

# EYFS Long Term Curriculum Plan

## Reception



## Statement of Intent:

In the Early Years Foundation Stage at St Mary's Catholic Primary school and Nursery, we believe in providing a secure foundation for future learning and development for our pupils. We continuously encourage pupils to be independent, curious, creative and resilient learners who show respect for each other, their communities and the environment. Through our teaching and learning strategy, we develop pupils' communication skills, ensuring that they know how to appropriately express themselves and feel heard. By establishing effective and supportive relationships with pupils, our EYFS aims to ensure that pupils feel valued as an individual, are empowered to meet their own needs and enjoy their learning experience whilst achieving the early years learning goals.

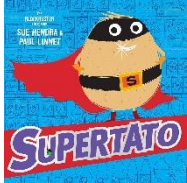
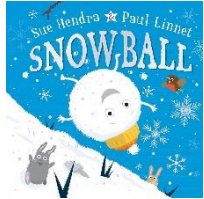
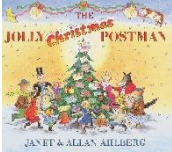
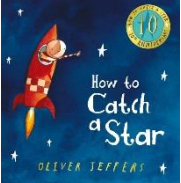
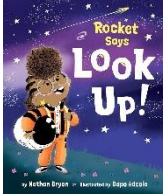
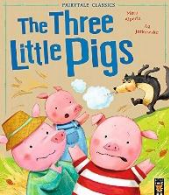
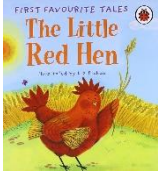
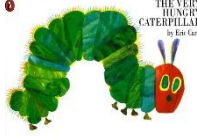
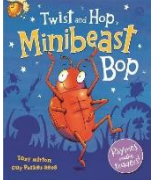
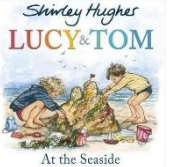
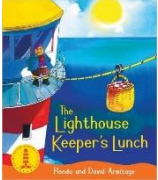
| EYFS Long Term Curriculum Plan – Topic Overview |                                   |   |                    |                         |                  |                          |
|---|-----------------------------------|---|--------------------|-------------------------|------------------|--------------------------|
|   | Autumn 1                          | Autumn 2                                    | Spring 1           | Spring 2                | Summer 1         | Summer 2                 |
| Cycle 1   | Superheroes<br>People who help us | The Frozen World<br><br>Christmas (3 weeks) | Space              | Farm<br><br>Easter      | Mini beasts      | Summer –<br>The Seaside  |
| Cycle 2   | Rainforests                       | Into the woods<br><br>Christmas (3 weeks)   | Transport & Travel | Dinosaurs<br><br>Easter | Once upon a time | Under the<br>sea/Pirates |

NB – Festivals and Celebrations will be covered within the current topics where relevant.

\*Nursery Summer 2 Topic to be carried over into Autumn 1 – first two weeks for baselining purposes in Reception.

\*\*Reception Summer 2 topic to be carried over into Year 1 Autumn topic – Pirates.

