

EYFS Curriculum Long Term Planning

EYFS	Evendons Primary School Curriculum and Topic Overview	2024/5
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Themes: Seasons, Diversity, STEM and experiential learning, Literacy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Theme	1. Settling In 2. Ourselves 3. Autumn	1. Bonfire Night & Diwali 2. The Little Red Hen (approx 1 Week) 3. The Gingerbread Man (2 Weeks) 4. Christmas	1. New Year Winter 2. Transport - Land 3. Chinese New Year (22nd Jan 2023)	1. World Book Week Spring 2. Dinosaurs (H) 3. Easter	1. New Life (spring) 2. Ducks	1. At the Seaside (Summer) Summer
Books / other texts	Harry and the Dinosaurs go to school How Dinosaurs go to school Wilson Whiffy Starts school Out and About - Shirley Hughes We are going on a leaf hunt Starting school The Colour Monster The Family book	The Little Red Hen Gingerbread Man The Nativity story Out and About - Shirley Hughes	Non Fiction Transport Books Emergency! The Train Ride The Naughty bus Mrs Armitage on Wheels Jack Frost	Harry and the Bucketful of Dinosaurs If the Dinosaurs came back Tom and the Island of Dinosaurs	Once there were Giants The Hungry Caterpillar What the ladybird Heard	Commotion in the Ocean Rainbow Fish At the Beach (postcard writing) What the Ladybird heard at the seaside.
Key Vocab and Questions?	Who am I? Where do I come from? What features do I have? What do I look like? How am I different? Who is in my family? Would this season be suitable for flip flops?	What is Christmas? What is Diwali? What is a religion? How is Hindu celebration of Diwali/Christmas different from celebrations we have in our families? What	How do people celebrate New Year? What special events do we have in the year? How do children celebrate with their families? How is transport different around the world? Why? How has transport changed over time? How is different	Extinct, herbivore, carnivore How has earth changed over time? Why are dinosaurs not alive anymore?	What is a habitat? Celebrating new life - what do different cultures do? Human, frog and butterfly life cycles. How and why do things change?	What do you see at the seaside? What do we mean by the seaside? What lives under the sea? What are shipwrecks? What pirate tales do we know? Do Mermaids really exist? Would I rather visit a beach in England or a beach abroad? Are all beaches a nice day out?

		clothes should we pack for our christmas holidays? How are Hindu and Christian celebrations similar/different?	transport used for different types of journeys? What is the purpose of different types of transport?	What is Easter? How and why do Christians celebrate Easter? Why is it important?	How does healthy eating and exercise influence our health?	What clothes should I pack for a trip out?
School Values Key Text	Trust Respect	Courage	Love	Forgiveness	Resilience	Fairness
Themed days / Events / Visits / Visitors	Family Visits Cultural Fair Wellington Country Park Apple Day	Pantomime Trip	Fire brigade and Police visits Under the Bonnet Investigation Bike/Scooter Day	World Book Week (28th Feb) Puppet Show Library visit Author Visit	Farm Visit Caterpillars Duck Eggs	Bournemouth trip Overnight Camp (Friday 24th June) All Change Day Sports Day
Religious / Cultural Festivals (some dates may change each calendar year) <u>Christianity</u> <u>Judaism</u> Islam Sikhism <u>Buddhism</u> <u>Hinduism</u>	Harvest	Halloween Bonfire Night Remembrance Day Advent Christmas Hanukkah Diwali Diwali	New Year Chinese New Year - Buddhism Epiphany	Polish Tlusty Czwartek Lent Palm Sunday Easter - Good Friday, Easter Sunday Holi	May Day Passover Ramadan Eid al-Fitr	Eid al-Adha
Communication & Language	Communication and Language is developed throughout each term through high quality interactions, daily group discussions, circle times, stories and singing.					
	-Talking about ourselves, families and homes, sports we like / have done. -Understanding instructions. -Understand how to listen carefully and why listening is important. -Expressing our feelings.	-Using the word 'because' to extend sentences. -Work with talk partners to ask questions and respond appropriately. -Focus on pronunciation with specific children. -Questioning -Using talk in role-play -Acting out stories in role play. -Describing characters in texts.	-Listen to others and articulate their ideas and thoughts in well-formed sentences. -Ask questions to find out more and to check understanding. -Engage in non-fiction books.	-Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. -Listen to and talk about stories to build familiarity and incorporate storylines and narratives into play	-Maintaining attention & concentrating on tasks of own choice; -Using talk to organise, sequence and clarify thinking, particularly about growing and changing, predicting what will happen. -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. -Ask questions to find out more and to check understanding.	-Extending attention span -Making play storylines and narratives more in depth; carrying on developing vocabulary and using new vocabulary in different contexts. -Follow instructions with several parts.

