

EYFS Curriculum Long Term Planning Grid

EYFS	Art Week 6.9.21 Topic 1 5 weeks 13.9.21- 8.10.21 Consolidation Week 18.10.21	Topic 2 7 weeks 1.11.21- 17-12.21 Consolidation Week 3.1.22	Topic 3 7 weeks 10.1.22-4.3.2 Consolidation Week 7.3.22	Topic 4 7 weeks 14.3.22 –13.5.22	Topic 5 7 weeks 16.5.22-8.7.22 Consolidation Week 11.7.22
Title	Called Serve – Global Caretakers (Geography) It's love that makes the world go round (Afghanistan)	Superheroes	Space	Transport	Dinosaurs
Big Question?	What kind of world do we want?	What makes a superhero?	How big is the universe?	How did you get there?	What is a dinosaur?
Experience / LOtC	Local environments – appreciating the outdoors on our door step	Superhero Day Visit from Ambulance / Fireman / Police	Alien Crash Landing / Planetarium	Visit from car transporter / truck	Life Centre
Links to Rights Articles & Global Goals (GG)	Articles 1, 2, 7, 8, 10, 11, 12, 13, 14, 15, 17, 19, 22, 24, 29, 30, 31, 33 GG: Introduce 1-17 Focus - 1,2,3, 5,10, 12,13, 16,17,	Articles 1, 2, 3, 4, 6, 7, 8, 19, 27, 28, 31, 32, 37 GG 1,2, 3, 4, 5, 6, 9, 10, 12	Articles 1, 13, 17, 27, 28, 29, 30, 31, GG 6, 7, 8, 9, 11, 12, 15,17	Articles 1, 2, 7, 8, 10, 11, 12, 13, 14, 15, 17, 18, 19, 22, 24, 29, 30, 31 GG 3, 5, 10, 16, 17	Articles 1, 2, 3, 4, 6, 7, 8, 19, 27, 28, 31, 32, 37 GG 1,2, 3, 4, 5, 6, 9, 10, 12
RE	Myself Judaism Collective Worship	Birthday Celebrating Collective Worship	Gathering Growing Collective Worship	Good News Islam Collective Worship	Friends God's Wonderful World Collective Worship
Communication & Language	Begin to understand how to listen carefully and why listening is important. Ask questions to find out more and to check they understand what has been said to them.	Use longer sentences Understand how to listen carefully and why listening is important. Ask questions to find out more and to check they understand what has been said to them.	Articulate their ideas and thoughts in well-formed phrases/ sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books.	Use talk to help work out problems and organise thinking and activities. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep	Listen to and talk about stories to build familiarity and understanding. Be able to express a point of view and to begin to debate with an adult or friend

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		Develop social phrases	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Describe events in some detail	familiarity with new knowledge and vocabulary. Connect one idea or action to another using a range of connectives.	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
	Engage in story time	Learn new vocabulary	Listen carefully to rhymes and songs, paying attention to how they sound.		
	Use new vocabulary through the day			Learn rhymes, poems, and songs	
Personal, Social, emotional Development	Select and use activities and resources to achieve a goal. Show more confidence in social situations. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Know and talk about the different factors that support their overall health and wellbeing: personal hygiene, regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Play with more than 1 child Talk with others to solve conflict See themselves as a valuable individual. Develop further knowledge and discussion about the different factors that support their overall health and wellbeing: personal hygiene, regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Think about the perspectives of others. Develop appropriate ways to be assertive. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally		
	<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the year.</i>				
Physical Development	Develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes. Begin to develop the foundations of a handwriting style which is fast, accurate and efficient.	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes. Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Continue to develop the foundations of a handwriting	Combine different movements with ease and fluency Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group Continue to develop the foundations of a handwriting	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group Continue to develop the foundations of a handwriting

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		Further develop the foundations of a handwriting style which is fast, accurate and efficient.	style which is fast, accurate and efficient.		
	<p>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.</p> <p>Develop their fine 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.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility</p>				
Literacy	<p>Understand print has meaning and can be used for different purposes.</p> <p>Know the names of the different parts of a book and page sequencing</p> <p>Read individual letters by saying the sounds for them.</p> <p>Begin to write first names.</p> <p>Mark Making / Practise letter formation</p>	<p>Continue to 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>Identify initial sounds</p> <p>Continue to write names</p> <p>Continue to practise letter formation</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to Letters and Sounds.</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>Continue to practise letter formation</p> <p>Begin to write full name with capital letters</p>	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>
	Nursery Rhymes	Nursery Rhymes	Nursery Rhymes	Nursery Rhymes	Nursery Rhymes
	Phonics Phase 1	Phonics Phase 1	Phonics Phase 1	Phonics Phase 1	Phonics Phase 1
Phonics Phase 2	Phonics Phase 2	Phonics Phase 2	Phonics Phase 2	Phonics Phase 2/3	Phonics Phase 3
Suggested Texts	<p>Texts:</p> <p>Love Makes The World Go Round</p>	<p>Texts:</p> <p>Supertato</p>	<p>Texts:</p> <p>Whatever Next</p>	<p>Texts:</p> <p>Faster, Further, Higher, Deeper</p>	<p>Texts:</p> <p>Dear Dinosaur</p>

