



Leigh St Mary's CE Primary School
Early Years Foundation Stage Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General theme/Topic	Marvellous Me Woodland Wonders	Terrific Tales	Things that Go!	How Things Grow and Change	Super Me and Super You	Enjoying the outdoors
Our Values	Friendship	Respect	Kindness	Forgiveness	Teamwork	Courage
Core Text	 The Colour Monster by Anna Llenas	 Remembrance Project: Ava's Poppy by Marcus Pfister	 Aliens Love Underpants by Claire Freedman	 Whole-school World Book Day text	 Supertato by Paul Linnet and Sue Hendry	 Oliver's Fruit Salad by Vivian French
	 Owl Babies by Martin Waddell	 The Three Billy Goats Gruff	 Look Up! by Nathan Bryon	 The Very Hungry Caterpillar by Eric Carle	 What Will I Be? by Frances Stickley	 Handa's Surprise by Eileen Brown
	 We're Going on a Bear Hunt by Michael Rosen	 Jack and the Beanstalk	 Whatever Next? by Jill Murphy	 Jasper's Beanstalk by Nick Butterworth	 The Smartest Giant in Town by Julia Donaldson	 The Suitcase by Chris Naylor-Ballesteros
		 The Little Red Hen	 The Great Race – Chinese New Year by Dawn Casey		 My Mummy is a Firefighter by Kerrine Bryan and Jason Bryan	 Paddington's Post by Michael Bond



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		Goldilocks and the Three Bears	The Night Pirates by Peter Harris		The Jolly Postman by Janet and Allan Ahlberg	
						
		The Gingerbread Man				
Poetry Spine	    					
Early Years	Rhyme/poem of the week from: Traditional nursery rhymes, verses and action songs, A Treasury of Songs by Julia Donaldson, Sharing a Shell by Julia Donaldson, This Little Puffin; A Treasury of Nursery Rhymes, My Many Coloured Days by Dr Seuss					
Wow Moments	Autumn Trail Harvest	Remembrance Project Stay and Read Session Diwali Lantern Parade Children In Need	Mystery Readers Chinese New Year #Internet Safety Week	Wild Workshops Visit Poetry Workshop with Ian Brand Mother's Day Easter Egg hunt	Post a Letter Craft Workshop People That Help Us Visit. Teddy Bears Picnic Grandparent Visit World Mental Health Week	Imagine That- School Trip Holiday Photographs Transition events Reception reflections



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<p>Communication and Language Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.</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 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.</p>					
<p>Communication and Language Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Drawing Club, EYFS productions, assemblies and weekly interventions.</p> <p>Daily story time</p>	<p>Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them. What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Mood Monsters Shared stories. All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p>Tell me a story! Settling in activities Develop vocabulary. Discovering Passions Tell me a story - retelling stories. Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion. Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.</p>	<p>Tell me why! Using language well Ask's how and why questions... Discovering Passions Retell a story with story language. Story invention – Shine Project (Guided Reading) Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>Talk it through! Settling in activities Describe events in detail – time connectives. Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it?" Sustained focus when listening to a story.</p>	<p>What happened? Settling in activities Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives.</p>	<p>Time to share! Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>



