



Trinity Church School

EYFS long term curriculum plan

(Themes across year 'Once upon a')



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole school events	Yellow for mental health day (wk 5?) Black history month - Oct Numbots - dress up day? Harvest festival (wk 7?) Diwali 24th Oct Art exhibition	Children in Need Nov Odd socks - 14th Nov Elf day EYFS Christmas singing Hanukkah 18th Dec Halloween Firework Remembrance day	Children's Mental Health Week Feb 6th-12th Chinese New Year 22nd Jan	Red Nose Day - 17th March Holi - 8th March Mothers day 19th March Poetry day 21st March	Bath in Bloom	18th June Fathers day Sports day Whole school trip Summer fayre
Main theme	Once upon a family.	Once upon a celebration.	Once upon a time in my world.		Once upon a change	Once upon a sensory exploration.
Possible ideas/mini themes (These may be changed and adapted depending on cohort and children's interests)	Starting school/nursery New beginnings Rules and routines All about me, families, homes Feelings and emotions Harvest	Celebrations Birthdays Bonfire night, Remembrance Day, Diwali Hanukkah Advent Christmas	Comparing places Polar regions Now and then Chinese New Year	Easter – Shrove Tues Winter/Spring -seasonal changes Holi Rainforests Under the sea Comparing places Space	Growing and changing Plants and flowers Animals and minibeasts – David Attenborough Dinosaurs – Mary Anning	Human body – senses Keeping fit and healthy Oral health Recycling – looking after the world – reduce, reuse, recycle

	World food day – 16 th Oct	Autumn/Winter - seasonal change			Life cycles - caterpillars, tadpoles	Spring/Summer – seasonal changes - pirates/beach
Dates	Baselines for all children by end of week 3 Moderation of data for Ny and R Data drop for all children end of term Meet the staff - Nursery parents Phonics training for parents R	Reception data drop Stay and play Nov 10th Nursery rhyme Christmas 30th Nov - R stay and play phonics	Moderation of data for Ny and R Mid year data drop for all children – end of term Parents in for Maths wshop - R Parents in for- N	Reception data drop Stay and play - Easter	Data drop for all children - end of term Parents in for- R and N	Moderation of data for Ny and R ELG data drop End of year data drop for all children Annual reports Ny- graduation R - parents in for
Our Curriculum Goals	Confident communicator Fantastic friend	Talented tool user Brilliant bookworm	Master of maths Exceptional explorers	Proud performers Dynamic designers	Wow writer Compassionate citizen	Amazing athlete Independent individual
Key stories and books	<p>The Colour Monster (R)</p> <p>Little red hen (T4W - R)</p> <p>The Enormous Turnip (T4W – N year 1)</p> <p>Pumpkin soup (N year 1)</p> <p>We're Going on a Leaf Hunt (N year 1)</p> <p>The Leaf Thief (N year 1)</p> <p>Three billy goats gruff (N year 2)</p> <p>Elmer (N year 2)</p> <p>Farmer Duck</p> <p>Owl babies</p> <p>Once there were giants</p> <p>Rainbow fish</p> <p>Hello friend</p> <p>The everywhere bear</p> <p>Tom goes to Nursery school</p> <p>Albert le Blanc</p> <p>Scarecrows wedding</p>	<p>Leaf man (R)</p> <p>Stickman (R)</p> <p>Stanley's stick(R)</p> <p>Where the wild things are (R)</p> <p>Goldilocks (T4W – N year 1)</p> <p>Billy's bucket (N year 1)</p> <p>The blue balloon (N year 2)</p> <p>Happy birthday Maisie (N year 2)</p> <p>So Much (N year 2)</p> <p>The Jolly Christmas</p> <p>Postman</p> <p>Happy birthday Winnie</p> <p>All are welcome</p> <p>Lighting a lamp</p> <p>Eight candles to light</p> <p>The Nativity story</p> <p>Robin's winter song</p> <p>When's my birthday?</p>	<p>Isaac and Iris (R)</p> <p>The naughty bus (R)</p> <p>Mr Gumpy's outing (T4W – R)</p> <p>Beegu (R)</p> <p>When Granny went to market - R</p> <p>Whatever Next (R)</p> <p>Gingerbread man (T4W – R)</p> <p>Surprising sharks - R</p> <p>We're going on a bear hunt (T4W – N year 1)</p> <p>The gruffalo (N year 1)</p> <p>Where the wild things are (N year 1)</p> <p>Q Pootle 5 (N year 1)</p> <p>Astro girl (N year 1)</p> <p>Three little pigs (T4W - N year 2)</p> <p>The train ride (N year 2)</p> <p>Lost and Found (N year 2)</p> <p>Rosie's walk (N year 2)</p> <p>Jabari tries (N year 2)</p> <p>Giraffes Can't Dance</p> <p>Mr Wolf's Pancakes</p> <p>The Man on the Moon</p> <p>Peepo</p> <p>To market to market</p> <p>Tiddler</p> <p>Blue penguin</p> <p>How to find a fruit bat</p>	<p>Jack and the beanstalk (T4W - R)</p> <p>The very hungry caterpillar (R)</p> <p>The extraordinary gardener (R)</p> <p>Errols garden (R)</p> <p>The frog prince (N year 1)</p> <p>My pet goldfish (N year 1)</p> <p>Come on Daisy (T4W – N year 2)</p> <p>The Ugly duckling (N year 2)</p> <p>Jasper's beanstalk</p> <p>Winnie's amazing pumpkin</p> <p>The tiny seed</p> <p>The Emperor's egg</p> <p>Oliver's vegetables</p> <p>Emily brown and the thing</p>	<p>Funny bones (R)</p> <p>Sun (R)</p> <p>Yucky worms (N year 1)</p> <p>Argh spider (N year 1)</p> <p>Handa's surprise (N year 2)</p> <p>Titch</p> <p>Dear Earth</p> <p>Someone swallowed Stanley</p> <p>Ten things I can do to help my world</p>	

