



Kippax Ash Tree EYFS Long Term Curriculum Planner 2022-23

	Autumn 1 12th Sept - 21st Oct 6 Weeks	Autumn 2 1st Nov - 16th Dec 7 weeks	Spring 1 3rd Jan - 10th Feb 7 weeks	Spring 2 20th Feb - 31st March 6 weeks	Summer 1 17th April - 26th May 6 weeks	Summer 2 5th June - 26th July 7.5 weeks
Theme	Belonging	Celebrations	Winter	Spring	Animals	Journeys
Lines of Enquiry within the theme	Family / identity locality home/school History of Kippax Museum of Home FG Project	Christmas Birthdays Bonfire night Halloween Festivals from around the world	Winter (Seasons) Weather Cold Places Science - changing state Countries Chinese New Year Valentines Day	Growing Food Plants New Life Life cycles World Book Day Easter Pancake Day / Lent	Minibeasts Farm animals Pets Habitats Farm to Fork	Transport Journeys Transition Pirates Plastic Pollution Seaside
Special Events to celebrate	International Dot Day 15th September World Mental Health Day 10th October Diwali 24th October	Halloween 31st October Bonfire Night 5th Nov Remembrance Day 11th Nov World Nursery Rhyme Week 14th - 18th Nov Children in Need 18th Nov Christmas Jumper Day 8th Dec Christmas 25th December	Lunar New Year 22nd January Children's Mental Health Week 6th-12th Feb	Pancake Day 21st Feb World Book Day 2nd March Holi 8th March British Science Week 10-19th March Red Nose DAY 18th MARCH Mother's Day 19th MARCH Ramadan 22nd March Easter 9th April	Earth Day 22nd April Eid 22nd April Children's Gardening Week 22-28th May	Father's Day 18th June Sports Day
Understanding of the World (History and Geography knowledge)	Changes within Living Memory (From baby to now) The passage of time changes us all Stages of human growth from a baby to an elderly Things are the same/different Living things does not stay the same over time.	Christmas and Winter People in our community celebrate special days Some of the special days repeat annually at the same time for everybody (Christmas in Winter) and some happen annually for them (birthdays)	Response to the passage of time: Weather and Clothes That weather changes according to the seasons That we need to dress accordingly to keep ourselves safe and comfortable	Positional Language and Maps Positional Language and directions tell us where to go. Use a range of sources such as maps, photographs and magnifiers. The world is made up of different countries.	Growth and change over time in the world around us Organic things decay overtime Know that the plants/chicks/tadpoles grow and change overtime	Human and Physical Geography Know simple vocabulary to label visible features of the area around them. Explore the local area for both the built and the natural environment. ;

	Teddy Bears - past to present Where we live is unique to us. Every house has it's own address.					
Areas of Provision (CAL focus support)	Role play home (familiar to children)	Role play post office Birthday Party	Chinese Restaurant or Take Away	Farm Shop	Pet shop role play Role play vets	Trains Bike and Car Mechanics Car wash Pirate Ship
Enhancements, experiences and opportunities	Local area walk Posting a letter home Visit to the Post Office	Bonfire Party Christmas Performance Christmas Market Theatre Trip - Stickman	Chinese Food Buffet Making and selling Ice Slushies (Market Stall)	Growing our own food to cook with Farm Shop Chef visit Temple Newsham Trip	St. Aidens RSBP pond dipping	Going on a journey Treasure Hunt Filey Trip End of Year Picnic
Independent Writing Opportunities	Names Family members Address	Birthday Cards Christmas Lists Present Labels	Menu Price List Shopping List	Instructions Labelling a map	Sequencing events	Recount Story
F2 Talk Through Stories Texts	Can't you sleep little bear (Rebirth) Six Dinner Sid After the Fall	Owl Babies Billy's Bucket Room on the Broom (Overcoming the monster)	Stickman (Quest) One Snowy Night Wonky Donkey	Where the Wild Things Are (Voyage and Return) Lost and Found Handa's Hen	Farmer Duck Sonya's Chickens Supertato (comedy)	Tiddler (Voyage and Return) Rainbow Fish Missing Richmond
F1 RWI Key Texts	Whatever Next Goldilocks and the Three Bears We're Going on a Bear Hunt	Nativity / Christmas story Funny bones Gorilla	Tiger that came to tea The gruffalo Little red riding hood	Jack and the beanstalk Oi Frog The Enormous Turnip	Hungry Caterpillar What the ladybird heard Superworm	Commotion in the Ocean Snail and the whale Tiddler
Books to Supplement Learning (Not limited to). <i>This forms a starting point. Teachers will also select from class books and follow children's interests as well as access information</i>	Ruby's Worries Starting School Diwali	The Story of Christmas Pumpkin Soup Little Glow	The Gruffalo's child Chinese New Year link (rabbit)	Jack and the Beanstalk Tadpoles Promise (tragedy)	The Ugly Duckling (Rebirth) What the Ladybird Heard	Commotion in the Ocean The Pirates who live next door

books, poems and songs throughout.						
Communication and Language	Learn new vocabulary Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts Use new vocabulary through the day Learn rhymes, poems, and songs.					
	Understand how to listen carefully and why listening is important. Engage in story times.	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary.	Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts
Physical Development (Gross Motor)	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	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.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
Physical Development (Fine Motor)	Cutting Skill: Using one handed tools and equipment, for example, making snips in paper with scissors. Understand how to grip a pencil comfortably and explore making marks, creating lines and circles. Give meaning to marks made.	Cutting skill: use scissors to cut in a straight line Skill: observational drawing - Pumpkins Understand how to create closed shapes with continuous lines, and begin to use these shapes to represent objects.	Cutting skill: use scissors to cut curved lines. Skill: show different emotions in their drawing e.g. happiness, sadness. Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Cutting Skill: use scissors to cut shapes. Skill: Observational drawing - Daffodils	Cutting Skill: use scissors independently. Skill: observational drawing - Sunflowers Show accuracy and care in their drawing.	Cutting skill: use scissors for a particular purpose when combining different media and materials. Skill: produce more detailed work and say what they have included.
PSHE Jigsaw Themes	Being in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Healthy Me

