

FS1 Long- Term Overview 2020-21



Subjects	Autumn Amazing Me including senses and families / Celebrate		Spring Are we nearly there yet? Including all forms of transport/ Superheroes including people who help us and fantasy heroes		Summer All creatures great and small all animals, fish, birds and minibeasts/Changes including life cycles, growing, weather and transition	
TRIP / Experiences		Santa's visit	Visits from parents to read stories in different languages	Learning to cross the road and general road safety Visits from parents talking about their work including fire fighters	Visits from parents to show skills or pets or special interests Trip to the river / park	Visit from or to a farm Planting seeds
English (C &L/ Reading/Writing)	Phonics: Phase 1 mainly Aspects 1, 2, 3 and 6 Mark making – exploring materials to make marks Reading: Storytime, rhymes and songs, Story Sacks, story stones, using the story shelf with props to retell known stories and to make up own stories. Helicopter stories	Phonics: Phase 1 mainly Aspects 1, 2, 3 and 6 Mark making – giving meaning to marks Reading: Storytime, rhymes and songs, Story Sacks, story stones, using the story shelf with props to retell known stories and to make up own stories. Helicopter stories	Phonics: Phase 1 continue with Aspects covered and introduce 4, 5 and 7 Writing: think about writing the first letter of their names Mark making – giving meaning to marks, Reading: Storytime, rhymes and songs, Story Sacks, story stones, using the story shelf with props to retell known stories and to make up own stories. Helicopter stories	Phonics: Phase 1 All aspects Writing: Encourage writing the first letter of their names Mark making – giving meaning to marks Reading: Storytime, rhymes and songs, Story Sacks, story stones, using the story shelf with props to retell known stories and to make up own stories. Helicopter stories	Phonics: Phase 1 All Aspects Writing: Encourage writing the first letter of their names and practise on IWB Mark making – giving meaning to marks Reading: Storytime, rhymes and songs, Story Sacks, story stones, using the story shelf with props to retell known stories and to make up own stories. Helicopter stories	Phonics: Phase 1 All Aspects Writing: Encourage writing the first letter of their names and practise on IWB Mark making – giving meaning to marks Reading: Storytime, rhymes and songs, Story Sacks, story stones, using the story shelf with props to retell known stories and to make up own stories. Helicopter stories
Maths (White Rose)	Singing and acting out number songs using numbers to 5 always showing the numeral Size, Length and Colour sorting	Singing and acting out number songs using numbers to 5 always showing the numeral 2D shapes, time, pattern, position, sequences	Singing and acting out number songs using numbers to 5 always showing the numeral Symmetry, Matching and counting, sorting objects, position	Singing and acting out number songs using numbers to 5 always showing the numeral Shape 2D and 3D, money, sorting, time	Singing and acting out number songs using numbers to 10 always showing the numeral Position and direction, sorting objects and justifying decisions. Writing numerals	Singing and acting out number songs using numbers to 10 always showing the numeral Sorting objects and justifying decisions, adding and subtracting in practical ways. Writing numerals
Science (UW)	UW – Me My senses, My family Begins to label parts of the human body through games and song. Can say what the 5 senses are and their main functions. Talk about the need to keep ourselves clean, hands, teeth, bodies Talk about how to keep ourselves safe e.g. when	UW – Colours, Christmas, Celebrations Sing songs and use instruments about different types of weather, to aid understanding	UW – Transport Explores simple equipment e.g. magnets, torches, magnifying glasses Through play, children investigate the properties of various objects and can talk about some of its features e.g. a balloon is soft and light, a rock is hard and heavy Talk about things they observe in the	UW – Superheroes Questions who people are, what they do and why things happen. Asks some questions and volunteers simple explanations Begins to talk about why things happen and how things and people work Comments and asks questions about aspects of their world	UW – All creatures great and small Can talk about their favourite animals or flowers and perhaps say why. Can talk about what various common animals need to survive e.g. pets need water, food and protection Can identify some common features of their immediate	UW -Changes Can talk about some of the things they have observed such as plants, animals, weather, natural and found objects Can talk about parts of common features, e.g. trunk, branches, leaves and seeds on a tree, root, stem, leaves and fruit on a bean Talk about the weather every day and discuss how

