



Trinity Church School

EYFS long term curriculum plan

(Themes across year 'Once upon a')



Term	Term 1 Autumn 1 8 Weeks	Term 2 Autumn 2 7 weeks	Term 3 Spring 1 6 weeks	Term 4 Spring 2 6 weeks	Term 5 Summer 1 5 weeks	Term 6 Summer 2 7 weeks
School's Term theme	Friendship	Respect	Trust	Compassion	Courage	Creativity
Main EYFS theme	Once upon a family.	Once upon a celebration.	Once upon a time in my world.		Once upon a change.	Once upon a sensory exploration.
Possible ideas/mini themes (These may be changed and adapted depending on cohort and children's interests)	Starting school/nursery New beginnings Rules and routines All about me, families, homes Feelings and emotions Harvest Seasons - Summer	Celebrations Birthdays Bonfire night, Remembrance Day, Diwali Hanukkah Advent Christmas Seasons - Autumn/Winter - seasonal change	Comparing places Polar regions Rainforests Now and then Chinese New Year Seasons	Easter – Shrove Tues Seasons - Winter/Spring - seasonal changes Holi Under the sea Comparing places	Growing and changing Plants and flowers Animals and minibeasts Dinosaurs Life cycles - caterpillars, tadpoles, chicks Seasons - Spring	Human body – senses Keeping fit and healthy Oral health Recycling – looking after the world – reduce, reuse, recycle Seasons - Spring/Summer – seasonal changes - pirates/beach
Key stories and books for Reception	The Colour Monster Little red hen My mum and dad make me laugh Road runner Not now Bernard Chicken licken The day the crayons quit	Stickman Where the wild things are We're going on a bear hunt The Snowman Way Back Home	Isaac and Iris The naughty bus All aboard the London bus	Mr Ben - spaceman Beegu Whatever Next Surprising sharks Shark in the park	Jack and the beanstalk The tiny seed The very hungry caterpillar Fifi and the flower tots One little butterfly Willo the wisp	Funny bones Sun Eat your greens goldilocks Skeleton for dinner The wombles The night pirates
Phonics rhymes for Nursery	The wheels on the bus Wind the bobbin up	Twinkle twinkle Hey diddle diddle	The grand old duke of york Down at the station Humpty dumpty	Miss Polly Pat a cake Jack and Jill	Mary mary quite contrary Round and round the garden Ring a ring o roses	Sailor went to sea sea sea Once I caught a fish alive Row row row your boat

<p>Learning intent specific to the term</p> <p>0-3 yr olds</p> <p>3-4 yr olds</p> <p>R</p>	<p>Be increasingly able to talk about and manage their emotions. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. Repeat actions that have an effect. Explore and respond to different natural phenomena in their setting and on trips. Make connections between the features of their family and other families. Notice differences between people.</p>		<p>Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Repeat actions that have an effect. Explore and respond to different natural phenomena in their setting and on trips.</p>	<p>Explore materials with different properties. Make connections between the features of their family and other families. Notice differences between people.</p>	<p>Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips.</p>	<p>Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips.</p>
	<p>Begin to make sense of their own life-story and family's history.</p>		<p>Show more confidence in new social situations. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Make healthy choices about food, drink, activity and toothbrushing. Show interest in different occupations.</p>	<p>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.</p>	<p>Show more confidence in new social situations.</p>
	<p>Name and describe people who are familiar to them. Talk about members of their immediate</p>		<p>Engage in non-fiction books. Listen to and talk about selected non-fiction to</p>	<p>Engage in non-fiction books. Listen to and talk about selected non-fiction to</p>	<p>Engage in non-fiction books. Listen to and talk about selected non-fiction to</p>	<p>Engage in non-fiction books. Listen to and talk about selected non-fiction to</p>

	family and community.		develop a deep familiarity with new knowledge and vocabulary. Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different from the one in which they live.	develop a deep familiarity with new knowledge and vocabulary. Comment on images of familiar situations in the past. Recognise some environments that are different from the one in which they live.	develop a deep familiarity with new knowledge and vocabulary.	develop a deep familiarity with new knowledge and vocabulary. Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian Recognise some similarities and differences between life in this country and life in other countries.
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Communication and Language

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	Once upon a family. (Who am I?)	Once upon a celebration.	Once upon a time in my world. (Where in the World shall we go?)		Once upon a change	Once upon a sensory exploration.
Pedagogy	The development of children's spoken language underpins all seven areas of learning and development. Children's back and forth interactions from an early age form the foundations for language and cognitive development. The number of and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
Curriculum goal	To become a Confident Communicator who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.					

