

Whittingham C of E Primary School Long term plan/curriculum overview – EYFS 2023-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	All About me! Starting school / my new class / New Beginnings Superheroes People who help us / Careers Staying healthy / Food / Human body How have I changed? My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe	Terrific Tales! Traditional Tales Old favourites Familiar tales Library visits Gingerbread Man Cinderella The Nativity At the Panto Christmas Lists Letters to Father Christmas	Amazing Animals! Life cycles Safari Animals around the world Climates / Hibernation Down on the Farm Min Beasts Animal Arts and crafts Night and day animals Animal patterns David Attenborough Happy Habitats	COME Outside! Plants & Flowers Weather / seasons Does the moon shine? The great outdoors Forest School Planting seeds Make a sculpture: Andy Goldsworthy Reduce, Reuse & Recycle Fun Science / Materials	Ticket to ride! Around the Town How do I get there? Where in the world have you been? Where do we live in the UK / world? Fly me to the moon! Vehicles past and Present Design your own transport! Who was Neil Armstrong?	FUN at the Seaside! Under the sea Off on holiday / clothes Where in the world shall we go? Send me a postcard! Marine life Fossils – Mary Anning Seasides in the past Compare: Now and then! Seaside art
Possible texts	Owl Babies Once there were Giants Stick Man The Smartest Giant The Colour Monster The Rainbow Fish Funny Bones The Big Book of Families Pete the Cat	The Jolly Postman Goldilocks Farmer Duck Hansel & Gretel The Ugly Duckling Christmas Story / Nativity Rama and Sita	The Emperors Egg The Very Hungry Caterpillar Aghh Spider! Tige who came to tea Diary of a wombat Elephant and the Bad Baby Pig in the Pond	The Tiny Seed Oliver's Vegetables Jack and the Beanstalk One Plastic Bag Jasper's Beanstalk Tree, Seasons come and seasons go A stroll through the seasons	The Snail and the Whale The Way back Home The Naughty Bus Mr. Gumpy's Outing The Train Ride Bob, The Man on the Moon Beegu Oi! Get off my train!	Lighthouse Keeper's Lunch Under the Sea Non – Fiction P is for Passport The Journey Zoom Passport to Paris World Atlases Tiddler
Trips/visitors or planned hooks	Autumn Trail Nurse / Firefighter visit /other profession? Harvest Time Birthdays Favourite Songs What do I want to be when I grow up? Video for parents	Guy Fawkes / Bonfire Night Christmas Time / Nativity Road Safety Anti- Bullying Week	Story Telling Week Random Acts of Kindness Week Internet Safety Day Animal Art week Let's go on Safari - an animal a day!	Forest School area/ Picnic Planting seeds Easter time Weather experiments Weather Forecast videos Nature Scavenger Hunt Queen's Birthday Science Week Eater Egg Hunt	Post a letter Food tasting – different cultures Map work - Find the Treasure	Visit to the beach /beach day at school Under the Sea – singing songs Heathy Eating Week World Environment Day Pirate Day
Festivals / Cele rations /Days	World mental health day Bonfire Night Diwali Harvest festival Christingle Advent / Christmas Black History Month Remembrance Day		Chinese new year Easter Holi Mother's Day World Book Day St Georges Day Shrove Tuesday		Ramadan Eid Father's Day Olympics Refugee Week Sun safety week	

	Roald Dahl Day		Ash Wednesday Eid Passover			
Religious Education	Multi faith comparative Units - being special, where do we belong? Christianity - Why is Christmas special for Christians?		Christianity- why is the word ‘God’ so important to us? Festivals and Celebrations		Multi faith comparative units - What times/stories are special and why? What places are special and why? Festivals and Celebrations	
SRE Curriculum	Myself and Others To identify some feelings and recognise some ways to express them. To recognise how feelings can influence friendships. To realise that their behaviour can affect other people.	Family Networks To identify family members and friends and the role they play. To know who they can talk to at school and home.	Hygiene Explain why it is important to keep clean. Understand basic hygiene routines. Understand ways in which they can look after themselves.	Body Awareness To know humans produce babies that grow into adults. To consider the ways they have changed since birth. To begin to recognise proper names for external body parts. To describe some functions of some body parts.	Recap <div>All of the areas of SRE are covered at all times during Early Years; the objectives have been separated into half terms to suggest when these will be covered explicitly.</div>	
PSED	<div>Positive behaviour is promoted at all times and in line with our behaviour policies. We will focus on the areas above each half term but will of course cover many other areas of PSED every day in EYFS. Each child will be supported to work towards their next steps and the areas they need to develop personally. As the needs of the children become clear we may come across specific areas in which we need to cover more explicitly.</div>					
	See themselves as a valuable individual. Being me in my world Class Rule Rules and Routines Supporting children to build relationships Dreams and Goals	How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.	Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios	What makes a good friend? Healthy me Random acts of Kindness Looking after pets Looking After our Planet Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on	Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.	Winning and loosing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.

