**Whittingham C of E Primary School Long term plan/curriculum overview – EYFS 2020/2021**

In Early Years we try to follow the children’s interest as much as possible and incorporate this into our   
curriculum. Therefore, the topics are very open ended. We have a specific ‘Talk 4 Writing’ text in mind for each topic but the children will lead their learning and we may alter or add to the plan.

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|  | AUTUMN 1 | AUTUMN 2 | | | SPRING 1 | | SPRING 2 | SUMMER 1 | | SUMMER 2 |
|  | A helping hand….  The colour monster (covid recovery)  The Little Red Hen  THe | In the deep dark night…  Owl Babies  THe | | | Up and away…  Whatever Next  THe | | On the Wild Side…  Dear Zoo  THe | Muddy Puddles…  The Three Little Pigs  THe | Time for an adventure…  We’re going on a bear hunt…  THe | |
| **Trips/visitors or planned hooks** | Trip - Morwick Ice Cream Parlour/  Heatherslaw Mill  Church visit | Visitor to school –  Birds of Prey  Church visit | | | Alien landing at forest school | | Missing tortoise in classroom  Church visit | Trip – Farm visit | Trip – Woods/Bear Hunt or Wingrove for Eid part (covid dependent) | |
| **Festivals /**  **Celeb rations**  **/Days** | World mental health day  Bonfire Night  Diwali  Harvest festival  Christingle  Advent / Christmas  Black History Month  Remembrance Day  Roald Dahl Day | | | | Chinese new year  Easter  Holi  Mother’s Day  World Book Day  St Georges Day  Shrove Tuesday  Ash Wednesday Eid  Passover | | | Ramadan  Eid  Father’s Day  Olympics Refugee Week  Sun safety week | | |
| **Religious Education** | Christianity: Communities (Unit 3)  Festivals and Celebrations | | | | Christianity: God (Unit 1)  Festivals and Celebrations | | | Judaism: Lifestyles (Unit 2)  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  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. | | |
| **PSED** | 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.  Settling in, friendships, routines, rules, feeling safe, positive relationships, feelings and emotions. | Developing friendships and playing cooperatively, developing confidence, continue to explore feelings and emotions and consider others feelings, accept delay and share desires and needs. | | | Working to solve own conflicts, sharing own knowledge and explanations, becoming more confident to share ideas, enjoying responsibility of carrying out small tasks. | | Negotiating and solving problems, altering behaviours, coping with change, developing confidence and speaking in front of groups. | Continue to solve problems, compromise, organise own activities and alter them, articulating likes and dislikes, working together. | | Plan to achieve an outcome as a group, listen to each other’s ideas, understand uniqueness and differences, understand bullying. |
| **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  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. | Climbing and Balancing | | | Throwing and catching | | Gymnastics | Dancing | | Sports Day |
| **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** | Reception –  (Phase 1 - Securing/refining listening skills)  Phoneme recognition, Initial sounds, introduce first set 1 sounds…. m,a,s,d,t,I,n,p…..  Tricky red words  Nursery – Aspect 1/2- Environmental and Instrumental sound discrimination | Reception –  (Phase 1 Oral blending and segmenting)  Focus on initial sounds, CVC blending & Segmenting  Continue to introduce new Set 1 sounds  Tricky red words  Nursery – Aspect 3/4- Body Percussion, rhythm and rhyme | | | 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  Nursery – Aspect 4/5 – Rhythm and rhyme, alliteration | | 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  Nursery – Aspect 6 – voice sounds | 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  Nursery – Aspect 7 – oral blending/segmenting  Explore set 1 sounds/initial sounds | | 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  Nursery – Aspect 7 – oral blending/segmenting  Explore set 1 sounds/initial sounds |
| **Talk4Writing focus story** | The Little Red Hen | Owl Babies | | | Whatever Next | | Dear Zoo | The Three Little Pigs | We’re going on a bear hunt! | |
| **Writing** | Mark making, labelling, lists, recipes, story mapping, cards, simple fact files. | | | | Labelling, Captions, Sentences, Descriptions, Letters, story mapping, story invention. | | | Sentences, instructions, descriptions, recounts, story writing. | | |
| **Reception Maths** | White Rose Maths/NCETM  Numberblocks  Match and Sort  Compare amounts  Comparing mass, size and capacity  Exploring patterns  Representing 1,2,3 | | | White Rose Maths/NCETM  Numberblocks  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 | White Rose Maths/NCETM  Numberblocks  Numbers 5,6,7,8  Addition and subtraction, number bonds to 5, combining two groups  (waiting for update from WRM for more detail and SSM) | | White Rose Maths/NCETM  Numberblocks  Numbers 9,10  Number bonds to 10 using part whole and tens frames  (waiting for update from WRM for more detail and SSM) | White Rose Maths/NCETM Numberblocks  Superheros to 20 and beyond  Counting to 20, adding more and taking away  (waiting for update from WRM for more detail and SSM | White Rose Maths/NCETM Numberblocks  First, then. Now  Finding my pattern  Doubling, halving, odds and evens  (waiting for update from WRM for more detail and SSM) | |