# Long Term Plan - Cycle 1 - RECEPTION

|  | Autumn 1<br>Topic:<br>Superheroes<br>People who help us   | Autumn 2<br>Topic:<br>The Frozen World  | Spring 1<br>Topic:<br>Space   | Spring 2<br>Topic:<br>Farm  | Summer 1<br>Topic:<br>Mini Beasts   | Summer 2<br>Topic:<br>Summer<br>The Seaside   |
|--|---|---|---|---|---|---|
| <b>Hook/Memorable experience/ trip/visitor</b>   | Bacup Fire station visit<br>PCSO Visit<br>Recycling visit<br>Autumn Walk  | Christmas nativity, Party and visit from Santa.<br>School trip  | Space Day   | Chicks/Tadpoles in class<br><br>Smithhills Farm Trip - EYFS   | Butterflies in class<br>Bug hotel   | EYFS Summer trip  |
| <b>Seasons &amp; Festivals (link to Understanding the World)</b>   | Harvest (Late Sept/Oct)<br>Halloween (Oct)<br>Recycling week (Oct)<br>Bonfire night (Nov)<br>Diwali (Nov)<br>Children in need (Nov)<br>Black History Month (Nov)<br>Remembrance Day (Nov)<br>Hanukah (Dec)<br>Christmas (Dec)         |   | Chinese New Year (Feb)<br>Valentine's Day (Feb)<br>Pancake Day (Feb)<br>World Book Day (Mar)<br>Comic relief (Mar)<br>Mother's Day (Mar)<br>Easter (Apr)  |   | Ramadan (May)<br>World Environment day (May)<br>Father's Day (Jun)<br>Sports Day (Jul)  |   |
| <b>Assessments and Moderation</b>  | Baseline – school<br>Reception Baseline Assessment<br>Insight Assessment Inputs termly<br>RWI assessments half termly<br>Moderation in school<br>Pupil Progress - half termly   |   | RWI assessments half termly<br>Moderation in school<br>Pupil Progress - half termly<br>Assessment Inputs termly   |   | RWI assessments half termly<br>Moderation – local cluster<br>Pupil progress – half termly<br>Reception EYFS profile<br>End of year report<br>Assessment Inputs termly   |   |
| <b>English links – Fiction Texts</b><br>NB Writing opportunities and Read Write Inc phonics will be on-going throughout the year | Supertato – Sue Hendra<br><br>A Superhero like you – Dr Ranj<br> | Snowball – Sue Hendra<br><br>The Jolly Christmas Postman – Janet & Allan Ahlberg<br> | How to catch a star – Oliver Jefferies<br><br>Look up – Nathan Bryon<br> | The three little pigs – Traditional Tale<br><br>The little red hen –<br> | The very hungry caterpillar – Eric Carle<br><br>Twist and hop Minibeast bop.<br> | Lucy and Tom at the seaside – Shirley Hughes<br><br>The lighthouse Keepers lunch – Rhonda Armitage<br> |
| <b>English links – Non-Fiction Texts</b>   | <u>Instructions</u><br>How to make a Superhero Smoothie   | <u>Non-chronological report</u><br>Write a letter to Father Christmas   | <u>Non-chronological report</u><br>Space fact file  | <u>Non-chronological report</u><br>Information leaflet  | <u>Instructions</u><br>How to care for caterpillars   | <u>Recount</u><br>Retell our summer trip  |

