



St George's Primary School Long Term Curriculum Overview 2017/18 EYFS Foundation 2



	Maths	Literacy Inc. Core texts	PSED	PHYSICAL DEVELOPMENT / PE	COMMUNICATION AND LANGUAGE	The World	Expressive Arts and Design
Early Learning Goal	<p>Number ELG - Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p><u>Shape, space and measures ELG</u> - Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p><u>Reading ELG</u> – Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read common irregular words. They demonstrate understanding when talking to others about what they have read.</p> <p><u>Writing ELG</u> – Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p><u>Self-confidence and self-awareness ELG</u> - Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p><u>Managing feelings and behaviour ELG</u> - Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p><u>Making relationships ELG</u> - Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<p><u>Moving and handling ELG</u> - Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p><u>Health and self-care ELG</u> - Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently</p>	<p><u>Listening and attention ELG</u> - Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p><u>Understanding ELG</u> - Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><u>Speaking ELG</u> - Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p><u>The world ELG</u> - Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><u>People and communities ELG</u> - Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><u>Technology ELG</u> - Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p><u>Exploring and using media and materials ELG</u> - Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>Being imaginative ELG</u> - Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>
Autumn 1 It's all about Me! Me! Me!	<p>See detailed Mathematics plan</p> <p>Baseline</p> <p>Number recognition and counting 0-5</p> <p>2D shape, pattern, size and positional language</p>	<p>Fiction Zog by Julia Donaldson You Be You by Linda Kranz, Living with Mum and Living with Dad by Melanie Walsh Non Fiction – Usborne – Look Inside Your Body Poetry Rumble in the Jungle and Commotion in the Ocean by Giles Andreae and David Wojtcowyc RWI Set 1 sounds (single letter sounds) Cvc words Red Words: I, to, no, go Mark making Continuous provision – fine and gross motor skills</p>	<p><u>SC</u> Follow Children's interests: All about me boxes. Encourage decision making: Lunch choices, where to play. Parental link: coffee morning, RWI evening, Mathematics evening. See adults as resource: People who help me in my new school. Independently use resources: Model learning & play in all areas including tidy time. Resilience character education, Learning Hero: Zog <u>MFB</u> Establish routines: timetables, rules, routines – Georgie Bear rules, Zog rewards, coloured codes. Changes in routine: RWI groups, PE days, Forest school expectations. Share with parents: Behaviour system, Zog, Forest school training. Model conflict resolution: Circle time, Georgie Bear rules, Celebration assembly. <u>MR</u> Support positive relationships: How to be a good friend, following GB rules, model good play. Encourage playing and inclusion: Mix across classes in Conservatory and Outdoors, play leaders, circle time, GB rules. Understanding and interpreting emotions: How do I feel, labelling facial expression and emotions, emotion puppets, circle time, self-registration – how do I feel? Intervention: Buddy and play therapy to support friendships for named children. Empathy character education</p>	<p>Fine Motor Squiggle /Wiggle , Dough disco, Construction large and small, threading, puzzles and jigsaws, leaf hunt, environmental art, pumpkin carving, tool handling, scooping, digging. Pegs. Hand / eye co-ordination. Zips and Velcro. Christmas crafts, cutting skills; snips and straight lines Handwriting Form lower-case letters in the correct direction, starting and finishing in the right place – using RWI letter formation and rhymes. Forest School Rope bridge balancing, digging, bow saw safe tools PE: Travel with some control and coordination. Change direction at speed through both choice and instructions. Perform actions demonstrating changes in speed. Stop, start, pause, prepare for and anticipate movement in a variety of situations. Participate in a variety of agility-based activities moving and controlling objects. Recognise the difference between actions such as: moving softly, quietly, quickly, powerfully. Relate body movements to music and percussion beats. HSC: Managing toileting and personal hygiene, hand washing, responding to bodily needs; food, drink, environmental factors.