



Coverack Primary School – EYFS long term plan 2021 – 2022

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	Autumn 1 All about me	Autumn 2 Festivals	Spring 1 Titanic (water, boats)	Spring 2 The world around us	Summer 1 Seaside holidays	Summer 2 Cornwall
	-Harvest -Halloween	-Bonfire night -Remembrance day -Christmas	-Chinese new year -Valentine’s day -Mother’s day	-Mother’s day -Easter	-Queen’s Platinum Jubilee	-Father’s day

COMMUNICATION AND LANGUAGE

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Observational Checkpoint: 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?

Foundation 2

Development Matters (Reception)

Listening, Attention and Understanding

Children will listen carefully to a story.

Children will ask what questions.

Speaking

Children will know and retell 'Little Red Riding Hood'.

Children will know and use vocabulary linked to their theme 'All about me'.

Listening, Attention and Understanding

Children will join in with repeated refrains in a story.

Children will ask who questions.

Speaking

Children will know and retell 'The Jolly Postman'.

Children will know and use vocabulary linked to their theme 'Festivals'.

Listening, Attention and Understanding

Children will talk about key events in a story.

Children will ask when questions.

Speaking

Children will know and retell 'Lost and Found'.

Children will know and use vocabulary linked to their theme 'Titanic, water and boats'.

Children will express ideas using past and present tense.

Listening, Attention and Understanding

Children will identify the main characters in the story and talk about their feelings.

Children will ask where questions.

Speaking

Children will know and retell 'The Three Little Pigs.'

Children will know and use vocabulary linked to their theme 'The World Around us'.

Listening, Attention and Understanding

Children will link events in a story to their own experiences.

Children will ask why questions.

Speaking

Children will know and retell 'Jack and the Beanstalk'.

Children will know and use vocabulary linked to their theme 'Seaside holidays'.

Listening, Attention and Understanding

Children will 'hot seat' characters from a story.

Speaking

Children will know and retell 'The Disgusting Sandwich'.

Children will know and use vocabulary linked to their theme 'Cornwall'.

Children will express ideas using past and present tense.

Listening, Attention and Understanding: 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.

Speaking: 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.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Observational Checkpoint: Can children share and take turns with others, with adult guidance and understanding ‘yours’ and ‘mine’? Can children settle at activities for a while? Can children play alongside others? Can children take part in pretend play, taking on a role such as Mummy or Daddy? Can children take part in pretend play with different roles such as the Gruffalo? Can children negotiate solutions to conflicts in their play?

Foundation 2	Development Matters (Reception)	<p>Self-Regulation Children will see themselves as unique by sharing their hobbies and interests.</p> <p>Managing Self Children will know how regular exercise is important for their health.</p> <p>Building Relationships Children will know how to identify their feelings, using books and circle time to support understanding.</p>	<p>Self-Regulation Children will know how to be helpful by taking on jobs in the classroom.</p> <p>Managing Self Children will know the school rules.</p> <p>Children will know how healthy eating is important for their health.</p> <p>Building Relationships Children will know how to listen to others with respect.</p>	<p>Self-Regulation Children will know how to make the right choice and the consequences of not doing so.</p> <p>Managing Self Children will know how regular teeth brushing is important for their health.</p> <p>Building Relationships Children will know how to treat others in our class thinking about kind words.</p>	<p>Self-Regulation Children will know the effects of their behaviour on others.</p> <p>Managing Self Children will know what a sensible amount of screen time is and why this is important for their health.</p> <p>Building Relationships Children will be able to describe what makes a good friend including attributes such as listening and sharing.</p>	<p>Self-Regulation Children will know what to do when they are feeling upset/angry.</p> <p>Managing Self Children will know about the importance of a good sleep routine for their health.</p> <p>Building Relationships Children will know how to express their opinion and understand it is okay to have a different opinion to their friends.</p>	<p>Self-Regulation Children will know how to overcome challenges.</p> <p>Managing Self Children will know how to be a safe pedestrian and why this is important.</p> <p>Building Relationships Children will know how to resolve a problem by talking it through with a friend or adult.</p>
		<p>Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.</p> <p>Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others’ needs.</p>					

PHYSICAL DEVELOPMENT

Observational Checkpoint: Can children make 'cross the mid-line' marks on vertical surfaces? Can children move in a range of ways including hopping, climbing and balancing? Can children work in groups/teams? Can children use one-handed tools such as scissors or a hammer? Do children have a comfortable grip when using pens/pencils? Are children independent in dressing themselves?

