

Hilgay Riverside Academy - EYFS Curriculum - Long Term Plan

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Theme	All about Me	Transport: Past and Present	Space	Growing and Changing	Kings and Queens	Stories from the Past
	My family, my school, my environment, the people around me, people who help us.	Modes of transport now, local transport, early transport including George Stevenson and the Steam Train, local transport in the past, exploring and travelling.	Our planet Earth, the moon, the sun, the planets in our solar system, space travel, astronauts, the International SpaceStation	Seasons, plants, what plants need to grow, how we grow and change, how animals grow and change, how things around us change	Our Queen, coronations, The Magna Carta, Buckingham Palace, London, Locally significant areas in the past	Oral storytelling, Greek Gods, St George and the Dragon, Myths and Legends
Communication and Language Including daily phonics sessions, whole class and small group story sessions.	Listen to others one on one or in small groups, e.g. talk about families in circle time and share pictures. Join in with repeating refrains and anticipating key events and phrases in rhymes and stories e.g. in songs, poems, familiar stories, call and response games. Understand use of objects and tools in	Join in with repeated refrains and familiar stories. Follow directions, recognising left and right e.g. in games such as Simon says Show understanding of prepositions such as 'under, on top' e.g. when tidying the classroom children can say where things belong.	Build up vocabulary that reflects knowledge and experience e.g., children can talk about space, what they know about it, what an astronaut does, how we know about space Use different tenses to discuss things that are happening now and things that happened in the past, and things that	Focus attention in a variety of situations; in small groups, 1:1 and whole class Understand 'how' and 'why' questions and use them in a variety of contexts e.g. how do people change as they grow? Use increasingly complex sentences to link thoughts e.g. using 'and', 'because'. E.g. this plant did not	Focus attention in a variety of situations; in small groups, 1:1 and whole class Understand 'how' and 'why' questions and use them in a variety of contexts e.g. how do people change as they grow? Use increasingly complex sentences to link thoughts e.g. using 'and', 'because'. E.g. this plant did not	Use talk to explain what is happening and anticipate what might happen next e.g. when reading about St George and the Dragon, children might explain what they think might happen to St George. Recall and relive past experiences; discuss special events, birthdays, in school celebrations etc.

Hilgay Riverside Academy - EYFS Curriculum - Long Term Plan

	<p>the classroom e.g. children know what they can do during independent free flow time, they know how to select the tools they need to make a junk model, to write a letter to someone etc.</p> <p>Respond to multi-step instructions e.g. first we need to put our coats on, then we need to zip them up, then we will get ready to go out to play.</p> <p>Retell past events from stories and from own experience in chronological order; e.g. describing a day at school, describing what they did at the weekend, talking about what happened in a story.</p>	<p>Use vocabulary, including phrases, from recently read stories in conversations e.g. children can talk about George Stevenson's Rocket and why it was important</p> <p>Ask questions using what, where, when and why to find out information, e.g. when learning about things from the past, children can ask questions to find out more.</p>	<p>happened a very long time ago.</p> <p>Ask relevant questions to find out more information e.g. when sharing a non-fiction text children can say 'I wonder why...'</p> <p>Share opinions, explaining preferences e.g. My favourite planet is... because...</p>	<p>grow well because... This plant grew really well because...</p> <p>Use newly acquired vocabulary to name and describe, and in conversations e.g. children can discuss their plants, how they cared for them and what they noticed.</p> <p>Apply new vocabulary to explain changes noticed in plants.</p>	<p>grow well because... This plant grew really well because...</p> <p>Use newly acquired vocabulary to name and describe, and in conversations e.g. children can discuss their plants, how they cared for them and what they noticed.</p> <p>Apply new vocabulary to explain changes noticed in plants.</p>	<p>Retell events in order e.g. ordering events from the stories about Greek Gods that they've shared in class.</p> <p>Respond to comments from peers using full sentences, e.g. I agree with ... because...</p> <p>Explain ideas and experiences using different tenses, prepositions, temporal connectives and vocabulary acquired from all areas of the curriculum.</p> <p>This will be modelled by adults consistently.</p>
<p>Literacy outside of target text/ continuous</p>	<p>Fiction including picture books with familiar settings, relating to families,</p>	<p>Fiction & Non-fiction books about transport</p>	<p>Fiction & Non-fiction texts about space.</p>	<p>Fiction & Non-fiction texts about how people, animals and</p>	<p>Fiction & Non-fiction texts about the monarchy, history etc.</p>	<p>Fiction & Non-fiction books about the past.</p> <p>Character profiling;</p>

