



MIS Long Term Curriculum Plan

EYFS

Reception

	<u>Autumn Term 1</u>	<u>Autumn Term 2</u>	<u>Spring Term 1</u>	<u>Spring Term 2</u>	<u>Summer Term 1</u>	<u>Summer Term 2</u>
Topic	All About Me	Once Upon a Time	Let's Go Exploring	The Great British Bake Off	Our Amazing World	How Does Your Garden Grow?
English/ Topic Text Focus	The Everywhere Bear by Julia Donaldson	What the ladybird heard by Julia Donaldson	We're Going on a Bear Hunt by Michael Rosen Lost and Found by Oliver Jeffers	Mr Wolf's Pancakes Biscuit Bear The Runaway Chapati	Naughty Bus 10 things I can do to help my world	Jack & The Beanstalk The Ugly Duckling
Class Readers	<i>Nursery Rhymes</i> <i>Luna Loves Library Day by Joseph Coelho</i> <i>Harry and the Bucketful of Dinosaurs by Ian Whybrow</i>	<i>Creature Features by Natasha Durley</i> <i>Owl Babies by Martin Wadell</i> <i>Six Dinner Sid by Ignga Moore</i> <i>Farmer Duck by Martin Wadell</i> <i>Shhh! By Sally Grindley</i>	<i>Cyril and Pat by Emily Gravett</i> <i>The Gruffalo by Julia Donaldson</i> <i>My Gumpy's Outing by John Burningham</i> <i>On the Way Home by Jill Murphy</i> <i>The Runaway Wok by Ying Chang</i>	<i>Cake by Sue Hendra & Paul Linnet</i> <i>Supertato! By Sue Henra</i> <i>The Runaway Wok by Ying Chang</i> <i>The Gingerbread Man</i> <i>Small Knight and George and the Royal Chocolate Cake by Ronda Armitage</i>	<i>You Can't Take an Elephant on the Bus by Patricia Cleveland-Peck</i> <i>Planet Awesome by Stacy McAnulty</i> <i>Handa's Surprise by Eileen Brown</i> <i>Whatever Next By Jill Murphy</i>	<i>I really wonder what plant I'm growing by Lauren Child (youtube)</i> <i>I will not ever never eat a tomato by Lauren Child</i> <i>The Very Hungry Caterpillar</i> <i>My Encyclopedia of Very Important Animals DK</i>
Key Dates/ Events	<i>Children full time from Week Beginning September 16th 2019</i>	Diwali: 27th October 2019, 14th November 2020, 4th November 2021 Bonfire Night: 5th November	Chinese New Year: 25th January 2020 12th February 2021 1st February 2022	Shrove Tuesday: 25th February 2020 16th February 2021 1st March 2022 Easter: 12th April 2020 4th April 2021 17th April 2022	Trip to the beach	Living Eggs or Duckling Eggs to hatch Caterpillars to Butterflies
Topic Overview	<u>Week 1: Settling & Introduction to Reception</u> <u>All About Me</u> Family, friends <u>The Everywhere Bear</u> Where do we live? (Local Area) Mundesley, Seaside etc. People who help us, exploring the different jobs in the book	<u>Week 1: Diwali</u> <u>Week 2: Bonfire Night</u> <u>What the Ladybird Heard</u> <i>What can we learn from stories?</i> Using the book to help teach about feelings and teamwork Difference between town and country Farm animals: Matching animals to their young <u>Week 7 & 8: Christmas Story</u> <i>See RE below</i>	<u>We're Going on a Bear Hunt</u> Why do different animals and creatures live where they do? Create habitats for bears/other animals Journeys, recreating the journey in the text <u>Lost and Found</u> Feelings How to be a good friend Understanding not everyone enjoys the same things	<u>Week 1: Mr Wolf's Pancakes</u> Understanding the importance of Shrove Tuesday Cooking Pancakes Retelling the story <u>Biscuit Bear</u> Baking and designing their own biscuits Explore changes to materials through cooking Shopping list and recipe writing <u>The Runaway Chapati</u> Link to Gingerbread Man Retelling Story	<u>Where do we live?</u> (Wider understanding) Mundesley, Norwich, Norfolk, England, United Kingdom, London, The World Looking at and making maps How can we look after our world? Why is it important to look after our world?	<u>Plants</u> What do plants need to grow? Planting investigations <u>Animals and Humans</u> How do we look after our bodies and other animals? What do humans and animals need to grow? How do we keep healthy? Eating a healthy diet, exercise, keeping clean, brushing teeth etc. Animal Life Cycles
Religious Education (Discovery RE)	<u>Theme:</u> Special People <u>Key Question:</u> What makes people special? <u>Religions:</u> Christianity, Judaism <i>**6 lessons across topic**</i>	<u>Theme:</u> Christmas <u>Key Question:</u> What is Christmas? <u>Religions:</u> Christianity <i>**6 lessons in RE week**</i>	<u>Theme:</u> Celebrations <u>Key Question:</u> How do people celebrate? <u>Religions:</u> Islam, Judaism <i>**6 lessons across half term**</i>	<u>Theme:</u> Easter <u>Key Question:</u> What is Easter? <u>Religions:</u> Christianity <i>**6 lessons in RE week**</i>	<u>Theme:</u> Story Time <u>Key Question:</u> What can we learn from stories? <u>Religions:</u> Buddhism, Christianity, Islam, Hinduism, Sikhism <i>**6 lessons across half term**</i>	<u>Theme:</u> Special Places <u>Key Question:</u> What makes places special? <u>Religions:</u> Christianity, Islam, Judaism <i>**6 lessons in RE week**</i>
