







EYFS Curriculum Long Term Planning



Teaching blocks 8 weeks	Block One	Block Two	Block Three	Block Four
Topic	 <p>Autumn - seasonal changes Animals and their habitats All about me</p>	 <p>Winter - seasonal changes Arctic and Antarctic Text - Runaway Iceberg Bear Hunt and Associated Animals</p>	 <p>Spring - seasonal changes What is Spring? Buzzy Bees (Ref. Twinkl) Stories based on plants and growth The Cautious Caterpillar Life Cycles</p>	 <p>Summer - seasonal changes Holidays/journeys Transport Places and Maps Travel abroad</p>
Literacy – Key Objectives	<p>Recognising own name. Learning how books work Responding to stories Introduction to initial phonics Mark making</p>	<p>Writing for purpose- captions and labels. Re-telling stories in own words. Individual word recognition/blending skills Practise letter formation.</p>	<p>Composing and writing simple sentences linked to topic. Predicting key events in stories. Reading words consistent to phonic knowledge.</p>	<p>Supported writing- 2/3 sentences to represent a simple story. Explore new vocabulary in stories/rhymes/non-fiction. Read aloud simple sentences consistent with phonic knowledge.</p>
Maths	<p>Ref. White Rose Mastering Number Twinkl maths based texts Compare size, mass, capacity Circles, Triangles, squares Time Positional language</p>	<p>Mass and capacity Length and height Time 3D shapes Spatial awareness</p>	<p>Working with shape: Spatial reasoning Match, rotate manipulate Compose and decompose Visualise and build Mapping</p>	<p>Assess/Review/Revisit</p>

Understanding of the World	Identify and talk about events in their own life and in the lives of family members. Sequencing time Animals and their habitats	Forces and Movement Working with ice. Floating and sinking	Healthy lifestyles. Food Growing food.	Journeys/holidays Transport Beyond England
Physical Development	Additional Curriculum provision: Yoga, Sports Coach Team Games, Access to The Real PE curriculum. Ongoing skills development through topic in: Negotiating space and obstacles safely, with consideration for themselves and others. Develop strength, balance and coordination when playing. Move energetically, running, jumping, dancing, hopping, skipping and climbing. Hold a pencil effectively in preparation for fluent writing. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.			
Communication and Language	Ongoing skills development through topic in: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.			
Personal, Social and Emotional Development	Additional curriculum provision: Yoga and My Happy Mind Ongoing skills development through topic in: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Being confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.			

	<p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>			
Expressive arts and Design	<p>Ongoing skills development through topic in:</p> <p>Safely using and exploring a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Sharing their creations, explaining the process they have used.</p> <p>Making use of props and materials when role playing characters in narratives and stories.</p> <p>Inventing, adapting and recounting narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others and – when appropriate – try to move in time with music.</p>			
Understanding of the World	<p>Identify and talk about events in their own life and in the lives of family members.</p> <p>Sequencing time</p> <p>Animals and their habitats</p>	<p>Forces and Movement</p> <p>Working with ice.</p> <p>Floating and sinking</p>	<p>Healthy lifestyles.</p> <p>Food</p> <p>Growing food.</p>	<p>Journeys/holidays</p> <p>Transport</p> <p>Beyond England</p>
Big Cat Phonics Progression (Taught in sequence at the stage of readiness to progress)	<p>Phase 1</p> <p>The focus in this stage is on instrumental sounds, rhythm and rhyme, body sounds, alliteration, environmental sounds, voice sounds and eventually oral blending and segmenting.</p>	<p>Phase 2</p> <p>Children learn the first tier of letters and sounds (19 letters of the alphabet). Blending sounds together to create words. Segmenting words into their separate sounds. Beginning to read simple words and phrases.</p>	<p>Phase 3</p> <p>Children learn the remaining 7 letters of the alphabet. They also begin to learn more complex graphemes such as ch, oo and th which represent the remaining phonemes not covered by single letters. They should begin to read slightly more complex words at this stage.</p>	<p>Phase 4</p> <p>No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.</p>