



Long Term Overview Fledgling's Class EYFS Date: 2017/18

Teachers: Ms Farman, Miss Winter

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Our Long term planning indicates themes and focus throughout the year. We use observations of children's play/learning and an assessment of their needs to inform weekly/ daily planning. The content of planned themes will be modified according to children's interests.						
Subject Focus	<p>Safety At school, at home, Road safety, E-Safety (Weeks 1&2)</p> <p>PSED Looking after ourselves and asking for help</p> <p>UW Autumn season, My family</p> <p>PD Caring for ourselves, washing hands, Staying safe</p> <p>Technology Using iPads to take pictures of our environment, ourselves and our friends</p> <p>Celebrations/events Harvest</p>	<p>EAD Colour mixing, colourful Rangoli patterns and fire work pictures Learning new songs and dances to create a Christmas performance</p> <p>Safety SCIB-Substance abuse</p> <p>Communication and Language/Literacy The Nativity story, role play and performance</p> <p>The World Celebrating special times-What special times do I share with my family? (giving and receiving gifts, birthdays, religious festivals, weddings, new siblings etc)</p> <p>Celebrations/events Bonfire night, Remembrance day, Children in need, Advent, Christmas</p>	<p>Online Safety How to stay safe when using Ipads, Smartboard</p> <p>Technology Exploring circuits and electricity Programming – BeeBots</p> <p>The World Spring season-looking at changes in our weather and environment British Wildlife-look at birds, squirrels, badgers, BBC Spring watch Hatch some chicks-how do we care for them?</p> <p>Celebrations/events – Epiphany, Chinese new year</p>	<p>Communication and Language/Literacy Traditional stories and characters & role play from The Three little pigs and Little Red Riding Hood</p> <p>People and communities What happens at a Church? Who works in a church? (Bishop, priest etc), Chinese New year</p> <p>EAD Creating large paintings and collages of favourite characters, dragons, lanterns for Chinese New Year– exploring different materials Stained glass paintings</p> <p>Celebrations/events – Lent- Easter, Chinese New Year, World Book Day, Mothering Sunday,</p>	<p>The World Growth: Growing our own fruit, vegetables and plants.</p> <p>Health and Self care Healthy eating What plants can we eat? Why do we need a balanced diet? How can we stay healthy? What do we need to help us grow?</p> <p>People and communities What is Ramadhan?</p> <p>Celebrations/events – Easter-Pentecost Beginning of Ramadan</p>	<p>PSED – F1s transition to Year 1.</p> <p>SCIB-CSE</p> <p>Communication and Language/Literacy Talking and writing about ourselves, All about me booklets for new teacher (Transition) Holiday/travels-different kinds of holidays, at home/abroad, hot/cold, travel agents.</p> <p>Moving and Handling Sports day races/games/activities</p> <p>Celebrations/events Father's Day, Eid al-Fitr, Sports day,</p>
Trip / Visitor	Library visit	Museum visit Pantomime	Garden centre visit	Visit to the church	Visit to the mosque	
Final Event	Walk to see Banbury Fair	Christmas performance	Woodland Walk	Mother's picnic	Walk to Banbury Market/ Shop at supermarket	Butterfly Farm



