

ELM - LONG TERM CURRICULUM OVERVIEW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Ourselves All About Me Seasonal Walk	Celebrations, Christmas and Traditions	Off We Go, Journeys and Transport Local Walk	Bottom of the Garden Minibeasts	Down on the Farm Farmer Teds	Planting and Growing Fairytales Road Safety
LINK TO SCHOOL VALUES	<u>Kindness</u> We are kind and caring, using gentle words and helpful hands, to build happy friendships at our new school.	<u>Resilience</u> We are brave and resilient, to have a go, learn from our mistakes and keep trying, so we can achieve our best.	<u>Equity</u> We are fair and respectful, valuing everyone's unique strengths and needs, so everyone can learn, belong and succeed.	<u>Honesty</u> We are honest and trustworthy, telling the truth and taking responsibility for our actions, so we can build trusting relationships.	<u>Responsibility</u> We are responsible and caring, helping others and looking after our classroom, so everyone can enjoy learning together.	<u>Pride</u> We are proud and motivated, taking pride in our learning, our work and our school, so we can achieve great things together.
ENGLISH / LITERACY	- English is centred around the Literacy, Physical Development and Communication and Language areas of learning with Personal, Social and Emotional Development, Maths, Understanding the World and Expressive Arts and Design woven through. Learning is delivered through less formal lessons and informal tasks in continuous provision. These lessons are guided by adults in partnership with children and most often use a story or book as a stimulus for learning. - Opportunities based upon current interests provided to children allow for the development, practise and embedding of foundations skills needed in English.					
	Focus Texts: - The Something by Rebecca Cobb - Elmer by David Mckee - Shark in the Park by Nick Sharratt	Focus Texts: - The Something by Rebecca Cobb - Owl Babies by Martin Waddell - Pumpkin Soup by Helen Cooper	Focus Texts: - How to Hide a Lion by Helen Stephens - Ruby's Worrry by Tom Percival - Whatever Next! By Jill Murphy	Focus Texts: - Little Red by Bethan Woollvin - The Very Hungry Caterpillar by Eric Carle - Olivers Vegetables by Vivian French	Focus Texts: - The Extraordinary Gardener by Sam Boughton - The Little Red Hen by Rhone Randall - Farmer Duck by Martin Waddell	Focus Texts: - The Storm Whale by Benji Davies - Jack and the Beanstalk by Anna Milbourne - The Gingerbread Man by Estelle Corke
	Linked Texts: The Colour Monster Goes	Linked Texts: Little Glow by Katie Sahota	The Train Ride by June Crebbin	Linked Texts: The Bad-Tempered	Linked Texts: Rosie's Walk by Pat Hutchins	Jaspers Beanstalk by Nick Butterworth
KEY TEXTS						