</p>	<p>Welcomm Activities Sounds and Listening 'All About Me' Box Leaping into Language Box 1: My Body</p> <p>Circle time Oral Rehearsal- extending language Role Play Area conservatory – Hobbit hut Continuous Provision Forest School Mystery reader Story time</p> <p>Leaping into Language Box 2: Winter</p> <p>Christmas Nativity oral rehearsal</p>	<p>My house My street My school My local area Slow down for Bobby Mc Millan charity coffee Harvest Festival – Scarecrow making Jean for jeans charity</p> <p>Pumpkin carving Our bodies – face painting Skeleton chalks Senses , faces – feely bag</p> <p>Forest school – naming leaves, birds , insects. Habitats and nest making</p>	<p>Music express Instrument making Autumnal art – leaf printing Pumpkin drawing, printing, carving, fruit printing, skeleton cotton buds Diwali – Henna hands, Rangoli patterns, lanterns</p> <p>Christmas card making Christmas decoration / Christmas crafts Christmas Nativity Stage - nativity Cotton bud light printing</p> <p>Role play – spooky kitchen Role play – jolly postman Role play – elves shop</p>
Autumn 2 It's all about Me! Me! Me!	<p>Addition and subtraction 0-5</p> <p>Time and Money</p> <p>Counting and number recognition 0-10</p> <p>Size, Weight and Capacity</p>	<p>Fiction Room on the Broom by Julia Donaldson, The Jolly Christmas Postman by Janet and Allan Ahlberg Non Fiction – What can you see in Winter? By Sian Smith Poetry Nursery Rhymes, Poetry linked to Remembrance Day RWI Set 1 sounds (single letter sounds) Cvc words Red Words: The, you, my Finger spaces, Labels, Lists, Mark making, Post cards</p>				<p>Diwali Firework night Remembrance day Nativity Ice investigation / melting Programmable toys Mouse control Accessing appropriate IT based programmes – Education City, Top Marks Counting Bee-bots Make patterns using paint program Forest school – naming leaves, birds , insects. Habitats and nest making</p>	



St George's Primary School Long Term Curriculum Overview 2017/18 EYFS Foundation 2

	Maths	Literacy Inc. Core texts	PSED	PHYSICAL DEVELOPMENT / PE	COMMUNICATION AND LANGUAGE	The World	Expressive Arts and Design
Spring 1 Once upon a Time	3D shape and pattern Addition and subtraction 0-10 Number recognition and counting 0-20	Fiction Lost and Found by Oliver Jeffers Frog in Winter by Max Velthuijs, Bedtime for Monsters by Ed Vere Non Fiction – What can you see in Spring? By Sian Smith Poetry Nursery Rhymes RWI Special friends Sh,ch,th,ng,nk Red Words: My, of, she, he Capital letters & Finger spaces, Simple sentences, List , Speech Bubbles, Labels	SC Exploration of new learning: what do I enjoy, what have I learned today taking photos / drawing pictures. Learning share of SPTO LJ weekly, celebration work assembly – Zog star of the week. Encourage independence: intervene only when necessary, scaffold and model. MFB Talk about feelings and fair and unfair situations, puppet talk, circle time, doing the right thing, helping others, sharing jobs, giving everyone a turn to be picked. Address injustice. Affirm and praise positive behaviour, explaining that it makes children and adults feel happier. MR Intervention to support friendship making where necessary, buddy system, play leaders. Model seeking help and support. Systems: who can help me when...how can I help others. Passion – character education, Learning Hero Super Bob.	Fine Motor Squiggle / Wiggle, Dough disco, cutting skills: zig zags, shape pattern and printing, spring environmental art. Threading jewellery, sewing fishes, Teodorescu , Zips Velcro and buttons Forest School ladder, balancing, climbing drills, fires and fire safety Handwriting Sit correctly at a table, holding a pencil comfortably and correctly. Form lower-case letters in the correct direction, starting and finishing in the right place – using RWInc letter formation and rhymes. PE: Send and receive a variety of objects with different body parts. Work with others to control objects in space. Coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways. : To develop confidence in fundamental movements, To experience jumping, sliding, rolling, moving over, under and on apparatus. To develop coordination and gross motor skills HSC: What happens to our bodies when we exercise / benefits and needs of healthy lifestyle – PE / circle time	Welcomm Activities Sounds and Listening Leaping into Language Box 