

FS2 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 are 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

Phonics

All children will take part in a daily phonics session. The schools phonics framework will be used to sequence the learning. A baseline of all children will be completed when they begin in Reception to determine whether the phonics teaching needs to consolidate Phase 1 skills or whether children are ready to progress to Phase 2 teaching. Teachers will ensure that the environment supports the teaching of GPC's in the phonics session so that they are able to independently apply their learning to read and write words as part of their child initiated play.

Maths

All children will take part in a daily maths session. The 'Power Maths' scheme will be used to teach children new skills and knowledge in maths. Teachers will ensure that the environment supports the new knowledge and skills being taught to the children so that they are able to independently apply their learning as part of their child initiated play.

Communication and Language

All children will take part in a daily communication and language session. The 'Book Hooks' will be the focus of these sessions. Teachers will ascertain new vocabulary that is used in the book and will teach this through the sessions. They will immerse the children into the books and use this as an opportunity to discuss and teach areas of the curriculum.

These sessions will also be used to teach and embed the knowledge of each curriculum focus. Teachers will ensure that children use and apply the new vocabulary that is being taught during these sessions.

Topic Overviews

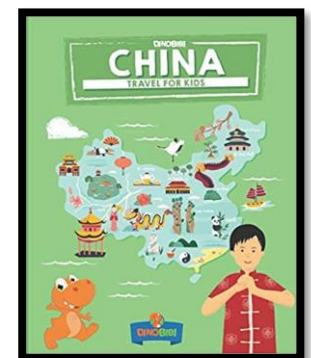
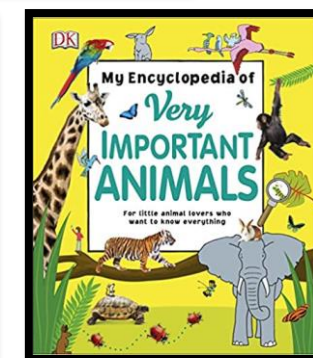
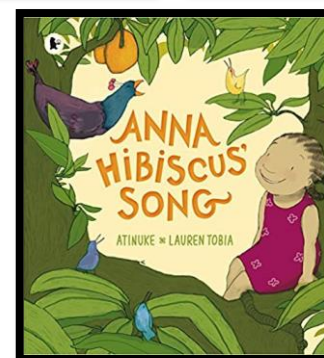
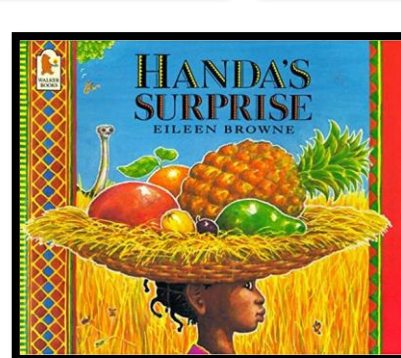
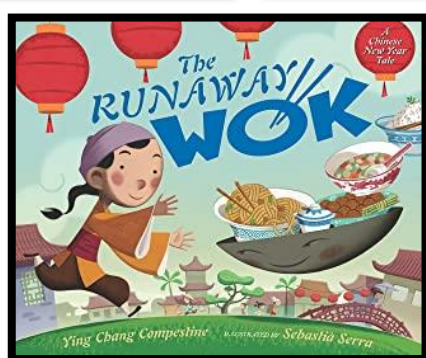
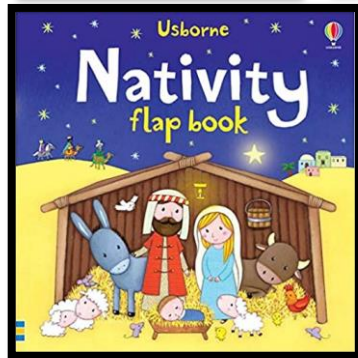
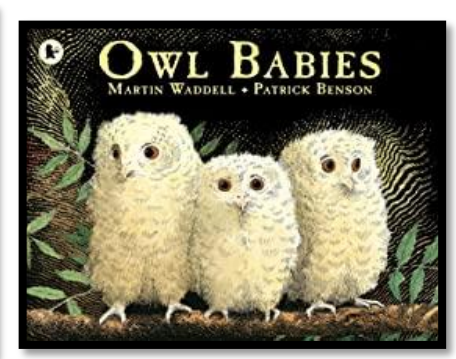
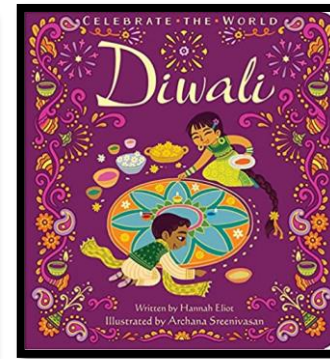
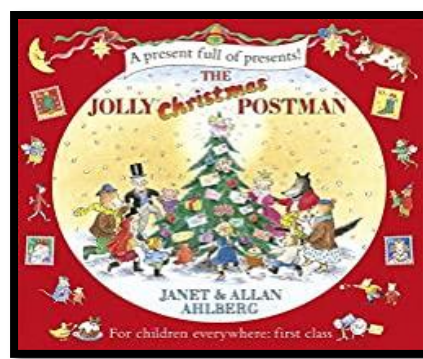
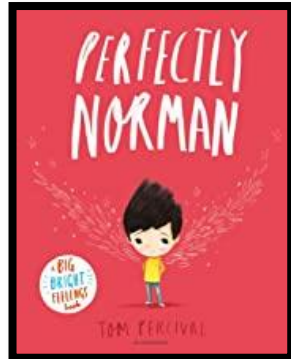
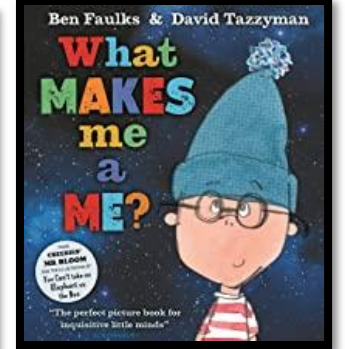
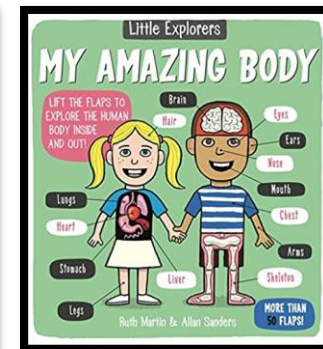
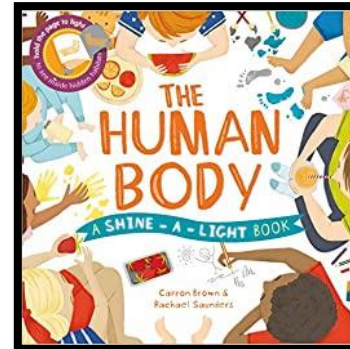
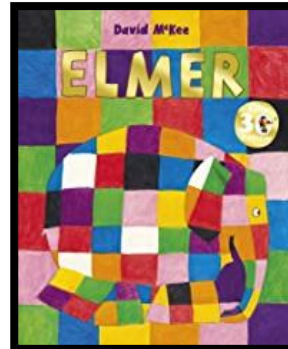
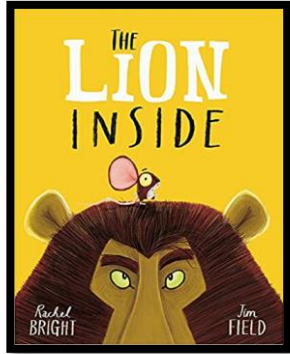
