**St. Brendan’s Catholic Primary School**

**Cycle 1 - Curriculum Framework Overview and Long-Term Plan - EYFS 2020-21**

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|  | AUTUMN TERM 1ST Half | | AUTUMN TERM 2ND Half | | | SPRING TERM 1ST Half | | | SPRING TERM 2ND Half | | SUMMER TERM 1ST Half | | | SUMMER TERM 2ND Half | |
| RE  Come and See | **Myself**  Why am I precious? | **Welcome**  Why is feeling welcome important? | | | **Birthdays**  Why do we celebrate birthdays? | **Celebrating**  What and why do people celebrate? | **Gathering**  What makes some meals special? | | | **Growing**  How and why do things grow? | **Good News**  What is good news? | **Friends**  Is it good to have friends? | | | **Our World**  What makes our world so wonderful? |
| School BIG question  Year Group Line of Enquiry | **Who Am I?** | | | **Which Britain do I like the best?** | | **What would I Build?** | | **Royalty** | | | **How can I save the world? Plastic Pollution** | | **Weapons and War** | | |
| **Family** | | | **What’s it Like to Live in Britain?** | | **Buildings Around Me** | | **Queen Elizabeth II** | | | **In my Family** | | **Sad and Happy Times in my Life** | | |
| Literacy (English) | Baseline assessment  Name writing  Initial sounds | | | Name writing  Initial sounds  Beginning to blend CVC words | | Initial and end sounds  Blending CVC words  Beginning simple sentences | | Initial and end sounds  Blending CVC words  Beginning simple sentences. | | | Blending CVC words  Simple sentences – beginning to add more complexity. | | Blending CVC words  Simple sentences  Extended sentences for more able – using Fantastics | | |
| Quality Text | The Three Billy Goats Gruff – Paul Galdone ; Grandpa – John Burningham; Owl Babies – Martin Waddell; Wanted: The Perfect Pet – Fiona Robertson | | | Katie in London – James Mayhew; What do people do all day? – Richard Scarry | | The True Story of the Three Little Pigs – John Scieszka; The Three Little Wolves and the Big Bad Pig – Eugene Trivizas; A Place called Home – Kate Baker | | The Queen’s Hat – Steve Antony; QE II We LOVE you – A Child’s eye celebration of Queen Elizabeth II | | | What a Waste – Jess French; Somebody Swallowed Stanley – Sarah Roberts; Michael Recycle – Ellie Bethel Harry saves the Ocean – Sylva Fae | | Voices in the Park – Anthony Brown; Lost and Found – Oliver Jeffers; A Great Big Cuddle: Poems for the Very Young – Michael Rosen and Chris Riddell; | | |
| Maths | Baseline assessment  Numbers 0-2  1 to 1 correspondence  1 more  Shape | | | Numbers 3-5  1 more and 1 less  Addition  Shape | | Numbers 6-8  Addition and Subtraction  Shape  Measurement – weight  Money | | Numbers 9-10  Addition and subtraction  Shape  Measurement – length  Number bonds  Money | | | Consolidate 0-10  Doubling  Halving  Estimation  Number bonds | | Exposure to numbers beyond 10  Problem solving  Number bonds to 20  Time | | |
| Communication and Language | Circle time  Daily stories | | | Introduce helicopter stories  Show and Tell | | Introduce Parent partnership  Helicopter stories  Show and tell  Share class diary | | Helicopter stories  Show and tell  Circle time  Reading buddies – Y6 | | | Helicopter stories  Show and tell  Class Assembly  Circle time  Reading buddies – Y6 | | Helicopter stories  Show and tell  Class Assembly  Circle time  Reading buddies – Y6 | | |
| Personal, Social and Emotional Development  (PSHE) | Name members of family and who is special and why.  Know class saint name.  Understand different family set-ups and communities  Recognising our ‘School family’ | | | Name of our town and where we live.  Understand Corby is part of Britain.  To know what jobs the people in their family do. | | Recognise key buildings around Corby – school, church, swimming pool etc.  Children to know their own home address. | | To share where the Queen is relevant in their own lives.  To re-enact the Queen and royal situations in role-play.  Royal tea part experience. | | | To understand how they can help to make the planet ‘greener’.  To know how to recycle at home. | | Sharing happy and sad times in our lives.  Looking at transition into Y1. | | |
| Physical Development  (Physical Education) | Real PE Foundations – Cat – gymnastics, static balance. | | | Real Dance – Unit 1 – moving to music and creating shapes | | Real PE – Bike – co-ordination and footwork | | Real PE Foundations – Fairy Tale – agility – reaction and response | | | Real PE Foundations – Seaside – counter balance with a partner | | Real PE Foundations – clowning around – agility and ball skills | | |
| Understanding the World  (Science, History, Geography, Computing) | To take a photo of their family.  To look at a family tree – older generations of their family.  Look at baby photos of themselves and their family – growing and changes. | | | What makes Britain different to other countries around the world?  Recognise some other key places in Britain e.g. London.  Use beebots on a map of Britain – navigate around. | | Use of green screen to talk about different buildings around them and what happens there.  Building with different materials – understanding of material properties.  Understand what materials are used for what and why.  Look at old pictures or Corby and compare to current day. | | Become familiar with London as our capital city.  Recognise Union Jack flag.  To know key members of the current Royal Family – particularly Queen Elizabeth II, Prince Charles and Prince William. | | | Visit from street sweeper/bin lorry.  To understand what recycling means and what they can do to help.  To recognise the recycling logo.  To understand the wheelie bins they have at home and what they are for.  To understand ways they can reduce their plastic consumption. | | Planting – talk about growth and changes over time.  Role-play that links to children’s experiences of happy times e.g. beach.  Children to take photos of themselves showing different emotions. | | |
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| Expressive Arts and Design  (Art, Music, Design and Technology) | Paintings of themselves using mirrors – choosing accurate colours etc.  Home corner role-play to allow imaginative play.  Singing simple ‘get to know you’ songs. | | | Introduction to musical instruments – tapping out simple rhythms.  Making Union Jack and other British flags.  Role-play with different jobs e.g. doctors surgery, laboratory, emergency services, trades, authors etc. | | Create a model/picture of a building of their choosing.  Role-play of Three Little Pigs and their building site.  Create Chinese drum and dragon dancing to celebrate CNY. | | Create a royal portrait of the Queen using different mediums.  Role-play castle.  Afternoon tea listening to traditional, royal music. | | | Re-using materials to print.  Junk modelling.  Role-play to be a recycling centre and a underwater theme.  Learning ‘Reduce, Reuse, Recycle’ song. | | Pastel pictures looking at happy and sad colours – contrasting colours to show emotion.  Listening to different music and songs – what emotions do they evoke?  Pantomime show.  Role-play – happy and sad experiences linked to children’s lives. | | |
| SMSC Links | Recognising that everyone is different, but respecting and valuing this.  European Day of Languages. | | | Understanding different cultures in Britain – where are these represented?  Look at Diwali celebration. | | Can we build new buildings anywhere? Thinking about the impact on nature and wildlife.  Look at Chinese New Year. | | Looking at another country in the Commonwealth e.g. what is the same/different? | | | Littering and respect to our environment. | | How to handle difficult emotions and how we can cope. | | |