

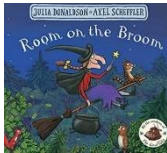




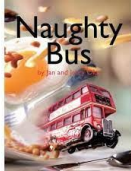
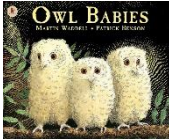
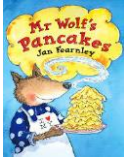


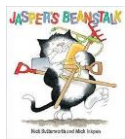

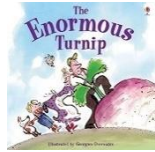
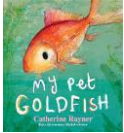




The Hawthorns Primary School Long term curriculum plan EYFS 2023-2024

	Autumn		Spring		Summer	
Topic name	Marvellous Me	Let's Celebrate! To Infinity and Beyond!	Ticket to Ride	Snippety Snappety!	Come Outside	Into the Blue
Related themes	My family Pets Home Traditional tales Harvest	Bonfire Diwali Space Christmas Autumn	Transport modes Fly to China – Lunar New Year Journey to Wokingham	Pancake day St David's day St Patricks day Mother's Day Spring	Healthy Me Growing beans Safe in the sun Life cycles – butterfly	Water Oceans Pirates Sea creatures
Hooks	Getting to know you Vet visit Local walk Autumn walk	Children's Diwali Planetarium visit Post a letter to Santa	Class receives a present of a bus	Ingredients for a pancake 3 pig toys A basket of food	Planting beans Visit to Morrisons Police visit	Pirates! Pond dipping Beach day
Rich text driver s	<p>1.The colour monster</p>  <p>2. Little Red Hen (Harvest)</p>  <p>3.Room on the Broom</p> 	<p>1. Zim Zam Zoom – poetry</p>  <p>2 Whatever Next</p>  <p>4. Stickman</p>  <p>(Christmas)</p> 	<p>1.The Naughty Bus</p>  <p>2. Sampan Poem – Tao Lang Pee (Lunar new year-February 1st 2022</p> <p>3. Owl Babies</p> 	<p>1.Mr Wolf's Pancakes</p>  <p>2. The three little pigs</p>  <p>3. Little red riding hood</p> 	<p>1.Jaspers beanstalk</p>  <p>2. The very Hungry caterpillar</p>  <p>3. The Enormous Turnip</p> 	<p>1.My pet goldfish</p>  <p>2.Commotion in the Ocean</p>  <p>3. The big book of the blue</p> 

Parallel texts	Mirror – Jeannie Baker Mr Big – Ed Vere Funny bones	Aliens love underpants Non-Fiction Space books Winnie in Space	Rosie's walk Handa's surprise Please don't talk to bus driver The Queens Hat	Wolves nonfiction books The true story of the three little pigs Three Billy goats Gruff	The enormous turnip Oliver's vegetables Slip Slap Slop The tiny seed	Tiddler The snail and the whale Shark in the Dark The fish who could wish Rumble in the jungle
Planned writing learning journey 1	Outcome: Draw self and write about likes. Purpose: Begin forming letters/pencil grip Audience: class Form: Fact	Outcome: Draw a rocket. identify rhyming words. Purpose: Understand rhyming words Audience: Self Form: Poetry	Outcome: write a speech/ thought bubble for different pictures of the text. Purpose: understand what a speech/thought bubble is- letter formation. Audience: Class Form:	Outcome: write facts about dinosaurs Purpose: short sentences including adjectives. Audience: Class Form: information writing	Outcome: Instructions on planting beans Purpose: forming letters/Short sentence/finger spaces Audience: Parents Form: Instructions	Outcome: To write a caption about a fish Purpose: To write an information caption / sentence Audience: Class Form: Factual
Planned writing journey 2	Outcome: Draw a house and label with initial sounds Purpose: Begin forming letters/pencil grip Audience: Self Form: Fact	Outcome: Sequence images and write descriptive. Purpose: to sequence a story, form letters/pencil grip Audience: Self Form: Fiction – repetitive narrative	Outcome: Perform a poem Purpose: to recognise rhyming words and a beat to a poem. Audience: perform to each class Form: Poetry	Outcome: To write a letter to the Dinosaur Purpose: features of letter writing. Audience: class Form: letter writing	Outcome: comparative writing of 2 texts. Purpose: forming letters/Short sentence/finger spaces Audience: Class Form: fiction	Outcome: To identify and write rhyming words about sea life creatures. Purpose: use phonics skills to write rhyming words. Audience: Class Form: Poetry
Planned writing journey 3	Outcome: Sequencing story And caption writing. Purpose: Begin forming letters/pencil grip Audience: Self Form: Fiction	And 4. Outcome: create a story map. Purpose: Begin forming letters/pencil grip/Short sentence Audience: Self Form: Fiction	Outcome: to describe the different modes of transport. Purpose: Begin forming short sentences Audience: Self	Outcome: To write words that can be read by others Purpose: To write a short sentence / caption Audience: class Form: Non-fiction	Outcome: Butterfly lifecycle recount Purpose: forming letters/Short sentence/finger spaces Audience: Self	Outcome: to write a story about an animal from the story. Purpose: story writing Audience: Class Form: fiction

