



LONG TERM OVERVIEW

Lower Foundation Stage

2017/2018

	Autumn 2017		Spring 2018		Summer 2018	
	1	2	1	2	1	2
EARLY YEARS AREAS OF LEARNING	Primary areas- Personal, Social, Emotional, Physical Development, Communication and Language Specific areas- Literacy, Mathematics, Understanding the World, Expressing Art and Design					
THEME	Why do you love me so much?	Where does snow go?	Do Dragons exists?	Are eggs alive?	How Many pebbles on the beach?	Can we explore it?
CURRICULUM ENRICHMENT	Photos from home Invite a parent with a new baby to talk about	Forest twilight walk	Invite a king or queen to come in a read the children a story	Spring walk	Exploring outdoors	Sundown Trip
STIMULUS	Photos of children and their important people	Christmas play	Children's themed stories.	Plants/ flowers	Using the wildlife area	Trip to Sundown
BRITISH VALUES	Community values SEAL	Multi-cultural celebrations SEAL	SEAL	Caring for our environment and each other SEAL	Taking care of people in the community. SEAL	Caring for others
ENTERPRISE	Raising money to support chosen charities and school development					

PERSONAL, SOCIAL AND EMOTIONAL	<ul style="list-style-type: none"> Settling in Building relationships with adults and peers Enjoying and achieving Welcomes and values praise for what they have done Shows affection and concern for people who are special to them 	<ul style="list-style-type: none"> Confident to talk to children when playing Shows confidence in asking adults for help Confident to speak to others about own needs 	<ul style="list-style-type: none"> Enjoys the responsibility of carrying out small tasks Seeks out others to share experience Can play in a group extend play ideas. 	<ul style="list-style-type: none"> Expresses own interests Shows concern to people that are special to them 	<ul style="list-style-type: none"> Understanding needs, wants, likes and dislikes. Expresses own preferences and interests Can express their own feelings 	<ul style="list-style-type: none"> Shows confidence in asking an adult for help Confident to speak to others about own needs Expresses own preference and interests
COMMUNICATION AND LANGUAGE	<ul style="list-style-type: none"> Share experiences Develop confidence to talk in small groups Understand who what where in simple questions Questions why things happen Uses talk to connect ideas Listens to others one-to-one or in a small group 	<ul style="list-style-type: none"> Single channelled attention Listens to others one – to-one and in small groups when conversation interests them Is able to follow directions 	<ul style="list-style-type: none"> Singled channelled attention Listens to others in small groups Beginning to understand how and why Uses language as a powerful meaning to wider context 	<ul style="list-style-type: none"> Uses simple sentences Beginning to use more complex sentence 	<ul style="list-style-type: none"> Responds to instructions Beginning to understand why and how questions Uses a variety of questions 	<ul style="list-style-type: none"> Singled channelled attention Listens to others in small groups Beginning to understand how and why Uses language as a powerful meaning to wider context
PHYSICAL DEVELOPMENT	<ul style="list-style-type: none"> Self-care Negotiating space safely Developing fine and gross motor skills 	<ul style="list-style-type: none"> May be beginning to show preference for dominant hand Shows control in using jugs to pour 	<ul style="list-style-type: none"> Holds pencil between thumb and two fingers Uses one handled tools and equipment 	<ul style="list-style-type: none"> Developing balance and storing equipment safely Developing fine and gross motor skills 	<ul style="list-style-type: none"> Understanding the effect of exercise on their body Developing fine and gross motor skills 	<ul style="list-style-type: none"> Holds pencil between thumb and two fingers Uses one handled tools and equipment
PE	<ul style="list-style-type: none"> Listening games around the hall Marvellous me! 	<ul style="list-style-type: none"> Blizzard ballet 	<ul style="list-style-type: none"> Movement around the hall Ring games 	<ul style="list-style-type: none"> Egg Hunt 	<ul style="list-style-type: none"> Movement around the hall 	<ul style="list-style-type: none"> Movement around the hall
ENGLISH	<ul style="list-style-type: none"> Has some favourite stories Listen to stories with increasing attention and recall Distinguishes between the marks they make 	<ul style="list-style-type: none"> Sometimes gives meaning to marks as they draw Suggest how a story might end Describes main story setting, events and characters Enjoys rhyming and rhythmic activities 	<ul style="list-style-type: none"> Beginning to be aware of the way stories are structured Hears and says the initial sounds in words Recognises rhythm in spoken words Writes own name Gives meaning to marks as they draw 	<ul style="list-style-type: none"> Linking sounds to letters Can segment the sounds in simple words Begins to break the flow of speech into words Joins in with repeated refrains Suggest how a story might end Describes main story 	<ul style="list-style-type: none"> Identifying initial sounds in words Can segment the sounds in simple words Beginning to be aware of the way stories are structured Writes own name and other labels Begins to break the flow of speech into words 	<ul style="list-style-type: none"> Sounding out CVC words Can segment and blend words Writes own name and other captions Begins to read words

MATHEMATICS	<ul style="list-style-type: none"> • Recites some numbers in sequence • Recognises numbers • Sometimes matches numeral and quantity correctly • Counts actions or objects which cannot be moved • Notices simple shapes and patterns in pictures 	<ul style="list-style-type: none"> • Recites numbers in order to 10 • Beginning to represent numbers using fingers • Recognises numeral 1 to 5 • Selects a small number of objects from a group • Begins to use the language of size • Uses positional language 	<ul style="list-style-type: none"> • Sometimes matches numeral and quantity correctly • Compares two groups of objects saying when they have the same number • Realises not only objects can be counted • Shows interest in shapes in the environment • Selects particular shape names 	<ul style="list-style-type: none"> • Shows an interest in numerals in the environment • Recognises numbers • Counts out up to six objects from a larger group • Can describe their relative position • Orders two or three items by weight or capacity 	<ul style="list-style-type: none"> • Counts objects beyond 10 • Counts actions which cannot be moved • Beginning to represent numbers with marks on paper • Counts up to three or four objects saying one number name for each • Orders two or three items by length or height 	<ul style="list-style-type: none"> • Counts objects beyond 10 • Counts actions which cannot be moved • Beginning to represent numbers with marks on paper • Counts up to three or four objects saying one number name for each • Orders two or three items by length or height
UNDERSTANDING THE WORLD	<ul style="list-style-type: none"> • Shows an interest in the lives of people who are familiar to them • Has a sense of own immediate family and relations • Remembers and talks about significant events 	<ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world • Can talk about some of the things they have observed 	<ul style="list-style-type: none"> • Talk about significant events in their experience 	<ul style="list-style-type: none"> • Make comments about their natural environment • Can talk about things that they have observed 	<ul style="list-style-type: none"> • Questions why things happen and how things work 	<ul style="list-style-type: none"> • Noticing similarities and differences, patterns and change
EXPRESSING ART AND DESIGN	<ul style="list-style-type: none"> • Enjoys joining in with dancing and ring games • Beginning to make believe by pretending 	<ul style="list-style-type: none"> • Explores colours and how they can be changed 	<ul style="list-style-type: none"> • Explores colours and how they can be changed 	<ul style="list-style-type: none"> • Understands that different media can be combined to make new effects 	<ul style="list-style-type: none"> • Manipulates materials to achieve a planned effect • Uses certain tools for a purpose 	<ul style="list-style-type: none"> • Uses simple tools and techniques appropriately • Selects appropriate resources for tasks