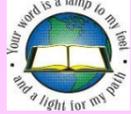




EYFS Curriculum Long Term Plan Year D (2022/2023)



		Autumn Term	Autumn 2 nd Half	Spring 1 st Half	Spring 2 nd Half	Summer 1 st Half	Summer 2 nd Half
Whole School Curiosity Quest 		<i>Space Explorers</i> 	<i>Ice Adventurers</i> 	STONE SCAVENGERS 	Treasure Hunters 	<i>Street Detectives</i> 	Beachcombers 
Big question 		Who do I know who is famous? How do I get to the moon?	Are all animals the same?	What do people use stones for?	What can we find under the ground?	What can we find out about where we live?	Why do we take a bucket and spade to the seaside?
Linking Themes		Autumn Pets Superheroes Our Local Area Our Families Our World	Winter Diwali Nursery Rhyme Week Remembrance Day Bonfire Night Christmas Clothes	Valentine's Day Chinese New Year Dinosaurs Materials	Pancake Day Fairtrade Easter International Women's Day Underground animals	Transport Journeys Minibeasts The Park Shops	Holidays Mermaids Looking after the ocean Floating/ sinking
Core Values		 ENDEAVOUR	 RESPECT	 LOVE	 CURIOSITY	 FROM A SPARK TO A FLAME	 CURIOSITY
BRITISH VALUES		DEMOCRACY	MUTUAL RESPECT	RULE OF LAW	INDIVIDUAL LIBERTY	Spiritual Growth From a spark to a flame	TOLERANCE OF OTHER FAITHS AND BELIEFS
Learning Behaviour		Concentrating Crocodile  Persevering Parrot 	Proud Peacock 	Choosing chimp 	Creative chameleon 	Slinky linky snake 	Exploring elephant 
Personal, Social and Emotional Development	Self Regulation	Children will be able to follow one step instructions. Children will recognise different emotions. Children will focus during short whole class activities.	Children will talk about how they are feeling and to consider others feelings.	Children will be able to focus during longer whole class lessons.	Children will identify and moderate their own feelings socially and emotionally.	Children will be able to control their emotions using a range of techniques.	Children will be able to follow instructions of three steps or more.
	Managing self	Children will learn to wash their hands independently.	Children will understand the need to have rules.	Children will begin to show resilience and perseverance in the face of a challenge.	Children will develop independence when dressing and undressing.	Children will manage their own basic needs independently. Children will learn to dress themselves independently.	Children will show a 'can do' attitude. Children will understand the importance of healthy food choices.
	Building relationships	Children will seek support from adults and gain confidence to speak to peers and adults.	Children will begin to develop friendships.	Children will be able to use taught strategies to support in turn taking.	Children will and listen to the ideas of other children and agree on a solution and compromise.	Children will learn to work as a group.	Children will have the confidence to communicate with adults around the school.

Communication and Language	Listening, Attention and Understanding	Children will be able to understand how to listen carefully and know why it is important.	Children will begin to understand how and why questions.	Children will learn to ask questions to find out more.	Children will retell a story and follow a story without pictures or props.	Children will be able to understand a question such as who, what, where, when, why and how.	Children will be able to have conversations with adults and peers with back-and-forth exchanges.
	Speaking	Children will talk in front of small groups and their teacher offering their own ideas.	Children will use new vocabulary throughout the day.	Children will talk in sentences using conjunctions, e.g. and, because.	Children will engage in non-fiction books and to use new vocabulary in different contexts.	Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.	Children will use talk in sentences using a range of tenses.
Physical Development	Gross motor	Children will learn to move safely in a space.	Children will explore different ways to travel using equipment. I can walk a balance bike.	Children will be able to control a ball in different ways. Children will balance on a variety of equipment and climb.	Children will jump and land safely from a height. I can balance on a bike down an incline.	Children will move safely with confidence and imagination, communicating ideas through movement. I can pedal and maintain balance on a bike.	Children will be able to play by the rules and develop coordination. I can pedal and maintain balance on a bike whilst manoeuvring.
