Holyport Primary School
Long Term Curriculum Plan
2023-2024
EYFS – Pre-Reception

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Curriculum Intent

Children, at Holyport School's Early Years Foundation Stage Unit, will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children's learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21' & children's interests.

We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At Holyport Primary School, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Theme **NB: *These themes may be adapted at various points to allow for children's interests to flow through the provision***	**I am Amazing!** Starting school / my new class / New Beginnings Favorite colours How have I changed? My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe Class charter / rules	**Terrific Tales!** Traditional Tales Old favourites Familiar tales School Library visits Harvest Festival Autumn season The Nativity Story Letter to Father Christmas	**Amazing Animals!** Animals around the world Down on the Farm Animal Arts and crafts Night and day animals Animal patterns David Attenborough Habitats Winter season Chinese New Year	**Come Outside!** Plants & Flowers Weather changes Forest School Planting seeds Make a sculpture: Andy Goldsworthy Reduce, Reuse & Recycle Spring season	**Ticket to ride!** Transport modes Getting around / journeys they make How do I get there? Where in the world have you been? Zoom to the moon! Vehicles past and Present Design your own transport!	**Fun at the Seaside!** Under the sea Off on holiday Beaches Send me a postcard! Marine life Seaside / sand art Pirates / Mermaids Weather Summer season
Possible Texts and 'old favourites'	I Am Too Absolutely Small For School (Charlie and Lola) Lulu's First Day Tilda Tries Again: A Big Bright Feelings Book Kindness Makes Us Strong	The Tiger Who Came to Tea Ready for Spaghetti – Michael Rosen (short rhymes / poetry) Stickman The Gruffalo	A Good Place My Pet Goldfish Poo in the Zoo Shark In The Park! Going on a bear hunt Rumble in the Jungle	That's MY Flower The Tiny Seed The Very Hungry Caterpillar Time to Go with Ted	The Runaway Train Monsters in Trucks Dig, Dig, Digger! You can't take an elephant on a bus Richard Scarry's Cars and Trucks and Things That Go	What the Ladybird Heard at the Seaside Octopants Count with Little Fish Hooray for Fish!

	All Kinds of Families Oh No, George! (– looks at rules.) Family and Me!	Aliens Love Underpants	National Trust: Look What I Found on the Farm I Love Chinese New Year Peppa Pigs Chinese New Year		Go, Dog. Go!	Family and Me! (Diversity week)
'Wow' moments / Enrichment Weeks / Possible ideas	Autumn Trail Harvest Time When are our Birthdays? Favourite Songs / rhymes What do I want to be when I grow up? Display	Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Hannukah Black History Month Remembrance day Stories by the Fireside Anti- Bullying Week	Farm visit Braywick Pond Dipping Visit Feather and Fur Visit Chinese New Year Lent appeal Internet Safety Day Animal Dress Up Day!	Have a teddybear Picnic Planting seeds Garden centre trip Road Safety Easter service Nature Scavenger Hunt Mother's Day Easter Egg Hunt	Post a letter to a school in another country Map work Start of Ramadan Eid Let's fly - Role play Friends/Family send in postcards from around the world.	Under the Sea – singing songs and sea shanties Fossil hunting in sand Father's Day Health and Wellbeing week World Water Day Pirate Dress up Day Ice – Cream end of term treat Sports Day

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Our Values **Assemblies**	**Friendship**	**Hope and Peace**	**Trust**	**Respect**	**Creativity**	**Responsibility**
	These will mirror the principles and values of our school. We will 'dip in and out of each area' each term as and when we need to.					
<u>Impact</u> **Assessment opportunities**	In-house - Baseline data on entry – against development matters, on Target Tracker Analyse Nursery Assessments plan for next steps Familiarise with Target Tracker Phonic Assessment – weekly notes on planning	Continue Baseline analysis Pupil progress meeting with Team leader Parents evening – settling in, where they are at now, share next steps EYFS team meetings In house moderation Update Target Tracker	GLD Projections – Pupil Progress meeting. Identify where children are at, whose at risk, interventions, support plans etc. EYFS team meetings / team support and ideas sharing Start Phonic Assessment Booklet – once introduced to sounds RWI assessments	Update Target Tracker Parents evening – progress and next steps EYFS team meetings Start Phonic Assessment Booklet – once introduced to sounds RWI assessments	EYFS team meetings In house moderation Update RWI Phonic Assessment Booklet Update Pupil progress document Update Target Tracker	Pupil progress meeting – end of year Data End of Year Reports to parents Parents evening info EYFS team meetings Update Target Tracker – include finale data judgements Update RWI Phonic Assessment Booklet