PSHE & SRE Education	<u>JONK Learning Behaviours</u>	<u>Keeping Ourselves Healthy Week (Bodies & Minds)</u>	<u>Healthy Lifestyles & Mental Health</u>			<u>SRE: 3 Lessons</u> Routines, Hygiene, Families

	<i>SEAL: New Beginnings</i>	<u>Anti-Bullying Week</u> <i>SEAL: Getting On & Falling Out Say no to bullying</i>	<i>SEAL: Going for Goals</i>	<i>SEAL: Good to me be</i>	<i>SEAL: Relationships</i>	<u>Financial: My Money Week</u> <i>SEAL: Changes</i>
Role Play Areas	Inside: Home Corner Outside: School	Inside: Vets Outside: Post Office/Fire Station	Inside: Bear's Den Outside: Polar Explorers	Inside: Cake Shop Outside: Circus	Inside: Travel Agents Outside: Ticket Office	Inside: Garden Centre Outside: Open ended role-play
<i>Planning to also follow children's developing needs and interests</i>						

Specific Area Enhanced Provision & Teaching Outline & Opportunities (Linked to Key Texts)						
Literacy (Writing)	<ul style="list-style-type: none"> Name writing Create signs, labels & captions for each area, role play, construction etc. Writing a message to the Everywhere Bear <p><u>Writing Outcomes</u></p> <ul style="list-style-type: none"> Shared journal Advice notes Posters Poetry Speech and thought bubbles Story mapping 	<ul style="list-style-type: none"> Name writing Create signs, labels & captions for each area, item, role play, construction etc. Create a message centre with section for each child to then send messages to each other Wanted posters <p><u>Writing Outcomes</u></p> <ul style="list-style-type: none"> Shared Journal Speech/Thought Bubbles Map making Caption Writing Bookmaking 	<ul style="list-style-type: none"> Write signs for areas in the story warning of the dangers Write letters, notes and messages to and from the characters Write own stories or narrative episodes Captions for photos taken during role play Speech/thought bubbles <p><u>Writing Outcomes</u></p> <ul style="list-style-type: none"> Shared Journal Speech/Thought Bubbles Map making Caption Writing Bookmaking <p>**ADD LOST AND FOUND**</p>	<ul style="list-style-type: none"> Shopping Lists Recipes and instructions Order forms Posters to advertise the cake shop and items in the cake shop Sentence strips in role play area Wanted posters Instructions writing Speech bubbles and captions for different parts of the story <p><u>Writing Outcomes</u></p> <ul style="list-style-type: none"> Shared Journal Shared write of part of the story based on children's predictions Recipe writing Storymap 	<ul style="list-style-type: none"> Retelling and then creating own Naughty Bus Story Tickets, timetables etc. Postcards Fact files/Information leaflets, recording information about Mundesley, London, the world etc. Letters <p><u>Writing Outcomes</u></p> <ul style="list-style-type: none"> Shared Journal Retelling the story Continuing the story of the Naughty Bus 'The Naughty Night Bus' Information about the local area and London landmarks 	<ul style="list-style-type: none"> Retelling and creating traditional tales Letters to/from the characters in the story Wanted posters Fact files/information leaflets about different plants and animals
Literacy (Reading)	<ul style="list-style-type: none"> Audio books on the ipads linked to themes in the story Story Sack/Puppets for children to retell the story 	<ul style="list-style-type: none"> Animal information texts Labelled farm animals Look at and share other books written and/or illustrated by Lydia Monks 	<ul style="list-style-type: none"> Information display about bears so children can find out what they are really like Display of other Michael Rosen & Oliver Jeffers books <p>**ADD LOST AND FOUND**</p>	<ul style="list-style-type: none"> Provide a collection of books similar to Gingerbread man Provide a selection of Mini Grey books Recipe books 	<ul style="list-style-type: none"> Information texts about the world around us Information about transport and vehicles 	<ul style="list-style-type: none"> Range of traditional tales Book characters Information texts and posters about animals (e.g. Duckling area and butterfly area)