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Key Vocabulary Linked to themes;	Unique, Special, Share, Friendship, Equal, Emotions, Family, Important, Different.	Seasons, Celebrations, festival, Respect, adventure, Imagination, Hibernation, Nocturnal.	Transport, Solar System, Planet, Machinery, Ambitious, Adventure, Safety, travel.	Life cycle, Cocoon, Chrysalis, Change, Camouflage, Symmetry, Insect, Habitat, Spring, Stem, Roots, Seed.	Emergency, Career, Experience, past, passion, future, supportive.	Travel, change, different, country, continent, climate, planet,
Role Play Opportunities.	Home Corner Link children's own home lives through. pictures/recipes foods From around the world. Look at different types of homes. Write shopping lists & read recipes. Key Vocabulary: iron, microwave, fridge, freezer, recipe, calendar	Home Corner Link children's own home lives through. pictures/recipes foods From around the world. Look at different types of homes. Write shopping lists & read recipes- Links to festivals (Chinese New Year) Key Vocabulary: Wishes, Good Luck, Decorations, Menu, Chopsticks.	Supermarket/Farmer's Market Sorting dairy, fruit, vegetables. Cash register to pay for foods and shopping list to write before going to the supermarket. Key Vocabulary: Dairy, carbohydrates, protein, freezer, organic, cashier, conveyor belt.	Garden Centre Selling flowers / seeds / beans. Labelling packets and plants. Language focus on money. Children to measure plants and trees. Key Vocabulary: cashier, seeds, plants, shrubs, trowel, spade, soil, fertilizer, roots.	Post Office Prepare letter/ cards/ presents/ parcels to be sent around the world. Key Vocabulary: postal worker, stamps, weight, package, parcel, envelope, address, sender, recipient.	Tea shop Using the till, labelling the different items, use of addition skills, taking orders and making lists. Turn-taking opportunities. Key Vocabulary: Tea, drink, coffee, place, teapot, teacup, sugar, chocolate, cakes, bakery, bake, prepare, cutlery, serve, order, total, cost.
Personal Social and Emotional Development.	<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 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.</p>					
PSED	New Beginnings See themselves as a valuable individual. Being me in my world Class Rule Rules and Routines Supporting children to build relationships. Dreams and Goals	Getting on and falling out. How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an	Good to be me Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally.	Relationships What makes a good friend? Healthy me Random acts of Kindness Looking after pets Looking After our Planet Give children strategies for staying calm in the face of frustration. Talk them through why we	Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on. Think Equal Texts and Links;	Teamwork Taking part in sports day - Winning and losing Changing me Look how far I have come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating



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	<p>Think Equal Texts and Links; Marvellous Me- Maya Romer</p> <p>These Feelings- Helen Lumgair</p> <p>The Weather Inside Me!- Sheryl Webster</p>	<p>emotion and how they dealt with it.</p> <p>Think Equal Texts and Links; Ted the Tiger Tamer- Kim Normanton</p> <p>The Secret Adventures of Anonymous- Natalie Lynn Rekstad and Sophie Noelle Lynn</p> <p>Curly the Chameleon- Lulu Luckock</p>	<p>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>Think Equal Texts and Links; Ahmed's Journey- Jill Apperson Manly</p> <p>Faisal's Not Himself- Makram Ayache</p> <p>Biyu The Brave Pea- Amulya Malladi</p>	<p>take turns, wait politely, tidy up after ourselves and so on</p> <p>Think Equal Texts and Links; Thabo and the Trees- Isabelle Duston</p> <p>Passing Clouds- Jon Cox</p> <p>Yoshi is Different- Deshan Tennekoon</p> <p>Nisha and the Tiger- Jon Cox</p>	<p>Francisco's Family- Amber Paulson</p> <p>The Monster in the Smoke- Deshan Tennekoon</p> <p>Nothando's Journey- Jill Apperson Manly</p> <p>Reha to the Rescue- Deshan Tennekoon</p> <p>Gokul's Game- Deshan Tennekoon</p>	<p>what was kind and considerate about the behaviour.</p> <p>Think Equal Texts and Links; Zelda Goes on Holiday- Deshan Tennekoon</p> <p>Our Home- Saarah Ahmed</p> <p>My Dream in the Drawer- Megan Lotter</p> <p>Sydney the Seahorse- Cait Robertson</p> <p>Deji and Nnedi and the Very Large Cushion- Keno Danton Sheen</p>
<p>Physical Development</p>	<p>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.</p>					
<p>Gross Motor Skills</p>	<p>Fundamental Movement Experiments with different ways of moving. Negotiates space. Successfully when playing racing and chasing games with other children,</p>	<p>Balance Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p>	<p>Agility Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p>	<p>Dance Gymnastics Jumps off an object and lands appropriately. Shows increasing control over an object in pushing, patting, throwing, catching or</p>	<p>Co-ordination Ball skills Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on play</p>	<p>Multi skills and Athletics Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping,</p>



