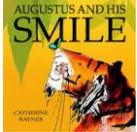
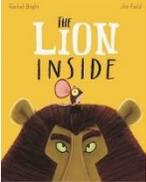
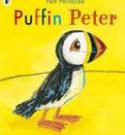
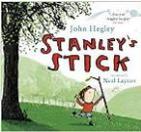
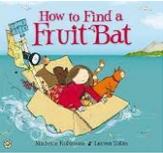


## Early Years Foundation Stage Long Term Overview

	<b>Autumn</b>			<b>Spring</b>			<b>Summer</b>		
<b>Enrichment</b>	Visitors			Transport themed visit or trip			Black Park Bees Invite pets in		
<b>Themes</b>	<b>Marvellous me!</b>  Feelings Emotions Starting school Me and my family Difference in cultures Keeping healthy Oral hygiene? Harvest Autumn Diwali			<b>Oh the places we'll go!</b>  Chinsees new year Travel Elements Cold climates			<b>What a wonderful world</b>  Animals Minibeasts Growing plants/veg Other cultures (Australian fruit bats) Recycling? Fruit grown around the world? (other cultures/handas)		
<b>Stunning start</b>	Rainbow Dress up day			Chinnor railway?			Zoo Lab		
<b>Fabulous finish</b>	My box of special things			Sticks			Vet to visit school?		
<b>Question</b>	What makes each of us so special?			Create a map of a special adventure/journey			What makes our planet so special?		
<b>Power of Reading core text</b>	<b>Augustus and his smile</b> 	<b>Ruby's Worry</b> 	<b>The lion inside?</b> 	<b>Puffin Peter</b> 	<b>Train ride</b> 	<b>Stanley's stick</b> 	<b>How to find a fruit bat</b> 	<b>Oh no George!</b> 	<b>Errol's Garden</b> 
<b>Enhancing texts</b>	The girl with the parrot on her head Happy in our skin	The colour monster Love monster The crayons book of feelings	Brave bear Anna Hibiscus song	We're going on a Bear hunt Lost and found	The magic train ride song Oh the places you'll go	Stick Man Splash Anna Hibiscus visit to the beach		Lulu gets a pet	Extraordinary gardener Oliver's vegetables Oliver's fruit salad

				Emperors egg Blue penguin		On sudden hill Ruby's sword			Bug school I will not ever eat a tomato We planted a tree Handa's surprise
<b>How we will support literacy</b>	Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Writes own name and other things such as labels, captions. <b>Writing Outcomes: Writing for a purpose- role-play, maps Captions and Labels Songs Respond to illustrations</b>	Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Writes own name and other things such as labels, captions. <b>Writing Outcomes: Shared Journal Poetry Speech/Tho</b>		Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communic ate meaning. Writes own name and other things such as labels, captions. Attempts to write short sentences in	Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communic ate meaning, representi ng some sounds correctly and in sequence. Writes own name and other things such as labels, captions.		Attempts to write short sentences in meaningful contexts. Children use their phonic knowledge to write words in ways which match their spoken sounds. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. <b>Writing Outcomes: Responses to</b>	Attempts to write short sentences in meaningful contexts. Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences. Some words are spelt correctly and others are phonetically plausible. <b>Writing Outcomes: Shared Journal</b>	

