

Curriculum Long Term Plan 2020 - 2021

Cycle A

Year Group: FS1

	AUTUMN 1 (8 weeks)	AUTUMN 2 (7 weeks)	SPRING 1 (6 weeks)	SPRING 2 (5 weeks)	SUMMER 1 (7 weeks)	SUMMER 2 (6 weeks)
Topic Title (Main theme)	What makes me special? / Let's celebrate!	Let us celebrate!	Once upon a time...	A long, long time ago...	How do things grow?	We are explorers!
Theme by week	Week 1,2,3 and 4: Being me Week 5 and 6: Birthdays Week 7 and 8: Halloween and Autumn	Week 1: Bonfire Night Week 2: Remembrance Day Week 3 and 4: Diwali Week 5, 6 and 7: Christmas and winter	Week 1 and 2: Goldilocks Week 3 and 4: Little Red Riding Hood Week 5 and 6: Chinese New Year	Week 1, 2 and 3: Dinosaurs Week 4 and 5: Easter and Spring	Week 1 and 2: Minibeasts Week 3 and 4: Fruit and Vegetables Week 5: Eid Week 6 and 7: Farm animals	Weeks 1 and 2: Space Weeks 3 and 4: Under the sea Weeks 5 and 6: Seaside and Summer
Parental Engagement	Parents invited in to make spoon puppets	Parents invited to Nativity	Invite parents in for story telling sessions	World Book Day Easter Bonnet Parade	Parents invited to plant seeds.	Parents invited to end of year graduation.
Hook (Engage)	Starting FS2 Being me bags	Invitation to a Bonfire Party	Broken chair/ empty porridge bowl etc. in role play area	Dinosaur eggs found in the classroom	Caterpillars arrive Evil Pea kidnaps class toy	Crashed rocket in school grounds
Problem solving day	Helping Kipper to plan his birthday party.	Helping father Christmas to get ready for Christmas	Helping to find Goldilocks.	Eggs found in the classroom.	Evil pea kidnaps daisy the dog.	Pirates kidnap daisy the dog.
Experiences	Attend a Birthday Party Play party games Bake some buns Make a potion Dress up for Halloween Throw autumn leaves in the air Hunt for conkers Ride a bike Learn a poem Use wax crayons to do leaf rubbings	Watch a firework display Use a sparkler Smash ice with a stick outside Build a snowman Make something using a stick Post a letter in a post box Play party games Do the Hokey Cokey Watch a movie with popcorn Watch a pantomime Try new food- hot dogs Try new food- chapatis Take part in a show Sing some Christmas carols	Have an indoor picnic Dance in the rain Make bread from scratch Go to the woods Chinese New Year Party Try new food- spring rolls etc Make a mud pie	Feed the ducks Go on an Easter egg hunt Take part in an Easter bonnet parade Decorate a hard boiled egg Try new food- hot cross buns Make a musical instrument Learn to play hopscotch	Have an outdoor picnic Grow a seed into a plant Roll down a grassy hill Grow caterpillars into butterflies Visit a farm Feed animals Go on a minibeast hunt Make a bird feeder Try new food-fruit and vegetables	30 days wild Have an outdoor picnic Create art using nature Make perfume using flower petals Build a giant sandcastle Walk barefoot in the sand Paddle in the sea Try new food- ice lollies, ice cream Blow bubbles Be a pirate for a day