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	adjusting speed or changing direction to avoid obstacles.			kicking it.	climbing equipment. Can kick a large ball.	dancing, hopping, skipping and climbing
Fine Motor Skills	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Threading, cutting, weaving, playdough, Fine Motor 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.	Threading, cutting, weaving, playdough, Fine Motor 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	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed.	Threading, cutting, weaving, playdough, Fine Motor 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	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. Draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego
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)					
Comprehension	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Actions to retell the story – Story Maps. Retelling of stories. Editing of story	Making up stories with themselves using Drawing Club. Encourage children to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made	Information leaflets about animals in the garden/plants and growing. Re-read books to build up their confidence in word reading, their fluency and their	Stories from other cultures and traditions 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	Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear



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	<p>different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book</p> <p>Sequencing familiar stories through the use of pictures to tell the story.</p> <p>Recognising initial sounds.</p> <p>Name writing activities.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>maps and orally retelling new stories. Non-Fiction Focus Retelling of stories.</p> <p>Sequence story – use vocabulary of beginning, middle and end.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Enjoys an increasing range of books.</p>	<p>up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to SoundsWrite. Make the books available for children to share at school and at home.</p> <p>Ensure the children's reading book is matched to their current SoundsWrite unit.</p>	<p>understanding and enjoyment.</p> <p>World Book Day</p> <p>Timeline of how plants grow.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p>	<p>characters/ event / setting in a story. May include labels, sentences, or captions.</p> <p>Role play area – book characters</p>	<p>with relevant comments, questions and reactions.</p> <p>Make predictions.</p> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead.</p> <p>Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p>
Word Reading	<p>Phonic Sounds: CVC SoundsWrite Unit 1- s, a, t, m, i Unit 2- n, o, p</p> <p>Tricky Star Words; is, a, the, l</p>	<p>Phonic Sounds: CVC Sounds Write Unit 3-b, c, g, h Unit 4- d, f, v, e</p> <p>Tricky Star Words; go, to, for, of</p>	<p>Phonic Sounds:CVC SoundsWrite Unit 5- k, l, r, u Unit 6- j, w, z Unit 7- x, y, ff, ll, ss, zz</p> <p>Tricky Star Words; he, she, me, my, they</p>	<p>Phonic Sounds: SoundsWrite Unit 8- VCC CVCC Unit 9- CCVC</p> <p>Tricky Star Words: you, was</p>	<p>Phonic Sounds: SoundsWrite Unit 10- CCVC CCCVC Unit 11- sh, ch, th, ck, wh, ng, qu</p> <p>Tricky Star Word; me, my, There, these, what, where, who</p>	<p>Phonic Sounds: Sounds Write Extended Code</p> <p>Tricky Star Word; me, my, There, these, what, where, who</p>
Writing	<p>Dominant hand, tripod grip, mark making, giving meaning to marks.</p> <p>Writing initial sounds and simple CVC words.</p> <p>Use initial sounds to label characters / images. Name Labels. Create a Message centre!</p>	<p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions for porridge.</p> <p>Help children identify the sound that are tricky to spell.</p> <p>Sequence a story</p>	<p>Writing some of the tricky words such as l, me, my, like, to, the.</p> <p>Writing CVC words, Labels using CVC words.</p> <p>Guided writing based around developing short sentences in a</p>	<p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps.</p> <p>Order the Easter story.</p> <p>Labels and captions – life cycles Recount.</p> <p>Character descriptions.</p>	<p>Writing recipes, lists. 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. Rhyming words.</p> <p>Acrostic poems</p>	<p>Story writing, writing sentences using a range of tricky words that are spelt correctly.</p> <p>Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories.</p>



