



Coverack Primary School – EYFS long term plan 2022 – 2023

Our EYFS curriculum is progressively sequenced and planned to acknowledge precise next steps in children's learning. These next steps are addressed by children's curiosities and fascinations. Termly themes introduce children to new learning experiences and mini topics are interwoven to acknowledge learning opportunities throughout the year. However, planning is primarily flexible to follow children's interests and to allow for ownership of learning.

At Coverack, we acknowledge the four guiding principles that should shape practice:

Unique Child: Every child is unique and has the potential to be resilient, capable, confident, and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.

We also consider the three characteristics of effective teaching and learning:

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

At Coverack '**DIVE – Diversity, Identity, Vocabulary, Enrichment**' forms the rationale for our curriculum and what drives it going forward i.e. What is it we want for our children and what are we going to do to achieve it.

Our intent is to celebrate **diversity** within our school community and beyond. We aim for our children to leave Coverack School with an understanding of their **identity**: a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners. We acknowledge that our pupils need the language & **vocabulary** to be articulate learners. Our small village community's involvement is an essential part of our **Enrichment** curriculum as we celebrate local traditions.

Cultural capital- all children will have opportunities to receive the knowledge and cultural capital they need to succeed in life

	Class themes/ key events	Toys -Harvest -Halloween	-Bonfire night -Remembrance day -Christmas	London -Chinese new year -Valentine’s day	-Mother’s day -Easter	The Great Outdoors	-Father’s day
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Observational Checkpoint:</u> Can children shift focus from one task to another if you fully obtain their attention? Can children use sentences of four to six words? Can children join sentences using ‘because’, ‘or’, ‘and’. Can children use future and past tense? Can children answer a simple ‘why’ question?						
	Reception	<u>Listening, Attention and Understanding</u> Children will listen carefully to a story. Children will ask what questions. <u>Speaking</u> Children will know and retell ‘We’re going on a bear hunt’ and ‘Dogger’ Children will know and use vocabulary linked to their theme ‘Toys’.	<u>Listening, Attention and Understanding</u> Children will join in with repeated refrains in a story. Children will ask who questions. <u>Speaking</u> Children will know and retell a well-known story. Children will know and use vocabulary linked to their learning.	<u>Listening, Attention and Understanding</u> Children will talk about key events in a story. Children will ask when questions. <u>Speaking</u> Children will know and retell ‘The Magic Finger’ Children will know and use vocabulary linked to their theme of ‘London’. Children will express ideas using past and present tense.	<u>Listening, Attention and Understanding</u> Children will identify the main characters in the story and talk about their feelings. Children will ask where questions. <u>Speaking</u> Children will know and retell a well-known story. Children will know and use vocabulary linked to their learning.	<u>Listening, Attention and Understanding</u> Children will link events in a story to their own experiences. Children will ask why questions. <u>Speaking</u> Children will know and retell ‘Stone Girl, Bone Girl’ Children will know and use vocabulary linked to their theme ‘The Great Outdoors’.	<u>Listening, Attention and Understanding</u> Children will ‘hot seat’ characters from a story. <u>Speaking</u> Children will know and retell a well-known story. Children will know and use vocabulary linked to their learning.. Children will express ideas using past and present tense.
		<u>Listening, Attention and Understanding:</u> 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. <u>Speaking:</u> 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.					