	<p><b>Story mapping</b></p>	<p><b>Thought Bubbles</b>  <b>Caption Writing</b>  <b>Recipe Writing</b>  <b>Card Writing</b>  <b>Class made book</b></p>		<p>meaningful contexts.  <b>Writing Outcomes</b> :  <b>Role on the Wall</b>  <b>Respond to illustration</b>  <b>Notes of apology</b>  <b>Information booklet, poster, fact file.</b>  <b>Story mapping/ Oral retelling of stories/</b></p>	<p>Attempts to write short sentences in meaningful contexts.  <b>Writing Outcomes</b> :  <b>Descriptions of crocodiles</b>  <b>Warnings, advisory labels and rules</b>  <b>Descriptive labels for observational drawings</b>  <b>Explanation texts</b>  <b>Questions about crocodiles</b></p>		<p><b>Illustrations</b>  <b>Narratives</b>  <b>Lists</b>  <b>Informational sentences</b>  <b>Informational texts</b>  <b>Letters</b>  <b>Thoughts about a story.</b></p>	<p><b>Poetry</b>  <b>Speech/Thought Bubbles</b>  <b>Caption Writing</b>  <b>Shared Class</b>  <b>Inventors Book</b>  <b>Informational texts about creations.</b></p>	
<p><b>How we will support Maths</b></p>	<p><b>Number and Place Value</b>  Baseline:  Getting to Know Children  One, two, three, four, five</p>	<p><b>Number and Place Value</b>  Comparing groups- identical/ non- identical objects  One more/ One less</p>		<p><b>Addition and Subtraction</b>  Number bonds to 5  <b>Number and Place Value- Numbers to 10</b></p>	<p><b>Addition and Subtraction</b>  Combining two groups to make a whole  Number bonds to 10</p>		<p><b>Geometry</b>  Making simple patterns  Exploring complex patterns  <b>Addition and Subtraction</b></p>	<p><b>Multiplication and Division</b>  Doubling  Halving and sharing  Odds and evens  <b>Measurement</b></p>	

	<p>Sorting into groups Comparing groups- identical objects <b>Maths</b> <b>Outcome:</b> Recognises some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item.</p>	<p>Recognising patterns <b>Measurement-Time</b> My day <b>Maths</b> <b>Outcome:</b> Use questions and tally charts to capture personal data, such as hair colour, eye colour, shoe size and use bar charts to record</p>		<p>Numbers: Counting and recognition Comparing groups to 10 <b>Maths</b> <b>Outcome:</b> Use questions and tally charts to capture personal data, pets in the class.</p>	<p>(10s frame, part whole models) <b>Geometry</b> 2D/ 3D shapes Spatial awareness <b>Maths</b> <b>Outcome:</b> Create and label a number track or line? Can they use it to help them calculate with numbers up to 20? Use mathematical language such as more than, less than, fewer, more, full, empty.</p>		<p>Adding by counting on Subtracting by counting back <b>Number and Place Value</b> Counting to 20 and beyond <b>Maths Outcome:</b> Create patterns using sticks. Order a range of sticks by length. Use sticks and other natural objects to represent numbers 1-20. Explore the rule of symmetry.</p>	<p>Length, height and distance Weight Capacity <b>Maths Outcome:</b> Orders two or three items by length, using comparative language such as larger / smaller than, longer/shorter than, wider/narrower than. <b>Multiplication and Division</b> Doubling Halving and sharing Odds and evens <b>Measurement</b> Length, height and distance Weight Capacity <b>Maths Outcome:</b> Orders two or three items by length, using comparative language such as larger / smaller than, longer/shorter than, wider/narrower than.</p>	
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<p><b>How we will support Personal, Social and Emotional Development</b></p>	<p>Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p>								
<p><b>How we will support Physical Development</b></p>	<p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and</p>	<p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Investigate different ways of moving and travelling, inspired by the</p>		<p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new</p>	<p>Use large and small equipment to explore travelling like a crocodile. Look at bringing to life prepositions from the text such as over, under, across, above, below,</p>		<p>Use concepts in the book to allow children to focus on and develop gross motor skills and good posture, such as encouraging the children to swing and be active. Provide small- and large-scale equipment to support children in moving in different ways</p>	<p>Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Shows increasing control over an object in</p>	

	<p>manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision.</p>	<p>cousins in the story. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Dance and move to African music, like Anna does with Uncle Tunde. Watch African dancers and copy and innovate own</p>		<p>challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct</p>	<p>around, through and work out ways of interacting with equipment or around a space like the outdoor role-play area. Movement sessions focussed on the behaviours of the crocodiles could bring verbs such as twirling, thrashing, hunting, cruising, scraping, lurking to life; deepening children's understanding of the meanings of these words.</p>		<p>using their bodies. <i>e.g.</i> Develop the physical skills a builder would need to develop strength and problem-solving skills <i>e.g.</i> navigating an obstacle course with cones, crawling through tunnels, climbing frames and slides, skipping, spinning hoops, throwing and catching.</p>	<p>pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand.</p>	
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