Ongoing Reading	<ul style="list-style-type: none"> Labels in the role play area Topic related vocabulary Range of books linked to topic and children's interests 	<ul style="list-style-type: none"> Labels in the role play area Topic related vocabulary Range of books linked to topic and children's interests 	<ul style="list-style-type: none"> Labels in the role play area Topic related vocabulary Range of books linked to topic and children's interests <p>**ADD LOST AND FOUND**</p>	<ul style="list-style-type: none"> Labels in the role play area Topic related vocabulary Range of books linked to topic and children's interests 	<ul style="list-style-type: none"> Labels in the role play area Topic related vocabulary Range of books linked to topic and children's interests 	<ul style="list-style-type: none"> Labels in the role play area Topic related vocabulary Range of books linked to topic and children's interests
Mathematics (Linked to Topic - in addition to Maths planning)	<ul style="list-style-type: none"> Counting fish in water tray (1:1 Correspondence & mathematical language e.g. more, less etc.) Capacity exploration in water tray Ordering, exploring size and shape of fish, nets etc. and using comparative language 	<ul style="list-style-type: none"> Counting, finding one more and one less, and adding spots on ladybirds Ordering animals by size Patterns and shapes - Diwali and fireworks 	<ul style="list-style-type: none"> Organise and count the wellies they need in pairs. Measure lengths of grass or depth of water. Compare bears Find out about how tall full grown brown bears become and measure out a cave large enough to house one. <p>**ADD LOST AND FOUND**</p>	<ul style="list-style-type: none"> Investigate quantities, capacity, weighing and measuring whilst making biscuits etc. 2D shapes - cutters etc. Investigate the seasons as referenced in the shop display. E.g. After looking at the winter display, design a display for spring, summer and autumn 	<ul style="list-style-type: none"> Ordering numbers (numbers on the front of the bus) Solving addition, subtraction and sharing problems with people getting on and off buses One more and one less with people getting on and off the bus 	<ul style="list-style-type: none"> Measuring the beanstalk, footprints Number recognition and ordering numbers Symmetry on butterflies Creating patterns on caterpillars Butterfly addition, subtraction, sharing, doubling and halving
Understanding the World (People & Communities)	<ul style="list-style-type: none"> Explore the different jobs featured in the book Explore jobs that people do in your community and people that 'help us'. Plan for some visits for people to come and talk about their 	<ul style="list-style-type: none"> Understand what diwali is, who celebrates it, the reasons it's celebrated and and the traditions linked to it Understand what Bonfire Night is, the reasons it is celebrated and the traditions linked to it 	<ul style="list-style-type: none"> Understand what chinese new year is, who celebrates it, the reasons it's celebrated and and the traditions linked to it <p>**ADD LOST AND FOUND**</p>	<ul style="list-style-type: none"> Understand the importance of Shrove Tuesday in the Easter Story Understand how families celebrate Easter 	<ul style="list-style-type: none"> What do people do to try and save the world? What more can we do to help to save the world? (Link to children's interests from book) 	

	role.	<ul style="list-style-type: none"> • Understand what Christmas is, the reasons it is celebrated and the traditions linked to it 				
Understanding the World (The World)	<ul style="list-style-type: none"> • Explore recycling, reusing and up-cycling. • Create a recycling bank in the classroom for parents to donate items that can be reused. • Find out about composting and using the composting area in school 	<ul style="list-style-type: none"> • Investigating and comparing animals. E.g. numbers of legs, horns, ears etc, what they are covered with, what they eat etc. • Matching animals to their young • Investigate and create animal and tractor trails and tracks footprint stampers in paint to make marks. • Investigate differences between town and country. 	<ul style="list-style-type: none"> • Look at homes and habitats – why do different animals and creatures live where they do? • Look at signs and symbols that give instructions or directions for a journey. • Make own signs and draw own maps on a small and large scale (chalk on the playground, large rolls of paper, smaller individual maps). • **ADD LOST AND FOUND** 	<ul style="list-style-type: none"> • Designing and baking biscuits • Use cookery to explore changes in materials. E.g. what happens when different ingredients are mixed? What happens when chocolate is melted? • Cook pancakes and chapatis • Find out about what tigers are really like using information texts and materials of all sorts. 	