Personal, Social and Emotional Development	This area of learning has been split for extra focus, but will be continuously developing throughout the reception year.					
	This area of learning is also developed through daily circle times reacting to current scenarios / behaviours, through our role-play areas and through adult interactions with children modelling kindness and behaviour strategies.					
	-Learning names of peers. -Learning values and expectations of setting. -Turn taking and resolving problems without aggression. - Developing an understanding of Kindness Matters. -Using & looking after resources properly -See themselves as valuable individuals, taking time to get to know the child and their family.	-Extending friendships. -Making relationships for learning. -Thinking about right from wrong. -Helping others. -Taking responsibility for own belongings. -Consider the feelings of others.	-Confident to speak to others; knowing opinions are listened to and valued -Reflect upon design projects, how would we improve next time?	-Beginning to deal with conflicts appropriately and independently -Reading and presenting stories to the whole class.	-Negotiating / solving problems -Work and play cooperatively and take turns with others. -Healthy eating - hungry caterpillar -Teeth experiment and how to look after our teeth.	-Compromising fairly -Pirate ship project, children work in teams - listen and take account of others views and opinions -Reflect upon design projects, how would we improve next time? -Show resilience and perseverance in the face of challenges e.g. sports day. -Identify and moderate their own feelings socially and emotionally. -Take time to talk about transitions to Year 1.
Character Education - Being in my world - Celebrating Differences		Character Education - Dreams and Goals - Healthy Me		Character Education - Relationships - Changing Me		
Physical Development PE Overview	This area of learning is also developed through Music and Movement, Yoga and our continuous provision which includes the climbing frame, large tyres, bikes and scooters, rope swing, playdough table and tools, scissors, tweezers, painting and mark-making equipment.					
	PE - First PE -Developing balance and coordination in the outdoor area, refining the fundamental movement skills they have already acquired:climbing, skipping etc - Developing fine motor control -Mark-making - Starting to write their name - Snipping, tracing and copying straight and curved lines. - Write Dance -developing core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	PE - Multi Skills -Experiment with different ways of balancing -Experiment with different ways of moving (agility) - Experiment with different ways of throwing a moving a ball with different body parts (coordination) -Working with friends in a team – taking turns - Fine motor -Using a pencil more effectively to form recognisable letters -Threading and weaving. -Scissor skills & safety -Handling objects with more control	PE - Ball Skills -Moving balls in a range of ways. -Throwing with accuracy -Travelling confidently in a range of ways. -Kicking a ball with accuracy. - Fine Motor -Forming letters of the alphabet with correct formation. -Developing consistent use of a tripod grip. -Being a safe pedestrian -Develop small motor skills so that they can use a range of tools competently, safely and confidently - making forms of transport, decorating them - Need for safety when tackling new challenges - making forms of transport	PE - Gymnastics -Can experiment with different space shapes - Experiment with different jumps -Experiment with different ways of rolling in small shape (moon roll) -Experiment with a rocket roll -Moving along the floor in different ways like aliens sliding, rolling, stretching etc -Show a start shape, rocket roll and finishing shape (beginning of a sequence) - Fine Motor	PE - Tennis -Throw and catch to self with a soft ball and attempt to bounce - catch to self - Balance an object e.g. beanbag on racket - Hand eye coordination passing ball to a partner -Move on the floor ball with hand in a variety of ways - Push the ball with throw down strips to develop hand eye coordination - Fine Motor -Forms all letters of the alphabet with correct formation.	PE - Athletics (Sports Day prep) -Marching/running for coordination -Experiment with different ways of throwing under/overarm - Experiment with different ways of jumping- measuring with various objects - Working with friends in a team – taking turns - Fine Motor -Develop the foundations of a handwriting style which is fast, accurate and efficient

