

EYFS Long Term Curriculum Plan

Nursery

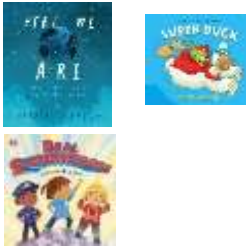
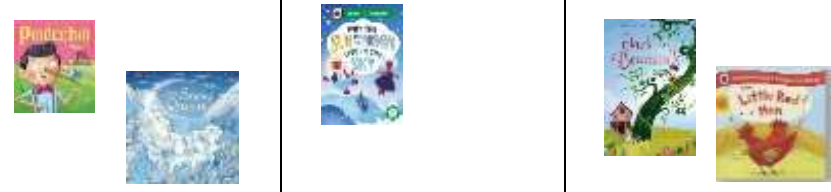
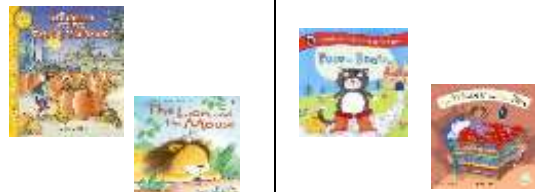
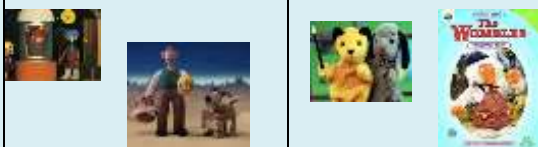
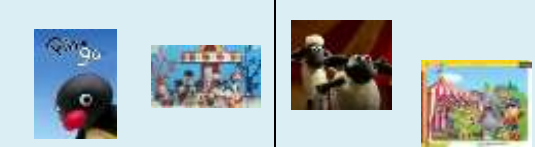


Statement of Intent:

In the Early Years Foundation Stage at St Mary's Catholic Primary school and Nursery, we believe in providing a secure foundation for future learning and development for our pupils. We continuously encourage pupils to be independent, curious, creative and resilient learners who show respect for each other, their communities and the environment. Through our teaching and learning strategy, we develop pupils' communication skills, ensuring that they know how to appropriately express themselves and feel heard. By establishing effective and supportive relationships with pupils, our EYFS aims to ensure that pupils feel valued as an individual, are empowered to meet their own needs and enjoy their learning experience whilst achieving the early years learning goals.

EYFS Long Term Curriculum Plan – Topic Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle 1	Superheroes People who help us	Toys Christmas	To infinity and beyond Space	Farm Animals and growing Easter	Around the world (other cultures)	Circus
Cycle 2	Marvellous ME! My body and my super senses	Festivals and celebrations Christmas	On the move Transport	Jungle adventures Rainforests Easter	Once upon a time	Let's set sail Under the sea Pirates

Long Term Plan - Cycle 1 - NURSERY

	Autumn 1 Topic: Superheroes!	Autumn 2 Topic: Toys	Spring 1 Topic: Space	Spring 2 Topic: Animals and Growing	Summer 1 Topic: Around the World	Summer 2 Topic: Circus
Hook/Memorable experience/ trip/visitor	Autumn Walk	Christmas Nativity, Party Christmas 'Santa' trip		Farm		EYFS Summer trip Circus?
Seasons & Festivals (link to Understanding the World)	Harvest (Late Sept/Oct) Halloween (Oct) Recycling week (Oct) Bonfire night (Nov) Diwali (Nov) Children in need (Nov) Black History Month (Nov) Remembrance Day (Nov) Hanukah (Dec) Christmas (Dec)		Chinese New Year (Feb) Valentine's Day (Feb) Pancake Day (Feb) World Book Day (Mar) Comic relief (Mar) Mother's Day (Mar) Easter (Apr)		Ramadan (May) World Environment day (May) Father's Day (Jun) Sports Day (Jul)	
Assessments and Moderation	Baseline Assessments Moderation in school Pupil Progress - half termly		Moderation in school Pupil Progress - half termly Assessment Inputs termly		Moderation in school Pupil progress – half termly End of year report Assessment Inputs termly	
English links – Fiction Texts NB Writing opportunities and Read Write Inc phonics will be on-going throughout the year						
Fairy Tales						
Animation						
Maths links	More than, fewer than, same Explore and build with shapes	Hear and say number names Begin to order number names	Join in with repeats Explore position and space Show me 1,2,3 Move and label 1,2,3	Explore own first patterns Take and give 1,2,3 Match, talk push and pull talk about dots	Compare and sort collections Lead own repeats Start to puzzle	Making patterns together Make games and actions Show me 5 My own pattern

Following the White Rose scheme of work	Explore repeats	I see, 1,2,3	Explore position and routes			Stop at 1, 2, 3, 4,5 Match, sort compare
RE Following the Lighting the Path Scheme of work	Branch 1 Creation and Covenant	Branch 2 Prophecy and Promise	Branch 3 Jerusalem to Galilee	Branch 4 Desert to Garden	Branch 5 To the ends of the Earth	Branch 6 World Faith
Liturgical Calendar	St Teresa Feast Day – Sept 5th St Francis Feast Day – Oct 4th Stewardship Other Faith – Buddhism Dignity of the Human Person	All Souls Other Faith – Hinduism Remembrance Advent Dignity of Work Christmas	Epiphany of the Lord Baptism of the Lord Family and Community	Other Faith – Islam Ash Wednesday Lent Option for the poor and Vulnerable EYFS Mother's Day Assembly Palm Sunday St Bernadette Feast Day – Apr 16 th Easter	Other Faith – Judaism Rights and Responsibilities The Ascension of the Lord Pentecost	EYFS Most Sacred Hearts of Jesus Assembly Solidarity and the common good Other Faith - Sikhism
PSED Discrete links	Rules and routines Caring for others Making friends Fire safety/Community heroes Who can help me?	Staying safe on Bonfire night Christmas spirit: love and kindness, joy and goodwill.	My family celebrations Caring for our world	Life Caravan: looking after myself Self-esteem & confidence	Being brave and helping others Building good friendships	Healthy me Staying safe in the sun and near water Safety with transport
PSED Following the Ten Ten scheme of work	Created and loved by God Unit 1 – Handmade with Love Unit 2 – Me, my body, my health	Created and loved by God Unit 3 – Emotional Wellbeing Unit 4 – Life Cycles	Created to love others Unit 1 – Role Model Unit 2 – Personal Relationships	Created to love others Unit 3 – Keeping Safe	Created to live in the community Unit 1 – Religious Understanding	Created to live in the community Unit 2 – Living in the wider world
Understanding of the World	Linked to topic covering: Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history. Show interest in different occupations. Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos					
PE Following the LCC Scheme of work for PE PE Passport	An Adventure with the Emergency Services	Dance – Toys	Space	A Day on the Farm	Castles	Circus
Expressive Arts & Design	Linked to topic covering: Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them.					

	Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.
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