

Foundation Stage Long Term Overview



Learning Together, Success Forever

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole school assembly themes/focus	School Values British Values 9 Protected characteristics No outsiders Celebration assemblies Author and Musician of the month					
Holidays Celebrations	National Poetry Day Diwali Class assembly Mansfield Town football Yr 2 swimming Life education bus Harvest Festival – Church donations to the food bank	Guy Fawkes Bonfire night Children in need Black History month Remembrance Day Christmas experience at church Christmas Jumper day Hanukkah Anti-bullying week No-pens day Nativity Class assembly Yr 2 swimming Mansfield Town football Life Education Bus	Chinese New Year Children's Mental Health Week Online Safety Day Class assembly Yr 2 swimming International women's day Women's History month International day of women and girls in science Autism awareness	Easter experience church Easter bonnet parade World Book Day – author or illustrator visiting Eid Al-Fitr Fairtrade fortnight Mothers day Yr 2 swimming Class assembly World Wildlife day Comic relief Diversity Day	Village get-together Fathers day Yr 2 swimming Mansfield Town football World refugee day	Sports day Family picnic Diversity week Leavers assembly Mansfield Town football Yr 2 swimming Bike ability World refugee day Carer week Learning disability week
Learning Journey Themes/Drivers						
Foundation stage	People who help us	People who help us Julia Donaldson	Traditional Tales and the British Isles	Traditional Tales and the British Isles	Space and explorers	Space and explorers
Hook/visitor/Trip	Dentist, Police, nurse, vet visit to school, Brackenhurst visit		Lakeside Arts – traditional tale storytelling workshop		White post farm visit	
English	Nursery rhymes The Colour Monster My mummy is a firefighter Mr Tick the Teacher Mog and the Vet Topsy and Tim meet the police I'm the Bin Lorry Driver	The Go Away Bird Room on the Broom A squash and a squeeze The Gruffalo's Child Stickman Walk this World at Christmas Time Nativity Story	Nursery Rhymes across the half term Goldilocks Goldilocks and just the one bear Elves and the shoemaker The Gingerbread Man Three Little Pigs	Jack and the Beanstalk The Princess and the pea Handa's Surprise The Ghanaian Goldilocks	Whatever Next Bringing down the moon The way back home Astro Girl What is it like to be an Astronaut	Neil Armstrong Once Upon a star The Train Ride Mr Grumpy's Outing Rosie's Walk Emma Jane's aeroplane We catch the bus The Troll

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	<p>Busy Day Firefighters</p> <p>Zeki gets a check up</p> <p>When you're fast asleep who works at night time</p>		Billy Goats Gruff		Learning Together, Success Forever	<p>Martha maps it out</p> <p>From Anna to Zane</p> <p>The clean up</p> <p>Me on the map</p>
Maths (Whiterose)	<p>Match sort and compare</p> <p>Talk about measure and patterns</p>	<p>It's me 1,2,3</p> <p>Circles and triangles 1,2,3,4,5</p> <p>Shapes with 4 sides</p>	<p>Alive in 5</p> <p>Mass and capacity</p> <p>Growing 6,7,8</p>	<p>Length, height and time</p> <p>Building 9 and 10</p> <p>Explore 3D shapes</p>	<p>To 20 and beyond</p> <p>How many now?</p> <p>Manipulate, compose and decompose</p>	<p>Sharing and grouping</p> <p>Visualise, build and map</p> <p>Make connections</p>
Science	<p>I wonder how we could protect Humpty and stop him from breaking?</p> <p>Incy Wincy Spider: I wonder if we can keep Incy Wincy dry?</p> <p>Twinkl, twinkle little star: I wonder how stars twinkle?</p> <p>Hickory dicory dock: I wonder what will make a good pendulum?</p> <p>Hey diddle diddle: I wonder how we can help the cow jump over the moon?</p> <p>Christmas science: Is water always a liquid?</p> <p>ONGOING across the year through continuous provision:</p> <p>Playing and exploring – children investigate and experience things, and ‘have a go.’</p> <p>Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.</p> <p>Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things</p>		<p>Row row, row your boat: I wonder what would make a good boat?</p> <p>Head, shoulders, knees and toes: I wonder how my body helps me to learn about the world?</p>		<p>The solar system: I wonder what is in outer space?</p> <p>The sun: I wonder why the sun is important?</p> <p>Investigating shadows – focus outside so is weather dependent and maybe ongoing - I wonder what a shadow is?</p> <p>Other sources of light and objects - wonder which objects will let the light through?</p> <p>Light and materials - I wonder which materials block light?</p> <p>Making a dark den - I wonder if we can make a dark den?</p> <p>Rainbows - I wonder how rainbows are made?</p> <p>Reflections - I wonder where I can see my reflection?</p> <p>Forces – I wonder how things fall through the air?</p> <p>Parachutes</p> <p>Stephen Hawkins:</p>	
History	<p>Florence Nightingale and Mary Seacole</p> <p>Who are Florence Nightingale and Mary Seacole?</p> <ul style="list-style-type: none"> • I will be able to use play to develop stories. • Use first-hand experience in my play. • Talk about important people (Florence Nightingale) <p>How did Florence they help others?</p> <p>How did they make a difference?</p> <p>*I will be able to use resources to tell stories (with cause and effect).</p> <p>Why is Florence known as the 'lady with the lamp?'</p> <p>*What are our hospitals like today? Why?</p>				<p>Neil Armstrong, Helen Sharman, Mae Jemison, and Tim Peake</p> <p>I will be able to tell you what the moon is.</p> <p>I will be able to talk about famous people I know.</p> <p>I will be able to use resources to tell stories (with cause and effect) – What happened in the moon landing?</p> <p>I will be able to show an interest in different occupations and ways of life. I will be able to ask questions. (What is it like to be an astronaut?)</p> <p>Mae Jemison: How she became the first black African American in Space.</p> <p>Helen Sharman – First British female astronaut to go into space and local (Sheffield)</p>	