		Phonic Assessment – weekly notes on planning	Mid-Year Reports to parents, include target/next step	In house moderation		Transition preparation / Handover
Parental Involvement	Staggered Start Home visits / Parents Evening Harvest Festival parents invited to church Home / School Agreement Phonics workshop to parents	Nativity performance to parents Christmas Church Service parents invited (evening) Parents Evening Stay and Play Session School Christmas Fair	Share a story / Stay and Read morning Parent helpers for farm visit trip. Parents bring well behaved pets into school for show and tell.	Parents Evening Easter Church Service parents invited (day event) Parents help with Gardening, planting seeds, donations Spring art gallery event after school to view work.	Class Assembly Holiday photos of places in the world families have travelled. Postcards received from family living abroad.	Parents Evening Parent's Picnic Big Toddle Sports Day Optional Parents Eve Transition Activities

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Communication and Language Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.	The development of children's spoken language underpins all seven areas of learning and development. Children's **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively**. Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts,** will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary** and **language structures.**					
Pre-Reception Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, adding actions to stories, EYFS productions, assemblies and weekly interventions.	**Welcome to EYFS** Settling in activities Making friends Children talking about experiences that are familiar to them What are your hobbies and interests? What am I good at? Recognise name and Familiar Print	**Tell me a story!** Settling in activities Develop vocabulary through topic work Discovering new likes Tell me a story Listening and responding	**Tell me why!** Using language to communicate Ask how and why questions… Discovering new interests Retell a story with story language "once upon a time" Tell a story of their own	**Talk it through!** Describe events in increasing detail Discovering likes and interests Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is	**What happened?** Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives Talk about new interests and likes. Dislikes likes and dislikes about a story or event.	**<u>Time to share!</u>** Show and tell Weekend news Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.

	Model talk routines through the day. For example, arriving in school: “Good morning, how are you?” Listening skills	Following simple instructions Takes part in discussion Understand how to listen carefully and why listening is important.	Ask questions to find out more Describe events. Learn rhymes, poems and songs.	it? Where would you find it? Sustained focus when listening to a story		

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Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life.**					
Managing Self **Self - Regulation** **Link to Behaviour for Learning**	New Beginnings See themselves as a valuable individual. Being me in my world Class Rule Rules and Routines Supporting children to build relationships Dreams and Goals	Getting on and falling out. How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.	Good to be me Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit	Relationships What makes a good friend? Healthy me Random acts of Kindness Looking after pets Looking After our Planet Give children strategies for staying calm in the face of frustration. Talk them through why we take	Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.	Taking part in sports day - Winning and loosing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.

			examples of how others might feel in particular scenarios	turns, wait politely, tidy up after ourselves and so on		
	Show an understanding of their own feelings and those of others, and begin to **regulate their behaviour accordingly**. Set and work towards simple goals, being able to wait for what they want and **control their immediate impulses when appropriate**. 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. ✓ **Controlling own feelings and behaviours** ✓ **Applying personalised strategies to return to a state of calm** ✓ **Being able to curb impulsive behaviours** ✓ **Being able to concentrate on a task** ✓ **Being able to ignore distractions** ✓ **Behaving in ways that are pro-social** ✓ **Planning** ✓ **Thinking before acting** ✓ **Delaying gratification** ✓ **Persisting in the face of difficulty.**			*"Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done." Education Endowment Foundation.*		

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Physical development Fine motor Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. **Daily opportunities for Fine Motor Activities** Gross motor	Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence.**					
	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing /	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable /

			Cutting with Scissors			Build things with smaller linking blocks, such as Duplo or Lego
	Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and scooters, pedal movers, wheelbarrows, prams and carts are all good options	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics ./ Balance	Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics ./ Balance
	From Development Matters Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace.					