Foundation 2	Development Matters (Reception)	<p>Gross Motor Children will know how to hop, skip and jump.</p>	<p>Gross Motor Children will know how to ride a balance bike.</p>	<p>Gross Motor Children will know how to pull themselves up rope and hang on monkey bars.</p>	<p>Gross Motor Children will know how to kick and pass different sized balls.</p>	<p>Gross Motor Children will know how to throw and catch different sized balls.</p>	<p>Gross Motor Children will know how to bat and aim using different sized balls.</p>
		<p>Fine Motor Children will know the correct pencil grip and posture for writing.</p>	<p>Fine Motor Children will know how to do up and undo buttons.</p>	<p>Fine Motor Children will know how to use a knife and fork.</p>	<p>Fine Motor Children will know how to use two-hole scissors to make snips in paper.</p>	<p>Fine Motor Children will know how to thread and sew.</p>	<p>Fine Motor Children will know how to use two-hole scissors to cut along lines.</p>
		<p>Children will know how to correctly form the letters m,a,s,d.</p>	<p>Children will know how to correctly form the letters t, i, n, p, g, o.</p>	<p>Children will know how to correctly form the letters c, k, u, b, f, e.</p>	<p>Children will know how to correctly form the letters l, h, r, j, v, y.</p>	<p>Children will know how to correctly form the letters w, z, x, q.</p>	<p>Children will know how to correctly form capital letters.</p>

Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

LITERACY

Observational Checkpoint: Can children identify a range of different signs? Do children know how to handle a book and turn the pages one at a time? Can children identify rhymes and clap syllables? Can children talk to an adult about a story that they have enjoyed? Can children write their name?

Foundation 2	Development Matters (Reception)	<p>Comprehension Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.</p> <p>Word Reading Children will read and correctly form the sounds m, a, s, d, t, i, n, p, g.</p> <p>Children will hear and identify initial sounds in words.</p> <p>Children will know tricky red words l, the.</p> <p>Writing Children will know how to correctly form the letters m, a, s, d.</p> <p>Children will know how to write their name.</p>	<p>Comprehension Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.</p> <p>Word Reading Children will read and correctly form the sounds o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x.</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky red words to, into.</p> <p>Writing Children will know how to correctly form the letters t, i, n, p, g, o.</p> <p>Children will know how to write initial sounds.</p>	<p>Comprehension Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.</p> <p>Word Reading Children will read and correctly form the sounds qu, ch, th, sh, ng, nk.</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky red words no, go, so.</p> <p>Writing Children will know how to correctly form the letters c, k, u, b, f, e.</p> <p>Children will know how to write CVC/CVCC words.</p>	<p>Comprehension Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.</p> <p>Word Reading Children will read and correctly form the sounds ay, ee, igh, ow, oo (short), oo (long).</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky red words he, she, me, we, be.</p> <p>Writing Children will know how to correctly form the letters l, h, r, j, v, y.</p> <p>Children will know how to write a short phrase.</p>	<p>Comprehension Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.</p> <p>Word Reading Children will read and correctly form the sounds ar, or, air, ir, ou, oy.</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky red words are, they, her.</p> <p>Writing Children will know how to correctly form the letters w, z, x, q.</p> <p>Children will know how to write a short sentence.</p>	<p>Comprehension Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.</p> <p>Word Reading Children will sound and blend words with RWI set 1 and 2 sounds.</p> <p>Children will know tricky red words my, by, of.</p> <p>Writing Children will know how to correctly form capital letters.</p> <p>Children will know how to read what they have written to check it makes sense.</p>
		<p>Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>					

MATHEMATICS

Observational Checkpoint: Can children subitise to 3? Can children count in correspondence to 5? Can children rote count beyond 5? Can children compare quantities, size, length, weight and capacity? Can children talk about 2D and 3D shapes? Can children use positional language? Can children select shapes appropriately? Can children create a repeating pattern?