	to School by Anna Llenas • Once There Were Giants by Martin Waddell • Welcome to Our World: A Celebration of Children Everywhere! By Moira Butterfield • Leaf Thief by Alice Hemming	• Mrs Blackhat by Chloe Inkpen & Mick Inkpen • Penguin's Christmas Wish by Salina Yoon • Binny's Diwali by Thirty Umrigar • The Nativity by Charlotte Guillain • Chapatti Moon by Pippa Goodhar	• The Jigaree by Joy Cowley • You Choose by Nick Sharratt and Pippa Goodhart • Duck in the Truck by Jez Alborough • Handas Surprise by Eileen Browne • Snowballs by Lois Ehler • Martha Maps it Out by Leigh Hodgkinson	Ladybird by Eric Carle • Mad about Minibeasts by Giles Andreae • Supertato by Sue Hendra & Paul Linnet • The Giant Jam Sandwich by Janet Burroway & John Vernon Lord	• A Squash and a Squeeze by Julia Donaldson • Lifecycles: Egg to Chicken by Camilla De La Bedoyere • Farmer Clegg's Night Out by Jim Field & Peter Bently • A Farmer's Life for Me by Jan Dobbins	• The Three Little Pigs • The Gigantic Turnip • Little Red Riding Hood • Lola Plants a Garden by Anna McQuinn • Sam Plants a Sunflower by Axel Scheffler and Kate Petty • Errol's Garden by Gillian Hibbs
KEY SKILLS	• Joining in with rhymes • Learning new vocabulary • Listening & talking about stories • Mark making/ emergent writing, giving meaning to marks • Phonics, oral blending, initial sounds, CVC words • Name practice • Writing names & labels	• Good listening skills • Listening to others news • Enjoy an increasing range of books • Retelling stories • Ability to speak in sentences • Phonics, blending & segmenting CVC words • Sequencing stories • Christmas lists & letter writing • Labelling using phonics • Practising correct letter formation	• Making up their own stories • Retelling stories with recently introduced vocabulary • Asking how & why question • Sharing Christmas holiday news • Read simple phrases & sentences using phonics • Learn phonics digraphs • Read some Common Exception Words • Write using phonics, practise letter formation • Write for a variety of reasons	• Sustained focus when listening to a story • Understanding & using question words such as what, where, who • Sharing weekend news • Retelling stories to build up confidence & fluency • Name letters of the alphabet • Distinguishing capital letters & lower-case letters • World Book Day activities • Non-fiction writing • Researching minibeasts	• Retelling stories with an increased knowledge of story language & vocabulary • Make up their own stories with beginning, middle & end. • Sharing Easter holiday news • Rhyming words • Explain key events in a story • Phonics write CVCC & CCVC words • Zig zag books • Invitations • Retelling a story using story maps • Use story language when retelling stories	• Listen attentively & respond to what is heard • Ask questions using a range of openers • Share experiences from their lives using full sentences and tenses • Talk about characters & setting • Make predictions • Read simple sentences with fluency • Know most EYFS common exception words • Write using full stops, capital

		• Invitations • Signs / labels • Roleplay stories • Recounts		• Non-fiction writing • Ensuring correct letter formation	letters & finger spaces • Write using correct letter formation • Write own simple stories
READING	• At Kirkham and Wesham Primary School, we believe that developing a lifelong love of reading begins in the Early Years. We recognise that reading is made up of two equally important elements: language comprehension and word reading. Through daily story times, discussions, rhymes, poems and songs, children develop their vocabulary, communication skills and understanding of the world around them. Alongside this, children are taught to read through the FFT Success for All Phonics programme, which provides a systematic and structured approach to teaching children to read and write. This enables children to confidently decode unfamiliar words, recognise familiar words with increasing fluency and develop the skills needed to become successful readers. • Each week children in Elm Class receive at least three home reading books. Two are carefully matched, fully decodable reading book that reflects the phonics they have been taught in school. The third book is our Guided Reading book which has been shared together in class providing opportunity for repeated reading to build confidence, fluency, and expression. This also supports long-term retention of language and literacy skills. • Children also have the opportunity to choose a library book to share with their families, helping to foster a love of books beyond the classroom. Throughout the year, children enjoy a wide range of high-quality fiction, non-fiction, poetry and traditional tales, with stories read aloud every day to enrich language, inspire imagination and nurture enthusiastic, confident readers. • By the end of the Early Years Foundation Stage, we aim for children to have a secure foundation in early reading, an expanding vocabulary, effective comprehension skills and the confidence to communicate, discuss and share their ideas, preparing them well for the next stage of their education.				
VOCABULARY AND ORACY	• Developing children's language and communication skills is at the heart of the EYFS curriculum at Kirkham and Wesham Primary School. We recognise that strong communication and language skills are the foundation for success across all areas of learning and are essential in preparing children for future education. We are committed to providing a language-rich environment where children are immersed in meaningful conversations, high-quality texts, stories, songs, rhymes and play-based experiences that broaden their vocabulary and develop confident communicators. • We carefully plan opportunities to introduce, model and revisit ambitious vocabulary, building on children's existing knowledge and making meaningful links between familiar and new words. Each week we post 'Wow Words' on Class Dojo for parents and carers to also support with current learning. Through purposeful interactions, adult modelling and high-quality questioning, children are encouraged to use new vocabulary in a range of contexts, strengthening both their understanding and confidence. Subject-specific vocabulary is introduced through all areas of learning, including mathematics, understanding the world and expressive arts and design, providing children with the language they need to access the wider curriculum as they progress through school. • Purposeful talk is woven throughout daily practice, enabling children to develop the confidence to express their ideas, listen carefully to others and engage in meaningful discussions. Children are encouraged to share their thoughts and feelings, ask and answer questions, explain their thinking, solve problems collaboratively, negotiate during play and retell stories with increasing detail and expression. By				