	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

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Literacy Comprehension - Developing a passion for reading Word Reading Children will be working in different groups for Phonics. Working through the colour bands in reading scheme books as their reading develops. Focusing on decoding and building fluency.	It is crucial for children to develop **a life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding)** and the **speedy recognition of familiar printed words.** Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
	Joining in with rhymes and showing an interest in stories with repeated refrains. Having a favourite story/rhyme. Recognising and naming the sound of something, sheep – baa, etc. Begin to recognize own name.	Retell simple stories shared with them, using the pictures in the book to help. Contribute to a group letter to Santa. Include actions to help retell the story – Story Maps. Sequence story using pictures – use vocabulary of beginning, middle and end.	Begin to recognise taught phonic sounds in the environment. RWI nursery handbook. Can say the sound to match a flashcard. Can hear and identify objects of the initial sound of know phonics. Mark making to music.	Gets information from what they have read/heard. Re-read books to build up their confidence in joining in with known parts of story. World Book Day Introduce floor books and allow the children to contribute alongside teacher. Uses vocabulary and forms of speech that are increasingly influenced by their	Develop their own narratives and explanations by connecting ideas or events Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Begins to identify Rhyming words. Starts to recognise others names in print	Listen to stories, anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. Can point to front cover and back cover Knows how to hold books correctly.

		Recognise own name in print. Enjoys an increasing range of books	Squiggle while you wiggle. Recognises own name in print	experiences of books.		
	Phonological awareness: Listening skills Identifying sounds	**Phonological awareness:** Listening skills Identifying sounds	**Phonic Sounds**: RWI Nursery Handbook	**Phonic Sounds**: RWI Nursery Handbook	**Phonic Sounds**: RWI Nursery Handbook **Reading**: Beginning to blend simple VC / CVC words. Braking CVC words into sounds. Knows each letter in a word represents a sound for reading.	**Phonic Sounds**: RWI Nursery Handbook **Reading**: Beginning to blend simple VC / CVC words. Braking CVC words into sounds. Knows each letter in a word represents a sound for reading.

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Writing Text based planning used as stimulus across the year Texts may change due to children's interests Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.	Recognise own name in print Attempt to copy own name Patterns Mark making Mark making to music Squiggle while you wiggle	Recognise own name in print Attempt to copy own name Patterns Mark making Mark making to music Squiggle while you wiggle	Copies own name from name card. Can trace patterns. Follows dotted lines Mark making Mark making to music Squiggle while you wiggle Writes with different media; white boards, paper, chalk etc. Large scale writing Chalk on floor	Copies own name from name card. Can trace patterns. Follows dotted lines Mark making Mark making to music Squiggle while you wiggle Writes with different media; white boards, paper, chalk etc. Large scale writing Chalk on floor	Can trace letters, numbers and shapes. Contributes to floor books alongside adult. Starts to write own name. Copies patterns. Follows dotted lines Mark making to music Squiggle while you wiggle Writes with different media; white boards, paper, chalk etc. Large scale writing Chalk on floor Gives meaning to marks they make	Can trace letters, numbers and shapes. Contributes to floor books alongside adult. Starts to write own name. Copies patterns. Follows dotted lines Mark making to music Squiggle while you wiggle Writes with different media; white boards, paper, chalk etc. Large scale writing Chalk on floor Gives meaning to marks they make

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Maths ***Mathematics Mastery*** ***White Rose*** ***Master the Curriculum***	Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives,** including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections, 'have a go'**, **talk to adults** and peers about what they notice and not be afraid to make mistakes.					
	Children will: Take part in finger rhymes with numbers Compare amounts, saying 'lots', 'more' or 'same'. Say some numbers in sequence. Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'. Build with a range of resources. Complete inset puzzles Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. Notice patterns and arrange things in patterns.		**Children will:** Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Understand		**Children will:** Show 'finger numbers' up to 5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Experiment with their own symbols and marks as well as numerals. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to	

		position through words alone – for example, “The bag is under the table,” – with no pointing. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’.	describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’

