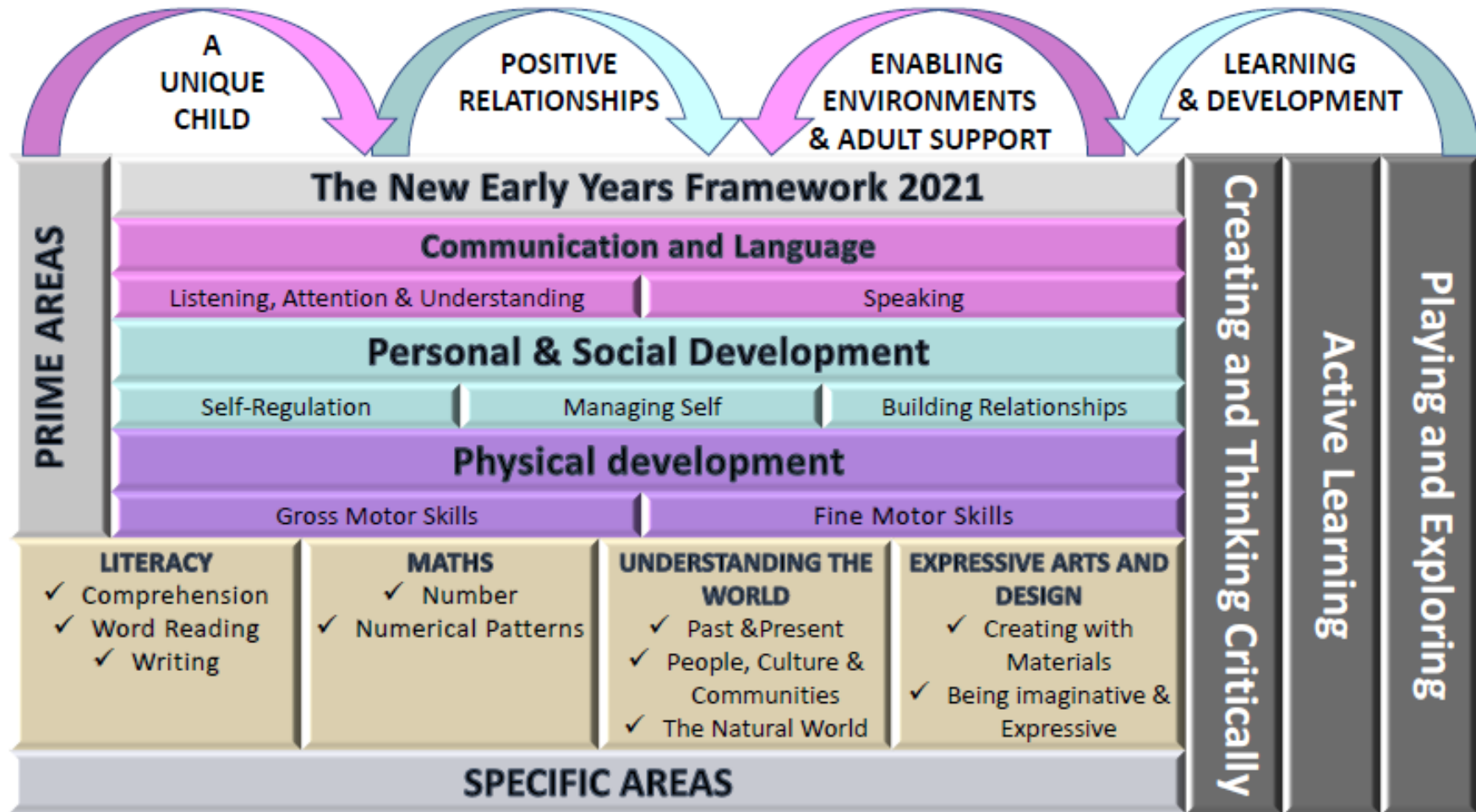




Primary and Nursery School

FAIRSTEAD COMMUNITY PRIMARY SCHOOL

EARLY YEARS LONG TERM CURRICULUM PLAN 2024/25



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Topic theme | ALL ABOUT ME *Baseline assessments 4 weeks after start date | ONCE UPON A TIME *Autumn | AMAZING ANIMALS *Winter | OH THE PLACES WE'LL GO! (Reception Spring 2 Nursery Summer 1) | COME OUTSIDE (Reception Summer 1 Nursery Spring 2) | BESIDE THE SEASIDE *Summer |
| Weekly breakdown | First 3 days: Child led Week 1: My Family Week 2: My New School Week 3: Where I live Week 4: Baseline assessments (child led learning) Week 5: What I want to be when I grow up/ People who help us Week 6: What I want to be when I grow up/ People who help us | Week 1: Autumn/ Halloween/ Week 2: Diwali/ Bonfire Night Traditional tales N- Little Red Hen R- Goldilocks Week 3: N- The Gingerbread Man R- Little Red Riding Hood/ alternative versions Week 4: Assessment week Week 5: N: The Three Little Pigs | Week 1: (4 days) Winter N: Non-fiction What can you see in Winter? Week 2: Winter/ Arctic animals N: Non-fiction What can you see in Winter? R- Non-fiction focus (Frozen Planet) Week 3: Jungle animals N- Dear Zoo R- The Tiger who came to tea Week 4: Farm animals | Week 1: Space R- Non-fiction (YouTube- Sleeping in Space etc) Week 2: Space R- Whatever Next Week 3: Assessment week Week 4: Spring Week 5: Easter | Week 1: Minibeasts N- The Very Hungry Caterpillar R- Superworm Week 2: Planting N- Jack and the beanstalk R- Jasper's Beanstalk Week 3: Where does food come from? R- Oliver's Vegetables Week 4: Healthy Living | Week 1: Pirates! Week 2: Pirates! Week 3: Under the sea Week 4: Under the sea Week 5: Seaside holidays Week 6: Seaside holidays Week 7: Transition |

