		Plymouth Aquarium		
Science Links (working scientifically)	<u>Evaluate</u> Use their observations and ideas to suggest answers to questions.	<u>Observe and measure</u> Observe closely, using simple equipment.	<u>Set up enquiry</u> Perform simple tests. <u>Record</u> Gather and record data to help in answering questions.	<u>Ask Questions</u> Ask simple Qs and recognise that they can be answered in different ways	<u>Interpret and Report</u> Identify and classify. Use appropriate scientific language to communicate ideas. <u>Observe and measure</u> Observe closely, using simple equipment.	

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	<p>Plants –</p> <p>Why do the leaves on trees look different?</p> <p>Properties and changes of materials–</p> <p>How can we change what soup looks like?</p> <p>Seasonal changes –</p> <p>Signs of Autumn and Winter</p> <p>Making freezing and defrosting soup</p>	Melting ice	<p>Everyday materials –</p> <p>What makes a good cape?</p> <p>Exploring materials –</p> <p>Can you make a boat that floats?</p> <p>Making a boat to carry a passenger. Making a boat out of plasticine and tin foil</p>	<p>Animals including humans –</p> <p>What is this part of my body called?</p> <p>Body parts.</p> <p>Animals in the aquarium</p>		<p>Plants –</p> <p>What will happen to this seed/bulb?</p> <p>Planting bean and sunflower seeds.</p> <p>Animals including humans –</p> <p>Lifecycles (butterfly/frog).</p>
Technology	To engage with age appropriate software.	To explore the use of technology as a means of capturing images.	To explore programming using bee bots.	To use technology to promote speaking and listening.	To use technology as a research tool.	To produce our own images and videos.
	IWB and I Pads	<p>Use of I-Pad as a camera.</p> <p>Paint on laptops</p>	Bee-bots	Using the recordable devices to record.	Using iPads for research.	<p>Interactive whiteboard</p> <p>Class laptops</p>
RE (Understanding Christianity)	<p>What is a belief?</p> <ul style="list-style-type: none"> Recall simply what happens at a traditional Christian infant 	Recall simply what happens at a traditional Christian festival (Christmas)	<ul style="list-style-type: none"> Retell stories, talking about what they say about the world, God, human beings CAL (U) 	Recognise and retell stories connected with celebration of Easter UW(P&C)	<ul style="list-style-type: none"> Recognise that some religious people have places which have special meaning for them UW(P&C) 	Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God CAL(U)

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	baptism and dedication UW(P&C) • Recall simply what happens when a baby is welcomed into a religion other than Christianity.		• Say how and when Christians like to thank their Creator UW(P&C)	• Say why Easter is a special time for Christians UW(P&C)	• Talk about the things that are special and valued in a place of worship UW(P&C)	• Talk about some religious stories CAL(U) • Recognise some religious words, e.g. about God CAL(S) • Identify a sacred text e.g. Bible, Torah UW(TW)
Expressive Arts and Design ▪ Creating with Materials ▪ Being Imaginative and Expressive	<ul style="list-style-type: none"> Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Explore and engage in music making and dance, performing solo or in groups. 					
	Develop storylines in their pretend play.	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	Create collaboratively sharing ideas, resources, and skills.	Listen attentively, move to and talk about music, expressing their feelings and responses.	Watch and talk about dance and performance art, expressing their feelings and responses
	Possible Enhancements:					
	Basic mark-making using one colour. Naming and using primary colours. Experimenting with variety of tools.	Owl paintings Firework dances. Painting simple shapes and filling with colour.	Wild Tribe – creating stick ‘superheroes.’ Informal colour mixing Naming, mixing and using secondary colours.	Exploring working with paint on different surfaces and in different ways Painting without tools. Aquarium pictures	Still life drawings/paintings of plants and flowers. Beginning to predict the end result when mixing colouring.	Mixing colour more purposefully to make a waterscape and then adding more detail to paintings in a number of sessions.
D and T (joining)	Basic Level Joins glue stick, PVA glue with a glue brush, PVA glue with a spreader, make glue from flour		Mid-Level Joins masking tape, sticky tape, folding paper and card, elastic band, sticky tack, a paper clip, a stapler		High Level Joins hole punch (single and double) split pins, treasury tags, stitching	
Music	Charanga – Me!	Charanga – My Stories	Charanga - Everyone	Charanga – Our World	Charanga – Big Bear Funk	Charanga – Reflect, Rewind and Replay
Off Site Enrichment			Plymouth Aquarium		Lanhydrock/ Eden project	
Internal Enrichment		Christmas production	Wild Tribe	Wild Tribe	Wild Tribe	Wild Tribe