	Fine motor	Children will begin to use a tripod grip when using mark making tools.	Children will accurately draw lines, circles and shapes to draw pictures.	Children will handle scissors, pencil and glue effectively.	Children will use cutlery appropriately.	Children will hold scissors correctly and cut out small shapes.	Children will form letters correctly using a tripod grip.
Literacy	Comprehension	Children will independently look at a book, hold it the correct way and turn pages.	Children will engage and enjoy an increasing range of books.	Children will act out stories using recently introduced vocabulary.	Children will be able to talk about the characters in the books they are reading.	Children will retell a story using vocabulary influenced by their book.	Children will be able to answer questions about what they have read.
	Word Reading	Children will segment and blend sounds together to read words.	Children will begin to read captions and sentences.	Children will recognise taught digraphs in words and blend the sounds together.	Children will read words containing tricky words and digraphs,	Children will read longer sentences containing phase 4 words and tricky words.	Children will read books matched to their phonics ability.
	Writing	Children will give meanings to the marks they make. Children will write their name.	Children will form letters correctly	Children will write words representing the sounds with a letter/letters.	Children will write labels/phrases representing the sounds with a letter/letters.	Children will write words which are spelt phonetically.	Children will write simple phrases and sentences using recognisable letters and sounds.
High Quality Texts		Whatever Next Beegu How to catch a star Pattan's pumpkin	A dot in the snow The Great Explorer Lost and Found The Blue Penguin	Cave baby Froggy Day Little Cloud	Harry and the Bucketful of dinosaurs Yucky worms Superworm	Oil! Get off our train Farmer duck Let's build a house	Puffin Peter The fish who could wish
Mathematics	Subitising	Perceptually subitise within 3. Identify sub groups in larger arrangements. Create their own patterns for numbers within 4. Practice using their fingers to represent quantities which they can subitise. Experience subitising in a range of contexts, including temporal patterns made by sounds.	Continue from first half term. Subitise within 5, perceptually and conceptually, depending on the arrangements.	Increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements. Explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part. Experience patterns which show a small group and '1 more'. Continue to match arrangements to finger patterns.	Explore symmetrical patterns in which side is a familiar pattern, linking this to 'doubles'.	Continue to practice increasingly familiar subitising arrangements including those which expose '1 more' or 'doubles' patterns. Use subitising skills to enable them to identify when the patterns show the same number but in a different arrangement, or when patterns are similar but have a different number. Subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10. Be encouraged to identify when it is appropriate to count and when groups can be subitised.	Consolidate understanding of concepts previously taught by working through a variety of contexts with different numbers.
	Composition	Children will have a deep understanding of 1-4.	Explore the concepts of wholes and parts by looking at a range of objects that	Continue to explore the composition of 5.	Explore the composition of odd and even numbers, looking at the 'shape' of these numbers.	Explore the composition of 10.	Consolidate understanding of concepts previously taught by

		Compose their own collections within 4. See that all numbers can be made of 1's.	are composed of parts, some of which can be taken apart and some which cannot. Children explore the composition of numbers 1-5.	And practise recalling 'missing' or 'hidden' parts for 5. Explore the composition of 6, linking this to familiar patterns, including symmetrical patterns. Begin to see that numbers within 10 can be composed of '5 and a bit'.	Begin to link even numbers to doubles. Begin to explore the composition of numbers within 10.		working through a variety of contexts with different numbers
	Cardinality, ordinality and counting	Relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set. Have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song. Have a wide variety of opportunities to develop 1:1 correspondence including by co-ordinating movement and counting. Have opportunities to develop and understanding that anything can be counted, including actions and sounds. Explore a range of strategies which support accurate counting.	Continue to develop their counting skills. Explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand. Begin to count beyond 5. Begin to recognise numerals, relating these to quantities they can subitise and count.	Continue to develop verbal counting to 20 and beyond. Continue to develop object counting skills, using a range of strategies to develop accuracy. Continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10. Order numbers, linking cardinal and ordinal representations of number.	Continue to consolidate their understanding of cardinality, working with larger numbers within 10 Become more familiar with the counting pattern beyond 20.	Continue to develop verbal counting to 20 and beyond, including counting from different starting numbers. Continue to develop confidence and accuracy in both verbal and object counting.	Consolidate understanding of concepts previously taught by working through a variety of contexts with different numbers