	-Independence in dressing, eating and self-care. -Beginning to discuss healthy food.	Write Dance .		-continue developing letter formation - moving towards more pencil / pen based writing (correct pencil grip essential)	-Practising appropriate safety measures - during stories & role-play, choosing & making props carefully	
Literacy Writing- Whole School Curriculum progression. Little Wandles Overviews	This area of learning is also promoted by a book corner in each class and outside, rhyme times, daily story reading, weekly library visits to choose a book to take home, ‘Stories to Share’ going home alongside matched decodable books, 3x group reading sessions weekly, daily writing sessions, easels and mark-making equipment and writing stimulus as part of our continuous provision.					
	-Begin teaching phase 2 immediately, following Little Wandles. -Focus on letter formation, using print in the environment. (handwriting separate from Phonics) -Begin looking at CVC words. -Start reading Phase 2 Tricky and HFWs. -Writing what we liked about WCP - basic report. -Reading & joining in with stories & rhymes.	-Focus on blending and segmenting. -Independently reading vc/ cvc words- using phase 2 sounds. -Looking at and modelling sentence structure. -Recognising familiar words and signs	-Begin teaching Phase 3 sounds, following Little Wandles -Focus on blending and segmenting. -Independently writing / reading cvc words. -Writing sentences - “I will go, I can see...” -Begin reading phase 3 Tricky and HFWs. - Labels for designs and models. -Retrieving information from books and computers. -Reading words of more than one syllable.	-Reading longer words- with two digraphs, compound words, words ending in -ing with s in the middle /z/, ending -s, -es at end /z/ -Experiencing a range of stories & fables -Working on simple sentence structure. -Using non-fiction books to find dinosaur facts. -Writing facts about dinosaurs. - Writing a simple recount of events.	- Begin teaching Phase 4 , following Little Wandles. -Shirley Hughes - Out and About Spring poem -Non-fiction books about growing / changes / weather & seasons -Using chromebooks to record growing / changes. -Gaining independence with using phonics to type. -Writing captions and predictions about what is happening. -Using writing in experiments / investigations. -Writing our own versions of The Hungry Caterpillar. -Writing in our Duck Diaries	-Reading & understanding descriptions. -Writing own stories using features of narrative. -Extending stories into other areas - Planning and designing and making props to go with other written story. -Using descriptive words in your writing. -Beginning to use punctuation correctly. -Writing Postcards. -Instructions for making Ice cream. -Writing Lists-What would you take on holiday?
Mathematics White Rose Maths	This area of learning is also developed through having a range of physical maths resources available to children during continuous provision, modelling resources, the water tray, the sand pit and a maths table with resources linked to the number of the week.					
	Phase: Just Like me Key times of the day, class routines, Where do things belong? Positional language.	Phase: It’s Me 1,2,3! Representing 1,2,3. Comparing 1,2,3. Composition of 1,2,3. Circles and triangles.	Phase: Alive in 5 Introducing Zero. Comparing numbers to 5 Composition of 4 and 5. Compare Mass	Phase: Building 9 and 10 Comparing numbers to 10. Bonds to 10	Phase: To 20 and beyond Building numbers beyond 10 Counting patterns beyond 10	Phase: Find my pattern Doubling, sharing and grouping. Even and Odd Spatial Reasoning: Visualise and build

	Phase: Just like me! Math, sort and compare amounts. Comparing size, mass and capacity, exploring pattern. Link the number symbol (numeral) with its cardinal number value- Number of the week	Positional Language. Phase: Light and Dark Representing numbers to 5. One more and one less Shapes with 4 sides. Time Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value Understand the 'one more than/one less than' relationship between consecutive numbers.	Compare Capacity Phase: Growing 6,7,8. 6,7,8 Making pairs Combining 2 groups Length and Height Time Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value Subitise. Compare numbers.	3D shape Pattern Consolidation Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value Subitise.	Spatial reasoning: match, rotate, manipulate. Phase: First, Then, Now! Adding More and Taking away Spatial reasoning: Compose and Decompose Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value Count beyond ten.	Phase: On the move Deepening understanding Patterns and relationships Spatial reasoning: Mapping Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value Subitise. Count beyond ten.
This area of learning is also developed through our continuous provision in both our inside and outdoor area, particularly the mud kitchen, our woods and investigation areas.						
Understanding the World (including RE and STEM) RE Overview Science skills and Progression Science in EYFS at Evendons Geography overview	Cultural awareness - What nationalities do we have in our class? -What makes us the same / different? -Who lives in our house? -Talk about diversity. -Family Photos. -Name and describe people who are familiar to them. -Engineering using outside resources. The Natural World -Seasonal Changes -Light and Dark Local park walk finding Autumnal objects.	Observing changes in the world around us. - Floating and sinking - Ice experiments - Clean hands/dirty hands Yeast Experiment. -Making Hot chocolate at the fire pit. -Celebrations in our homes - Bonfire Night, Halloween, Christmas, Diwali, Hanukkah Using tablets to take photos.	Materials and Physical Processes (forces) Vehicles -Observing land transport- differences, past and present. -Properties of materials used for ramps. -Looking under the bonnet of a car. -Looking at different parts of transport- How do they work? Using Chromebooks and technology. Chinese New Year - cultural similarities / differences -Compare with English New Year. -Cooking spring rolls.	Prehistoric Life -Making fossils from alginate. -Contrasting environments. -Stories from different parts of the world -Similarities and differences between different dinosaurs. Picture Map of journey to the Library	The Natural World -Living things and their habitats -Caterpillars into butterflies -Stick Insects - class challenge -Planting / growing fruits & vegetables -Similarities, differences, patterns and change -The importance of looking after our teeth. Human activity influencing the environment - planting / cutting crops, rainforests etc. Celebrating new life - what do different cultures do? -Human life cycle	Senses What can we see, hear, smell, feel, taste at the seaside? Tasting different fish cooked at the fire pit. Sea life -How does human activity influence the environment? -Engineering own boats, testing out, predicting, evaluating. -Treat others with different faiths and beliefs with respect.