| **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.  Mark making and exploring.  Painting for a purpose.  Promote simple narratives around small world toys and role play.  Promote imaginative play based around familiar experiences in the home corner and through stories.  Learn songs and retell stories. | | | 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.  Construct with a purpose in mind – use simple techniques to attach things together.  Develop small world narratives.  Explore different techniques and materials and make collages. | Investigating mixing colours and begin to be introduced to primary and secondary colours.  Explore dark and light colours and how to alter and change these.  Discuss materials and create junk models on a large and small scale.  Imaginative role play and storytelling in Space themed role play.  Learn songs and retell stories and build a repertoire of songs. | Represent own ideas.  Plays cooperatively as part of a group to develop and act out a narrative.  Make up own rhythms.  Build stories around toys and objects.  Combine different materials and textures to create new effects.  Independently manipulate materials.  Make up animal dances and move in different ways. | | Describing textures. Charanga music - pitch, volume etc.  Junk modelling - promote independent use of resources and large scale construction.  Make their own decisions on how things can be altered and think critically when choosing materials for a purpose.  Alter familiar songs and stories independently.  Think about properties of different materials and what they would be good for. | Talk about ideas and processes involved in making things.  Independent junk modelling.  Promote independent choice of resources.  Acting, singing and dancing.  Using instruments to represent different things like weather, places and feelings. | |
| Understanding the World | Discussing families, home and customs.  Discussing special times with families.  Learn about festivals like Harvest and talk about things we celebrate in our own lives.  Learn about our local community.  Learn about processes and how things change through experiences like baking bread and cooking on a fire.  Think about how our lives were different in the past (when we were a baby).  Promote investigation and independent use of Ipads and electrical toys in classroom. | | | Autumn/Winter changes in the environment including freezing and melting.  Looking at changes in the environment including leaves falling from trees.  Learning about nocturnal animals including owls in detail.  Learning about hibernation.  Exploring day and night.  Learning about and celebrating Diwali and Christmas and comparing these celebrations to our own celebrations and lives.  Using Ipads to take photos and videos.  Accessing IWB independently and use age appropriate programmes independently. | Learn about space including planets and stars.  Learning about different occupations including astronauts.  Investigating different materials and what they are best for when making our own rockets etc.  Thinking about similarities and differences between planets and places we live.  Learning about and celebrating Chinese New Year.  Using technology to find out about things. | | Discuss similarities/differences with animals and habitats.  Show care and concern for living things – zoo v living in the wild etc.  Think about animals that don’t live in a zoo, for example writing our own ‘Dear Farm’ story.  Think about how human activity influences the environment.  Developing our ability to select what technology we need for a purpose (Ipads, Laptops, Phone, Camera etc).  Use technology to research animals and habitats and record live events. | Make observation of animals/plants and understand why things happen.  Consider different materials and their uses when building houses etc.  Learn about materials houses and buildings are made from in different countries like Africa.  Thinking about what animals are native to different countries – What would the characters be if the story was based in Africa?  Learn about how people’s lives were different in the past.  Understand floating and sinking.  Independently using beebots and programming. | | Explore different environments and make detailed observations.  Learn about weather and continue to explore how it impacts on environments.  Further developing our understanding of different countries and habitats. Make up our own stories like ‘We’re going on a polar bear hunt….’  Think about how people maintain our community – recycling, litter picking etc and the impact humans have on the environment – recycling/litter/pollution.  Using Laptops with support to use simple programmes and make type lists. |