

Hodnet Primary School Early Years Long Term Overview



Also see key documents – Hodnet Early Years Curriculum and Milestones documents, Core Texts and Rhymes Documents and Core Experiences documents

Prime Areas of Learning

Area of learning	Statutory Framework for Early Years – Educational Programme	Term One (Autumn)	Term Two (Spring)	Term Three (Summer)
Communication and languageBe a Communicator	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.	<p style="text-align: center;">Listening, Attention and Understanding</p> <p>Develop a good “listening” culture in whole class and small group situations. – <i>I know I am a good listener because I....</i> Introduce “talk buddies” – listening to a friend talking and then reporting back on that. Today’s talking topic is... Speaking</p> <p>Developing a culture of confidence to speak in class – small groups, individually with key workers and in whole class situations. Circle time - talking about various topics covered – Sharing experiences of their family celebrations e.g Birthdays Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times.</p>	<p style="text-align: center;">Listening, Attention and Understanding –</p> <p>Continue to reinforce good listening practise – especially in paired work, developing conversational skills, making comments about what a “talk buddie” has said. Good listening – retaining eye contact and showing interest in what children are saying. Circle time and PSED sessions. Weekly reporters about Assembly topics – link with British Values and to encourage listening and understanding in different contexts. Speaking –</p> <p>Increased opportunity to talk in front of whole class. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p>	<p style="text-align: center;">Listening, Attention and Understanding –</p> <p>Continue to reinforce good listening practise Ask questions during paired “talk buddie” work in order to gain a greater understanding – modelled with TA and paired talking as adults. Reflective listening – teaching children to reflect what they have heard and make comments. Continue with weekly reporters about assembly themes. Speaking Encouragement to use new vocabulary introduced in different contexts. Speaking about individual reading books – further developing back and forth conversations. Reflective speaking – making relevant comments linked to what they are listening to/ learning about.</p>
		<p>Key thread throughout each term -Developing Vocabulary</p> <p>Vocabulary – target vocabulary development through specific areas of learning. Developing rich vocabulary – reading skills sessions and story time sessions. – First session of each Reading skills unit vocabulary development. “WOW” Words on display. Vocabulary and Wow words that Maggie the Magpie likes. Wonderful Wizard of words work – link with Immersive literacy.</p>		

Personal, Social, Emotional Development Be a role Model	<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>	<p>Self Regulation Identification of own feelings and how to identify them in your own body. Class agreement on class rules</p> <p>Managing self Class photos for the class visual timetable. New dinner time routines New routines – dressing for gardening, FS – managing own belongings in terms of bags, coats etc. Oral hygiene – link to t Healthy eating – vegetable soup Smoothie design</p> <p>Building relationships Making new friendships, developing relationships with key workers and staff around school.</p> <p>One Decision/ Circle Time Keeping and Staying Healthy Feelings and Emotions Being Responsible</p>	<p>Self Regulation Discussions of how to deal with feelings and introducing strategies about how to deal with these feelings – influenced by Happiness Club training.</p> <p>Managing self Reinforce and continue elements from Autumn Term Teacher greater independence when tidying away and being in charge of own resources – “Choose it, use it, put it away”. Healthy Eating– Messy Monday cookery time – reinforce healthy choices and explore different aspects of a healthy diet. Oral hygiene – link to phonics in last part of term.</p> <p>Building relationships Teach what to do if we do not always get on – how friendships can change.</p> <p>One Decision/ Circle Time Screen safety Relationships</p>	<p>Self Regulation Preparation for transition to year 1.</p> <p>Managing self Reinforce and continue elements from Autumn Term Teach greater independence when looking after outdoor area of the classroom, helping others looking after the school resources and making good choices. Healthy Eating– gardening – planting foods in order to keep us healthy, spending time outdoors in order to keep our minds healthy. Oral hygiene</p> <p>Building relationships Transition to year 1 work One Decision/Circle Time Our world Safety in the home and out and about Respect Yourself LA Resources Differences between boys and girls.</p>
	<p align="center">Key Thread throughout each term – Reinforcement of key aspects through our Schools common Values – Be Ready, Be Safe, Be Respectful Schools Learning Powers – Wise Whale, Team Ant, Busy Beaver, Tough Tortoise</p>			

