

## Curriculum Long Term Plan Cycle 2

### EYFS - Nursery & Reception

	Autumn	Spring	Summer
<b>Topic Title</b>	<b>The Deep Blue</b>	<b>On Safari</b>	<b>Mega beast Vs Minibeasts</b>
<b>Key Texts</b>	Fiction: Jakes First Day Tiddler Pirates Love Underpants Commotion in the ocean Hole in the Bottom of the sea Snail and the Whale Singing Mermaid Mr Seahorse Sharing a shell Rainbow Fish Non-Fiction:	Fiction: Handers Surprise Handers Hen The Lion Who wanted to love We all went on Safari Giraffes can't dance The Ghanaian Goldilocks Mama Panya's Pancakes The Ugly five Non-Fiction:	Fiction: Superworm The very hungry caterpillar Mad about minibeast The very busy spider The bad tempered Ladybird Tad a big story about a brave minibeast Ahhh Spider! Dinosaurs love underpants Dear dinosaur Dinosaur detective Non-Fiction:
<b>Now Press Play</b>	Under the sea Pirates Seaside The Christmas Story	Goldilocks On Safari Weather	Minibeast Dinosaurs People Who Help Us
<b>Role Play Area</b>	Pirate Ship Christmas Grotto	Safari Animal Rescue Center	Dinosaur Land Minibeast investigation Lab
<b>Opening Event</b>	Children to come to school in their favourite clothes with two of their favourite toys. Parents to send in three photos to show the class their favourite hobbies they can then present these to the class.	Turn the classroom into an enchanted fairy tale land. Have set out a range of activities linked to the topic, making castles, role play makes, making wands, making magical hats etc. Have out a variety of traditional tales' book, including new modern ones. Set up lots of small worlds to enhance role play. Spend time playing with the children and exploring their knowledge of traditional tales.	The classroom will be set up with a new wildlife door to walk into, the reading area will be a tree to read under. Set up the Wildlife Rescue centre. In the outdoor area hide photos of British wildlife animals. The children need to rescue the animals and then create a picture of their animal to go in the wildlife rescue centre. Read the Tale of Peter Rabbit.
<b>Celebration Event</b>	Invite parents in to celebrate their child's new achievements and skills. Compare self-portraits from September and December. Crafts, biscuit decorating stations to show new skills such as cutting and sticking.	Dress up day, children to come to school in dressed up as a fairy tale character. Invite Parents in for an afternoon tea. Retell our three key stories to the parents.	Cooking with fruit and vegetable day. Invite the parents in to find out all about the healthy foods we have learnt about. The children can show their parents the fruit and veg we have grown and explore ways of eating the vegetables. We will also have an Evil pea hunt and make supertataoes together.
<b>Visit 1</b>	Local Autumn walk	Visit local bridges	Sutton Hoo
<b>Visit 2</b>	Church	Bear Hunt in the woods	Farm to fork Local greengrocers
<b>Visitors</b>	Firefighter Reverend	Police Officer Builder	Vet Vegetable Farmer National Trust
<b>Cooking</b>	Hedgehog Bread Firework Cones Christmas Biscuits	Gingerbread Men Pancakes Porridge Easter Egg Fruit Tarts	Carrot Cakes Vegetable Wraps Fruit Ice Lollies Cupcakes
<b>Personal, Social and Emotional Development</b> Building Relationships Managing Self Self-Regulation	Nursery: Making friendships with adult support Beginning to take turns Beginning to follow the Rainbow rules The Melton Way Who can help me at Nursery? Beginning to use the toilet independently Can ask for help with toileting when needed Is beginning to be settled around unfamiliar adults when with adults known to them My Nursery day ~ routines and expectations Beginning to try new things with the support of a familiar adult. Shows some understanding that other people have ideas and needs Can use activities and resources with increasing independence once shown how to by an adult. Starting to share with support and encouragement	Staying safe Risk recognition and management Naming and describing emotions Learning how to maintain relationships Making friends who are in different classes Talking to unfamiliar adults Personal hygiene Understand the need to say sorry and for making up for doing wrong - link to fairy tales Talk about their own and others behaviour and know that some behaviour is unacceptable Talk about a range of feelings - drawing from the different fairy tale stories. Circle times and use of the traditional tale puppets Role play opportunities Play games with rules	Caring for animals and each other Revisit rainbow rules and how we follow rules in the community Talking about our abilities and what we are proud of Being healthy What are relationships Emotions and how to regulate Be interested, excited and motivated to learn Be confident to initiate ideas and speak in a familiar group. Talk about respecting animals and plants/ taking care of them Show care and respect for mini beasts and other living things Work as part of a group ~, playing games, group activities.