Key vocabulary	respect, unique, emotions, happy, sad, worried, anxious, surprised, angry	celebrate, gift, decorate, seasons, Autumn, Winter	freezing, habitat, desert, polar, tropical seasons, Winter, Spring old, new	life cycle	seasons, Spring, Summer, skeleton, healthy, senses
Key knowledge	<p>All About Me Families come in all shapes and sizes. We are all unique, but other people can have similarities to me. It is good to be different and we must always show kindness and respect towards everyone.</p> <p>Celebrations Harvest is a time to say thank you for what we have.</p>	<p>Which Season? In Autumn, some leaves change colour and start to fall off the trees. Not much grows in Winter. It is cold, can be snowy, and icy.</p> <p>Celebrations Different people celebrate different things and have different traditions. People celebrate their birthday to remember the day they were born. Bonfire Night is on 5th November. People celebrate with bonfires and fireworks. Remembrance Day is on the 11th November. We remember all of the people who have died in wars. There is a time of silence at 11am. Diwali is the Hindu festival of light and Hanukkah is the Jewish festival of light</p> <p>Christmas Advent is a time of preparation for Christmas.</p>	<p>Here or there? Polar regions are cold, icy and have snow. Not many plants grow there. Deserts are dry and sandy. They are very hot in the day and very cold at night. Rainforests are wet, hot, and humid. They have lots of rain. Lots of different trees and flowers grow there. Urban region - where we live. Lots of different things live under the sea. There is no oxygen in space. Maps.</p> <p>Now or then? People wore different clothes. People travelled in different ways. Houses were made of different materials. Children played with different toys. We have not always had computers and the internet.</p> <p>Which Season? In Spring it starts to get warmer, and things start to grow again.</p>	<p>Plants Plants grow from seeds or bulbs. Plants have roots, stems, leaves, and flowers. Plants need light, warmth, water, and food to grow.</p> <p>Animals Baby animals are sometimes known by different names to the adult. Some baby animals do not look like the adult. Spiders have 8 legs. Insects have 6 legs and 3 body sections – head, thorax, and abdomen.</p>	<p>Which Season? In Summer it can be hot and lots of things grow.</p> <p>Humans Humans need food, water, oxygen, and shelter to survive. It is important to stay healthy by eating a balanced diet, exercising, drinking enough water, getting enough sleep, following good hygiene. We have five senses – taste, touch, sight, hearing, smell.</p> <p>Our World We have a responsibility to look after our world. Different religions have their own Creation stories.</p> <p>Animals Spiders have 8 legs. Insects have 6 legs and 3 body sections – head, thorax, and abdomen.</p>