Hilgay Riverside Academy - EYFS Curriculum - Long Term Plan

<p>provision</p> <p>(In addition to an approved systematic synthetic phonics scheme)</p>	<p>people who help us.</p> <p>Oral retelling of familiar stories using own words and recently introduced vocabulary.</p> <p>Story language; becoming familiar with phrases like 'once upon a time', 'a long time ago', 'lived happily ever after'.</p> <p>Use puppets to retell familiar stories.</p> <p>Poetry; learning and reciting simple poems with rhyme and repetitive language</p> <p>Initial sounds and simple CVC words in line with our Sounds-Write. Scheme.</p> <p>Provide opportunities for mark making; stamps in playdough, wheels and other shapes for stamping into playdough, carving into fruit and</p>	<p>Identify and anticipate key events in familiar stories including repeated refrains.</p> <p>Role play; using imaginative movement and vocabulary to recreate scenes from familiar stories</p> <p>Initial sounds and simple CCVC words and more in line with Sound-Write.</p> <p>Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards and pens, clipboards outside etc.</p> <p>Focus on letter formation in line with handwriting policy</p>	<p>Emergent writing; encourage short words or phrases in different writing contexts, e.g. in free flow or in a structured lesson.</p> <p>List writing</p> <p>Reading words through sound blending as part of an SSP scheme</p> <p>Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards and pens, clipboards outside etc.</p> <p>Focus on letter formation in line with handwriting policy</p>	<p>plants grow.</p> <p>Labelling e.g. labelling seed pots</p> <p>Descriptive sentences; children begin to write to describe an object e.g. The seed is tiny. The plant is tall.</p> <p>Letter writing including simple sentences and phrases</p> <p>Recognise common exception words within a Sounds-Write.</p> <p>Write simple phrases and sentences</p> <p>Focus on letter formation in line with handwriting policy</p> <p>Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and</p>	<p>Children can annotate pictures of monarchs with speech bubbles and thought bubbles.</p> <p>Descriptive sentence writing</p> <p>Instructions; writing simple instructions for a familiar process in a numbered list.</p> <p>Verbal sequencing using temporal connectives. E.g. First I climbed on the climbing frame, then I slid down the big slide!</p> <p>Create fact books about kings and queens and notice the difference between writing stories and writing information.</p> <p>Role play using newly acquired vocabulary e.g. role play a coronation</p> <p>Write simple phrases and sentences with phonetically plausible</p>	<p>what do we know about St George?</p> <p>Using descriptive language in oral storytelling and in writing.</p> <p>Creating our own stories (orally or written) with a Beginning, middle and end.</p> <p>Jumping into the story</p> <p>Settings- what was the character thinking at this point in the story?</p> <p>Instructions; writing numbered lists in a logical order.</p> <p>Nonsense poetry- how authors play with words</p> <p>Write simple phrases and sentences, making phonetically plausible attempts at writing newly acquired vocabulary .</p>
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Hilgay Riverside Academy - EYFS Curriculum - Long Term Plan