	<p>Begin to form relationships with adults and peers</p> <p>Reception:          Making friendships Turn-taking          Rainbow rules          The Melton Way          Who can help me at school?          Can use the toilet independently          Knows when to use the toilet          Meet other adults in the school          My school day ~ routines and expectations          Beginning to try new things, initiates ideas and speaks in a familiar group          Selects activities and resources independently Shares and takes turns          Begin to form good relationships with adults and peers</p>		
<p><b>Communication and Language</b>          Listening Attention and Understanding          Speaking</p>	<p>Listening to adults 1:1          Following instructions          Communicating wants and needs          Talking to friends          Asking for help          Join in with role-play          Express simple ideas during group discussions          Select books to share with family and friends Class library books and ORT          Learn to sit and listen on the carpet          Understand simple instructions          Communicate with peers and adults during play          Share and discuss a range of stories including key texts Work as a group to problem solve problems, discussing ideas and responding to their peers' ideas          Children to talk about themselves in a positive way</p>	<p>Listen to stories and answer 'how' and 'why' questions          Join in with role-play - linked to fairy tales/seaside          Role play and acting out books          Sequence a story / Retell a story/          Develop their own narratives          Discuss settings and characters          Morals - consider any messages, meanings behind the story and what we can learn.          Storytelling without pictures (adults and children)</p>	<p>Join in and initiate role-play opportunities          Set up scenes in the classroom/outdoor environment e.g. Supertato theme          Discuss the life cycle of a animals          Extend their vocabulary and explore the meaning of new words          Retell stories using puppets, small world toys etc.          Read poems linked to living things          Make up stories          Share non-fiction books and look at new vocabulary          Transition into Year 1</p>
<p><b>Physical Development</b>          Gross Motor Skills          Fine Motor Skills</p>	<p>PE theme - All about balls          Changing for PE          Moves freely with pleasure and confidence in a range of ways          Use a range of small and large equipment in the garden area, playground and hall          Use increasing control over an object such as a ball by touching, pushing, patting, throwing, catching or kicking it          Explore movement in a variety of ways          Use a range of mark making materials using a tripod grip          Hold and use scissors correctly          Activities to develop anti-clockwise movements to help with letter formation</p>	<p>PE theme- Dance/Gymnastics Jungle in the Gym          Letter formation/handwriting          Move with control and coordination - set up obstacle courses to travel on and around          Use pencils for writing effectively and show skill with writing on the lines and control letter size          Dance to music and hop and skip in time          Challenges self on large gymnastics equipment and wall bars</p>	<p>PE theme - athletics          Sports Day          Olympics linked to PE          Explore and learn about the Olympics and athletes as well as different Olympic events          Form letters correctly and the same size          Uses space effectively to move in          Has good control over body for large movements          Learns new skills involving throwing, catching kicking and jumping          Tackles obstacles with good control and movement          Team games</p>
<p><b>Literacy</b>          Comprehension          Word Reading          Writing</p>	<p>Listens to stories          Alliteration/Rhyming words and songs          Recognise own name and familiar signs and logos          Look/share books for pleasure          Mark making          Asks and answers questions about books          Orally tell a story          Phase 1, 2&amp; start of phase 3 phonics.          Name writing          Forming letters correctly lower case          Helicopter stories</p>	<p>Phase 3 phonics          Ordering stories          Writing lists          Character descriptions          Writing our own stories Character reviews          Oral Stories          Learn to retell stories using actions          Instruction writing          Write first and last name with letters formed correctly          Correct letter formation all lower case and starting on capital letters          Finger spaces, capital letters, full stops and writing on the line          Asks and answer questions about stories that are read to them and about stories they read          Helicopter stories</p>	<p>Phase 3 phonics introduce phase 4          Write for a variety of purposes and genres, e.g. lists, wanted posters, speech bubbles, letters, poems, instructions, stories, notes, signs and labels etc.          Use cameras to create own stories          Make an animal fact book          Write instructions for looking after and growing vegetables          Write own stories          Create posters about how to care for wildlife          Write with increased independence          Recall the sentence they write          Re-read what they have written and check that it makes sense          Helicopter stories          Write simple phrases or sentences that can be read by others.</p>
<p><b>Mathematics</b></p>	<p>Join in with number songs, rhymes, stories, counting games and activities</p>	<p>Sharing out objects</p>	<p>Doubling          Halving</p>