	Comparison	Understand that sets can be compared according to a range of attributes, including by their numerosity. Use the language of comparison, including 'more than' and 'fewer than'. Compare sets 'just by looking'.	Compare sets using a variety of strategies, including 'just by looking', by subitising and by matching. Compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.	Continue to compare sets using the language of comparison, and play games which involve comparing sets. Continue to compare sets by matching, identifying when sets are equal. Explore ways of making unequal sets equal.	Compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number and its position in the number system.	Order sets of objects, linking this to their understanding of the ordinal number system.	Consolidate understanding of concepts previously taught by working through a variety of contexts with different numbers
	Pattern	Continuing an AB pattern Copying an AB pattern Make their own AB pattern	Spotting an error in an AB pattern Identifying the unit of repeat	Continuing an ABC pattern Continuing a pattern which ends mid unit	Make their own ABB, ABBC patterns Spotting an error in an ABB pattern	Symbolising the unit structure Generalising structures to another context or mode Making a pattern which repeats around a circle	Making a pattern around a border with a fixed number of spaces Pattern spotting around us
	Measures	Recognising attributes Long/tall/full/heavy	Comparing amounts of continuous quantities	Showing awareness of comparison in estimating and predicting.	Comparing indirectly Beginning to use units to compare things.	Recognising the relationship between the size and the number of units	Beginning to use time to sequence events. Beginning to experience specific time durations.
	Shape and Space	Developing spatial awareness: experiencing different viewpoints	Develop shape awareness through construction.	Identify similarities between shapes	Show awareness of properties of shape.	Describe properties of shape.	Develop an awareness of relationships between shapes

		Developing spatial vocabulary	Represent spatial relationships				
Science (Understanding the World)		Children will explore and ask questions about the natural world around them.	Children will make observations about animals discussing similarities and differences.	Children will know some important processes and changes in the natural world, including states of matter.	Children will understand the terms 'same' and 'different'.	Children will make observations about plants discussing similarities and differences.	Children will talk about features of the environment they are in and learn about the different environments
History (Understanding the World)	Chronology	I know who my family members are.	I can sequence my family members and explain who they are.	I can sequence family members and explain who they are and the key differences between what they can do.	I can sequence a familiar set of events.	I can describe an familiar sequence of events using words such as, first... then...	Children will know about their own life story and how they have changed. I can describe an unfamiliar sequence of events using words such as, first... then...
	Historical Knowledge	I can talk about the lives of people around me and their roles in society. Including historical figures.					
		Neil Armstrong Helen Sharman	David Attenborough	Mary Anning			
	Historical enquiry	I can describe environments using stories and maps.					
		Children will talk about the lives of people around them.	Children will know about the past through settings and characters I show an interest in a wider range of occupations.	Children will talk about the lives of people around them in more detail.	Children will know some similarities and differences between things in the past and now. I show an interest in a wider range of occupations.	Children will talk about past and present events in their lives and what has been read to them. I can identify similarities and differences in jobs.	Children will know about the past through settings, characters and events. I show an interest in a wider range of occupations.
	Interpretation Skills	Children will understand the terms 'same' and 'different'.	I can spot things that are the same and different in different contexts.	I know what was the same and what was different in the past.	I can draw on my own experiences and those in class.	I know what was the same and what was different in the past.	I can draw on my own experiences and those in class. I know what was the same and what was different in the past.
Geography (Understanding the World)	Geographical Enquiry	I have an understanding of life in other countries, through settings, characters and events from books. I can name some countries in the world. Children will know that there are many countries around the world. I can make comparisons between life for children in different countries. Children will know that people in other countries may speak different languages. I can describe environments using stories and maps.					