Celebration/Showcase (End of Theme)	Spoon puppets- parental involvement	Christmas party Nativity- parental involvement	Chinese New Year Party	Easter bonnet parade	Planting plants- parental involvement	Beach party
Core books	Week 2: Elmer Week 3: Owl babies Week 4: The Gruffalo Week 5: Kipper's Birthday Week 6: Cake Week 7: Room on the broom Week 8: Christopher pumpkin	Week 1: Bonfire Night (nonfiction) Week 2: Where the poppies now grow Week 3: Rama and Sita Week 4: The Runaway Chapatti Week 5: One snowy night Week 6: Jolly Christmas Postman Week 7: The Christmas Story	Week 1: Goldilocks and the three bears Week 2: Believe me, Goldilocks Rocks! Week 3: Little Red Riding Hood Week 4: Wolf's way home Week 5: Chinese New Year (nonfiction) Week 6: Winnie and Wilbur at Chinese New Year	Week 1: Harry and the bucketful of dinosaurs Week 2: Tyrannosaurus drip Week 3: Dinosaurs love underpants Week 4: The Easter Story Week 5: We're going on an Egg Hunt	Week 1: The very hungry caterpillar Week 2: Super worm Week 3: Supertato Week 4: Oliver's vegetables Week 5: Eid (nonfiction) Week 6: Rosie's walk Week 7: The Little Red Hen	Week 1: Aliens love underpants Week 2: Whatever Next Week 3: Tiddler Week 4: The storm whale Week 5: What the ladybird heard at the seaside Week 6: The Rainbow Fish
Physical development	PE- Ball skills	PE-Gymnastics	PE-Boccia	PE-Racket skills	PE-Speed, agility and fitness.	PE Striking and fielding.
Physical development	<p>During direct teaching and play- children learn to:</p> <ul style="list-style-type: none"> Confidently and safely, use a range of large and small apparatus indoors and outdoors. Alone and in a group. Develop overall body strength, balance, co-ordination, and agility. Develop and refine a range of ball skills including throwing, catching, kicking, and passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements. Develop their fine motor skills so that they can use a range of tools, safely and confidently. Develop the overall body strength, coordination, balance, and agility needed to to engage successfully with future physical education sessions and other physical disciplines including dance, sport and swimming. 					
Communication and Language	<p>Communication and Language underpins everything that we do: Throughout the whole curriculum, children are supported to develop the following language skills:</p> <ul style="list-style-type: none"> Enjoy listening to longer and can remember much of what happens. Use a wider range of vocabulary. This includes words that may not be used every day. Understand a questions or instructions that has two parts. Such as get your coat and wait at the door. Understand why questions. Such as why do you think.... Sing a large repertoire of songs. Know many rhymes, be able to talk about a familiar book and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals. Use longer sentences of four to six words. Be able to express a point of view and debate when they disagree with an adult or a friend. Using words as well as actions. Can start a conversation with an adult or friend and continue it for many turns. Use talk to organise themselves and their play. 					

<p>PSED</p>	<p>Jigsaw PSHE- Being me Children are taught to: Help others to feel welcome. Try to make our nursery community a better place. That everyone has the right to learn. Care about other people's feelings. Work well with others. Understand our responsibilities.</p>	<p>Jigsaw PSHE- Celebrating difference Children are taught too: Accept that everyone is different. Include others when working and playing. Know how to help if someone is being bullied. Try to solve problems. Try to use kind words. Know how to give and receive compliments.</p>	<p>Jigsaw PSHE- Dreams and goals. Children are taught too: Stay motivated when doing something challenging. Keep trying even when it is difficult. Work well with partner or in a group. Have a positive attitude. Help others to achieve the goals. Work hard to achieve their own goals and dreams.</p>	<p>Jigsaw PSHE- Healthy me Children are taught too: Make a health choice. Importance of eating a healthy and balanced diet. Importance of being physically active. Know how to keep themselves active. Know how to keep themselves and others safe. Know how to be a good friend and enjoy health relationships. Know to stay calm and deal with difficult situations.</p>	<p>Jigsaw PSHE- Relationships Children are taught to: Knows how to make friends. To try to solve friendship problems when they occur. Help others to feel involved. Show respect in how they treat others. Know how to help themselves and others when they feel upset and hurt. Know and show what makes a good relationship.</p>	<p>Jigsaw PSHE- Changing me. Children are taught to: Understand that everyone is unique and special. Be able to express how they feel when change happens. Understand and respect the changers they see in themselves. Understand and respect the changes they see in other people. Know who to ask for help if they are worried about change. Looking forward to change.</p>
<p>Children are taught crucial PSED skills everyday throughout the year when opportunities arise. The children are taught the following skills: Select and use activities and resources with help when needed. Develop their sense of responsibility. Become more outgoing with unfamiliar people. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflict and rivalries. Increasingly follow rules, understanding why they are important. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings. Begin to understand how others might be feeling.</p>						

