The Early Years Foundation Stage at Whitkirk



Curriculum Document

2022- 2023

Curriculum overview



Long term plan 2022-23

We have designed a classroom and curriculum which provides children with the knowledge and skills to understand their place within the community and world. We place reading at the heart of our curriculum, and plan for success using key highly accredited texts, vocabulary and enticing contexts and experiences. Our teaching is a mixture of adult – led and child-initiated play. Our passionate adults support children within areas of provision in the classroom to develop and learn at their own pace, modelling effective communication, language, and social skills.

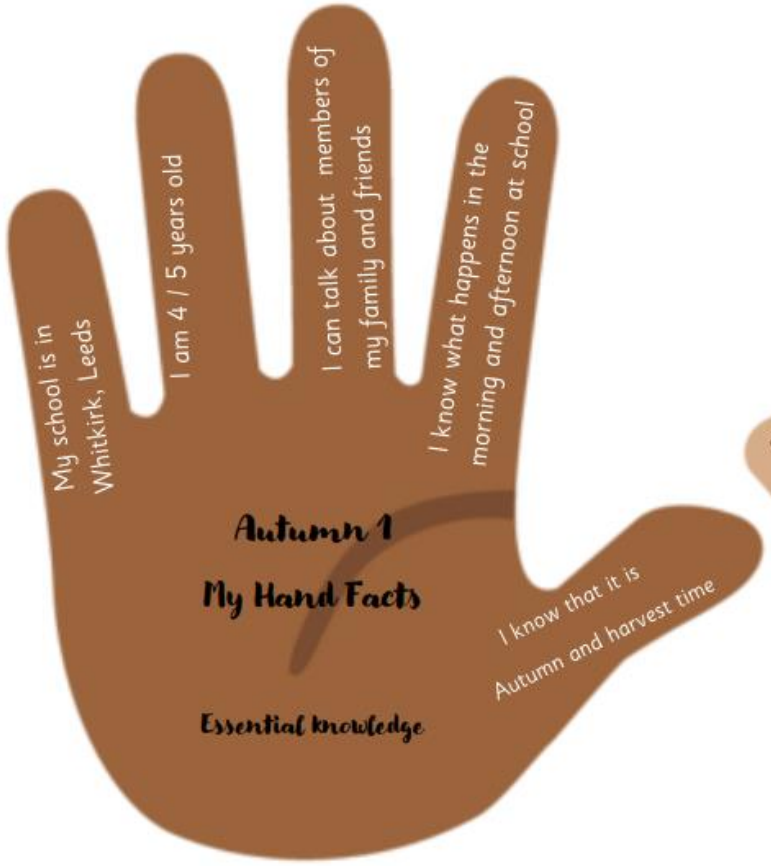
Each term has a 'Big Idea' and enquiry questions linked to this. Key coverage is planned, however enhancements within provision are made in line with children's developing interests. Visits are well planned and meaningful to the children's stage of development e.g., visiting the farm during spring to develop the understanding of life cycles.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Big Idea and key Themes	**The Big Idea: What makes me, me?** Belonging Family Rules and routines Seasonal changes - Autumn Local Area	**The Big Idea: How do we celebrate?** Celebrations past and present Family and cultures	**The Big Idea: Who can help us?** Community Self- care Oral health Safety Seasonal changes (Winter)	**The Big Idea: Was it a happily ever after?** Seasonal changes (Spring) Friendship	**The Big Idea: What is lurking at the bottom of the garden?** Habitats Life cycles Growth and change Local environment Planting	**The Big Idea: Where can we travel?** Cultures, climates, travel, ways of life Seasonal change - Summer Transition into Year 1
School Core Values	**School Core Value: Forgiveness**	**School Core Value: Safety**	**School Core Value: Achievement**	**School Core Value: Friendship**	**School Core Value: Respect**	**School Core Value: Trust**
Celebrations and experiences	Harvest Visit to St Mary's Church Autumn walk	Halloween Diwali – 12th November Children in Need – 18th Nov Bonfire night Remembrance Day Christmas production	Chinese New Year- 22nd January Visits from emergency services – police, fire and paramedic Teddy Bears Hospital Visit Winter walk	Pancake Day – 21st February Comic Relief – 18th March Visit to 'This Green Moon' Mother's Day World Book Day Spring walk	Easter – April 9th (in holidays) Visit to Home Farm – Temple Newsam Caterpillar delivery	Father's Day Class healthy picnic Sports Day Transition week Summer Walk
Vocabulary throughout the year	Belong, unique, different, autumn, morning, afternoon	Celebration, festival, believe, season, winter	Emergency, safe, unsafe, address, healthy, danger, diet, exercise	Local, spring, grow, first, next, after that, finally, environment	Easter, Lifecycle, child, adult, elderly, chrysalis	Summer, travel, country, compare, climate, land, ocean, journey, adventure, habitat
Enquiry Questions:	1. How am I the same and different to my new friends? 2. What are rules and how can I follow them? 3. What is autumn and harvest? 4. Where do I live?	1. How do different people and cultures celebrate? 2. What is a birthday a celebration of? 3. What is Diwali a celebration of? 4. What is Christmas a celebration of? 5. What changes can I see during winter?	1. What people help us within our community? 2. What do I do if I feel in danger? 3. How can I keep myself safe? 4. How can I make healthy choices? 5.What changes can you notice during winter?	1. How can you retell a familiar story? 2. How can you draw information on a simple map? 3. What changes in the environment can you see in spring? 4. Who celebrates Ramadan and Easter? 5. How can I recount a recent event?	1. What changes can I see throughout the life cycle of animals and creatures 2. What growth and change can I observe in plants? 3. What changes will I see between spring and summer? 4. How does England compare to other countries around the world?	1. How can you travel around the world? 2. What different climates are there around the world? 3. What changes in the environment can you see in Summer? 4. How can I prepare for my journey into Year 1?

Curriculum overview

Half termly Hand Facts

Throughout each term in EYFS, we have identified essential knowledge that all children will understand and be able to recall independently, we call these, 'My Hand Facts'. Throughout the year, each term's 'Hand Facts' identify the precise teaching and progression of skills which the children build upon throughout their EYFS journey. By memorising these key facts, children are more prepared to make rich and exciting connections to other parts of their learning, and we ensure that each child's 'cultural capital' will enable their success into Key Stage 1 and beyond.





