**Weston Mill Community Primary Academy**

**EYFS Long Term Curriculum Plan 2021-2022**

| **Unit/Theme** | | **Building a Community**  **(7 weeks)** | | **Trains, planes and cars**  **(7 weeks)** | | **On the Seven Seas**  **(7 weeks)** | | **Things that Grow**  **(6 weeks)** | | **Woodland Explorers**  **(5 weeks)** | | **To infinity and beyond**  **(7 weeks)** |
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| **Destination** | | To create a collage display which reflects the local community. | | **To design and make your own mode of transport** | | Orally tell a story based upon the ocean. | | To grow and look after vegetables | | **To have a teddy bears picnic in the Forest Schools area of the school** | | **Parent assembly to present learning from the term.** |
| **Big Question** | | What is a community? | | How can we travel the world? | | What’s in the ocean? | | How does your garden grow? | | What’s in the woods? | | What is out there? |
| **STEM** | | **STEM Skills** | Problem Solving | Creativity | | Inquiry Skills | | Observation | | Flexibility | | Collaboration | |
| **Specific Area**  **Maths** | To use LEGO bricks to compare lengths. | | To count wheels, windows, passengers of different transport.  To measure distance toys travel – using cubes, string etc. | | To count sea creatures, place them into groups, share.  To use sea creatures to daw number families. | | To use beans for counting and comparing amounts  To make patterns using beans | | To use woodland materials to support maths. | | To consolidate core number skills – deep understanding to 10.  To verbally count to 20 and beyond.  Countdown to rocket launch |
| White Rose Maths Scheme of Learning | | | | | | | | | | |
| **Specific Area**  **Understanding of the World** | To recognise similarities and differences within my own community and the wider world.  To recognise traditions with my own life and those of others. | | TO compare old and new transport in the UK.  TO look at different forma of transport around the world. E.g., taxis, trains etc. | | To explore the natural world around them.  To compare oceans (hot and cold, coral reef/artic) and what lives there.  To observe changing states of matter – ice – water. | | To grow and eat vegetables  To know where vegetables grow around the world  To draw pictures of flowers/plants  To learn about the lifecycle of a butterfly (Christopher’s Caterpillar) | | To investigate minibeasts in the woods.  To identify and observe different trees, weather, woodland animals. | | To name some of the things in space.  To name the planets of the solar system. |
| NOS: Self Image and identity  NOS: Online Relationships | | NOS: Online Reputation | | NOS: Online Bullying | | NOS: Managing Online Information  NOS: Health, Wellbeing and Lifestyle | | NOS: Privacy and Security | | NOS: Copyright and Ownership |
| **Specific Area**  **Literacy** | | To begin to form letters correctly and write my own name. | | To label and design a vehicle. | | To write a sentence about the seas. | | To write simple instructions – how to plant a seed/care for a plant | | To recount a familiar fairy tale | | To label pictures of space.  To write a series of sentences (space story). |
| **Specific Area**  **Reading** | | To read a range of fiction and non-fiction texts about communities.  This is How we Do It by Matt Lamothe  Ordinary Mary's Positively Extraordinary Day by Emily Pearson  Hey Wall: A story of Art and Community by Susan Verde | | Thomas the tank engine.  Who’s driving – Leo Timmers  Emma Jane’s Aeroplane – Katie Howarth  Oi! Get off our train. | | Snail and the Whale  Tiddler  Sharing a shell  One day in our blue plant: In the ocean.  Mungo and the picture book pirates. | | Jack and the Beanstalk  Jasper’s Beanstalk  The Enormous Turnip  Eddie’s Garden  Christopher Nibble | | Fairy tales – LRRH, Hansel and Gretel  Gruffalo, Gruffalo’s Child  Percy the park keeper series. | | Aliens love underpants  How to catch a star – Oliver Jeffers.  Welcome to Alien school – Caryl Hart  Dinosaur who pooped a planet – Tom Fletcher |
| **Specific Area**  **Expressive Arts and Design** | | To explore a variety of materials to create a collage (colour, design, texture, form). | | To look at the different features of different vehicles.  To draw a vehicle design. | | To perform poems, songs about the sea.  To use props to role-play. | | To role play stories  To create props to use when retelling stories | | To create natural sculptures and pictures using things form the woods. | | To create some space art – similar to Jackson Pollock.  To create junk model rockets. |
| **Prime Area**  **PSED** | | To recognise that I am an important member of my community and we all work together. | | To take turns and listen to others.  To talk bout preferences and experiences of travel. | | To continue to learn to share.  To notice and celebrate differences between each other. | | To understand how to care for living things  To show perseverance in watching and observing changes  To understand making healthy food choices is important | | To explore the feelings of characters within stories. | | To continue giving focused attention to the teacher during lessons.  To understand why friends are important and how to be good friend. |
| **Prime Area**  **Communication and Language** | | To talk about important people, places and events in my community. | | To discuss and use vocabulary linked to transport.  To join in with repetition with stories and songs. | | To talk about what happens in a story.  To orally retell a story, they have heard. | | To compare two stories and talk about similarities and differences  To talk about changes to plants | | To use vocabulary associated with woodland.  TO ask questions they want answered about the woodland habitat (inquiry) | | To talk confidently about what they have learned. |
| **Prime Area**  **Physical Development** | | To create a LEGO structure linked to the community to develop to develop gross and fine motor skills. | | To practice with balance bikes, scooters etc. | | To use balance boards  To practice jumping (walking the plank) | | TO use different tools to plant seeds and looks after them  To water the plants regularly | | To plan and create journey obstacle course (e.g. going on a bear hunt). | | To move in different ways (space travel)  To hold a pencil correctly. |
| **Rich Experiences** | | To raise money for something in their community. | | To travel on a bus.  To observe different forms of transport near the school. | | Pirate day  National marine aquarium – virtual tour | | To share the vegetables, they have grown with the local community | | Visit to the woods. | | Virtual tour of NASA, watch rocket launch. |
| **Discovery List** | |  | |  | |  | |  | |  | |  |

**House Days:**

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| Date | Subject and Objectives | Outcome |
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