Physical Development	<p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>	<p>Gross Motor Skills PE Gymnastics Balancing Shapes Rolling Jumping Gymnastics (Large apparatus) Balancing Climbing Fine Motor Skills Finger gym activities – developing pincer grip (pencil munching monster) and tripod grip. Progression of cutting skills using a variety of scissors Identifying dominant hand for writing. Name writing Introduce letter formation in line with Twinkl Phonics scheme and use “patter” introduced for letter formation with each letter. Hand writing plan.docx</p>	<p>Gross Motor Skills PE Introduction to ball skills Rolling Throwing Catching Ball skills Passing Traveling Aiming Fine Motor Skills Capital letter formation in line with Twinkl phonics scheme Lower Case letter formation – placement on line, orientation and continued focus on rhyme use. Tool use – scissors for cutting – linked with DT work and continuous provision working on one handed manipulation of tools for changing materials. Handwriting Spring term 2023.docx</p>	<p>Gross Motor Skills PE Dance Athletics Run Jump Throw Fine Motor Skills Letter formation in families in line with Twinkl phonics scheme – curly caterpillars, one armed robot letters, long ladder letters, zigzag monster letter. Revisiting formation of Capital letters – orientation and placement Tool use -ensure all children are using standard scissors to cut with accuracy along a line. handwriting .docx</p>
		<p>Key Thread throughout each term – Gross motor skills – Forest Schools, carrying, balancing, climbing, negotiating space. Out door access – using large loose parts</p>		
<p>Specific areas of learning</p>				

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

NB – Core Texts/rhymes for reading skills may change year on year depending on the needs/interests of the children in the cohort

Talk for Writing units may change between Spring and Summer term – depending on needs/interests of the cohort – All units will be covered during the year but possibly in different contexts/ with different topics.

Phonics

Baseline assessments
 Twinkl Phonics Scheme – phase 1 – week 1
 Phase 2 – 6 weeks with 2 revision weeks and 2 assessment weeks
 Phase 3 – First Two weeks
 Check points – Autumn Half Term and December

[Phonics - Autumn term 2022.docx](#)

Talk for Writing Units (in second Half term – starting mid November) NAME WRITING

A lost toy story – linked with Christmas
 Other writing skills:
 Cards (birthday cards, Diwali cards, Christmas cards)
 Lists (linked to mini topics and children's interests)
 Captions (linked to mini topics and children's interests – photos sent on Tapestry, items, pictures children have made)
 Labels – (drawings children have made, designs children have made)
 Poetry – bonfire night poetry/ Diwali
Reading Skills Texts
 Each Peach Pear Plum, The Squirrels Who Squabbled, Leaf Thief, Best Diwali Ever, Wow Said the Owl, Dear Zoo, Dear Santa
Rhymes of the week -
 NURSERY RHYME WEEK – NOVEMBER

[Reading Skills and Rhymes.docx](#)

Phonics

Twinkl phonics Scheme – Phase 3 – week 2 – end
 Phase 3 – three weeks recapping and reviewing (1 week before February Half term – check point assessments carried out) (2 weeks at end of term – check point assessments carried out)

[Phonics Spring 2023.docx](#)

Talk for Writing units

Journey Story (simple three sentence story, journey's will differ depending on children's interests – space, around the world, jungle)
 Instructions (making a bird feeder based on pine cone bird feeder, innovate their own bird feeder instruction writing)
 Fantasy story (Space/ aliens or fairytales depending on the children's interests)
 Poetry – riddles – mini topic linked to World Book day/ week or pets etc)
 As previous terms – other writing skills covered in stand alone lessons – in provision.

Reading Skills Texts

How to catch a star, Chinese New Year story, Puffin Peter, Whatever Next, Hairy McClairy, All Join in, Easter Story
Rhymes of the week –
 5 Little Men in a Flying Saucer, 2 Little Dickie Birds, Chinese New Year Rhyme, Hot Cross Buns, 5 Currant Buns, Twinkle Twinkle, Sleeping Bunnies

When Shrove Tuesday is not in Half Term holidays – Pancake Rhyme and The Runaway Pancake

[Reading Skills.docx](#)

Phonics

Twinkl phonics scheme – Phase 3 – recapping and review (1 week) Phase 4 x2
 Check points – May Half Term and End of Term to inform year 1 teachers.