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	What makes me unique?	Dark nights and special lights!	What a wonderful World!	Adventures from Land, Sea and Space	Habitat Hunters	Knights, Castles and Dragons!
Overview	In this topic, children will learn to see themselves as a valuable individual . They will explore their own feelings and the feelings of others , using stories as a stimulus for discussion. They will name and describe people who are familiar to them in their family and community .	In this topic, children will recognise that people have different beliefs and celebrate special times in different ways . They will use stories to support their understanding and engage in non-fiction books . They will explore the changing seasons of the world around them and through this, explore nocturnal animals .	In this topic, children will explore the differences between life in this country and life in other countries using stories, non-fiction texts and maps to support their understanding. In learning about other countries, they will explore and engage in music and dance from different cultures.	In this topic, children will compare and contrast characters from stories, including figures from the past to support them in retelling stories that they have a deep familiarity with . They will continue to explore the natural world around them and use this to understand the past through settings, characters and events encountered in books .	In this topic, children will describe their immediate environment through making observations and looking at maps . They will explore the natural world around them by investigating habitats and the plants and animals that live in them within the school environment and local area of Sinfin. In looking at their local environment, they will explore similarities and differences between things in the past and now .	In this topic, children will talk about the lives of people around them and their roles in society . They will begin to know some similarities and differences between things in the past and now and will develop this knowledge and understanding through settings, characters and events encountered in books read in class . They will use this to express their ideas in the past, present and future tenses .