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	All are welcome	Superworm	Look Up	I wish I were a pilot	How the dinosaur got to the museum
Mathematics	Positional Language Counting Matching	Counting Matching, Sorting & Comparing Numbers 1-5 (subitising) One more, One less Compare size, mass & capacity Shape Patterns	Introducing Zero Numbers 1-10 Number bonds to 10 Making pairs Combining 2 groups Length & height Time 3D Shape	Building numbers beyond 10 Counting patterns beyond 10 Spatial Reasoning - Match, rotate, manipulate Adding more / Taking away Spatial reasoning – compose and decompose	Doubling, Sharing & Grouping Even & Odd Spatial Reasoning – Visualise & Build Deepening Understanding – Patterns & Relationships Spatial Reasoning - Mapping
Understanding of the World	Talk about members of their immediate family and community. Begin to understand the need for respect and care for the natural environment 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. Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.	Talk about members of their immediate family and community. Comment on images of familiar situations in the past. Recognise real life superheroes – police, ambulance, fire, nurse, doctor. Talk in detail about members of their immediate family and community. Name and describe people who are familiar to them.	Recognise the planet they live on. Identify the sun and moon. Recognise nocturnal animals. Understand the need for respect and care for the natural environment Recognise some environments that are different to the one in which they live.	Understand where our food comes from. Identify and taste different fruit and vegetables. Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.	Compare and contrast characters from stories, including figures from the past. Understand the life cycle of animals and plants. Recognise some environments that are different to the one in which they live. Comment on images of familiar situations in the past.

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	<p>Understand the effect of changing seasons on the natural world around them Understand changing states of matter Describe what they see, hear, and feel whilst outside. Explore the natural world around them.</p>				
Expressive Arts & Design	<p>Begin to develop storylines in their pretend play. Explore colour Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Further develop storylines in their pretend play Return to and build on their previous learning, refining ideas and developing their ability to represent them</p>	<p>Further develop their ability to build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources, and skills. Explore colour and colour mixing.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses. Begin to share creations, talking about the processes they have used</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses. Explore, use and refine a variety of artistic effects to express their ideas and feelings</p>
RSC	<p>Understand that we are each individually made by God Know that we are all God's children Know that we are each unique, with individual gifts & talents Understand that although we all have similarities, it is the differences that make us unique Know and name the parts of the body</p>	<p>Know that we need to look after our bodies Understand what constitutes a healthy lifestyle – exercise, diet, sleep & personal hygiene Understand that we all have feelings, both good and bad To know some simple strategies to manage feelings To know the natural stages of life from birth to death</p>	<p>Understand that we are all part of God's family To know that we should care for others like Jesus and live good lives like him Understand the importance of family Understand the importance of special people and telling them if something is troubling you Understand how our behaviour affects others To know the characteristics of good and bad relationships Understand different types of teasing and that bullying is wrong</p>	<p>To recognise when we have been unkind and say sorry To be able to recognise when others have been unkind to you To know how to forgive others To recognise safe and unsafe situations Understand how to ask for help and who to ask; who to trust Understand that their body is theirs Understand what medicines are for and why we take them To know paramedics help us in a medical emergency Understand when to use First Aid and what it is</p>	<p>Understand that God is love, Holy Father and Spirit To know that we have been called by God to be loved and to love others Understand what a community is Understand that we belong to various communities To know that we should help at home by tidying our things up etc. To know that we have a duty of care for others and the world we live in. To know what harms and helps our world</p>

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SMSC	<p>Cultural:</p> <p>Developing an awareness of our own culture. Developing an awareness of different cultures.</p> <p>UK Parliament Week</p> <p>Remembrance Day</p> <p>Children in Need</p>	<p>Cultural:</p> <p>Developing an awareness of different cultures.</p> <p>Chinese New Year</p>	<p>Cultural:</p> <p>Developing interest and enthusiasm in our British culture</p> <p>VE Day</p> <p>International Day for Cultural Diversity</p> <p>Outdoor Classroom</p>
	<p>Moral/Social: The EYFS curriculum and the school behaviour policy develops children's moral code. Promote right and wrong and ways to promote choosing the right path. Promote a safe environment for children to talk freely and openly about their feelings, emotions and fears and how we can deal with them appropriately. Right and wrong is discussed regularly to provide children with examples and models of good choices.</p> <p>International Women's Day</p> <p>Earth Day</p> <p>Global Recycling</p> <p>World Wildlife Day</p>		
	<p>Spiritual: EYFS curriculum develops, supports and promotes a sense of enjoyment and fascination in learning about the world around them. Developing an awareness of children's own beliefs Developing respect and an understanding of empathy for all.</p> <p>October-Month of Extraordinary Mission</p>		