Ongoing provision throughout the year	Circle time	Jigsaw weekly in Reception. Nursery daily key worker time
	Story/song time	Learn new vocabulary, engage in and talk about books, learn rhymes, poems and songs daily across EYFS
	Grandma Fantastic/drawing club	Learn and practise new vocabulary (6 words a week Reception) Nursery to use word walls with mixed images to support generalisations eg cartoon, real image etc
	Bucket time	Weekly group session for identified children in Reception, whole class to introduce new key vocabulary across EYFS, Nursery to all participate in twice weekly sessions - starting at Stage 1 building up to Stage 2
	Oracy	Reception to have daily session on oracy skills (eg Explorify, news, show and tell, Bucket) Nursery to include Explorify zoom in zoom out weekly.
	Signs to support learning	Use of signs and signals throughout the day (eg Talk to your partner, My turn our turn your turn, stop, toilet, visual timetable, curriculum goals, now and next boards for SEND children

Personal, Social and Emotional Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	Once upon a family. (Who am I?)	Once upon a celebration.	Once upon a time in my world. (Where in the World shall we go?)		Once upon a change	Once upon a sensory exploration.
Pedagogy	Children's personal, social and emotional development is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and later in life.					
Curriculum goal	To become an Independent Individual who can follow the Golden rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy. To become a Fantastic Friend who can be kind, caring and helpful, show empathy and respect to others, work and play cooperatively whilst considering others' ideas and feelings.					
Ongoing provision throughout the year	Daily routines	Self-registration, book voting, change independently for pe, turning clothes the right way round, change into wet weather gear, use toilets independently, snack time, lunchtimes, getting ready for home				
	Golden rules	School golden rules embraced in classes with age appropriate language and 'fingerprint' promises				
	Zones of regulation	4 emotions recognised, with children encouraged to place photos of self in appropriate place				
	Bucket time	Weekly sessions for R, in two groups if felt appropriate, plus small group interventions as appropriate. Twice weekly sessions for Nursery				
	Story time	Experience, explore and talk about positive relationships, feelings and emotions, diversity				
Toilet training	Children in EYFS to be supported in conjunction with families for becoming independent in managing personal hygiene					

	Class dojo	Children to receive Dojo points that are then converted into House points for recognising positive behaviour and participation
	School value tree	One child a week who has demonstrated a Christian value to be recognised in assembly
	Head teacher's award for R	One child a week to be identified and recognised in assembly by Head teacher for individual achievement within class
	Postcard home	Weekly a child from N and R is recognised for their achievements in class over the term and a postcard sent home
	Cake with the head	Twice a term a child in R to be identified and celebrated by having cake with head
	Celebrating diversity	Weekly themed music on first thing in the morning that provides a rich cultural experience eg African drumming, Haka, Irish dance etc Recognition verbally as a class to country and celebrate differences and similarities.

Physical Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	Once upon a family. (Who am I?)	Once upon a celebration.	Once upon a time in my world. (Where in the World shall we go?)		Once upon a (Isn't it amazing?)	Once upon a sensory exploration.
Pedagogy	Physical activity is vital in children's all round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control precision helps with hand-eye coordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
Curriculum goal	To become an Amazing Athlete who can show strength, balance and coordination when playing, move confidently and safely in a variety of ways, use a range of equipment. To become a Talented Tool User who can hold a pencil effectively, use a range of tools safely and with confidence.					
Ongoing provision throughout the year	Finger gym	Reception daily - morning challenge and table top Nursery - recognised on plans with opportunity for consolidation in continuous provision				
	Lunch/snack time	Hold and use a knife and fork correctly, understand about healthy eating				
	Large equipment	Use of large structure on top playground				
	Drawing club	3 times a week in R				
	Outdoor environment	Gross motor challenges set up and rotated				