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	I will be able to look at different pictures and say what's the same and what's different.			Tim Peake: Modern-day British astronaut.		
Geography			Our local area: Calverton vs Nottingham * Location Knowledge: Investigate Place Where in the world do I live? What do I know about my local area? I will be able to explore the natural world around me. I will begin to think about the features of my local area. How do we look after our local area? I will be able to tell you how I can look after my local area and the world Calverton- village. Nottingham-city. British Isles- a group of Islands- made of Great Britain and Ireland. England, Scotland, Wales, Ireland.			
Art	Paint: People who help us (Mary Seacole and Florence Nightingale) I can identify colours I can identify primary colours I can begin to mix secondary colours I can mix paint colours to match an image or object I can use white or black to make my paint lighter or darker I can identify shapes I can paint a shape or line carefully I can use different mark making tools I can say what is the same and different in artworks	Drawing (Florence Nightingale and Mary Seacole) I can look carefully I can identify and draw shapes I can draw lines I can draw with different materials and mark-making tools I can begin to shade to add dark and light areas I can draw what I can see I can draw from my imagination I can say what is the same and different in artworks	Collage (British Isles) I can identify shapes I can identify colours I can rip and cut different materials I can select materials for their shape, colour and texture I can stick materials onto a surface I can say what is the same and different in artworks	Textiles (British Isles) I can identify objects made from textiles I can sort textiles using different categories I can make a simple weaving I can make a simple sewn artwork I can decorate fabrics by painting, drawing or glueing I can say what is the same and different in artworks	Printing (Neil Armstrong and Mae Jamison-space) I can make a simple printing block from a material I have cut, shaped, or moulded I can identify shapes I can choose the correct shape to print an image or object with I can use different materials to print with I can use different materials to create texture I can say what is the same and different in artworks	3D Oceans I know that a 3D artwork is not flat I can create a form by cutting, forming, and joining familiar 3D shapes such as packaging, cartons or boxes into desired effects. I can make simple shapes from pliable materials such as clay, foam or wire I can use different tools to make shapes and marks I can identify shapes, colours and textures I can say what is the same and different in artworks
PE	Walking 1 Pupils will explore walking using different body parts in	Playing through games	Hands 1	Feet 1 Different ways to move a ball with our feet.	Jumping 1 Explore jumping, in different directions, at	Ourselves (Dance)