		Christmas takes place on the 25 th December and is a Christian festival celebrating the birth of Jesus. A Nativity play tells the story of Jesus' birth				
Possible 'wow' moments and experiences	Harvest festival Bread making Giant pumpkin discovery	Autumn walk Bonfire Night – toasted marshmallows Fire service visit or exploration box	Winter Walk Gingerbread man cooking Local walk Bear hunt	Spring walk Mothering Sunday Easter egg hunt Easter nest cakes	Planting seeds Growing beans in a jar Caterpillars-butterflies Animal visit Eggs to chicks Frog spawn	Dentist/dental nurse visit Fruit kebabs Food tasting Sports day
Key values	Friendship Responsibility Tolerance Thoughtfulness	Courage Love Appreciation Honesty	Respect Empathy Co-operation Positivity Unity	Creativity Peace Happiness Hope	Compassion Patience Care Humility	Trust Sportsmanship Endings and beginnings Determination

Communication and Language

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	Once upon a family. (Who am I?)	Once upon a celebration.	Once upon a time in my world. (Where in the World shall we go?)		Once upon a change	Once upon a sensory exploration.
Pedagogy	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back and forth interactions from an early age form the foundations for language and cognitive development. The number of and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
Curriculum goal	To become a Confident Communicator who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.					
Term specific provision	R - T4W presentation in Harvest assembly	EYFS Christmas performance Toy that goes home each week in N then ongoing	R - T4W Gingerbread man Show and tell weekly in R then ongoing			Guess who - R
Ongoing provision throughout the year	Circle time	Jigsaw weekly in Reception. Nursery daily circle time at end of day.				
	Story/song time	Learn new vocabulary, engage in and talk about books, learn rhymes, poems and songs daily across EYFS				
	Mrs Wordsmith	Learn and practise new vocabulary (2 words a week Reception) Nursery to use word walls with mixed images to support generalisations eg cartoon, real image etc				
	Bucket time	Weekly group session for identified children in Reception, whole class to introduce new key vocabulary across EYFS, Nursery to all participate in daily sessions - starting at Stage 1 building up to Stage 2				
	Oracy	Reception to have daily session on oracy skills (eg pobble 365, Explorify, Mrs Wordsmith, Guess who, news, show and tell, Bucket) Nursery to include Pobble and Explorify zoom in zoom out weekly.				
	Signs to support learning	Use of signs and signals throughout the day (eg Talk to your partner, My turn our turn your turn, stop, toilet, visual timetable, curriculum goals, now and next boards for SEND children				

