



The New Forest Primary School – long term planning and progression ‘Curriculum Map’

EYFS	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p>Topic title: <u>All About Me</u></p> <p>Trip/Workshop/ Exhibition:</p> <p>Role Play: School</p>	<p>Topic title: <u>We’re going on a journey</u></p> <p>Trip/Workshop/ Exhibition:</p> <p>Big Story Day</p> <p>Role Play: Garage/train station, time</p> <p>Drama Production: EYFS &KS1 Nativity</p>	<p>Topic title: <u>Let me tell you a story</u></p> <p>Trip/Workshop/ Exhibition:</p> <p>Role Play: Three Bears Cottage/ Three Pigs House Building (out)</p>	<p>Topic title: <u>All creatures great and small</u></p> <p>Trip/Workshop/ Exhibition:</p> <p>Visit the garden centre (TBC)</p> <p>Role Play: Garden centre</p>	<p>Topic title: <u>Around the world</u></p> <p>Trip/Workshop/ Exhibition:</p> <p>Role Play: Airport / Travel Agents</p>	<p>Topic title: <u>The Deep Blue Sea</u></p> <p>Trip/Workshop/ Exhibition:</p> <p>Pirate Day</p> <p>Role Play: Under the Sea</p>
Communication & Language	<p>Listening skills and confidence in speaking</p> <p>Listening to stories and rhymes</p> <p>Show and tell bags</p> <p>Main literacy stimulus:</p> <p>My 5 Senses/ Titch/ Wibble Wobble, Funny bones /I am too absolutely small for school</p> <p>Autumn/Harvest: Farmer Duck, Little red hen, The enormous turnip, Oliver’s veg, Sam’s sandwich</p>	<p>Listening and responding to stories and rhymes</p> <p>Recall key information</p> <p>Continue a rhyming string</p> <p>Asking and answering questions</p> <p>Main literacy stimulus:</p> <p>Duck in a truck / We’re going on a bear hunt/ Stick Man/ Whatever Next/ Aliens Love Underpants/ The Way Back Home/ Nativity and Christmas books.</p>	<p>Sequencing and retelling stories, beginning, middle and end.</p> <p>Pie Corbett storytelling skills</p> <p>Listen to a story teller</p> <p>Talk about what I see, here, feel and think (describe settings, characters)</p> <p>Main literacy stimulus:</p> <p>The Three Little Pigs / Goldilocks and the three bears / Gingerbread Man/ Red Riding Hood / Little Red Hen</p>	<p>Who am I? listening games with clues</p> <p>Developing questioning skills, using question words who, why, when, where, how?</p> <p>Main literacy stimulus:</p> <p>The Very Hungry Caterpillar, The Quite Cricket, The Bad Tempered Ladybird/ The Mixed up Chameleon/ The Tiny Seed</p> <p>Non Fiction Texts on Bugs/ Plants / Seeds</p>	<p>Travel agency in the writing area/ role play</p> <p>Talking about places around the world – travel brochures, postcards and globe</p> <p>Main literacy stimulus:</p> <p>Rumble in the Jungle/ Giraffes can’t dance/ Handa’s Surprise / Dumpling Soup</p> <p>Non Fiction – Maps</p>	<p>Talk partners</p> <p>Animal explorers- find out about an animal that lives under the sea using NF books and think pads. Report back to class with talk partners</p> <p>Main literacy stimulus:</p> <p>Commotion in the Ocean/ Tiddler/ Rainbow Fish / Barry the Fish</p> <p>Non Fiction texts about Under the Sea</p>
English – Reading and Writing	<p>Recognising and writing our own names</p>	<p>Invitations and letters</p> <p>Class story book</p>	<p>Writing our own names with correct letter formations</p> <p>Shared writing of an alternative ending to a familiar story</p> <p>Speech bubbles for characters and stories</p> <p>Shopping list</p>	<p>Information texts and using the internet to answer questions and find out about plants, animals and the world around us.</p> <p>Information writing, captions, labels and instructions</p>	<p>Stories and poems set in a different country</p> <p>Maps and atlases</p> <p>Packing a suitcase</p>	<p>Commotion in the ocean story poems</p> <p>Writing a postcard</p>
Phonics	<p>Introducing letter sounds</p>	<p>Segmenting sounds in simple words and blending together</p>	<p>Learning digraphs</p> <p>Apply phonics to read simple words</p>	<p>Introduce group reading</p>	<p>Develop fluency, expression</p>	<p>Comprehension</p>
Mathematics	<p>Counting in order</p> <p>Using number names</p> <p>Counting reliably to 20 objects</p> <p>Finding one more/less than a given number up to 5 or 10</p> <p>Using mathematical language to describe shapes, size and position</p> <p>Exploring money through play</p>	<p>Travel or traffic survey</p> <p>Wrapping parcels – focus on size, patterns, length</p> <p>Time (role play)</p>	<p>Developing comparative language, smaller than.../heavier than...</p> <p>Use every day language related to time and measuring short periods of time</p> <p>Reading numbers to 20</p>	<p>Orienteering in the school grounds</p> <p>Team games for problem solving and working together</p> <p>Addition by counting on and subtraction by counting back.</p> <p>Patterns in nature and symmetry</p>	<p>Doubles</p> <p>Halving and sharing</p> <p>Use shapes to design an animal (Link to tangrams)</p>	<p>Capacity</p> <p>Positional and directional language- grids and maps</p>



