

EYFS LTP

YEAR A	AUTUMN		SPRING		SUMMER	
Global Curriculum Theme	Identity and Diversity	Rights and Responsibilities	Social Justice	Peace and Conflict	Sustainable Environmental Development	Global Neighbours
Global Topic/Question	<p>How are we all different / the same? Changes - Old and Young. Other ideas All about me and my family</p> <p>Harvest</p>	<p>How do rules help us? People who help us - local heros e.g. police, lolly pop lady, firefighters (bonfire night),</p> <p>Diwali Christmas</p>	<p>What is fair? <u>Sharing a shell, Handa's surprise</u>, Links to Africa and life of a child (comparing their responsibilities), links to children in need and children's charities supporting children closer to home. Water aid.</p> <p>Chinese New Year</p>	<p>How can we get along? Traditional - e.g. Goldilocks, Fairy tales - Cinderella. Can we change the ending to manage conflict? Pancake Day (Lent) Easter</p>	<p>How can we make a difference to our world? Plastics, effects on sea creatures and what we can do to help reduce effects.</p>	<p>Who lives in a house like this? Animals, mini-beasts, homes in the local area, homes globally - trip to farm / zoo. Making own garden and effects on surroundings. Food from around the world and successful growing. Trip to a farm / zoo? Ramadan / Eid</p>
Product Outcome	A product that develops an understanding of the uniqueness and value of every person and identifies the similarities and differences between themselves and others. E.g. Links with a nursing home - making them happy / local pre-school.	A product that develops an understanding of rules in class and school and how rules can help us. E.g. Art work - rules, links with grandparents, nursing home, pre-school - sharing of rules	A product that develops an understanding of what is fair and unfair and the importance of caring and sharing e.g. raising money for a local children's charity through a fund raising event e.g. Water aid - sponsored walk based on distance to safe water.	A product that develops an understanding of how own actions have consequences and to know some basic ways to avoid, manage and resolve conflict. E.g. Class ball or a ball between both schools?	A product that develops an understanding of living things and their needs and how to take care of it and the possibility of change in the future. E.g. recycling plastics for a project, recycling within school, class and home - involving families.	A product that develops an understanding of their immediate and local environment and make simple links with other places. Making our environment better. E.g. how can we improve... children to think of what needs improving and plan and work together to make changes.
WHY/Brave changemaker	<p>Communication - Children will be able to listen to others and take turns to express a view. Empathy - Children will be able to show sensitivity to people's feelings and needs.</p>	<p>Cooperation and Conflict resolution - children will participate in group activities, take turns and share and manage disputes peacefully. Making decisions - children will be able to support others in group or class.</p>	<p>Self-awareness and reflection - children will be able to recognise, name and deal with feelings in a positive way and notice some effects of own actions on others. They will identify how people are feeling e.g. happy, sad, worried). Cooperation and Conflict resolution - children will participate in group activities, take turns and share and manage disputes peacefully.</p>	<p>Cooperation and Conflict resolution - children will participate in group activities, take turns and share and manage disputes peacefully. Empathy - Children will be able to show sensitivity to people's feelings and needs.</p>	<p>Critical and creative thinking - Children will be able to ask questions, suggest ways to solve problems and wonder about ideas. Managing change - children can ask for help if they are unsure what to do.</p>	<p>Communication - Children will be able to listen to others and take turns to express a view. Making decisions - children will be able to support others in group or class.</p>
Related Text	All about me - Super Duper you (Sophy Henn, Only One You (Linda Kranz), I'm me, what makes me me. All	Supertato, Superworm, Super Daisy, Elliot the midnight superhero, The tiger who came to tea, People who help us books	Sharing a shell (Julia Donaldson), Handa's Surprise, One Day, So Many Ways (Laura Hall & Loris Lora), Farmer Duck, I	Smeds and the Smoos, Goldilocks, Cinderella, The Lion Inside, Chimp and Zee Easter story - Bible	Somebody swallowed Stanley, One Plastic bag, Dear Greenpeace, Tidy (Emily Gravett), The Coral Kingdom (Laura Knowles)	Hungry Caterpillar Home (Carsen Ellis), Jack and the beanstalk, Mad about Mega Beasts! (David W) I love bugs (Emma Dodd), A