Personal, Social and Emotional Development						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	Once upon a family. (Who am I?)	Once upon a celebration.	Once upon a time in my world. (Where in the World shall we go?)		Once upon a change	Once upon a sensory exploration.
Pedagogy	Children’s personal, social and emotional development is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and later in life.					
Curriculum goal	To become an Independent Individual who can follow the Golden rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy. To become a Fantastic Friend who can be kind, caring and helpful, show empathy and respect to others, work and play cooperatively whilst considering others’ ideas and feelings.					
Term specific provision	Circle time – jigsaw	Circle time – jigsaw MAT books to borrow: http://booksatpress.co.uk/belongingandbelieving.html	Circle time – jigsaw	Circle time – jigsaw	Circle time – jigsaw	Circle time – jigsaw
Ongoing provision throughout the year	Daily routines	Self-registration, book voting, change independently for pe, turning clothes the right way round, change into wet weather gear, use toilets independently, snack time, lunchtimes, getting ready for home				
	Golden rules	School golden rules embraced in classes with age appropriate language and ‘fingerprint’ promises				
	Zones of regulation	4 emotions recognised, with children encouraged to place photos of self in appropriate place				
	Bucket time	Weekly sessions for R, in two groups if felt appropriate, plus small group interventions as appropriate. Daily sessions for Nursery				
	Story time	Experience, explore and talk about positive relationships, feelings and emotions, diversity				
	Toilet training	Children in EYFS to be supported in conjunction with families for becoming independent in managing personal hygiene				
	Class dojo	Children to receive Dojo points that are then converted into House points for recognising positive behaviour and participation				
	School value tree	One child a week who has demonstrated a school value to be recognised in assembly, or for N, in class to display a pine cone with their photo on on the tree				

	Head teacher's award for R and EYFS lead award	One child a week to be identified and recognised in assembly, or in class, by Head teacher for individual achievement within class and by EYFS lead for Nursery in class
	Class monitors for R	Weekly rota of children to have 'responsible' jobs within class, eg line leader
	Special helper of the day N	Daily in N a child is chosen to be the special helper
	Celebrating diversity	Weekly themed music on first thing in the morning that provides a rich cultural experience eg African drumming, Haka, Irish dance etc Recognition verbally as a class to country and celebrate differences and similarities.

Physical Development						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	Once upon a family. (Who am I?)	Once upon a celebration.	Once upon a time in my world. (Where in the World shall we go?)		Once upon a (Isn't it amazing?)	Once upon a sensory exploration.
Pedagogy	Physical activity is vital in children’s all round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control precision helps with hand-eye coordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
Curriculum goal	To become an Amazing Athlete who can show strength, balance and coordination when playing, move confidently and safely in a variety of ways, use a range of equipment. To become a Talented Tool User who can hold a pencil effectively, use a range of tools safely and with confidence.					
Term specific provision	PE – introduction and ball skills- Unit s 1 for Nursery Units 2 for R		PE - dance and fundamentals - units 1 for Nursery, Units 2 for R		PE – games and gymnastics - Unit 1 for Nursery, Unit 2 for R Sport’s day	
Ongoing provision throughout the year	Funky finger disco/pen disco	Daily movement to music activity for Nursery to help develop all the children’s pivot points – shoulder, elbow, wrist, fingers to support pencil grip and writing, different routing each term. Reception targeted children to have interventions as appropriate				
	Finger gym	Reception daily - morning challenge and table top				
	Lunch/snack time	Hold and use a knife and fork correctly, understand about healthy eating				
	Handwriting	from T3 in R daily, gross motor and fine motor warm up then focussed session using Letterjoin				
	Outdoor environment	Gross motor challenges set up and rotated				

Literacy						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	Once upon a family. (Who am I?)	Once upon a celebration.	Once upon a time in my world. (Where in the World shall we go?)		Once upon a (Isn't it amazing?)	Once upon a sensory exploration.
Pedagogy	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
Curriculum goal	To become a Brilliant Bookworm who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt). To become a Wow Writer who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others.					
Term specific provision	<p>Nursery 2-3 Year Olds Say some of the words in songs and rhymes.</p> <p>Enjoy sharing books with an adult.</p> <p>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p>Enjoy drawing freely</p> <p>3-4 Year Olds Letters and Sounds Phase 1</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Nursery 2-3 Year Olds Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo</p> <p>Copy finger movements and other gestures</p> <p>Pay attention and respond to the pictures or the words.</p> <p>Enjoy drawing freely</p> <p>3-4 Year Olds Letters and Sounds Phase 1</p> <p>Understand that print has meaning</p>	<p>Nursery 2-3 Year Olds Sing songs and say rhymes independently, for example, singing whilst playing</p> <p>Repeat words and phrases from familiar stories.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>3-4 Year Olds Letters and Sounds Phase 1</p> <p>Understand that print can have different purposes</p>	<p>Nursery 2-3 Year Olds Develop play around favourite stories using props.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>3-4 Year Olds Letters and Sounds Phase 1</p> <p>Understand that we read English text from left to right and from top to bottom</p>	<p>Nursery 2-3 Year Olds Ask questions about the book.</p> <p>Makes comments and shares their own ideas.</p> <p>Make marks on their picture to stand for their name.</p> <p>3-4 Year Olds Letters and Sounds Phase 1</p> <p>Understand the names of the different parts of a book</p>	<p>Nursery 2-3 Year Olds Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>Make marks on their picture to stand for their name.</p> <p>3-4 Year Olds Letters and Sounds Phase 1</p> <p>Understand page sequencing</p>

