**Antingham and Southrepps Primary School**

 **Long term Curriculum Overview – EYFS**

We hold play and development at the forefront of what we do, recognising that children are leaders of their own learning**.**  We ensure that there is maximum space and time in the day for children to engage with a carefully planned, skill enhancing continuous provision. Here, they can immerse themselves in their own lines of enquiry and adults can enhance and facilitate their next steps.

We have formed a nursery curriculum that allows children to return to previously explored content where they can build upon and embed knowledge and skills through new approaches.

To further ensure that children have a good foundation and are prepared for their future learning we have brief moments in the day where children are formally taught literacy and math skills.

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| **CYCLE A -**  |
| **Year 2020-2021** | **AUTUMN 1** | **AUTUMN 2** | **SPRING 1** | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
| **School Value** | **Be Positive** | **Take Part** | **Aim High** | **Be Respectful** | **Keep Trying** | **Challenge Yourself**  |
| **Curriculum Drivers** | **Aspirations, Mental and Physical Health, Independence and Resilience**  |
| **Whole School Events**  | **International Day****Halloween****Harvest Festival****World Peace Day****School Council Elections****Bonfire Night** | **Christmas Production Christmas Fair & Enterprise Project****Black History Month****Anti-Bullying Week****Odd Socks Day****Pink Day** | **STEM Day****World Book Day****Children’s Mental Health Week****Safer Internet Day****LGBT Week** | **Easter Bonnet Parade****Aspirations Week****Arts Week****Sports Week** | **A&S Talent Show****Christian Aid Week****Wheels Week****Sports Day****Autism Awareness Week** | **Summer Fair & Enterprise Project****Leavers & Prize Giving Event****Art Exhibition****Whole School Environmental Science Project** |
| **Key Question and Theme**e (but not limited to..) | **Autumn** **Who am I?****Settling in, my interests, my body, my family, my emotions, keeping myself healthy: hygiene/teeth** | **Autumn****What happens in Autumn?****Seasonal change, our celebrations** | **Winter****What happens in Winter?****Seasonal change, Weather, keeping warm and safe** | **Spring****What happens in Spring?****Seasonal change, New life, Easter, baby animals** | **Spring****What happens in the Summer?****Seasonal change, Gardening, caterpillar lifecycle, keeping safe in the sun, changes – sun exposure – sun paper/suncream/shadows** | **Summer****How will we get there?****Local area, transport, transition** |
| **Core Texts (choices)** | Owl Babies M.Waddell & P.BensonSuper Duper You! By Sophy HennThe Growing Story by Ruth Krauss and Helen OxenburyFunnybones byJanet & Allan AhlbergCan I Build Another Me by S. YoshitakeNon fiction: Body BooksArt area: Let's Make Faces by Hanoch Piven | Leaf Man By Lois ElhertThe Very Helpful Hedgehogby Rosie WellesleyLeaf Trouble by J.Emmett | Guess How Much I Love you In the Winter? By S.McBratneyThe Bears Winter House By J.Leoman and Q.Blake | Egg Drop by M.GreyChickens areen;t the Only Ones by R.HellerSpring is Here! By Heidi Pross Gray  | It Starts with a Seed by L.KnowlesThe Hungry Catarpillar by E.CarleSummer Is Here” by Heidi Pross Gray | The Way Back Home by Oliver JeffersOn the Way Home by Jill MurphyBlown Away by Rob BiddolphThe Journey Homeby Frann Preston-Gannon |
| **Class Rhymes**  | Routine songs | I’m a dingle dangle Scarecrow/Christmas songs | Sing a Song of Winter/Warm Clothes for When it Snows | Mary had a Little Lamb | Spring Song | Row, Row, Row your boat |
| **Communication and Language** | Communication and Language underpins all areas of learning in EYFS:Through all strands of learning children will be encouraged and provided with opportunities to develop listening and attention, understanding and speaking skills:-**Listening and Attention:** Listen attentively in a range of situations. Listening to stories, anticipating events, responding to what they hear.While engaged in another activity be encouraged to give their attention to what others say and respond appropriately,**Understanding:** Follow instructions involving several ideas or actions and answer how and why questions**Speaking**: Express themselves effectively. Use past, present and future forms accurately when talking.Develop their own narratives and explanations by connecting ideas or events. |