	fostering a culture of rich talk and active listening, we aim to develop articulate, confident learners who are well prepared for Key Stage 1 and beyond.					
UPCOMING EVENTS	Harvest Festival	- Halloween - Diwali - Bonfire Night - Remembrance Day - Christmas & Traditions	- Burns Night - Chinese New Year - Shrove Tuesday - Ramadan	- St Davids Day - Holi - World Book Day - Mother's Day - St Patricks Day - Eid-al-Fitr - Easter	Father's Day	Road Safety
MATHS	- At Kirkham and Wesham Primary School, we believe that children develop a secure understanding of mathematics through practical, engaging and meaningful experiences. In the Early Years, mathematical learning is embedded throughout the day through play, stories, songs, rhymes, investigations and problem-solving opportunities that encourage children to explore and make sense of the world around them. We provide a rich mathematical environment where children are encouraged to notice patterns, make comparisons, reason about numbers and develop confidence in using mathematical language. - Our approach to mathematics places a strong emphasis on hands-on learning. Children use a wide range of concrete resources and manipulatives to explore mathematical concepts before moving towards pictorial and abstract understanding. Through daily mathematics sessions and carefully planned adult-led and child-initiated activities, children develop their knowledge of number, counting, composition, pattern, shape, space and measure. Mathematical learning is further enhanced through continuous provision, where children are encouraged to apply and consolidate their skills independently in meaningful contexts. - By providing regular opportunities to count, sort, match, compare, measure, recognise patterns, explore shapes and solve problems, we support children in developing a deep and secure understanding of early mathematics. Our aim is for every child to become a confident, resilient mathematician who enjoys exploring mathematical ideas and is well prepared for the next stage of their learning.					
	Over the year we cover various topics including:					
	- Match, sort and compare - Talk about measure and patterns	- It's me 1, 2, 3 - Circles and triangles 1, 2, 3, 4, 5	- Alive in 5 - Mass and capacity - Growing 6, 7, 8	- Length, height and time - Building 9 and 10 - Explore 3D shapes	- To 20 and beyond - How many now?	- Sharing and grouping - Visualise, build and map

		Shapes with 4 sides			Manipulate, compose and decompose	Make connections
UNDERSTANDING THE WORLD	- At Kirkham and Wesham Primary School, we encourage children to develop a curiosity about the world around them and build the knowledge, skills and understanding needed to make sense of their environment. Through the Early Years curriculum, children are provided with meaningful opportunities to explore people, places, cultures, communities and the natural world. This broad foundation prepares them for future learning in Science, Design and Technology, History, Geography and Religious Education as they progress through the school. - Children are encouraged to investigate, ask questions, make observations, solve problems and share their ideas through a wide range of practical, hands-on experiences. They explore and create using a variety of tools, materials and construction resources, developing their creativity, resilience and critical thinking skills. Through stories, discussions, visits and first-hand experiences, children begin to develop an understanding of the past, learn about their local community and recognise how people, places and traditions may be similar or different. - Our curriculum enables children to explore the natural world by observing seasonal changes, caring for plants and animals and investigating their environment. They are encouraged to notice patterns, make predictions and talk about what they discover using appropriate vocabulary. Children also develop an appreciation of the diverse world in which they live by learning about different cultures, celebrations, beliefs and ways of life, drawing on their own experiences alongside high-quality stories and non-fiction texts. Through these experiences, we aim to nurture curious, respectful and confident learners who are eager to explore and understand the world around them.					
	- Talk about different members of their family - Name and describe people who are familiar to them - Ourselves – parts of the body - Get to know their new environment. Look at simple maps of the area and aerial views of the school - Weather	- Recognise that people celebrate their beliefs in different ways – Diwali - Recognise similarities and differences between life in this country and life in other countries - Winter - Describe what they see, hear and feel whilst outside	- Recognise that people celebrate their beliefs in different ways – Chinese New Year - Talk about the different seasons - Talk about shops / shopping from the past: Grocers, butchers, bakers - Maps of local area - Draw information from a simple map. Roads, airports,	- Explore the natural world around them - Observe nature: lifecycle of a butterfly - Compare and describe insects - Describe what they see, hear and feel whilst outside - Weather changes - Understand the effect of changing seasons on the natural world around them - Winter – Spring.	- Explore life on a farm - Observe and care for plants growing on the farm (e.g. vegetables, flowers or herbs) - Investigate where food comes from - Compare farm animals and their habitats - Identify the needs of living things (food,	- Road safety - Sun Safety - Talk about people who help us in the community - Describe what they see, hear and feel whilst outside - Spring – Summer - Summer walk - Planting - Observe changes in seeds to plants - Understand the past through a