Foundation 2	Development Matters (Reception)	<p>Number Children will represent, compose and compare numbers to 3.</p> <p>Numerical Patterns Children will match and sort.</p> <p>Children will compare amounts, size, mass and capacity.</p> <p>Children will make AB patterns.</p>	<p>Number Children will represent, compose and compare numbers to 5.</p> <p>Numerical Patterns Children will identify and describe circles, triangles, squares and rectangles.</p> <p>Children will use positional language including under, over, around and through.</p> <p>Children will identify one more and one less within 5.</p>	<p>Number Children will know number bonds to 4.</p> <p>Children will identify 0.</p> <p>Children will represent, compose and compare numbers to 8.</p> <p>Numerical Patterns Children will compare mass and capacity.</p> <p>Children will make pairs.</p>	<p>Number Children will know number bonds to 5.</p> <p>Numerical Patterns Children will combine 2 groups.</p> <p>Children will explore length, height and time.</p> <p>Children will compare numbers to 10.</p> <p>Children will identify a cube, sphere, cylinder and cone.</p> <p>Children will make ABB/AAB repeated patterns.</p>	<p>Number Children will know $5+5=10$, $0+10+10$.</p> <p>Children will count forwards and backwards within 10.</p> <p>Numerical Patterns Children will build and identify numbers to 20.</p> <p>Children will match patterns using tangrams and shapes.</p> <p>Children will add more and take away within 20.</p>	<p>Number Children will double within 10.</p> <p>Numerical Patterns Children will equally share into two groups.</p> <p>Children will identify even and odd numbers up to 10.</p> <p>Children will verbally count beyond 20.</p>
		<p>Opportunities for settling in introducing areas of the provision and getting to know the children</p> <p>Key times of the day, class routines. Exploring continuous provision inside and out. Where do things belong? Positional language</p> <p>Match and sort Compare amounts Compare size, mass and capacity Exploring pattern</p> <p>Representing 1, 2 and 3 Comparing 1, 2 and 3 Composition of 1, 2 and 3</p>	<p>Circles and triangles Positional language</p> <p>Representing numbers to 5 One more and less</p> <p>Shapes with four sides Time</p>	<p>Introducing zero Comparing numbers to 5 Composition of 4 and 5 Compare mass Compare capacity Making 6,7 and 8 Making pairs Combining 2 groups</p>	<p>Length and height Time Building 9 and 10 Comparing numbers to 10 Bonds to 10 3D shape pattern (2)</p>	<p>Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning (1) Match, rotate, manipulate</p> <p>Adding more Taking away Spatial reasoning (2) Compose and decompose</p>	<p>Doubling, sharing and grouping Even and odd</p> <p>Spatial reasoning Visualise and build</p> <p>Deepening understanding Patterns and relationships</p> <p>Spatial reasoning (4) mapping</p>

Number: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

UNDERSTANDING THE WORLD

Observational Checkpoint: Can children use their senses to explore? Can children make sense of their own life-story and family history? Can children understand the key features of the life cycle of a plant and an animal? Do children show an interest in different occupations? Can children talk about differences between materials and changes they notice? Can children talk about different countries in the world?

