

FS1 Long Term Overview



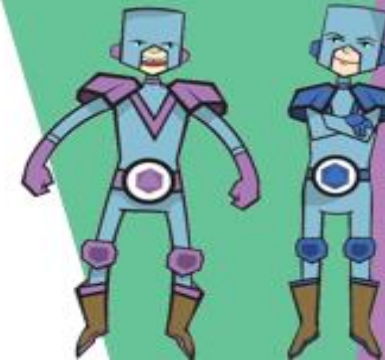
Commitment

We are brave,
enthusiastic
and
motivated.



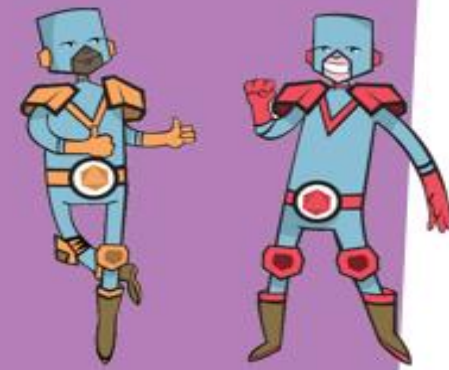
Aspiration

We are
encouraging,
ambitious and
proud.



Nurture

We feel happy,
safe and
welcome.



Rationale and Pedagogy

The curriculum is ambitious and carefully sequenced to help all children build their learning over time in all areas of the curriculum. Communication and Language is central to the curriculum, ensuring that children are provided with the support and context to develop their vocabulary. Plans are flexible so that learning can be driven by the children's interests and individual needs.

A mix of different learning approaches will be used to support all children to reach their full potential in the EYFS. Children are given daily opportunities to learn through play, by adults modelling, by observing each other and through guided learning and direct teaching.

A well-planned environment is essential to ensure that all children are able to reach their potential. Resources are regularly reviewed and changed to support and scaffold children's learning so that they are able to apply their new learning independently. Much of this is driven through objective-led planning and secure assessments of the children's abilities and interests. By doing so, practitioners are clear about what they want the children to know and be able to do.

The Grampian Rocks are fundamental to supporting the children in becoming life long learners and to develop effective relationships within the class so that they see themselves as a partnership on their learning journey. Practitioners model the learning attitudes through their teaching and encourage the children to talk about their learning and what they have seen in themselves and others.

Organisation

Objective Led Planning

During child initiated learning, staff in the environment will interact with the children to support them in achieving their 'Next Steps' identified through the 'Objective Led Planning'. Each week, the staff will determine two focus areas using the Development Matters Framework. They will ensure that the environment provides a range of opportunities for the children to make progress in these areas and for the staff to support this by interacting in the child's led play.

Phonics

Children will participate in a daily Phase 1 phonics session. The Grampian Phonics Framework will be used to baseline the children's starting points and plan lessons that develop the skills across the 7 aspects of Phase 1 phonics. Teachers will plan opportunities linked to the core books from the topics and use the context of the topic to engage the children.

Practitioners will continue to develop the children's development in the 7 aspects of Phase 1 phonics through the continuous provision using meaningful opportunities throughout their play.

Maths

Children will participate in a daily maths session. Mastery Maths Guidance sheets will be used to support practitioners in developing depth of learning in children's maths skills linked to the new EYFS framework.

Practitioners will continue to develop the children's development in maths through the continuous provision using meaningful opportunities throughout their play.

Communication and Language

Children will participate in a daily communication and language session. Teachers will use these sessions to explicitly teach new vocabulary to the children linked to the core texts, topics and Word Aware scheme of work. Teachers will use these sessions to model grammatically correct sentences and to extend and develop children's responses.

Practitioners will continue to develop the children's development in communication and language through the continuous provision using meaningful opportunities throughout their play and modelling correct language to the children.

