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 framesSegmenting and blending Using robot arms Tricky words- phase 2/3 as appropriate  | Consolidating phase 3- reading and writing. Consolidating phase2/ 3 tricky wordsPhase 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 thinkingMeasurement- time- daily language such as night/dayOne more/one less | Comparing numbers to five 6,7,8- composition, cardinality. counting and comparisonMaking pairsCombining 2 groups9 and 10- Composition, cardinality. counting and comparisonComparing numbers to ten Bonds to 5/10Compare mass and capacity Length and height3d shape pattern | Building numbers beyond 10Counting patterns beyond 10Adding moreTaking awayDoubling Sharing GroupingEven and odd Deepening understanding of patternsMatch, rotate and manipulateCompose and decompose Visualise and buildMapping  |
| 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 soundPencil control/letter formationWriting names Big writing Cvc writingLabelling Writing cards/messages Writing lists  | Writing captions with finger spacesIntroduction of capital letters and full stopsSitting writing on the linesLetter sizeWriting descriptionsWriting messagesWriting short narrativesWriting recipesWriting captions and making non- fiction books as relevant to children’s interests  | Writing narratives Writing our own non-fiction books Writing poemsWriting sequenced sentences. Writing using capital letters and full stops  |
| UTW/PCC/PP | Key events- Halloween, Christmas, Hanukkah, Seasons Nativity storyMuddy Mondays. 50 things to do before you’re 5 Weather forecastingToys from the past  All about me- baby pictures/who are my family, likes/dislikes.  | Spring- new life Growing plantsWhere 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. SeasonsMaps-transport. Habitats- native animals. Animals from around the world. Dinosaurs/castles/Space- adapted for children’s interests.  |
| PE GMS/FMS | Gross motor skillsTravelling methods Throwing at targetsBalance bike Climbing Pencil control/paintbrush control/scissor skills.Tweezers Dough disco Finger gym Dough making stationMud kitchen | Scissor skillsPencil control Dough disco Travelling methodsGross motor skillsThrowing and catchingBalance bikeFinger gym Dough disco Dough making stationMud kitchenBall skillsAgility/balance and co-ordination  | Climbing Balance bikes CyclingScooteringPencil/scissor skillsThrowing and catchingTeam gamesDanceAthletics Agility/balance and co-ordination SewingWeavingFinger knitting |
| Art and Design/BI/music | Deconstructed roleplay Indoor themed roleplayColour mixingportraitsPainting DrawingUsing different materials- dough/clay/baking/model makingDifferent attaching methodsTransient artArt using natural materials- muddy Mondays. Singing songs- nursery rhymes/school singing assemblies Introductions to different types of music  | Deconstructed roleplay Indoor themed roleplayBakingPortraits Using different materials- collageKandinskyThe Dot Curating our own museum  Making our own music with instrumentsPerforming on a stageCreating our own performances combining singing/music and movement Expression through art- feelings.  | Deconstructed roleplayIndoor themed roleplayUsing different materials Portraits Adapting our creationsShow and tell station Observational drawing/painting CollagingKnitting/sewing/weavingUsing technology for paint/drawingMaking our own colour palletesEvaluating pieces of musicDeveloping 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/communityLooking at local places of worshipCelebrations- birthdays and religious events  | Faith leader visits- priest, Imam EasterReligious 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.  |