

Cathedral School of St Peter and St John RC Primary
EYFS Long Term Overview 2020-2021

	Autumn 1 (6 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (7 weeks)	Summer 2 (6 weeks)
Topic Focus	Nursery Rhymes Autumn Time Halloween - one week	<u>Let's Celebrate!</u> Where shall we go? Heaton Park Visit Harvest Time Christmas	<u>A Winter's Day</u> Chinese New Year 2021 Year of the Ox (Friday 12 th February 2021)	<u>People Who Help Us</u> <u>It's Alive!</u> Growing (plants) Signs of Spring (end of this half term)	<u>New Life and Easter</u> (Ducklings) Minibeasts Traditional tales (farm visit)	<u>Our World</u> <u>Transport and Journeys</u>
Enhancements incl Visits	<ul style="list-style-type: none"> Looking for the signs of Autumn around the school grounds. 	<ul style="list-style-type: none"> Heaton Park - signs of Autumn 	<ul style="list-style-type: none"> Looking for signs of winter around the school grounds. 	<ul style="list-style-type: none"> Visitors with different job roles Police station visit Looking for signs of spring around the school grounds. Garden Centre Visit 	<ul style="list-style-type: none"> Living Eggs Caterpillars/ Butterflies Farm Visit (27th April) 	<ul style="list-style-type: none"> Barton Airfield Manchester Airport Salford Central
Come and See/Caritas Unit	Come and See Theme 1 Domestic Church - Family Caritas Theme 5 Option for the Poor and Vulnerable Poetry about Gospel Values	Caritas Theme 3 Solidarity and the Common Good Come and See Theme 4 Local Church - Community Come and See Theme 3 Advent - Loving	Come and See Theme 2 Baptism - Belonging Caritas Theme 2 Family and Community Judaism	Come and See Theme 8 Reconciliation - Inter- Relating Come and See Theme 6 - Lent (begins 17 th February) Stations of the Cross (QR Code and Orienteering)	Come and See Theme 5 Eucharist - Relating Old Testament Stories Caritas Theme 1 Dignity of the Human Person (links with Come and See Theme 7 Pentecost)	Come and See Theme 7 Pentecost - Servin World Religions Come and See Theme 9 Universal Church Caritas Theme 7 Stewardship - Laudato Si

						Celebration
Additional Events		Armistice Day	<ul style="list-style-type: none"> Chinese New Year 	<ul style="list-style-type: none"> Pancake Day Mother's Day 		<ul style="list-style-type: none"> Father's Day
Core Texts	<u>Nursery Rhymes</u> <ul style="list-style-type: none"> Twinkle, Twinkle Five little ducks went swimming one day Humpty Dumpty Once I Caught a Fish Alive Golidlocks and the three bears <u>Autumn Time (cont into Autumn 2)</u> <ul style="list-style-type: none"> Owl Babies The Leaf Man- Lois Ehler Tap the magic tree <u>Halloween</u> <ul style="list-style-type: none"> Little Green Monster 	<u>Where Shall We Go? (cont from Autumn)</u> <ul style="list-style-type: none"> The Bear Hunt- Michael Rosen The Green Line (link to The Bear Hunt) Oliver's Vegetables Supertato Christmas: Dear Santa - Campbell Stickman - Julia Donaldson The Christmas bear - Whybrow That's not my snowman - Watt	<u>A Winter's Day</u> <ul style="list-style-type: none"> Red Sledge - Lita Judge The Snowman (film clip) Winter rhymes (Five Little Snowmen, Five Snowflakes) Jack Frost - Milling (theme alongside Reception) 	<u>Pancake Day</u> <ul style="list-style-type: none"> The Enormous Pancake <u>People Who Help Us</u> <ul style="list-style-type: none"> What do Grown Ups Do All Day? Virginie Morgand Non-fiction guided read texts What do grown-ups do all day? <u>Growing</u> <ul style="list-style-type: none"> Jasper's Beanstalk- Nick Butterworth 	<u>Living Eggs</u> <ul style="list-style-type: none"> The Ugly Duckling The Odd Egg -Emily Gravett <u>Minibeasts</u> <ul style="list-style-type: none"> The Hungry Caterpillar- Eric Carle Bee and Me Non-fiction focus-researching different minibeast <u>Traditional Tales</u> <ul style="list-style-type: none"> The Three Billy Goats Gruff Ugly ducking Three little pigs 	<u>Our World</u> <ul style="list-style-type: none"> Five Little Men in a flying Saucer Five little fiends <u>Transport and Journeys</u> <ul style="list-style-type: none"> Naughty Bus- Jan and Jerry Oke (Unit topic with Reception) (story Sack) Don't let the pigeon on the bus - Williams
Literacy Outcomes	Actions to rhymes Rhyme and rhythm Listening to, and identifying sounds Instrumental sounds Environmental sounds Prepositions	Learning stories off by heart Acting out a story Exploring sounds Rhyme and rhythm Voice sounds Environmental sounds	Rhymes and rhythm Rhyme and patterns Links to the senses Animal sounds Initial sound recognition (eg. satpin)	Oral re-telling Acting out a story Putting sounds/ percussion to a story Initial sounds Initial sounds recognition/ letter recognition	Initial sounds recognition/ letter recognition Blending and segmenting sounds	Letter recognition Blending and segmenting sounds
Links with Science	<i>Use hands on exploration of natural materials.</i> <i>Explore collections of materials with similar</i>	<i>Use hands on exploration of natural materials.</i> <i>Talk about what they</i>	<i>Talk about what they see, using a wide vocabulary.</i> <i>Explore collections of</i>	<i>Plant seeds and care for growing plants.</i> <i>Begin to understand the need to respect and care</i>	<i>Begin to understand the need to respect and care for the natural environment and all living things.</i>	<i>Begin to understand the need to respect and care for the natural environment and all living things.</i>