Commitment

Aspiration

Nurture

Reading Cannon

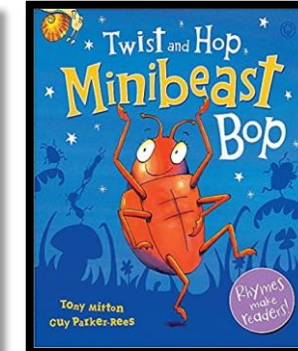
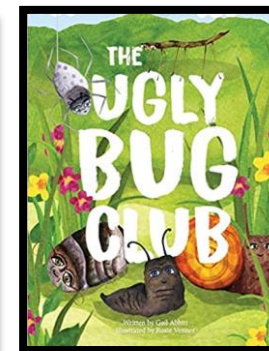
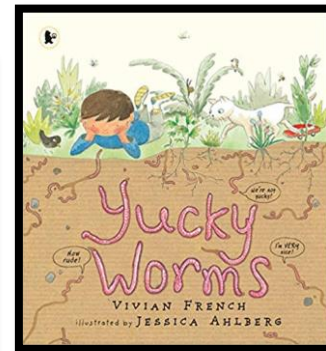
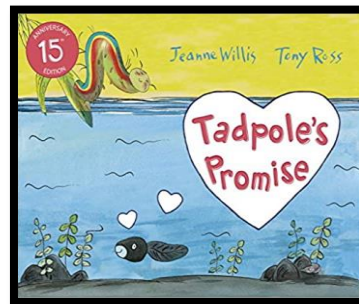
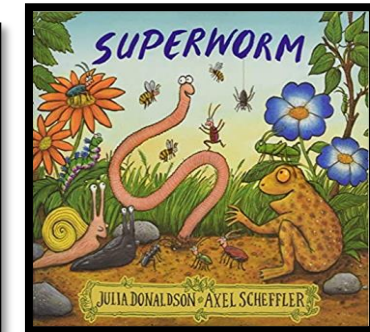
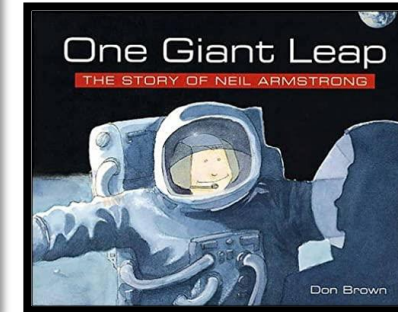
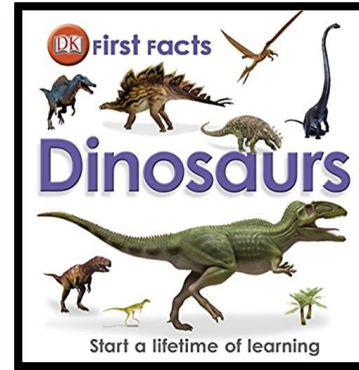
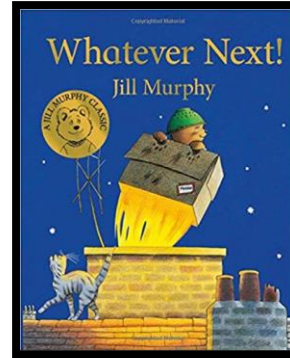
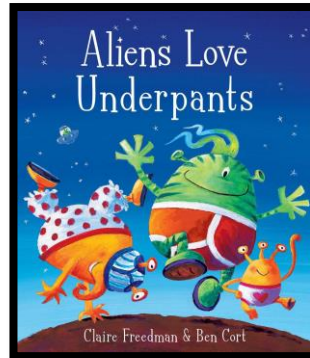
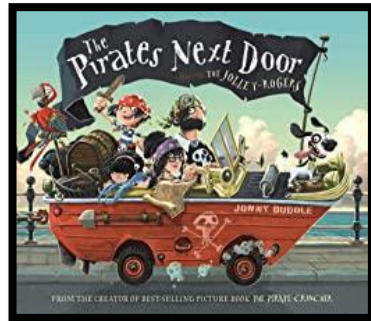
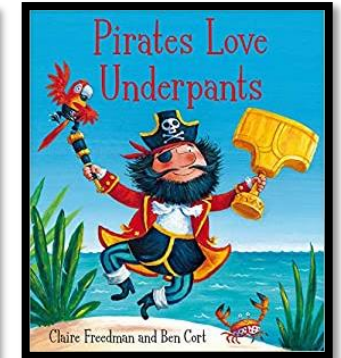
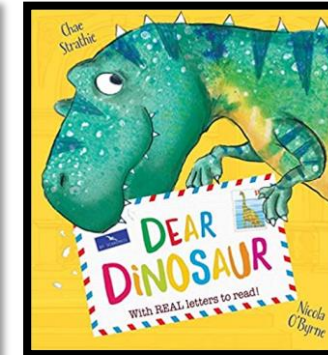
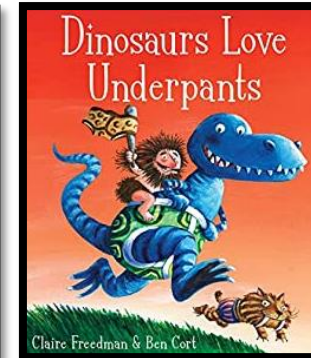
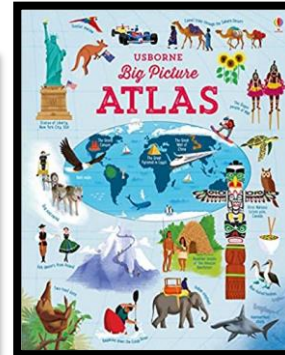
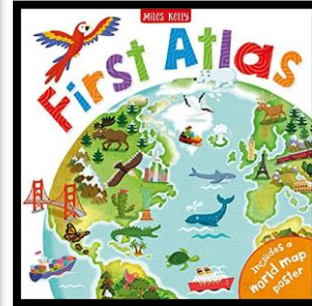
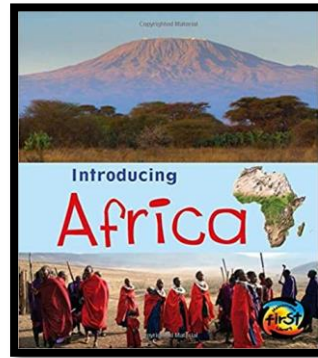
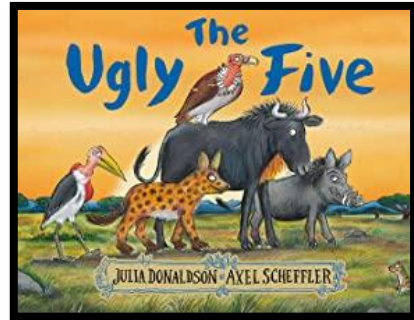