	climbing, running, on the road, at home in the sun, at the beach Through play situations, investigate heavy and light, floating and sinking, big and small and hard and soft		environment e.g. shadows, sounds, vibrations Operates simple mechanical toys by turning a knob or winding it up and knows that some equipment needs electricity to work	Begins to offer ideas following their own investigations Can begin to sort objects and materials into categories e.g. these are all red, made of wood, shiny etc	environment e.g. the difference between trees and grasses, animals that live in water and those that live on land Begins to show care and concern for living things and the environment. Begins to understand that all things eventually die.	the seasons change the weather. Observe and talk about how and why some plants and animals change over time. Discuss life cycles.
Computing (UW-T)		Explores mechanical toys and begins to operate simple equipment	Begins to understand that information can be retrieved from computers	Shows an interest in computer activities Using beebots and other mechanical /computerised toys	Shows an interest in exploring games and programs on the interactive board Explores mark making and number games on a computer	Talks about technology they have seen in their environments
R.E. (UW)	Christianity, Judaism How do some religions demonstrate that everyone is special? What makes people special? The children enjoy joining in with family customs and routines. Children begin to be able to talk about what makes them special or unique. What are you good at?	Christianity /Hinduism /Sikhism What is Christmas? Why do symbols and stories play important roles in religions. Children participate in a Christmas Play and present it to family. The children can recognise and describe special times or events for their family and friends. Children talk about what they are doing to celebrate Christmas. Children visit a Christian Church to hear the Christmas Story Children celebrate Diwali and explore the customs around this celebration.	Hinduism / Sikhism Why are religious celebrations important to some people but not to others? The children learn that they have similarities and differences that connect them to and distinguish them from, others.	Christianity What is Easter? Why do symbols and stories play important roles in religions? The children can recognise and describe special times or events for their family and friends. Children talk about what they are doing to celebrate Easter.	Sikhism, Islam Does everyone believe the same things about God? Why do symbols and stories play important roles in religions? Why do some people follow religious leaders and teachings? Children learn about similarities and differences between themselves and others and among families, communities and traditions. Parents of children of different religions are invited to share their traditions and practices around the festivals of Eid Al-Adha, Eid Al-Fitr and Ramadan.	Christianity, Islam Judaism How do some people's religious beliefs encourage them to care for the world? Children begin to understand the necessity to show care and concern for living things and the environment.
History (UW)	Remembers and talks about significant events in their own experiences Children begin to talk about past and present events in their own lives	Shows an interest in the lives of people who are familiar to them and talks about the most important person in their lives	Children begin to talk about past and present events in their own lives	Be aware of events in Britain today through play situations e.g. the Queen's birthday	Begin to understand and use correctly the terms, today, yesterday, tomorrow, before after	Portray significant historical events through stories and role play Talk about when they first came to school and what it was like. What is the same and what is different?