Personal, Social and Emotional Development	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.		Think about the perspectives of others. Manage their own needs. Oral Hygiene	
	NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.					
F1 Phonics Focus	Phase 1 - Sound discrimination / environmental sounds	Phase 2 - Instrumental Sounds	Phase 3 - Body Percussion	Phase 4 - Rhythm and Rhyme	Phase 5 - Alliteration	Phase 6 - Voice Sounds
Literacy / RWI Focus	Set 1 Sounds Read individual letters by saying the sounds for them. Name writing- correct letter and case Pencil grip Writing initial sounds	Set 1 sounds Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Identifying initial and end sounds	Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Writing simple words- cvc	Read simple phrases and sentences made up of words with known letter- sound correspondences and, a few exception words Re-read these books to build up confidence in word reading, fluency, understanding and enjoyment. Labels and caption writing	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Captions and simple sentences	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Some HF words are spelt correctly. Re-read what they have written to check that it makes sense
F1 Maths	Colour, matching, sorting, Number 1, Number 2, Pattern		Number 3,4,5,6 Height, Weight, Mass, Length		More / fewer / one more / less 2d shapes / 3d shapes / Positional Language	
F2 Mathematics	WRH Unit Getting to know you. Just like me!	WRH Unit It's me 1,2,3 Light & Dark	WRH Unit Alive in 5! Growing 6,7,8	WRH Unit Building 9 & 10 Consolidation	WRH Unit To 20 and beyond First, then, now	WRH Unit Find my Pattern On the move
F2 Maths Mastery	Subitising to 3 Counting & Cardinality	Composition and Subitising to 4 Counting & Cardinality to 5	Composition and Comparison of 3,4,5			
Science	The Human Body - body parts	Seasonal Changes (Autumn and Winter)	Changing state - melting and freezing	Plants and Growth Spring	Animal Habitats Life cycles	Floating and Sinking
Art	Artist Study - Self Portraits Van Gogh and Picaso	Art - Bonfire Night Colour Mixing focus Artist Study - Yayoi Kusama (Pumpkins)	Artist Study - Joan Miro	Art - Observational Drawings - Plants and Flowers Artist Study - Eric Carle	Artist Study - Andy Goldsworthy - Forest School Natural Art and Rubbings	Artist Study - Henri Matisse - colour focus

	Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. Children will be able to recognise the work of famous artists and take inspiration from their work. Children will be able to express how they feel about the work of the artist they are studying. Children will work to create collaboratively, sharing ideas, resources and skills, as well as independently. Children will learn the skill of returning to and building on their work, refining ideas and developing their ability to represent them.					
DT	DT - food preparation and following a simple recipe Understanding: to know what transient art is. Transient art will continue to be offered in continuous provision.	DT - Making Diva Lamps - using clay to mould, shape and represent Skills: to use simple joins when using different materials to create 3D work, e.g. sellotape, masking tape, stick glue.	Skill: creating work to celebrate special days e.g. decorations (paper chains, bunting) for lunar new year, valentine's Day.	Skill: Weaving (natural and manmade materials)	DT - 3D Structures - Bug Hotel Skill/Knowledge: Natural art in the style of Andy Goldsworthy	DT - Skill: Sewing using a pre-running stitch with natural resources.. Skill focus: be able to select tools and techniques needed to assemble and join materials they are using for a specific reason.
Expressive Arts	Take part in simple, pretend play often based on familiar experiences, e.g. making dinner. Uses available resources to create props or creates imaginary ones to support play. Develop storylines through small-world or roleplay		Retell parts of familiar stories through use of puppets, toys, masks or small-world. Create more complex narratives in their pretend play, building on the contributions of their peers.		Invent, adapt and recount narratives and stories with peers and their teacher. Creates representations of both imaginary and real-life ideas, events, people and objects. Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping	
	Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups.					
Music	Children will develop skills in listening attentively, moving to and talking about music, express their feelings and responses. We will experience singing in a group or on their own, increasingly matching the pitch and following the melody. Children will watch and talk about dance and performance art, express their feelings and responses. Children will explore and engage in music making and dance, performing solo or in groups. In addition to the daily experiences and opportunities offered in EYFS the children will have specific musical development sessions.					
	Autumn A: Music as continuous provision Autumn B: Celebration Music (Kapow)		Spring A: Exploring Sound (Kapow) Spring B: Music and Movement (Kapow)		Summer A: Musical Stories (Kapow) Summer B: Big Band (Kapow)	
Spanish	Nursery Rhymes		Greetings		Mini Beasts	
RE	Leeds Agreed Syllabus: Where do we live and who lives here?	Leeds Agreed Syllabus: How are special times celebrated Diwali and Christmas and Hanukah	Leeds Agreed Syllabus: What makes a good helper?	Leeds Agreed Syllabus: What can we see in our wonderful world? Easter	Leeds Agreed Syllabus: Who and what are special to us?	
ICT	Computing systems and networks 1: Using a computer https://www.kapowprimary.com/subjects/computing/eyfs/eyfs-years/using-a-computer/		Programming 1: All about instructions https://www.kapowprimary.com/subjects/com	Computing systems and networks 2: Exploring hardware https://www.kapowprimary.com/subjects/com	Programming 2: Programming Bee-Bots https://www.kapowprimary.com/subjects/com	Data handling: Introduction to data https://www.kapowprimary.com/subjects/com

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