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	<p>about families. Only One You (Linda Kranz), Elmer, Can I Build Another Me? (Shinsuke Yoshitake), Age changes - Joy (Corrinne Averiss), Little Red Riding Hood, The Growing Story (Ruth Krauss and Helen Oxenbury), Grandma and me (Mina Javaherbin), Once there were giants (Martin Wadell)</p> <p>Harvest – Little Red Hen / Enormous Turnip</p>	<p>(Busy People), Cops and Robbers (Jane and Allen Albern), Emergency, Burglar Bill, Mog,</p> <p>Diwali – story</p> <p>Christmas – Nativity story (Bible)</p>	<p>coloured in the world (Ahmadreza Ahmadi), NF - Africa is not a country, A is for Africa.</p> <p>Chinese New Year - story</p>			<p>visit to a city farm (Verna Wilkins), Snail Trail (Andersen Press), The whale and the snail, https://www.booksfortopics.com /minibeasts, Let's build a house, yucky worms, The Gruffalo,</p>
<p>Knowledge and Understanding of the World (Geog, His, Sci)</p>	<p>30-50m:</p> <ul style="list-style-type: none"> •Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (All about me – homes) •Can talk about some of the things they have observed such as plants, animals, natural and found objects. (Forest skills / Harvest) •Talks about why things happen and how things work. (Forest skills / Changes in people) •Developing an understanding of growth, decay and changes over time. (Forest skills) •Shows care and concern for living things and the environment. (Forest skills / Harvest and Food bank) <p>40-60m:</p> <ul style="list-style-type: none"> •Looks closely at similarities, differences, patterns and change. (Changes – age) 	<p>30-50m:</p> <ul style="list-style-type: none"> •Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (Vegetables - Supertato) •Can talk about some of the things they have observed such as plants, animals, natural and found objects. (Forest skills / Supertato) •Developing an understanding of growth, decay and changes over time. (Forest skills / Supertato) •Shows care and concern for living things and the environment. (Forest skills) 	<p>40-60m:</p> <ul style="list-style-type: none"> •Looks closely at similarities, differences, patterns and change. (Comparisons between themselves and children in water aid charity) <p>ELG:</p> <p>Children know about similarities and differences in relation to places. They talk about the features of their own immediate environment and how environments might vary from one another. (Chinese New Year / Water aid charity / differences in environments – UK and Africa, where fruits come from / How we access water).</p>	<p>Changes in food when heating – pancakes, porridge, cakes, biscuits, chocolate nests. Geography – Cinderella and houses – maps. Egg hunt maps.</p> <p>40-60m:</p> <ul style="list-style-type: none"> •Looks closely at similarities, differences, patterns and change. (Forest skills) <p>ELG Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. (Forest skills)</p> <p>Lent and history of celebrations.</p>	<p>40-60m:</p> <ul style="list-style-type: none"> •Looks closely at similarities, differences, patterns and change. (Materials / Plastics / Recycling / Forest Skills) <p>ELG Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. ((Materials / Plastics / Recycling / Forest skills)</p>	<p>40-60m:</p> <ul style="list-style-type: none"> •Looks closely at similarities, differences, patterns and change. (Homes, animals / mini-beasts / local environment / class visit / Forest skills) <p>ELG Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. (Homes, animals / mini-beasts / local environment / class visit / Forest skills)</p>
<p>People and Communities (RE, His)</p>	<p>30-50m:</p>	<p>30-50m:</p>	<p>40-60m: Enjoys joining in with family customs and</p>	<p>40-60m: They know about similarities and differences</p>	<p>40-60m:</p>	<p>ELG:</p>

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	<ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. (Changes – grandparents) Remembers and talks about significant events in their own experience. (All about me) Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family (All about me) <p>40-60m: Enjoys joining in with family customs and routines (Birthday’s and weekly / weekend routines)</p>	<ul style="list-style-type: none"> Shows interest in different occupations and ways of life. (People who help us) Recognises and describes special times or events for family or friends. (Celebrations – fireworks, Christmas) <p>40-60m: Enjoys joining in with family customs and routines (Christmas / Fireworks / Birthday’s)</p> <p>ELG: Children talk about past and present events in their own lives and in the lives of family members. (Remembrance Day / People Who help us)</p> <p>ELG: They know about similarities and differences between themselves and others, and among families, communities and traditions. (Diwali, Christmas, Fireworks)</p>	<p>routines (Christmas and New Year recap, Birthday’s and weekly / weekend routines)</p> <p>40-60m: They know about similarities and differences between themselves and others, and among families, communities and traditions. (All about me box / Water Aid charity, New Year, Chinese New Year)</p> <p>ELG: They know that other children don’t always enjoy the same things, and are sensitive to this. (Caring and Sharing / Water Aid charity)</p> <p>ELG: Children talk about past and present events in their own lives and in the lives of family members. (Christmas and New Year, All about me box)</p>	<p>between themselves and others, and among families, communities and traditions. (Celebration: Easter)</p> <p>40-60m: Enjoys joining in with family customs and routines (Birthday’s and weekly / weekend routines / Holidays)</p> <p>History of formal celebrations in the past / History of Lent celebrations.