**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 |
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|  | **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 & Gretal  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  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** | Moving in different ways, maintaining space and changing direction | Climbing and Balancing | | | Throwing and catching | | Rugby | Tennis | | Sports Day/Athletics |
| **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** | 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** | Mark making, labelling, lists, recipes, story mapping, cards, simple fact files.  **Texts as a Stimulus:**  Nursery Rhymes  Label characters  Sequence the story  Speech bubbles  Create a wanted poster to catch Goldilocks  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, instructions for porridge.  Help children identify the sound that is tricky to spell.  Sequence the story  Write a sentence | | | | **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.  Labels and captions – life cycles Recount – A trip  Character descriptions.  Write 2 sentences | | | **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  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) | Our art focus will be Drawing: Marvellous marks.  We may also independently explore classroom areas and resources.  Join in with songs; begin 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.  Superhero masks. | | | 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.  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 | Our art focus will be Painting and mixed media: Paint my world.  We may also look at 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 adhesive tape and different sorts of glue. | 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  Provide a wide range of props for play which encourage imagination. | | Our art focus will be Craft and design: Woven wonder.  We may also 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  Provide children with a range of materials for children to construct with. | 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.  Colour mixing – underwater pictures.  Father’s  Day Crafts. | |
| Understanding the World | In history we will look at the great fire of London.  We will also identify our 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. | | | Can 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 cultures versions of famous fairy tales.  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.  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. | Listen to stories and place events in chronological order.  What can we do here to take care of animals in the jungle?  Compare animals from a jungle to those on a farm.  Explore a range of jungle 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 | | Use the Forest School area (to link with seasons); discuss what we will see.  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,  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.  Use the BeeBots | In history we will look at significant others, in particular George Stephenson and the invention of the railway.  We will also 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.  Use bee-bots on simple maps. Encourage the children to use navigational language.  Can children talk about their homes and what there is to do near their homes?  Look out for children drawing/painting or constructing their homes.  Encourage them to comment on what their home is like. Show photos of the children’s homes and encourage them to draw comparisons.  Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?  Introduce the children to NASA and America.  Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.  Can children differentiate between land and water.  Take children to places of worship and places of local importance to the community. | | In history we will look at how people used to live, in particular at seaside holidays in the past.  We will also learn 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.  Materials: Floating / Sinking – boat building Metallic / non-metallic objects  Seasides long ago – Magic Grandad  Share non-fiction texts that offer an insight into contrasting environments.  Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. |