Curriculum overview

Half termly hand facts





Curriculum overview

Half termly hand facts

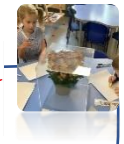




Communication and Language

Long term plan 2022-23





Statutory Framework: Communication and Language

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, storytelling, 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Big Idea Key Curriculum Links	**What makes me me?** Belonging Family Rules and routines Seasonal changes - autumn Local Area	**How do we celebrate?** Celebrations past and present Family and cultures	**Who can help us?** Community Self- care Oral health Safety Seasonal changes- winter	**Was it a happily ever after?** Seasonal changes-spring Friendship	**What is lurking at the bottom of the garden?** Habitats Life cycles Growth and change Local environment Planting	**Where can we travel?** Cultures, climates, travel, ways of life Seasonal change - Summer Transition into Year 1
Speech and language at Whitkirk	At Whitkirk, we follow the highly accredited 'Interactions' Speech and language programme. When children enter Reception in September, they undertake the Government National Reception Baseline Assessment (RBA). Based on the outcomes of this, we then screen the children using the 'Talking House' programme. If needed, children then partake in a personalised speech and language programme delivered daily by a trained member of staff.					
Vocabulary introduced throughout the year	Belong, unique, different, autumn, morning, afternoon	Celebration, festival, believe, season, winter	Emergency, safe, unsafe, address, healthy, danger	Local, spring, grow, first, next , after that, finally	Lifecycle, child, adult, elderly, chrysalis,	Summer, travel, country, compare, climate
End of Year ELG:	**Listening, attention & speaking** •Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. •Make comments about what they have heard and ask questions to clarify their understanding. •Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.		**Speaking** •Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. •Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. •Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.			

Communication and Language

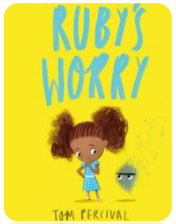
Long term plan 2022-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening and attention Skills	• To Understand how to listen and develop an understanding of why listening is important • To listen in a small group of children e.g., Key Worker group • To listen and join in during story times, rhymes, and songs • Respond appropriately to classroom rules e.g., Stop, look and listen	• Understand when it is time to listen and wait turn to speak • To respond to new stories shared as a class with questions, predictions and interest • To maintain attention in whole class/groups. • Respond by asking questions to find out more and to check they understand what has been said to them	• To maintain attention in whole class sessions • Listen to and talk about stories to build familiarity and understanding • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • To respond to others appropriately in play	• Listen to and talk about stories using props to support retelling • Listen carefully to rhymes and songs, paying attention to how they sound and commenting on rhymes and rhythms	• Maintain attention during whole class discussions and participate by asking and answering questions • Listen and understand instructions about what they are doing, whilst on another task e.g., while putting on shoes listen to the next instruction.	• Make comments about what they have heard by asking relevant questions • Listen in a range of contexts such as assembly, whole class and small groups
Understanding skills	• To understand why questions such as "Why do you think the caterpillar got so fat" • Understand one step instructions e.g. put your coat on your peg	• Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".	• Ask questions to find out more and to check they understand what has been said to them.	• To develop understanding of why questions using the word 'because' to explain	• Understand 'how', 'why' and 'where' questions	• Make comments about what they have heard and ask questions to clarify their understanding.
Speaking	• Develop social phrases e.g., good afternoon, no thank you	• Be able to express a point of view and to debate when they disagree with an adult or a friend,	• Develop their communication but may continue to have problems with irregular tenses and	• Connect one idea or action to another using a range of connectives such as 'and' or 'because'	• Articulate ideas and thoughts in well-formed sentences • Describe events in some detail in a	• Use talk to help work out problems and organise thinking and activities explain

	• Know many rhymes, be able to talk about familiar books • Can start a conversation with an adult or a friend and continue it back and forth	using words as well as actions	plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Use longer sentences of four to six words	• Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words	sequential order e.g. I went to the park, and I went on the swings. Then I went on the slide" • Participate in whole class discussions	how things work and why they might happen • Express own thoughts and feelings in full sentences using conjunctions • Use and apply newly acquired vocabulary to show understanding
Vocabulary throughout the year	• Use a range of vocabulary on entry into school – able to communicate freely with peers and staff	• Use new vocabulary throughout the day e.g., 'independent learning time'	• Apply newly acquired vocabulary throughout the school day e.g., using the word 'paramedic' in role play opportunities	• Show understanding of new vocabulary by explain what words mean e.g. explaining what 'thundered' means when describing how the giant moves	• Use new vocabulary in different contexts e.g., using the knowledge of a butterfly life cycle when reading 'Monkey Puzzle' to explain the story	• Use and apply newly introduced language and ask for explanations of new vocabulary within texts and discussions

Personal, Social and Emotional Development

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Statutory Framework: Personal, Social and Emotional Development

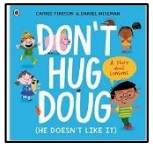
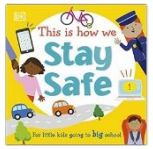
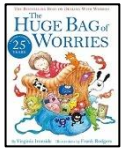
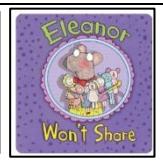
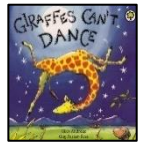
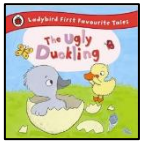
Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Big Idea **Key Curriculum Links**	**What makes me, me?** Belonging Family Rules and routines Seasonal changes - Autumn Local Area	**How do we celebrate?** Celebrations past and present Family and cultures	**Who can help us?** Community Self- care Oral health Safety Seasonal changes (Winter)	**Was it a happily ever after?** Seasonal changes (Spring) Friendship	**What is lurking at the bottom of the garden?** Habitats Life cycles Growth and change Local environment Planting	**Where can we travel?** Cultures, climates, travel, ways of life Seasonal change - Summer Transition into Year 1
PSED at Whitkirk	In line with the whole school, In reception we cover the school Core values throughout the school year in order to embed the school values and understanding of British Values which work alongside these. Key worker group time, 'Chatter Natter' (15 minutes discussion time daily) is planned throughout the week in response to children's developing needs. Discussions surrounding friendship, respect and understanding are planned using stories, puppets and contexts relating to the children's experiences. Texts are carefully selected to expose children to key themes such as friendship, worry, anger, fear to create a culture of open discussion about feelings and emotions. Explicit 'Pants are Private' (NSPCC) sessions are taught throughout the year to ensure children's understating of their own rights to say 'no' and the understanding that ' your body belongs to you'.					
End of Year ELG:	**Self-Regulation**		**Managing Self**		**Building Relationships**	
	•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.		•Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. •Explain the reasons for rules, know right from wrong and try to behave accordingly. •Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.		•Work and play cooperatively and take turns with others. •Form positive attachments to adults and friendships with peers. •Show sensitivity to their own and to others' needs	

