

Castledyke EYFS Long term plan Year A

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Main theme Year A	It's good to be me	Celebrations	The world around us	Teddy bears picnic	Growing	Julia Donaldson
Year B	It's good to be me	Space	Dinosaurs	The farm	Mini beasts	Traditional tales
Possible lines of enquiry Year A	Families 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.	Different people celebrate different things and have different traditions. Birthdays Harvest Bonfire Night Remembrance Day Diwali is the Hindu festival of light and Hannukah is the Jewish festival of light.	Winter, Different types of weather, animals in winter, Where in the world? (Comparing our weather to other countries Artic and the North Pole) Chinese New Year	Cooking Sharing Stories and poetry Trips to the wood Comparing size Traditional tales Spring Art links	Plants, exploring food (healthy food choices), Dental health gardening Summer, Mini beasts (insects),	Ourselves (growing and moving on Transport and rockets Forces and thrust Shadows
Experiences	<ul style="list-style-type: none"> • Autumn Walk • Harvest Festival • Bread making • Bonfire Night – toasted marshmallows • Fire service visit Remembrance Day Diwali (4.11) /Hanukkah (28.11) • Advent (1.12) • Christmas time/Nativity Children in Need • Anti-Bullying Week • Curiosity Cube • Raffle 		<ul style="list-style-type: none"> • Winter Walk • Holi (29.3) • Chinese New Year Internet Safety Day PCSO visit • World Book Day Mothering Sunday Comic Relief/Sport Relief • Spring Walk • Teddy bear picnic • Biscuits • Easter/Egg hunt • Easter nest cakes Curiosity Cube • Bake sale 		<ul style="list-style-type: none"> • Planting seeds • Planting beans in jars Dentist/dental nurse visit • Fruit kebabs Food tasting Ramadan/Eid-al-Fitr • Animal visits • Beach trip • Sports Day • Curiosity Cube 	

Key vocabulary for topic year A	Family, birthday, friends, homes, houses, portrait, senses, friendship, ourselves, unique Similarity, difference, culture, belief	respect, unique, emotions, celebrate, parade, gift, feast, decorate, festive,	Animals, habitats, mammals weathers, seasons, winter, autumn, spring, summer	Share, friend, relationship, traditional, temperature, season, weather, habitat	Plant, leaf, seed, flower, cycle, plant, grow, instruction, life cycle, outdoor, changes, weather	Author, stories, book, page, contents, index, fiction, non-fiction, animals, character, innovate, imagine,
Key stories and texts	Phonics Captions Daily stories Going on bear hunt (spoken language only) Stories relating to starting school	Phonics Captions Stick man Mogs Christmas calamity (end of term piece)	Traditional tales Three little pigs Gingerbread man	The very hungry Caterpillar (end of term piece) Instructions Non-fiction plants and growing Goldilocks and the 3 bears	Stories from our lives and events Peace at last Farmyard tales	Julia Donaldson texts including the pip and posy range by Axel Scheffler
PSED	Children's personal, social and emotional development (PSED) 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 in later life.					
PSED	Being me in my world Week commencing 15.11.2021 Road Safety Week & Anti Bullying Week	Celebrating difference	Dreams and goals 05.02.2022 Safer Internet Day Week commencing 10.05.2022 Mental Health Awareness Week	Healthy me Week commencing 14.06.2022 Every Child Healthy Week	Relationships	Changing me
Physical education	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, co-ordination 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, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, 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.					

