

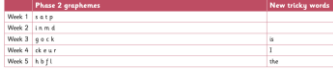


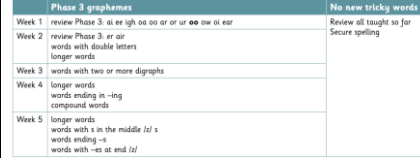
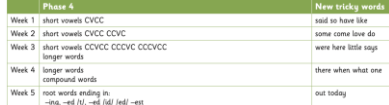
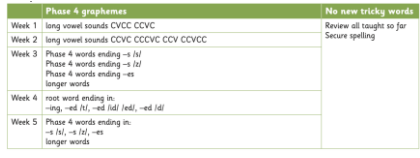
Squirrel Class Long Term Curriculum Plan – YEAR A

In our Early Years Foundation Stage unit, we believe that every child should have a strong start in their learning journey. *Due to being a mixed pre-school and reception class, we have highlighted the differentiation in Literacy and Maths. Every child will be provided the same learning experiences, but having different support and outcomes*

	Autumn Term		Spring Term		Summer Term	
	A1	A2	S1	S2	Su1	Su2
Umbrella Theme or Topic of Interest	Settling into School All about me!	Terrific Tales Christmas Countdown!	Amazing animals	Caring for Animals and growing	Ticket to ride!	Mermaids and pirates!
Possible Lines of Enquiry	What makes me special? I wonder what I know about my friends?	What tales do I know? How can we perform a tale?	What animals live where? What different types are there?	How do I care for my pets? How do I grow? I wonder how plants and crops grow?	How can we travel? Why do people travel?	I wonder how Pirates traveled? Who were the most famous pirates?
Celebrations and Experiences		Diwali Bonfire Night Remembrance Sunday Christmas Nativity Play	Chinese New Year Pancake Day	Easter Sunflower growing competition! Visit to the local Alpaca Farm	Bus trip to a local area Airplane simulator Old vehicle visit Bring your bike or scooter to school day! Parent boat making workshop	Dress as a pirate/mermaid day Transitions
Core Texts	The Great Big Book of Families Once there were Giants Pete the Cat and his school shoes Grandma's Story Our Class is a Family	The Gingerbread Man Little Red Goldilocks and the Three Bears The Magic Porridge Pot Pumpkin Soup The True Story of the Three Little Pigs The Christmas Story Dear Santa	A Polar Bear in the Snow Walking through the Jungle Cuddly Dudley Black Bird, Black Bird, what do you do? Rain Monkey Puzzle Shark! Deadly Diaries	Snore Hungry Hen Mavis the Bravest Supertato Rosie's Walk Mog and the Vet The Great Pet Sale We found a Seed Tiny Seed	How do you feel? -non-fiction (book write) You Choose Brilliant Boats Amazing Airplane The Runaway Train Mr Gumpy's Motor Car Naughty Bus	The train ride – poetry (book write) The Pirates are Coming Sunk! Pirate Mums How to Catch a Mermaid Billy and the Pirates The Singing Mermaid The Night Pirates
Key Vocabulary						
Personal, Social and Emotional Development	<p>This prime area of development is crucial for children to explore and develop continuously throughout the year. Children are developing their social skills, learning about their emotions and the emotions of others, throughout all that we do.</p> <p>In our class, every child is supported to develop their independence and helped to build up their perseverance when faced with challenges. We introduce a 'challenge' a week in the Autumn term, which is matched to the children's needs and interests at the time, and children can proudly show these off in their very own folders to look back and reflect on!</p>					
<ul style="list-style-type: none"> Managing Self 	Teeth brushing, learning the importance of oral health Learning the importance of sleep and a bedtime routine	Becoming more independent in routines and toileting as well as beginning to put on and fasten own coat.	<p>Pre-school – Facing challenges</p> <p>Think about different strategies to use when faced with challenges Learning to be resilient</p> <p>Reception – Taking on challenges</p>	Farm to Fork – to learn about various food groups and how they help us grow		<p>Pre-school – Looking after me!</p> <p>Naming parts of the body that we need to keep healthy – heart, brain Complete challenges and feel our heart beating</p>

	Settling into new school day routines		Children will understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' coping strategies, and to learn new skills that will help them show resilience and perseverance in the face of a challenge			Exploring food groups and how often we should eat each one Talking about transition to Reception and the associated feelings Reception – My Wellbeing Learn how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves Transition to Year 1
▪ Building Relationships		Pre-school – People I care about Thinking about how we are different or the same – looking at family photos Learn about different homes and families and acceptance of differences. Reception – My friends and Family Learning to explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences.			Pre-school – Friends Thinking about how to make friends and be a friend Learn that we can be a kind person with the choices we make towards one another Reception – Special relationships Learn how we all have different beliefs and celebrations, what characteristics make a good friend, and how we need to listen to one another.	
▪ Self-Regulation	Learning and naming different emotions that we experience – The colour monster Check in, check-up and check out – set times with a focus to communicating our different and changing emotions Pre-school – How do I feel today? Becoming aware of the different feelings we have and to label them.			Pre-school – Being a good listener Think about the importance of listening – being listened to and listening to others Understand how to listen carefully and why listening is important. Reception – Listening and following instructions Learn why it is important to be an honest, thoughtful and resilient active listener who can respond to		