3: Spring Circle time Oral Rehearsal- extending language Role Play Area Continuous Provision Forest School Mystery reader Story time Leaping into Language Box 4: Fruit and Veg	Winter Chinese New Year Pancake day Valentines Day Vegetables – planting and growth Listening Station – operating independently Basic keyboard skills Taking photographs – I pads Making videos St George's Day Easter Mothers Day Forest school Mini beasts, plant naming and growth Fairy houses Floating and sinking Moving across water north and south Dental hygiene	Fiary tale role play castle Stage dress up traditional tales Music Express Colour mixing Vegetable printing Observational drawing Fruit and veg shop role play Superheroes role play Chinese restaurant role play Pancake café role play Lost property role play
Spring 2 Once upon a Time	Doubling, halving and sharing Addition and subtraction 0-20	Fiction Oliver's Vegetables by Vivian French, Supertato by Sue Hendra & Paul Linnet, Supertato Veggies Assemble by Sue Hendra & Paul Linnet Non Fiction – Eating the Alphabet by Lois Ehlert Poetry Pattern and Rhyme, Mother's Day poem RWI Special friends Sh,ch,th,ng,nk and set 2 sounds Red Words: We, me, be, they Finger spaces, Capital letters & Simple sentences, Posters, Easter Cards	SC Recognising and sharing success – praise signals, Zog rewards, coloured codes rewards, celebration assembly, circle time – what do we like about each other? / what are we good at – SPTO LJ learning share. Support children to feel good about their own success – self and peer assessment / acknowledgement, intrinsic motivation. I feel good when... MFB see the views of others, circle time – how do they feel / why? Understanding boundaries – hoe rules help us, slow down for Bobby, forest school rules, Georgie Bear rules – why / what do they achieve. Everyone has a voice – listening games, turn taking in conversation, understanding different viewpoints – circle time. MR Partner work – RWI / talking partners, think.. pair.. share, partner and group projects, Kagan groups. Talk and listen time- model 2 way conversation, round robin, popcorn. Listening and attention intervention / EAL additionality	Fine Motor Squiggle Wiggle, dough disco, nuts and bolts, locks and keys, connections, buttons and laces, tweezers. Cutting independently; squares and circles, Forest School whittling, safe tools, den building, knot types Handwriting Sit correctly at a table, holding a pencil comfortably and correctly. Form lower-case letters in the correct direction, starting and finishing in the right place – using RWInc letter formation and rhymes. PE: To develop confidence in fundamental movements, To learn and refine a variety of shapes, jumps, balances and rolls, To link simple balance, jump and travel actions. Develop ball skills, balancing, co-ordination. Team Games, Sports Day HSC: What happens to our bodies when we exercise / benefits and needs of healthy lifestyle – PE / circle time. Food groups and vitamins.	Leaping into Language Box 5: Doctors Circle time Oral Rehearsal- extending language Role Play Area Continuous Provision Forest School School Trip to Underwater Street Mystery reader Story time Leaping into Language Box 6: Space	People who help us Doctor Forest schools Life cycles, mini beasts, IT Pic collages Recording studio Summer Seasonal changes Space Fathers Day	Making bridges Free standing sculptures Card sculptures Sculpture with tubes Music Express Role play Doctors surgery and waiting room Junk modelling – space project- bees Role play – space craft
Summer 1 Up, up and away	Position and distance Money Time Number requirements at ELG	Fiction The Troll by Julia Donaldson Jack and The Flum Flum Tree by Julia Donaldson, Zog and the Flying Doctors by Julia Donaldson Non Fiction – Doctor by Amanda Askew Poetry Senses Poetry RWI Set 2 sounds Red Words: Some, like, all, said Capital letters, Finger spaces, Full stops Sentences, Letter Writing, Recounts	SC Recognising and sharing success – praise signals, Zog rewards, coloured codes rewards, celebration assembly, circle time – what do we like about each other? / what are we good at – SPTO LJ learning share. Support children to feel good about their own success – self and peer assessment / acknowledgement, intrinsic motivation. I feel good when... MFB see the views of others, circle time – how do they feel / why? Understanding boundaries – hoe rules help us, slow down for Bobby, forest school rules, Georgie Bear rules – why / what do they achieve. Everyone has a voice – listening