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| | | R- The Three Billy Goats Gruff Week 6: CHRISTMAS! The Nativity Week 7: CHRISTMAS! Party etc | N- Farmyard Chase R- Farmyard Hullabaloo Week 5: Pets N- R- Mog Week 6: Extinct Animals | | R- Kitchen Disco/ Dental care Week 5: Profile assessments? Week 6: Summer | |
| WOW moments/ Enrichment weeks | Starting school Walk around local area | Panto Nativity Nursery & reception Food tasting Autumn walk Making sparklers | Zoo Lab Pancake making Winter walk Chinese food tasting Vet visit | Week 1 – planting something to harvest in week 4. Farm visit for all! | Visit train station and bus station Go to Watlington on the train and visit the park | Pirate day Visit to the Sea Life centre |
| Dates to remember | Halloween | Bonfire Night Diwali, Hannukah, Christmas | Pancake Day, Chinese New Year, Valentine's Day | Easter | Eid | Transition |
| Possible Texts | Colour Monster Ruby's Worry Talk through stories: My Monster and Me (worries) - 2 weeks Elma (all about me) - 2 weeks | As above | The Tiger who came to tea Mr Tiger goes wild Lost and Found Polar, Polar bear Happy Feet Farmer Duck | Superworm Jack and the beanstalk Jasper's Beanstalks The Very Hungry Caterpillar | Duck in the truck Mr Gumpy's outing Mr Gumpy's motorcar The Naughty Bus Oi get off our train | The snail and the whale Sharing a shell Commotion in the ocean The Singing Mermaid |