	<p>Reception - to say what we think a book is about by looking at the cover - to say who is your favourite character</p> <p>Hearing and writing initial sounds - Autumn 1 Little Wandle</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known-letter sound correspondences.</p> <p>Form lower-case and capital letters correctly.</p>	<p>Reception - to explain how a character is feeling and to answer simple questions about what has happened</p> <p>Writing CVC words using our Autumn 2 Little Wandle</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Develop their phonological awareness, so that they can: - spot and suggest rhymes</p> <p>Reception - to use words to describe a character or setting - to say what has happened first in the story.</p> <p>Writing captions using Spring 1 Little Wandle</p> <p>Reread writing to ensure it makes sense</p> <p>Read simple phrases and sentences made up of words with known-letter sound correspondences and where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p>	<p>Develop their phonological awareness, so that they can: - count or clap syllables in a word</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy</p> <p>Reception - to say what you think will happen next - to explain why something happened</p> <p>Read and write simple sentences Spring 2 Little Wandle</p> <p>To recall text and retell stories in depth.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>Develop their phonological awareness, so that they can: - recognise words with the same initial sound, such as money and mother</p> <p>Write some or all of their name.</p> <p>Reception - to explain why we like a character or story</p> <p>Read and write sentences using Summer 1 Little Wandle</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Write some letters accurately</p> <p>Reception - to say what happened at the beginning, middle and end of a story</p> <p>Continue to read and write sentences using Summer 2 Little Wandle</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p>
--	---	--	--	--	---	---

Poems/rhymes						
Ongoing provision throughout the year	Name writing	Name recognition, tracing, ordering and copying. Independent writing of first name with correct formation.				
	Mrs Wordsmith/vocabulary	Learn and practise new vocabulary (2 words a week) in Reception. Nursery to use word walls.				
	Phonological awareness	Orally blend and segment, identify rhyme and continue a rhyming string, count syllables, discriminate between sounds. Nursery to follow Letters and Sounds Phase 1 Daily Little Wandle teaching in R				
	Story/song time	Learn new vocabulary, engage in and talk about books, anticipate key events, learn rhymes, poems and songs.				
	Bucket time	Whole class to introduce new vocabulary				
	Reading	R - 3 x reading practise group sessions per week				
	Home reading	EYFS children are encouraged to access home library books. R children take home 2 scheme books each week				
	Story making	R children in T5 and T6 to weekly create stories using story squares/T4W/Helicopter story				

Mathematics						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	Once upon a family. (Who am I?)	Once upon a celebration.	Once upon a time in my world. (Where in the World shall we go?)		Once upon a (Isn't it amazing?)	Once upon a sensory exploration.
Pedagogy	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measure. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.					
Curriculum goal	To become a Master of Maths who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5.					
Term specific provision(above and beyond ltp)		Advent		100 day		Countdown for transition
Ongoing provision throughout the year	Maths working wall	Covering: days of the week, date, season, Birthdays, number of children present/absent, tens frames, 100 square, weather, bar model				
	Daily review	3/5 minutes each day in R, 2/3 minutes in N, recapping concepts previously taught to help secure in long term memory				
	Daily routines	Self registration, visual timetable, book voting, resources in mark making, resources in outdoor area				