</p> <p>ELG: Children talk about past and present events in their own lives and in the lives of family members. (All about me box)</p>	<p>Enjoys joining in with family customs and routines. (Birthday’s and weekly / weekend routines / Holidays)</p> <p>ELG: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. (All about me box)</p>	<p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. (All about me box, Birthday’s and weekly / weekend routines / Holidays)</p>
RE	<p>St. Mary’s – D: Special People. What makes people special? Where do we belong? (Christianity / Judaism)</p> <p>St Helen’s – Which people are special and why?</p>	<p>Both – Incarnation. Why do Christians perform the Nativity plays at Christmas (Christianity)</p>	<p>St. Mary’s – D: Celebrations. How do people celebrate? (Islam / Judaism)</p> <p>St Helen’s – Which stories are special and why?</p>	<p>Both – UC: Salvation. Why do Christians put a cross on the Easter garden? (Christianity)</p>	<p>St. Mary’s – D: What can we learn from stories? (Buddhism, Christianity, Islam, Hinduism, Sikhism)</p> <p>St Helen’s – Creation. Why is the word God important to Christians.</p>	<p>St. Mary’s – D: Special Places. What makes places special? AS: What is special about our world? (Christianity, Islam and Judaism)</p> <p>St Helen’s – Which places are special and why?</p>
Literacy (English)						
Communication, Language and Literacy (Oracy)	<p>Daily stories (including books – see list above) and discussion / retelling. (L&A 30-50m / 40-60m)</p> <p>Whole class / small group teacher-led input (L&A 30-50m / 40-60m)</p> <p>Harvest – retelling of Little Red Hen / Enormous Turnip (L&A 30-50m / 40-60m)</p>	<p>Daily stories (including books – see list above) and discussion / retelling. (L&A 30-50m / 40-60m)</p> <p>Whole class / small group teacher-led input (L&A 30-50m / 40-60m)</p> <p>Christmas – retelling of the Nativity story (L&A 30-50m / 40-60m)</p>	<p>Daily stories (including books – see list above) and discussion / retelling. (L&A 30-50m / 40-60m)</p> <p>Sharing news / All about me box (30-50 / 40-60m S / L&A / U)</p> <p>Role-play area – café (Chinese restaurant) / supermarket/ small world areas – (S 30-50m / 40-60m)</p>	<p>Daily stories (including books – see list above) and discussion / retelling. (L&A 30-50m / 40-60m)</p> <p>Sharing news / All about me box (30-50 / 40-60m S / L&A / U)</p> <p>Easter story – retelling of the story (L&A 30-50m / 40-60m)</p>	<p>Daily stories (including books – see list above) and discussion / retelling.</p> <p>Sharing news / All about me box</p> <p>Role-play area – linked to a story? / small world areas –</p> <p>All areas ELG</p>	<p>Daily stories (including books – see list above) and discussion / retelling.</p> <p>Sharing news / All about me box</p> <p>Role-play area – doctors or vets / small world areas</p> <p>All areas ELG</p>

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	<p>Retelling of Little Red Riding Hood. (L&A 30-50m / 40-60m) Role-play area – home corner / small world areas – (S 30-50m / 40-60m)</p> <p>Meeting members of the community – Nursing home / grandparents (30-50/40-60/ELG L&A, U, S)</p>	<p>Asks and answers questions – People Who Help Us Beginning to understand ‘why’ and ‘how’ questions. (U 30-50m)</p> <p>Role-play area – Supermarket/ small world areas – (S 30-50m / 40-60m)</p>	<p>Chinese New Year – retelling of the story (L&A 30-50m / 40-60m)</p>	<p>Role-play area – castle / ball? small world areas – (S 30-50m / 40-60m)</p>		
Music links	<p>Through Reception Charanga Curriculum. Sing-Up songs (EYs), Songs and Rhymes on BBC nursery rhyme radio, collective worship whole school songs and Harvest songs. Dancing - Sticky Kids 30-50m: •Enjoys joining in with dancing and ring games. •Sings a few familiar songs. •Beginning to move rhythmically. • Imitates movement in response to music. •Taps out simple repeated rhythms. •Explores and learns how sounds can be changed.</p>	<p>Christmas Nativity songs 30-50m: •Sings a few familiar songs. •Beginning to move rhythmically. • Imitates movement in response to music. 40-60m: •Begins to build a repertoire of songs and dances.</p>	<p>Through Reception Charanga Curriculum. Sing-Up songs (EYs), Songs and Rhymes on BBC nursery rhyme radio and collective worship whole school songs. 40-60m: •Begins to build a repertoire of songs and dances. •Explores the different sounds of instruments. (Link to Chinese New Year festival and African music and dance) ELG: Children sing songs, make music and dance, and experiment with ways of changing them.