| **Personal, Social and Emotional Development** | Responsibilities for this term: Tidy Up InspectorsFish carerBook changersKeeping each other safe: Golden rules | Responsibilities for this term: Snack preparersTidy up inspectorsFish carerBook Changers | Responsibilities for this term: Helping others – a job at school (N2)Snack preparersTidy up inspectorsFish carerBook Changers |
| **PSED linked texts** | **Togetherness:**Mini Monsters - Can I Play? By Caryl Hart and Tony Neal | **Emotions:**The Colour Monster by Anna Lllenas | **Friendship:**The Bear Who Shared by Catherine Rayner | **Teamwork:**What We’ll Build Together by O.Jeffers | **Everyone is different**:Elmer By David McKee | **Courage/resilience:**The Koala Who Could by Rachel Bright |
| **Physical Development** | Settling In | Obstacle course | Yoga | Yoga | Ball skills | Sports Day |
| Wheeled experiences |
| **Literacy - Phonics** | Phase 1 – Environmental Sounds. Listening to stories in small groups. Nursery Rhymes and Songs. | Phase 1 - Environmental Sounds. Body Percussion. Instrumental Sounds & Sequences. Hidden sounds | Phase 1 - Instrumental Sounds & Sequences Rhythm, following a beat Voice Sounds Clapping Syllables. | Phase 1 - Rhythm and Beat Sequences Voice Sounds Clapping Syllables Name Initial Sound | Phase 1 - Alliteration Sequence Clapping Syllables Blending & Segmenting Phonemes & ActionsN2: Read, Write Inc | Phase 1 - Blending and Segmenting Continue a Rhyming String Phoneme & ActionsN2: Read Write Inc |
| **Literacy – Mark Making** | Settling In | Dough Disco/Write Dance | Dough Disco/Write Dance | Dough Disco/Write Dance | Dough Disco/Write Dance | Dough Disco/Write Dance |
| **Mathematics** | Colours SortingPattern | SizeCounting PrinciplesComparing | Number 1Number 2Number 3 | Number 4Number 5Number 6 | ShapesMy DayLength and Height | WeightCapacityPositional Language |
| **Understanding the World** | Children will be guided to make sense of their physical world and community through opportunities that our natural world has to offer. Our carefully planned environment, trips and experiences will help them to begin to understand our culturally, socially, technologically and ecologically diverse world. |
| **Expressive Arts and Design** | Throughout the year children will be encouraged on a daily basis to explore and use a range of media and materials. In class and in our outdoor area, children will sing songs, make music and dances and experiment with ways of changing them. Children will experiment and play with colours, music and textures. They will use resources and materials such as clay, playdough, gulp, cello tape, string, wool, masking tape, glue and scissors to create models. They will represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. |
| **Field Adventure Club****Outdoor learning in preparation for Forest School** | Settling In | Adventure Club routine and rulesExploring the siteSeasonal Changes – Autumn/WinterHibernation – Hedgehog home | Fire safety and makingTeam work Den Building | SensesGrowingHabitats for mini beastsSpringTool skills  | Plants/FlowersLadder making/rope skillsSeasonal change: Spring/summer | Crafts/storytellingSummer  |
| **Trips & Experiences** | Dentist | The Pit – woodland | Circus skills/musical workshop | Marvellous Minibeasts – In school experienceThe Pit Woodland | Sheringham Park – Workshop | Beach Trip – Shingle rock pooling |
| **WOW experiences purposeful outcomes** | **My family**: Invite a family member from childrens family to make or share a story | Christmas performance | **Community:** Links with an elderly peoples home | **Make:** healthy breakfast menu invite parents in | **Change:** Caterpillars | End of year celebration with parents |

