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

**Cycle 2 - Curriculum Framework Overview and Long Term Plan - EYFS 2021-2022**

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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 | **Climate Change** | | | **What Can I find?** | | **How do we use water?** | | **People of our Time?** | | | **This land is our land – animal focus** | | **Local geography/history study** | | |
| **What is Hot and Cold?** | | | **Why do we Explore?** | | **What Do I Use it for at Home?** | | **Special People in my Life** | | | **Let’s go to the Beach** | | **How our School has Changed?** | | |
| 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 Koala Who Could – Rachel Bright ; My Village: Rhymes from Around the World – Danielle Wright and Mique Moriuchi | | | Worrysaurus –Rachel Bright; The Story of Diwali – Jatinda Verma; | | The Rhythm of the Rain – Grahame Baker-Smith | | The Story of People - Catherine Barr; | | | At the Beach – Roland Harvey | | Once upon an ordinary school day – Colin McNaughton; | | |
| 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) | Recognise when our bodies feel hot and cold.  What can we do to make ourselves warmer/cooler?  Hot and cold emotions | | | Learning to be an ‘explorer’ – what can I find in the classroom/at home etc?  Exploring other cultures and understanding differences. | | Hygiene – toileting, washing hands, brushing teeth, cleaning bodies.  Drinking water – why do we need it?  Look at crying. | | 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’  Recognise people they look up to. | | | Caring for animals – what we can do to help.  Staying safe at the beach.  Plastic pollution in regards to underwater creatures. | | Transition to Y1 – changing classrooms.  Compare photos – how have the children changed since starting school. | | |
| Physical Development  (Physical Education) | Real PE – Jungle Run – static balance seated | | | Real PE – Exploring Space – dynamic balance – jumping and landing | | Real PE – Pirate – one leg static balance | | Real Dance – Unit 1 – moving to music and creating shapes | | | 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) | Looking at hot and cold environments e.g. small world arctic/desert  Visit for Ogden Trust  Look at freezing and melting – ice cubes  Looking at thermometers | | | Looking at dinosaurs – fossils/omnivores/carnivores/Herbivores  Role-play – being palaeontologists on fossil digs.  Green screen to create fact file for dinosaurs. | | Using water for growing plants and sow seeds etc.  Local water works visit.  History of waterworks e.g. lack of toilets etc in the past.  Visit to boating lake/school pond – what wildlife is there?  Role-play – washing clothes with soap | | To take a photo of their special people in their lives to share.  To look at a family tree – older generations of their family.  Look at baby photos of themselves and their family – growing and changes. | | | Animals in different habitats e.g. land and sea.  Beaches around the world and their differences.  Google Earth and expedition to see different locations.  Look at British beaches and how they have changed and developed over the years. | | Talks from Y6 children – what has changed during their time at school.  Walk of the school grounds – make a map of the school to help future children starting.  Film a tour of the school. | | |
| Expressive Arts and Design  (Art, Music, Design and Technology) | Coloured Ice exploration  Singing simple ‘get to know you’ songs.  Pictures of themselves during a hot/cold scene – what would the background be? Clothes being worn? Etc. | | | Fossil pictures.  Mehndi patterns.  Diva lamps.  Traditional Indian dance  Rangoli patterns.  Introducing instruments. | | Water paintings outside  Watercolour paint pictures  Design and make rain shaker instruments  Beginning to tap out simple rhythms. | | Create a collage of people who are special – this can be real life, famous people, characters etc that are important to them.  3D model using clay of a special person. | | | Sand pictures.  Collage of an underwater animal.  Looking at steel drums.  Role-play – underwater/beach theme | | Model of the school.  Record a song about St Brendans School to share.  Take photos of classroom/school – redesign to their ‘dream school’ | | |
| SMSC Links | Hot and cold safety – e.g. burning etc. | | | Indian food tasting – to experience different cultures. | | Water safety at home.  Careful consumption of water. | | Recognising that everyone has different opinions and are entitled to this. | | | Outdoor water safety – open water.  Sun safety. | | Talking about changes and transitions in life. | | |