Topic Overviews

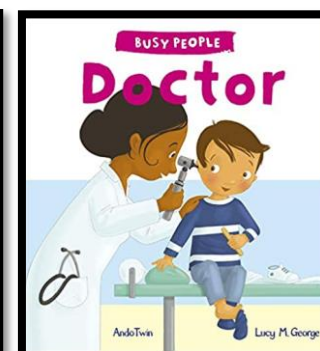
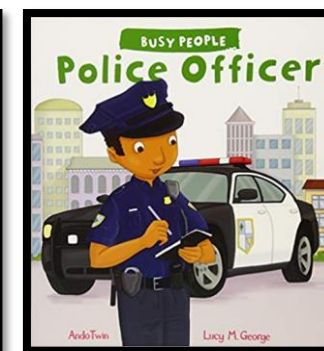
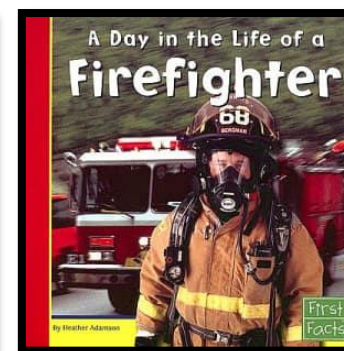
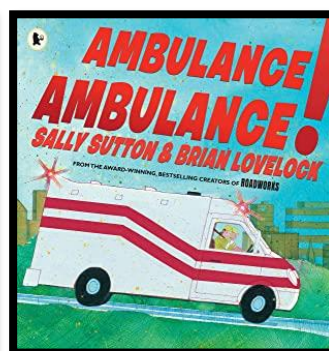
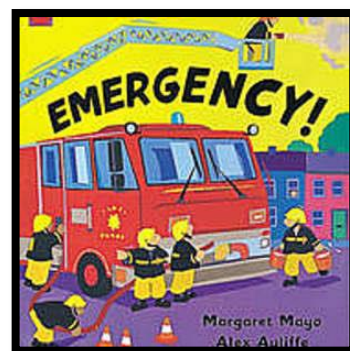
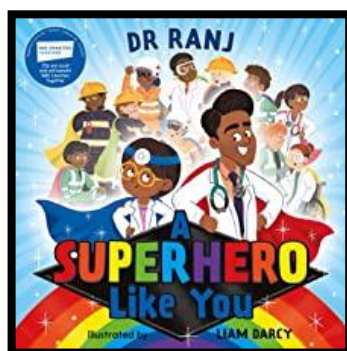
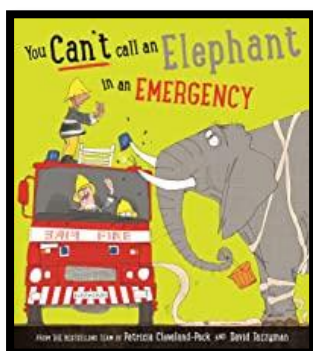
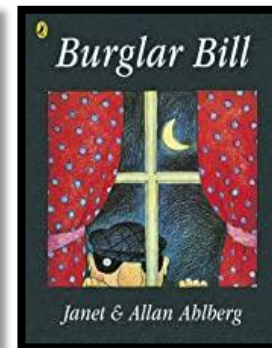
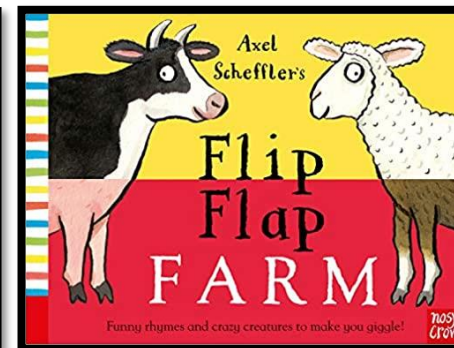
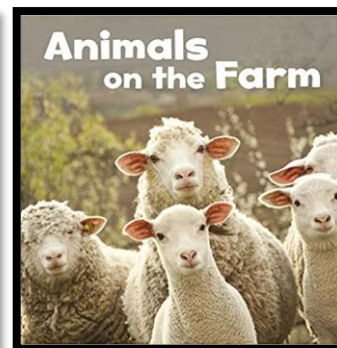
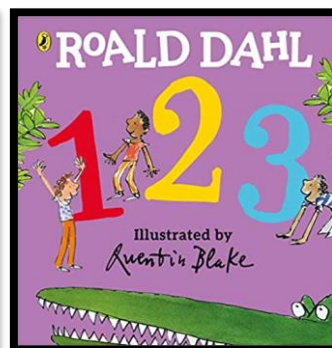
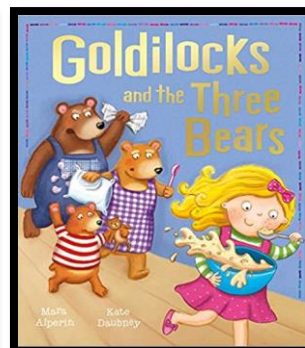
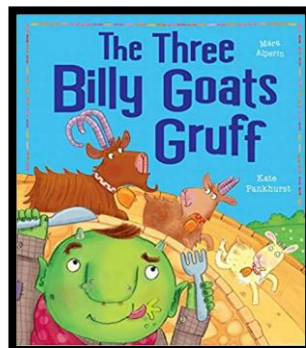
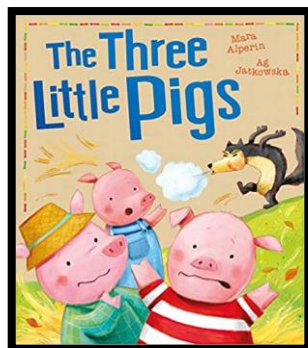
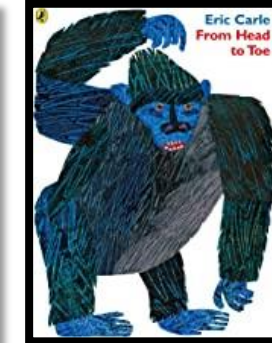
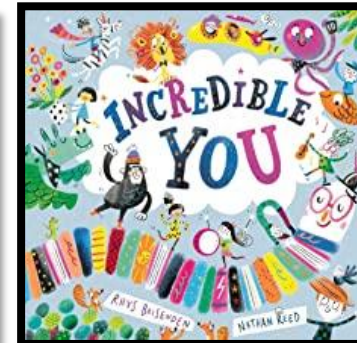
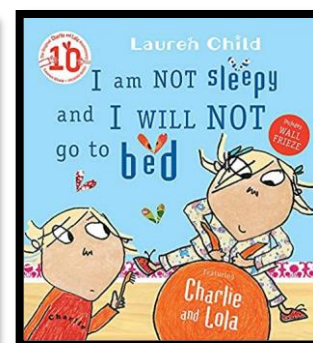
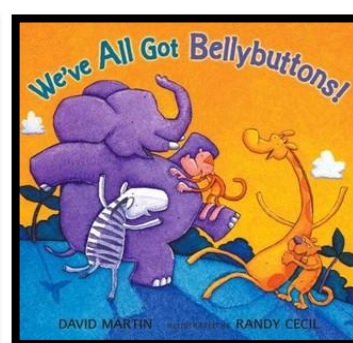
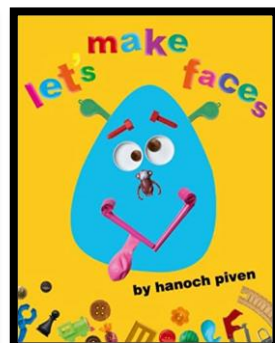
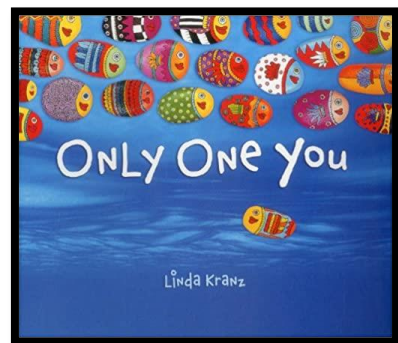
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	What makes me me?	Three, is the magic number!	Helpful Heroes!	Into the Woods...	Let it grow!	We're going to the zoo!
Overview	In this topic, children will learn to talk about their feelings using words like 'happy', 'sad' etc and will use this to begin to understand how others might be feeling . They will look at healthy choices they can make about food, drink and activity . By understanding more about themselves, they will explore the differences between people .	In this topic, children will be able to talk about familiar books and retell stories with a link to the number 3. They will explore collections of materials linked to stories (TLP) and use their senses in hands on exploration supporting them to talk about the differences in materials .	In this topic, children will begin to show an interest in different occupations to support them in continuing to talk about the differences between people . Through exploring people who help us, they will develop a sense of responsibility and membership of a community and will continue to develop their understanding of healthy choices .	In this topic, children will use their senses in hands on exploration focusing around the environment of the woods and animals which live there. They will talk about what they see using a wider vocabulary and use this in their play. they will begin to understand the need to respect and care for the natural environment and all living things .	In this topic, children will have the opportunity to plant a seed and care for growing plants . They will understand the key features of the life cycle of a plant and an animal . In doing so, they will continue to understand the need to respect and care for the natural environment and all living things .	In this topic, children will look at a wider range of animals and will explore where these animals live. They will know that there are different countries in the world and talk about the differences they have seen in photos . They will use their developing vocabulary to talk about what they see using longer sentences .

Commitment

Aspiration

Nurture

Reading Cannon



Commitment

Aspiration

Nurture

Reading Spine



Commitment

Aspiration

Nurture