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| <b>Supporting Texts</b>  |                                    | We're all different<br>Colour Monsters<br>Our class is a family  | Pumpkin Soup<br>Poles apart<br>The snowflake   | Here come the aliens<br>Man on the moon<br>Letters from space   | The enormous Turnip<br>Jasper's Beanstalk<br>Mr Wolffs pancakes   | The Tiny Seeds<br>Bad tempered ladybird<br>Walters web<br>Mad about minibeasts<br>What the ladybird heard   | We all go travelling by<br>Mrs Armitage on Wheels<br>The train Ride<br>Rosie's walk<br>Martha maps it out   |
|  |                                    | Non-fiction texts about our local area and myself.<br>Looking after our bodies, different families, different types of homes | Non-fiction books about Celebrations – Halloween, Diwali, Bonfire night....  | Non-fiction books about space   | Non-fiction texts about planting and growing.<br>How to grow plants and vegetables  | Non-fiction texts about Animal life cycles.<br>Animal facts.  | Non-fiction texts about vehicles, journeys and places.<br>Maps of the world.  |
| <b>Maths links</b><br>Following the Power Maths scheme of work |                                    | Number and place value.<br>Numbers to 5.<br>Comparing groups within 5.   | Geometry – properties of shape.<br>2D and 3D shapes.<br>Number – addition and Subtraction. Change within 5.<br>Number bonds within 5.<br>Spatial awareness | Number – number and place value. Numbers to 10.<br>Comparing numbers within 10.<br>Number – addition and Subtraction. Combining 2 groups to find the whole.<br>Measure – length, height, distance and weight. | Number – addition and subtraction. Number bonds to 10. Subtraction.<br>Geometry – properties of Shape. Exploring patterns | Number – addition and subtraction. Counting on and counting back.<br>Number – number and place value. Numbers to 20.<br>Number – multiplication and division. Numerical Patterns. | Geometry – properties of Shape. Composing and decomposing shapes.<br>Measure – volume and capacity. Number - addition and subtraction. Sorting into 2 groups. Time. |
| <b>RE</b><br>Following the Come & See Scheme of work           |                                    | Domestic Church:<br><b>Myself</b><br>Baptism/Confirmation:<br><b>Welcome</b>   | Advent/Christmas:<br><b>Birthday</b>   | Local Church:<br><b>Celebrating</b>   | Eucharist:<br><b>Gathering</b><br><b>Lent/Easter: Growing</b>   | Pentecost:<br><b>Serving</b><br><b>Reconciliation: Friends</b>  | Universal Church:<br><b>Our World</b>   |
| <b>PSED</b><br>Discrete links                                  |                                    | Rules and routines<br>Caring for others<br>Making friends<br>Fire safety/Community heroes<br>Who can help me?                | Staying safe on Bonfire night<br>Christmas spirit: love and kindness, joy and goodwill.  | My family, celebrations<br>Caring for our world   | Life Caravan: looking after myself<br>Self-esteem & confidence  | Being brave and helping others<br>Building good friendships   | Healthy me<br>Staying safe in the sun and near water<br>Safety with transport   |
| <b>PSED</b><br>Following the Ten Ten scheme of work            |                                    | <b>Created and loved by God</b><br>Unit 1 – Handmade with Love<br>Unit 2 – Me, my body, my health                            | <b>Created and loved by God</b><br>Unit 3 – Emotional Wellbeing<br>Unit 4 – Life Cycles  | <b>Created to love others</b><br>Unit 1 – Role Model<br>Unit 2 – Personal Relationships   | <b>Created to love others</b><br>Unit 3 – Keeping Safe  | <b>Created to live in the community</b><br>Unit 1 – Religious Understanding   | <b>Created to live in the community</b><br>Unit 2 – Living in the wider world   |
| <b>Understanding the World</b>                                 | <b>Geography</b><br>Discrete links | Where do I live?<br>What is my home address?   | Where are the polar regions?<br>Who lives at the North/South Pole?   | Earth – solar system  | Where does food come from?<br>Farm to fork.   | Where do minibeasts live?   | Comparing other beaches to British beaches<br>Man-made or natural?  |
|  | <b>Geography topics</b>            |  | <b>Our homes</b>   |   | <b>God's diverse planet</b><br><b>China</b>   |   | <b>Physical &amp; Human Geography</b><br><b>oceans</b>  |
|  | <b>History</b><br>Discrete links   | Growing up   | Remembrance Day<br>Bonfire Night   | Space landings<br>When was the first Rocket built?  | What happened on Good Friday/Easter Sunday?   | Minibeast food chains   | When was the first lighthouse built?  |
|  | <b>History Topics</b>              | <b>Powerful People</b>   |  | <b>Migration</b>  |   | <b>Dinosaurs / Victorians</b>   |   |
|  | <b>Science</b><br>Discrete links   | Balloon superheroes<br>Magnet superheroes  | Winter clothing – looking after our bodies.<br>Melting / ice investigations<br>Floating/Sinking  | Earth and other planets<br>Day/night & gravity  | Food chains<br>Life cycle of a hen<br>Plant & animal growth   | Naming and classification<br>Different ways of moving<br>Habitats<br>Life cycle of a butterfly  | What animals live at the seaside?<br>Seaside towns now and then   |