Reception	History	<p><u>Past and Present</u> Children will know how they have changed from being a baby to being 4/5.</p> <p>Children will learn about toys from the past.</p> <p>Children will explore images, stories and artefacts from the past.</p>	<p><u>Past and Present</u> Children will know that Remembrance Day is to remember soldiers who died in the war.</p>	<p><u>Past and Present</u> Children will learn about The Great Fire of London.</p> <p>Children will know that the past is anything before the current day.</p>	<p><u>Past and Present</u></p>	<p><u>Past and Present</u> Children will learn about Grace Darling.</p> <p>Children will know that the present is now.</p>	<p><u>Past and Present</u></p>
	Geography	<p><u>People, Culture and Communities</u> Children will identify typical weather in Autumn.</p>	<p><u>People, Culture and Communities</u> Children will learn about China compared to the UK.</p> <p>Children will recognise some similarities and differences between life in this country and life in other countries.</p>	<p><u>People, Culture and Communities</u> Children will identify typical weather in Winter.</p>	<p><u>People, Culture and Communities</u> Children will learn about London and the UK.</p> <p>Children will know that the green on a globe is land and the blue is sea.</p> <p>Children will know that a globe shows different countries around the world.</p> <p>Children will identify typical weather in Spring.</p>	<p><u>People, Culture and Communities</u></p>	<p><u>People, Culture and Communities</u> Children will identify typical weather in Summer.</p> <p>Children will know the name of the road that our school is on.</p> <p>Children will explore aerial maps of our school and identify key features.</p> <p>Children will learn about our local area.</p>
	Science	<p><u>The Natural World</u> Children will know the names of body parts: shoulders, elbows, knees, ankles.</p> <p>Children will learn about seasonal changes.</p> <p>Children will know that this time of year is Autumn.</p>	<p><u>The Natural World</u> Children will learn about the human body and know the 5 senses.</p>	<p><u>The Natural World</u> Children will learn about living things and their habitats.</p> <p>Children will know that this time of year is Winter.</p>	<p><u>The Natural World</u> Children will know that this time of year is Spring.</p> <p>Children will know that a butterfly comes from an egg.</p> <p>Children will know how to respect and care for living things.</p>	<p><u>The Natural World</u> Children will know the life cycle of a sunflower.</p> <p>Children will know how to care for a plant.</p>	<p><u>The Natural World</u> Children will know that this time of year is Summer.</p>

	RE	<u>People, Culture and Communities</u> Children will know what is special to them and their families. Children will learn about Islam.	<u>People, Culture and Communities</u> Children will learn about caring for others. Children will know the Christian Christmas story.	<u>People, Culture and Communities</u> Children will learn about Muslims and how they live.	<u>People, Culture and Communities</u> Children will know the Easter story.	<u>People, Culture and Communities</u> Children will learn about Christianity.	<u>People, Culture and Communities</u> Children will understand how we should care for the world and others.
	Computing	Children will know how to use a laptop.	Children will know how to use keys on a keyboard to type their name.	Children will know how to use a trackpad to move a cursor.	Children will know how to use the laptop to make digital art using the programme 'paint'.	Children will know how to programme a beebot.	Children will know how to ask google a question.

Past and Present: 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.

People, Culture and Communities: 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.

The Natural World: 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.

Expressive Arts and Design	Observational Checkpoint: Can children take part in pretend play? Can children create using different materials? Can children develop their own creative ideas by drawing and painting? Can children perform a range of songs? Can children play instruments to express their own ideas?							
	Reception	Music	Being Imaginative Children will sing/learn common nursery rhymes/songs -Harvest – Harvest Hoedown and Autumn Days Charanga Music	Being Imaginative Children will sing/learn common nursery rhymes/songs -Christmas song - Away in a Manger, Little Donkey Charanga Music	Being Imaginative Children will sing/learn common nursery rhymes/songs Children will know how to tap/clap along to a rhythm. Charanga Music	Being Imaginative Children will sing/learn common nursery rhymes/songs Children will experiment with different ways of playing instruments. Children will join in with choreographed dances. Charanga Music	Being Imaginative Children will sing/learn common nursery rhymes/songs Children will know how to match a pitch. Charanga Music	Being Imaginative Children will sing/learn common nursery rhymes/songs Children will know perform their own dances using steps and techniques that they have learned. Charanga Music
			Creating with Materials Children will learn about portraits. Children will know how to complete observational drawings using different mediums.	Creating with Materials Children will know how to mix primary colours to make secondary colours using poster paints. Children will know which glue or tape to use for their chosen purpose. Children will make a puppet.	Creating with Materials Children will bake bread. Children will know how to make 2D collages.	Creating with Materials Children will learn about city scapes and land scapes. Children will know how to use and mix watercolour paints. Children will know how to use different techniques to make 3D collages.	Creating with Materials Children will create model lighthouses.	Creating with Materials Children will explore different landscapes in art linked to the great outdoors. Children will know how to make different shades of the same colour. Children will make a seaside summer picnic.
		Art and Design						
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								