<ul style="list-style-type: none"> • Find out about our local area - what are the features of our local area? • Finding out where we live (Mundesley, Norwich, Norfolk, London, England, UK) • Explore maps of local area, bus maps, tube maps etc. and identify features of maps (roads, places etc.) • Create own maps for naughty bus • Comparing differences between London landmarks and local area landmarks • How can we look after our world? (Link back to recycling in Autumn Term) • Which animals are endangered? Where do we they live? (Link to children's interests from the book) 	<ul style="list-style-type: none"> • Exploring and investigating what plants need to grow • Finding out how we keep healthy- exercise, eating a balanced diet, keeping clean, brushing teeth etc. • What do humans and animals need to grow? • Human lifecycle • Animal lifecycle - caterpillars, ducks/chicks <p style="text-align: center;"><u>Animals and Humans</u> How do we look after our bodies and other animals? What do humans and animals need to grow? How do we keep healthy? Eating a healthy diet, exercise, keeping clean, brushing teeth etc. Animal Life Cycles</p>
Understanding the World (Technology)	<ul style="list-style-type: none"> • Audio books linked to the text • Ipads and cameras available 	<ul style="list-style-type: none"> • Audio books linked to the text and topics • Ipads, cameras and laptops available 	<ul style="list-style-type: none"> • Use roamers, bee-bots or remote controlled toys to follow routes and map journeys. 	<ul style="list-style-type: none"> • Create a class recipe book • Use ipads for taking photos and filming 	<ul style="list-style-type: none"> • Use BeeBots to explore moving and travelling • Use ipads for taking pictures and filming 	
Expressive Arts & Design (Creative - Art & DT)	<ul style="list-style-type: none"> • Plastic bottle rain gauge and lanterns • Milk bottle bird feeders • Bubble painting • Bottle top sculptures • Recycle 'sticks' from the garden - using them as pencils to write in the sand tray or to dip into ink or paint etc. 	<ul style="list-style-type: none"> • Ladybird puppets (using red socks and children's black gloves) • Glittery ladybird flight trails – create messages from the ladybird for children to read and respond to. • Create models of the farm animals and buildings. • Create storybox of the setting. 	<ul style="list-style-type: none"> • Create their own story boxes and scenes from the story or create their own • Create characters from the story • **ADD LOST AND FOUND** 	<ul style="list-style-type: none"> • Saltdough or clay biscuit bears • Make a storybox of the setting. • Create tigers • Paint scenes from the story to go on display 	<ul style="list-style-type: none"> • Designing and making buses • Use vehicles in paint to create different kinds of tracks and patterns • Observational drawings of vehicles • Observational drawings and paintings of London landmarks • Collage setting for the Naughty Bus to visit • Paintings of their favourite place in the world 	
Expressive Arts & Design (Creative - Music & Dance)	<ul style="list-style-type: none"> • Make music and instruments from recycled materials • Create a musical soundscape to match the story in the book 	<ul style="list-style-type: none"> • Create the sounds of farm animals • Animal noises • Songs e.g. Old McDonald etc. 	<ul style="list-style-type: none"> • Count the beats needed to keep rhythm in the story • Matching instruments to each part of the story • **ADD LOST AND FOUND** 	<ul style="list-style-type: none"> • Act out the stories 	<ul style="list-style-type: none"> • Look at the movements of different animals that are endangered and recreate • Create dances based on the animal's movements 	
Expressive Arts & Design (Role Play & Small World)	<ul style="list-style-type: none"> • Story puppets & story sacks and props to retell the story • Dressing up: jobs within the book 	<ul style="list-style-type: none"> • Puppets, animals, farm sets and small blocks to recreate the story setting and re-enact the story • Larger scale animals in the outdoor area in natural surroundings (include hay, mud, grass and water) • Dressing up: characters and animals from the story 	<ul style="list-style-type: none"> • Work with the children to create the Bear's Den • Puppets and story props for the children to retell and re-enact the story • Create small worlds of the environments in the story using natural materials and figures. 	<ul style="list-style-type: none"> • Explore the stories in a range of different ways E.g. stick puppets, photos of children's biscuits, • Tabletop cardboard box theatre • Circus tuff spot • Using props to continue the biscuit bear's adventure • Using props and models to 	<ul style="list-style-type: none"> • Cars, different types of transport in small world play (e.g. road, train tracks, boats in water) • Create London scene for Naughty bus to travel around • Explore how the bus moves through different materials 	