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<p>The 8 key concepts in P.E at Manor Park are:</p> <ul style="list-style-type: none"> •Locomotion: walking, jumping, running, dodging and coordination. •Ball Skills: hands and feet. •Gymnastics •Dance •Games for understanding •Rackets bats and balls •Health and Wellbeing •Team Building 	<p>different directions, at different levels and at different speeds.</p> <p>How we walk using our head, arms and feet, applying an effective walking technique.</p> <p>Walking at different levels and speed</p> <p>Sustained walking following a route and instructions.</p> <p>Marching</p> <p>Walking as part of a game</p> <p>High, Low, Over, Under (Gymnastics)</p> <p>'champion gymnastics' by moving in a high way and explore making high shapes.</p> <p>How to move safely using the apparatus.</p> <p>Explore movements and shapes in high, low, over and under ways on the apparatus.</p>	<p>Explore different ways of playing with equipment and using it safely.</p> <p>Using equipment with a partner.</p> <p>Travel at different speeds around a marked-out course.</p> <p>Learn to take turns</p> <p>Develop their understanding of the life skills they require when travelling outside.</p> <p>Nursery Rhymes</p> <p>Explore different movements using different parts of the body.</p> <p>Add movements together to form a sequence.</p> <p>Explore larger scale travelling movements, responding to words or music.</p> <p>Explore character movements with a partner.</p>	<p>Explore different ways of using our hands to move with a ball.</p> <p>Different ways of rolling a ball.</p> <p>Different ways of bouncing a ball.</p> <p>Explore different ways of rolling, pushing and bouncing a ball with a partner.</p> <p>Moving</p> <p>'champion gymnastics' by moving and making shapes using different body parts.</p> <p>Moving in different directions.</p> <p>Big and small movements using the apparatus.</p> <p>Movements in a pair on the floor and on the apparatus.</p> <p>Transitioning between different zones.</p>	<p>Kick a ball using different parts of their feet</p> <p>Why it is important to keep the ball close to them.</p> <p>Dribble, keeping control.</p> <p>Develop pupils' kicking and dribbling skills during competitions.</p> <p>Rackets, bats balls and balloons</p> <p>Explore different ways of keeping a balloon up in the air.</p> <p>Keep a balloon up in the air using their hands</p> <p>Work together with a partner.</p> <p>Explore different ways of hitting a balloon into space.</p> <p>Explore different ways of balancing an object (beanbag, balloon and a ball) using a racket/bat.</p>	<p>different speeds and different levels.</p> <p>How and why we jump, using our head, arms and feet, applying the basic jumping technique.</p> <p>Explore jumping for distance.</p> <p>Explore jumping in a game.</p> <p>Explore jumping for height.</p> <p>Hopping in a variety of ways; in different directions, at different speeds and different levels.</p> <p>Hands 2</p> <p>Explore different ways of throwing a beanbag.</p> <p>Explore throwing (underarm)</p> <p>Explore throwing (overarm)</p> <p>Explore different ways of rolling a ball using our hands.</p> <p>Explore different ways of stopping a ball using our hands.</p> <p>Explore catching a beanbag and a small ball</p>	<p>To explore different movements using different parts of the body.</p> <p>Explore larger scale travelling movements.</p> <p>Respond to words and music using their bodies and props.</p> <p>Create their own movement ideas relating to specific words.</p> <p>learn the meaning of opposites.</p> <p>Explore movements such as creeping, tiptoeing and hiding</p> <p>Games for understanding</p> <p>Why is it important to take turns when playing a game?</p> <p>Understand why we need to keep the score during a game</p> <p>Avoid being tagged.</p> <p>Pupils will explore simple principles to prevent the attackers from scoring.</p> <p>Pupils will apply their understanding of attacking (fish) and defending (sharks),</p>
<p>DT</p>	<p>Physical development:</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Use one-handed tools and equipment, for example making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>					

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	<p>Expressive arts and design: Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Return and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p> <p>Understanding of the world: Explore how things work. Explore and talk about different forces they can feel.</p> <p>Explore how things work. Explore and talk about different forces they can feel. Provide mechanical equipment for children to play with and investigate. Suggestions: wind-up toys, pulleys, sets of cogs with pegs and boards. Draw children's attention to forces. Suggestions: <ul style="list-style-type: none"> •How the water pushes up when they try to push a plastic boat under it •How they can stretch elastic, snap a twig, but cannot bend a metal rod •Magnetic attraction and repulsion Plan and introduce new vocabulary related to the exploration and encourage children to use it.</p>
Music	<p>Building blocks to achieve Being imaginative - Music Explore instruments and begin to name them:</p> <ul style="list-style-type: none"> •Tambourine, drum, maraca and triangle •Listen with increasing attention to sounds •Talk about what they have heard and how they feel about it •Can identify and match an instrumental sound, Eg hear a shaker and indicate that they understand it is a shaker •Copies and moves to a simple beat •Sings simple songs, rhymes and clap along to a song •Know 10 rhymes •Makes up their own songs using songs they know. •Listen with increasing attention •Moves and responds to music and a steady beat •Sing in a group •Selects an instrument and plays it •Recognises instruments in music and talks about the changes they hear e.g., fast to slow •Change's tempo and keep a steady beat •Composes own simple tunes using pictures, own body, and instruments

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	<ul style="list-style-type: none"> •Perform to an audience •Follow rhymes and patterns using voice and instruments •Know 20 nursery rhymes •Role-play/stories •Takes part in a simple role play of a known story •Use own experience to develop storylines •Perform to an audience and talk about ideas and feelings. 					
ICT	Mouse and track pad skills Technology around us	Keyboard skills Hardware	Drawing skills Safety and privacy	Robots Quizzes	Sounds Using Purple Mash with an individual login	Photography
PSHE	Me and my relationships All about me What makes me special? Me and my special people Who can help me? My feelings	Valuing differences: I'm special, you're special Same and different Same and different families Same and different homes Kind and caring	Keeping myself safe: What's safe to go into my body? Keeping myself safe Safe indoors and outdoors Listening to my feelings Keeping safe online	Rights and responsibilities: Looking after my special people Looking after my friends Being helpful at home and in the classroom Caring for our world Looking after money	Being my best: Bouncing back when things go wrong Yes I can! Healthy eating Move your body A good night's sleep	Growing and changing: Seasons Life stages: plants animals and humans Human life stages – who will I be? Where do babies come from? Getting bigger Me and my body
RE	Which stories are special and why?	Which people are special and why?	What places are special and why?	What times are special and why?	Belonging: Who are we and how do we belong?	Our wonderful world: How can we care for living things on the earth?

Highlighted to show links to 9 protected characteristics and British Values		
Age	Religion	Gender
Who I choose to love	Race	Families
Having a baby	Being Myself	Disability
Rule of law	Democracy	Individual Liberty
Mutual respect	Tolerance of those with different faiths	