



EYFS Long Term Curriculum Plan 2019-20

	Autumn Term		Spring Term		Summer Term	
	Who are we?	Space	Our World	People	Great Outdoors	Let's Investigate
Personal, Social and Emotional Development	Talking/drawing about self and family. Exploring places/staff around school. Talking about school and classroom rules Talking about feelings and what we enjoy at school. Joining in with rhymes and singing. Using props in our play to retell rhymes	Working as part of a group in space roles play. Initiating conversation, playing co-operatively and taking turns	Developing an understanding of changes over time. How do we need to protect ourselves from the cold?	What animals live in a Zoo and is that fair? How do we care for endangered species?	Why do we feel sad, happy, worried? How have we changed since we were babies What can we do now that we didn't do when we were smaller? What are the good and bad things about growing up?	Play co-operatively taking turns to be a character from a story. Making up new stories and narratives. Exploring feelings and emotions through story and drama
Physical Development	Changing independently managing own personal hygiene Fine and gross motor skills What can I do with my body? Using drama and music to act out rhymes	Moving and dancing to music from different ethnic backgrounds Using tools and equipment to build rockets and space ships	Making igloos (fine motor with tweezers and sugar lumps) Finding ways to move around to stay warm	Different ways of moving as animals. Building jeeps and dens for safari role play	Digging outside areas Planting team games sports day parachute games	Building grandmas cottage/billy goats bridge Moving like a wolf/goat/grandma moving over, under, around and across equipment with care and coordination
Communication and Language	Finding out about each other name, age, birthdays friends and teachers circle time. Reciting rhymes from	Learning new vocabulary of space/light and dark and using it in our speech. Talking about events that have happened to us (bonfire night/Christmas)	Exploring cold places, using words to describe ice/snow/cold conditions Weather vocabulary	Discuss why we have Pets, farm and wild animals, can we group and name them? facts we know about	Talk about how we change using correct tenses to link ideas Discuss how we look after our plants/animals	Discuss character using descriptive language. Using correct tenses when retelling stories Developing own



EYFS Long Term Curriculum Plan 2019-20

	memory			our favourite animals Where can we find wild animals? Why do we like our pets?	Discuss how plants/animals and change as they grow	narratives and explanations
Literacy Reading (texts in bold will be the main focus of English lessons others will be read throughout the topic)	Texts Kipper starts school Topsy and Tim go to school Harry and the dinosaurs start school	Texts Whatever next Man on the moon Aliens love underpants How I Christmas celebrated Santa stories Christmas Stories	Texts Brown bear brown bear what do you see. Polar bear Polar bear what do you hear Arctic animals (non fiction) One snowy night	Texts Ronald the Rhino Tiger who came to tea Giraffes Can't Dance Dear Zoo Information animal books Rumble in the jungle (poetry) Easter story	Texts How I've grown (non fiction) Titch stories Jaspers bean stalk Hungry caterpillar How to Grow a Sunflower The Tiny Seed My planting diary Oliver's Vegetables Avacado baby	Texts Goldilocks and three bears Gingerbread man 3 Billy goats gruff Red riding hood Jack and the beanstalk 3 little pigs etc (different trad tale each story time)
Literacy Writing	Pencil grip Large and small patterns left to right Writing own name labels signs emergent writing family names initial letter sounds	Labelling pictures Writing captions, cvc words Forming recognisable letters Using a proper pencil grip	Labels and captions about artic animals Simple sentences about animals from the story	Writing animal facts Writing letters to Tiger Lists Cards Recall of visits to zoo in correct sequence	naming parts of a flower instructions for planting a seed writing about story character descriptions of character	Writing meaningful sentences containing capital letters and full stops Writing stories Letters to characters Character description
Mathematics	I can talk about routines of the day and use language like before and after Matching objects to	Counting an irregular range of numbers Find Selecting the correct numeral to represent 1 to	Finding 1 more/1 less than 10 then 20 Selecting the correct numeral to represent 1 to 20objects	Data handling which is the most popular pet? Practical addition and subtraction to 20	height charts patterns in the environment measuring objects to own criteria	Solving number problems Giving a halve/quarter from a given amount Working with numbers



EYFS Long Term Curriculum Plan 2019-20

	<p>numbers counting to 10 grouping and making sets recognising numbers of personal significance I can use comparative language taller shorter</p>	<p>10 objects I can start to recognise shapes in the environment I can find appropriate shapes for various tasks I can order and sort according to simple properties</p>	<p>ordinal number recognition Practical addition and subtraction to 10</p>	<p>using small world animals Understanding addition using all combinations to 10 using money during play activities using mathematical language to describe shapes around the classroom</p>	<p>Finding a total through counting on Fully understand the manipulation of numbers to 20 Positional language</p>	<p>to 20 and beyond Giving 1 more 1 less than numbers to 20 and beyond</p>
<p>Understanding the World</p>	<p>people who help us in school and around our community talking about past and present events in own lives and lives of family and friends I can start to show an interest in different occupations.</p>	<p>I can talk about light and dark and my understanding of space and planets I can recognise and describe special times or events for family or friends I know about similarities and differences between myself and others and among communities and traditions</p>	<p>I can talk about the seasons and how they change I can describe what I need to wear in hot and cold weather and how to protect my skin I can talk about what food to eat when it is cold in comparison to warm weather. I can talk about my favourite season and why melting and freezing activities</p>	<p>I can show care and concern for living things and the environment I can talk about what I have observe such as animals I can demonstrate that information can be found through technology I can talk about the differences between pets, wild animals and farm animals</p>	<p>How things grow and what do they need to survive? Life cycles, hatching chicks/growing butterflies Planting seeds investigating I can ask questions about I can make observations of animals and plants and talk about changes</p>	<p>Selelcting and using technology to support our story telling e.g. videoing each other telling stories Using cameras to photograph the "crime scene" Talk about features of own environment/compare to grandmas cottage/the woods</p>
<p>Expressive Arts and Design</p>	<p>Drawing pictures and painting of themselves/family/sch</p>	<p>making cards for Christmas Eid</p>	<p>Making igloos Weather pictures snow painting</p>	<p>Matching/making animal prints Making hand puppet</p>	<p>painting of sunflower (Van Gough) Growing flowers</p>	<p>Using music and movement to retell tales.</p>



HAWKSWORTH WOOD PRIMARY SCHOOL

EYFS Long Term Curriculum Plan 2019-20

	ool staff Reciting rhymes, making props from rhymes e.g. spiders, humpty dumpty	Lanterns making Divas Christmas songs Mixing paints Puppets firework paintings Poppy patterns calendars	percussion instruments to make weather sounds Mixing colours to match diffent temperatures	safari animals Paper plate saferi animals Paint /collage safari animals	Mixing own colours making caterpillar pictures/models	Making characters/scenes from the stories Making puppets
--	---	--	---	---	---	---

These are suggested activities and may change following discussions with the children and observations of their interests.