**Whittingham C of E Primary School Long term plan/curriculum overview – EYFS 2024/2025**

**Updated Autumn 2024**

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|  | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|  | **Super duper you, super duper me!**Starting school / my new class / New Beginnings Superheroes People who help us / CareersStaying healthy / Food / Human bodyHow have I changed? My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe | **when I grow up i’d like to be a ….**People who help us in our local communityPeople who help us in schoolThe Nativity At the Panto Christmas Lists Letters to Father Christmas | **animals and our planet**Life cycles Safari Animals around the world Climates / Hibernation Down on the Farm Min Beasts Animal Arts and craftsNight and day animals Animal patternsDavid Attenborough Happy HabitatsClimate Change and making environmental changes | **FRom the dinosaurs to me!**Dinosaurs and how the world has changedThe wonderful world of dinosaursHow have things changed in our local area - houses, amenities, transportDinosaurs environments | **We love being outdoors!**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 |  **Knights and castles** Compare:now and thenCastlesHistory of key KIngs and QueensRoles in the castle |
| **Possible texts** | The Colour MonsterSuper Duper you!Great big book of familiesOwl BabiesOnce there were Giants Stick Man The Smartest GiantElmerIncredible you The Rainbow Fish  | Mog at the vetMaisie goes to hospitalThe Jolly Postman People who help usEmergencyChristmas Story / Nativity Rama and Sita | Can we really help the Polar Bears? Yes we can!The Very Hungry Caterpillar Squash and a squeezeClem and CrabHow many legs?TiddlerThe Owl who was afraid of the dark | Five enormous dinosaursHow tall was a T rex?Tyrannosaurus dripLeilong’s too long | The Tiny Seed Oliver’s Vegetables Jack and the Beanstalk One Plastic Bag Jasper’s Beanstalk Tree, Seasons come and seasons goA stroll through the seasonsStickmanSuperwormThe Gruffalo | All about CastlesGeorge and the DragonCastles magnifiedThe dragon and the troublesome KnightLook inside a castle |
| **Trips/visitors or planned hooks** | Autumn Trail Harvest Time BirthdaysFavourite Songs What do I want to be when I grow up? Video for parentsChurch visit | Guy Fawkes / Bonfire Night Christmas Time / Nativity Road Safety Anti- Bullying WeekNurse / Firefighter visit /other profession? | Story Telling Week Random Acts of Kindness Week Internet Safety Day Animal Art weekLet’s go on Safari - an animal a day!Litter picking clear up in our local area | Easter time Queen’s Birthday Science Week Easter Egg HuntDinosaurs visit us at school! | Forest School - plantingNature scavenger huntWeather experiments Weather Forecast videos Food tasting – different cultures Map work - Find the Treasure  | Visit to a local castleKnights and Princesses themed dayHealthy Eating Week World Environment Day Sports day  |
| **Festivals /****Cele rations****/Days** | World mental health dayBonfire Night Diwali Harvest festivalChristingleAdvent / ChristmasBlack History MonthRemembrance DayRoald Dahl Day | Chinese new year EasterHoliMother’s Day World Book DaySt Georges DayShrove TuesdayAsh WednesdayEidPassover | RamadanEidFather’s DayOlympicsRefugee WeekSun safety week |
| **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 OthersTo 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 NetworksTo identify family members and friends and the role they play.To know who they can talk to at school and home. | HygieneExplain why it is important to keep clean.Understand basic hygiene routines.Understand ways in which they can look after themselves. | Body AwarenessTo 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  |
| **PSED** | New Beginnings See themselves as a valuable individual.Being me in my world Class Rule Rules and Routines Supporting children to build relationshipsDreams and Goals | Getting on and falling out. How to deal with anger EmotionsSelf - 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. | Good to be me Feelings Learning about qualities and differences Celebrating differencesIdentify 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  | Relationships What makes a good friend? Healthy meRandom 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 | Looking after othersFriendshipsDreams 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. | Taking part in sports day - 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** | Ball skills | Fundamental skills | Gymnastics | Dance | Sports Day/Athletics | Games |
| **Communication and Language** |  |  |  |  |  |  |
| **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 & SegmentingContinue to introduce new Set 1 soundsTricky red words Nursery – Aspect 3/4- Body Percussion, rhythm and rhyme | Reception - CVC blending/ Segmenting,writing captions and ditty workLook 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 itTricky red words Nursery – Aspect 4/5 – Rhythm and rhyme, alliteration | Reception - Consolidate CVC blending/ SegmentingCaptions/sentences, Letter names, two syllable wordsFocus on hold a sentenceConsolidate set 2 sounds learnt to dateRecap set 1 sounds for those that need itTricky red words Nursery – Aspect 6 – voice sounds | Reception - CVC blending/ SegmentingCaptions/Sentences,Letter names, two syllable words, alien words, build a sentence/sentence workSecuring application of set2 soundsTricky red words Nursery – Aspect 7 – oral blending/segmentingExplore set 1 sounds/initial sounds | Reception - CVC blending/ SegmentingCaptions/ Sentences, Letter names, two syllable words, exceeding objs – narrative, extended sentencesSecuring application of set2 soundsAlien wordsTricky red words Nursery – Aspect 7 – oral blending/segmentingExplore set 1 sounds/initial sounds |
| **Focus story** | The Colour Monster | Mog and the vet | Can we really help the Polar Bears? Yes we can! | Leilong’s too long | Stickman | George and the dragon |