Personal, Social and Emotional Development

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School PSHE School Core Values	School Core Value: Forgiveness	School Core Value: Safety	School Core Value: Achievement	School Core Value: Friendship	School Core Value: Respect	School Core Value: Trust
Self-Regulation	• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' • Use stories to support understanding of the emotions happy, sad, angry, and worried. • Select and use activities and resources, with help when needed.	• Begin to understand how others might be feeling. • Achieve a self-chosen goal or one which is suggested to them e.g., painting a picture of a family member •	• Develop a sense of responsibility and membership of a school and local community – know that the belong to our class and school family • Show awareness of their own feelings and seek support when needed e.g. when feeling upset seek support from a peer or adult	• Give attention and focus to teacher instructions and respond appropriately e.g. working in partners and responding to a peer • Developing understanding of how others may feel and how this may be different to their own feelings	• Can follow instructions in a range of situations e.g., during whole class sessions, instructions on behaviour such as, 'walk along the corridor to the hall'	• Show a developing understanding of strategies to deal with strong emotions such as anger or frustration • Show understanding of other feelings • Show focuses attention to teacher instruction, following several part instructions.
Managing self	• Show understanding of the classroom rules and follow them in day-to-day timetable e.g., 'Choose it, use it, put it away'. • Manage own personal hygiene e.g., toileting and washing hands	• Increasingly follow rules, understanding why they are important.	• Welcome praise for own achievements • Understand right from wrong and offer explanations • Develop an understanding of oral health – why it is important to brush teeth and eat a balanced diet	• Talk with peers and solve own conflicts collaboratively • To develop resilience and perseverance when faced with a new activity and challenge	• Develop an understanding of a healthy lifestyle e.g., why we do not eat sweets every day • Develop skills when changing clothes e.g., fastening buttons and zips	• Independently manage own needs e.g., washing ands if dirty, changing dirty clothes • Show developing perseverance when faced with new situations • Know school, class and social rules and explain why and how we follow them

Building relationships	• Begin to share and take turns • Show interest and join in with peers • Develop relationships with peers, staff and Key Worker	• Play with one or more other children, extending and elaborating play ideas • Seek support when needed from familiar adults and peers	• Seek others to share activities and experiences • Become more outgoing with unfamiliar people, in the safe context of the classroom and school	• Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas	• Can independently negotiate and take turns • Be considerate towards the needs of others and show sensitivity	• Independently solve conflicts by offering solutions and turn taking • Know that other children think and act differently to them and show sensitivity towards others
Texts to support emotional intelligence throughout the year	 Body autonomy	 Consent	 Road safety, online safety, stranger danger	     Anxiety, friendship, patience, kindness, resilience, confidence, acceptance

To complement our coverage of the PSHE curriculum in EYFS, we use the Tom Percival texts which help children navigate social situations and learn to be accepting of others throughout the year

Friendship





Self- acceptance



Temper







Resilience

Jealousy

Anxiety

Physical Development

Long term plan 2022-23



Statutory Framework: Physical Development

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.

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Physical Development at Whitkirk	At Whitkirk, we incorporate physical development into all aspects of the school day. A fine motor 'Finger Gym' is continually enhanced to provide fine motor next steps, a play dough malleable area is equally enhanced to provide tools and equipment to strengthen key finger muscles to support writing development. Outside, in the garden, we have monkey bars, a climbing frame and a firefighter's pole which are used daily to enhance shoulder, arm, and stomach muscles groups. Large chalks, paint brushes, ribbons and throwing, kicking, and catching equipment are also made accessible during planned outdoor activities. Weekly PE focuses on gross motor movements including dance, gymnastics, ball skills and athletics.					
End of Year ELG:	**Gross Motor**		**Fine Motor**			
	• Negotiate space and obstacles safely, with consideration for themselves and others. •Demonstrate strength, balance and coordination when playing. •Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.		•Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. •Use a range of small tools, including scissors, paintbrushes and cutlery. •Begin to show accuracy and care when drawing.			

Physical Development

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Throughout continuous provision	The development of fine and gross motor occurs daily through access to continuous provision indoors and outdoors. Activities in the outdoor area such as sweeping using large brushes, access to the monkey bars, climbing up the climbing frame and scooters all support development of gross motor skills daily. Access to the threading, play dough, a designated Finger Gym area and crafting opportunities for painting and cutting also enhance the acquisition of fine motor muscles. Provision is reflected upon and enhanced weekly.					
Personal hygiene wellbeing and independence	**Personal hygiene and independence covered throughout the year through daily snack time, lunch, weekly PE sessions and visitors:** • Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly • Make healthy choices about food, drink, activity and toothbrushing • Eat independently using a knife and fork • Know and talk about sensible amounts of 'screen time' • Know and talk about how to be a safe pedestrian					
Gross Motor	• Continue to develop their movement, balancing, riding (scooters and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Use large-muscle movements to wave flags and streamers, paint and make marks	• Skip, hop, stand on one leg and hold a pose for a game like musical statues • Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm	•Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing •Develop the overall body strength, co-ordination, balance and agility needed to engage successfully dance, gymnastics, sport and swimming	•Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor	•Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming	•Negotiate space and obstacles safely • Confidently run, skip, jump, hop and climb
Fine Motor	•Show a preference for a dominant hand • Make lines and marks to represent meaning	•Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole dug with a trowel	•Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips	•Use one-handed tools and equipment, for example, making snips in paper with scissors.	•Use a range of small tools, including scissors, paintbrushes and cutlery. •Begin to show accuracy and care when drawing	
PE sessions throughout each term focus	Dance Carnival of the Animals Focus on listening and responding to the music and negotiating space	Dance Samba Carnival (iMoves) Focus on co- ordination and responding to music	Gymnastics Focus on controlled movements, balance and coordination	Dance Fairytales (iMoves) Focus on moving in response and in time to music using coordination and balance	Ball skills Focus on throwing, catching and kicking. Showing control	Team games / athletics Focus on following rules, coordination, listening and responding to others
Handwriting development	• Comfortable grip with good control when holding pens and pencils • Introduce 'Crocodile Snap' pencil grip to encourage tripod grip	• With guidance, able to use the pincer grip	• Able to independently use the pincer grip when holding writing tools • Start to form letters using the RWI letter formation rhymes	• Able to form some letters correctly following the RWI letter formation	•Develop the foundations of a handwriting style which is fast, accurate and efficient using the tripod pencil grip	

Literacy

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Statutory Framework: Literacy