F1	Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport, and swimming. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility.					
F2	Body management		Movement		Objet manipulation	
Communication and language	The development of children’s spoken language underpins all seven areas of learning and development. Children’s backand-forth interactions from an early age form the foundations for language and cognitive development. The number 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					
READING	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).					
F1 comprehension	Teach: Front Cover, Back Cover. Difference between picture and text. Use Picture Clues: ‘What can you see?’ Encourage children to predict what’s happens next. Begin to say a sentence. ‘What next?’ ‘What do you think?’ ‘I see’ ‘I Say: You Say. F1 children will also begin to learn sight words, take part in shared reading and daily phonics sessions (Phase 1). The children will take home library books and games to help with their phase 1 development and begin to develop a love of reading. The children will begin to learn the concept of print.					
F1 Phonics	Aspects 1 – 5 phase 1 phonics	Aspects 1 – 5 phase 1 phonics	Aspects 1-7 phase 1 phonics	Aspects 1-7 phase 1 phonics	Aspects 6 and 7 phase 1 phonics	Aspect 7 and phase 2 phonics

Reception reading/Phonics See MTP	<u>Comprehension</u> – to say what we think a book is about by looking at the cover (P), to say who your favourite character is (E) <u>Decoding</u> Phase 2 planning	<u>Comprehension</u> to explain how a character is feeling (I), to answer simple questions about what has happened (R) <u>Decoding</u> Phase 2 planning	<u>Comprehension</u> to use words to describe a character or setting (V), to say what happened first in the story (S) <u>Decoding</u> Phase 3 planning	<u>Comprehension</u> – to say what you think will happen next (P), to explain why something happened (R/I) <u>Decoding</u> Phase 3 planning	<u>Comprehension</u> – to explain why we like a character or story (E), to find a word which means ... (V) <u>Decoding</u> Phase 4 planning	<u>Comprehension</u> – to say what happened at the beginning, middle and end of a story (S) <u>Decoding</u> Phase 4 planning
WRITING	Labels, Lists and Cvc words	Captions	Instructions Simple Sentences	Traditional Stories	Stories linked to their lives and events	Nursery Rhymes and Songs
Reception Writing	Letter formation Name copying Cvc words	Letter formation Name writing Cvc words and captions	Cvc words Captions Tricky words	Captions Tricky words Cvcc ccvc Sentences	Captions and sentences including tricky words and phase 3 and 4 words	Sentences and sustained writing with narrative.
Physical Development (see PE)	Develop fine motor skills, pencil grasp and pencil control, scissor control Letter formation	Develop fine motor skills, pencil grasp and pencil control, scissor control Letter formation	Letter formation Scissor control Drawing skills	Letter formation Scissor control Drawing skills	Develop the foundations of a handwriting style which is fast, accurate and efficient.	Develop the foundations of a handwriting style which is fast, accurate and efficient.

Nursery maths	<p>I can notice changes in number of objects/images or sounds in groups of up to 3. I can develop an awareness of number names through my enjoyment of action rhymes and songs that relate to my experience of numbers. I have some understanding that things exist, even when out of sight. Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Compare amounts, saying 'lots', 'more' or 'same'. Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' Notice patterns and arrange things in patterns. I can recognise big things and small things in meaningful contexts. I can get to know and enjoy daily routines, such as getting-up time, mealtimes, nappy time and bedtime <i>Climb and squeezing selves into different types of spaces.</i> <i>Build with a range of resources.</i> <i>Complete inset puzzles.</i> <i>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</i></p>			<p>I know that things exist, even when out of sight. I am beginning to organise and categorise objects (e.g. putting all the teddy bears together or teddies and cars in separate piles). I can say some counting words randomly. I can select a small number of objects from a group when asked (e.g. 'please give me two'). I can attempt, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles. I can use blocks to create my own simple structures and arrangements. I can fill and empty containers. I can associate a sequence of actions with daily routines. I am beginning to understand that things might happen 'now.'</p>			
Reception maths	<p>Number and Place Value Numbers to 5 Subitising Comparing groups within 5 Comparing quantities of identical objects / non identical objects Addition and Subtraction Change within 5 One more / one less Number and Place Value Numbers 4, 5, ,6,7,8 Subitising Early doubling Time First / then / now Spatial thinking and shape 2D / 3D Shape</p>	<p>7, 8 groups</p>	<p>Number and Place Value Numbers 6, Making Pairs / Combining different Numbers 9, 10 Building 9 and 10 Early doubling Subitising Shape 2D / 3D Shape Numbers 7, 8, 9, 10 Halving Doubling</p>	<p>To 20 and Beyond Building numbers beyond 10 10-15 Counting patterns beyond 10 Patterns Making more complex pattern Find my pattern Number Numbers 16, 17, 18, 19, 20 Halving, doubling, sharing Subitising Measure Length,, Weight, capacity</p>			
EAD Also see skills sheet	<p>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.</p>						
F1 EAD	<p>Naming colours – printing Human body</p>	<p>Diva lamps Brush and tools control Painting a picture</p>	<p>Cutting skills Sensory experiences</p>	<p>Salt dough 3D art</p>	<p>Vegetable printing</p>	<p>Exploring paint with hands and feet</p>	

