

Castle Wood Academy- EYFS Long Term overview

Areas of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
T4W texts	The Little Red Hen Instructions- making bread	The gingerbread man Explanation- how to trap the gingerbread man	Billy Goat's Gruff Information-trolls	Elves and the shoemaker Persuasive- new shoes advert	Peter and the wolf Recount- Peter's journey	Princess and the pea Diary- a sleepless night
Communication and Language	Understand how to listen carefully and why listening is important. Engage in story times. Learn new vocabulary. Use new vocabulary through the day.	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Learn new vocabulary. Use new vocabulary through the day.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.	Describe events in some detail. Use talk to help work out problems and organise thinking/activities, explain how things work and why they might happen. Use new vocabulary in different contexts.	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Use new vocabulary in different contexts.	Retell stories once they have developed a deep familiarity with the text; some as exact Repition and some in their own words. Use new vocabulary in different contexts.
Personal, social and emotional development	See themselves as valuable individuals Building relationships that are constructive and respectful. Feelings	Same and different families. Same and different homes. Being a good friend. Express their feelings and consider the feelings of others.	Listening to own feelings Being safe with our bodies. Online safety. Show resilience and perseverance in the face of challenges. Identify and moderate their own feelings socially and emotionally.	Looking after our friends. Caring for our world. Looking after money.	Healthy eating. Growth mindset. Healthy mind. Think about the perspective of others. Manage their own needs.	Human life stages. Getting bigger/growing. Life cycles.
SCARF scheme topic	Me and my relationships	Valuing difference	Keeping safe	Rights and respect	Being my best	Growing and changing

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<p>Physical development</p>	<p>Further develop the skills they need to manage the school day successfully: lining up and queueing, mealtimes and personal hygiene.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Combine different movements with ease and fluency.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Combine different movements with ease and fluency.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Developing gross motor control.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>
<p>GetSet4PE scheme topic</p>	<p>Introduction to PE</p>	<p>Ball skills</p>	<p>Dance</p>	<p>Fundamentals</p>	<p>Gymnastics</p>	<p>Games</p>
<p>Literacy</p>	<p>Read single letter set 1 sounds.</p> <p>Write single letter sounds.</p>	<p>Read all set 1 sounds, blend sounds into words orally.</p> <p>Begin to write CVC words using sounds taught.</p>	<p>Blend sounds to read words, read short ditty stories.</p> <p>Read a few common exception words matched</p>	<p>Read red story books and a few common exception words.</p> <p>Re-read these books to build up their confidence in word reading, their</p>	<p>Read green story books.</p> <p>Read some set 2 sounds.</p> <p>Form lower-case and capital letters correctly.</p>	<p>Read green/purple story books.</p> <p>Write short sentences with words with known letter-sound correspondences,</p>

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RWI phonics		Retention of all set 1 sounds (including special friends) and blending.	to the school's phonics programme. Begin to form lower-case letters and capital letters. Write CVC words using sounds taught.	fluency, their understanding and enjoyment.. Write simple phrases. Red group- target	Write some short sentences with words using letter-sound correspondences. Green group- target	using capital letters and full stops. Re-read what they have written to check that it makes sense. Purple group- target
Mathematics	Match, sort and compare Size, mass and capacity Simple patterns 1,2,3; find, subitise, represent, 1 more/less, composition	2D shapes Positional language 4 and 5; find, subitise, represent, 1 more/less, composition Time	0 to 5; find, subitise, represent, 1 more/less, composition Mass; balance and compare Capacity; explore and compare 6, 7, 8; find, represent, 1 more/less, composition, conceptual subitise Pairs; odd and even Doubles to 8; find and make Combine 2 groups	Length; explore and compare Height; explore and compare Time; discuss, order and sequence 9 and 10; find, compare, represent, conceptual subitise, 1 more/less, composition Doubles to 10; find and make Odd and even 3D shapes; find and name, 2D within 3D shapes, 3D shapes in the environment Patterns; complex, copy and continue, environment patterns	Build beyond 10; 10-13 and 14-20 Patterns beyond 10; 10-13 and 14-20 Verbal counting patterns Adding and subtracting Shapes; select, rotate, manipulate, compose, decompose, copy 2D pictures Find 2D in 3D shapes	Sharing and grouping Doubles Rules of patterns Mapping skills Describing positions Deepening understanding Patterns and relationships
WRM scheme topics	Match, sort and compare Talk about measure and patterns It's me 1, 2, 3	Circles and triangles 1, 2, 3, 4, 5 Shapes with sides	Alive in 5 Mass and capacity Growing 6, 7, 8	Length, height and time Building 9 and 10 Explore 3D shapes	To 20 and beyond How many now? Manipulate, compose and decompose	Sharing and grouping Visualise, build and map Make connections
Understanding the world	Talk about members of their immediate family and community. Know some similarities and differences between things	Recognise that people have different beliefs and celebrate special times in different ways.	Recognise some environments that are different to the one in which they live.	Compare and contrast characters from stories, including figures from the past.	Explore the natural world around them. Comment on images of familiar situations in the past.	Understand that some places are special to members of their community.