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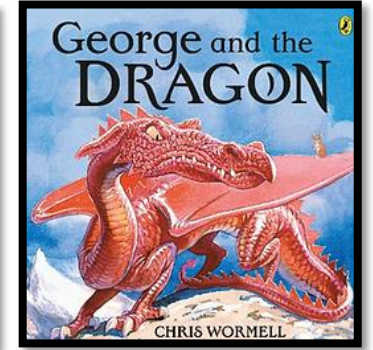
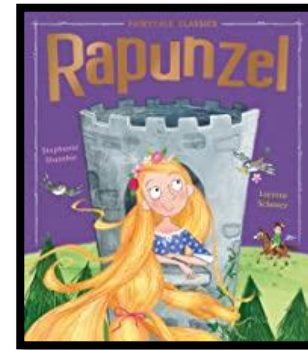
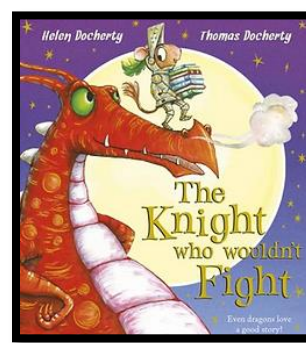
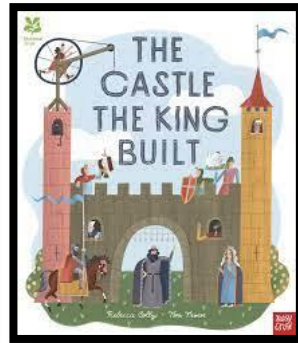
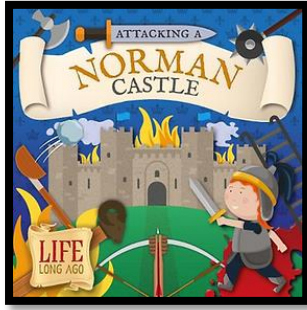
Reading Spine



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