

Sharley Park Community Primary School
Journey Curriculum - EYFS Long Term Plan 2022/23

	Autumn Term 1 (7 weeks)	Autumn Term 2 (8 weeks)	Spring Term 3 (6 weeks)	Spring Term 4 (6 weeks)	Summer Term 5 (5 weeks)	Summer Term 6 (7 weeks)
Topics	Me and My Community (UtW/PSED)	Once Upon a Time/ Christmas (CLL/EAD)	Starry Night (UtW Science)	Ready. Steady. Grow (UtW)	Animal Safari (UtW)	On the Beach (UtW)
WOW introduction	Welcome Walk	Pantomime in class	PJ and bedtime story day	Visit from a travelling farm/local farmer	Balance bike activity	Beach Day
Visit or visitor	Police Officer/Fire Officer	Road Safety	NSPCC		Yorkshire Wildlife Park	
Parental involvement	Storytime – Goodnight Tiger	Storytime – We’re going on an Elf Hunt	Storytime – The Dark, Dark Night	Storytime – Oliver’s Vegetable	Storytime – We’re going to find a monster (Booktrust)	Storytime – The Way to Treasure Island
End of Topic Event	Sharing Event	Nativity The Ball	Sharing Event	Sharing event	Sharing Event	Graduation Ceremony
PSED – Self-regulation Managing Self Building relationships	Exploring Emotions Difference and Diversity	Bulling Matters Money Matters	Being Healthy Growing Up	Changes Being Me	Being Responsible Drug Education	Being Safe Relationships
RE	F5: Where do we belong?	F4: Which times are special and why?	F6: What is special about our world?	F2: Which people are special and why?	F3: Which places are special and why?	F1: What stories are special and why?
Communication and Language Listening, Attention and Understanding Speaking	Listen to stories about starting school and friendship	Rhyming words Listening to stories Listening to one another during conversations	Focussed attention	Joining in repeat refrains	Follow a story without pictures - Two channelled attention	Listens to others one-to-one or in small groups, when conversation interests them.
	Answering questions about likes/ dislikes / family etc	Why and how questions Responds to simple instructions	Who, What Where, Why questions	Follows instructions	Prepositional language	Holidays, where, what, how, when. Talk in class and in roleplay to

						explore holidays and places far away
	Talking about family and friends	Using more complex sentences to link thoughts	Vocabulary that is particularly important to them	Retell events in order	Used a range of vocab in imaginative ways Recounts experiences	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
Physical Gross Motor skills Fine Motor Skills	Qualitas sessions Outdoor learning Fine Motor sessions Dough disco					
	Drawing circles and lines/Patterns Moving in different ways	Drawing circles and lines/Patterns Travelling in different ways Using one handed tools and equipment – scissor control	Moving in different ways Jumping and skipping Developing skills one handed tools and equipment – scissor control	Using one handed tools and equipment Throwing and catching – different equipment Developing skills one handed tools and equipment – scissor control	Shows increasing control over an object Throwing and catching – ball skills Developing skills one handed tools and equipment – scissor control	Handles tools, objects, construction and malleable materials safely and with increasing control.
Physical development sessions (Qualitas)	Fundamentals: Running, jumping, balance, throwing, catching, agility, coordination Finishing each session with a team activity based around the skill	Dance Fundamental link: jumping, balance, coordination Teaching skills: spin, twirl, mirror, rhythm Linked to topic of Once upon a time, building up to The Ball at the end of the topic	Multi-Skills Fundamental link: Running, jumping, balance, throwing, catching, agility, coordination Teaching skills: Jumping inc spot jumping, balancing beanbags/balls, bouncing balls, targeting inc	Gymnastics Fundamental link: jumping, balance, agility, coordination Teaching skills: Rolling inc log roll and forward, hopping, jumping down from a beam with control, balancing with points and patches	Team Games Fundamental link: Running, jumping, balance, throwing, catching, agility, coordination Teaching skills: Collaboration, sportsmanship, turn taking Leading to Sports Day in Summer 6	Athletics Fundamental link: Running, jumping, balance, throwing, catching, agility, coordination Teaching Skills: Long jump, foam javelin, Sprinting and avoiding objects, bean bag shot put, bean bag relay

