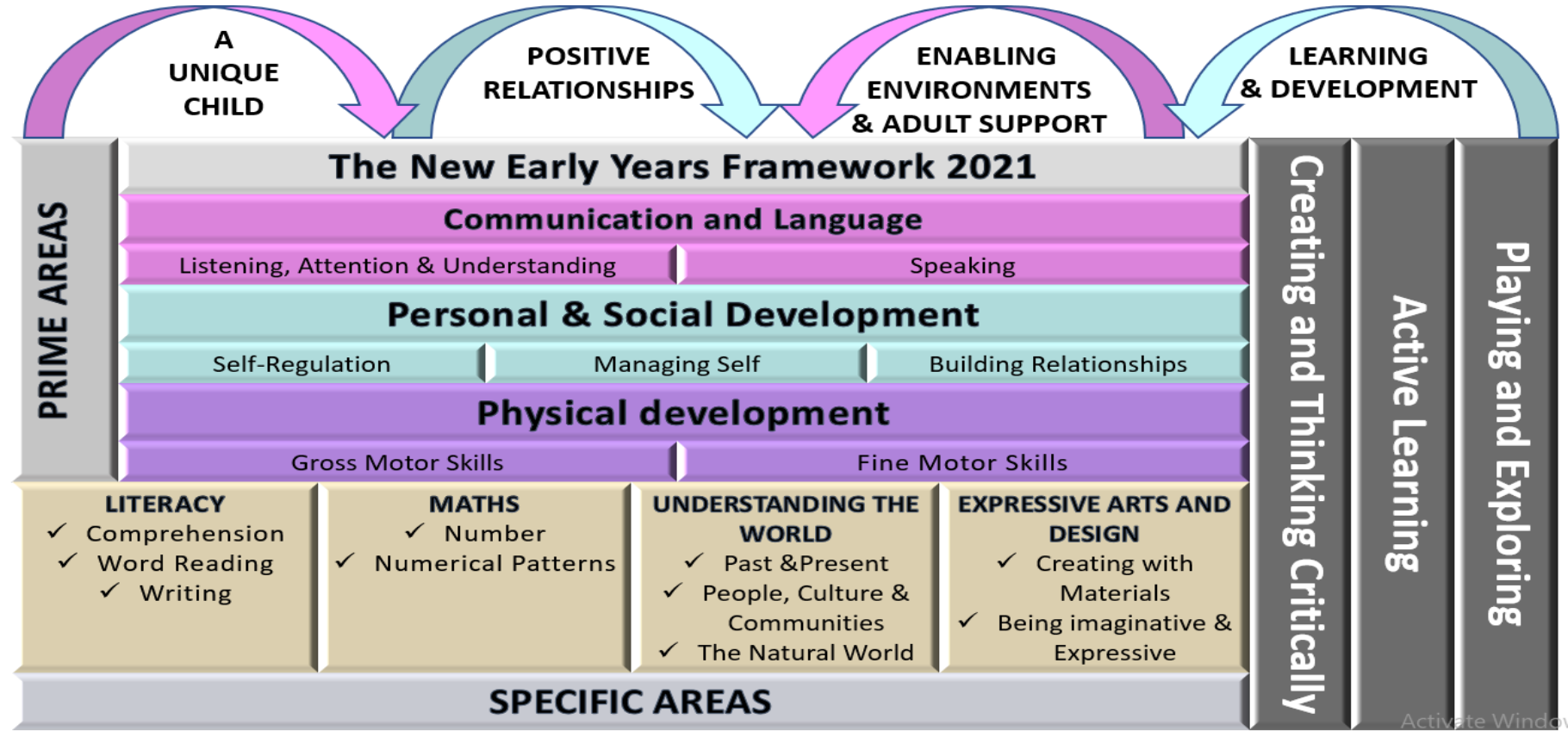


# Nansledan School ~ EYFS Curriculum





## Reception Long Term Plan 23-24

### **Our EYFS curriculum philosophy: I will either find a way or make one.**

Our EYFS Curriculum is STEAM based, supporting an array of valuable lifelong learning skills. We want children to be engineers, architects, scientists, artists and mathematicians. We aim to ignite a sense of discovery as children experience scientific, engineering and mathematical skills in their play. We deliver an integrated approach to learning, encouraging children's critical thinking, curiosity, enthusiasm for learning and building their capacity to learn, form relationships and thrive.

