







Weston Mill Primary Academy
EYFS Long Term Curriculum Plan 2022-2023

Unit/Theme		Building a Community (7 weeks)	Woodland Explorers (5 weeks)	To infinity and beyond (7 weeks)	Things that Grow (6 weeks)	Trains, planes and cars (7 weeks)	On the Seven Seas (7 weeks)
Destination		To create a collage display which reflects the local community.	To have a teddy bears picnic in the Forest Schools area of the school	Orally tell a story based upon Space	To grow and look after vegetables	To design and make your own mode of transport	Parent assembly to present learning from the term.
Big Question		What is a community?	What's in the woods?	What is out there?	How does your garden grow?	How can we travel the world?	What's in the ocean?
STEM	STEM Skills	 Problem Solving	 Creativity	 Inquiry Skills	 Observation	 Flexibility	 Collaboration
	Specific Area Maths	To use LEGO bricks to compare lengths. To select appropriate shapes to create a house or person	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 draw 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. TRADITION PAST BODY FACE HOUSE SCHOOL	To investigate minibeasts in the woods. To identify and observe different trees, weather, woodland animals. PRESENT PAST MICROHABITAT WILDLIFE TREE FLOWER	To name some of the things in space. To name the planets of the solar system. FUTURE EXPLORE SPACE PLANET SUN MOON	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) PRESENT DIFFERENT GROW LIFE CYCLE TALL SHORT	To compare old and new transport in the UK. To look at different forms of transport around the world. E.g., taxis, trains etc. OLD NEW VEHICLE TRANSPORT BUS CAR	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. TIME CHANGE HABITAT MATERIALS HOT COLD
		NOS: Self Image and identity NOS: Online Relationships FRIEND SAFE ME INTERNET	NOS: Online Reputation ONLINE KIND	NOS: Online Bullying STOP BULLY	NOS: Managing Online Information NOS: Health, Wellbeing and Lifestyle INFORMATION SLEEP TIME EXERCISE	NOS: Privacy and Security SECURE PASSWORD	NOS: Copyright and Ownership OWN COPY
	Specific Area Literacy	To begin to form letters correctly and write my own name. LETTER PENCIL GRIP	To recount a familiar fairy tale RETELL CHARACTER	To label pictures of space. To write a series of sentences (space story). FULL STOP PUNCTUATION	To write simple instructions – how to plant a seed/care for a plant CAPITAL LETTER LOWER CASE	To label and design a vehicle. LABEL ALPHABET (LETTER NAMES)	To write a sentence about the seas. FINGER SPACE SENTENCE
	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 SOUNDS (RWI) LISTEN	Fairy tales – LRRH, Hansel and Gretel Gruffalo, Gruffalo's Child Percy the park keeper series. RETRIEVAL BEGINNING, MIDDLE, END	Aliens love underpants How to catch a star – Oliver Jeffers. Welcome to Alien school – Caryl Hart Dinosaur who pooped a planet – Tom Fletcher POEM SEQUENCE	Jack and the Beanstalk Jasper's Beanstalk The Enormous Turnip Eddie's Garden Christopher Nibble STORY SETTING	Thomas the tank engine. Who's driving – Leo Timmers Emma Jane's Aeroplane – Katie Howarth Oi! Get off our train. PHONEME RHYME	Snail and the Whale Tiddler Sharing a shell One day in our blue plant: In the ocean. Mungo and the picture book pirates. SYLLABL PREDICT
	Specific Area Expressive Arts and Design	To explore a variety of materials to create a collage (COLOUR, COLLAGE) M – LOUD, QUIET	To create natural sculptures and pictures using things from the woods. SCULPTURES, NATURAL M – PERCUSSION, RHYTHM	To create some space art – similar to Jackson Pollock. To create junk model rockets. MODEL, DRIP M – KEYBOARD, PERFORMANCE	To role play stories To create props to use when retelling stories RETELL, CREATE M – PITCH, XYLOPHONE	To look at the different features of different vehicles. To draw a vehicle design. DESIGN, VEHICLE M – BANG, CRASH	To perform poems, songs about the sea. To use props to role-play. PERFORM, PROPS M – SONG, TAMBOURINE
	Prime Area PSSED	To recognise that I am an important member of my community and we all work together. COMMUNITY, COLLABORATION	To take turns and listen to others. To talk about preferences and experiences of travel. COMMUNICATION, CONSIDERATION,	To continue to learn to share. To notice and celebrate differences between each other. RESPECT, COMPARE	To understand how to care for living things To show perseverance in watching and observing changes To understand making healthy food choices is important HEALTH, WELL-BEING	To explore the feelings of characters within stories. FEELINGS, EMOTIONS	To continue giving focused attention to the teacher during lessons. To understand why friends are important and how to be good friend. RELATIONSHIP, FRIENDSHIP
	Prime Area Communication and Language	To talk about important people, places and events in my community.	To use vocabulary associated with woodland. To ask questions they want answered about the woodland habitat (inquiry)	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 discuss and use vocabulary linked to transport. To join in with repetition with stories and songs.	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. WATCH, COPY	To plan and create journey obstacle course (e.g. going on a bear hunt). HOP, SKIP	To move in different ways (space travel) To hold a pencil correctly. SIDE-STEP, FOOTWORK	To use different tools to plant seeds and look after them To water the plants regularly HOLD, THROW	To practice with balance bikes, scooters etc. BALANCE, SUPPORT	To use balance boards To practice jumping (walking the plank) JUMP, LAND
	SMSC & British Values	Spiritual development – (the world around us, matters in life). Social development – (community values, religion and faiths in the community)	Social development – considering the feelings of others/social awareness. Spiritual development – identify own religious beliefs. Cultural development – Christmas Nativity	Moral development – mutual respect of others British Values – mutual respect	Moral – caring for living things.	Moral – respecting others	British Values – Tolerance SMSC – Cultural development – celebrating cultural and religious differences.

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Rich Experiences	Dress up Day- when I grow up. Visitors from the community e.g.police To raise money for something in their community.	Visit to the woods (Take a walk somewhere new in wellies) Planetarium visit to school	Virtual tour of NASA, watch rocket launch.	To share the vegetables, they have grown with the local community	To travel on a bus. To observe different forms of transport near the school.	Pirate day National marine aquarium – virtual tour Beach-rock pooling
Discovery List	Take a walk somewhere new in wellies Get Muddy- jump in puddles	Sing in a public performance	Explore the frozen outdoors on a Wintery Day	Hatching Butterflies	Build vehicles from cardboard and have a race	Make and fly a kite

House Days:

Date	Subject and Objectives	Outcome