F2 EAD	Colour mixing Self portraits Kandinsky 2D printing (maths)	Jaxon Pollock Transient autumn art- digital art Diva lamps	Texture rubbings Holi- colour mixing Goldsworthy	Weaving paper and cutting skills	Sculpture/model making Yayoi Kusama	Drawing plants and flowers
MUSIC	Charanga Music – Me!	Charanga Music – My stories	Charanga Music – Everyone!	Charanga Music – Our World	Charanga Music – Big Bear Funk	Charanga Music – Reflect, Rewind and Replay
UTW	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 increases 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 fire fighters. 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.					
UTW	F1 History	Talk about what they using wide vocabulary	Occupations		Memories from their own life and family history	
	F2 History	Memories from their own life and family history	Familiar situations from the past		People of the past:	
	F1 Geography		Know that there are similarities and difference between people and communities		Know that there are different countries in the world	

	F2 Geography	<p>Looking at the seasons Autumn and winter - Leaf study</p> <p>Looking at the weather and changes over time</p> <p>Using positional language such as left, right, forward and backwards</p> <p>Looking at Barton, what we have in our town and going on a local walk</p> <p>Looking at where we live (house/flat/bungalow etc)</p> <p>Studying our families and ourselves.</p> <p>Maps of local area</p> <p>Local buildings / statues / areas of importance</p>	<p>Looking at the seasons Spring</p> <p>Looking at the weather and changes over time</p> <p>Comparing a hot location to a cold location (Africa and Antarctic)</p> <p>Looking at clothing suitable for both hot and cold weather</p> <p>Go for a walk to water's edge to see the river next to Barton and look at this on an aerial photograph for context.</p>	<p>Looking at the seasons Summer</p> <p>Looking at the weather and changes over time</p> <p>Where do we live? Map of the United Kingdom</p> <p>Look at Barton on the map and know that it is in England. Know that the capital city of England is London and look at this on the map.</p>
	F1 Science	Materials	Exploring how things work	Planting seeds and growing
	F2 science	<p>Fire / Sparkler safety</p> <p>Bubbling magic potions</p> <p>Self serve dough station</p> <p>Studying different leaves, twigs and other found objects.</p> <p>Magnets</p>	<p>Winter weather changes Studying frost, snow, ice. Ice experiment: How can we make ice? How can we melt ice the quickest? .</p> <p>Recycling / litter collecting</p> <p>Building and investigating a bug hotel</p> <p>Life cycle: Growing Butterflies from caterpillars/ frog life cycle</p>	<p>The needs of a plant experiment</p> <p>Growing plants / flowers: sunflower competition,</p> <p>The effects of exercise on our body (PE)</p> <p>Forces – building a boat that floats shadows</p>