		Children begin to talk about past and present events in their own lives Be aware of significant world events through stories and play situations e.g. why we wear Poppies on 11 th November every year				Look at photos of ourselves when we were babies and think about how we have changed.
Geography (UW)	Enjoys playing with small-world models Participate in daily talk about the weather. Talk about important places in their environment e.g. their homes and what makes them special	Comments and asks questions about aspects of their familiar world	Talk about our town and where we have been and what we have seen. Share the most interesting and try to say why. Look at a map of the local area and try to identify places they have been	Understands some simple positional language Start to show an interest in maps through play e.g. pirate treasure maps Talk about and instil a sense of caring for our environment through not littering and caring for living things.	Go for a visit to a local landmark, take photos and discuss Children notice features of objects in their environment Start to understand how environments might vary from one another	Notifies how features have changed in their environment and can offer a suggestion as to why. E.g. the grass is brown because it is very hot and it is summer Compare the weather over a week. Talk about the seasons. Children notice and talk about natural features in their environment
Art (EAD)	Continuous provision Guided groups for skills Starts to understand that lines and shapes can represent the human form Explore a range of materials	Explore a range of materials Explore a range of materials e.g. play dough, clay, shaving foam	Realises tools can be used for a purpose Use natural objects in creations Understands that lines and shapes can represent objects	Explores colour and how colour can be changed Sometimes talk about their ideas and explain what they have created	Explore the work of famous artists and try to follow their techniques	Starts to understand that lines and shapes can represent places familiar to them
DT (EAD)	Continuous provision Guided groups for skills Talks about healthy and unhealthy foods Talks about where food comes from Children understand the need to work safely while exploring a variety of tools, materials and techniques.	Experiments with boxes, tubes and constructions sets and begins to understand how to join these together	Enjoys experimenting with food including tasting and making Joins construction pieces together to build and balance Realises that tools can be used for a purpose	Enjoys experimenting with food including tasting and making Joins construction pieces together to build and balance Explore some mechanisms e.g. wheels	Enjoys experimenting with food including tasting and making Talks about their construction models, sometimes telling a story about it.	Enjoys experimenting with food including tasting and making Talks about their construction models, sometimes telling a story about it.
P.E (PD)	Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.	Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.	Travels with confidence and skill around, under, over and through balancing and climbing equipment	Negotiates space successfully when playing racing and chasing games, adjusting speed or changing direction to avoid obstacles	Shows increasing control over an object in pushing, patting, throwing, catching and kicking it	Children participate in sports day activities

<p>Music (EAD)</p>	<p>Enjoys joining in with dancing and ring games. Sings a few familiar songs</p>	<p>Enjoys joining in with dancing and ring games. Creates sounds by banging, shaking, tapping and blowing</p>	<p>Enjoys joining in with dancing and ring games. Begins to move rhythmically to music and other sounds</p>	<p>Enjoys joining in with dancing and ring games. Begins to move rhythmically to music and other sounds</p>	<p>Enjoys joining in with dancing and ring games. Listen with to a wide range of musical genres</p>	<p>Enjoys joining in with dancing and ring games. Listen with to a wide range of musical genres</p>
<p>PHSE (PSE)</p>	<p>Eats a healthy range of foodstuffs and begins to understand the need for variety in food. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Dresses with some help. Begins to show understanding of the need for safety when tackling new challenges and manages some risks. Children start to show some understanding of emotions and use words and Makaton signs to portray this to an adult or peer.</p>	<p>Talks about things they are good at. Listens to suggestions about things that they could improve on. Talk about how to respond if someone is unkind through role play. What is the best way to respond? Talk about some words we use in play e.g. fair or unfair or right or wrong. Children start to take account of one another's ideas about how to organise their activity, and can play cooperatively</p>	<p>Can express their own feelings such as sad, happy, cross, scared, worried and is aware that some actions or words can hurt or harm others. Children begin to show affection and concern for people who are special to them and start to show friendly behaviour with peers and familiar adults. Beginning to inhibit own actions/behaviours e.g. stop themselves from doing something they shouldn't do.</p>	<p>Talk about our need to sometimes work as a team or play in a group. Discuss real situations e.g. how much more fun it is to build a train track together than on our own. Talk about how important it is to look after our environment – our classroom, garden, roads and play areas. What do we do with rubbish? Talk about the special people in their lives and why they are so important.</p>	<p>Begins to understand that trusted adults look after them and they must follow their advice. Talk about the special people in their lives and why they are so important. Begins to be aware that some common household products are dangerous and that they should never use or eat products that are not known to them. Always ask an adult first. Beginning to inhibit own actions/behaviours e.g. stop themselves from doing something they shouldn't do.</p>	<p>Can start to talk about things that happen or change in their lives. Think about how special we are and discuss what makes us so special. Talk about our similarities and differences. Can express their own feelings such as sad, happy, cross, scared, worried and is aware that some actions or words can hurt or harm others. Using books or photographs, children identify themselves as babies and compare these to how they are now.</p>