**Long Term Planning – Year Overview 2016-17**

**Early Years Foundation Stage – Miss Middleton & Mrs Dexter**

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|  | | **Autumn 1**  My favourite things  Enchanted Lands | | **Autumn 2**  Children’s Choice  Marvellous Machines | **Spring 1**  Children’s Choice  Around the World | **Spring 2**  Children’s Choice  Farm/Garden | **Summer 1**  Children’s Choice  All from a good book… | **Summer 2**  Children’s Choice  All the fun of the fair… |
| Personal, Social & Emotional Development | Knowledge | *Belong to Hill Top* | | *Working and playing happily together* | *Developing my independence* | *Making good choices* | *Keeping myself healthy* | *The wider world* |
| Skills | * Select and uses own resources * Asks for help * Interacts confidently with other * Develop good relationships * Take turns * Accepts the needs of others * Aware of the consequences of actions | | | * Confidently expresses opinions * Ability to negotiate * Adapt behaviour to different situations * Ability to compromise * Confidently initiates conversation with unfamiliar adults | | * Confident to speak in familiar groups * Confident to try new activities * To say when they do or don’t need help * Talk about how they and other show feelings * Changes of routine in their stride * Work as a group/class; understand and follow rules * Play co-operatively * Take account of others needs and feelings | |
| Communication & Language |  | *Jack & the Beanstalk* | | *Goldilocks & The Three Bears* | *The Gingerbread Man* | *Little Red Hen* | *Three Little Pigs* | *The Billy Goats Gruff* |
| * Listen to others and stories in small groups * Retell simple stories * Understand simple questions * Use past and present tense correctly | | | * Maintains attention and concentration when listening * Responds to stories * Follow instructions with 2 or more parts * Further develop expressive language | | * Listen and respond appropriately * Can listen and do * Answer how and why questions * Show awareness of the listeners needs * Connect ideas or events | |
| Physical Development | Knowledge | *Travelling*  *Beanbags* | | *Dance*  *Ball skills*  *Penpals* | *Dance on a theme*  *Flight and points and patches* | *Apparatus work*  *Ropes and hoops*  *Penpals* | *Maypole and country dancing*  *Wide, narrow, curled*  *Linking movements* | *Athletics*  *Penpals* |
| Skills | * Moves in a range of ways * Negotiate space * Uses one handed equipment * Dry and clean during the day * Manages own basic hygiene | | | * Able to adjust speed and direction * Able to control small equipment * Has an awareness of safety * Manages risks when facing new challenges | | * Good control and co-ordination in large and small movements * Handles tools effectively including pencils for writing * Has an understanding of how to be healthy * Independently manage all personal needs | |
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| Literacy | K/ledge | | *Concept of a word*  *Develop sight vocabulary* | *Phonics – initial sounds and oral blending* | *Reading and writing CVC words*  *Breaking speech to write* | *Reading & writing digraph words*  *Read & write simple sentences* | *Comprehension*  *Punctuation*  *Different forms of writing* | *Independent reading and writing skills* |
| Skills | | * Marks for meaning * Hear, say and recognise initial sounds * Print carries meaning | | * Links sounds to letters * Write for different purposes * Develop a sight vocabulary | | * Read simple sentences * Read regular and irregular words * Demonstrate understanding * Spell regular and irregular words * Write simple sentences | |
| Maths | Knowledge | | *Concept of a number*  *2d shape*  *Measure* | *Numbers to 10* | *Numbers to 20*  *Count on and back*  *One more and one less* | *Addition and subtraction* | *Counting in 2s, 5s, 10s Doubling and halving* | *Problem solving*  *Number bonds to 10* |
| Skills | | * Name simple shapes * Size * Weight * Recognise some numerals * Count at least 4 objects | | * Ordering and comparing measurements * Counting, ordering and recognising 0-20 * 1 more and 1 less * Add and subtract using single digit numbers * Properties of shapes | | * Count on and back to add and subtract * Doubling * Halving * Sharing * Recognise, create and describe patterns | |
| Knowledge & Understanding of the World | Knowledge | | *Freezing and Melting*  *Floating and Sinking*  *Magnets* | *My body*  *Human Growth*  *Magnets*  *Forces* | *Light & Dark*  *Different places*  *Holidays – where you have been in the past?*  *Jonah & the Whale* | *Plant cycles*  *Animal growth* | *Animal classification*  *Noah’s Ark* | *Healthy fairground snacks – link to PD*  *Electricity* |
| Skills | | * Develop awareness of own culture * Look closely at similarities, differences and change * Complete a simple programme on a computer | | * Develop awareness of other cultures * Know that living things grow and die * Can open and use ICT with independence * Can compare other environments with own | | * Talk about past and present events * Show sensitivity to others opinions * Compare our lives with others * Observe and talk about animals and plants * Recognise a range of technology is used * Select and use technology to support their learning | |
| Expressive Arts & Design | Knowledge | | *Painting & Print*  *Andy Goldsworthy – Autumn Leaves*  *Music related to theme*  *Exploration of sounds*  *Listen attentively to music* | *Monet – Trains*  *Junk modelling –robots*  *Music related to theme*  *Singing* | *Drawing & Collage*  *Cooking*  *Music related to theme*  *Changing sounds with instruments*  *Pitch , tempo & dynamics*  *Timbre* | *Van Gogh – Sunflowers*  *Design for purpose – plant pot*  *Sewing – Mother’s Day*  *Music related to theme*  *Control & coordination* | *Textiles & Digital Art*  *Monet – landscapes*  *Music related to theme*  *Sound story compositions* | *Bridget Riley – Deckchair*  *Fabric dye – clown tie*  *Music related to theme*  *Creating melody*  *Exploring structure*  *Improvising*  *Performing* |
| Skills | | * Use simple tools and techniques * Play co-operatively to act out a narrative | | * Selects resources and adapts own work * Introduces a storyline into their play | | * Sing songs, make music, dance and experiment with ways of changing them * Safely use and explore a variety of materials, tools and techniques * Experiment with colour, design, texture, form and function * Apply what they have learnt in original ways * Use a variety of art forms to express themselves | |