Literacy						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	Once upon a family. (Who am I?)	Once upon a celebration.	Once upon a time in my world. (Where in the World shall we go?)		Once upon a change	Once upon a sensory exploration.
Pedagogy	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
Curriculum goal	To become a Brilliant Bookworm who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt). To become a Wow Writer who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others.					
Ongoing provision throughout the year	Name writing	Name recognition, tracing, ordering and copying. Independent writing of first name with correct formation.				
	Grandma fantastic/drawing club	Learn and practise new vocabulary (6 words a week) in Reception. Nursery to use word walls.				
	Phonological awareness	Orally blend and segment, identify rhyme and continue a rhyming string, count syllables, discriminate between sounds. Nursery to follow Letters and Sounds Phase 1 and Little Wandle Foundations programme Daily Little Wandle teaching in R				
	Story/song time	Learn new vocabulary, engage in and talk about books, anticipate key events, learn rhymes, poems and songs.				
	Bucket time	Whole class to introduce new vocabulary				
	Reading	R - 3 x reading practise group sessions per week				
	Home reading	EYFS children are encouraged to access home library books. R children take home 2 scheme books each week				
	Story making	R children in T5 and T6 to weekly create stories using story squares/T4W/Helicopter story				
Mathematics						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	Once upon a family. (Who am I?)	Once upon a celebration.	Once upon a time in my world. (Where in the World shall we go?)		Once upon a change	Once upon a sensory exploration.
Pedagogy	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which					

	mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measure. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.	
Curriculum goal	To become a Master of Maths who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5.	
Ongoing provision throughout the year	Maths working wall	Covering: days of the week, date, season, Birthdays, number of children present/absent, tens frames, 100 square, weather, bar model
	Master the curriculum	R and N programme
	Daily review	3/5 minutes each day in R, 2/3 minutes in N, recapping concepts previously taught to help secure in long term memory
	Daily routines	Self registration, visual timetable, book voting, resources in mark making, resources in outdoor area

Understanding the World

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	Once upon a family. (Who am I?)	Once upon a celebration.	Once upon a time in my world. (Where in the World shall we go?)		Once upon a change	Once upon a sensory exploration.
Pedagogy	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increase their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
Curriculum goal	To become an Exceptional Explorer who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places. To become a Compassionate Citizen who can help to look after their community and care for the environment, know some reasons why Bathnes is special, have an awareness of other people's cultures and beliefs.					
Ongoing provision throughout the year	Whiteboard	Appropriate games and learning				
	Story/song time	Experience, explore and talk about different people and occupations, comment in images from the past or different cultures/countries.				
	Environment	natural materials accessible indoors and outdoors, including outdoor learning				
	Prayer table/reflection area in R	Set up in class				

Expressive Arts and Design

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	Once upon a family. (Who am I?)	Once upon a celebration.	Once upon a time in my world. (Where in the World shall we go?)		Once upon a change	Once upon a sensory exploration.
Pedagogy	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
Curriculum goal	To become a Dynamic Designer who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it. To become a Proud Performer who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.					
Term specific provision <small>(for supporting ideas - https://www.messylittlemonster.com/2016/04/Exploring-famous-artists-inspired-art-projects-for-kids.html)</small>	Focus artist Yvonne Coomber – splatter paint - R Giuseppe Arcimboldo - vegetable sculptures - N year 1 Paul Klee - abstract - N year 2	Focus artists Mondrian – fine motor ruler skills - R Roy Lichenstein - Sunrise - N year 1 Van Gogh - starry night - N year 2	Focus artists Kandinsky - circles - R Andy Goldsworthy - Nature - N year 1 James Brunt – transient art - N year 2	Focus artists Gaudi – tile mosaics - R Faberge - eggs - N year 1 Hockney - N year 2	Focus artists Matisse – snail trail book - R Van Gogh – sunflowers - R Seurat – pointillism sunflower - R Gustav Klimt - spiral trees - N year 2	Focus artists Hepworth – sculpture N year 1
Ongoing provision throughout the year	Story/song time	Sing a range of songs/nursery rhymes. Understand the structure of stories				
	Mark making areas	Set up in both EYFS classes and outside				
	Role play	Home corner set up permanently in both classes. An additional role play area in each class as per theme/interest				
	Paint	To have free access to paint with structured support				
	Malleable resources	To have free access to variety of malleable sensory resources and appropriate tools to support use				
	Small world	Variety of changeable small world resources to include loose parts				
	Construction	Variety of changeable construction kits to include loose parts				
Key vocabulary linked to NC subjects	Art	paint, draw, colour, mark-make, lines, circles, shapes, mix, primary, secondary, texture, form, sculpt, print, technique, pattern, artist, imprint				
	DT	Appearance, design, make, build, model, cut, join, shape, create, decorate, tools, ingredients, recipe				
	Music	Song, chorus, verse, tune, percussion instrument names, rhythm, pulse, beat, pitch, tempo, dynamic, compose, dance, move, perform, style				