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|   | <p><b>Science</b><br/>Following the Plan scheme of work</p>  | <ul style="list-style-type: none"> <li>Describe people who are familiar to them</li> <li>Learn about how to take care of themselves</li> <li>Explore how to change how things work</li> <li>Explore how the wind can move objects</li> <li>Explore how objects move in water</li> </ul>  | <ul style="list-style-type: none"> <li>Explore rainbows</li> <li>Listen to sounds outside and identify the source <ul style="list-style-type: none"> <li>Make sounds</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>Learn about the Solar System and stars</li> <li>Learn about space travel</li> <li>Explore shadows</li> </ul>   | <ul style="list-style-type: none"> <li>Name and describe animals that live in different habitats.</li> <li>Describe different habitats</li> </ul>  | <ul style="list-style-type: none"> <li>Explore the plants in the surrounding natural environment</li> <li>Explore the animals in the surrounding natural environment <ul style="list-style-type: none"> <li>Explore plants and animals in a contrasting natural environment</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>Explore a range of materials, including natural materials <ul style="list-style-type: none"> <li>Make objects from different materials, including natural materials</li> <li>Observe, measure and record how materials change when heated and cooled</li> <li>Compare how materials change over time and in different conditions</li> </ul> </li> </ul> |
|   | <p><b>Forest School</b></p>  | <p>Play and explore outside in all seasons and in different weather<br/>Observe living things throughout the year<br/>Use all their senses in hands-on exploration of natural materials.<br/>Begin to understand the need to respect and care for the natural environment and all living things.<br/>Explore the natural world around them<br/>Describe what they see, hear and feel whilst outside.<br/>Understand the effect of changing seasons on the natural world around them.</p> |   |   |  |  |  |
|   | <p><b>Computing</b></p>  | <p>Daily software games to develop operational skills<br/>Simple City<br/>Focus – Understanding the World</p>  | <p>Paint Projects<br/>Focus – Expressive Arts and Design<br/>Celebrations paint projects<br/>Focus – Understanding the World</p>  | <p>Mash Cams<br/>Focus – Communication and Language</p>   | <p>Maths<br/>Focus - Number</p>  | <p>Old and New Slideshows<br/>Focus – Understanding the World</p>  | <p>2Design and Make<br/>Focus – Expressive Arts and Design<br/>2Go<br/>Focus – Communication and Language</p>  |
| <p><b>PE</b><br/>Following the LCC Scheme of work for PE<br/>PE Passport</p>      | <p>Different ways of moving</p>  | <p>Superworm -<br/>Balls and ball games</p>  | <p>Movement with ball games</p>   | <p>Gymnastics</p>   | <p>Dance</p>   | <p>Climbing and moving over apparatus</p>  |  |
| <p><b>Music</b><br/>Following the Charanga Scheme of work for Music</p>           | <p><b>Mel</b><br/>Listening and responding to different styles of music<br/>Embedding foundations of the interrelated dimensions of music<br/>Learning to sing or sing along with nursery rhymes and action songs<br/>Improvising leading to playing classroom instruments<br/>Share and perform the learning that has taken place</p> | <p><b>My Stories</b><br/>Listening and responding to different styles of music<br/>Embedding foundations of the interrelated dimensions of music<br/>Learning to sing or sing along with nursery rhymes and action songs<br/>Improvising leading to playing classroom instruments<br/>Share and perform the learning that has taken place</p>  | <p><b>Everyone!</b><br/>Listening and responding to different styles of music<br/>Embedding foundations of the interrelated dimensions of music<br/>Learning to sing or sing along with nursery rhymes and action songs<br/>Improvising leading to playing classroom instruments<br/>Singing and learning to play instruments within a song<br/>Share and perform the learning that has taken place</p> | <p><b>Our World</b><br/>Listening and responding to different styles of music<br/>Embedding foundations of the interrelated dimensions of music<br/>Learning to sing or sing along with nursery rhymes and action songs<br/>Improvising leading to playing classroom instruments<br/>Singing and learning to play instruments within a song<br/>Share and perform the learning that has taken place</p> | <p><b>Big Bear Funk</b><br/>Listening and appraising Funk music<br/>Embedding foundations of the interrelated dimensions of music using voices and instruments<br/>Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs<br/>Playing instruments within the song<br/>Improvisation using voices and instruments<br/>Riff-based composition<br/>Share and perform the learning that has taken place</p> | <p><b>Reflect, Rewind, Replay</b><br/>Consolidation of learning and contextualising the history of music.<br/>Listen and Appraise<br/>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments<br/>Sing and revisit nursery rhymes and action songs<br/>Play instruments within the song<br/>Improvisation using voices and instruments<br/>Riff-based composition<br/>Share and perform the learning that has taken place</p> |  |
| <p><b>Expressive Arts &amp; Design</b><br/>Discrete links</p>                     | <p>Superhero headquarters/<br/>Fire/Police/Ambulance station<br/>Superhero crafts</p>  | <p>North Pole/Santa's Workshop<br/>Winter/Christmas crafts</p>   | <p>Space Station<br/>Space themed crafts</p>  | <p>Farm shop<br/>Farm themed crafts</p>   | <p>'Mini beast Investigation Station'<br/>Minibeast crafts</p>   | <p>Seaside café<br/>Creating lighthouses<br/>Seaside landscape pictures</p>  |  |
| <p><b>Expressive Arts &amp; Design</b><br/>Following the Kapow scheme of work</p> | <p>Art<br/>Drawing Marvellous Marks</p>  | <p>DT<br/>Cooking and Nutrition – Soups</p>  | <p>Art<br/>Painting My World</p>  | <p>DT<br/>Textiles – Bookmarks</p>  | <p>Art<br/>Sculpture and 3D creation station</p>   | <p>DT<br/>Structures – Boats</p>   |  |

