

EYFS Long Term Overview 2021/22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Marvellous Me	Celebrations	Wintery tales	Castles	Dinosaurs and Minibeasts	Journeys
Festivals, special days and seasons, celebrations	Harvest Judaism Week World Animal Day National Poetry Day	Halloween Bonfire Night Diwali - Hinduism Week Hannukah Christmas Remembrance Day Anti-Bullying Week Road Safety Week' St Andrew's Day	Chinese New Year Winter Olympics Big Garden Bird Watch Safer internet day	World Book Day World Wildlife Day World Water Day St Patrick's Day St David's Day St George's Day Mother's Day Lent Easter	Ramadan Eid-Al-Fitr The Queen's Jubilee Walk to school week	Father's Day Healthy Eating Week Transition
Possible learning experiences	<ul style="list-style-type: none"> <li>*Explore self and family members</li> <li>* Investigate objects from the home and how they have changed over time</li> <li>*Judaism - Hannukah</li> <li>* Exploring school field, woodland, gardens.</li> <li>* Autumn - seasons</li> <li>*My painted portrait</li> <li>*Family pictures</li> <li>*Building homes from a range of resources</li> <li>*Leaf portraits</li> <li>*Learn new nursery rhymes and add actions</li> <li>*Home corner -making tea, care of a baby, taking care of a home.</li> </ul>	<ul style="list-style-type: none"> <li>*Diwali - explore how the festival is celebrated.</li> <li>*Past family Christmas times.</li> <li>*Explore occupation - postal worker through the Jolly Postman</li> <li>*Christmas around the world.</li> <li>*Light and dark - days becoming shorter</li> <li>*Firework paintings - using forks and cardboard</li> <li>*Diva lamps - clay</li> <li>*Decorations and cards - new techniques and resources</li> <li>*Bear hunt music - creation of home made instruments</li> <li>*Diwali dance and music making</li> <li>* Firework dances on outdoor stage</li> <li>*Home corner - preparing for and having a celebration.</li> </ul>	<ul style="list-style-type: none"> <li>*Exploration of movement - mini Winter Olympics</li> <li>*Winter pictures using natural materials</li> <li>* Bird feeders to take home</li> <li>*Using variety of materials indoor and outdoors for hibernating animals</li> <li>*Chinese New Year masks</li> <li>*Dragon dancing</li> <li>* Explore melting and freezing</li> <li>*Role play - cafe</li> </ul>	<ul style="list-style-type: none"> <li>*Create a castle - junk modelling - joining techniques.</li> <li>* Design and create a crown, an Easter egg, a shield.</li> <li>*Explore materials - waterproof, strong</li> <li>*Role play - castle</li> </ul>	<ul style="list-style-type: none"> <li>*Explore the occupations of doctors and vets.</li> <li>*Design and make dinosaurs from a range of resources and materials</li> <li>*Create role play props for Jack and the beanstalk</li> <li>*Jack and the beanstalk performances - a new ending</li> <li>*Perform bug songs and dances</li> <li>*Queen's Jubilee - changes over time.</li> <li>*Role play - vets and market stall</li> </ul>	<ul style="list-style-type: none"> <li>*Explore the occupations of bus and train drivers.</li> <li>*Holidays from the past.</li> <li>*Create models of transportation using small and large scale resources</li> <li>*Rainbow fish collage</li> <li>*Transition - changes over their life time</li> <li>*Floating and sinking.</li> <li>*Role play - transport</li> </ul>

<p><b>Characteristics of effective teaching and learning</b></p>	<p><b>Playing and exploring:</b></p> <ul style="list-style-type: none"> <li>*Realise that their actions have an effect on the world, so they want to keep repeating them</li> <li>*Plan and think ahead about how they will explore or play with objects</li> <li>*Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing</li> <li>*Make independent choices</li> <li>*Bring their own interests and fascinations into the setting</li> <li>*Respond to new experiences that you bring to their attention.</li> </ul>	<p><b>Active learning:</b></p> <ul style="list-style-type: none"> <li>*Participate in routines</li> <li>*Begin to predict sequences because they know routines</li> <li>*Show goal-directed behaviour</li> <li>*Begin to correct their mistakes themselves</li> <li>*Keep on trying when things are difficult.</li> </ul>	<p><b>Creating and thinking critically:</b></p> <ul style="list-style-type: none"> <li>*Take part in simple pretend play</li> <li>*Sort materials</li> <li>*Use pretend play to think beyond the 'here and now' and to understand another perspective</li> <li>*Know more, so feel confident about coming up with their own ideas</li> <li>*Make more links between those ideas</li> <li>*Concentrate on achieving something that's important to them</li> <li>*Review their progress as they try to achieve a goal and check how well they are doing</li> <li>*Solve real problems.</li> </ul>
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