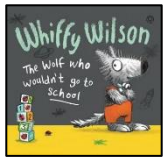
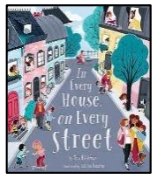
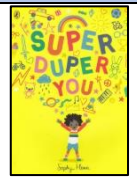
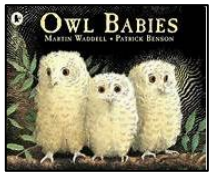
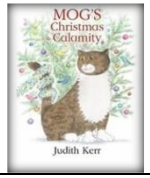
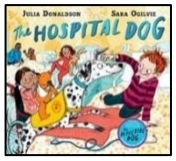
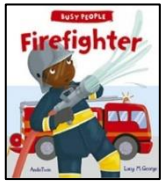
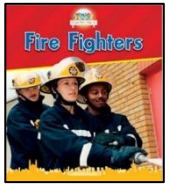
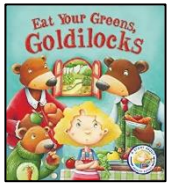
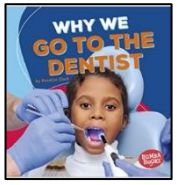
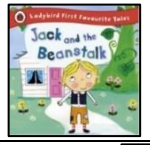
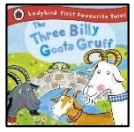
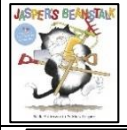
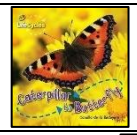
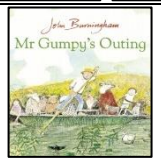
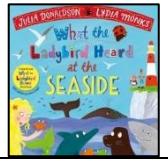
t is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them 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).



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Big Idea **Key Curriculum Links**	**What makes me, me?** Belonging Family Rules and routines Seasonal changes - Autumn Local Area	**How do we celebrate?** Celebrations past and present Family and cultures	**Who can help us?** Community Self- care Oral health Safety Seasonal changes (Winter)	**Was it a happily ever after?** Seasonal changes (Spring) Friendship	**What is lurking at the bottom of the garden?** Habitats Life cycles Growth and change Local environment Planting	**Where can we travel?** Cultures, climates, travel, ways of life Seasonal change - Summer Transition into Year 1
Literacy at Whitkirk	At Whitkirk our literacy curriculum is accessed through explicit literacy sessions and Phonics sessions daily. The Literacy curriculum at Whitkirk is text driven. Children start their journey into a book by reading and predicting, using the skill of inference to explain events in the text using illustrations. Children then role play and retell the story using props and story maps to rehearse language and familiarise themselves with new vocabulary, story structure and themes. Children then go on to show their understanding of a text by answering questions and explaining their understanding. Throughout this process, teachers use sentence frames to support children's spoken language structure and responding in full sentences. As children's spoken language develops, shared and modelled writing sessions take place throughout the year to model successful writing, incorporating sounds learnt in phonics sessions and sentence writing. Children read and write for pleasure throughout the EYFS due to the broad offer of reading, writing and comprehension opportunities throughout the year.					
End of Year ELG:	**Comprehension**		**Word Reading**		**Writing**	
	•Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. •Anticipate (where appropriate) key events in stories. •Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.		•Say a sound for each letter in the alphabet and at least 10 digraphs. •Read words consistent with their phonic knowledge by sound-blending. •Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words		•Write recognisable letters, most of which are correctly formed. •Spell words by identifying sounds in them and representing the sounds with a letter or letters. •Write simple phrases and sentences that can be read by others.	

Core texts covered throughout the year

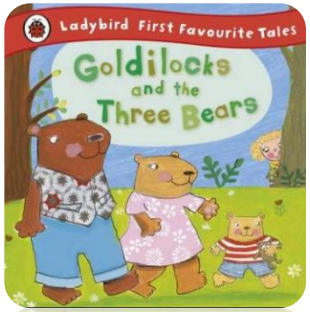
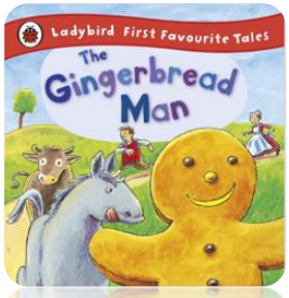
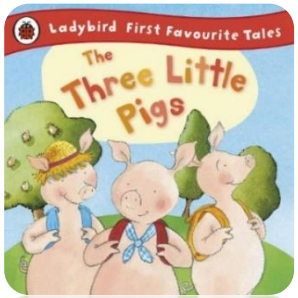
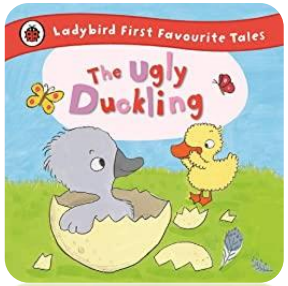
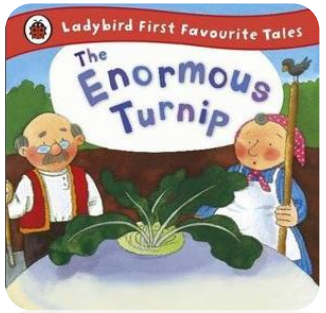
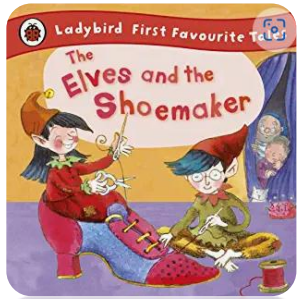
Long term plan 2022-23

	Texts covered throughout the year in explicit literacy sessions
Autumn 1 – What makes me, me? Stories are read, sequenced and new vocabulary is discussed and understood Themes – belonging, emotions, families, differences (Owl babies' text is introduced using Talk for Writing format)	    
Autumn 2- How do we celebrate? Stories are read, sequenced and new vocabulary is discussed and understood Theme – Celebrations (Stick Man is introduced using Talk for Writing format)	   
Spring 1- Who can help us? Stories are read, sequenced and new vocabulary is discussed and understood Themes – Community, rules, safety, and health (Talk for Writing – Non- fiction instructions on how to brush your teeth based on 'Why we go to the Dentist' text)	     
Spring 2- Was it a happily ever after? Talk for writing format for all texts Theme – Story structure	  
Summer 1- What is lurking at the bottom of the garden? Talk for Writing format for all texts Themes – Knowledge and understanding of the world	  
Summer 2- Where can we travel? Talk for Writing format for all texts Themes – Travel, transition into year 1	  