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	Family survey					
Expressive Arts & Design	Self portraits Role play – school Printing and patterns Collage – Harvest Mandalas	Explore printing to make wrapping paper Design and make Christmas cards Role Play- garage / train station Christmas Nativity and learning songs. Space picnic – Whatever Next	Sort and describe different materials Use materials to make for a purpose (crown, clothing, shoes) Fairy tale ball with music and dancing	Observational drawing Decorate plant pots using paint techniques Weaving natural materials Tinga Tinga Art Animal patterns and camouflage Animal puppets using lolly sticks and paper Ugly bug ball - dress up as our favourite bug design headdresses	Making animal homes using construction materials	Colour mixing Music and movement- under the sea Design a treasure map Pirate day
EYFS LOTC Forest Friday		Introduction to visiting the Forest , play games , establish rules and a base camp for future visits.	Using items we find in the forest can we build a house / shelter for one of the three pigs ?	Mini beast hunt – working in teams to locate mini beasts. Make large mini beasts out of natural materials.	Sort and describe different materials we find in the forest. Are they all natural? Litter? (links to recycling)	Working groups using a basic map and clues to find hidden treasure.
PSED	Making friends Sharing and taking turns My 5 senses Learning classroom routines Knowing about ourselves, what we can do and how we can learn new skills.	SEAL - Getting on and falling out Working together	Sharing personal experiences Thinking about how we behave in school Developing respect for each other and listening to each other’s ideas Talking about feelings and developing emotional vocabulary	SEAL – Going for Goals	Respect for our world, caring for plants and animals Recycling	SEAL – moving on, transition , next steps
Understanding the World	Me and my family Celebrations- Harvest Sukkot Growing and changing Our bodies	Bee bots for position and direction Pushes and pulls Advent Babushka Nativity Journey Space	Story maps – talking tins and learn pads Planting beans and keeping a bean diary Interactive fairy tales using the computer and learn pads Local walk to find the ginger bread man	Garden centre role play Animal life cycles Grouping living things Caterpillar to butterfly habitat Find and observe bugs	Airport role play Planning a holiday Animals from around the world Safari role play Animals and their babies Animal homes	Floating and sinking Animals and plants that live under water
EYFS RE	<u>Discovery Unit</u> <i>Theme:</i> Special People <i>Key Question: What makes people special?</i> <i>Stimulus resources:</i> Photographs	<u>Understanding Christianity unit</u> <i>Theme:</i> Christmas <i>Concept:</i> Incarnation <i>Key Question: Why do Christians perform Nativity plays at Christmas?</i>	<u>Discovery Unit</u> <i>Theme:</i> Celebrations <i>Key Question: How do people celebrate?</i> <i>Stimulus resources:</i> New Year Celebrations	<u>Understanding Christianity unit</u> <i>Theme:</i> Easter <i>Concept:</i> Salvation <i>Key Question: Why do Christians put a cross in an Easter garden</i>	<u>Discovery Unit</u> <i>Theme:</i> Stories <i>Key Question: What can we learn from stories?</i> <i>Stimulus resources:</i> stories about animals from other cultures/faiths	<u>Discovery Unit</u> <i>Theme:</i> Special places <i>Key Question: What makes places special</i> <i>Stimulus resources:</i> Construction kit/junk modelling, home corner role



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	<p><i>Across the curriculum:</i> Personal Social and Emotional Development; Expressive arts and Design; Understanding the World.</p>	<p><i>Stimulus resources:</i> Nativity play</p> <p><i>Across the curriculum:</i> Communication and Language; Personal Social and Emotional Development; Expressive arts and Design; Understanding the World.</p>	<p><i>Across the curriculum:</i> Personal Social and Emotional Development; Understanding the World. LOTC - looking for signs of Winter/Spring</p>	<p><i>Stimulus resources:</i> Hot cross buns, palm crosses and Easter Gardens.</p> <p><i>Across the curriculum:</i> Communication and Language; Personal, Social and Emotional Development; Understanding the World, Expressive arts and Design; LOTC building bridges</p>	<p><i>Across the curriculum:</i> animal topic link, Personal, Social and Emotional Development; Understanding the World, LOTC -games</p>	<p>play, photographs of iconic buildings, church visit.</p> <p><i>Across the curriculum:</i> LOTC – den building, Personal, Social and Emotional Development; Understanding the World, Expressive arts and Design</p>
EYFS Spirituality	<p>Self</p> <p>Others</p>	Others (PSED)	<p>Others (RE Unit)</p> <p>Self (PSED)</p>	World and Beauty	<p>World and Beauty</p> <p>Beyond (RE Unit)</p>	World and Beauty
Physical Development	<p>Keeping healthy and safe</p> <p>Healthy eating</p> <p>Personal hygiene and washing</p> <p>Dressing and undressing for PE</p> <p>Awareness of space</p> <p>Multi skills and Gaining control with mark making implements</p> <p>Using scissors</p> <p>Playground games</p>	<p>Developing accuracy with scissors</p> <p>Balls skills, throwing and catching, targeting</p>	<p>Using a range of balancing and climbing equipment in PE</p> <p>Threading and weaving to develop fine motor skills</p>	<p>Digging and planting and growing</p> <p>Personal hygiene when handling bugs and working in the garden</p> <p>Healthy eating</p>	<p>World food- tasting, chopping, slicing</p> <p>Using clay and tools to model an animal</p>	<p>Dance</p> <p>Sports Day</p>