Our practical, playful STEAM approach to learning is based on the needs and interests of our children and is delivered through topic-based planning. We teach children individually, in small groups and whole classes through a combination of teacher input and continuous provision opportunities. Learning is planned to allow the children to develop their learning independently and consistently through exploration and challenge.

Our learning environments both inside and outside are carefully planned STEAM rich environments, that provide children with a variety of resources that encourage children to wonder, explore and create.

Children explore, practise and refine learning, using a core set of resources which are built upon throughout the year. Our learning environment is stimulating, exciting and relevant to the needs and age of our children. We aim to provide a calm atmosphere conducive to learning, whilst easily accessible resources develop children's ability to access the curriculum independently.

	<b>AUTUMN 1</b> 	<b>AUTUMN 2</b> 	<b>SPRING 1</b> 	<b>SPRING 2</b> 	<b>SUMMER 1</b> 	<b>SUMMER 2</b> 
<b>The Big Question</b> These themes may be adapted to allow for children's interests	<b>What makes me and my friends special?</b>	<b>How do animals move?</b>	<b>Are we nearly there yet?</b>	<b>How does your garden grow?</b>	<b>How do you build your dream house?</b>	<b>Why do we like to be beside the seaside?</b>
<b>High Quality Texts</b>  *Non-fiction texts are highlighted in bold	Rosie's Walk One and only you Elmer The Colour Monster <b>Playing with friends- Compare past and present</b>  <b>Homes around the world</b>  <b>School</b>	Handa's Surprise Rumble in the jungle Dear Zoo <b>Animal Communication</b>  <b>Woodland Creatures</b>  <b>Animal Group Behaviour</b>	We're going on a Bear Hunt Mr Gumpy's Motor Car The Naughty Bus Mr Gumpy's Outing The Train Ride Whatever Next Rosa's Big Bridge Experiment <b>Big Picture Atlas ~ Usborne</b>	Jack and the beanstalk The Very Hungry Caterpillar Lola Plants a Garden The Extraordinary Gardener <b>Lifecycles</b> <b>In the garden – Nature Walks</b>  <b>How to grow a sunflower</b>  <b>Plants – Real size science</b>	The three little pigs Goldilocks and the three bears Little red riding hood The ugly duckling <b>See inside castles</b>  <b>Lets build a house</b>  <b>Houses and Homes around the world</b>	Sally and the limpet Sharing a shell Rainbow Fish Harry saves the Ocean <b>Rock Pool Animals</b>  <b>Going to a beach</b>  <b>Going on a trip – Compare past and present</b>