	<p><i>and/or different properties.</i></p> <p><i>Talk about the differences between materials and changes they notice.</i></p>	<p><i>see, using a wide vocabulary.</i></p> <p><i>Understand key features of a life cycle of a plant and an animal.</i></p>	<p><i>materials with similar and/or different properties.</i></p> <p><i>Use hands on exploration of natural materials.</i></p>	<p><i>for the natural environment and all living things.</i></p> <p><i>Understand key features of a life cycle of a plant and an animal.</i></p>		<p><i>Explore how things work.</i></p> <p><i>Explore and talk about different forces they can feel.</i></p>
<p>Links with Geography</p>	<p><i>Continue to develop a positive attitudes about the differences between people.</i></p>	<p><i>Talk about what they see, using a wide vocabulary.</i></p>	<p><i>Talk about what they see, using a wide vocabulary.</i></p>	<p><i>Show an interest in different occupations.</i></p>	<p><i>Show an interest in different occupations.</i></p>	<p><i>Continue to develop a positive attitudes about the differences between people.</i></p> <p><i>Show an interest in different occupations.</i></p> <p><i>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</i></p>
<p>Links with History</p> <p>Chronology Vocabulary related to time Enquiry Concepts</p>		<p>Advent/Nativity story</p>	<p><i>Begin to make sense of their own life-story and family's history. (link with baptism in Religion)</i></p>	<p><i>Begin to make sense of their own life-story and family's history. - children to find out what jobs the adults in their families do.</i></p>	<p><i>Understand the key features of the life cycle of a plant and an animal.</i></p>	
<p>Links with Art (Art and Design)</p>	<p>Goldsworthy - natural art</p> <p><i>Explore and identify materials freely, in order</i></p>	<p>Self portraits</p> <p>Still life drawings of vegetables to link with harvest time.</p>	<p>Pointillism - winter scenes through pointillism.</p> <p><i>Explore colour mixing.</i></p>	<p>Kandinsky Circles -create a Kandinsky Tree using Circles in spring colours.</p> <p>Still life paintings</p>	<p>Observational Animal drawings</p> <p><i>Draw with increasing complexity and detail,</i></p>	<p>Renoir</p> <p><i>Use drawing to represent ideas like movement or loud</i></p>

	<p><i>to develop their ideas about how to use them and what to make.</i></p> <p><i>Develop their own ideas and then decide which materials to use to express them.</i></p> <p><i>Join different materials and explore different textures.</i></p>	<p><i>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</i></p> <p><i>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</i></p> <p><i>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc</i></p>		<p><i>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</i></p>	<p><i>such as representing a face with a circle and including details.</i></p>	<p><i>noises.</i></p>
<p>Links with Music (Art and Design)</p>	<p>Singing focus - Nursery Rhymes</p> <p><i>Listen with increased attention to sounds.</i></p> <p><i>Sing the pitch of a tone sung by another person (pitch match)</i></p> <p><i>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</i></p>	<p>Links made with phonics through exploring environmental and instrumental sounds</p> <p><i>Children sing songs, make music and dance, and experiment with ways of changing them</i></p> <p><i>Remember entire songs. (nativity)</i></p>	<p><i>Children sing songs, make music and dance, and experiment with ways of changing them.</i></p> <p><i>Create their own songs, or improvise a song around one they know.</i></p>	<p><i>Children sing songs, make music and dance, and experiment with ways of changing them.</i></p>	<p>Charanga -Unit 1</p> <p><i>Children sing songs, make music and dance, and experiment with ways of changing them.</i></p> <p><i>Respond to what they have heard, expressing their thoughts and feelings.</i></p>	<p>Charanga - Unit 2</p> <p><i>Children sing songs, make music and dance, and experiment with way of changing them.</i></p> <p><i>Play instruments with increasing control to express their feelings and ideas.</i></p>

This planning acts as an overview to ensure coverage of some of the learning objectives in the EYFS. It should not be viewed in its entirety as the whole curriculum that we offer. Our planning allows for flexibility and will often be enhanced by the children's interests during a specific topic.

Note: Statements in italics are taken from The New EYFS Development Matters 2020