Understanding the World						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	Once upon a family. (Who am I?)	Once upon a celebration.	Once upon a time in my world. (Where in the World shall we go?)		Once upon a (Isn't it amazing?)	Once upon a sensory exploration.
Pedagogy	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increase their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
Curriculum goal	To become an Exceptional Explorer who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places. To become a Compassionate Citizen who can help to look after their community and care for the environment, know some reasons why Bathnes is special, have an awareness of other people's cultures and beliefs.					
Term specific provision	RE - implicit Black history month - Oct Paddington Bear https://www.youtube.com/watch?v=epOwMn04BAs&list=P_L_nccfpnXFki5-ClQx3_QbDQVnQgomc_4 Floella Benjamin story https://www.youtube.com/watch?v=r8Fc-jaBIBo 3-4 years Continue to develop positive attitudes about the differences between people. Reception	RE - Christmas/Advent Diwali/Hanukkah/Remembrance Day Reception Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past Understand that some places are special to members of their community. Recognise that people have different beliefs	RE - Chinese New Year Reception Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. My village, PCSO visit 3-4 years	RE -Easter Daniel in the lion's den - R Noah's Ark - N year 1 Jonah and the whale - N year 2 Reception Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past Understand that some places are special to members of their community. Recognise that people have different beliefs	RE David and Goliath - R Parable of the sower and the seed - N year 1 Jesus walks on water Florist/gardener visit 3-4 years Show interest in different occupations. Growing – plants/animals 3-4 years Use all their senses when exploring natural materials. Plant seeds and care for growing plants.	RE - Creation story - R Dentist - visit 3-4 years Show interest in different occupations. Growing – humans 3-4 years Continue to develop positive attitudes about the differences between people. Reception Know some similarities and differences between things in the past and now, drawing on their experiences and what

	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Harvest</p> <p>Me, my family and my school</p> <p>0-3 years Make connections between the features of their family and other families Notice differences between people 3-4 years Begin to make sense of their own life-story and their families history. Reception Comment on images of familiar situations in the past. Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p> <p>Explore magnets 0-3 years Explore materials with different properties. 3-4 years</p>	<p>and celebrate special times in different ways.</p> <p>Bonfire Night, Fire service visit</p> <p>3-4 years Show interest in different occupations.</p> <p>Seasonal changes – Autumn walk 0-3 years Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips 3-4 years Use all their senses when exploring natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Reception Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons</p>	<p>Show interest in different occupations. Reception Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Compare times - differences in houses, clothes, transport, toys Reception Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Seasonal changes – Winter walk 0-3 years Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips 3-4 years</p>	<p>and celebrate special times in different ways.</p> <p>Mothering Sunday</p> <p>Cook visit 3-4 years Show interest in different occupations.</p> <p>Compare and contrast environments – polar regions, desert, rainforest, under the sea, space 3-4 years Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Reception Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live.</p> <p>Explore floating and sinking</p>	<p>Understand the key features of the life cycle of a plant and animal. Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Seasonal changes – Spring walk 0-3 years Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips Reception Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p>	<p>has been read in class.</p> <p>Seasonal changes – Summer 0-3 years Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips Reception Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p> <p>Explore materials and textures (recycling) - 0-3 years Explore materials with different properties. 3-4 years Use all their senses when exploring natural materials. Explore collections of materials with similar and/or different properties.</p>
--	---	--	---	--	---	--

	<p>Explore collections of materials with similar and/or different properties. Explore and talk about different forces they can feel.</p>	<p>on the natural world around them.</p> <p>Explore light and colour</p> <p>Use Beebots – basic operations</p> <p>3-4 years Explore how things work.</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Reception Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p> <p>Explore changing states of matter</p> <p>0-3 years Explore materials with different properties.</p> <p>3-4 years Use all their senses when exploring natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Talk about the differences between materials and changes they notice.</p> <p>Reception</p>	<p>0-3 years Explore materials with different properties.</p> <p>3-4 years Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.</p> <p>Use Beebots, moving from A to B</p> <p>3-4 years Explore how things work.</p>		<p>Talk about what they see, using a wide vocabulary. Talk about the differences between materials and changes they notice.</p> <p>Use Beebots, follow a path</p> <p>3-4 years Explore how things work.</p> <p>Reception Draw information from a simple map.</p>
--	--	---	--	---	--	--