<p><b>Songs &amp; Rhymes to support learning</b></p>	<p>Head, shoulders, knees and toes</p> <p>When Goldilocks went to the house of the bears</p> <p>Pat a cake</p> <p>I can sing a rainbow</p>	<p>5 Little Ducks</p> <p>5 Little Monkeys</p> <p>5 Speckled Frogs</p> <p>Days of the week</p> <p>Old Mac Donald had a farm</p>	<p>Row, row your boat</p> <p>The wheels on the bus</p> <p>She'll be coming round the mountain</p> <p>The Grand Old Duke of York</p>	<p>10 Green Bottles</p> <p>10 in the bed</p> <p>Twinkle Twinkle</p> <p>5 eggs, 5 eggs chuck, chuck, chuck</p> <p>Gonna build a house</p> <p>Wiggly Woo</p> <p>10 big bunnies</p>	<p>If you're happy and you know it</p> <p>The Hockey Cokey</p> <p>10 Fat sausages</p> <p>1,2,3,4,5 once I caught a fish alive</p>	<p>When I was one</p> <p>Oh, I do like to be beside the seaside</p>
<p><b>Local Area</b></p>	<p>Explore the School Grounds</p>	<p>Wellie walk</p>	<p>Walk to the local post box</p>	<p>Picnic at Quintrell Park</p>	<p>Walk to the SANG</p>	<p>End of year family picnic</p>
<p><b>Maths Focus</b> (White Rose)</p>	<p><b>Getting to know you.</b> Baseline assessment</p> <p><b>Match, sort and create.</b> Match and Sort Compare amounts, size, mass, capacity</p>	<p><b>It's me 1,2,3!</b> Representing 1,2,3 Comparing 1,2,3 Composition 1,2,3</p> <p><b>Circles and triangles</b> Positional language</p>	<p><b>Alive in 5!</b> Introducing zero Comparing numbers to 5 Composition of 4 and 5</p> <p><b>Mass and Capacity</b> Compare capacity</p>	<p><b>Length, height and time</b></p> <p><b>Building 9 and 10</b> 9 and 10 Comparing numbers to 10 Bonds to 10 3D shape Pattern</p>	<p><b>To 20 and beyond</b> Building numbers Counting patterns (beyond 10) Spatial reasoning Match, rotate and manipulate</p>	<p><b>Visualise, build and map</b></p> <p><b>Make connections</b> Doubling Sharing and grouping Even and Odd Spatial reasoning</p>

	<p><b>Talk about measure and pattern.</b> Explore pattern</p>	<p><b>1,2,3,4,5</b> Representing numbers to 5 One more, one less <b>Shapes with 4 sides</b></p>	<p><b>Growing 6,7,8</b> 6,7,8 Making pairs Combining 2 groups Length, time and height</p>	<p><b>Exploring 3D shapes</b></p>	<p><b>How many now</b> Adding more Taking away Spatial reasoning</p> <p><b>Manipulate, compose and decompose</b></p>	
<p><b>Key Texts to support Maths</b></p>	<ul style="list-style-type: none"> <li>✓ Goldilocks and the three bears</li> <li>✓ Simon Sock</li> <li>✓ Mr Big</li> <li>✓ The button box</li> </ul>	<ul style="list-style-type: none"> <li>✓ Handa's Hen</li> <li>✓ Who sank the boat?</li> <li>✓ 123 at the zoo</li> <li>✓ Number farm</li> </ul>	<ul style="list-style-type: none"> <li>✓ Kipper's Toybox</li> <li>✓ I spy numbers</li> <li>✓ The Ugly five</li> <li>✓ Room on the broom</li> </ul>	<ul style="list-style-type: none"> <li>✓ Ten Seeds</li> <li>✓ 10 Black Dots</li> <li>✓ One gorilla</li> <li>✓ Feast for 10</li> </ul>	<ul style="list-style-type: none"> <li>✓ Dog's colourful day</li> <li>✓ How many legs?</li> <li>✓ Spinderella</li> <li>✓ Mr Gumpy's outing</li> </ul>	<ul style="list-style-type: none"> <li>✓ One to 10 and back again</li> <li>✓ It's a seashell day</li> <li>✓ Who sank the boat</li> <li>✓ 10 of everything</li> </ul>
<p><b>Physical Development</b></p>	<p><b>Dance ~ Ourselves</b></p>	<p><b>Ball Skills ~ Hands</b></p>	<p><b>Locomotion ~ Jumping 1</b></p>	<p><b>Gymnastics ~ High, Low, Over, Under</b></p>	<p><b>Dance~ Nursery Rhymes</b></p>	<p><b>Games for Understanding ~ Attack v Defence</b></p>
<p><b>Literacy</b></p>	<p>Finger Fit 1 session a week</p> <p>1 Guided Writing Session Per Week</p>	<p>Finger Fit 1 session a week</p> <p>1 Guided Writing Session Per Week</p>	<p>Finger Fit 1 session a week</p> <p>1 Guided Writing</p>	<p>Finger Fit 1 session a week</p> <p>1 Guided Writing Session Per Week</p>	<p>Finger Fit 2 sessions a week</p>	<p>Finger Fit 2 sessions a week</p>