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			meaningful context. Create a story board.	Writing a short sentence to describe a character.		Holiday descriptions, instruction writing.
White Rose Mathematics	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.					
Mathematics White Rose Maths Number Numerical Patterns	Early Mathematical Experiences & Baselines Counting rhymes and songs Classifying objects based on one attribute Just Like Me Number Match & Sort Compare Amounts Measure, Shape & Spatial Thinking Compare Size Mass & Capacity Exploring Patterns	It's Me 1, 2, 3 Number Representing 1,2 & 3 Comparing 1,2 & 3 Measure, Shape & Spatial Thinking Circles & triangles Positional Language Light & Dark Number Representing numbers to 5 One More, One Less Measure, Shape & Special Thinking Shapes with 4 Sides Time	Alive in 5 Number Introducing Zero Comparing numbers to 5 Comparison of 4 & 5 Measure Shape & Spatial Thinking Compare Mass Compare Capacity Growing 6, 7, 8 Explore addition as Number 6, 7, 8 Making Pairs Combining Two Groups Measure, Shape & Spatial Thinking Length & Height	Building 9 & 10 Counting and sharing in equal groups Number 9 & 10 Comparing Numbers to 10 Measure Shape and Spatial Thinking 3D Shape Pattern Consolidation	To 20 and Beyond Describe and sort 2-D and 3D Number Building Number Beyond 10 Counting Patterns Beyond 10 Measure Shape and Spatial Thinking Spatial Reasoning Match, Rotate & Manipulate First, Then & Now Number Adding More Taking Away Measure Shape and Spatial Thinking Spatial Reasoning Compare and Decompose	Find My Pattern Explore numbers. Doubling Share & Grouping Odd & Even Measure Shape and Spatial Thinking Spatial Reasoning Visualize & Build On the Move Number Deepening Understanding Patterns & Relationships Measure Shape and Spatial Thinking Spatial Reasoning
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.					



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<p>Past and Present</p>	<p>My family Tree- Who is in my family? Comment on photos of their family-naming who they can see and of what relation they are to them.</p> <p>Can talk about what they do with their family and places they have been with their family.</p> <p>Read fictional stories about families and start to tell the difference between real and fiction.</p> <p>Role play- Home Settings Their past and their life as a baby.</p>	<p>Festivals Links to festivals; Bonfire Night, Diwali and Christmas.</p> <p>Show photos of how Christmas used to be celebrated in the past. Use the world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to people.</p>	<p>People of Interest- Neil Armstrong The first Man on the Moon.</p> <p>Chinese New Year- The Great Race text. Explore customs and traditions associated with Lunar New Year. Discuss the Zodiac animals and how they change each year.</p> <p>Modes of transport over the years- How has it changed? What transport do we use now to get to different places?</p>	<p>The uniqueness of our family, thinking about wider family – grandparents.</p> <p>Easter Celebrations- How have the celebrations changed for people. Who celebrate this?</p> <p>How farming has changed over the past 50 years? Is it easier to be a farmer now?</p>	<p>Life Now and Long ago -toys. Learn about toys from the past and what the children like to play with now. Compare and contrast.</p> <p>Look at our school and compare it over time and how school has changed.</p> <p>Uniform, classes, equipment.</p>	<p>Seaside- Exploring the seaside now and in the past.</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>
<p>People, Culture and Communities</p>	<p>My special family- Children to bring photographs of their families from home. These will be added to the 'family display board' for children to observe and discuss in class.</p> <p>Discuss how families can have similarities and differences.</p>	<p>Diwali- To learn about how people celebrate Diwali and why.</p> <p>Christmas- To listen to the Nativity Story. To understand why Christians, believe Jesus is special. To share and talk about how people in different countries celebrate Christmas. To look at how celebrations have changed over time.</p>	<p>Chinese New Year- How is it celebrated? How is it different to our new year's? Celebrating differences.</p> <p>Significant cultural events: Pancake Day</p>	<p>Maps of a farmyard- Use fictional text 'What the Ladybird Heard' to support.</p> <p>Mother's Day- Exploring different ways that people celebrate Mother's Day.</p>	<p>Talk about real-life superheroes who do amazing things to help other people.</p> <p>Children to talk about their family members and what they do.</p> <p>Talk about what they want to be when they are older.</p> <p>Visit from somebody that helps us from the local community.</p>	<p>Postcards to your family- What is a postcard? Who would you write one to?</p> <p>Different Homes- Get the children to identify their own homes and how they are different to others. Where might other people live. Link to Doreen and how others live from different countries? Why do their homes look different?</p>