	Talk about how we are individual and express ourselves differently			instructions and how they can become one.		
	Adjusting and settling into nursery					
	Reception – My feelings Learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.					
Communication and Language	This prime area of development is intertwined in all that we do within our provision and learning opportunities. We like to ensure that the children are experiencing an enriched language environment where vocabulary is seen throughout. This is done through a range of different ways, some being, but not limited to, sharing stories, daily Poetry basket sessions, modelling interactions and introducing new vocabulary via topic-based learning.					
	Pre-school Begin to sit and enjoy stories and be able to discuss their likes and dislikes	Begin to extend vocabulary through play and interactions.	Begin to understand why questions and answer them.	Understand 2-part instructions and begin to pay attention to more than 1 thing at a time.	Use longer sentences when communicating and multi syllabic words.	Begin to express a point of view and agree or disagree with adults and peers.
	Reception Focus on sitting and waiting turn to speak. Interacting with peers during play to answer questions and direct speech to others.	Begin to speak on their turn without assistance. Encourage the use of an audible voice within a group and express needs and wishes. Begin to answer direct questions from an adult and approach with worries.	Encourage children to put hand up and wait within a group. Use eye contact and talks to the listener. Peer interaction is modelled and encouraged to be back and forth.	Model how conversations can be extended in topics of interest. Basic questions asked by child with both adults and peers within play. Show an awareness of listening by pausing and not interrupting.	Children begin to explain through opportunities given and ask why or how. Questions become more complex with both adult and peer interaction.	Children begin to offer explanations with increasing vocabulary. They can share feelings and use emotional language. Children now use taught vocabulary in context.
Physical Development	We use Get Set 4 PE for our weekly focused PE lessons. Aside from this, we encourage some level of movement daily. We like to provide children with different movement opportunities to best develop their physical skills and abilities. We achieve this through yoga, music and movement, large equipment and many more! Children have continuous access to larger gross motor activities in our outdoor provision, and smaller fine motor throughout. In our daily routine, we start the school day with a funky finger's activity, to develop our dexterity of our hand muscles, in preparation for mark making and writing.					
▪ Gross Motor (Get set 4 PE)	Introduction to PE	Gymnastics	Ball skills	Dance	Fundamentals	Games Develop overall
▪ Fine Motor	Daily morning funky fingers activities to build up our dexterity	Daily funky fingers and dough gym for those who need it.	Daily funky fingers and dough gym for those who need it.	Daily funky fingers and dough gym for those who need it.	Daily funky fingers and dough gym for those who need it. Develop handwriting style	Daily funky fingers and dough gym for those who need it.

						Hold a pencil effectively using tripod grip
Literacy	We follow Little Wandle for our phonics and reading. The children start their phonics journey in pre-school, covering all the aspects of Phase 1 through rhyme times, lots of sound games and plenty more. As they progress into Reception, we start a more formal session with learning the phonemes and letter correspondence. Children are given plenty of opportunities to apply what they learn during these input times in the enriched provision and a further literacy time in the afternoon where we join. We use a talk for writing approach, ensuring to cover many genres of text to expose the children to a wider range of language and vocabulary.					
• Word reading Pre-school	No sounds – focus on rhyme time with alliteration, syllables, listening skills, rhyming and sound knowledge	No sounds – focus on rhyme time with alliteration, syllables, listening skills, rhyming and sound knowledge	s a t p i n m	d g o c k e	u r h b f l	j v w y z q u c h
	Little Wandle is used through pre-school and Reception. Rhyme time is the focus in the first term for pre-school then the children begin to tune into sound with a weekly sound taught through games focusing on initial sounds, blending, rhyming and alliteration.					
▪ Word reading Reception						
▪ Writing	<p>Pre-school</p> <p>Enjoy drawing freely</p> <p>Reception</p> <p>Modelled drawing with CVC labelling. Basic control and letter formation.</p> <p>Labelling artwork with name.</p> <p>Letter formation sessions within wandle.</p>	<p>Pre-school</p> <p>Make marks on drawings which give meaning.</p> <p>Reception</p> <p>Weekly modelled drawing and writing sessions. Word level.</p> <p>Name writing formation focus.</p> <p>CVC word writing in Wandle</p>	<p>Pre-school</p> <p>Begin to make marks to stand for name.</p> <p>Reception</p> <p>Weekly modelled drawing and writing. Sentence level.</p>	<p>Pre-school</p> <p>Begin to use letter knowledge in their writing e.g. m for mummy.</p> <p>Reception</p> <p>Weekly modelled drawing and writing. Sentence level.</p> <p>Pupil guided spelling.</p>	<p>Pre-school</p> <p>Write some letters accurately that have been learnt so far.</p> <p>Reception</p> <p>Weekly modelled drawing and writing. Sentence level. Pupil guided spelling.</p> <p>First and second name writing.</p> <p>Introduce question marks and exclamation marks.</p> <p>Fingers spaces.</p>	<p>Pre-school</p> <p>Name writing</p> <p>Reception</p> <p>Weekly modelled writing and drawing session. Sentence level. Pupil guided spelling. Finger spaces.</p> <p>First and second name writing.</p> <p>Compose, discuss and read their writing aloud.</p>
	Through Little Wandle, three sessions of reading are taught in Reception on a weekly basis; fluency, prosody and comprehension. Children begin with wordless books then move through the phases when ready and confident to do so.					
▪ Comprehension	<p>Pre school</p> <p>Share books with adults and begin to have favourites.</p> <p>Reception</p> <p>Join in with rhymes and show an interest in stories, selecting favourites.</p>	<p>Pre school</p> <p>Begin to ask questions about books and develop play around favourites.</p> <p>Reception</p> <p>To retell simple stories orally and begin to map the key parts. Look at beginning, middle and end of stories. Enjoy an increasing range of both fiction and non-fiction books.</p>	<p>Pre school</p> <p>Notice print around the environment and within books.</p> <p>Reception</p> <p>Re-read well known books to build confidence as well as beginning to develop own</p>	<p>Pre school</p> <p>Understand that print holds meaning and are the words within the book.</p> <p>Reception</p> <p>Understand fiction books have a main character and a setting.</p>	<p>Pre school</p> <p>Begin to discuss the different parts of a book and highlight them.</p> <p>Reception</p> <p>Retell the key events of a story using actions or pictures.</p>	<p>Pre school</p> <p>Show an interest in reading a book independently and beginning to turn pages and 'read' aloud well-known stories from pictures.</p> <p>Reception</p> <p>Listen to stories and respond appropriately to what they hear. Make predictions, ask questions and comment on stories.</p>