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Prime Areas	PSED	<p>Children will (in order of skills progression):</p> <ul style="list-style-type: none"> • Understand and follow classroom routines and rules • Build new friendships and learn how to deal with anger e.g. when someone has taken a toy/not sharing • Learn to recognise and label different emotions • Develop a positive relationships with others • Become confident to try new activities and deal with change (Transition to Yr 1 in last term) 	
	C&L	<p>Children will(in order of skills progression):</p> <ul style="list-style-type: none"> • Learn to speak with confidence during circle/carpet times • Share learning from home. • Learn to listen and respond appropriately with relevant comments, questions or actions • Use appropriate story language to re-enact/re-tell simple and familiar stories • Learn new vocabulary relating to topics 	
	PD	<p>Children will (in order of skills progression):</p> <ul style="list-style-type: none"> • Develop their gross motor skills such as climbing, throwing, balancing, jumping through daily physical activities. • Develop their fine motor control for writing through a range of manipulative activities and using a variety of hand held tools and through focused fine motor sessions • Develop their understanding of healthy eating and the importance and effect of exercise on their bodies • Become increasingly independent in managing their own basic hygiene and personal needs successfully including dressing and going to the toilet. 	
Specific Areas	Literacy	<p>Reading non-negotiables F1s</p> <ul style="list-style-type: none"> • Read some common irregular words. • Identify rhymes and alliteration. • Join in with rhyming patterns. • Read & understand simple sentences. • Demonstrate understanding when talking with others about what they have read. • Make basic predictions. • Identify start & end of a sentence. 	<p>Writing non-negotiables F1s</p> <ul style="list-style-type: none"> • Write simple sentences which can be read by themselves & others. • Write name (correct upper & lower case). • Use capital letters and full stops to demarcate sentences. • Write clearly demarcated sentences. • Correct pencil grip. • Correct letter formation for familiar words
		<p>Reading non-negotiables F2s</p> <p>Join in with rhyming and rhythmic activities</p> <p>Identify what happened, where, when and who (during story sessions)</p> <p>Recognise own name</p> <p>Say the sounds of some letters of the alphabet.</p>	<p>Writing non-negotiables F2s</p> <ul style="list-style-type: none"> • Give meaning to marks they make • Overwrite name • Form initial letter of their name and attempt to write the rest of their name.
		<p>Children will (in order of skills progression):</p> <ul style="list-style-type: none"> • Have daily Phonics and Literacy lessons • Learn to recognise and write their names • Draw story maps • Join in with repeated refrains of familiar stories/songs • Learn to write invitations, messages and lists • Learn to follow instructions (how to make playdough) • Talk about their favourite story/character? • Write character descriptions • Describing main events of favourite stories • Retell familiar stories and make own versions • Create information booklets and poems 	
	Maths	<p>Maths Non-negotiables for F1s</p> <ul style="list-style-type: none"> • Count reliably to 20. • Order numbers 1 – 20. • Say 1 more/1 less to 20. 	<p>Maths Non-negotiables for F2s</p> <ul style="list-style-type: none"> • Count aloud to 10 and beyond • Touch and count 1-5 objects consistently • Recognise numerals 1-5



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	<ul style="list-style-type: none"> • Add & subtract two single digit numbers. 	<ul style="list-style-type: none"> • Recognise simple shapes (square, triangle, oblong and circle)
	<p>Children will (in order of skills progression):</p> <ul style="list-style-type: none"> • Have daily Maths sessions • Daily counting rhymes • Learn to count aloud • Learn 1-1 correspondence when counting objects • Develop their number recognition • Learn and use positional language • Learn basic and 3D shapes • Describe shapes • Develop simple addition and subtraction skills • Use language of measures: Length, height • Learn to talk about Time • Explore shape and symmetry • Learn to estimate • Learn and use language related to money 	
UW	<p>Children will :</p> <ul style="list-style-type: none"> • Observe changes to the environment through the different seasons -collecting autumn leaves/spring flowers etc and growing plants. <ul style="list-style-type: none"> • Exploring the weather (making kites/wind makers) • Have local visits to develop understanding of community and people who help us • Talk about people who are special to them and why such as family <ul style="list-style-type: none"> • Learn about different festivals, cultures and ways of life • Learn to use ICT equipment such as Ipads, Smartboards, Light box • Take part in regular cooking activities 	
EAD	<p>Children will:</p> <ul style="list-style-type: none"> • Have on-going access to the Creative area • Resources used throughout year: watercolour, ready mixed paints, oil/pastels, pencils, felts, charcoal, collage, wax resist, printing. <ul style="list-style-type: none"> • Different types of dough/malleable materials each week for children to explore. • Sing songs • Explore and experiment with musical instruments <ul style="list-style-type: none"> • Develop their imagination through role play 	