	<p>vegetables. Upright mark making such as an easel, a tuff tray on its side, painting with water onto walls, window paints etc.</p> <p>Focus on letter formation in line with handwriting policy</p>			<p>brushes, with pens, pencils etc.</p> <p>Writing short sentences using growing knowledge of phonics to attempt unknown spellings</p>	<p>attempts at unknown spellings.</p> <p>Ongoing provision for emergent writing and creative mark making e.g. playdough and letter stamps, clipboards and paper, painting on an upright tuff tray, writing with fingers in sand, rice etc.</p>	
Target Texts	<p>TARGET TEXT</p> <p>I am too Absolutely Small for School by Lauren Child; Later by Curtis Ackie; Goldilocks and the Three Bears; The Gingerbread Man; The Squirrels who Squabbled by Rachel Bright and Jim Field; Seasons by Hannah Pang or Pumpkin Soup</p> <p>Additional Suggestions: Little Bear Lost; Where's</p>	<p>TARGET TEXT</p> <p>Naughty Bus by Jan Oke; Duck in the Truck by Jez Alborough; The Christmas Story; Stick Man</p> <p>Additional Suggestions: Rosie's Walk; The Gruffalo; Stick Man; Hairy Maclary from Donaldson's Dairy and Hairy Maclary's Bone; Where the Wild Things Are; The Way Back Home; On</p>	<p>TARGET TEXT</p> <p>Look Up by Nathan Bryon' Astro Girl by Ken-Wilson Max; Whatever Next by Jill Murphy; Aliens Love underpants by Claire Freedman</p> <p>Additional Suggestions: Cinderella; Jack and the Beanstalk; Rosie's Walk; The Elephants and the Mice (Indian Folk Tale)</p>	<p>TARGET TEXT</p> <p>The Tiny Seed by Eric Carl; Baby Botanist by Dr Laura Gehl; Jack and the Beanstalk; The Easter Story</p> <p>Additional Suggestions: The Elves and the Shoemaker; Rapunzel; Noah's Ark; The North Wind and the Sun (Aesop's Fable)</p>	<p>TARGET TEXT</p> <p>Zog and Zog and the Flying Doctors by Julia Donaldson; The Queen's Hat by Steve Anthony; The Castle by the King by Rebecca Colby and Tom Froese</p> <p>Additional Suggestions: The Ugly Duckling; The Princess and the Pea; Anansi the Spider (Ghanaian Folk Tale)</p>	<p>TARGET TEXT</p> <p>Little Red Riding Hood; The Hare and the Tortoise; Nonsense Poetry e.g. Spike Milligan, Edward Lear.</p> <p>Additional Suggestions: Alice in Wonderland; Robin Hood; The Hare and the Tortoise (Aesop's Fable); King Midas and the Golden Touch (Greek Myth)</p>

Hilgay Riverside Academy - EYFS Curriculum - Long Term Plan

	My Teddy?; Ruby's Worry by Tom Percival; Peepbo by Janet and Alan Ahlberg; A Great Big Cuddle (poetry) by Michael Rosen; The Tiger Child (Indian Traditional Story)	Sudden Hill by Linda Sarah; Tom's Magnificent Machines by Linda Sarah; The Three Little Pigs; The Billy Goats Gruff; The Story of Diwali; How the Leopard got his spots (Aesop's Fable)				
<p>Traditional rhymes and poetry</p> <p>See termly planning for target rhymes.</p>	<p>Baa, baa, black sheep</p> <p>Diddle diddle dumpling</p> <p>Hey diddle diddle</p> <p>Hickory dickory dock</p> <p>Early to bed</p> <p>Georgie Porgie</p>	<p>Little Bo Peep</p> <p>Little Jack Horner</p> <p>Little Miss Muffet</p> <p>One, two, buckle my shoe</p> <p>Star light, star bright</p> <p>Twinkle, twinkle</p>	<p>It's raining, it's pouring</p> <p>Jack and Jill</p> <p>Old King Cole</p> <p>Old Mother Hubbard</p> <p>Rain, rain, go away</p> <p>Sing a song of sixpence</p>	<p>Ladybird, ladybird</p> <p>Tadpole</p> <p>Little boy blue</p> <p>Mary had a little lamb</p> <p>Mary, Mary, quite contrary</p> <p>Old MacDonald had a farm</p>	<p>Humpty dumpty</p> <p>She'll be coming round the mountain</p> <p>The Grand Old Duke of York</p>	<p>Jack be nimble</p> <p>Monday's child</p> <p>See saw, Margery Daw</p> <p>Poetry Week</p>
Understanding the World-	Past and Present (History)					

