



## Chestnuts Long Term Overview 2021/2022



	Autumn Term	Spring Term	Summer Term
<b>Personal, Social, Emotional Development</b>	<p>Begin to form positive attachments to adults and develop friendships with their peers.</p> <p>Become familiar within a new environment such as the classroom, outdoor space, hall, dinner hall and playground.</p> <p>Begin to talk about what it feels like to be happy, sad, angry, scared and to feel loved (embed daily scaling).</p> <p>Express their feelings and consider the feelings of others.</p> <p>Manage their own needs.</p> <p>Begin to understand the rules and take part in routines of the day, sometimes with support.</p>	<p>Think about the perspectives of others.</p> <p>See themselves as a valuable individual and speak about themselves positively.</p> <p>Talk about their strengths and the things they would like to get better at.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Be able to follow the rules and routines of the day with little reminders or support.</p> <p>Play co-operatively in a small group and begin to resolve any conflicts with others.</p> <p>To feel confident in approaching and speaking to familiar adults.</p> <p>To show increasing resilience when faced with challenges in their play.</p>	<p>Demonstrate a good understanding of their feelings and the feelings of others and be able to self-regulate their behaviour.</p> <p>To be able to wait for what they want and to be able to control their immediate impulses.</p> <p>Give focused attention to others and respond in conversations.</p> <p>Be able to follow instructions involving several ideas or actions.</p> <p>Work and play co-operatively with others, taking turns when playing.</p> <p>Show sensitivity to their own and other's needs.</p> <p>Show independence and resilience when engaging in new activities.</p> <p>To be able to explain the reason for rules and have a good understanding of right and wrong. Be able to behave appropriately.</p> <p>To be able to manage their own basic hygiene and personal needs.</p>
<b>Communication and Language</b>	<p>Articulate their ideas and thoughts in well formed sentences.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p>	<p>To be able to sit, listen and respond appropriately for a period of time appropriate for their age.</p> <p>To be able to talk about the features of a</p>	<p>To be able to talk about fiction and non-fiction books using new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of newly learned vocabulary when appropriate.</p>

	<p>Begin to be able to take part in small group discussions using new vocabulary.</p> <p>To be able to sit, listen and respond appropriately for a period of time appropriate for their age.</p> <p>Become more confident in using tenses in the correct context.</p>	<p>non-fiction book and extend and develop vocabulary based on what they have read.</p> <p>To be able to take part in small group discussions using new vocabulary.</p> <p>To retell familiar stories using their own words or phrases from the book (linked to Talk for Writing).</p>	<p>Express themselves using full sentences, including use of past, present and future tenses.</p> <p>To be able to use conjunctions, with some modelling and support from the teacher.</p> <p>To listen attentively in a range of situations and respond with appropriate and relevant questions, comments and actions.</p> <p>Make comments about what they have heard and ask questions to clarify understanding.</p>
<b>Physical Development</b>	<p>Walk up the stairs with alternating feet and with growing confidence.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Use a comfortable (pincer grip) with good control when holding pens and pencils.</p> <p>Begin to form letters correctly.</p> <p>Sit with a good posture on the carpet and on a chair.</p> <p>Take part in weekly PE sessions with Mr Tyas.</p>	<p>Continue to develop fine motor skills during continuous provision.</p> <p>Use a range of tools in their play with increasing control e.g., paintbrushes, wooden spoons, tweezers and child friendly knives when preparing food.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, coordination and agility.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing introduced etc.</p> <p>Develop skills in throwing and catching balls and negotiating obstacles when holding a ball.</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools with good control including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> <p>To be able to form most letters of the alphabet correctly.</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Begin to develop the skills to ride a bike without stabilisers.</p>
<b>Literacy-Reading</b>	<p>Reading individual letters by saying the sound for them.</p>	<p>Children know the letter names.</p>	<p>To recognise and read all digraphs within phase 3</p>

