**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 vegetablesTo know where vegetables grow around the world To draw pictures of flowers/plantsTo 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 identityNOS: Online Relationships | NOS: Online Reputation  | NOS: Online Bullying  | NOS: Managing Online InformationNOS: 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 PearsonHey Wall: A story of Art and Community by Susan Verde | Thomas the tank engine.Who’s driving – Leo TimmersEmma Jane’s Aeroplane – Katie HowarthOi! Get off our train. | Snail and the WhaleTiddlerSharing a shellOne day in our blue plant: In the ocean.Mungo and the picture book pirates. | Jack and the Beanstalk Jasper’s Beanstalk The Enormous TurnipEddie’s Garden Christopher Nibble  | Fairy tales – LRRH, Hansel and GretelGruffalo, Gruffalo’s ChildPercy the park keeper series. | Aliens love underpantsHow to catch a star – Oliver Jeffers.Welcome to Alien school – Caryl HartDinosaur 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 storiesTo 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 thingsTo 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 differencesTo 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 boardsTo practice jumping (walking the plank) | TO use different tools to plant seeds and looks after themTo 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 dayNational 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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