

Hartington C of E Primary School



EYFS Curriculum Long Term Planning

Half termly teaching blocks	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic (Ref. Y1/2/3 rolling programme for further topic links)	Autumn – Seasonal changes All about me	Remembrance Day, Christmas/ Nativity	Winter – seasonal changes Shrove Tuesday and Lent	Spring – seasonal changes What is Spring? Easter	Spring - Life cycles	Summer – seasonal changes Holidays/journeys Transport Places and Maps Travel abroad
Literacy – Key Objectives	Recognising own name. Learning how books work Responding to stories Introduction to initial phonics (Phase 2) Mark making and pencil control	Re-telling stories in own words. Rhyming Individual word recognition/blending skills/ high frequency words	Writing for purpose captions and labels. Practise letter formation	Reading words consistent to phonic knowledge. Alphabetical order	Composing and writing simple sentences linked to topic. Predicting key events in stories. . Explore new vocabulary in stories/rhymes/non-fiction.	Supported writing- 2/3 sentences to represent a simple story. Read aloud simple sentences consistent with phonic knowledge.
Maths Ref. White Rose maths	Matching and sorting, Twinkl maths based texts Circles, Triangles, squares Positional language Compare size, mass, capacity	Mastering number – one more, one less Time Exploring pattern	Combining two groups, Time Comparing numbers, mass and capacity Length and height	Bonds to 10 3D shapes Spatial awareness Pattern	Numbers beyond 10, Working with shape: Spatial reasoning Match, rotate manipulate Compose and decompose Visualise and build Mapping	Assess/Review/Revisit

<p>Understanding of the World (Ref. Y1/2/3 rolling programme for further topic links)</p>	<p>Identify and talk about events in their own life and in the lives of family members. Being Special: where do we belong?</p>	<p>Sequencing time Bonfire night and keeping safe Why is Christmas special for Christians?</p>	<p>Where we live – caring for the environment and nature Why is the word God so important to Christians?</p>	<p>Healthy lifestyles. Food, Growing food. Why is Easter special to Christians?</p>	<p>Looking after ourselves What places are special and why?</p>	<p>Topical event on a local, national or global scale What times/stories are special and why?</p>
<p>Phonics <i>Little Wandle Letters and sounds Revised 2021: Programme progression</i></p>	<p>Phase 2 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 Children learn the remaining 7 letters of the alphabet. They also begin to learn more complex graphemes (qu, ch, sh, th, ng, nk) Words with –s added at the end.</p>	<p>Phase 3 graphemes (ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, er) Words with double letters Longer words</p>	<p>Review Phase 3 Words with double letters, longer words, words with two or more diagraphs, words ending in –ing, compound words</p>	<p>Phase 4 Short vowels with adjacent consonants Longer words and compound words Words ending in suffixes –ing, -ed, -est</p>	<p>Phase 4 Graphemes Phase 3 long vowel graphemes with adjacent consonants</p>

Please note: Phase 1 phonics is delivered to children who attend nursery or a pre-school setting.

The focus in this stage is on instrumental sounds, rhythm and rhyme, body sounds, alliteration, environmental sounds, voice sounds and then eventually oral blending and segmenting.

<p>Physical development</p>	<p>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, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>
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<p>Communication and Language</p>	<p>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.</p>
<p>Personal, Social and Emotional Development</p>	<p>Additional curriculum provision: Yoga sessions and 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. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs</p>
<p>Expressive arts and Design</p>	<p>Ongoing skills development through topic in: Safely using and exploring a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Sharing their creations, explaining the process they have used. Making use of props and materials when role-playing characters in narratives and stories. Inventing, adapting and recounting narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and – when appropriate – try to move in time with music.</p>