



## LONG TERM OVERVIEW

### Lower Foundation Stage

2017/2018

	Autumn 2017		Spring 2018		Summer 2018	
	1	2	1	2	1	2
<b>EARLY YEARS AREAS OF LEARNING</b>	<p><b>Primary areas-</b> Personal, Social, Emotional, Physical Development, Communication and Language  <b>Specific areas-</b> Literacy, Mathematics, Understanding the World, Expressing Art and Design</p>					
<b>THEME</b>	<b>Why do you love me so much?</b>	<b>Where does snow go?</b>	<b>Do Dragons exists?</b>	<b>Are eggs alive?</b>	<b>How Many pebbles on the beach?</b>	<b>Can we explore it?</b>
<b>CURRICULUM ENRICHMENT</b>	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
<b>STIMULUS</b>	Photos of children and their important people	Christmas play	Children's themed stories.	Plants/ flowers	Using the wildlife area	Trip to Sundown
<b>BRITISH VALUES</b>	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
<b>ENTERPRISE</b>	Raising money to support chosen charities and school development					

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

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