	Understand that print carries meaning, is read from left to right and the parts of a book. To begin to sequence stories using picture cues.		narratives through connecting ideas.			Begin to know the difference between fiction and non-fiction.
Mathematics	Reception Mathematics is taken from NCETM Mastering number programme, and Pre-school has been taken from White Rose Maths in small steps					
<ul style="list-style-type: none"> Number Numerical Patterns 	<p>Pre-school: More than, fewer than, same. Hear and say number names.</p> <p>Reception: Subitising within 3 Counting skills Explore how all numbers are made of 1s Composition of 3 and 4 Subitise objects and sounds Comparing sets looking More than and fewer than</p>	<p>Begin to order number names (1-3) I see 1,2, 3 (subitising)</p> <p>Counting skills The five-ness of 5 (one hand and dice pattern) Comparison of sets - matching More than, fewer than, an equal number Whole and part Composition of 3, 4 and 5 Practise object counting skills Match numerals to quantities within 10 Verbal quantities beyond 20</p>	<p>Show me 1,2,3 (subitising) Move and label 1,2,3.</p> <p>Subitise within 5 (dice patterns) Match numerals to quantities within 5 Counting – ordinality and ‘staircase’ patterns Understand that each number is 1 more than the previous Focus on 5 Focus on 6 and 7 as ‘5 and a bit’ Compare sets using more than, fewer than and equal amounts Make unequal sets equal</p>	<p>Take and give 1,2,3. Talk about dots (subitising) Compare and sort collections.</p> <p>Staircase pattern and ordering numbers Ordering numbers to 8 Less than Focus on 7 Doubles Sorting numbers - odd and even</p>	<p>Make games and actions (subitising)</p> <p>Counting larger sets Subitising to 6 Composition – 5 and a bit Composition – of 10 Comparison linked to ordinality Track games</p>	<p>Show me 5. 1,2,3,4 and 5. Match, sort and compare.</p> <p>Subitise to 5 Introduce rekenrek Automatic recall of bonds to 5 Composition of numbers to 10 Comparison Number patterns Counting</p>
<ul style="list-style-type: none"> Shape, space and Measurements. 	<p>Pre-school: Build with shapes and objects. Explore repeats.</p>	<p>Join in repeats. Explore position and space.</p>	<p>Explore position and route. Explore patterns.</p>	<p>Match, talk, push and pull.</p>	<p>Lead on own patterns. Start to puzzle. Make patterns with help.</p>	<p>My own patterns.</p>
	<p>Reception: Compare size, mass and capacity. Explore, copy and continue simple patterns. Create simple patterns.</p>	<p>Identify, name and compare circles and triangles. Shapes in the environment. Describe position. Identify and name shapes with 4 sides. Combine shapes with 4 sides. Shapes in the environment. Day and night.</p>	<p>Compare mass. Find balance. Explore and compare capacity. Explore and compare length and height. Talk about, order and sequence time.</p>	<p>Recognise and name 3-D shapes. Find 2-D shapes within 3-D shapes. Use 3-D shapes. 3-D shapes in the environment. Identify, copy and continue patterns.</p>	<p>Select shapes for a purpose. Rotate and manipulate shapes. Compose and decompose shapes. Copy 2-D shape pictures.</p>	<p>Identify repeating patterns. Create and explore own pattern rules. Describe position. Replicate, build and give instructions to build. Explore, represent and create maps.</p>
Understanding of the World	We believe that children should be exposed to learn about the wider world and all the many things which contribute to it being a fascinating place! We start with what is local to us and expand from there. The importance of learning and respecting differences is strong in what we do, and we are fortunate to go on regular welly walks to explore the local area to observe the great outdoors!					
<ul style="list-style-type: none"> The Natural World 	<p>Weather and seasons - autumn Explore the school grounds and the local area (welly walks) and observing seasonal changes in the autumn. Explore natural autumnal resources in Tuff Tray, asking questions and making/drawing observations.</p>	<p>Look at where we live, describe features we see on the way to school. Explore the school grounds, look at features of our school environment. Look at maps of the local area (paper and Google) explore and discuss the features/symbols found on local maps. How is Colyton different to Shute?</p>	<p>Weather and seasons – winter and spring Explore the school grounds and the local area observing seasonal changes in the winter (ice exploration). How has the weather changed? What do I need to wear in cold weather? Explore natural winter resources in Tuff Tray, asking</p>	<p>Weather and seasons – spring Explore the school grounds and the local area observing seasonal changes in the spring (plants beginning to grow, leaves appearing on trees). How has the weather changed? What do I need to wear in spring weather? Observe, question and draw spring in the school.</p>	<p>Group materials into two simple categories; wooden or plastic. Sorting natural and manmade materials Material hunt – finding objects made from wood or plastic. Sensory treasure boxes – exploring different textures on materials Magnetic fishing Float or sink?</p>	<p>Weather and seasons – summer Explore the school grounds and the local area and observing seasonal changes in the summer. How has the weather changed? What do I need to wear in hot weather? Warmer weather and longer days. Observe, question and draw summer plants and flowers.</p>