EXPRESSIVE ARTS AND DESIGN

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| <ul style="list-style-type: none"> Autumn walk | <ul style="list-style-type: none"> Christmas celebrations and toys from the past | <ul style="list-style-type: none"> bus stops, car parks | <ul style="list-style-type: none"> Spring walk | <ul style="list-style-type: none"> water, shelter and care) Trip to Farmer Teds | <ul style="list-style-type: none"> range of texts – fairy stories. Discuss Kings and Queens. |
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- At Kirkham and Wesham Primary School, we believe that creativity is a vital part of every child's learning journey. Through art, music, dance, role play, storytelling and imaginative play, children are encouraged to explore their ideas, express themselves with confidence and develop their own unique creativity. We provide a stimulating environment where children are inspired to investigate, create and communicate, making meaningful links across all areas of the EYFS curriculum.

- Throughout the Early Years Foundation Stage, children are given a wide range of opportunities to:
- Express their thoughts, feelings and ideas through art, music, movement, dance and imaginative play.
- Explore different ways of creating and representing their experiences.
- Sing a variety of familiar songs, nursery rhymes and chants, developing rhythm, pitch and confidence.
- Listen and respond to different styles of music from a range of cultures and traditions.
- Experiment with a variety of media, materials, tools and techniques to create their own artwork.
- Develop confidence in talking about their creations, explaining their ideas and reflecting on their learning.
- Collaborate with others to share ideas, resources and creative experiences.
- Build imagination and storytelling skills through small world play, role play and open-ended resources.

- Art
- Opportunities are carefully linked to our topics and stories, allowing children to create meaningful work while developing their creativity and appreciation of the world around them. Children are encouraged to experiment, express their own ideas and talk about their creations, building confidence, imagination and fine motor skills

Half Term	Artwork	Artist	Year
Autumn 1	Weeping Woman	Pablo Picasso	1937
Autumn 2	Pumpkin	Yayoi Kusama	1998
Spring 1	The Starry Night	Vincent Van Gogh	1889
Spring 2	Girl with a Pearl Earring	Johannes Vermeer	1665
Summer 1	Going to Work	L.S.Lowry	1943
Summer 2	The Scream	Edvard Munch	1893

- Design and Technology
- In the Early Years at Kirkham and Wesham Primary School, Design and Technology provides children with opportunities to investigate, design, make and evaluate as they explore the world around them. Through practical experiences, children learn that they can solve problems, test ideas and create purposeful products. We encourage children to be curious, resilient and independent as they develop their understanding of how everyday objects are designed and made.
- Children are provided with opportunities to:
 - Select and use appropriate resources to achieve a chosen goal or solve a problem.
 - Plan, adapt and develop their own ideas during the design process.
 - Explore how everyday objects and mechanisms work through first-hand investigation.
 - Design and construct imaginative models using a wide range of construction materials and loose parts.
 - Explore, compare and combine different materials to discover their properties and possible uses.
 - Develop fine motor control through the safe use of tools such as scissors, paintbrushes, rolling pins, hole punches and joining equipment.
 - Use a range of materials, techniques and joining methods to create purposeful models and products.
 - Experiment with colour, texture, shape, form and function when designing and making.
 - Revisit and improve their ideas, recognising that designs can be adapted and refined.
 - Work collaboratively, sharing ideas, negotiating roles and supporting one another during the making process.
 - Talk about their creations, explaining what they have made, how they made it and any changes they made along the way.
 - Through these experiences, children develop creativity, resilience, critical thinking and problem-solving skills that provide strong foundations for future learning in Design and Technology and across the wider curriculum.