<p>(See Little Wandle L&amp;S phonics progression)</p>	<p>Read simple phrases and sentences made up of words with known letters – sound correspondences.</p> <p>Recognise and read digraphs within phase 3.</p> <p>Read phase 2 tricky words and some phase 3.</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Read phase 3 tricky words and some phase 4.</p>	<p>To be able to read phase 4 tricky words.</p> <p>Read words consistent with their phonic knowledge by sound blending.</p>
<p><b>Literacy- Writing</b></p>	<p>To be able to break down a sentence into words and keep it in their head.</p> <p>Use some of their print and letter knowledge in their early writing e.g. writing a shopping list that starts at the stop of the page and write ‘M’ for mummy.</p> <p>Children are able to write their name and some letters accurately.</p> <p>Hear, say and write the sounds in words based on their phonic knowledge.</p> <p>Write phase 2 common exception words and read them back.</p>	<p>Begin to write simple captions and sentences that they can read back.</p> <p>Write phase 3 common exception words and read them back.</p> <p>Children begin to write independently during child-initiated play.</p> <p>Write for different purposes.</p> <p>Begin to use capital letters and full stops with adult support.</p>	<p>Sit with the correct posture at a table for some time.</p> <p>Use 3 finger, tripod grip to hold writing tools.</p> <p>Form letters correctly during daily handwriting sessions.</p> <p>Write simple sentences that can be read by others.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Use capital letters and full stops at the beginning and end of sentences.</p>
<p><b>Maths</b></p>			
<p><b>Understanding the World</b></p>	<p><b>The natural world:</b> Understand ideas connected to light and dark – e.g. reflection, nocturnal animals etc</p> <p>Investigate light and dark and experiment with shadows, explaining findings and talking about</p>	<p><b>The natural world:</b> Recognise some environments that are different that they live through quality texts, nonfiction books and looking at a world map.</p> <p>Explore changing states of matter such as</p>	<p><b>The natural world:</b> Children make observations and drawings of plants and animals around the world.</p> <p>Talk about the cycle of the seasons using prior knowledge when exploring summer.</p>

	<p>changes.</p> <p>Explore the natural world around them through quality and nonfiction texts.</p> <p>To know that information can be found on the internet as well as nonfiction books.</p>	<p>exploring non-reversible changes in ingredients when mixing together and cooking as well as reversible changes such as freezing and melting water/ice.</p> <p>Understand the key features of the life cycle of a plant – seed, shoot, flower, Name the parts of the plant – root, stem, leaves, and flower.</p>	
	<p><b>People, culture and communities:</b> Talk about members of their family and community.</p> <p>Talk about different cultures and describe and begin to understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p><b>People, culture and communities:</b> Observe and talk about the features of our school and local environment.</p> <p>Children are able to identify familiar landmarks with our school grounds.</p>	<p><b>People, culture and communities:</b> Recognise similarities and differences of life in this country and others through stories and festivals relating children's own cultures within our diverse class.</p> <p>Children can draw a simple map of the EYFS outdoor area and school grounds.</p>
	<p><b>Past and present:</b> Use language associated with time – today, tomorrow, yesterday, week, month, year</p>	<p><b>Past and Present:</b> Understand and speak about events in the past, present, future.</p> <p>Know some similarities and differences between things in their past and now, drawing on their experiences and what has been read in class.</p>	<p><b>Past and present:</b> Order a sequence of up to 5 events.</p> <p>Talk about the lives of people around them and their roles in society.</p>
<b>Expressive Arts and Designs</b>	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details (self-portraits)</p> <p>Explore different mediums of mark making e.g. chalks, paints, squeeze bottles.</p> <p>Exploring different joining techniques such as tape, string, PVA glue and pritt sticks in open ended activities.</p>	<p>Children develop their colour-mixing techniques to enable them to match the colours they see and want to represent.</p> <p>Make marks with increasing control.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Remain engaged for an extended time during role play whilst co-operating with others.</p> <p>Create a detailed representation of something they can</p>

	<p>Explore the properties and textures of natural materials to create 3D collages.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Begin to develop storylines in their pretend play.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Explore the work of some artists linking to their skills development.</p> <p>Explore different instruments to express their feelings and ideas.</p> <p>Join in with songs. Tap rhythms to accompany words, such as tapping the syllables of name, objects, animals and the lyrics of a song.</p>	<p>Create collaboratively sharing ideas, resources and skills.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Begin to create simple compositions.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Begin to keep a steady beat.</p>	<p>see e.g., observational drawing.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Knowing a wide repertoire of rhymes and poems and feeling confident in a group or solo.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>
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