Hilgay Riverside Academy - EYFS Curriculum - Long Term Plan

	<p>My past, present, future and that of others including characters from stories</p> <p>Families; when I was a baby, when my family members were young. Family Trees, diverse representations of family life.</p> <p>Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year?</p> <p>Our school year – what will we do this year in Reception?</p>	<p>George Stevenson; The invention of the Steam Train</p> <p>Transport in the past; horse and carriage, motor cars, penny farthing, omnibus, ferry, other locally relevant transport from history</p> <p>Modern transport including the Japanese Bullet Train, hovercraft, racing cars, aeroplanes and other examples of technologically advanced transport</p> <p>Ernest Shackleton the explorer; The South Pole, the challenges of his journey</p>	<p>People who looked at the stars; Galileo.</p> <p>Traditional stories to explain the stars e.g. The hunting of the Great Bear</p> <p>What scientists and astronomers know about our Solar System now; our sun, the planets in our solar system.</p> <p>The Moon landings; Neil Armstrong</p> <p>The International Space Station; when and why it was built and launched</p>	<p>Farming in the past; locally relevant information e.g. local areas that used to be farmland, what was grown, what those areas look like now.</p> <p>How farming worked in the past; use of horses and carts, horses and cows pulling ploughs. Present day use of machinery in farming.</p>	<p>The Story of King John and the Magna Carta (Teachers to tell story based on historical events)</p> <p>Locally significant areas in the past e.g. a local historical building</p> <p>Queen Elizabeth II's coronation in Westminster Abbey.</p>	<p>Stories from Ancient Greece; Prometheus stealing fire from the Gods, Theseus and his battle with the Minotaur, Daedalus and Icarus, Athena and Arachne, King Midas and the Golden Touch</p> <p>Myths and Legends from around the world;</p> <p>Ali Baba and the Forty Thieves, Stories of King Arthur, Norse Gods</p> <p>St George and the Dragon</p>
	<p>People, Culture and Communities (Geography)</p>					

Hilgay Riverside Academy - EYFS Curriculum - Long Term Plan

	<p>Location of our school and the local area</p> <p>My route to school; what do I pass? Do I take transport? What do we like about our local area? What would we change?</p> <p>Community; this means the people who feature in our lives, our school is an important part of our community, friends, families, religious communities, people with shared interests e.g. hobbies.</p> <p>People who help us in our community; including but not limited to teachers, doctors and nurses, firefighters, police, shop workers, rubbish collectors.</p>	<p>Transport in our local area and contrasted with transport for long journeys- children's experience of transport.</p> <p>Road Safety – how we travel safely.</p> <p>How people from different cultures travel; the tuk tuk in Bangkok, gondolas in Venice, Felucca in Egypt, Dog Sled in Norway.</p>	<p>Astronauts and Astronomers;</p> <p>including Mae Jaimeson, Tim Peak, Caroline Hershel.</p>	<p>Farming in our local area; what crops are grown where we live? Identify fruit and vegetables that can be grown locally, or within the local region. identify where the fruit and vegetables we eat come from. Including but not limited to:</p> <p>Oranges: Spain</p> <p>Bananas: Central America</p> <p>Lemons: South Africa</p> <p>Pineapples: Costa Rica</p> <p>Apples: France</p> <p>Onions: The Netherlands</p> <p>Cauliflower: Spain</p> <p>Broccoli: The UK</p>	<p>The Monarchy; Queen Elizabeth II, the Royal Family, Buckingham Palace, Windsor Castle, Balmoral Castle. Countries around the world that have Queen Elizabeth as their monarch including; Canada, Jamaica, New Zealand, Australia and more.</p> <p>The Union Flag of The United Kingdom, flags from countries the children have connections to.</p>	<p>Locate the places that feature in the key stories chosen for this topic.</p> <p>Oral storytelling as part of culture; how we pass on stories within our families and communities. Ask an elderly relative to come in and tell the children a story.</p>
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Hilgay Riverside Academy - EYFS Curriculum - Long Term Plan

