Laycock long term curriculum plan EYFS 2020-21

This is a brief synopsis of areas of learning covered based on key events in the calendar year but topics will be adapted to reflect children’s interests as appropriate.

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|  | Autumn | Spring | Summer |
| Phonics | Phase 2 and building cvc words- reading and writing.  High focus on segmenting and blending. Hearing and ordering initial, middle and end sounds. | Phase 3 sounds.  Using phoneme frames  Segmenting and blending  Using robot arms  Tricky words- phase 2/3 as appropriate | Consolidating phase 3- reading and writing. Consolidating phase2/ 3 tricky words  Phase 4 and phase 4 tricky words.  Phase 5 as appropriate for clusters of children. |
| Mathematics (WRM scheme) | Match and sort  Making comparisons  Exploring pattern  Numbers 1-5. Composition, cardinality. counting and comparison  Geometry and spatial thinking  Measurement- time- daily language such as night/day  One more/one less | Comparing numbers to five  6,7,8- composition, cardinality. counting and comparison  Making pairs  Combining 2 groups  9 and 10- Composition, cardinality. counting and comparison  Comparing numbers to ten  Bonds to 5/10  Compare mass and capacity  Length and height  3d shape pattern | Building numbers beyond 10  Counting patterns beyond 10  Adding more  Taking away  Doubling  Sharing  Grouping  Even and odd  Deepening understanding of patterns  Match, rotate and manipulate  Compose and decompose  Visualise and build  Mapping |
| Writing-  Writing is celebrated in class. We make a class book of our writing/stories/recipes half termly and display them in the relevant area for use in the classroom. | Labelling intial/end/middle sound  Pencil control/letter formation  Writing names  Big writing  Cvc writing  Labelling  Writing cards/messages  Writing lists | Writing captions with finger spaces  Introduction of capital letters and full stops  Sitting writing on the lines  Letter size  Writing descriptions  Writing messages  Writing short narratives  Writing recipes  Writing captions and making non- fiction books as relevant to children’s interests | Writing narratives  Writing our own non-fiction books  Writing poems  Writing sequenced sentences.  Writing using capital letters and full stops |
| UTW/PCC/PP | Key events- Halloween, Christmas, Hanukkah,  Seasons  Nativity story  Muddy Mondays.  50 things to do before you’re 5  Weather forecasting  Toys from the past  All about me- baby pictures/who are my family, likes/dislikes. | Spring- new life  Growing plants  Where is Keighley? What can you find in Keighley?  Local area exploration- the railway, countryside. (Forest Schools)  Comparison with other places in the world based on children in class/heritage/areas of interest.  People who help us- visitors. | Observing changes- caterpillars, chicks.  Trip to local farm/zoo.  Transitions.  Seasons  Maps-transport.  Habitats- native animals.  Animals from around the world.  Dinosaurs/castles/Space- adapted for children’s interests. |
| PE GMS/FMS | Gross motor skills  Travelling methods  Throwing at targets  Balance bike  Climbing  Pencil control/paintbrush control/scissor skills.  Tweezers  Dough disco  Finger gym  Dough making station  Mud kitchen | Scissor skills  Pencil control  Dough disco  Travelling methods  Gross motor skills  Throwing and catching  Balance bike  Finger gym  Dough disco  Dough making station  Mud kitchen  Ball skills  Agility/balance and co-ordination | Climbing  Balance bikes  Cycling  Scootering  Pencil/scissor skills  Throwing and catching  Team games  Dance  Athletics  Agility/balance and co-ordination  Sewing  Weaving  Finger knitting |
| Art and Design/BI/music | Deconstructed roleplay  Indoor themed roleplay  Colour mixing  portraits  Painting  Drawing  Using different materials- dough/clay/baking/model making  Different attaching methods  Transient art  Art using natural materials- muddy Mondays.  Singing songs- nursery rhymes/school singing assemblies  Introductions to different types of music | Deconstructed roleplay  Indoor themed roleplay  Baking  Portraits  Using different materials- collage  Kandinsky  The Dot  Curating our own museum  Making our own music with instruments  Performing on a stage  Creating our own performances combining singing/music and movement  Expression through art- feelings. | Deconstructed roleplay  Indoor themed roleplay  Using different materials  Portraits  Adapting our creations  Show and tell station  Observational drawing/painting  Collaging  Knitting/sewing/weaving  Using technology for paint/drawing  Making our own colour palletes  Evaluating pieces of music  Developing our own tastes/styles/preferences for resources and in music/instruments  Performing individually or with a small group a planned performance |
| RE | Faiths in our classroom/community  Looking at local places of worship  Celebrations- birthdays and religious events | Faith leader visits- priest, Imam  Easter  Religious books and artefacts- prayer mat, Quran, bible, crucifix, prayer beads. | Visit to local places of worship and link our knowledge with experience  Key facts about places of worship- what is inside them etc, why and what people do inside them- weddings, baptism, prayers. |