Traditional Tales covered throughout the year

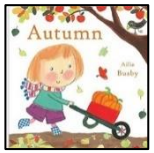
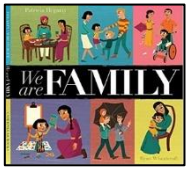
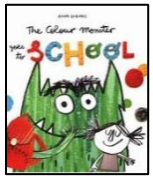
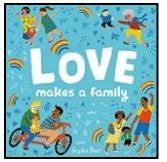
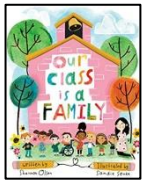
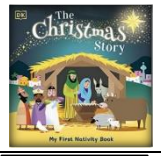
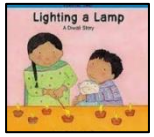
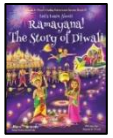
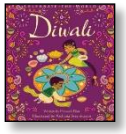
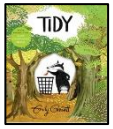
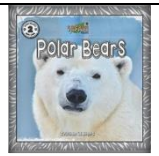
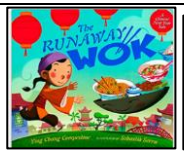
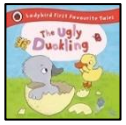
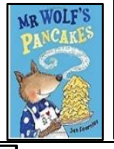
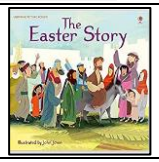
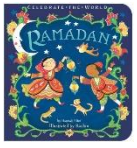
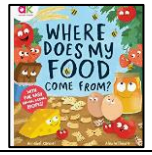
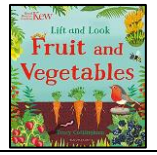
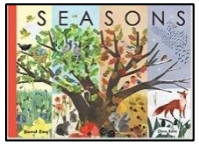
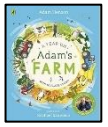
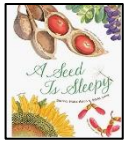
Long term plan 2022-23

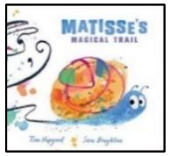
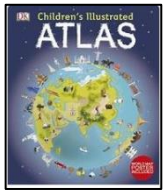
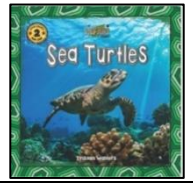
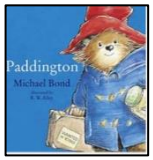
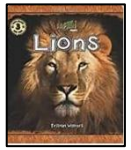
Throughout the year children study a key traditional tale each term. At Whitkirk, we have an agreed canon of literature from EYFS onwards, which supports the positive delivery of key aspects of reading progression within the National Curriculum e.g., KS1…recognise simple recurring literary language. KS2…identify themes and conventions across a wide range of writing. Through our traditional tale study children have opportunities for retelling during areas of provision. Using Talk for Writing techniques, class story maps are created, and role play opportunities are developed.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					
Story share	Shared read	Language study	Story sequencing	Retelling	Innovating

Curriculum texts

Long term plan 2022-23

	Texts to support the delivery of the curriculum
Aut 1 What makes me, me?	
Aut 2 How do we celebrate?	
Spring 1 Who can help us?	
Spring 2 Was it a happily ever after?	
Summer 1 What is lurking at the bottom of the garden?	

Summer 2 Where can we travel?	         

Literacy

Long term plan 2022-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Comprehension	• Listen and enjoy sharing a range of books. • Hold a book correctly, handle with care. • Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. • Know that text in English is read top to bottom and left to right. • Know the difference between text and illustrations. • Explain in simple terms what is happening in a picture in a familiar story.	• Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. • Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. • Sequence two events from a familiar story, using puppets, pictures from book or role-play.	• Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them • Show understanding of some words and phrases in a story that is read aloud to them.	• Retell stories in the correct sequence, draw on language patterns of stories. • With prompting, show understanding of many common words and phrases in a story that is read aloud to them. • Suggest how an unfamiliar story read aloud to them might end. • Give a simple opinion on a book they have read.	• Correctly sequence a story or event using pictures and/or captions. • Make simple, plausible suggestions about what will happen next in a book they are reading. • Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted.	• Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. • Recall the main points in text in the correct sequence, using own words and include new vocabulary. • When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. • With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.

Word reading	• Hear general sound discrimination and be able to orally blend and segment. • Recognise some familiar words in print, e.g., own name or advertising logos.	• Read individual letters by saying the sounds for them. • Orally blend words • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Matched to the school's phonic programme (see below)		• Read simple phrases and sentences made up of words with known letter–sound correspondences and exception words. • Read a few common exception words matched to the school's phonic programme (see below)		• Say a sound for each letter in the alphabet and at least 10 digraphs • Read aloud simple sentences and common exception words
Phonics (Read Write Inc- RWI)	**Set 1 sounds** Read all single letter sounds speedily 25 sounds Oral blending (Fred Talk) Early Word Time- use of magnetic whiteboards to build reading routine Spell with Fred Fingers assess at Group B by end of half term)	**Set 1 sounds** (assess at Group C by end of term) Read all single letter sounds speedily + oral blending Word time ready to move to green words Spelling with Fred fingers (Progress Groups)	**Ditty** Teach Special Friends from set 1 Word time Start nonsense words Spelling with Fred Fingers (Progress groups) **Red** Read all set 1 sounds (31 sounds) Read 4/5 sound words Spelling with Fred fingers Storybooks	**Green** Teach set 2 sounds (first 6 sounds of set 2) Read 1.1 -1.7 words Spelling with Fred fingers Storybooks	**Purple** Read all 37 sounds (set 1 and 6 of set 2 sounds) speedily Read 1.7 words speedily Spelling with Fred fingers Storybooks **(RWI expectation by end of Reception)**	**Pink** Set 2 sounds Review set 1 sound speedily Read Green Words Speedily Confidently Fred Talk, Fred Talk in your head, and read nonsense words
Writing and handwriting	• Give meaning to marks they make. • Understand that thoughts can be written down. • Write their name copying it from a name card or try to write it from memory • Know there is a sound/symbol relationship and write some recognisable letters. • Start to identify and write initial sounds within words **Expectation**: Children writing names by end of Aut 1/ early Aut 2	• Children write their name independently and identify letters within their name • Identify initial sounds within a word and independently write using RWI letter patters or a sound mat to support writing • Start to identify beginning, middle and end sounds within a CVC word using 'Fred Fingers' to segment a word e.g., hat, mat, cat	• Children independently/ with support identify beginning, middle and end sounds within a CVC word using 'Fred Fingers' to segment a word, (Using set 1 sounds). • Children start to write short captions using clear finger spaces e.g., red hat, big cat that can be read by themselves and others	• Independently write CVC words and short captions including consonant clusters e.g., sh, ch, qu • Start to write dictated short sentences using 'red words,' (for example, the, he, and) • Start to orally compose sentences and attempt to write using finger spaces	• Write dictated short sentences using RWI 'red words,' (for example, the, he, she) • Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions, (and).	• Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. • Write different text forms for different purposes (e.g. lists, stories, instructions.