• Painting self-portraits. • Autumn – leaf rubbings, collage, transient art using natural materials • Sculpture 3D hedgehogs using clay / salt dough	• Bonfire Night – painting or printing • Diwali art rangoli patterns colour, shape and symmetry • Cards and decorations for celebrations • Calendars	• Making Chinese New Year cards • Colour mixing and matching • Winter collages and paintings	• Clay - make a minibeast • Create 3D minibeasts using natural materials • Observational drawings – daffodils • Spring art – lambs and chicks • Easter cards	• De-constructed road play. Build a farm using open-ended resources such as crates, tyres, fabric and fencing • Junk Modelling – Design and create tractors or	• Summer collage / colour mixing painting • De-constructed role-play – use resources to make/build the setting from the fairy tale stories and act them out.
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EAD / Music

		Making Christmas decorations			barns using recycled materials.	
	- Chant to the Animals - Reception Unit 1 Learning Objectives: - Explore and learn chants that tell a story. - Know that a chant uses speaking voices musically. - In this unit, the children will learn two chants: Banana Rap by Jane Sebba and We're Going on a Bear Hunt by Michael Rosen. - By learning these chants, the children will start to understand that there are different ways to use our voice in music and that chants use the spoken voice rhythmically and musically.	- Creative Moves - Reception Unit 2 Learning Objectives: - Find and move to the beat. - Move creatively, expressively and with control. - Explore movement through the music of Marching Band and Piccolo March. - The children will create and perform patterns and actions to help communicate the message of the songs.	- Lilting Lullaby - Reception Unit 3 Learning Objectives: - Pitch match with accuracy when singing. - Feel the lilt of a 2-3 pattern of beats in music with five beats. - The enchantment of animals. Do the children know the special names of any baby animals? - Baby Elephant is a gentle lullaby to help babies fall asleep. The song's melody requires careful listening and practice to accurately pitch-match voices. It has an unusual lilting rhythm created by two beats followed by three beats. You will listen and respond to another piece called Mars by	- Number Time - Reception Unit 4 Learning Objectives: - Sing with expression. - Hear, draw and sing melody shapes. - In this unit, you will sing two songs, Hickory, Dickory, Dock and Ten Green Bottles. - The children will find it easier to learn to sing songs if they hear each melody shape and can draw it with their finger in the air. This helps them know when their voice needs to go up or down.	- Wellbeing Matters - Reception Unit 5 Learning Objectives: - Learn to explore and share emotions. - Follow a leader to play loudly and quietly. - Big Emotions: Mindful Music for Little People by Laura Loft is a beautiful wellbeing book that helps children explore big emotions. Using music, art and movement, Big Emotions provides a creative wellbeing toolkit for young children, helping them recognise and regulate their own 'big emotions'.	- Rhythm Adventures - Reception Unit 6 Learning Objectives: - Sing songs rhythmically. - Combine words to compose rhythms. - This unit has two traditional songs, ABC and The Bear Went Over the Mountain. - As the children learn to sing the songs, they will discover how some phrases have many words with busy rhythms and others have fewer words and simple rhythms. The class will select their own words as building blocks and arrange them in different ways to compose repeated rhythms called ostinatos.