| **Writing** | Mark making, labelling, lists, recipes, story mapping, cards, simple fact files.**Texts as a Stimulus:**The Colour MonsterPeople who help usNursery RhymesLabel characters Sequence the storySpeech bubbles Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages – Create a Message centre!Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area. Help children identify the sound that is tricky to spell. Write a sentence. | **Texts as a Stimulus:**Retell parts of the story / speech bubbles/facts about animalsHungry Caterpillar - (Cumulative) Describe foods / adjectives Healthy Food – My MenuPolar Bear factsDinosaur factsCVC words / simple sentence writing using high frequency words The Sleepy Bumblebee (Cumulative) Labels and simple captions Mini beasts – Animal Fact File – Compare two animalsWriting 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. Labels and captions – life cycles Recount – A trip Character descriptions. Write 2 sentences | **Texts as a Stimulus:**Mr Gumpy’s Outing (Cumulative) Handa’s Surprise (Journey story) Bean diary/plants recordRetell the story in own words / reverse the journey/Describe each animal/Write new version Write a postcard / diary writing My Holiday – recountLabel a castleWriting 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 poemsStory 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 SortCompare amountsComparing mass, size and capacityExploring patternsRepresenting 1,2,3 | Numbers 1, 2, 3 – Comparing and composition.Circle and triangle and shapes with 4 sides. Positional languageRepresenting numbers to 5 and one more/one less.Time – night and day, ordering key events, days of the week | Numbers 5,6,7,8Addition and subtraction, number bonds to 5, combining two groups | Numbers 9,10Number bonds to 10 using part whole and tens frames | Superheros to 20 and beyondCounting to 20, adding more and taking away  | First, then. NowFinding my patternDoubling, halving, odds and evens |
| **Nursery Maths** | Counting to 10 through nursery rhymes, songs and gamesCounting a small group of objectsUse language relating to size – small, big, tall etcUsing language like ‘more’ and ‘a lot’.Sorting and matchingExploring patterns | Continue developing counting to 10 and beyondCounting small amounts of objects accurately using 1 to 1 correspondence, playing with and exploring numiconExploring concept of everyday timeTalking about 2D shapesExplore positional language | Counting up to 5 objects accuratelyMatching amounts of objects to numicon piecesBeginning to recognise numeralsContinue to develop 2D shape knowledgeSecure positional language | Using positional languageContinue to develop language related to timeRecognising and naming 2D shapesRecognising and naming numerals in the environment, matching quantities to numerals. | Comparing quantities and matching quantities.Talking about more and fewerContinuing to recognise numeralsCompare 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.Our art focus will be Drawing: Marvellous marks.We may also do 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. Superhero masks, our own colour monsters! . | Practising for the 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 vehicles and pictures of vehicles that help us.Listen to music and make their own dances in response.Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems.The use of story maps, props, puppets will encourage children to retell, invent and adapt stories about poeple who help us.Role Play Parties and Celebrations Role Play of The Nativity and people who help us. | Our art focus will be Painting and mixed media: Paint my word.We may also design 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 compositionShadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. | Make different textures; make patterns using different coloursCollage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Mother’s Day crafts Easter crafts. Design our own Dinosaurs!Salt dough fossils. | Our art focus will be Sculpture and 3D: Creation station.We may also do junk modelling, houses, bridges boats and transport. Exploration of other countries – dressing up in different costumes.Retelling familiar stories Provide children with a range of materials for children to construct with.Life cycles, Flowers-Sun flowersArtwork themed around Eric Carle / The Seasons – ArtProvide a wide range of props for play which encourage imagination. | Design a castle - junk model - build one!Puppet shows: Provide a wide range of props for play which encourage imagination.Father’s Day Crafts. |
| Understanding the World  | Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. 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. 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. Introduce children to different occupations and how they use transport to help them in their jobs. Listen out for and make note of children’s discussion between themselves regarding their experience of past birthday celebrations.Long ago – How time has changed. Using cameras. | Our history focus will be World War Two and we will focus on remembrance day.We will also talk about what they have done with their families during Christmas’ in the past. Show photos of how Christmas used to be celebrated in the past. 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.Share different stories of roles that people do and jobs to help us.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.Talking about occupations and how to identify strangers that can help them when they are in need. | Listening to stories and placing events in chronological order. What can we do here to take care of animals in the Arctic?Compare animals from our environment to those in the Arctic.. Explore a range of Arctic animals. Learn their names and label their body parts. Could include a trip to the zoo. Nocturnal Animals Making sense of different environments and habitats 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 seeListen to children describing and commenting on things they have seen whilst outside, including plants and animals. After close observation, draw pictures of the natural world, including animals and plantsIntroduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. | Can children make comments on the weather, culture, clothing, housing. Change in living things – Changes in the leaves, weather, seasons and the difference between now and the past.To understand where dinosaurs are now and begin to understand that they were alive a very long time ago. Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil. | Use the Forest School area (to link with seasons); discuss what we will see.Use Handa’s Surprise to explore a different country. 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. Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?Lookat our environment in comparison to the Arctic/Antarctic - investigate ice.Can children differentiate between land and water. Take children to places of worship and places of local importance to the community.Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. Building a ‘Bug Hotel’ Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate. 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. Look for children incorporating their understanding of the seasons and weather in their play. | History - now and then our focus will beKings and Queens.We will also focus on what did they not have in a castle that we now have?Understand stories of KIngs and Queens.Recognise key features of a castle.Who lives in a castle and why?People's roles in the castle. |