Foundation 2 - Development Matters (Reception)	History	<p>Past and Present Children will know how they have changed from being a baby to being 4/5.</p>	<p>Past and Present Children will explore images, stories and artefacts from the past.</p> <p>Children will know who Mary Seacole is and why she is important.</p> <p>Children will know that Remembrance Day is to remember soldiers who died in the war.</p>	<p>Past and Present</p>	<p>Past and Present Children will learn about the Titanic.</p>	<p>Past and Present</p>	<p>Past and Present Children will know that the past is anything before the current day.</p> <p>Children will now that the present is now.</p> <p>Children will explore our local history.</p> <p>Children will look at images of seaside holidays from the past and present and identify similarities and differences.</p>
	Geography	<p>People, Culture and Communities 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> <p>Children will identify typical weather in Autumn.</p>	<p>People, Culture and Communities</p>	<p>People, Culture and Communities 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 Winter.</p>	<p>People, Culture and Communities Children will identify typical weather in Spring.</p>	<p>People, Culture and Communities Children will learn about human and physical features in England.</p> <p>Children will learn about climate.</p>	<p>People, Culture and Communities Children will identify typical weather in Summer.</p>

Science	<p>The Natural World Children will know the names of body parts: shoulders, elbows, knees, ankles.</p> <p>Children will know that this time of year is Autumn.</p>	<p>The Natural World Children will learn about the human body and know the 5 senses.</p>	<p>The Natural World Children will learn about materials and identify plastic and metal.</p> <p>Children will know what material a magnet picks up.</p> <p>Children will explore floating and sinking.</p> <p>Children will know that this time of year is Winter.</p>	<p>The Natural World Children will know that this time of year is Spring.</p> <p>Children will explore the strength of materials to make a house for the 3 Little Pigs.</p>	<p>The Natural World Children will know the life cycle of a sunflower.</p> <p>Children will know how to care for a plant.</p> <p>Children will observe how a tree has changed over the 4 seasons.</p>	<p>The Natural World Children will know that this time of year is Summer.</p>
	RE	<p>People, Culture and Communities Children will know what is special to them and their families.</p> <p>Children will learn the Christian Creation Story.</p>	<p>People, Culture and Communities Children will learn about caring for others.</p> <p>Children will know the Christian Christmas story.</p>	<p>People, Culture and Communities Children will learn about what Christians believe God is like.</p> <p>Children will know the Easter story.</p>	<p>People, Culture and Communities Children will learn who is Jewish and how do they live.</p>	<p>People, Culture and Communities Children will learn who is Jewish and how do they live.</p>
Computing	Children will know how to use an iPad to take photos.	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 using dictation.

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?

Foundation 2 - Development Matters (Reception)	Music	<p>Being Imaginative Children will sing/learn common nursery rhymes/songs</p> <ul style="list-style-type: none"> - Cauliflowers - Fluffy <p>MADE</p>	<p>Being Imaginative Children will sing/learn common nursery rhymes/songs</p> <ul style="list-style-type: none"> - Away in a Manger - Little Donkey <p>MADE</p>	<p>Being Imaginative Children will sing/learn common nursery rhymes/songs</p> <p>Children will know how to tap/clap along to a rhythm.</p>	<p>Being Imaginative Children will sing/learn common nursery rhymes/songs</p> <p>Children will experiment with different ways of playing instruments.</p> <p>Children will join in with choreographed dances.</p>	<p>Being Imaginative Children will sing/learn common nursery rhymes/songs</p> <p>Children will know how to match a pitch.</p>	<p>Being Imaginative Children will sing/learn common nursery rhymes/songs</p> <p>Children will know perform their own dances using steps and techniques that they have learned.</p>
	Art and Design	<p>Creating with Materials Children will learn about portraits.</p> <p>Children will know how to draw a person – head, body, arms, legs and facial features.</p>	<p>Creating with Materials Children will know how to mix primary colours to make secondary colours using poster paints.</p> <p>Children will know which glue or tape to use for their chosen purpose.</p> <p>Children will make a felt stocking.</p>	<p>Creating with Materials Children will learn about art from around the world.</p> <p>Children will know how to make 2D collages.</p> <p>Children will make a model boat.</p> <p>Forest School</p>	<p>Creating with Materials Children will learn about art from around the world.</p> <p>Children will know how to use and mix watercolour paints.</p> <p>Children will know how to use different techniques to make 3D collages.</p> <p>Forest School</p>	<p>Creating with Materials Children will explore different landscapes in art.</p>	<p>Creating with Materials Children will know how to make different shades of the same colour.</p> <p>Children will make a seaside summer picnic.</p>

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