Literacy	<p>Enjoy sharing a book with an adult. Repeat word or phrases from familiar stories.</p>	<p>Enjoy sharing a book with an adult. Repeat word or phrases from familiar stories. Have a favourite book and seeks them out. Ask questions about the book. Notices some print</p>	<p>Enjoy sharing a book with an adult. Repeat word or phrases from familiar stories. Have a favourite book and seeks them out. Ask questions about the book. Notices some print. Know that print has meaning</p>	<p>Enjoy sharing a book with an adult. Repeat word or phrases from familiar stories. Have a favourite book and seeks them out. Ask questions about the book. Notices some print. Know that print has meaning Name the different parts of a book</p>	<p>Enjoy sharing a book with an adult. Repeat word or phrases from familiar stories. Have a favourite book and seeks them out. Ask questions about the book. Notices some print. Know that print has meaning Name the different parts of a book Engage in extended conversations about stories learning new vocabulary. Know that print can have different purposes Hear and say the initial sounds in words. Count or clap syllables in words Begin to recognise the graphemes- m,a,s,d,t</p>	<p>Enjoy sharing a book with an adult. Repeat word or phrases from familiar stories. Have a favourite book and seeks them out. Ask questions about the book. Notices some print. Know that print has meaning Name the different parts of a book Engage in extended conversations about stories learning new vocabulary. Know that print can have different purposes Hear and say the initial sounds in words. Count or clap syllables in words Spot and suggest rhyming words Know that we read English text from left to right and from top to bottom Begin to recognise the graphemes- m,a,s,d,t</p>
	<p>Begins to make marks- scribble or symbolic stage. Ascribes meaning to the marks they have made.</p>	<p>Begins to make marks- symbolic or directional scribble stage. Ascribes meaning to the marks they have made.</p>	<p>Makes marks- directional scribble or symbolic/ mock letters stage Ascribes meaning to the marks they have made.</p>	<p>Makes marks- symbolic/ mock letters or strings of letters stage Ascribes meaning to the marks they have made.</p>	<p>Makes marks- strings of letters or groups of letters stage Use some of their print and letter knowledge in early writing. Hear, say and write initial sounds Writes some or all of their name</p>	<p>Makes marks- strings of letters, groups of letters or environmental print stage Hear, say and write initial sounds in words Forms some letters accurately. Write some or all of their name.</p>