	The Natural World (Science)					
Understanding the World-	<p>The human body: Facial features, body parts, the senses</p> <p>Seasons of the year: Autumn. Deciduous and evergreen trees. Observing leaves using magnifying glasses, leaves changing colour.</p>	<p>Forces: push, pull, twist</p> <p>Air transport</p> <p>Water transport</p> <p>Seasons of the year: Winter. Animal hibernation, why do some animals hibernate? How do other animals survive winter?</p> <p>Transport in the winter; snow ploughs, gritting roads, snow tyres.</p> <p>Changing state of matter; frost and ice-looking closely at ice, what happens when it warms? Why can we see our breath when it is cold?</p>	<p>Our planet Earth, land and sea, plants and animals, weather, gravity.</p> <p>The moon, the sun, the planets in our solar system, space travel, astronauts.</p> <p>Seasons of the year: Spring. The first signs of spring; snowdrops, cherry blossom, buds and flowers, birds nesting, bees, lighter evenings.</p>	<p>Growing and changing; how people change as they grow, how animals change as they grow. Life cycles of a butterfly and/or frog.</p> <p>Identify and draw the following animals and their babies including but not limited to:</p> <p>Sheep and Lamb</p> <p>Cows and Calf</p> <p>Horse and foal</p> <p>Butterfly and Caterpillar</p> <p>Frog and tadpole</p> <p>Dog and puppy</p> <p>Cat and kitten</p>	<p>Seasons of the Year: Summer. Signs of summer; flowers, warmer days, light evenings, butterflies, bees, birds.</p> <p>Design a garden for the Queen; what could we grow? What would we include? Sketch some ideas and write about the design.</p>	<p>Seasons of the Year: Summer. How we stay safe in the sun; sunscreen, hats, sunglasses. Safety around water.</p> <p>Changing state of matter; Why do our ice lollies melt?</p>

Hilgay Riverside Academy - EYFS Curriculum - Long Term Plan

				<p>Plants; how they grow from seeds and bulbs.</p> <p>What plants need to grow.</p> <p>Identify parts of plants including roots, stem and leaves.</p> <p>Identify trees and plants growing locally on the school grounds or in local parks. Draw pictures of local plants.</p>		
<p>Personal, Social and Emotional Development</p>	<p>Our classroom and school rules; how we all help to make our classroom a happy place to learn</p> <p>My Feelings; words I can use to describe how I am feeling.</p> <p>What I can do when I am angry or upset. Work and play</p>	<p>Teamwork and sharing; working together and waiting to take turns</p> <p>How can I help my friends?</p> <p>Show resilience and perseverance in the face of a challenge.</p>	<p>Including everyone; diversity within our school and the wider community</p>	<p>Healthy diets to help us grow; what we need to eat, how we look after our bodies and keep ourselves clean.</p>	<p>Doing things myself and helping others. Independence.</p> <p>What can I do if I am worried?</p> <p>Set and work towards simple goals.</p>	<p>Challenges: moving to Year One</p> <p>What do I do when things are hard?</p> <p>Perseverance</p> <p>Who can help me at school?</p>

Hilgay Riverside Academy - EYFS Curriculum - Long Term Plan

	Cooperatively and take turns with others.					
Physical Development	Discrete PE lessons timetabled in addition to free flow use of outdoor area					
Gross Motor	<p>Spatial awareness and multi-step instruction games</p> <p>Running, jumping, using tricycles and scooters outside with increasing control.</p>	<p>Spatial awareness and coordination games, throwing and catching</p> <p>Dance to music, moving with control around the floor</p>	<p>Invasion games, throwing and catching</p> <p>Balance- standing on one leg, walking along a bench, climbing.</p>	<p>Team games and ball skills including using a racquet</p> <p>Running, jumping, hopping from foot to foot, running around obstacles</p>	<p>Team games including relay races, using racquets and balls, throwing and catching</p> <p>Running, jumping, hopping, skipping, jumping over obstacles, skipping with a rope</p>	<p>Racing and obstacle courses – skills for sports day</p> <p>Running, jumping, hopping, skipping, travelling under and over obstacles, throwing and catching</p>
Fine Motor	<p>Small tools; cutlery, tweezers, pipettes, scissors. Cutting paper, card, fabric, tracing, using templates, playdough</p>	<p>Small tools; cutlery, tweezers, pipettes, scissors</p> <p>Drawing maps, transport, junk modelling vehicles</p>	<p>Small tools; cutlery, tweezers, pipettes, scissors</p> <p>Drawing and painting,</p>	<p>Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals</p> <p>Drawing and painting plants and flowers,</p>	<p>Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals</p> <p>Drawing, painting and modelling dough animals, pencil control</p>	<p>Small tools; cutlery, tweezers, pipettes, scissors. Cutting textured paper, tracing, using templates, playdough</p>