RE	<p>Theme: Special people</p> <p>Key Question: -What makes people special?</p> <p>Key words: -family, important, love, role model</p> <p>Text: -Bible stories- Jesus healing the paralysed man https://www.youtube.com/watch?v=8cmppSIQUX4 /the blind man https://www.youtube.com/watch/X4qZ2KSbdxI -The story of Moses</p>	<p>Theme: Christmas</p> <p>Key Question: -What is Christmas?</p> <p>Key words: -giving, Jesus, celebration</p> <p>Text: - Bible stories- The Christmas story www.whychristmas.com/story</p>	<p>Theme: Celebrations</p> <p>Key Question: -How do people celebrate?</p> <p>Key words: -resolutions, festivals</p> <p>Text: -Hooray Hooray It's New Years Day (poem) – www.poetry4kids.com</p>	<p>Theme: Easter</p> <p>Key Question: -What is Easter?</p> <p>Key words: -resurrection, Jesus, good Friday, Palm Sunday, cross</p> <p>Text: - Bible stories- The Easter story</p>	<p>Theme: Stories</p> <p>Key Question: -What can we learn from stories?</p> <p>Key words: -lies, morals</p> <p>Text: -The boy who cried wolf – Aesop's fable -The crocodile & the priest/ -Bilal & the butterfly & all other stories are in <i>Discovery RE file</i></p>	<p>Theme: Special places</p> <p>Key Question: -What makes places special?</p> <p>Key words: -worship, sacred, church, mosque</p> <p>Text:</p>
Key vocabulary linked to NC subjects (including but not limited to)						
Art	paint, draw, colour, mark-make, lines, circles, shapes, colour, mix, primary, secondary, texture, form, sculpt, shape, 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					
Computing	technology, internet, iPad, app, camera, switch, digital, website, mobile phone, computer, laptop, mouse, keyboard, click, open, close, program, type, record, play, headphones, speaker, volume					

Science	question, answer, explore, test, experiment, investigate, predict, sort, group, record, compare, describe, force, magnetic, non-magnetic, freeze, melt, boil, change, sink, float, plant, grow, flower, tree, soil, roots, stem, stalk, leaves, petals, trunk, branches, seed, bud, blossom, life-cycle, body parts, baby, adult, human, wood, metal, plastic, glass, rock, hard, rough, smooth
Geography	polar region, desert, rainforest, jungle, beach, park, village, town, city, country, world, globe, earth, map, path, street, road, bridge, building, sea, river, lake, stream, forest, wood, weather, seasons
History	present, past, now, then, yesterday, today, time, day, week, month, year, remember, same, different, similar,
RE	belief, faith, Christian, Christianity, God, Jesus, bible, church, cross, baptism, Hindu, Hinduism, Brahma, aum, temple, Jew, Judaism, synagogue, Muslim, Islam, Mohammed, Allah, Qu'ran, mosque

The EYFS F1 and F2 Curriculum at Castledyke Primary School

Curriculum Intent

In our Early years setting we will deliver a curriculum which provides opportunities for all children to learn so that all children make progress from their starting points. We will use our locality to enhance our curriculum and make our experiences meaningful and to give children a good understanding of the world around them. We will ensure the best for our children with strong and continuous professional development for practitioners ensuring our curriculum is flexible for each cohort, meaning children will have a strong foundation to enable them to progress onto KSI.

Our curriculum will have a well-planned and thought out content and coverage taking into account sequencing to build learning over time. Children will have opportunities to secure their learning before moving on to new content through shared quality first teaching and regular extra help where the need is identified. This will provide all children with rich experiences of greater depth and reduce the opportunity for children to fall behind their peers.

The curriculum will include a balance of child led learning, adult led learning and adult supported play. This play will be guided, supported and extended to achieve learning outcomes. It is our belief that high quality play supported by a well organised and planned environment leads to children who are independent problem solvers who have developed their social skills and self-regulation ready for key stage one.

We will have a focus in the setting on communication and language giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. This will close the gap for our cohorts who enter typically below in this area. Children will leave the foundation stage with the communication and language skills needed to learn. As language skills underpin all seven areas of learning in the Early years children will need these skills to achieve their ELGs and good level of development.

The children in our cohorts have a range of emotional needs and this will be taken into account when planning our curriculum. Children will be taught the skills needed to become independent in their health and self-care and will be supported with strategies to regulate their behaviours and emotions. We will take an approach using emotional coaching ensuring all children are listened to and respected. Our curriculum will help children to develop a positive sense of themselves, and others; it will help them to form positive relationships and develop respect for each other. They will develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Children will meet the early learning goals across the prime and specific areas to give them the best possible start to their educational careers.