	<p>Observe seasonal weather changes and longer nights in the autumn compared to the summer.</p> <p>Observe temperature changes, rain level, wind direction.</p> <p>This is me and my family We are all unique This is my body, it has different parts What can my body do? What happens to my body when I exercise? What foods are healthy and unhealthy?</p>	<p>Create a class aerial map of Shute.</p> <p>Discuss where we were born and where our extended family live using world maps/globes for support</p> <p>Look at books to find out how Christmas is celebrated in different countries around the world</p>	<p>questions and making/drawing observations.</p> <p>Do all animals have fur? Do all animals have 4 legs? Which animals can lay eggs? What plants grow around our school? How do plants grow?</p>	<p>Explore compare/contrast our environment with Australia, polar regions and Africa.</p> <p>Explore, compare, contrast, observe, draw and discuss animals native to Australia, polar regions and Africa.</p> <p>Learn where different animals live.</p> <p>Explore, compare and contrast life in the UK and Africa.</p>		<p>Explore natural summer resources in Tuff Tray, asking questions and making/drawing observations.</p> <p>Explore map of the UK. Locate London, the capital of England.</p> <p>Name features around the UK (farm, beach, mountains, woodland etc).</p> <p>What's it like on an island? What features can I see?</p> <p>Looking after our environment. Learn how we can we reduce pollution in the sea?</p>
<ul style="list-style-type: none"> Past and Present 	<p>Talk about who is in their family</p> <p>Know there are lots of different types of families</p> <p>Know the symbol of the poppy for Remembrance Day</p> <p>Talk about what their parents and grandparents did in the past. Invite grandparents in for Grandparents week to share thing from their past.</p> <p>Know that some things happened in the past e.g. events related to Remembrance Day</p> <p>Know that people celebrate festivals</p> <p>Find out about the life history of other people</p> <p>Find out about the life of Martin Luther King</p>		<p>Talk about visiting a zoo/farm and share experiences.</p> <p>Compare past and present photos of local places</p> <p>Know that some animals are extinct.</p> <p>Compare the similarities and differences between them and animals that are alive today</p> <p>Know the names of some extinct animals</p> <p>Find out about the life of Sir David Attenborough</p>		<p>Know that transport and vehicles were different in the past. Watch Magic Grandad – Cars and No Cars episode.</p> <p>Find out about different ways to travel through water.</p> <p>Recount and share family experiences of holidays and different transport taken.</p> <p>Find out about the life of Amelia Earhart</p>	
<ul style="list-style-type: none"> People, Culture and Communities 	<p>RE: Why is the word God important to Christians?</p>	<p>RE: Why is Christmas special for Christians?</p>	<p>RE: Why is Easter special for Christians?</p>	<p>RE: Being special; Where do we belong?</p>	<p>RE: Which places are special and why?</p>	<p>RE: Which stories are special and why?</p>
<ul style="list-style-type: none"> Technology 	<p>Due to it not being a set outcome within the EYFS, there are many opportunities where the children will be exposed to learning about modern technology – examples of these being but not limited to are:</p> <ul style="list-style-type: none"> Tinkering trays within the provision to explore parts of computers/laptops and other electrical equipment <ul style="list-style-type: none"> Observing and using the interactive whiteboard Learning how to operate the class camera Using age appropriate apps on the class iPad, as well as taking photos of their work when proud! 					
Expressive Arts and Design	<p>We believe that every child has the right to express themselves as they are and how they choose to! We give our children a range of different ways in which they can creatively express their thoughts and ideas, whether this being through song or role play opportunities, or a more hands on messier way!</p> <p>We encourage cooking in our class and are fortunate to have the facilities onsite to make this a regular opportunity for our children. We enjoy baking, bread making, creating feasts at festival times and food tasting.</p> <p>We use things such as Poetry Basket and Helicopter Stories, to embed new language, develop performing and to heighten their imagination.</p>					