Physical Development	Each term we will support the children to develop their gross and fine motor skills, balance, coordination and core strength through open ended activities in the EYFS environment. For example – forest school, digging, building, obstacle course building, cars and bikes, fine motor challenges, mark making, daily dough disco, Yoga, dancing and games. We will also enjoy covering a specific skill/area each half term.					
	Moving in different ways, maintaining space and changing direction	Climbing and Balancing	Throwing and catching	Rugby	Tennis	Sports Day/Athletics
	We will also spend a great deal of time helping the children to develop their independence in dressing, toileting and self-care each half term. We will work on understanding healthy eating, brushing our teeth and the impact that exercise has on our body.					
Communication and Language	We develop the children’s listening and attention, understanding and speaking and listening skills across the year in EYFS. See Development Matters.					
Phonics	<p>Reception – (Phase 1 - Securing/refining listening skills) Phoneme recognition, Initial sounds, introduce first set 1 sounds.... m,a,s,d,t,l,n,p..... Tricky red words</p> <p>Nursery – Aspect 1/2- Environmental and Instrumental sound discrimination</p>	<p>Reception – (Phase 1 Oral blending and segmenting) Focus on initial sounds, CVC blending & Segmenting Continue to introduce new Set 1 sounds Tricky red words</p> <p>Nursery – Aspect 3/4- Body Percussion, rhythm and rhyme</p>	<p>Reception - CVC blending/ Segmenting, writing captions and ditty work Look closely at ‘special friends’ and ‘digraphs’ Continue to introduce set 2 sounds – ay,ee,igh,ow.oo.... Recap set 1 sounds for those that need it Tricky red words</p> <p>Nursery – Aspect 4/5 – Rhythm and rhyme, alliteration</p>	<p>Reception - Consolidate CVC blending/ Segmenting Captions/sentences, Letter names, two syllable words Focus on hold a sentence Consolidate set 2 sounds learnt to date Recap set 1 sounds for those that need it Tricky red words</p> <p>Nursery – Aspect 6 – voice sounds</p>	<p>Reception - CVC blending/ Segmenting Captions/Sentences,Letter names, two syllable words, alien words, build a sentence/sentence work Securing application of set2 sounds Tricky red words</p> <p>Nursery – Aspect 7 – oral blending/segmenting</p> <p>Explore set 1 sounds/initial sounds</p>	<p>Reception - CVC blending/ Segmenting Captions/ Sentences, Letter names, two syllable words, exceeding objs – narrative, extended sentences Securing application of set2 sounds Alien words Tricky red words</p> <p>Nursery – Aspect 7 – oral blending/segmenting</p> <p>Explore set 1 sounds/initial sounds</p>
Focus story	Rainbow Fish	Goldilocks and The Three Bears	The Tiger Who Came to Tea	Jack and The Beanstalk	The Train Ride	The Lighthouse Keepers Lunch
Writing	<p>Mark making, labelling, lists, recipes, story mapping, cards, simple fact files.</p> <p>Texts as a Stimulus: Nursery Rhymes Label characters Sequence the story Speech bubbles</p> <p>Create a wanted poster to catch Goldilocks</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions.</p> <p>Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages – Create a Message centre!</p> <p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions for porridge.</p> <p>Help children identify the sound that is tricky to spell.</p>		<p>Texts as a Stimulus: Jack and the Bean stalk – retell parts of the story / repeated refrains / speech bubbles Hungry Caterpillar - (Cumulative) Describe foods / adjectives Healthy Food – My Menu / Bean Diary CVC words / simple sentence writing using high frequency words The Sleepy Bumblebee (Cumulative) Labels and simple captions Mini beasts – Animal Fact File – Compare two animals Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board. Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story.</p>		<p>Texts as a Stimulus: Mr Gumpy’s Outing (Cumulative) Report about the animals falling into the water Handa’s Surprise (Journey story) Retell the story in own words / reverse the journey/Describe each animal/Write new version Big Blue Whale (Information Text) Write facts about whales Write a postcard / diary writing My Holiday – recount</p> <p>Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Acrostic poems</p>	