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| | The rainbow fish – (kindness/sharing) 2 weeks | | Duck in the trick Click Clack Moo Old McDonald Rosie’s Walk Hairy Maclary Mog | Percy the park keeper | We all go travelling by You can’t take an elephant on the bus Tremendous Tractors Smeds and Smooos Whatever Next | Barry the fish with fingers Tiddler The Rainbow Fish My Granny is a pirate 10 Little Pirates Pirates next door Port side pirates Alfie goes to the beach Pirates love underpants The pirate cruncher |
| Possible Vocabulary | School, good, sitting, good looking, good listening, friends, peg, carpet, outside, inside, toilet, challenge time, snack, parts of the body, senses mum, dad, sister, brother, family, | Autumn, leaves, season, colours, trees, weather, cold, wet, wind, foggy, change, bonfire, fireworks, safety, noises and sounds, light, Diwali, festival, Rangoli, Rama and Sita, religion, Christmas, nativity, baby | Winter, seasons, weather, cold, frozen, ice, snow, Autumn, holidays Pet, habitat, climate, diet, fur, extinct, dinosaurs, wild, domestic, mammals, reptiles, fish, Arctic | Spring, seasons, weather, Autumn, Winter, blossom, birth, lambs, daffodils, Easter, new life, chicks Minibeast, bug, insect, wings, legs, antennae, eyes, | Lorry, Car, Train, wheel, driver, pilot, aeroplane, boat, fuel Rocket, planets, orbit, space, stars, travel, sun, moon, Saturn, Mars, Jupiter, Uranus, Mercury, Venus, Neptune, astronaut | Pirate, treasure, gold, ship, map, parrot, plank, Island, hook, flag, skull and cross bone, compass, treasure chest Ocean, diver, anchor, shipwreck, shark, dolphin, octopus, fish, whales, |

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| | <p>house, flat, home, types of building, community</p> <p>Police, fire service, nurse, doctors, church, teacher, vet</p> <p>Feelings, emotions</p> | <p>Jesus, Santa, Father Christmas, Rudolf, reindeer, snow, ice, snowflakes, snowman, Christmas Tree, baubles, decorations, presents, Christmas food, advent</p> <p>Traditional tales, gingerbread, parts of a story, characters, setting, sequencing words</p> | | <p>Soil, seed, germination, water, sun, plants, leaves, stem, root, beanstalk, grow, food, eat</p> | <p>Town, city, shops, park, holiday, beach, woods, walk, bike, bus, ticket</p> | <p>jellyfish, submarine</p> <p>Rockpool, crab, sand, shells, seaweed, waves, sandcastle, ice cream, deck chairs, paddle, swim, life boat, armbands, sun cream, sea/sun safety, beach huts, donkey</p> |
| Assessment opportunities | <p>Ongoing observations, tapestry, baselines, RWI entry level assessments (reception)</p> | <p>End of term assessments. Ongoing observations, baseline data analysis. Pupil progress meetings. Parent's Evening</p> | <p>Analysis of Autumn 2 data Ongoing observations</p> | <p>Ongoing observations, Spring 2 assessments Parent's Evening Pupil progress meeting. RWI Spring 2 assessments</p> | | <p>End of year assessments,</p> |

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| | | RWI Autumn 2 assessments | | | | |
| Continuous Provision opportunities | Coloured pom-pom sorting Making colour monsters Making a feelings jar Role play school Lego Dolls Home corner Trains and cars Art straw skeletons Role play home corner Costumes Real costumes | Bonfire pictures Bonfire safety Food tasting – linked to festivals and fairy-tale stories Rangoli patterns Henna Nativity sets Creating nativity out of toilet rolls Salt dough decorations Christmas cards Christingles | Winter-footprints Bird feeders Winter walk Ice Animals in ice Hot/cold clothing Vets role play Animal footprints Habitats- making homes for animals Pets- bring in pets Jungle animal masks Jungle role play Construction- making a jungle Chinese restaurant role play Feathers Scales Fur Chopsticks | Easter nests Hot cross bun baking Giant’s castle Seasonal clothing in role play Looking at different beans/ fruit and vegetables Spring walk Potato printing Measuring | Car wash Mechanics Ticket office A farmer brings his tractor in Travel agents Uniforms? Small world travel Sequencing – journeys Junk modelling bus, trains etc | Pirate fancy dress role play Making rockpools Eye patches Pirate hats Ice lollies Seaside shop Flags Ice cream making Moon sand ice creams Aquarium in water tray Seaside clothes Tent/ camping role play Picnics Packing a suitcase |