</p>	<p>Through Reception Charanga Curriculum. Sing-Up songs (EYs), Songs and Rhymes on BBC nursery rhyme radio, collective worship whole school songs and Easter songs. Rhymes and raps (Goldilocks and Cinderella) 40-60m: •Begins to build a repertoire of songs and dances. •Explores the different sounds of instruments. ELG: Children sing songs, make music and dance, and experiment with ways of changing them.</p>	<p>Through Reception Charanga Curriculum. Sing-Up songs (EYs), Songs and Rhymes on BBC nursery rhyme radio, collective worship whole school songs. 40-60m: •Begins to build a repertoire of songs and dances. •Explores the different sounds of instruments. ELG: Children sing songs, make music and dance, and experiment with ways of changing them.</p>	<p>Through Reception Charanga Curriculum. Sing-Up songs (EYs), Songs and Rhymes on BBC nursery rhyme radio, collective worship whole school songs. 40-60m: •Begins to build a repertoire of songs and dances. •Explores the different sounds of instruments. ELG: Children sing songs, make music and dance, and experiment with ways of changing them.</p>
Art/DT	<p>Drawing themselves, their family members, portraits and self-portraits. Printing with vegetables (fruit and veg). Using range of classroom construction to make simple models of choice. Food – Vegetable soup (Harvest). 30-50m: •Explores colour and how colours can be changed. •Understands that they can use lines to enclose a space,</p>	<p>Firework pictures and rocket models. Creating own superveggies with vegetables and fruit. Creating own superhero outfits with material. Sewing – Remembrance Day / Christmas. Field of poppies (paintings). Christmas cards and decorations. 30-50m: •Explores colour and how colours can be changed. •Understands that they can</p>	<p>Food – fruit salad (Handa’s surprise) and Stir Fry (Chinese New Year). Drawing (Christmas dinner food), Food – printing / sketching, Exploring different medias – making a shell, sound effects – from story. Chinese New Year – paintings (water colours), Chinese writing with paint. Dancing to African and Chinese music – responding to music.</p>	<p>Drawing (masks, puppets), Food – pancakes, porridge, biscuits, cakes, chocolate nests. Designing outfits for the ball. Exploring different medias – design ball outfits, masks, pasta jewellery. Easter garden. Design Easter eggs, Easter cards, crowns, painting characters from stories. 40-60m: •Explores what happens when they mix colours.</p>	<p>Making things out of plastic recycling (reuse). ELG: They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.40-60m: •Explores what happens when they mix colours. •Experiments to create different textures. •Understands that different</p>	<p>Woodwork, junk modelling, construction, clay houses. ELG: They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.40-60m: •Explores what happens when they mix colours. •Experiments to create</p>

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	<p>and then begin to use these shapes to represent objects.</p> <ul style="list-style-type: none"> •Beginning to be interested in and describe the texture of things. •Uses various construction materials. •Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. •Realises tools can be used for a purpose 	<p>use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <ul style="list-style-type: none"> •Beginning to be interested in and describe the texture of things. •Uses various construction materials. •Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. •Realises tools can be used for a purpose 	<p>40-60m:</p> <ul style="list-style-type: none"> •Explores what happens when they mix colours. •Experiments to create different textures. •Understands that different media can be combined to create new effects. •Manipulates materials to achieve a planned effect. •Constructs with a purpose in mind, using a variety of resources. •Uses simple tools and techniques competently and appropriately. •Selects appropriate resources and adapts work where necessary. •Selects tools and techniques needed to shape, assemble and join materials they are using. 	<ul style="list-style-type: none"> •Experiments to create different textures. •Understands that different media can be combined to create new effects. •Manipulates materials to achieve a planned effect. •Constructs with a purpose in mind, using a variety of resources. •Uses simple tools and techniques competently and appropriately. •Selects appropriate resources and adapts work where necessary. •Selects tools and techniques needed to shape, assemble and join materials they are using. 	<p>media can be combined to create new effects.