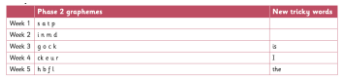

<ul style="list-style-type: none"> Creating with Materials 	<p>Teach the children how to use the art resources correctly. Explore colour mixing making circles inspired by Kandinsky. Self-portraits / loose art faces. Draw and paint family members. Draw a friend. Use mirrors to look at features. – explore expressions.</p>	<p>Teach the children how to access and use junk modeling station. Design and create superhero gadgets from junk. Design and make houses for the three little pigs. Test the strength of the pig's houses and make adjustments to improve them. Learn how to make basic cakes. Explore different flavours added to cakes: lemon zest, cocoa, cinnamon etc. Make and decorate cards for various occasions.</p>	<p>Drawing animals - shape Large scale - Footprint art Pattern making to represent animal fur patterns</p>	<p>Close observation of plants – sketching and painting Flower pressing Collage from flower pressings</p> <p>Den building and small animal homes in Shute Barton/School grounds. Design and make a magical animal using coloured plasticine or air-dry modeling clay. Evaluate and make a home for magical animals out of recycled materials Learn to make bread dough independently. Why do you add yeast to bread dough?</p>	<p>Understand what abstract means through exploring artwork by Barbara Hepworth. Plan and create a collaborative sculpture of an abstract family out of recycled materials.</p>	<p>Comparing different artwork depicting the seaside. Explore how to make colours darker or lighter by adding black or white paint. Paint seascapes using colour mixing to create different hues. Learn to draw mermaids and pirates to add to seascape background. Evaluate and explore different toy vehicles. Design and make different vehicles from cars to planes using duplo, knex or lego. Design and make different vehicles using junk modeling materials. Learn how to make a simple axle for wheels. Design and make pizzas with their own topping designs.</p>
	<p>Role play area set up as a cosy home corner</p> <p>Poetry Basket – weekly poem to learn and perform</p> <p>Performing a Harvest song</p> <p>Sing up <i>Let's be friends (N)</i></p> <p>Turn-taking, sharing, working together, and building confidence and unity in a classroom full of new faces.</p>	<p>Acting out the Nativity story</p> <p>Poetry Basket – weekly poem to learn and perform. With addition of the Christmas Poetry Basket</p> <p>Sing up <i>Witch, witch? (R)</i></p> <p>A call-and-response singing game that uses a simple and repetitive four-note tune as well as exploring a range of voices, adopting different roles, and creating simple accompaniments as a group.</p> <p><i>Row, row, row, your boat (R)</i></p> <p>Exploring a range of ways in which to experience the beat, identify and sing notes that move in step and leap, compose their own lyrics and play a range of percussion instruments.</p>	<p>Role play – garden centre</p> <p>Poetry Basket – weekly poem to learn and perform</p> <p>Sing up <i>This is me (N)</i></p> <p>Exploring who we are! How we say hello, how old we are, our families, our likes and dislikes, and what makes us special and unique.</p>	<p>Role play – small world animals in correct environments.</p> <p>Poetry Basket – weekly poem to learn and perform</p> <p>Sing up <i>Up and down (R)</i></p> <p>Singing songs in steps using accompanying actions, and composing new lyrics as well as playing simple melodies on pitched instruments.</p> <p><i>Five fine bumblebees (R)</i></p> <p>A counting song with call-and-response, and the opportunity for adding percussion and creating minibeast soundscapes as well as understanding changes in tempo and going on to responding to music through movement.</p>	<p>Role play – Train station</p> <p>Poetry Basket – weekly poem to learn and perform</p> <p>Sing up <i>'ve got feelings (N)</i></p> <p>Exploring our feelings and emotions through music that we listen to. What do certain sounds make us feel? How could we express our own feelings through the sounds and music that we make?</p>	<p>Role play – seaside with pirates and mermaid imaginary play</p> <p>Poetry Basket – weekly poem to learn and perform</p> <p>Sing up <i>Slap, clap, clap (R)</i></p> <p>A rhythmic action song in waltz time, to support coordination and aid concentration, as well as creating body percussion patterns and playing rhythms with untuned instruments.</p> <p><i>Bow, bow, bow Belinda (R)</i></p> <p>A traditional North American song with accompanying partner dance. Children will learn the song and dance, play an accompaniment on tuned and untuned percussion instruments, and compose and perform new lyrics and actions.</p>

Squirrel Class Long Term Curriculum Plan – YEAR B

In our Early Years Foundation Stage unit, we believe that every child should have a strong start in their learning journey. ***Due to being a mixed pre-school and reception class, we have highlighted the differentiation in Literacy and Maths. Every child will be provided the same learning experiences, but having different support and outcomes***

	Autumn Term		Spring Term		Summer Term	
	A1	A2	S1	S2	Su1	Su2
Umbrella Theme or Topic of Interest	Settling into School Nocturnal Animals	Space – past and present Christmas Countdown!	Our Wonderful World Farming and Growing	Our Wonderful World Farming and Growing	The Jurassic Coast Pre-historic	The Jurassic Coast A day at the Seaside!
Possible lines of Enquiry	What is nighttime? What does it mean to be nocturnal?	A journey to Space – what does this look like? What is the past and how is it different?	How are countries different? Is the world the same?	Life cycles How do things grow? What were farms like in the past? How have we grown?	What are dinosaurs? Where are dinosaurs now?	What did our local beaches look like in the past? Can we compare them to now?
Celebrations and Experiences	Visit from an Owl Sanctuary PJ day at school! Trip to a local Wildlife Park	Space Dome company visit at school or visit to Observatory in Sidmouth Diwali Bonfire Night Remembrance Day Christmas Nativity Play Parent Christmas decoration workshop	Chinese New Year – a big feast! Pancake Day Ice exploration Bus trip into a local town to explore immediate area of the world!	Easter Food tasting Axminster market visit Seaton Wetlands trip or Farm Visit	Fossil Hunting – expert visiting Making our own fossils!	Class trip to Charmouth / Lyme Regis Transitions to the next school year National marine week – rock pools Sports Day!
Core Texts	Owl Babies Hoot Owl The Cat at Night Olivers Wood Leaf Man Nighttime The colour monster	Rama and Sita Once there were Giants The Man on the Moon All about Space The Christmas Story	Maisy’s Chinese New Year Handa’s surprise Catch that goat My granny went to market The swirling Hijab	The very Hungry caterpillar Jasper’s beanstalk Eating the alphabet Olivers vegetables	First dinosaur encyclopaedia Dinosaurs love underpants Harry and the bucket full of dinosaurs Dinosaur roar Dear Dinosaur Knock, knock - fiction (book write)	Sharing a shell Look inside a rock pool The snail and the whale Commotion in the ocean Go Crab! What I like - poetry (book write)
Key Vocabulary	autumn, nocturnal, routines, emotions,	Space, planets, solar system, celebrations, past, present	World map, travel, countries, migration, temperature, winter	Life cycle, culture, difference, Spring	Pre-historic, history, fossil, coastal,	Coast, rock pool, marine, Summer
Personal, Social and Emotional Development	This prime area of development is crucial for children to explore and develop continuously throughout the year. Children are developing their social skills, learning about their emotions and the emotions of others, throughout all that we do. In our class, every child is supported to develop their independence and helped to build up their perseverance when faced with challenges. We introduce a ‘challenge’ a week in the Autumn term, which is matched to the children’s needs and interests at the time, and children can proudly show these off in their very own folders to look back and reflect on!					
▪ Managing Self	Teeth brushing, learning the importance of oral health	Becoming more independent in routines and toileting as well as beginning to put on and fasten own coat.	Pre-school – Facing challenges Think about different strategies to use when faced with	Farm to Fork – to learn about various food groups and how they help us grow		Pre-school – Looking after me! Naming parts of the body that we need to keep healthy – heart, brain