Hilgay Riverside Academy - EYFS Curriculum - Long Term Plan

	Drawing myself; what features do I have?			leaf rubbings, pencil control		Drawing, painting, weaving or simple sewing.
Expressive art and design - creating with materials	<p>Exploring colour. Painting with primary colours.</p> <p>Mixing secondary colours.</p> <p>Painting: portraits</p> <p>Artist: Miro's work</p>	<p>Colour and the seasons.</p> <p>Exploring which colours show us different seasons.</p> <p>A study of Pissarro's season paintings.</p> <p>Cutting: snowflake design</p> <p>Artist: Pissarro's seasons paintings</p>	<p>Exploring line.</p> <p>Taking a line for a walk.</p> <p>Creating drip paintings like Jackson Pollock.</p> <p>Creating pictures like Hundertwasser using spirals and curved lines.</p> <p>Puppets: Chinese New Year</p> <p>Artist: Jackson Pollock</p>	<p>Exploring what we can see in the world around us. Studying how Van Gogh used different marks to draw still life.</p> <p>Looking at Lowry and drawing our own houses and "matchstick" people.</p> <p>Using the architecture of Hundertwasser to inspire us to draw imaginary houses.</p> <p>Design: making a boat that floats and another vehicle that moves with wheels</p> <p>Create: Easter bonnets</p>	<p>Animals in art. A study of Rousseau's "Tiger in a Tropical Storm". Painting real fish with ink and wax resist.</p> <p>Artist: Van Gogh's Sunflowers</p>	<p>Degas' ballerinas.</p> <p>Practising drawing people. Creating clay sculptures of "Miro-like" people.</p> <p>Fashion: experimenting with fabric to design a suitable piece of sports wear</p> <p>Artist: Degas' Ballet Dancer</p>

Hilgay Riverside Academy - EYFS Curriculum - Long Term Plan

				Artist: Lowry's houses and architecture of Hunderwasser		
Being imaginative and expressive	Rhythm, Pulse and Sound Composer: Wolfgang Amadeus Mozart, <i>Allegro from A Little Night Music.</i>	Singing in a group (Christmas Performances) Composer: Sergei Prokofiev, <i>Peter and the Wolf</i>	Bloom app on iPad to create repeating patterns of music Playing with Sounds: Pitch Listening to and responding to Holst's Planet Suite Composer: Englebert Humperdinck, <i>Hansel and Gretel</i>	Playing with Sounds: Singing Games including call and response	Instrumental Activities Composer: Louis Armstrong Music and dance sessions: link to Carnival of the Animals Composer: Paul Dukas, <i>The Sorcerer's Apprentice</i>	Instrumental activities: Composition: using percussion instruments Composer: G.F. Handel
Festivals and Celebrations	Rosh Hashanah Harvest Festival Eid ul Adha All Saints Day	Guy Fawkes Remembrance Sunday Diwali St Andrew's Day	Chinese New Year St Valentine's Day Shrove Tuesday	St David's Day Holi Mothering Sunday St Patrick's Day	St George's Day May Day Ramadan	Father's Day Eid ul Fitr Summer Solstice

Hilgay Riverside Academy - EYFS Curriculum - Long Term Plan

	Hallowe'en	Advent + Christmas Thanksgiving Hanukah		Easter Baisakhi		
RE	What makes me special?	Who is special to different people?	Which stories are special to different people?	How do different people celebrate their special times?	What places are special to different people?	If the world is special, how should I treat it?
Special events	Roald Dahl day	Children in Need Remembrance Day Christmas Performance	World Book Week Easter	Comic/Sport Relief	Earth Day Music week National Science week	Sports Day Poetry week