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Understanding the world **RE / Festivals** Our RE Curriculum – RE Today - enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.	Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Name and describe people who are familiar to them. Introduce children to different occupations	Can talk about what they have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important.	Make comparisons on animals from different countries. Desert and polar for example. Making sense of different environments and habitats Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to children describing and commenting on things they have	Link with seasons; discuss what we will see on our walk around school site. Changes. Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Can children make comments on the weather, culture, clothing, housing. Change in living things – Changes in the leaves,	Explore a different country. Maybe one a child has visited themselves on holiday. Similarities and differences. Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Encourage children to comment on what their home is like. Show photos of different types of	Floating / Sinking – boat building Magnetic and non-magnetic objects Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.

	and how they help us. Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. Long ago – How time has changed. Using cameras. Harvest festival service at school. Introduce Father Ansley.	Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need. Church visit for Christmas service	seen whilst outside, including plants and animals. After close observation, draw pictures and make colleges of the natural world, including animals and plants	weather, seasons, new growth Explore the world around us and see how it changes as we enter Summer. Building a 'Bug Hotel' Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Look for children incorporating their understanding of the seasons and weather in their play. Church visit for Easter service	homes. Draw comparisons.	Sharing of own experiences of sea sides, beeches and holidays. Sharing of own experiences of different types of transport and journeys they have been on.
	Which stories are special and why? Rosh Hashanah Yom Kippur Sukkot All Saints Day	**Which people are special and why?** Diwali Hannukah Christmas	**What places are special and why?** Epiphany Ash Wednesday / Shrove Tuesday St David's Day Shivaratri	**What times are special and why?** Holi Palm Sunday Passover Easter Start of Ramadan	**Being special: where do we belong?** Eid Shavuot	**What is special about our world?** Summer Solstice

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Expressive Arts and Design *Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.* *Children to produce a piece of art work each half term to be displayed for 'Celebration wall' for school / parents to show how drawings have developed - lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.*	The development of children's artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment. Sing call-and-response songs, so that children can echo phrases of songs you sing. Self-portraits, junk modelling, take picture of children's creations and record them	Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats Listen to music and make their own dances in response. Castle models Firework pictures, Christmas decorations, Christmas cards,	Rousseau's Tiger / animal prints / Designing homes for hibernating animals. Collage owls / symmetrical butterflies Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.	Make different textures; make patterns using different colours Children will explore ways to protect the growing of plants by designing scarecrows. Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter	Design and make rockets. Design and make objects they may need in space, thinking about form and function. Learn a traditional African song and dance and perform it / Encourage children to create their own music. Junk modelling, houses, bridges boats and transport.	Sand pictures / Rainbow fish collages Lighthouse designs Paper plate jellyfish Puppet shows: Provide a wide range of props for play which encourage imagination. Salt dough fossils Water pictures, collage, shading by adding black or

	explaining what they did. Julia Donaldson songs Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas. Superhero masks.	Divas, Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Role Play Party's and Celebrations Role Play of The Nativity	Making lanterns, Chinese writing, puppet making, Chinese music and composition Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.	eggs, Life cycles, Flowers-Sun flowers Mother's Day crafts Easter crafts Home Corner role play Artwork themed around Eric Carle / The Seasons – Art Provide a wide range of props for play which encourage imagination.	Exploration of other countries – dressing up in different costumes. Retelling familiar stories Creating outer of space pictures Provide children with a range of materials for children to construct with.	white, colour mixing for beach huts, making passports. Colour mixing – underwater pictures. Father's Day Crafts

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Theme	I am Amazing!	Terrific Tales!	Amazing Animals!	Come Outside!	Ticket to Ride!	Splish! Splash! Splosh!
COEL	**Characteristics of Effective Learning** **Playing and exploring:** - 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 **Active learning:** - 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. **Creating and thinking critically:** - 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.					
Over Arching Principles	**Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured. **Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. **Enabling environments:** 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. **Learning and Development:** Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others. *PLAY: At Holyport Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.*					