Mathematics



Long term plan 2022-23




Statutory Framework: Mathematics

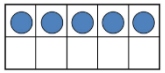
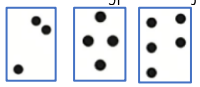
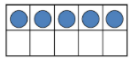
Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. 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

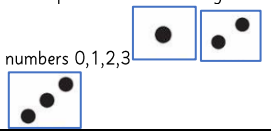
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Big Idea Key Curriculum Links	What makes me, me? Belonging Family Rules and routines Seasonal changes - Autumn Local Area	How do we celebrate? Celebrations past and present Family and cultures	Who can help us? Community Self- care Oral health Safety Seasonal changes (Winter)	Was it a happily ever after? Seasonal changes (Spring) Friendship	What is lurking at the bottom of the garden? Habitats Life cycles Growth and change Local environment Planting	Where can we travel? Cultures, climates, travel, ways of life Seasonal change - Summer Transition into Year 1
Mathematics at Whitkirk	At Whitkirk, our long-term plan has been designed to enable children to revisit, deepen their understanding and master skills throughout the year. Children revisit key skills, counting, ordering, number composition, comparing amounts, and addition and subtraction throughout the year. We also place a large emphasis on the development of shape, space, and measure throughout each term. Each week the children study a 'number of the week'. This supports the development of mathematical patterns and ensures that children have a profound knowledge and understanding of each number 0-10 - initially and then moving onto teen numbers in the summer term in preparation for year 1.					
Shape space and measure	Children study a block of Shape, Space and Measures each term. Explicit teaching of 2D shape names and properties, moving on to 3D shapes within the natural environment. Children learn through association. Learning a triangle for example alongside the number 3 study. Children also learn propositions, pattern, language related to time, money and measures. The areas of provision reflect the current learning and challenge. Practitioners reflect on the resources made available to children to encourage mathematical discovery and talk.					
End of Year ELG:	Number			Numerical Patterns		
	•Have a deep understanding of number to 10, including the composition of each number. •Subitise (recognise quantities without counting) up to 5. •Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.			•Verbally count beyond 20, recognising the pattern of the counting system. •Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other Quantity`. •Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally		

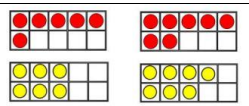
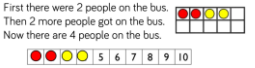
Mathematics

Long term plan 2022-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Counting / subitising	• **The Abstraction principle** - know that anything can be counted e.g., objects, actions and sounds
	• **One-to-One Correspondence** - 1:1 Principle, assigning one number name to one item
	• **Stable Order:** Understanding the verbal sequence of counting; being able to say the number names in sequential order 1-10
	• **Cardinality:** Understanding that the last number spoken in a counting sequence names the quantity for that set
		• Continue to show continuing consistency when counting, showing one- to- one correspondence of up to 10 objects assigning one number name per item
		• Subitise – know what subitising means and subitise up to 5
		  • Count out up to 5 items onto a 5 frame
		  • Recognise up to 5 items speedily when represented on a 5 frame.
		
		  • Identify one more and one less than numbers 1-5 using songs and rhymes
		
			• Count out up to 10 items accurately
			• Subitise – know what subitising means and subitise up to 6 using common representations e.g.,
			
			• Recognise the amounts 5-10 on five and ten frames, (instant recall of amounts in ten frames as well as counting out amounts into ten frames
			• Start to identify one more
			
			and one less than an amount using songs and rhymes 1-10 e.g. 10 fat sausages
				• Subitise – know what subitising means and subitise using a variety of representations, (different to the typical dice faces).
				
				• Recognise 5-10 on a 5/ 10 frame and numicon plates.
				• To count out and recognise numerals 1-10 accurately
				• To make links between amounts using ten frames e.g., I can see half of the frame I filled –
				
				half of ten is 5
				• Children recall one more and one less than a given number 1-10 without using rhymes
					• Count out up to 20 items correctly (and beyond).
					• To subitise confidently to 5 using a variety of representations
					• To recognise numicon plates and start to match numicon to amount using numbers beyond 10.
					• Recognise teen numbers in terms of tens and ones. E.g., 13 is a group of ten and 3 extra ones.
					• Using visual aids children identify one more and one less than a given number 1-20.
						• Place numbers 1-10 in order
						• Place numbers 1-20 in order
						• Confidently identify one more and one less than a given number – through recall not number rhymes
						• Count beyond 20
						• Subitise confidently up to 5 using a variety of representations – dice, numcion, dots, ten frames, 5 frames

Comparing	• Link the number symbol (numeral) with its cardinal number value. 1 item with number 1 • Use The words ' more' and ' less' to compare amounts (using numbers 0,1,2,3 	• Comparing more/ fewer - greater than, less than or equal to - 1 more and 1 less (1,2,3,4,5)	• Comparing amounts 5-10 using the words greater than, fewer than and the same as • Making pairs – comparing 5-wise patters and 5 wise patterns	• Comparing numbers 1-10 using the words greater than, fewer than an equal to	• Comparing amounts and numerals 11-20 using the words greater than, fewer than and equal to	• Children explain how they know that quantity is greater than and less than/ fewer than an amount e.g., 14 is greater than 12 because it is 2 more

						
Addition and subtraction	• The same and different, matching and sorting amounts, (adding to an amount to make two amounts equal)	• Knowing that larger numbers are made up of smaller amounts e.g., 3 can be 2+1 and 1+1+1  • Combining two groups, (addition) • Subtraction using objects and numbers 1,2,3,4,5	• Addition and subtraction stories e.g., there are 4 monkeys on the bed, and one jumped off how many are left?	• Continuing to develop understating of addition and subtraction using 10 frames and visual representations. • Understanding that all numbers are made of smaller amounts – number composition e.g. 3 can also be 1+1+1	• Exploring how to equally distribute amounts exploring odds and evens	• Counting on to solve a problem 
Shape space and measures	• Compare size – length / height • Children learn that objects can be compared and ordered according to size. Specific language such as tall, long and short are introduced • Simple patterns - Children explore AB patterns in a range of contexts	• Shape - 2D shape recognition • comparisons - geometry and spatial thinking • prepositional language	• Comparing mass - heavy, light, balanced full and empty	• Shape – 2D and 3D shape comparisons using language '2D flat, 3D solid- mathematical names for 3D shapes	• Spatial reasoning – exploring and comparing 2D and 3D shapes •	• Measures - comparing measures, time, length and height
Quick Recall	• Orally counting 1-10 • Matching numeral to amount (using fingers to show amounts)	• Orally count forwards and backwards 1-10 • Subitising 1-5 • Using 5 frames recognising amounts	• Recognition of numerals 1-10 • Counting forwards and backwards • Subitising 1-5 • Number rhymes to identify 1 less and then 2 less e.g. 10 Green Bottles and 10 Fat Sausages	• Number bonds 1-5 • Identifying 1 less without number rhymes • Counting 1-20 • Doubles facts 1,2,3,4,5 • Subitising to 5	• Number bonds to 5 • Developing confidence with number bonds to 10 • Counting orally beyond 20 • Identifying 1 more than each number to 20 • Identify 1less • Doubles facts 1,2,3,4,5	• Orally count to 100 with support to identify 10's amount • Number bonds to 5 / 10 • Doubles facts 1,2,3,4,5 • Subitising 5-10