[Phonics.docx](#)

Talk For Writing Units

Recount (of class visit – based on recount of Ziggy the puppet going on a trip)
 Information text (depending on children's interests – mini beasts or gardening)
 Traditional Tale (Little Red Hen linked to farming)

Letters – linked to Little Red Hen
 Writing for a purpose – posters etc (signs for end of term class shop)
 Poetry – end of term Summer poem

Reading skills Texts

Peepo, Oi Frog, Dogger, Hungry Caterpillar, Sunflower Sisters, Jasper's Beanstalk, So Much, The Tiger who came to tea

Rhymes of the week

Polly Put the Kettle on, Little Miss Muffet, Tiny Caterpillar on a leaf, 5 Little Ducks, 1.2.3.4.5 10 Green Bottles, Miss Polly

[Reading skills and rhymes.docx](#)

Hyper Links to Associated documents

[Core Rhymes.docx](#)

[Core Texts.docx](#)

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes

BASELINE ASSESSMENTS

**Number Fun Sessions
(NumberBlocks – NCTEM)
Series 1 – 1-11**

[Numberblocks – Series 1 | NCETM](#)
[Number fun - Autumn Term 2022.docx](#)

Mastering Number – NCTEM
Weeks 1 – 10 from NCTEM Mastering
Number supporting documents – See Medium
term planning

Additional weeks of the term – Shape, space
and measure objectives.

Baseline Assessment and End of term check
point assessment

Hyperlink to Medium Term planning =

**Hyperlink to presentations and support
materials from NCTEM = [Autumn term 1](#)**

**Number Fun Sessions
(Numberblocks – NCTEM)
Series 1 – 12 – 15
Series 2 – 1- 7**

[Numberblocks – Series 2 | NCETM](#)
[Number Fun Spring 2023.docx](#)

Weeks 10 – 20 from NCTEM Mastering
Number supporting documents – see medium
term planning (When the Easter holidays are
earlier week 20 may need to be taught in the
Summer Term)

If there are additional weeks in the term –
Shape space and measure teaching.

Check point assessments – 1st Half Spring
term (to inform Parents consultation evening)
2nd Half term to inform formative assessment
for check point documents and actions.

Hyperlink to Medium Term planning =
[Spring 2023](#)

**Hyperlink to presentations and support
materials from NCTEM = [Maths Mastery](#)
[Spring 2023.docx](#)**

**Numberfun Sessions (Numberblocks –
NCTEM)**

**Series 2 – 7 – 15
Recapping and reviewing**

[Numberblocks – Series 2 | NCETM](#)
[Number fun sessions Summer 2023.docx](#)

Weeks 20 – 28 from NCTEM Mastering
Number supporting documents – see medium
term planning (2023 only up to week 25 on
the document initially as not able to access
on the Maths Hub axis point)

If there are additional weeks in the term –
Shape space and measure teaching

Early Years foundation Stage end of Year
profile assessment against the EARLY
LEARNING GOALS – see below

Hyperlink to Medium Term planning =
[Mastering number.docx](#)

**Hyperlink to presentations and support
materials from NCTEM = [Summer 2023](#)**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Linked with areas of interest and "phoneme of the day" themes.

- Local area studies "H" Hodnet and Home
- My family and me – history (Christmas in the past)
- T for Tractor – tractors in the past
- Making bread and butter
- Floating and sinking
- A is for Africa
- Remembrance Day
- Bonfire night
- F is for Fire station
- Library Visit
- RE

- Being special – where do we belong?
- What is Diwali?
- Why is Christmas special to Christians? (Shropshire Agreed Syllabus)

Forest Schools

- How to be safe at Forest School
- Forest school rules
- Meet the forest school fairies
- Natural decorations
- How to be safe around a campfire
- Using tools – hammer and hand drills
- Signs of Autumn
- Signs of Winter
- Changing seasons
- Map skills – finding out about simple maps