	Geographical skills	Children will know about features of the immediate environment. I can talk about what I see in my own environment using a range of vocabulary (school and home).	I can draw a picture to represent a place. I recognise that some environments are different to the one where I live. I can use pictures to compare and contrast.	Children will know that people around the world have different religions. I can make comparisons between objects relating to size, and length. I can talk about my local environment (road, park, library).	Children will know about people who help us within the community. Discuss routes and locations, using words like 'in front of' and 'behind'. I can follow simple directions like up and down, forwards and backwards. I can use picture maps. I can use maps to locate objects in 'real life'.	Describe a familiar route. I can use picture maps. I can use maps to locate objects in 'real life'. I can identify similarities and differences between homes in my country. I can talk about my local environment (road, park, library).	Children will know that simple symbols are used to identify features on a map. I can draw a picture to represent a place. I recognise that some environments are different to the one where I live. I can use pictures to compare and contrast.
Art and Design (Expressive Arts and Design)	Breadth of study Exploring and Developing Ideas and work	Children will experiment mixing with colours.	Children will experiment with different textures through collage. Children will make props and costumes for different role play scenarios.	Children will safely explore different techniques for joining materials.	Children experiment printing with paint.	Children will explore and use a variety of artistic effects to express their ideas and feelings.	Children will share creations, talk about process and evaluate their work. I can create collaboratively sharing skills/ techniques.

	Drawing	Children will draw simple shapes and lines.	Children will colour in a picture using appropriate colours within the lines.	Children will draw simple things from memory/ things they observe.	I can draw a self portrait.	Children will draw bodies of an appropriate size.	Children will draw with detail.
	Painting	I experiment with colour to make creations.	I experiment with colour and texture with paint.	Children paint simple things from memory or observation.	I can mix primary colours to make secondary colours.	I can express my ideas and feelings through colour.	I can choose tools I need to enhance my work. I can use thin brushes to add detail.
	3D Form	Children will explore form using play dough.	Children will engage in loose part play.	Children will explore form using construction materials.	Children will design a construction and build it and name it.	Children will build models which replicate those in real life.	Children will explore form using air drying clay making something with clear intentions.
Design and Technology (Expressive Arts and Design)	Developing, planning and communicating ideas	I can explain what I am making and which materials I am using.	I can select materials from a limited range that will meet a simple design criteria e.g. shiny.	I can select and name the tools needed to work the materials e.g. scissors for paper.	I can explore ideas by rearranging materials.	I can describe simple models or drawings of ideas and intentions.	I can discuss my work as it progresses.
	Working with tools, equipment, materials and components to make quality products	I am beginning to create my design using basic techniques.	I am starting to build structures, joining components together.	I have looked at simple hinges, wheels and axles. I can use technical vocabulary when appropriate	I am beginning to use scissors to cut straight and curved edges.	I have explored using/ holding basic tools such as a saw or hammer.	I can use adhesives to join material. I can use hole punches to punch holes.
	Evaluating processes and ideas	Say what they like and do not like about items they have made	Say what they like and do not like about items they have made and attempt to say why.	Begin to talk about their designs as they develop and identify good and bad points.	Start to talk about changes made during the making process.	Discuss how closely their finished products meet their design criteria.	Discuss how closely their finished products meet their design criteria.
	Food and nutrition	Begin to develop a food vocabulary using taste, smell, texture and feel.	Explore familiar food products e.g. fruit and vegetables.	Stir, spread, knead and shape a range of food and ingredients.	Begin to work safely and hygienically. Start to think about the need for a variety of foods in a diet.	Measure and weigh food items, non-statutory measures e.g. spoons, cups.	Follow a simple recipe to make an end product.
Music (Expressive Arts and Design)		Children will sing and perform nursery rhymes	Children will experiment with different instruments and their sounds.	Children will create narratives based around stories.	Children will move in time to the music.	Children will play an instrument following a musical pattern.	Children will invent their own narratives, stories and poems.