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| Parental Involvement | Tapestry End of topic video RWI workshop- Reception Story time | Hindu and Sikh parents- talk about Diwali/ henna patterns Nativity- filmed or live Christmas craft parent session | Parents bring pets in Parent craft | Parent visit to farm with N children. | | Sports day Pirate singalong/ pirate craft Teddy Bear's picnic |
| Fantastic Finish | What I want to be when I grow up – Video for parents (costumes, props, books etc) | Nativity- parent mince pies/ coffee Church Christingle visit Panto- 8 th Dec? | Animal fancy dress, animal parent craft | Easter songs at church Farm visit | | Seaside day- donkey rides, ice creams, water fights, paddling pools. |
| PSED | N: Select and use activities and resources, with help when needed Develop their sense of responsibility and membership of community Talk about feelings using words like 'happy', 'sad', 'angry' and 'worried' | N: Become more outgoing with unfamiliar people, in the safe context of their setting Show more confidence in new social situations Play with one of more other children, extending and elaborating play ideas | N: Increasingly follow rules, understanding why they are important | N: Understand gradually how others might be feeling | N: Find solutions to conflicts and rivalries. Remember rules without needing an adult to remind them Talk with others to solve conflicts | N: Be increasingly independent in meeting their own care needs Make healthy choices about food, drink, activity and toothbrushing Develop appropriate ways of being assertive |
| | R: Build constructive and respectful relationships See themselves as a valuable individual. | R: Manage their own needs. - Personal hygiene Identify and moderate their own | R: Show resilience and perseverance in the face of challenge Know and talk about the different | R: Consolidation of prior learning | R: ELG descriptors | R: ELG descriptors |

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| | Express their feelings and consider the feelings of others | feelings socially and emotionally. | 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 | | | |
| CAL | <p>N: Sing a large repertoire of songs Use longer sentences of four to six words. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p> | <p>N: Understand a question or instruction that has two parts Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> | <p>Use a wider range of vocabulary Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> | <p>Enjoy listening to longer stories and can remember much of what happens Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> | <p>N: Know many rhymes, be able to talk about familiar books, be able to tell a long story Pay attention to more than one thing at a time, which can be difficult. Start a conversation with an adult or a friend and continue it for many turns</p> | <p>N: Be able to express a point of view and to debate when they disagree with an adult or a friend</p> |
| | <p>R: Understand how to listen carefully and why listening is important. Engage in story times. Listen to and talk about stories to build familiarity and understanding.</p> | <p>R: Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them.</p> | <p>R: Articulate their ideas and thoughts in well-formed sentences Connect one idea or action to another using a range of connectives.</p> | <p>R: Consolidation of prior learning</p> | <p>R: ELG descriptors</p> | <p>R: ELG descriptors</p> |

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| | <p>Listen carefully to rhymes and songs, paying attention to how they sound. Learn new vocabulary. Learn rhymes, poems and songs.</p> | <p>Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Listen to and talk about stories to build familiarity and understanding.</p> | <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> | | | |
| PD | <p>N: Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet.</p> | <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams</p> | <p>Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> | <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <ul style="list-style-type: none"> • Be increasingly independent as they get dressed and undressed, for | <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> | <p>Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p> |

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| | | | | example, putting coats on and doing up zips | | |
| | R: Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Develop their small motor skills so that they can use a range of tools competently, safely and confidently Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes | R: Progress towards a more fluent style of moving, with developing control and grace 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 | R: Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility | R: 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. Develop the foundations of a handwriting style which is fast, accurate and efficient | R: ELG descriptors | R: ELG descriptors |
| Maths R-White Rose scheme overview | N: Make comparisons between objects relating to size, length, weight and capacity. Extend and create ABAB patterns – stick, leaf, stick, leaf. Talk about and identifies the patterns around them. For example: stripes on | N: Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc Experiment with their own symbols and marks as well as numerals. | N: Recite numbers past 5. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, | N: Say one number for each item in order: 1,2,3,4,5. Show ‘finger numbers’ up to 5. Understand position through words alone – for example, “The bag is under the table,” – with no pointing. | N: Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). • Know that the last number reached when counting a small set of objects tells you how many | N: Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Solve real world mathematical problems with numbers up to 5. |