			Understand some important process and changes in the natural world around them, including the seasons and changing states of matter.			
Ongoing provision throughout the year	Whiteboard	Appropriate games and learning				
	Story/song time	Experience, explore and talk about different people and occupations, comment in images from the past or different cultures/countries.				
	Environment	natural materials accessible indoors and outdoors, including outdoor learning				
	Prayer table/reflection area in R	Set up in class				
Key vocabulary linked to NC subjects	RE	Belief, faith, Christian, Christianity, God, Jesus, bible, church, cross, baptism, Hindu, Hinduism, temple, Jew, Judaism, synagogue, Muslim, Islam, mosque				
	History	Present, past, now, then, yesterday, today, time, day, week, month, year, remember, same, different, similar				
	Geography	Polar region, desert, rainforest, beach, park, village, town, city, country, world, globe, earth, map, path, street, road, bridge, building, sea, river, lake, stream, forest, wood, weather, seasons				
	Science	Question, answer, explore, test, experiment, investigate, predict, sort, group, record, compare, describe, force, magnetic, non-magnetic, freeze, melt, boil, change, float, sink, plant, grow, flower, tree, soil, roots, stem, leaves, petals, trunk, branches, seed, bud, blossom, life-cycle, body parts, baby, adult, human, wood, metal, plastic, glass, rock, hard, smooth, rough				

Expressive Arts and Design

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	Once upon a family. (Who am I?)	Once upon a celebration.	Once upon a time in my world. (Where in the World shall we go?)		Once upon a (Isn't it amazing?)	Once upon a sensory exploration.
Pedagogy	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
Curriculum goal	To become a Dynamic Designer who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it. To become a Proud Performer who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.					
Term specific provision (for supporting ideas - https://www.messylittlemonster.com/2016/04/Exploring-famous-artists-inspired-art-projects-for-kids.html)	Focus artist Yvonne Coomber – splatter paint - R Giuseppe Arcimboldo - vegetable sculptures - N year 1 Paul Klee - abstract - N year 2	Focus artists Mondrian – fine motor ruler skills - R Georgie Okeefe - poppies - R Roy Llichenstein - Sunrise - N year 1 Van Gogh - starry night - N year 2	Focus artists Kandinsky - circles - R Andy Goldsworthy - Nature - N year 1 James Brunt – transient art - N year 2	Focus artists Gaudi – tile mosaics - R Faberge - eggs - N year 1 Hockney - N year 2	Focus artists Matisse – snail trail book - R Van Gogh – sunflowers - R Seurat – pointillism sunflower - R Gustav Klimt - spiral trees - N year 2	Focus artists Giocometti – sculpture - R Hepworth – sculpture N year 1 N year 2 - shapes(not just circles) - Kandinsky
Ongoing provision throughout the year	Story/song time	Sing a range of songs/nursery rhymes. Understand the structure of stories				
	Mark making areas	Set up in both EYFS classes and outside				
	Role play	Home corner set up permanently in both classes. An additional role play area in each class as per theme/interest				
	Paint	To have free access to paint with structured support				
	Malleable resources	To have free access to variety of malleable sensory resources and appropriate tools to support use				
	Small world	Variety of changeable small world resources to include loose parts				
	Construction	Variety of changeable construction kits to include loose parts				
Key vocabulary linked to NC subjects	Art	paint, draw, colour, mark-make, lines, circles, shapes, mix, primary, secondary, texture, form, sculpt, print, technique, pattern, artist, imprint				
	DT	Appearance, design, make, build, model, cut, join, shape, create, decorate, tools, ingredients, recipe				
	Music	Song, chorus, verse, tune, percussion instrument names, rhythm, pulse, beat, pitch, tempo, dynamic, compose, dance, move, perform, style				