	<p>Learning the importance of sleep and a bedtime routine</p> <p>Settling into new school day routines</p>		<p>challenges Learning to be resilient</p> <p>Reception – Taking on challenges Children will understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice ‘grounding’ coping strategies, and to learn new skills that will help them show resilience and perseverance in the face of a challenge</p>			<p>Complete challenges and feel our heart beating Exploring food groups and how often we should eat each one Talking about transition to Reception and the associated feelings</p> <p>Reception – My Wellbeing Learn how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves Transition to Year 1</p>
<p>▪ Building Relationships</p>		<p>Pre-school – People I care about Thinking about how we are different or the same – looking at family photos Learn about different homes and families and acceptance of differences.</p> <p>Reception – My friends and Family Learning to explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences.</p>			<p>Pre-school – Friends Thinking about how to make friends and be a friend Learn that we can be a kind person with the choices we make towards one another</p> <p>Reception – Special relationships Learn how we all have different beliefs and celebrations, what characteristics make a good friend, and how we need to listen to one another.</p>	
<p>▪ Self-Regulation</p>	<p>Learning and naming different emotions that we experience – The colour monster</p> <p>Check in, check-up and check out – set times with a focus to communicating our different and changing emotions</p> <p>Pre-school – How do I feel today? Becoming aware of the different feelings we have and to label them. Talk about how we are individual and express ourselves differently</p> <p>Adjusting and settling into nursery</p>			<p>Pre-school – Being a good listener Think about the importance of listening – being listened to and listening to others Understand how to listen carefully and why listening is important.</p> <p>Reception – Listening and following instructions Learn why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one.</p>		

	Reception – My feelings Learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.					
Communication and Language	This prime area of development is intertwined in all that we do within our provision and learning opportunities. We like to ensure that the children are experiencing an enriched language environment where vocabulary is seen throughout. This is done through a range of different ways, some being, but not limited to, sharing stories, daily Poetry basket sessions, modelling interactions and introducing new vocabulary via topic-based learning.					
	Pre-school Begin to sit and enjoy stories and be able to discuss their likes and dislikes Reception Focus on sitting and waiting turn to speak. Interacting with peers during play to answer questions and direct speech to others.	Begin to extend vocabulary through play and interactions. Begin to speak on their turn without assistance. Encourage the use of an audible voice within a group and express needs and wishes. Begin to answer direct questions from an adult and approach with worries.	Begin to understand why questions and answer them. Encourage children to put hand up and wait within a group. Use eye contact and talks to the listener. Peer interaction is modelled and encouraged to be back and forth.	Understand 2 part instructions and begin to pay attention to more than 1 thing at a time. Model how conversations can be extended in topics of interest. Basic questions asked by child with both adults and peers within play. Show an awareness of listening by pausing and not interrupting.	Use longer sentences when communicating and multi syllabic words. Children begin to explain through opportunities given and ask why or how. Questions become more complex with both adult and peer interaction.	Begin to express a point of view and agree or disagree with adults and peers. Children begin to offer explanations with increasing vocabulary. They can share feelings and use emotional language. Children now use taught vocabulary in context.
Physical Development	We use Get Set 4 PE for our weekly focused PE lessons. Aside from this, we encourage some level of movement daily. We like to provide children with different movement opportunities to best develop their physical skills and abilities. We achieve this through yoga, music and movement, large equipment and many more! Children have continuous access to larger gross motor activities in our outdoor provision, and smaller fine motor throughout. In our daily routine, we start the school day with a funky finger's activity, to develop our dexterity of our hand muscles, in preparation for mark making and writing.					
<ul style="list-style-type: none"> Gross Motor Get set 4 PE 	Introduction to PE	Gymnastics	Ball skills	Dance	Fundamentals	Games Develop overall
<ul style="list-style-type: none"> Fine Motor 	Daily morning funky fingers activities to build up our dexterity	Daily funky fingers and dough gym for those who need it.	Daily funky fingers and dough gym for those who need it.	Daily funky fingers and dough gym for those who need it.	Daily funky fingers and dough gym for those who need it. Develop handwriting style	Daily funky fingers and dough gym for those who need it. Hold a pencil effectively using tripod grip
Literacy	We follow Little Wandle for our phonics and reading. The children start their phonics journey in pre-school, covering all the aspects of Phase 1 through rhyme times, lots of sound games and plenty more. As they progress into Reception, we start a more formal session with learning the phonemes and letter correspondence. Children are given plenty of opportunities to apply what they learn during these input times in the enriched provision and a further literacy time in the afternoon where we join. We use a talk for writing approach, ensuring to cover many genres of text to expose the children to a wider range of language and vocabulary.					
<ul style="list-style-type: none"> Word reading Pre-school 	No sounds – focus on rhyme time with alliteration, syllables, listening skills, rhyming and sound knowledge	No sounds – focus on rhyme time with alliteration, syllables, listening skills, rhyming and sound knowledge	s a t p i n m	d g o c k e	u r h b f l	j v w y z q u c h
	Little Wandle is used through pre-school and Reception. Rhyme time is the focus in the first term for pre-school then the children begin to tune into sound with a weekly sound taught through games focusing on initial sounds, blending, rhyming and alliteration.					
<ul style="list-style-type: none"> Word reading Reception 						