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| | clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. | Compare quantities using language: 'more than', 'fewer than'. Combine shapes to make new ones – an arch, a bigger triangle etc. | 'corners'; 'straight', 'flat', 'round'. | Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind' | there are in total ('cardinal principle') Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' | Notice and correct an error in a repeating pattern |
| | R: Numbers to 5 Comparing groups within 5 Shape | R: Shape Change within 5 Number bonds within 5 Space | R: Numbers to 10 Comparing numbers within 10 Addition to 10 Measure | R: Number bonds to 10 Subtraction Exploring Pattern | R: Counting on and counting back Numbers to 20 Numerical patterns | R: Shape Measure Sorting Time ELG descriptors |
| Literacy | N: Develop their phonological awareness, so that they can: - spot and suggest rhymes | N: Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother | N: Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom | N: Engage in extended conversations about stories, learning new vocabulary. | N: Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name | N: Write some letters accurately. |
| | R: Read individual letters by saying the sounds for them | R: Blend sounds into words, so that they can read short words made up of known letter-sound correspondences | R: Read some letter groups that each represent one sound and say sounds for them. Read a few common exception | R: Read simple phrases and sentences made up of words with known letter-sound correspondences and, where | R: ELG descriptors | R: ELG descriptors |

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| | | Spell words by identifying the sounds and then writing the sound with letter/s | words matched to the school's phonic programme. | necessary, a few exception words. Form lower-case and capital letters correctly Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense | | |
| UOTW | N: Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. | N: Begin to make sense of their own life-story and family's history. • Show interest in different occupations. | N: Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. | N: Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. | N: Continue developing positive attitudes about the differences between people | N: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. |
| | R: Talk about members of their immediate family. Name and describe people who are familiar to them. | R: Understand that some places are special to members of their community. Recognise that people have | R: Understand that some places are special to members of their community. Recognise that people have | R: Understand that some places are special to members of their community. Recognise that people have | R: Understand that some places are special to members of their community. Recognise that people have | R: ELG descriptors |

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| | <p>Recognise some environments that are different to the one in which they live. Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways. Describe what they see, hear and feel outside. Understand the effect of changing seasons. Explore the natural world around them.</p> | <p>different beliefs and celebrate special times in different ways. Describe what they see, hear and feel outside. Understand the effect of changing seasons. Explore the natural world around them.</p> <p>Compare and contrast characters from stories including figures from the past.</p> | <p>different beliefs and celebrate special times in different ways. Describe what they see, hear and feel outside. Understand the effect of changing seasons. Explore the natural world around them.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> | <p>different beliefs and celebrate special times in different ways. Describe what they see, hear and feel outside. Understand the effect of changing seasons. Explore the natural world around them.</p> <p>Draw information from a simple map.</p> | <p>different beliefs and celebrate special times in different ways. Describe what they see, hear and feel outside. Understand the effect of changing seasons. Explore the natural world around them. Comment on images of familiar situations in the past.</p> | |
| <p>EAD</p> <p>*Access Art taught in addition</p> | <p>N: Take part in simple pretend play, using an object to represent something else even though they are not similar. • 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</p> | <p>N: Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures</p> | <p>N: Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like</p> | <p>N: Explore colour and colour-mixing. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings.</p> | <p>N: Remember and sing entire songs. • 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</p> | <p>N: Play instruments with increasing control to express their feelings and ideas.</p> |

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| | as a city with different buildings and a park. | | movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. | | around one they know | |
| | R: Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills | R: Listen attentively, move to and talk about music, expressing their feelings and responses | R: Watch and talk about dance and performance art, expressing their feelings and responses. | R: Sing in a group or on their own, increasingly matching the pitch and following the melody. | R: Develop storylines in their pretend play Explore and engage in music making and dance, performing solo or in groups. Explore and engage in music making and dance, performing solo or in groups. | R: ELG descriptors |