			Session Per Week		1 Guided Writing Session Per Week	1 Guided Writing Session Per Week
<b>CONTINUE TO BUILD PHONIC KNOWLEDGE THROUGH DAILY LITTLE WANDLE SESSIONS &amp; DEVELOP A LOVE OF WRITING THROUGH CONTINUOUS PROVISION</b>						
<b>Communication and Language</b>	<b>Listening, Attention and Understanding</b>					
	<ul style="list-style-type: none"> <li>✓ Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>✓ Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>✓ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>					
	<b>Speaking</b>					
	<ul style="list-style-type: none"> <li>✓ Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>✓ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>✓ Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>					
<b>PSED (SCARF)</b>	<b>Me and my relationships</b>  All about me  What makes me special	<b>Valuing difference</b>  I'm special, you're special	<b>Keeping myself safe</b> What's safe to go onto my body	<b>Rights and responsibilities</b> Looking after my special people	<b>Being my best</b>  Bouncing back when things go wrong	<b>Growing and Changing</b> Seasons  Life stages-

	<p>Me and my special people</p> <p>Who can help me?</p> <p>My feelings</p>	<p>Same and different</p> <p>Same and different families</p> <p>I am caring</p> <p>I am a friend</p>	<p>Keeping Myself Safe – What's safe to go into my body (including medicines)</p> <p>Safe indoors and outdoors</p> <p>Listening to my feelings</p> <p>Keeping safe online</p> <p>People who help to keep me safe</p>	<p>Looking after my friends</p> <p>Being helpful at home and caring for our classroom</p> <p>Caring for our world</p> <p>Looking after money (1): recognising, spending, using</p> <p>Looking after money (2): saving money and keeping it safe</p>	<p>Yes, I can!</p> <p>Healthy eating</p> <p>My healthy mind</p> <p>Move your body</p> <p>A good night's sleep</p>	<p>Plants, animals, humans</p> <p>Human life stage</p> <p>Who will I be?</p> <p>Where do babies come from?</p> <p>Getting bigger</p> <p>Me and my body</p> <p>Girls and boys</p>
<b>R.E Themes</b>	Being Special ~ where do we belong?	Which times are special and why?	Which places are special and why?	What is special about the world and why?	Which stories are special and why?	What people are special and why?
<b>Understanding the World opportunities</b>	<p>Talk about members of their immediate family and community.</p> <p>Draw information from a simple map.</p> <p>Comment on images of familiar situations in the past.</p>	<p>Understand the effect of changing seasons on the natural world around them.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p>	<p>Draw information from a simple map.</p> <p>Comment on images of familiar situations in the past.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Talk about members of their immediate family and community.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Recognise that people have different beliefs and celebrate</p>	<p>Comment on images of familiar situations in the past.</p> <p>Draw information from a simple map.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise some similarities and</p>

