

EYFS
Key Features Curriculum

A school family at the centre of its village community, with a big outward looking heart, where all are enabled to shine as unique individuals, using their well of abilities to flourish as global citizens. (Isaiah 58:11).

At Longborough Primary School we show LOVE, have PRIDE and are SAFE. (LPS)

School Values	Compassion		Courage		Respect	
British Values	Mutual Respect	Tolerance	Liberty	Democracy	Rule of Law	
Whole School Wellbeing	<ul style="list-style-type: none"> • Daily check in • Individual, group and whole class restorative circles 					
Whole School Enrichment	Autumn		Spring		Summer	
	<ul style="list-style-type: none"> • Harvest festival • Christmas • Divali • Roald Dahl Day • Trip to local area and Church 		<ul style="list-style-type: none"> • Easter • Chinese New Year • Shrove Tuesday • Mother's Day • Trip to Warwick Castle 		<ul style="list-style-type: none"> • Father's Day • School Production • Sports Day • Summer term trip? 	
Termly Big Question	How do I shine and flourish?	How do we celebrate?	All aboard-where shall we go?	Who has lived in the castle?	How does your garden grow?	All creatures great and small-who is the best of them all?
Focus of term	All about me Families My body	Roles in society Fireworks Diwali Christmas	Comparing different countries	Traditional Tales The Queen Castles	Planting and growing	Animals- class interest and Sea creatures to link to English

People who have flourished	Parents/Carers Black History Month:	Local fire, police and doctor/nurse	Local Vicar	Queen Elizabeth	Emma Harrison (Sandfield Farm)	Steve Backshaw
Literacy Key Texts	On Sudden Hill A Great Big Cuddle <i>My world, your world</i> by Melanie Walsh	The Scarecrows Wedding <i>What do you celebrate? Holidays and festivals around the world</i> (UTW focus) The Jolly Christmas Postman	All Aboard the London Bus Snail and the Whale <i>The Great Race</i> (Chinese New Year)	Jack and the Jelly Bean Stalk Rapunzel <i>Rapunzel Once Upon a World</i> by Chloe Perkins	Katie and the Sunflowers <i>The Gigantic Turnip</i> Aleksi Tolstoy & Niamh Sharkey	If sharks Disappeared <i>The Leopard's Drum: An Asante Tale from West Africa</i> by Jessica Souhami
Termly independent writing piece	First weekend recount (photo copy and stick in to independent book)	Description of..... labels (fictional animal)	Letter/list (fiction/non fiction)	Narrative (Fiction)	Instructions (non fiction)	Report Last weekend recount (photo copy and stick in to independent book)
Literacy focus	Mark making Name writing Weekend news – initial sounds, name, using 'I went to' sentence stem	Labels/Lists Rhyming Weekend news – using 'I went to' sentence stem, CVC sounds, phase 2 tricky words	Sentence writing from pictures Letters to the vicar or lists of features/adaptations from places Weekend news – more complete sentences using phonics taught and tricky words.	Descriptions Story writing (narrative) Weekend news - Full sentences using phonics taught and tricky words. Becoming more independent at segmenting for spelling.	Instructions Captions (full sentences) Weekend news - Multiple sentences. Supported to se	Traditional tales Recount Weekend news - Independence in writing full sentences

CL (weekly routines)	Weekend Circle Show and Tell Helicopter Stories (at least once a week)					
PSED (using SCARF scheme)	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best Self	Growing and Changing
PSED key texts	The Invisible String The Colour Monster Brave Bear	Giraffes can't dance Bad tempered ladybird	Owl babies Monkey puzzle	Little red hen The Tiger Who Came to Tea	Little beaver and the echo Not now Bernard	Paper dolls Whatever next
PD	Fine motor: Squiggle whilst you wiggle (twice a week) Dough disco/ Pegs to paper Weekly finger gym focus linked to children's needs Gross motor: Bikes/trikes Climbing Risky play Parachute Energetic play Group games Yoga Dance and coordination games		Fine motor: Handwriting Dough disco/ Pegs to paper Weekly finger gym focus linked to children's needs Gross motor: Bikes/trikes Climbing Risky play Parachute Energetic play Group games Yoga Dance and coordination games		Fine motor: Handwriting Dough disco/ Pegs to paper Weekly finger gym focus linked to children's needs Gross motor: Bikes/trikes Climbing Risky play Parachute Energetic play Group games Yoga Dance and coordination games	
PD (PE)	Introduction to PE Pupils will be introduced to structured movement.	Fundamentals Pupils will develop their basic fundamental movement skills.	Gymnastics Pupils explore basic movements through creating shapes, balances and jumps.	Dance Pupils will explore space safely. Pupils will develop actions to a stimulus exploring	Games Pupils will develop fundamental skills through games. Pupils	Balls Skills Pupils will develop their fundamental ball skills through a variety of equipment.