<p>Mathematics</p>	<p>Children are taught to: Recognise, match and name colours. Sort in a variety of ways. Pattern- Continue and copy AB patterns Use language of size- big/small and long/short Count accurately with a focus on the counting principles Compare amounts of objects- more/less</p>		<p>Children are taught to: Explore and understand numbers 1, 2, 3, and 4. Focus on formation, quantity, more/less, matching. Explore and understand 5, 6. Focus on formation, quantity, more/less, matching. 2D shapes- Name, describe corners and sides, match, and sort. Creating pictures, rhymes, mark making. (2 weeks) Pattern- Create own AB patterns.</p>		<p>Children are taught to: Recap properties of 2d shapes Sequence vents of the day. Compare lengths- Long, short and tall Describe position and direction. Under, over, next to, on, behind, in front of. Compare weight- Light and heavy. Compare capacity- Full, half-full and empty.</p>	
<p>Understanding the World</p>	<p><u>Linked to History, children are taught the following skills:</u> Who is in your family? Begin to make sense of their own life story and family's history. <u>Linked to Geography, children are taught the following skills:</u> Where do I live? Talk about what they see using a wider vocabulary. What do you want to be when you're a grown up? Show interest in different occupations. <u>Linked to Science, children are taught the following skills:</u> Are all leaves the same? Use all their senses in hands on exploration of natural materials- different coloured leaves. Talk about what they see, using a wide vocabulary. Do all people look the same? Continue to develop positive attitudes about</p>	<p><u>Linked to History, children are taught the following skills:</u> Why do we wear poppies? Continue to develop positive attenuated about the difference between people. How do we celebrate Bonfire Night? Talk about what they see using a wide vocabulary- fireworks <u>Linked to Science, children are taught the following skills:</u> What happens to ice in the sun? Use all their senses in hands on exploration of natural materials. Talk about the differences between materials and changes they notice. What is light and what is dark? Talk about the differences between materials and changes they notice. What is a shadow? Talk about the differences between materials and changes they notice. <u>Linked to RE, children are taught the following skills:</u></p>	<p><u>Linked to Science, children are taught the following skills:</u> Which is the comfiest bed for Goldilocks? Hard/soft Explore collections of materials with similar and/or different properties Is it best to make porridge with cold water or hot water? Talk about the differences between materials and changes they notice- making porridge with different tempratures of water. <u>Linked to RE, children are taught the following skills:</u> How do people celebrate Chinese New Year? Contuine to develop positive attituides</p>	<p><u>Linked to RE, children are taught the following skills:</u> How do Christians celebrate Easter? Continue to develop positive attitudes about the differences between people. <u>Linked to Science, Children are taught the following skills.</u> Which objects are magnetic? Explore and talk about different forces they can feel. <u>Linked to Geography, children are taught the following skills:</u> What is it like to be an author? Show interest in different occupations.</p>	<p><u>Linked to Science, children are taught the following skills:</u> How do plants grow? How do caterpillars turn into butterflies? What is the life cycle of a chick? Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. <u>Linked to Geography, children are taught the following skills:</u> What is it like to be a farmer? Show interest in different occupations.</p>	<p><u>Linked to Science, children are taught the following skills:</u> What can you find on the beach? Explore collections of materials with similar and/or different properties- pebbles, shells, sand, seaweed What happens when you try to push a plastic boat under the water? Explore and talk about different forces they can feel. Can you test to see which objects float and which objects sink? Talk about the differences between materials and changes they notice- floating and sinking <u>Linked to Geography, children are taught the following skills:</u> What is it like to be an astronaut? Show interest in different occupations.</p>

	<p>the differences between people.</p> <p>What happens when you bake buns? Talk about the differences between materials and changes they notice- combining ingredients and cooking process.</p>	<p>How do people celebrate Christmas? Know that in different countries there are differences</p>	<p>about the differences between people.</p>			<p>Are all countries like England? Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>
EAD	<p>Painting a self-portrait Explore colour and colour mixing.</p> <p>Making a house from junk materials Make simple models, which express their ideas.</p> <p>Performing Autumn Poems- Poetry Basket Listen with increased attention to sounds.</p>	<p>Painting a firework picture Explore colour and colour mixing.</p> <p>Making a rangoli pattern Explore different materials.</p> <p>Making a clay diva lamp Use their imagination as they consider what they could do with different materials.</p> <p>Painting a Christmas tree Explore colour and colour mixing.</p> <p>Making a Christmas card Manipulate different materials.</p> <p>Performing Christmas Poems- Poetry Basket Listen with increased attention to sounds.</p> <p>Performing the nativity Remember and sing entire songs</p>	<p>Drawing the three bears Use drawing to represent ideas.</p> <p>Painting a bear Explore colour and colour mixing</p> <p>Making a character from the story. Develop their own ideas and then decide which materials to use.</p> <p>Making a Chinese new year dragon from an egg box Join different materials.</p>	<p>Drawing a picture of daffodils Draw with increasing complexity.</p> <p>Making a split pin dinosaur Join different materials.</p> <p>Making an Easter card Develop their own ideas.</p> <p>Making an Easter basket Create closed shapes with continuous lines.</p> <p>Performing Spring Poems- Poetry Basket Listen with increased attention to sounds.</p>	<p>Drawing a picture of sunflowers Draw with increasing complexity.</p> <p>Making a butterfly using junk materials Explore materials freely.</p> <p>Making supertato Develop their own ideas Join different materials.</p> <p>Drawing a picture of an animal Draw with increasing complexity.</p> <p>Creating songs Create their own songs or improvise around a song they know.</p>	<p>Making a rocket Explore different materials</p> <p>Making a collage rainbow fish Develop their own ideas and then decide which materials to use.</p> <p>Performing Summer Poems- Poetry Basket Listen with increased attention to sounds.</p> <p>Moving in time to music Play instruments with increasing control.</p>