Understanding the World

Long term plan 2022-23



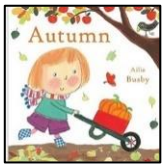
Statutory Framework: Understanding the World

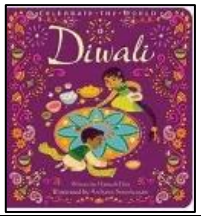
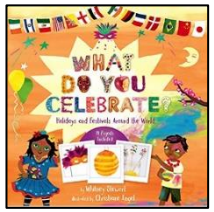
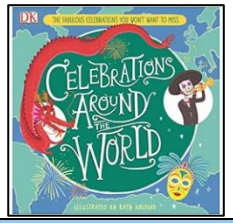
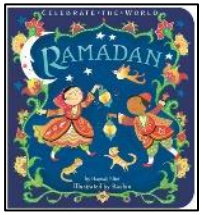
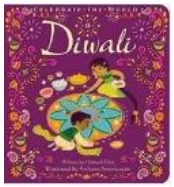
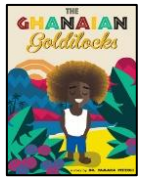
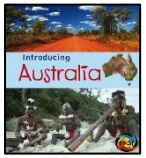
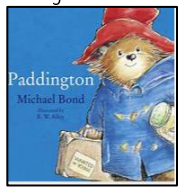
Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members 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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Big Idea **Key Curriculum Links**	**What makes me, me?** Belonging Family Rules and routines Seasonal changes - Autumn Local Area	**How do we celebrate?** Celebrations past and present Family and cultures	**Who can help us?** Community Self- care Oral health Safety Seasonal changes (Winter)	**Was it a happily ever after?** Seasonal changes (Spring) Friendship	**What is lurking at the bottom of the garden?** Habitats Life cycles Growth and change Local environment Planting	**Where can we travel?** Cultures, climates, travel, ways of life Seasonal change - Summer Transition into Year 1
Understanding the World at Whitkirk	At Whitkirk, we strive to provide experiences for children to explore, deepen their understanding, show appreciation and gain knowledge of the world around them. Through our study of 'Tim the Travelling Turtle', children compare and contract countries, cultures, and traditions around the world. Starting with the children's locality, Leeds and ending the year in Peru, the children explore music, arts, habitats, religious celebrations, ways of life and cultures around the word. Children use a range of media to explore their world. Atlas' , globes, maps, stories and non- fiction texts are carefully selected. Throughout the year, children observe changes seen in the environment, partaking in autumn, winter, spring and summer walks, collecting evidence and discussing findings. Visits to local attractions such as Temple Newsam farm are planned to learn about growth and change see in spring. Children learn about significant roles within society throughout 'Who can Help us? Topic, and visit s from the emergency services enable the children to ask questions and deepen their understanding. Planned activities ensure that children reflect on life now and then and explore life in the past through artefacts and discussions with the older generation.					
End of Year ELG:	**Past & Present**		**People Culture and communities**		**The Natural World**	
	•Talk about the lives of the people around them and their roles in society. •Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. •Understand the past through settings, characters and events encountered in books read in class and storytelling.		•Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. •Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. •Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.		•Explore the natural world around them, making observations and drawing pictures of animals and plants. •Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. •Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	

Understanding the World

Long term plan 2022-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole school RE study	Harvest – Visit to St Mary's Church a Christian place of worship	Diwali – Hindu celebration Christianity – Christmas	Chinese New Year – Luna New Year	Ramadan - Muslim celebration	Christian celebration of Easter	Eid – Muslim celebration
Computing and mapping skills (links to maths and Communication and language)	• Talk about features of immediate environment with visual representations e.g., classroom maps, maps to the church, outdoor area map.	• Use prepositional language to describe position e.g., behind, under, on, in, next to.	• Use technology to program directions e.g., BeeBots or Apps. Building upon prepositional language.	• Draw information on a simple map e.g., a map of school labelled	• create own maps using symbols and representations e.g., symbols for trees and roads.	• Understand how technology is used to gain and share information e.g.., Google Earth
Computing throughout the year	Opportunities to explore a range of modern-day technology including voice recorders and tablets and opportunities to access online books					
The Natural World and early science skills	•Use all their senses in hands-on exploration of natural materials.	•Recognise some environments that are different to the one in which they live e.g., when comparing polar regions to the UK		• Understand the key features of the life cycle of a plant and an animal, (plating seeds, watching a caterpillar life cycle first-hand, visiting the farm to see animal young)		•Recognise some environments that are different to the one in which they live e.g., when comparing hot climates
The Natural world: Ongoing observations	Observe the natural world and the effects of the changign seasons . Chidlren describe what they can see, feel and hear during each season throughout the year. Seasonal walks are planned for autumn, winter, spring and summer. Children collect evidence of signs of each season , while on their walk and discuss findings with a group. Key texts are planned and sourced to suppliment this teaching and exploration.    					
Past and Present and early history skills (Chronology)	•Talk about members of their immediate family and name and describe people who are familiar to them.	•Begin to make sense of their own life-story and family's history using the words 'last 'and 'next'	• Describe images of familiar situations in the past using photographs and stories.	•Recount events orally/ pictorially / written e.g., recounting a trip or event Using the language 'first, next, after that'	• Talk about and understand changes seen in their own lifetime e.g., from	• Order stories and events successfully, explaining key events and using sequencing language using the words

					birth, baby, toddler, child	'first, next, after that, then and finally'
People Culture and Communities – on going throughout the year	•Know that there are different countries in the world and talk about the differences they have experienced or seen in photos •Recognise that people have different beliefs and celebrate special times in different ways •Talk about key roles within society – name and describe people who are familiar to them within society e.g., police, dentists, fire service and doctors					
Texts used to support understanding and celebration of cultures and festivals around the world	    					
In order for children to develop the skills of; *recognising some similarities and differences between life in this country and life in other countries.* At whitkirk, we use Tim the Travelling Turtle. Tim travels around the world throughout the year in order to develop the childrens understahidng of their locality first then the wider world around them, cultures, traditions, art and ways of life						
Locality and the word 	Study of locality: Temple Newsam, Leeds – children's local village and city   Key Text Link: Using Google Earth to look at children's houses and streets Expose children to their capital City – London 	Comparison study: India- leading to the Hindu celebration of Diwali and how this is celebrated  Key Text Link: 	Comparison Study: China- Chinese food culture and way of life. Leading to the study of Chinese New Year Key Text Link:  	Comparison Study: Ghana, Africa- Study of Ghanaian music, art and food  Key Text Link 	Comparison study: Australia - Comparison of weather, climate, animals and insects Key Text Link:  	Comparison Study: Peru – The Peruvian rainforest and wonder of the world Machu Pichu. Link to travel theme and Paddington Bear  Key Text Link: 

