**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 / 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 | **when I grow up i’d like to be a ….**  People who help us in our local community  People who help us in school  The 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 crafts  Night and day animals  Animal patterns  David Attenborough  Happy Habitats  Climate Change and making environmental changes | | **FRom the dinosaurs to me!**  Dinosaurs and how the world has changed  The wonderful world of dinosaurs  How have things changed in our local area - houses, amenities, transport  Dinosaurs 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 then  Castles  History of key KIngs and Queens  Roles in the castle | |
| **Possible texts** | The Colour Monster  Super Duper you!  Great big book of families  Owl Babies  Once there were Giants  Stick Man  The Smartest Giant  Elmer  Incredible you  The Rainbow Fish | Mog at the vet  Maisie goes to hospital  The Jolly Postman  People who help us  Emergency  Christmas Story / Nativity  Rama and Sita | | | Can we really help the Polar Bears? Yes we can!  The Very Hungry Caterpillar  Squash and a squeeze  Clem and Crab  How many legs?  Tiddler  The Owl who was afraid of the dark | | Five enormous dinosaurs  How tall was a T rex?  Tyrannosaurus drip  Leilong’s too long | 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  Stickman  Superworm  The Gruffalo | All about Castles  George and the Dragon  Castles magnified  The dragon and the troublesome Knight  Look inside a castle | |
| **Trips/visitors or planned hooks** | Autumn Trail  Harvest Time  Birthdays  Favourite Songs  What do I want to be when I grow up? Video for parents  Church visit | Guy Fawkes / Bonfire Night  Christmas Time / Nativity  Road Safety  Anti- Bullying Week  Nurse / Firefighter visit /other profession? | | | Story Telling Week  Random Acts of Kindness Week  Internet Safety Day  Animal Art week  Let’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 Hunt  Dinosaurs visit us at school! | Forest School - planting  Nature scavenger hunt  Weather experiments  Weather Forecast videos  Food tasting – different cultures  Map work - Find the Treasure | Visit to a local castle  Knights and Princesses themed day  Healthy Eating Week  World Environment Day  Sports day | |
| **Festivals /**  **Cele 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** | 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 | | |
| **PSED** | New Beginnings  See themselves as a valuable individual.  Being me in my world  Class Rule Rules and Routines  Supporting children to build relationships  Dreams and Goals | Getting on and falling out.  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. | | | Good to be me Feelings  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 | | Relationships  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 | Looking after others  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. | | 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 & 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 |
| **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 Monster  People who help us  Nursery Rhymes  Label characters  Sequence the story  Speech 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 animals  Hungry Caterpillar - (Cumulative) Describe foods / adjectives  Healthy Food – My Menu  Polar Bear facts  Dinosaur facts  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.  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 record  Retell the story in own words / reverse the journey/Describe each animal/Write new version  Write a postcard / diary writing  My Holiday – recount  Label a castle  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  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.  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 composition  Shadow 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 colours  Collage-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 flowers  Artwork themed around Eric Carle / The Seasons – Art  Provide 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 see  Listen 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 plants  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. 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. |