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<p>Jigsaw RE scheme topic</p> <p>Festivals to explore</p> <p>Topics to explore</p>	<p>in the last and now, drawing in their experiences and what has been read in class.</p> <p>Name and describe people who are familiar to them.</p> <p>Talk about the lives of people around them and their roles in society.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand some important processes and change in the natural world.</p> <p>Special people- What makes people special?</p>	<p>Draw information from simple maps.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand some important processes and change in the natural world.</p> <p>Christmas (Incarnation)- What is Christmas?</p> <p>Diwali Bonfire Night Christmas</p>	<p>Know some similarities between things in the past and now.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand some important processes and change in the natural world.</p> <p>Celebrations in different cultures and world views- How do people celebrate?</p> <p>Chinese New Year Holi</p> <p>Dinosaurs</p>	<p>Describe their immediate environment using knowledge from observation, discussion, non-fiction texts and stories.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand some important processes and change in the natural world.</p> <p>Easter (Salvation)- What is Easter?</p> <p>Easter</p>	<p>Understand the effect of changing seasons on the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand some important processes and change in the natural world.</p> <p>Stories- What can we learn from stories?</p>	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explain some similarities and differences between life in this country and other countries.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand some important processes and change in the natural world.</p> <p>Special places- What makes places special?</p>
<p>Expressive arts and design</p> <p>Artist/artistic style focus</p>	<p>Develop storylines in their pretend play</p> <p>Georges Seurat- pointillism</p> <p>Explore, use and refine a variety of artistic effects</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore, use and refine a variety of artistic effects</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Henry Matisse</p> <p>Explore, use and refine a variety of artistic effects</p>	<p>Create collaboratively sharing ideas, resources and skills.</p> <p>Explore, use and refine a variety of artistic effects</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Animal patterns</p> <p>Explore, use and refine a variety of artistic effects</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Explore, use and refine a variety of artistic effects</p>

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<p>Charanga scheme topic</p> <p>Joining techniques</p>	<p>to express their ideas and feelings.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Charanga- Me!</p> <p>Sellotape/masking tape</p>	<p>to express their ideas and feelings.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Charanga- my stories</p> <p>Sellotape/masking tape</p>	<p>to express their ideas and feelings.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Charanga- Everyone!</p> <p>Split pins/hole punch/treasury tags</p>	<p>to express their ideas and feelings.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Charanga- Our world</p> <p>Split pins/hole punch/treasury tags</p>	<p>to express their ideas and feelings.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Charanga- Big Bear Funk</p> <p>Paper techniques (fringing, curling, twisting, etc.)</p> <p>Combining joining techniques- choose correct method for purpose</p>	<p>to express their ideas and feelings.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Charanga- Reflect, rewind and replay</p> <p>Paper techniques (fringing, curling, twisting, etc.)</p> <p>Combining joining techniques- choose correct method for purpose</p>
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