			Pupils will begin to preform basic skills on the floor and on apparatus.	dance in the world around them.	will develop fundamental skills through games working on teamwork and rules.	Pupils will continue to develop fundamental ball skills whilst developing decision making and using simple tactics.
Mathematics	Getting to Know you (3 weeks) Just Like Me! (3 weeks)	It's me 1,2,3! (3 weeks) Light and Dark (3 weeks)	Alive in 5! (3 weeks) Growing 6,7,8 (3 weeks)	Building 9 and 10 (3 weeks) Consolidation (3 weeks)	To 20 and Beyond (3 weeks) First, then now (3 weeks)	Find my pattern (3 weeks) One the Move (3 weeks)
Understanding the World focus	Past and Present: Our family history Talk about the lives of the people around them Timeline of their life-babies, toddlers, now. People, communities and culture: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Natural World:	People, communities and Culture; Know some similarities and differences between different religions and cultural communities (linked to RE unit) Natural World; Explore the natural world around them, making observations and drawing pictures of animals and plants.	Past and Present: People, communities and culture; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and map. Natural World; Know some similarities and differences between the natural world around them and contrasting	Past and Present; Know some similarities and differences between things in the past and now drawing on their experiences and what has been read in class. People, communities and culture; Know some similarities and differences between different religions and cultural communities Natural World:	Past and Present: People, communities and culture; Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Natural world; Explore the natural world around them, making observations and drawing animals and plants.	Past and Present: Talk about lives of the people around them and their roles in society. People, communities and culture; Natural world; Explore the natural world around them, making observations and drawing pictures of animals and plants. Summer- Understand some

	<p>Understand some important processes and changes in the natural world around them, including seasons and states of matter.</p> <p>Autumn- Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p>Changing states of matter – snow, ice, water</p> <p>Past and Present: Talk about the lives of the people around them and their roles in society.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling. (nativity story)</p>	<p>environments, drawing on their experiences and what has been read in class.</p> <p>Winter - Understand some important processes and changes in the natural world around them, including the seasons.</p>		<p>Spring - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>	<p>important processes and changes in the natural world around them, including the seasons and changing states of matter</p>
<p>Expressive arts and design</p>	<p>Painting - colour mixing. Self-portraits.</p> <p>Being imaginative and expressive: Nursery rhyme of the week (round and round the garden, Wind the Bobbin up) Role play (guided and child-led)</p>	<p>Drawing – Chalk Fireworks</p> <p>Being imaginative and expressive: Nursery rhyme of the week Role play (guided and child-led) Props to enhance role play and retell stories Nativity Christmas Songs</p>	<p>Sculpture – clay modelling.</p> <p>Being imaginative and expressive: Nursery rhyme of the week Role play (guided and child-led) Props to enhance role play and retell stories Poetry competition? Charanga Spring 1</p>	<p>Photography / Digital artwork.</p> <p>Being imaginative and expressive: Nursery rhyme of the week Role play (guided and child-led) Props to enhance role play and retell stories Easter Songs</p>	<p>Drawing - Pastels – Van Gogh Sunflowers.</p> <p>Being imaginative and expressive: Nursery rhyme of the week Role play (guided and child-led) Props to enhance role play and retell stories Charanga Summer 1</p>	<p>Collage – Eric Carle</p> <p>Final self portrait Being imaginative and expressive: Nursery rhyme of the week Role play (guided and child-led) Props to enhance role play and retell stories End of term production</p>

	<p>Props to enhance role play and retell stories Harvest Songs</p> <p>Charanga Autumn 1</p>	Charanga Autumn 2		Charanga Spring 2		Charanga Summer 2
RE	F4 Being special: where do we belong?	F2 INCARNATION: Why do Christians perform Nativity plays at Christmas?	F5 What places are special and why?	F3 SALVATION: Why do Christians put a cross in an Easter garden?	F1 GOD/CREATION: Why is the word 'God' so important to Christians?	F6 What times/stories are special and why?
MFL	Greetings – hello and goodbye for the register and end of day	Greetings	Greetings Please and thankyou	Greetings Please and thankyou What is your name?	Greetings Please and thankyou What is your name? (responding) Numbers 1 – 5	Greetings Please and thankyou What is your name?(responding) Numbers 1 – 3