		Draw and label characters from the book. C- add adjectives Story map	Form: Fiction		Form: Non-fiction recount	
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, story-telling 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.					
C&L is developed throughout the year through high quality interactions, daily group discussions, circle time PSHE times, stories, singing, MTYT. Daily story times	Welcome to EYFS Settling in activities Children talking about experiences that are familiar to them Rhyming and alliteration Shared stories Develop social phrases Develop vocabulary Retell stories Story language Listening and responding to stories Following instructions Takes part in discussion Understands how to listen carefully and why listening is important – introducing talking partners.	Encourage and model the use of how and why questions Retelling a story with story language – provide puppets and props in CP. Encourage and model describing events about stories to build familiarity and understanding. Learn rhymes, poems and songs. Encourage and model the use of time connectives Sustained focus when listening to a story	Re-read some favourite stories/ stories we have uses in our learning to revisit and consolidate vocabulary and events – making our learning sticky! Show and tell			
Personal, Social and Emotional Development	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. NSPCC Pants	Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.	Think about the perspectives of others. Manage their own needs. Develop self regulation			

Jigsaw PSHE	Being me in my world	Celebrating difference	Dreams and Goals	Healthy me	Relationships	Changing me
Physical Development	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
	<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility</p>					
PE Get set for PE	Introducing PE unit 1 Dance unit 1	Introducing PE unit 2 Gymnastics unit 1	Fundamentals unit 1 Dance unit 2	Fundamentals unit 2 Gymnastics unit 1	Games unit 1 Ball skills unit 1	Games unit 2 Ball skills unit 2
Mathematics (following White Rose)	Getting to know you Just like me	It's me 1,23 Light&Dark	Alive in 5 Growing 6,7,8	Building 9&10 Assessment and Consolidation	To 20 and beyond First, Then, Now	Find my pattern On the move
Understanding the World	My family Pets Home Harvest People who help us	Bonfire Diwali Christmas Space	Transport modes - Fly to China Lunar New Year Around the UK Visiting castles	Mardi Gras Carnival St David's day St Patricks day Mothers day	Healthy Me Growing beans Safe in the sun Life cycles – butterfly	Water Sharks, whales Pirates
Understanding the World	All about me Humans Seasonal changes	Space and planets	Materials	Animals- living things and their habitats	In the Garden- Growing plants Wildlife	Water and water creatures Forces and sounds
Expressive Arts and Design.	Self portrait Painting my home Painting pets	Marble rolling Rangoli patterns D&T baubles	Painting tigers Creating puppets D&T vehicles	stick puppets Potato printing footprints	Create an enormous beanstalk	Water colour painting

And see music below	Clay diva Sponge printing	Clay decoration Stick man character puppets	Painting with vehicle wheels	Colour mixing – inventing new colours	Painting from observation – fruits / flowers	Texture painting – paint with sand / PVA
Music	Jolly Music – Finding the singing voice Listening and responding Find the pulse	Jolly Music Finding the singing voice Listening and responding Find the pulse	Jolly Music Pitch – high and low Tempo – fast and slow Perform pulse actions precisely	Jolly Music Pitch – high and low Tempo – fast and slow Perform pulse actions precisely	Jolly Music Use the voice in different ways Perform the rhythm of songs Begin to show pitch with hand movements Begin to work with visual representations of pulse	Jolly Music Use the voice in different ways Perform the rhythm of songs Begin to show pitch with hand movements Begin to work with visual representations of pulse