<p>Number Number Patterns</p>	<p>Count in a range of contexts Count in sequence to 10 Count using one-to-one correspondence Explore number formation and mathematical language Describing shapes in simple models, pictures and patterns Join in with counting on and back Compare two groups of objects - more/less Find 1 more or 1 less from a number 1 to 10 Recognise and recreate patterns Recognise and order numbers to 10 Count objects and match to correct numeral Add two groups of objects together to find a total Beginning to use 10's frames</p>	<p>Counting objects with one-to-one correspondence Recognising and ordering numbers 1-20 2D and 3D shapes - recognising and describing using mathematical language Measuring using non-standard measures and standard measures (ruler/tape measure) Weight - bucket scales. Heavy/Light Addition and Subtraction/Recording number sentences Language of money/recognising coins Language of time/making times on a clock Reciting numbers beyond 10 Number bonds to 10</p>	<p>Measuring distance/using language Capacity - exploring equipment/using language One more/one less Addition and Subtraction - counting on and back 2D and 3D shapes - recognising and describing Repeating patterns Estimating Combining groups of 2, 5 or 10 or sharing into equal groups</p>
<p><b>Understanding the World</b> People, Culture and Communities The Natural World Past and Present</p>	<p>Introduce visual timetable Show interest in their new school environment Identifies significant personal events e.g. birthday Talk about different events and what they enjoy doing with their family what did they do in the past what do they do now Identifies features of the human body Show care and concern for other people, living things and the environment Listen and respond to stories from the bible and other faiths The Christmas story, Rama and Sita Explore different celebrations through video clips, discussions, activities - Diwali, Bonfire Night, Christmas, Birthdays, Halloween What was the country like before? Explores maps of the local area and the world map Show interest in different occupations and ways of life.</p>	<p>Changes - seasonal, weather Chinese New Year Dressing for different climates (arctic etc.) Easter Planting vegetables Ask questions about why things happen and how things work Discuss the differences and similarities between stories and environments Observe, find out about and identify features in the places they live and the natural world Make maps Explore and discuss different communities from around the world Talk about the features of their own immediate environment and how different environments from around the world vary from one another Understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</p>	<p>Find out about features of living things Find out about local wildlife Discuss and explore habitats. Look after living things in their immediate environment - plant seeds, bulbs Make observations of plants growing and decaying Dissemble flowers and stick on paper - recreate and/or label Ask questions about why things happen and how things work Find out about their environment and talk about those features they like and dislike Use non-fiction books to gain information Make a chart of animal features. - data handling Beatrix Potter, who is she what was her life like in the past The impact Beatrix Potter had on preserving wildlife Maps How can we make an impact on the community to protect wildlife? Reduce, recycle, reuse</p>
<p><b>Expressive Art and Design</b> Creating with Materials Being Imaginative and Expressive</p>	<p>Name colours Explore experimental printing using hands, feet, natural objects and found materials Enjoy making marks, signs and symbols on a variety of types of paper, using chalks, pastels, pencils, whiteboard pens, printing, stamps, foam shapes etc. Explore a growing range of collage materials Handle, manipulate and explore materials including card, paper, clay, dough Create - self-portrait / handprints/ favourite dinner plate/family pictures Use instruments to explore how sounds can be changed Look at dance in other cultures Explore and create Rangoli and Mehndi patterns Junk modelling</p>	<p>Children to help create and design the role play areas - will be changed and adapted during the term Use construction materials to make the bridges Joins construction pieces together to build and balance making bridges song using musical instruments Introduce a storyline or narrative into their play Representing their knowledge of fairy tales through arts and design Making puppets to use during play to retell and make up own stories Explore colour and texture Use various resources to create scenery for stories Observational drawings Talk about features of their own and others work, recognising the differences between them and the strengths of others.</p>	<p>Create own Supertato's/Vegetables Potato Printing Junk modelling Make music and dance and experiment with ways of changing them Talk about features of their own and others work, recognising the differences between them and the strengths of others Paint animals Create animal homes using natural materials</p>