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| **CYCLE B** |
| **Year 2020-21** | **AUTUMN 1** | **AUTUMN 2** | **SPRING 1** | **SPRING 2** | **SUMMER 1** | **SUMMER2** |
| **School Value** | **Be Positive** | **Take Part** | **Aim High** | **Be Respectful** | **Keep Trying** | **Challenge Yourself**  |
| **Curriculum Drivers** | **Aspirations, Mental and Physical Health, Independence and Resilience**  |
| **Whole School Events**  | **International Day****Halloween****Harvest Festival****World Peace Day****School Council Elections** | **Christmas Production Christmas Fair & Enterprise Project****Black History Month****Anti-Bullying Week****Odd Socks Day****Pink Day** | **STEM Day****World Book Day****Children’s Mental Health Week****Safer Internet Day****LGBT Week** | **Easter Bonnet Parade****Aspirations Week****Arts Week****Sports Week** | **A&S Talent Show****Christian Aid Week****Wheels Week****Sports Day****Autism Awareness Week** | **Summer Fair & Enterprise Project****Leavers & Prize Giving Event****Art Exhibition****Whole School Environmental Science Project** |
| **Key Question and Theme**  | **Autumn****What about you?** **Settling in,****My interests: your interests,****My body: Your body****My emotions****My family: Your family****Healthy Bodies- First Aid** | **Autumn****What is going on outside of our window?****Seasonal change: celebrations around the world** | **Winter****What do animals do in the winter?****Animals and their habitats, hibernation** | **Spring****Is spring here yet?****Seasonal change, New life, Easter, baby animals** | **Spring****What can you see in the summer?****Seasonal change, gardening, lifecycle of a plant, keeping safe in the sun, material change - melting** | **Summer****Where in the world are we?****The seven wonders of the world (children to choose which ones) transport, transition** |
| **Core Texts****(Choices)** | Only One You by Linda KranzThe Little Green Hen by Alison MurrayArgh! There's a Skeleton Inside You! By Idan Ben-Barak & Julian FrostOne Day, So Many Ways by Laura Hall & Loris LoraNon fiction: Body Books | Autumn is here! By Hiedi Pross Gray& J.FieldTidy by Emily GravettHoot Owl, Master of Disguise by S. Taylor and J.Julien | Secrets of Winter by C.Brown & G.TeeAnimals in the Winter Frederick by Leo LionniThe Storm Whale in the Winter by Benji Davies | Poppy and the Blooms by F.WoodcockThe Odd Egg by E.GravettBusy Spring by S.TaylorThe Rhyming Rabbit by Julia Donaldson | The Tiny Seed by E.CarleTad by B.DaviesHow Do you Know it’s Summer? By Ruth Owen | Emma Jane’s Aeroplane by Katie Hanworth and Daniel RieleyLost and Found by Oliver JeffersThis is Our World by T.Turner and A.GillandIn Every House, on Every Streetby Jess Hitchman |
| **Class rhymes** | Routine songs  | All the leaves are falling down | I’m a Little Penguin | Daffodils | Here is the Beehive | Summers Here |
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| **Physical Development** | Obstacle course | Obstacle course | Yoga/Dance | Yoga/Dance | Ball skills | Sports Day |
| Wheeled experiences |
| **Personal, Social and Emotional Development** | Responsibilities for this term: Tidy Up InspectorsFish carerBook changersKeeping each other safe: Golden rules | Responsibilities for this term: Snack preparersTidy up inspectorsFish carerBook Changers | Responsibilities for this term: Helping others – a job at school (N2)Snack preparersTidy up inspectorsFish carerBook Changers |
| **PSED linked texts** | **Togetherness:**The Go Away Bird by Julia Donaldson and Catherine Rayner  | **Emotions:**My many coloured ways by Dr Suess | **Friendship:**The Squirrels who Squabble by R.Field | **Teamwork:**Kind By A.Scheffler | **Everyone is different:**Giraffes Can't Dance" by Giles Andrea  | **Resilience:**After the Fall by Dan Santat |
| **Literacy - Phonics** | Phase 1 – Environmental Sounds | Phase 1 - Instrumental Sounds & Sequences.  | Phase 1 - Body Percussion. | Phase 1 - Rhythm and rhyme | Phase 1 - AlliterationN2: Read, Write Inc | Phase 1 – Voice Sounds |
| **Literacy – Mark Making** | Settling in  | Dough Disco/Write Dance | Dough Disco/Write Dance | Dough Disco/Write Dance | Dough Disco/Write Dance | Dough Disco/Write Dance |
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| **Trips & Experiences** | Dentist | The Pit – Woodland | Owl visit | Felbrigg – Spring experienceThe Pit - Woodland | Farm Trip | RNLI beach safetyBeach Trip – Cromer/Overstrand Beach |
| **WOW experiences purposeful outcomes** | **My family**: Invite a family member in or virtually share their favourite story | Christmas performance | **Community**: Charity link – raise money do something to help/foodbank | **Make:** healthy lunch menu invite parents in | **Change:** Tadpoles | End of year celebration with parents |