		<ul style="list-style-type: none"> •Hobby horses etc. for children to reenact the story 	**ADD LOST AND FOUND**	continue and retell the story		
Prime Area Opportunities						
Communication & Language (Listening and Attention)	<ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention – can listen and do for short span 		<ul style="list-style-type: none"> • Listen attentively in a range of situations; • Listen to stories, accurately anticipating key events • Respond to what they hear with relevant comments, questions or actions; • Give their attention to what others say and respond appropriately, while engaged in another activity. 			
Communication & Language (Understanding)	<ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. • Understands humour, e.g. nonsense rhymes, jokes. • Able to follow a story without pictures or props • Listens and responds to ideas expressed by others in conversation or discussion. 		<ul style="list-style-type: none"> • Follow instructions involving several ideas or actions; • Answer 'how' and 'why' questions about their experiences and in response to stories 			
Communication & Language (Speaking)	<ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. 		<ul style="list-style-type: none"> • Express themselves effectively, showing awareness of listeners' needs; • Use past, present and future forms accurately when talking about events that have happened or are to happen in the future; • Develop their own narratives and explanations by connecting ideas or events. 			
Physical Development (Construction & Motor Skills)	<ul style="list-style-type: none"> • Construction area rolling development over the book to match areas in the story • Large sand tray • Create construction area with signs, notices, hi-vis vests, traffic cones, toy diggers, hard hats etc. 	<ul style="list-style-type: none"> • Make large scale maps and scenes from the story with chalk on the playground. • Play different outdoor games. E.g. 'stuck in the mud', hide and seek 	<ul style="list-style-type: none"> • Use large and small equipment to explore journeys and travelling. • Look at prepositions and work out ways of travelling on equipment or around a space • Make own signs and draw own maps on a small and large scale (chalk on the playground, large rolls of paper, smaller individual maps). • Sensory play - walking through the different materials from the story 	<ul style="list-style-type: none"> • Saltdough and playdough: rolling, cutting etc. (investigate language of the story; mix, roll, stamp, shape) • Investigate different gymnastic movements, jumping, rolling etc. to perform as the acrobats in the circus. • Investigate different movements - moving like the animals in the story 	<ul style="list-style-type: none"> • Use bikes and scooters to investigate different ways of travelling (e.g. round, over, across along etc.) • Finding and creating pathways using blocks and other equipment • Take photos and make a class book of ways we can travel in our setting 	
Physical Development (Sand & Water Area)	<ul style="list-style-type: none"> • 'Under the sea' tuff spot • Explore floating and sinking 	<ul style="list-style-type: none"> • Cleaning the farm animals 	**ADD LOST AND FOUND**		<ul style="list-style-type: none"> • Create tuff spots with different settings for Naughty bus to explore 	
Personal, Social & Emotional Development	<ul style="list-style-type: none"> • Talk about and explore feelings using feelings in the book as a starting point for discussions about their similar experiences • Talk about special objects the children have and how they have cared for them • Consider how it feels to lose something • Discuss children interests and hobbies • Discuss and explore children's families. • Create family portraits with photos and pictures (to go on display) 	<ul style="list-style-type: none"> • Use the ladybird to encourage and discuss positive behaviour. E.g. What has the ladybird heard in our classroom today that is really nice? **Link to JONK characteristics** • Explore working as a team and what teamwork is 	**ADD LOST AND FOUND**		<ul style="list-style-type: none"> • Discuss how we can help to save the world - starting with our school and our local area • Empathy for others and the animals 	