<ul style="list-style-type: none"> Shape, space and Measurements. 	Build with shapes and objects. Explore repeats.	Join in repeats. Explore position and space.	Explore position and route. Explore patterns.	Match, talk, push and pull.	Lead on own patterns. Start to puzzle. Make patterns with help.	My own patterns.
	Reception: Compare size, mass and capacity. Explore, copy and continue simple patterns. Create simple patterns.	Identify, name and compare circles and triangles. Shapes in the environment. Describe position. Identify and name shapes with 4 sides. Combine shapes with 4 sides. Shapes in the environment. Day and night.	Compare mass. Find balance. Explore and compare capacity. Explore and compare length and height. Talk about, order and sequence time.	Recognise and name 3-D shapes. Find 2-D shapes within 3-D shapes. Use 3-D shapes. 3-D shapes in the environment. Identify, copy and continue patterns.	Select shapes for a purpose. Rotate and manipulate shapes. Compose and decompose shapes. Copy 2-D shape pictures.	Identify repeating patterns. Create and explore own pattern rules. Describe position. Replicate, build and give instructions to build. Explore, represent and create maps.
Understanding of the World	We believe that children should be exposed to learn about the wider world and all the many things which contribute to it being a fascinating place! We start with what is local to us and expand from there. The importance of learning and respecting differences is strong in what we do, and we are fortunate to go on regular welly walks to explore the local area to observe the great outdoors!					
<ul style="list-style-type: none"> The Natural World 	Weather and seasons - autumn Explore the school grounds and the local area (welly walks) and observing seasonal changes in the autumn. Explore natural autumnal resources in Tuff Tray, asking questions and making/drawing observations. Observe seasonal weather changes and longer nights in the autumn compared to the summer. Observe temperature changes, rain level, wind direction. Why is sleep good for us? Bedtime routines. Night and Day Nocturnal animals What is in the sky at night? Earth is a planet		Weather and seasons – winter Explore the school grounds and the local area observing seasonal changes in the winter (ice exploration). How has the weather changed? What do I need to wear in cold weather? Explore natural winter resources in Tuff Tray, asking questions and making/drawing observations. What happens to water when it freezes? What is the temperature – what is a thermometer? Dressing for Winter When does ice melt? How do we melt chocolate? Know that countries vary from one another. Know some similarities and differences between life in this country and life in other countries that are very hot or cold, drawing on knowledge from stories, non-fiction texts. Know the names of some of these countries or continents.	Weather and seasons – spring Explore the school grounds and the local area observing seasonal changes in the spring (plants beginning to grow, leaves appearing on trees). How has the weather changed? What do I need to wear in spring weather? Observe, question and draw spring in the school. Explore food produced from around the world using world maps and Google Earth. Why do bananas grow in hot countries and not in the UK? What grows in the UK? Planting beans and making predictions about growth Parts of plants we can eat Chicken eggs in the incubator/ growing caterpillars	What is a dinosaur? How do we know dinosaurs existed? What did dinosaurs eat? Where do animals live? Where can we find woodlice? Land or Sea? What lives in a rock pool? What lives in the ocean?	Weather and seasons – summer Explore the school grounds and the local area and observing seasonal changes in the summer. How has the weather changed? What do I need to wear in hot weather? Warmer weather and longer days. Observe, question and draw summer plants and flowers. Explore natural summer resources in Tuff Tray, asking questions and making/drawing observations. Know some features of the seaside Know the names of local beaches and can find them on a map Compare local beaches and say what is the same and different. Learn about land and sea distribution across the planet Know that there are 5 oceans and can locate and remember a few of their names Know how to keep sea creatures safe and how I can help
<ul style="list-style-type: none"> Past and Present 		Children explore, compare and contrast toys past and present Share favourite toys and listen to parents/grandparents' childhood experiences of favourite toys. Watch and compare children's TV past and present.	Recognise that there are other places in the world that are different to where they live. Describe some similarities and differences to Axminster and another location.		Learn about the extinction of dinosaurs and the term prehistoric. Place dinosaurs on a timeline using language of past and present. Compare similarities and differences between dinosaurs.	