Expressive Arts and Design

Long term plan 2022-23



Statutory Framework: Expressive Arts and Design

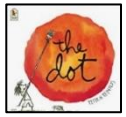
The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Big Idea **Key Curriculum Links**	**What makes me, me?** Belonging Family Rules and routines Seasonal changes - Autumn Local Area	**How do we celebrate?** Celebrations past and present Family and cultures	**Who can help us?** Community Self- care Oral health Safety Seasonal changes (Winter)	**Was it a happily ever after?** Seasonal changes (Spring) Friendship	**What is lurking at the bottom of the garden?** Habitats Life cycles Growth and change Local environment Planting	**Where can we travel?** Cultures, climates, travel, ways of life Seasonal change - Summer Transition into Year 1
Expressive Arts and Design at Whitkirk	We are creators, inventors, and performers! Throughout the Early Years children at Whitkirk have the opportunity to perform, explore the works of musicians, artists and master essential skills in order to develop a foundation for their artistic journey throughout school life. Children do this in range of ways including singing songs and making music, dancing, playing with colours, textures and design. All these approaches to expressive arts help children to represent and understand their own feelings and ideas.					
End of Year ELG:	**Creating with Materials** ·Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ·Share their creations, explaining the process they have used. ·Make use of props and materials when role playing characters in narratives and stories.		**Being Imaginative** ·Invent, adapt and recount narratives and stories with peers and their teacher. · Sing a range of well-known nursery rhymes and song ·Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.			

Expressive Arts and Design

Long term plan 2022-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Being imaginative	•Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.		•Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Create representations of events and experiences e.g, re creating a woodland area like Little Red Riding Hood, a weekend visit or a school visit		•Invent, adapt and recount narratives and stories with peers and their teacher	
Musical development throughout the year	• Join in and learn new nursery rhymes •Sing the pitch of a tone sung by another person ('pitch match'). •Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. •Create their own songs,or improvise a song around one they know. •Play instruments with increasing control to express their feelings and ideas.					
Musical performances throughout the year	**Harvest songs:** **Rehearse songs to perform at St Mary's Church**	**Nativity songs:** **Sing and perform a variety of Nativity songs**	**Using Charanga scheme to practise and perform songs as a year group**			
Composer of the term **Purpose:** **To listen and talk about dance and performance art, expressing their feelings and responses**	**Camille Saint-Saens –Carnival of the Animals** Children move in a variety of ways to the music in PE sessions, explore the ways in which they can express themselves and move in time with the music.	**Tchaikovsky- Nutcracker –** Watch the Sugar Plum fairy's performance in the Nutcracker	**Composer study: Wolfgang Amadeus Mozart** Discus similarities and differences to composers already studied Discus instruments in the music and the effects Children move in a variety of ways to the music in PE sessions and explore the ways in which they can move to the music	**Composer study: George Gurshwin** Discus similarities and differences to composers already studied Discus instruments in the music and the effects Children move in a variety of ways to the music in PE sessions and explore the ways in which they can move to the music	**Composer study- Vivaldi - Four seasons** Discus similarities and differences to composers already studied Discus instruments in the music and the effects Children move in a variety of ways to the music in PE sessions and explore the ways in which they can move to the music	**Composer Study: Florence Price** Discus similarities and differences to composers already studied Discus instruments in the music and the effects Children move in a variety of ways to the music in PE sessions and explore the ways in which they can move to the music
Colour	•Name simple colours •Explore how colours can be changed using powder paints	• Explore how colours can be mixed to create light and dark colours	• Explore primary colours and how these can be mixed to create secondary colours	• Explore secondary colours and the effects of brighter colours on mood and emotions when observing art	• Select a shade of colour for a purpose e.g., using dark blue for the ocean	•know how to colour mix, and create different shades of colours for a purpose

Artist of the term **Purpose:** To investigate, imagine, create, and problem-solve. Exposing children to a variety of different forms and structures	Damien Hirst   Links to 'The Dot' and PSHE link to perseverance and 'always having a go'	Jackson Pollock  Exploration of paint and printing- links to bonfire night and fireworks	Piet Mondrian  Exploring using lines and primary colour to create art	Martin Bulinya  Linking to study of Ghana in Understanding the World. Cultural art	Wassily Kandinsky  Know different materials create different textures.	Sonia Delaunay (Ukrainian artist)  Know a regular pattern can be made using shapes. Know what a repeating pattern is (make and describe).
Creating On going throughout the academic year	• Explore different materials freely, to develop their ideas about how to use them and what to make • Develop own ideas and then decide which materials to use to express them.					
Cutting and joining skills	Cutting Skills: using one handed tools and equipment, make snips in paper/ paper straws with scissors Joining skills: join using glue and masking tape	Cutting Skills: Use scissors to cut along a line – holding paper with one hand and snipping with the other Joining skills: join using glue, and Sellotape	Cutting skills: use scissors to cut along an outline e.g., a self-drawn line Joining skills: join using tape and hole punching	Cutting skills: Use scissors to cut along an outline (cut an image out successfully). Joining skills: join different materials – problem solving to find solutions	Cutting skills: use scissors independently and successfully Joining skills: self- select tools to join and attach media	
Drawing	• Explore making marks, creating lines and circles and giving meaning to marks e.g., "That's me"	•Draw with increasing complexity and detail, such as representing a face with a circle and including details •Create closed shapes with continuous lines and begin to use these shapes to represent objects.	•Use drawing to represent ideas like movement or loud noises. •Show different emotions in their drawings and paintings, like happiness, sadness, fear etc	• Observational drawings of objects and plants	Observational drawings of growth and change – recording observations of caterpillars growing in class	• Draw using instructions and guides. • Create own drawings based on experiences • Use a variety of materials and technique e.g., shading and collaging

Whitkirk Primary School EYFS Curriculum Document

Reviewed termly to ensure pitch progression of skills and content coverage

Date of last review: 6th March 2023