	RE - What makes people special? Who is special to you at home? What things do you do with your Mum/Dad that are special to you? What makes us special? Is it OK to all be special for different reasons? Stories: -Best Friends [The Power of Friendship]	RE - What is Christmas? What is diwali? What is a religion? How are Hindu and Christian celebrations different? Who celebrates Christmas? When do we say thank you? How do we feel when we receive/ give a gift? Stories: -The Nativity Story -The story of Diwali	RE - How do people celebrate? New Year - Look at a calendar, what special events do we have in the year? How do children celebrate with their families? What are they wearing? What decorations can you see? Do you ever wear special clothes and put up decorations? Stories: -Chinese New Year Story	RE - What is Easter? Easter celebrations - How and why do christians celebrate Easter? Why is it important? What signs of spring can you see? How has the environment changed over time?	RE - What can we learn from stories? Discuss similarities and differences to stories we know and use in England. Stories: - The Boy Who Cried Wolf -The Crocodile and The Priest -Bilal and the Beautiful Butterfly - The Gold-Giving Serpent (snake). From 'Indian Fairy Tales'	RE - What makes places special? Special places - where would you go that is special for you or your family? Discuss where people might go to pray - look at a variety of faith buildings. What would your special place be?
Expressive Arts and Design (including Music) DT Skills Progression Music overview Art overview	This area is also developed through our Music and Movement sessions, weekly music lessons with Lucinda and continuous provision which includes a range of freely-available creative resources and tools, role-play areas and resources, small-world modelling and large modelling, both indoors and outdoors. Throughout the year we will explore colour, digital skills, texture, printing, form and pattern through our art sessions.					
	Begin to use a variety of drawing tools. -Drawing Self-portraits -Using colours for a purpose and experimenting with different colours. -Using Autumnal materials to create art work. -Role play - how can we use our ideas to work as a team? -Making images / props to go with their stories -Making up stories about their experiences Music -Listen with increased attention to sounds. -Learn a range of rhymes, poems and songs. -In music and movement the children will learn to move with ease and fluency	-Combining media -Extending roleplay. -Introducing writing and prop making into role play.-Imitates movement in response to music Music -Listen carefully to and learn rhymes, songs, poems. -Sing songs in groups. -Perform a Christmas nativity. -In music and movement they will improve their coordination and focusing skills.	-Explore different textures-Epiphany -Encourage accurate drawings of people and transport. -Designing models -Model making - looking at wheels and axles in building cars. -Large scale model making in building. -Making and testing ramps - texture -Selecting tools and adapting work where necessary - Chinese New Year decorations. Music -Create their own songs or improvise a song around one they know. -Combine different movements whilst singing. -Learn the names of percussion instruments and play them with increasing control to express their feelings and ideas.	Children talk about the ideas and processes which have led them to make music, designs, images or products. Music -Learn a repertoire of songs in a group or on their own, increasingly matching the pitch and following the melody. -Explore and engage in music making and dance,	Peer assess others' creative work, what do we like? How can we use it in our own work? Observational Drawings Music -Learn to express ideas and feelings through music and dance. -Respond to what has been heard, expressing thoughts and feelings. -Learn to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs	Extending stories into other areas - planning and designing and making props to go with other written story. Constructing with a purpose in mind. Exploring materials linked to under the sea. Music -Children will learn to create their own songs, or improvise a song around one they know. -Create and compose collaboratively, returning to and build on their previous learning, refining ideas and developing their ability to represent them.

				performing solo or in groups.		
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