games, turn taking in conversation, understanding different viewpoints – circle time. MR Partner work – RWI / talking partners, think.. pair.. share, partner and group projects, Kagan groups. Talk and listen time- model 2 way conversation, round robin, popcorn. Listening and attention intervention / EAL additionality	Fine Motor Squiggle Wiggle, dough disco, nuts and bolts, locks and keys, connections, buttons and laces, tweezers. Cutting independently; squares and circles, Forest School whittling, safe tools, den building, knot types Handwriting Sit correctly at a table, holding a pencil comfortably and correctly. Form lower-case letters in the correct direction, starting and finishing in the right place – using RWInc letter formation and rhymes. PE: To develop confidence in fundamental movements, To learn and refine a variety of shapes, jumps, balances and rolls, To link simple balance, jump and travel actions. Develop ball skills, balancing, co-ordination. Team Games, Sports Day HSC: What happens to our bodies when we exercise / benefits and needs of healthy lifestyle – PE / circle time. Food groups and vitamins.	Leaping into Language Box 5: Doctors Circle time Oral Rehearsal- extending language Role Play Area Continuous Provision Forest School School Trip to Underwater Street Mystery reader Story time Leaping into Language Box 6: Space	People who help us Doctor Forest schools Life cycles, mini beasts, IT Pic collages Recording studio Summer Seasonal changes Space Fathers Day	Making bridges Free standing sculptures Card sculptures Sculpture with tubes Music Express Role play Doctors surgery and waiting room Junk modelling – space project- bees Role play – space craft
Summer 2 Up, up and away	Shape, space and measure requirements at ELG Half and Quarter Number bonds Numeral /Number name Writing Knowledge of Number, Calculation. Problem solving	Fiction Man on the Moon by Simon Bartram, Ready Steady Mo! By Kes Gray and Marta Kissi, Whatever Next by Jill Murphy Non Fiction – Usborne – Look Inside Space Poetry Nursery Rhymes Summer Poetry RWI Set 2 and 3 sounds Review all red words Form capital letters at the beginning of sentences. Capital letters, Finger spaces Full stops. Sentences, Story writing Poetry writing	SC Recognising and sharing success – praise signals, Zog rewards, coloured codes rewards, celebration assembly, circle time – what do we like about each other? / what are we good at – SPTO LJ learning share. Support children to feel good about their own success – self and peer assessment / acknowledgement, intrinsic motivation. I feel good when... MFB see the views of others, circle time – how do they feel / why? Understanding boundaries – hoe rules help us, slow down for Bobby, forest school rules, Georgie Bear rules – why / what do they achieve. Everyone has a voice – listening games, turn taking in conversation, understanding different viewpoints – circle time. MR Partner work – RWI / talking partners, think.. pair.. share, partner and group projects, Kagan groups. Talk and listen time- model 2 way conversation, round robin, popcorn. Listening and attention intervention / EAL additionality	Fine Motor Squiggle Wiggle, dough disco, nuts and bolts, locks and keys, connections, buttons and laces, tweezers. Cutting independently; squares and circles, Forest School whittling, safe tools, den building, knot types Handwriting Sit correctly at a table, holding a pencil comfortably and correctly. Form lower-case letters in the correct direction, starting and finishing in the right place – using RWInc letter formation and rhymes. PE: To develop confidence in fundamental movements, To learn and refine a variety of shapes, jumps, balances and rolls, To link simple balance, jump and travel actions. Develop ball skills, balancing, co-ordination. Team Games, Sports Day HSC: What happens to our bodies when we exercise / benefits and needs of healthy lifestyle – PE / circle time. Food groups and vitamins.	Leaping into Language Box 5: Doctors Circle time Oral Rehearsal- extending language Role Play Area Continuous Provision Forest School School Trip to Underwater Street Mystery reader Story time Leaping into Language Box 6: Space	People who help us Doctor Forest schools Life cycles, mini beasts, IT Pic collages Recording studio Summer Seasonal changes Space Fathers Day	Making bridges Free standing sculptures Card sculptures Sculpture with tubes Music Express Role play Doctors surgery and waiting room Junk modelling – space project- bees Role play – space craft