Gardening (Autumn 1)

- Getting the garden ready for winter
- Collecting fruit and seeds

- Around the world study – finding out about different habitats, different environments – making simple comparisons to Hodnet.
- Snow and ice – making observations about melting and freezing
- materials – making simple observations about materials
- Making observations about birds
- Chinese New Year
- World book day – looking at old books and comparing

RE

- Why is the word God so important to Christians?
- Why is Easter special to Christians? (Shropshire Agreed Syllabus)

Forest Schools

- Campfire for cooking (porridge)
- Tree identification
- Bird identification
- Using tools – saws and drills
- Signs of Winter
- Signs of Spring
- Changing seasons
- Map skills – using a key

Gardening (Spring 2)

- Feeding birds and other wildlife
- Tidying the garden
- Sorting seeds
- Planning garden
- Preparing the garden for planting

The past – looking at photos of familiar objects/events/places and discussing the changes.

-Visiting Hodnet Church – looking at buildings built a long time ago

Growing plants and making observations

Changing state in Monday cookery sessions.

Life Cycle of a Butterfly

Visit to Hodnet Hall gardens

RE

Why are places special to religions and why? What stories are special and why? (Shropshire Agreed Syllabus)

Forest Schools

- Campfire for cooking (pizza)
- Bug identification
- Habitats
- Leaf differences
- Using tools - drills
- Signs of Summer
- Changing Seasons
- Map skills – finding somewhere on a map

Gardening

- Drawing and labelling plants
- Looking at the stages of growth
- Plant sale work

Hyperlinks to associated documents:

[RE progression of knowledge using LA syllabus 2022 26.docx](#)

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe

Art

Portrait
Lesson 1 Texture
Lesson 2 Colour

Design and Technology

How to use different fixings
Collage

Continuous provision craft table

Using materials fixings, exploring texture, shape and tools

Music

Charanga – unit 1 – me!

Charanga – unit 2 – my stories

Naming instruments
Learning to sing with others – Christmas nativity songs
Developing confidence to be on stage

Morning music – different instruments

Rhymes of the week -

If you're happy, Autumn Leaves, Leaves are falling, Diawli rhyme, Bonfire night rhyme, Hey Diddle, Here we go around the Mulberry Bush, Here we go around the Christmas Tree
NURSERY RHYME WEEK – NOVEMBER

Art

Portrait
Lesson 3 Line
Lesson 4 Colour mixing

Design and Technology

Making a 3D model (rocket) cutting windows and doors methods of attachment
Collage for effect

Continuous provision craft table

Using materials fixings, exploring texture, shape and tools

Music

Charanga – unit 3 – Everyone
Charanga – unit 4 – Our world
Music from different cultures

Morning music – different cultures and different styles

Rhymes of the week –

5 Little Men in a Flying Saucer, 2 Little Dickie Birds, Chinese New Year Rhyme, Hot Cross Buns, 5 Currant Buns, Twinkle Twinkle, Sleeping Bunnies

When Shrove Tuesday is not in Half Term holidays – Pancake Rhyme and The Runaway Pancake

Art

Portrait
Lesson 5 Line spirals

Design and Technology

Making a 3D model (house) using cardboard saws
Sculpture

Continuous provision craft table

Using materials fixings, exploring texture, shape and tools

Music

BBC schools – Jack and the Beanstalk – link with growing in UoW

Morning music – different styles

Rhymes of the week

Polly Put the Kettle on, Little Miss Muffet, Tiny Caterpillar on a leaf, 5 Little Ducks, 1.2.3.4.5 10 Green Bottles, Miss Polly

Topics/ Projects are chosen to follow the children's interests/ needs.

- In the first term daily focuses on the phoneme of the day are chosen and linked to that cohorts interests eg, a for apple, Africa etc, s for sunflowers etc.
- Nursery rhyme week is followed each year in November
- World book day – week long theme on books

Spring and Summer term projects and topics are likely to follow the children's interests and needs. However they are likely to follow these themes and provide opportunities to explore: different countries, birds, the past, a fantasy/space unit, growing, a unit with a purpose eg plant sale, minibeast, animals.