</p> <ul style="list-style-type: none"> •Manipulates materials to achieve a planned effect. •Constructs with a purpose in mind, using a variety of resources. •Uses simple tools and techniques competently and appropriately. •Selects appropriate resources and adapts work where necessary. •Selects tools and techniques needed to shape, assemble and join materials they are using. <p>ELG: They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>different textures.</p> <ul style="list-style-type: none"> •Understands that different media can be combined to create new effects. •Manipulates materials to achieve a planned effect. •Constructs with a purpose in mind, using a variety of resources. •Uses simple tools and techniques competently and appropriately. •Selects appropriate resources and adapts work where necessary. •Selects tools and techniques needed to shape, assemble and join materials they are using. <p>ELG: They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>
Technology	<p>Games on IWB, class computers and iPads linked to shapes, counting, stories, 2simple paint for drawing.</p> <p>30-50m:</p> <ul style="list-style-type: none"> •Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. •Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. •Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. •Knows that information can be retrieved from computers 	<p>Games on IWB, class computers and iPads. Supertato – children make own videos of their superveggies on I pads.</p> <p>30-50m:</p> <ul style="list-style-type: none"> •Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. •Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. •Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. 	<p>Games on IWB, class computers, iPads, Beebots, using the internet to investigate Africa. Make simple bar graphs on favourite fruits (Handa’s surprise). Google Maps to show and children explore. ICT – ipads for story telling and Google Maps for exploring counties.</p> <p>40-60m:</p> <ul style="list-style-type: none"> •Completes a simple program on a computer. •Uses ICT hardware to interact with age-appropriate computer software. 	<p>Games on IWB, class computers, iPads, Beebots, using the internet to watch traditional stories and fairy tales. Make own stories or changes to traditional and fairy tales on laptops (2simple stories). ICT – design invites, text, email (different forms of communication), take photos at the ball, video the songs. (e.g. balls).</p> <p>40-60m:</p> <ul style="list-style-type: none"> •Completes a simple program on a computer. •Uses ICT hardware to interact with age-appropriate computer software. 	<p>Games on IWB, class computers, iPads, Beebots, using the internet to watch how plastic is affecting the environment. Make recycling posters on textease / 2simple.</p> <p>ELG:</p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>Games on IWB, class computers, iPads, Beebots, using the internet to explore google maps and homes. Looking at SatNav’s for directions to different places.</p> <p>ELG:</p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>

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		•Knows that information can be retrieved from computers				
Jigsaw / PSHE	St. Mary's - T1- New Beginnings St. Helen's - T1 - Me in my world	St. Mary's - T2 - Good to be me St. Helen's - T2 - Celebrating differences	St. Mary's - T3 – Getting on and falling out St. Helen's - T3 - Healthy me	St. Mary's - T4 - Relationships St. Helen's - T4 - Relationships	St. Mary's - T5 - Going for goals St. Helen's - T5 - Dreams and Goals	St. Mary's - T6 - SRE St. Helen's - T6 - Changing me
Moving and Handling	PE curriculum Opportunities for children to mark-make, write, cut, paint, play doh, clay, sew, use a range of tools (e.g. chalk, water and brushes) in continuous provision inside and outside – see weekly plans.	PE curriculum Opportunities for children to mark-make, write, cut, paint, play doh, clay, sew, use a range of tools (e.g. chalk, water and brushes) in continuous provision inside and outside – see weekly plans.	PE curriculum Opportunities for children to mark-make, write, cut, paint, play doh, clay, sew, use a range of tools (e.g. chalk, water and brushes) in continuous provision inside and outside – see weekly plans.	PE curriculum Opportunities for children to mark-make, write, cut, paint, play doh, clay, sew, use a range of tools (e.g. chalk, water and brushes) in continuous provision inside and outside – see weekly plans.	PE curriculum Opportunities for children to mark-make, write, cut, paint, play doh, clay, sew, use a range of tools (e.g. chalk, water and brushes) in continuous provision inside and outside – see weekly plans.	PE curriculum Opportunities for children to mark-make, write, cut, paint, play doh, clay, sew, use a range of tools (e.g. chalk, water and brushes) in continuous provision inside and outside – see weekly plans.
Maths			Bar graphs Capacity and water Time – 30 minutes for sponsored walk Distance Ordinal Numbers – Chinese New Year animals Sharing objects so it's fair – game pieces etc.	Repeated patterns (necklaces and jewellery – outfits for the ball) Cooking – weighing ingredients and measuring		