			Recognise some environments that are different from the one in which they live.	Explore the natural world around them.	special times in different ways.	differences between life in this country and life in other countries.  Recognise some environments that are different from the one in which they live.
<b>Expressive Arts &amp; Design</b>	Self-Portraits (baseline assessment)  Leonardo da Vinci ~ The Mona Lisa  Colour Mixing	Wassily Kandinsky ~ Squares with Concentric Circles  Rangoli Patterns  Encourage children to notice features in the natural world ~ autumn changes	Local Artist ~ David Hosking  Junk Modelling  Everyone! Invent ways to find the pulse Copy Clap Pitch	Monet ~ nature art  Sculptures ~ Andy Goldsworthy  Our World Find the pulse and show others Copy Clap Pitch	Animator's ~ Walt Disney  Animation  Big Bear Funk Add the beat Pitch Play patterns	Local Artist ~ Liz Saddington  Clay snails  Reflect, rewind and reply Revise, practice and collaborate skills
<b>Music (Charanga)</b>	Me! Find the pulse Clapping rhythm Low/high sounds	My Stories Find the pulse Copy Clap Pitch Invent a pattern				
<b>WOW moment &amp; Fabulous Finish</b>	Transition Boxes  Dress Up Day ~ When I grow up I want to be ...	Mark's Ark  Visit from the RSPCA	Bus Ride around Nansledan  Lappa Valley	Gardening Day  Cooking activity with produce we have grown	Story telling Day  Junk Modelling Houses with parents	Beach  Virtual Flight



<b>School Trip/Visitor</b>	Visit from key workers :Nurse/police officer/ Fire Fighter/vet visit	Newquay Zoo RSPCA	Lappa Valley Newquay fire engine visit	Walk to Nansledan	Visit from dentist	Beach Day Emma from Cornwall Seal Research
<b>Enrichment Opportunities</b>	Cooking bread Sharing baby and family photos	Visit from Marks Ark and his amazing animals Making fruit kebabs	Virtual flight simulation Bus journey around the local area	Growing potatoes Growing sunflowers	Cooking a potato salad using potatoes grown	End of year family picnic
<b>Key Dates</b>	National Read a Book Day Recycling Week Black History Month – October World Animal Day	Remembrance Day Diwali Bonfire Night Christmas	National Storytelling week Chinese New Year Pancake Day Valentines day	St Davids Day St Pirans Day World Book Day Mother's Day St Patrick's Day Easter	St Georges Day Fairtrade Day	Father's Day
<b>Assessment Opportunities</b>	In-house - Baseline data on entry National Baseline data by end of term Phonics assessments	On going assessments Pupil progress meetings Parents evening info EYFS team meetings	GLD Projections for EOY Cluster moderation EYFS team meetings	Pupil progress meetings Parents evening info EYFS team meetings End of term Assessments	Cluster moderation EYFS team meetings	Pupil progress meetings Reports Phonics assessments Key word assessments

	Key word assessments EYFS team meetings	In house moderation End of term Assessments Phonics assessments Key word assessments Pupil progress meetings	Phase meeting and internal moderations	Phonics assessments Key word assessments Pupil progress meetings		EYFS team meetings EOY data
<b>British Values</b>	<b>Mutual respect</b> We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.	<b>Mutual Tolerance</b> Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations	<b>Rule of law</b> We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules	<b>Individual liberty</b> We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	<b>Democracy</b> We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	<b>Recap all British Values</b> Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
<b>Parental Involvement</b>	Tour of classroom by children  Reading information  Welcome meeting	Parent meetings  Share proud clouds  Nativity		Parent meetings  Share proud clouds	Fabulous Finish Junk modelling workshop	Reports  Family Picnic

<p>COEL</p>	<p style="text-align: center;"><b>Characteristics of Effective Learning</b></p> <p><b>Playing and exploring:</b> - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>
<p>Over Arching Principles</p>	<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates. We must be aware of children who need greater support than others.</p>

**Early Learning Goals – End of the Year - Holistic / best fit Judgement!**

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
<p><b>ELG: Listening, Attention and Understanding</b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b></p> <p>Participate in small group, class and one-to-</p>	<p><b>ELG: Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: Managing Self</b></p> <p>Be confident to try new activities and show independence, resilience</p>	<p><b>ELG: Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p><b>ELG: Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic</p>	<p><b>ELG: Number</b></p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>ELG: Numerical Patterns</b></p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>	<p><b>ELG: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences</p>	<p><b>ELG: Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform</p>

<p>one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;.</p> <p>Show sensitivity to their own and to others' needs.</p>		<p>knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>ELG: The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
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