		Recount experiences of Christmas toys received. Learn about the life / experiences of Neil Armstrong and Valentina Tereshkova Share grandparents' first-hand experiences of watching the moon landing in 1969	Compare past and present photos of their local area. Develop an understanding of chronology by investigating class birthdays and old and young friends and family Learn some of the key people in the UK's Royal family tree.		Compare different dinosaurs to describe and discuss their favourite. Learn about the life of Mary Anning and her fossil discoveries.	
▪ People, Culture and Communities	RE: Why is the word God important to Christians?	RE: Why is Christmas special for Christians?	RE: Why is Easter special for Christians?	RE: Being special; Where do we belong?	RE: Which places are special and why?	RE: Which stories are special and why?
▪ Technology	Due to it not being a set outcome within the EYFS, there are many opportunities where the children will be exposed to learning about modern technology – examples of these being but not limited to are: <ul style="list-style-type: none"> - Tinkering trays within the provision to explore parts of computers/laptops and other electrical equipment <ul style="list-style-type: none"> - Observing and using the interactive whiteboard - Learning how to operate the class camera - Using age appropriate apps on the class iPad, as well as taking photos of their work when proud 					
Expressive Arts and Design	We believe that every child has the right to express themselves as they are and how they choose to! We give our children a range of different ways in which they can creatively express their thoughts and ideas, whether this being through song or role play opportunities, or a more hands on messier way! We encourage cooking in our class and are fortunate to have the facilities onsite to make this a regular opportunity for our children. We enjoy baking, bread making, creating feasts at festival times and food tasting. We use things such as Poetry Basket and Helicopter Stories, to embed new language, develop performing and to heighten their imagination.					
• Creating with Materials	Teach the children how to use the art resources correctly. Explore colour mixing, create large group colour wheels Harvest – create fruit baskets using colour mixing skills Mixing colours to create large Autumn tree Papier mâché moonscape collaborative art. Artwork inspired by the changing of colours. Cooking – using vegetables from Harvest to prepare and enjoy soup	Teach the children how to access and use junk modeling station. Design and make a bed for Goldilocks or small world toy using recycled materials. Design and build a space rocket using a tube as a base. Design and model a plasticine alien. Learn how to make chapattis Peel, cut and slice vegetables for a vegetable curry and soup Make and decorate cards for various occasions.	Collaborative Arctic landscape collage Explore winter art - collaborative art - winter trees for nature table Chinese blossom painting Creating a Chinese Feast – vegetable stir fry, spring rolls and a sweet pudding.	Design and make kites, test and make adjustments to improve flight. Learn to make bread dough independently. Why do you add yeast to bread dough? Matisse style snail collage Eric Carle – painting tissue paper Eric Carle – cutting tissue paper into shapes to make an animal	Sewing and weaving art using natural wools and grasses. Design and make a dinosaur using recycled materials. Explore different joining techniques. Egg laying formations of different types of dinosaur. Use clay to make dinosaur eggs. Explore ways of changing textures by adding sand/glitter or other textural materials	Art inspired by Faith Ringgold – Sunflowers Seascapes using different media inspired by JMW Turner Collaborative rock pool transient art. Shoe box ocean habitats Design and make a boat that can float, test and make adjustments. Design and make a lunch or sandwich for the lighthouse keeper. Create a pulley system to transport the lighthouse keeper's lunch from the lighthouse to the boat.
• Being Imaginative and Expressive	Role play area set up as a cosy home corner Poetry Basket – weekly poem to learn and perform Performing a Harvest song Sing up <i>I've got a grumpy face (R)</i>	Role play – garage and space station Acting out the Nativity story Poetry Basket – weekly poem to learn and perform. With addition of the Christmas Poetry Basket Sing up <i>Travel and movement (N)</i>	Role play – scientists and exploration Poetry Basket – weekly poem to learn and perform Sing up <i>Bird spotting: Cuckoo Polka (R)</i>	Role play area farm shop/market Poetry Basket – weekly poem to learn and perform Sing up <i>Animal tea party (N)</i>	Role play – palaeontologists – dinosaur explorers and museum Poetry Basket – weekly poem to learn and perform Sing up <i>Down there under the sea (R)</i>	Role play – the seaside, boats, shops, sand Poetry Basket – weekly poem to learn and perform Sing up <i>Let's jam! (N)</i>

	<p>Exploring emotions and feelings using the voice and facial expressions as well as experimenting with timbre using voices and instruments and composing new verses.</p> <p><i>The sorcerer's apprentice (R)</i> We will explore how music can tell a story and will be supported in identifying elements of music within a piece, such as dynamics (loud/quiet) and tempo (fast/slow).</p>	<p>Different ways that we can move and travel from one place to another. Let's see where our imagination takes us!</p>	<p>Exploring voices by imitating the sounds of birds, sharpening the children's listening skills with a game of bird spotting and enjoying expressive movement.</p> <p><i>Shake my sillies out (R)</i> Exploring tempo, timbre, and playing with sounds leading to creating a sound story with classroom percussion.</p>	<p>We will invite our cuddly toys, as well as baking some delicious cakes for the party. We'll also be exploring animal movements and sounds, and will be discovering some musical terms through the song and activity Bang my drum.</p>	<p>Exploring sea-themed soundscapes, composing new lyrics, creating instrumental sea accompaniments, and responding to music with movement.</p> <p><i>It's oh so quiet (R)</i> Listening to a song by the singer Björk called <i>It's oh so quiet</i>, as well as experiencing dynamics for ourselves with our bodies, voices, and with instruments</p>	<p>Developing our love for music, exploring different sounds and instruments, as well as playing together as a 'band' and in small groups.</p>
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