			throwing and kicking, catching.			
Physical	Talking about needs	Dressing independently	Good practise with health, exercise, hygiene and sleep	Personal hygiene, why do we need to keep cleaning our hands? What is on them?	Talks about how to keep safe Road safety	Safety awareness whilst out and about Stranger danger
Literacy – Comprehension Word Reading	Understands print has meaning Reading captions and labels.	Hears initial sounds in words Segment and blend words	Repeating words or phrases from familiar stories	Read simple words and sentences Describe main character	Understands story structures	Shows awareness of rhyme and alliteration
Literacy Writing	Variety of texts Colour Monster The Worrysaurus It's okay to be different Pink is for boys No matter what Poems Out Loud	The Three Little Pigs Jolly Postman Santa Post	Owl Babies How to catch a star Poems Out Loud	Little Red Hen The Runaway Pea Jasper's Beanstalk	A first book of animals Little Red and the very hungry lion Poems out loud	Poems out loud Someone swallowed Stanley. Come away from the water, Shirley. Say Goodbye, Say Hello
	Writing Focus: Oral sentence Labelling/initial sound	Writing Focus: Story structure- Story Map, labelling, naming, simple CVC words leading to imitation and innovation Alternative forms of text – letters	Writing Focus: Story structure- Story Map, labelling, naming, simple CVC words leading to imitation and innovation Instructional writing – Innovation How to catch a	Writing Focus: Story structure- Story Map, labelling, naming, simple CVC words and sentence structure, leading to imitation and innovation Wanted posters using nouns and adjective (phonetically plausible where possible)	Fact writing – create own class book about animals Story structure- Story Map, labelling, naming, simple CVC words and sentence structure, leading to imitation and innovation	Recount
Phonics	Whole class phonics RWInc			Ability grouped phonics RWInc		
Maths – Number	Mastering Number					

<p>Numerical Patterns</p>	<p>Pupils will build on their previous experiences of number from home and nursery environments, and further develop their subitising and counting skills.</p> <p>They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed <ul style="list-style-type: none"> • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills <ul style="list-style-type: none"> • spot smaller numbers ‘hiding’ inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds <ul style="list-style-type: none"> • compare sets of objects by matching • begin to develop the language of ‘whole’ when talking about objects which have parts 	<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame <ul style="list-style-type: none"> • focus on equal and unequal groups when comparing numbers • understand that two equal groups can be called a ‘double’ and connect this to finger patterns • sort odd and even numbers according to their ‘shape’ • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern <ul style="list-style-type: none"> • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 	<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 <ul style="list-style-type: none"> • begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek
<p>White Rose Maths</p>			

	Compare size, mass, capacity Exploring Pattern Circles and Triangles Positional Language Shapes with 4 sides Time		Compare Mass (2) Compare Capacity (2) Length and Height Time 3D shape Pattern (2)		Spatial reasoning (1) Match, Rotate, Manipulate Spatial reasoning (2) Compose and Decompose Spatial reasoning (3) Visualise and build Spatial reasoning (4) Mapping	
UW including application of technology - Past and Present -People, Cultures and communities (inc RE) The Natural World	Harvest Special people to us Similarities and differences between us i.e eyes, hair Logging in Drawing pictures	Diwali Bonfire night Christmas Special stories Bible stories Woodland animal facts Hibernation Observations Growth, decay and changes over time Seesaw – using the application to save photos	Chinese New Year People who help us Talk about observations – night and day Internet safety	Mothering Sunday Easter Special events Exploring materials for building models. Life cycles Seesaw – creating pictures and labelling/sentences	Special times Personal and religious experiences Talks about why things happen and how things work Bee bots Plotting routes	Family holidays Where we belong Can talk about some of the things they have observed such as plants, animals, natural and found objects. <i>Logging in</i> <i>Using computer suite</i>
EAD – Creating with materials -being imaginative and expressive	Portraits Role play – Home Corner Split pin people	Natural materials for creating multimedia artwork. Role play – Home Corner with dog and then Christmas tree Conker Creature	Uses construction to build and balance Space station Fantasy storytelling. Junk modelling – rocket/space buggy	Exploring blocks, colours and textures. Collage Farm shop Creating structures to shelter animals	Explore how colour can change Travel agents Design and make a vehicle Animal prints/camouflage	Begins to build a repertoire of songs and dances. Beach shop Transient art – beach finds

Computing	Autumn Term 1 Computing Systems And Networks	Autumn Term 2 E-Safety	Spring Term 3 Creating Media	Spring Term 4 Creating Media	Summer Term 5 Data And Information	Summer Term 6 Programming
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