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<p>The Natural World</p>	<p>Designing and building nests- Linked to the Owl Babies story. Show care for living things- Pets.</p> <p>Exploring our Forest School – Seasonal changes</p> <p>Collecting leaves and observing changes in the outdoor environment.</p>	<p>Exploring light and dark. How can we see in the dark?</p> <p>Nocturnal Animals- Making sense of habitats. Which animals are Nocturnal?</p> <p>Hibernation- Why do Hedgehogs go to sleep in the winter?</p>	<p>Winter Focus Winter Walk What changes can we see? What do we need to wear?</p> <p>Planets- Can you describe the planets and what they look like?</p> <p>Science Skill focus: Jack Frost How can we melt the ice and save the dinosaurs?</p> <p>Environmental Awareness Rocket says Clean Up! Through this story discuss the importance of looking after our environment. What do the clean-up crew do and why?</p>	<p>Seasonal Observations- Spring. Lifecycles What is a life cycle? Explore the lifecycle of a butterfly. What does the caterpillar need to grow into a butterfly? The Natural World Minibeast Fact Files What marvellous minibeasts may we find in our gardens? Different environments What is the jungle like? Comparison to Leigh. Use images from Google Earth to compare the differences and comparisons. Planting and Growth Planting and caring for plants in our homes. Children to take home their plants to look after at home. Updates to be sent on Tapestry – Links to home.</p>	<p>Encourage children to think about what the school would look like to flying superheroes. Provide aerial views of the school setting.</p> <p>Seasonal changes- Creating a graph of how the weather changes each day. Look at the temperature and how those changes too.</p>	<p>Exploring the difference between sea and land.</p> <p>Hot and cold countries- How different countries look and how they are different to where we live.</p> <p>Explore the atlas and globes in class- Link to children and where they have been on their holidays. (Holiday Photographs)</p> <p>Seasons- Exploring the season of Summer. Differences and changes over time.</p>
<p>Expressive Arts and Design</p>	<p>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 appreciating what they hear, respond to and observe.</p>					



Leigh St Mary's CE Primary School
Early Years Foundation Stage Long Term Overview

<p>Exploring and using media and materials</p> <p>Being Imaginative</p>	<p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment. Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p>	<p>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats</p> <p>Listen to music and make their own dances in response.</p> <p>Firework pictures, Christmas decorations, Christmas cards, Diva Lamps, Create and design Gingerbread Man.</p> <p>Christmas songs/poems</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Role play Santa's Workshop/party's and celebrations/role play of The Nativity</p>	<p>Chinese Lanterns, design and decorate a lantern for Lunar New Year</p> <p>Experiment with colour mixing and painting different techniques to create a space picture.</p> <p>Using brushes to splash the paint.</p> <p>Junk modelling opportunities to make something that can float on water.</p>	<p>Making different textures; makings patterns using different colours.</p> <p>Children will explore ways of protecting plants by designing a scarecrow.</p> <p>Mother's Day crafts</p> <p>Learn a traditional African song and dance-creating their own music using instruments.</p> <p>Easter Crafts – decorating an egg for the hunt.</p> <p>Plant and leave rubbings</p> <p>Collage</p> <p>Andy Goldsworthy- natural artwork</p> <p>Singing and dancing</p> <p>Selecting and changing ideas</p> <p>Dance and song creations</p> <p>Acting out narratives</p> <p>Expressing ideas, feelings and thoughts-movement and gesture.</p>	<p>Vincent Van Gogh- Sunflowers</p> <p>Observational drawings, focus on blending colours.</p> <p>3D Work- Children to use junk-modelling to make 'traps' and 'jails' for the evil pea.</p> <p>Printing- Vegetable printing, use a repetitive pattern based on the work of Andy Warhol.</p> <p>Drawing and Painting- Looking at different vehicles, thinking about colour and shape.</p> <p>Stamps- Looking at different stamp designs from the past- design a stamp for a letter.</p> <p>Materials- Experimenting with different materials to make an appropriate shelter for a superhero.</p>	<p>Water pictures, collage and shading.</p> <p>Making passports</p> <p>Father's Day crafts</p> <p>Making models from recycled materials – link to recycling</p> <p>Creating own songs, dances, music in response to their experiences and thoughts.</p> <p>Being creative through role-play.</p> <p>Representing ideas, feelings and thoughts in a variety of ways.</p> <p>Summer pictures- observational drawing of forest school.</p>
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