	Sequence the story Write a sentence		Labels and captions – life cycles Recount – A trip Character descriptions. Write 2 sentences		Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description – Rainbow Fish Write three sentences	
Reception Maths	Match and Sort Compare amounts Comparing mass, size and capacity Exploring patterns Representing 1,2,3	Numbers 1, 2, 3 – Comparing and composition. Circle and triangle and shapes with 4 sides. Positional language Representing numbers to 5 and one more/one less. Time – night and day, ordering key events, days of the week	Numbers 5,6,7,8 Addition and subtraction, number bonds to 5, combining two groups	Numbers 9,10 Number bonds to 10 using part whole and tens frames	Superheros to 20 and beyond Counting to 20, adding more and taking away	First, then. Now Finding my pattern Doubling, halving, odds and evens
Nursery Maths	Counting to 10 through nursery rhymes, songs and games Counting a small group of objects Use language relating to size – small, big, tall etc Using language like ‘more’ and ‘a lot’. Sorting and matching Exploring patterns	Continue developing counting to 10 and beyond Counting small amounts of objects accurately using 1 to 1 correspondence, playing with and exploring numicon Exploring concept of everyday time Talking about 2D shapes Explore positional language	Counting up to 5 objects accurately Matching amounts of objects to numicon pieces Beginning to recognise numerals Continue to develop 2D shape knowledge Secure positional language	Using positional language Continue to develop language related to time Recognising and naming 2D shapes Recognising and naming numerals in the environment, matching quantities to numerals.	Comparing quantities and matching quantities. Talking about more and fewer Continuing to recognise numerals Compare size and length	Developing 1 to 1 counting strategies, counting objects in irregular arrangements, use the language of more and fewer to compare groups, continue to compare and order numbers to 5 and beyond. Begin to deepen understanding of uses of number.
Exploring media and materials (music, arts, design)	Independently exploring classroom areas and resources. Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment. Sing call-and-response songs, so that children can echo phrases of songs you sing. Self-portraits, junk modelling, take picture of children’s creations and record them explaining what they did. Julia Donaldson songs Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas.	Practicing for Christmas play and promoting singing and dancing with confidence. Use accurate colours for a purpose when drawing and painting. Exploring instruments and sounds. Use different textures and materials to make bridges for the Three Billy Goats, giant food for the giants castle etc. Listen to music and make their own dances in response. Castle models. Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems.	Rousseau’s Tiger / animal prints /Designing homes for hibernating animals. Collage. Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks. Making lanterns, Chinese writing, puppet making, Chinese music and composition Shadow Puppets Teach children different techniques for joining materials, such as how to use	Make different textures; make patterns using different colours Children will explore ways to protect the growing of plants by designing scarecrows. Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers Mother’s Day crafts Easter crafts Home Corner role play Artwork themed around Eric Carle / The Seasons – Art	Design and make rockets. Design and make objects they may need in space, thinking about form and function. Learn a traditional African song and dance and perform it / Encourage children to create their own music. Junk modelling, houses, bridges boats and transport. Exploration of other countries – dressing up in different costumes. Retelling familiar stories Creating outer of space pictures	Sand pictures / Rainbow fish collages Lighthouse designs Paper plate jellyfish Puppet shows: Provide a wide range of props for play which encourage imagination. Salt dough fossils Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.

	Superhero masks.	The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Role Play Party's and Celebrations Role Play of The Nativity	adhesive tape and different sorts of glue.	Provide a wide range of props for play which encourage imagination.	Provide children with a range of materials for children to construct with.	Colour mixing – underwater pictures. Father's Day Crafts.
Understanding the World	<p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</p> <p>Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.</p> <p>Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</p> <p>Introduce children to different occupations and how they use transport to help them in their jobs.</p> <p>Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.</p> <p>Long ago – How time has changed. Using cameras.</p>	<p>Can talk about what they have done with their families during Christmas' in the past.</p> <p>Show photos of how Christmas used to be celebrated in the past.</p> <p>Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.</p> <p>Share different cultures versions of famous fairy tales.</p> <p>To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</p> <p>Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need.</p>	<p>Listening to stories and placing events in chronological order.</p> <p>What can we do here to take care of animals in the jungle?</p> <p>Compare animals from a jungle to those on a farm.</p> <p>Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to the zoo.</p> <p>Nocturnal Animals Making sense of different environments and habitats</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see</p> <p>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p> <p>After close observation, draw pictures of the natural world, including animals and plants</p>	<p>Use the Forest School area (to link with seasons); discuss what we will see.</p> <p>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals.</p> <p>Create opportunities to discuss how we care for the natural world around us.</p> <p>Can children make comments on the weather, culture, clothing, housing.</p> <p>Change in living things – Changes in the leaves, weather, seasons,</p> <p>Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.</p> <p>Building a 'Bug Hotel'</p> <p>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</p> <p>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p> <p>Look for children incorporating their understanding of the seasons and weather in their play.</p> <p>Use the BeeBots</p>	<p>Use Handa's Surprise to explore a different country.</p> <p>Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found.</p> <p>Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.</p> <p>Use bee-bots on simple maps.</p> <p>Encourage the children to use navigational language.</p> <p>Can children talk about their homes and what there is to do near their homes?</p> <p>Look out for children drawing/painting or constructing their homes.</p> <p>Encourage them to comment on what their home is like.</p> <p>Show photos of the children's homes and encourage them to draw comparisons.</p> <p>Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?</p> <p>Introduce the children to NASA and America.</p> <p>Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.</p> <p>Can children differentiate between land and water.</p> <p>Take children to places of worship and places of local importance to the community.</p>	<p>To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.</p> <p>Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil.</p> <p>Materials: Floating / Sinking – boat building Metallic / non-metallic objects</p> <p>Seasides long ago – Magic Grandad</p> <p>Share non-fiction texts that offer an insight into contrasting environments.</p> <p>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p>