			Gustav Holst, which also has a five-beat pattern.			
PHYSICAL DEVELOPMENT / PE	• Travelling on different body parts • Balancing • Kicking a ball • Baseline assessment • Fine motor – Funky Fingers • Daily name writing • Manipulation of objects • Show preference for dominant hand • Balance Bikes	• Apparatus • Rolling / Throwing/Catching a ball • Independent dressing • Wheeled vehicles to balance, sit, pull and push • Threading, cutting, playdough • Scissor skills	• Dance • Travelling • Speed and Directions • Encourage children to draw freely. • Holding Small Items / Button Clothing / Cutting with Scissors. • Daily name/CVC writing activities • Handle tools, objects, construction and malleable materials with increasing control	• Large apparatus • Rolls • Hold pencil effectively with comfortable grip • Form recognisable letters most formed correctly	• Throwing, rolling, bouncing and catching • Scissor skills, cut a straight, zig zag and curved line. • Hold pencil effectively • Produce recognisable drawings	• Jack and the Beanstalk • Cooperative games • Threading, cutting, weaving, playdough, • Form all letters correctly • Build things with smaller linking blocks eg Lego (not Duplo)
RE	Special Times: How and why are some things special? What times are special to different people and why? Children will learn about different celebrations across three of the world's major religions – Christianity, Hinduism and Islam. Harvest, Christmas, Diwali and Eid		Special Stories: Why are some stories special? What special messages can we learn from stories? Children will become familiar with the idea that some books are sacred and holy. They will learn stories from the Bible and Qur'an and know that they are special to Christians and Muslims.		Which buildings and places are special for different people and why? Children will learn that some places are special and significant to different people.	What is special about our world? Children will be encouraged to experience the natural world and explain why it is special.

- At Kirkham and Wesham Primary School, PSHE is woven throughout our Early Years curriculum and is at the heart of our welcoming, caring and nurturing environment. While PSHE is not taught as a standalone subject within the EYFS Framework, its principles are embedded across daily routines, continuous provision, adult-led activities and key areas of learning. Our reception curriculum supports children in developing confidence, resilience, independence and positive relationships, helping to them to feel safe, valued and ready to learn.

- **Personal, Social and Emotional Development (PSED)**

Children learn to:

- manage feelings and emotions
 - build positive friendships and relationships
 - share, take turns and cooperate
 - develop confidence and independence
 - understand rules, routines and boundaries
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- Through circle times, stories, role play and daily interactions, children begin to understand kindness, empathy and respect for others.

- **Communication and Language**

Children are encouraged to:

- express thoughts, ideas and feelings confidently
 - listen carefully to others
 - develop respectful speaking and listening skills
 - ask questions and seek help when needed
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- Group discussions, storytelling and collaborative play provide opportunities for children to develop their communication and emotional literacy.

- **Understanding the World**

Children explore:

- people, families and communities
- similarities and differences between themselves and others

- celebrations, traditions and cultures
- people who help us and the wider community
- At Kirkham and Wesham Primary School, we promote respect, tolerance and inclusion through stories, themed activities, celebrations and real-life experiences.

- **Expressive Arts and Design**

Children use:

- role play to explore emotions, friendships and relationships
- art, music and creative activities to express feelings, identity and preferences
- imaginative play to develop social understanding and confidence
- Our Reception environment provides opportunities for children to explore feelings and relationships in a safe and supportive way.

- **Preparing Children for Key Stage 1**

- These early experiences provide the foundations for future PSHE learning across school. Children develop:
 - self-awareness
 - resilience
 - empathy
 - independence
 - communication skills
 - an understanding of healthy relationships and personal safety
- This carefully planned progression helps prepare children for the PSHE curriculum in Key Stage 1 and beyond.

Me and My Relationships:

- All about me
- What makes me special
- Me and my special people

Valuing Difference:

- I'm special, you're special
- Same and different
- Families
- Homes
- Kind and caring

Keeping Myself Safe:

- What's safe to go into my body
- Keeping myself safe
- Safe indoors and outdoors

Rights & Responsibilities:

- Looking after my special people
- Looking after my friends

Being my Best:

- Bouncing back when things go wrong
- Yes, I can
- Eating healthily
- Move your body

Growing & Changing:

- Seasons
- Life Stages – plants, animals & humans
- Where do babies come from?

	• Who can help me? • Feelings		• Listening to my feelings • Keeping safe online • People who help to keep me safe	• Being helpful at home and caring for our classroom • Caring for our world • Looking after money	• A good night's sleep	• Getting bigger • Me and my body
VISITS/VISITORS (SUBJECT TO CHANGE)	• Weekly Library Visit • Autumn Walk	• Weekly Library Visit • Christmas Showcase	• Weekly Library Visit • Spring Walk	• Weekly Library Visit • Caterpillar Arrival	• Weekly Library Visit • Farmer Teds	• Weekly Library Visit • Summer Walk • Road Safety