

## EYFS Curriculum Overview- Long Term Plan

| Foundation Stage   | Term 1<br>Being me in my world  | Term 2<br>Light and Dark<br>Christmas   | Term 3<br>Traditional Tales  | Term 4<br>People who help us /<br>What's on your head?  | Term 5<br>In the Garden  | Term 6<br>Explore Africa   |
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| <b>PSED</b>  | Being me in my world  | Celebrating Difference  | Dreams and Goals   | Healthy Me  | Relationships  | Changing Me  |
| <b>Physical Development</b>  | <b>PE- Intro</b>  | <b>PE- Ball Skills</b>  | <b>PE- Dance</b>   | <b>PE- Fundamentals</b>   | <b>PE- Games</b>   | <b>PE- Gymnastics</b>  |
| <b>Literacy- reading</b>   | Texts and activities linked to:<br>Being me in my world   | Texts and activities linked to<br>Light and dark  | Texts and activities linked to<br>Traditional Tales  | Texts and activities linked to<br>People who help us  | Texts and activities linked to<br>In the garden  | Texts and activities linked to<br>Explore Africa   |
| <b>Literacy- writing</b>   | To include: letter formation, captions, punctuation, sentences, lists, stories and writing linked to class texts and children's interests such as cards, postcards, letters, recipes etc. |   |  |   |  |  |
| <b>Phonics<br/>Little Wandle</b>                                     | s a t p i n m d g o c k c k e u r h b f l<br>Is I the   | ff ll ss j v w x y z zz qu ch sh th ng nk<br>* words with -s /s/ added at the end (hats sits) * words ending -s /z/ (his) and with -s /z/ added at the end (bags)<br>put* pull* full* as and has his her go no to into she push* he of we me be | ai ee igh oa oo ar or ur ow oi ear air er * words with double letters * longer words<br>was you they my by all are sure pure | Review Phase 3 * longer words, including those with double letters * words with -s /z/ in the middle * words with -es /z/ at the end * words with -s /s/ and /z/ at the end<br>Review all taught so far | Short vowels with adjacent consonants * CVCC CCVC CCVCC CCCVC CCCVCC * longer words and compound words * words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est<br>said so have like some come love do were here little says there when what one out today | hase 3 long vowel graphemes with adjacent consonants * CVCC CCVC CCCVC CCV CCVCC * words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est * longer words and compound words<br>Review all taught so far |
| <b>Mathematics</b>   | Cardinality & Counting<br>Composition<br>Subitising<br>Comparison<br>Measures   | Counting Cardinality & Ordinality<br>Pattern<br>Comparison<br>Composition<br>Shape and space  | Counting Cardinality & Ordinality<br>Composition<br>Subitising<br>Measures<br>Comparison<br>Pattern                          | Counting Cardinality & Ordinality<br>Composition<br>Subitising<br>Shape and space<br>Measure  | Counting Cardinality & Ordinality<br>Composition<br>Subitising<br>Pattern  | Counting Cardinality & Ordinality<br>Composition<br>Subitising   |
| <b>Understanding the World<br/>Past &amp; Present</b>                | Special people and roles in society   | People and events from the past   | How people lived in the past.  | People who help us- from the past   | People who have made a difference to our environment from the past.  | Understand the past through stories, settings and characters.  |
| <b>Understanding the World<br/>People, Culture &amp; Communities</b> | Out and About (Christ Church School)  | Out and About (local area)  | A Place Called Home (China)  | The United Kingdom  | <i>The United Kingdom</i><br><i>What would you find in my garden?</i>  | A Place Called Home (Ghana)<br>Gateways to Geography   |
|  | <i>Religions: Christianity, Judaism</i><br>What makes people special?<br><i>Discovery RE</i>  | Religion: Christianity<br>Why do Christians perform Nativity plays at Christmas?<br>UC Incarnation  | <i>Religion: Hinduism</i><br>How do people celebrate?<br>Discovery RE  | Religion: Christianity<br>Why do Christians put a cross in an Easter garden?<br>UC: Salvation   | Religion: Christianity<br>Why is the word God so important to Christians?<br>UC: Creation  | <i>Religions: Christianity, Islam, Judaism</i><br>What makes places special?<br>Discovery RE   |

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| <b>Understanding the World</b><br><b>Natural World</b>  | Food growing- harvest<br>Animals- pets and farm                              | Electricity<br>Light: sun is a light<br>Animals and habitat-<br>woodland- nocturnal<br>animals       | Materials for a<br>purpose/building  | Body parts & senses<br>Healthy/exercising<br>Baby animals- spring- Life<br>cycle of a chick | Observing and growing<br>plants<br>Life cycle of a<br>caterpillar/frog<br>Minibeasts- habitat-<br>features   | Plants- fruits grow in<br>other countries<br>Animals and habitats-<br>savanna- African animals   |
| <b>Expressive Arts &amp; Design</b><br><b>Art: Units can be done in any<br/>         order. (Often linked to topic<br/>         work)</b> | <b>Drawing</b><br>Explore mark making with<br>different drawing<br>materials | <b>Printing</b><br>Experimenting with a<br>variety of objects to print<br>Artist & Makers: Kandinsky | <b>Sculpture</b><br>Creating sculptures from<br>boxes.<br>Artist and Makers; Lisa<br>Lloyd | <b>Painting</b><br>Identify primary colours<br>and use them to explore<br>colour mixing.    | <b>Clay</b><br>Experiment with salt<br>dough, play dough,<br>plasticine and clay.<br>Artist & Makers: Van<br>Gogh- flowers, Monet-<br>gardens, Matisse- snails | <b>Collage/textiles</b><br>Explore a variety of cut<br>out shapes.<br>Develop scissor dexterity.<br>Artist & Makers: Ideas to<br>choose from include: Jimoh<br>Buraimoh, Francis Essoua<br>Calu, Esther Mahlangu |
| <b>Computing</b>  |  | Simple Instructions  | Using technology   |   |  | Technology in school and<br>at home.   |