



Moorgate Primary Academy Long Term Curriculum Overview 2020-2021

Moorgate Primary Academy  
Phase: EYFS

	<u>Enrichment</u>	<u>Personal, social and emotional development</u>	<u>Communication and language</u>	<u>Physical development</u>	<u>Literacy</u>	<u>Mathematics</u>	<u>Understanding the world</u>	<u>Expressive arts and design</u>
<p><b><u>Can we be friends?</u></b> <b><u>(8 weeks)</u></b> This project teaches children about the different communities including family, friendship, school and people who help in the local community.</p>	<p>A skype call with a police officer to talk about keeping safe in the community.</p> <p>VR Headset experience of a castle—linking to Tamworth castle.</p>	<p><b>Understanding and expressing our feelings.</b> Building friendships. Rules and routines. Road safety.</p>	<p><b>Listens with interest to the noises adults make when they read stories.</b> Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes/stories.</p>	<p><b>Shows control in holding mark-making tools.</b> Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors</p>	<p><b>An introduction to Floppy Phonics Phase 1</b> An introduction to Floppy Phonics Phase 2 <u>Key texts:</u> 1) The Tiger Who Came to Tea 2) We're going on a bear hunt 3) Supertato</p>	<p><b>Recites some number names in sequence</b> Numbers to 5—including sorting into 2 groups and comparing groups within 5.</p>	<p><b>Has a sense of own immediate family and relations.</b> Can discuss some of the things that make them unique. Shows interest in different occupations and ways of life.</p>	<p><b>Beginning to use representation to communicate (e.g. drawing a line and saying 'that's me').</b> Sings a few familiar songs</p>
<p><b><u>Exploring Autumn</u></b> <b><u>(7 weeks)</u></b> This project teaches children about the</p>	<p>An Autumnal walk. Performing in the Christmas nativity. Celebrating Diwali, Bonfire Night, Remembrance Day</p>	<p><b>Helps with clothing, e.g. puts on hat, unzips zipper on jacket.</b> Changing behaviour to</p>	<p><b>Shows interest in play with sounds, songs and rhymes .</b> Beginning to use more complex sentences to link</p>	<p><b>Beginning to use three fingers (tripod grip) to hold writing tools.</b> Moves freely</p>	<p>Letter formation within Floppy phonics phase 2 <u>Key texts:</u></p>	<p><b>Beginning to categorise objects according to properties, such as shape and size.</b></p>	<p><b>Notices detailed features of objects in their environment.</b> Developing an understanding of growth, decay and</p>	<p><b>Beginning to make-believe by pretending.</b> Performing in the Christmas nativity.</p>



<p>natural changes that happen during autumn, including how the weather changes,</p>	<p>and Christmas. Sending Christmas cards to a local nursing home.</p>	<p>suit a situation. Maintaining friendships. Bonfire Night/Fire safety.</p>	<p>thoughts (e.g. using and, because).</p>	<p>and with pleasure and confidence in a range of ways</p>	<p>1) Whatever Next 2) Owl babies/ owl babies after dark 3) The Jolly Postman</p>	<p>Change within 5 = one more and one less.  My day and routine.</p>	<p>changes over time. Shows care and concern for living things and the environment.</p>	
<p><b>Once Upon a Time</b> <b>(6 weeks)</b></p> <p>This language rich project supports children to develop a love of stories and reading. It encourages children to learn, retell and act out familiar and traditional tales, including Goldilocks and the Three Little Pigs.</p>	<p>An investment in outdoor storytelling/performing equipment.  Celebrating Chinese New Year through food tasting.</p>	<p>Confident to speak to others about own needs, wants, interests and opinions .  Able to try a range of food and discuss healthy habits.</p>	<p>Able to follow a story without pictures or props. •  Listens and responds to ideas expressed by others in conversation or discussion.</p>	<p>Handles tools, objects, construction and malleable materials safely and with increasing control.  Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p>	<p>An introduction to Floppy Phonics Phase 3.  Reading and writing CVC words and simple sentences  Writing and Telling stories.  <u>Key texts:</u> 1)The Three Little Pigs 2)Jack and the beanstalk 3)Goldilocks and the three</p>	<p>Number bonds within 5.  Numbers to 10—comparing groups up to 10.  Begins to identify own mathematical problems based on own interests and fascinations.</p>	<p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p>	<p>Plays cooperatively as part of a group to develop and act out a narrative.  Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences</p>



					bears			
<p><b><u>Marvellous Machines</u></b></p> <p><b>(6 weeks)</b></p> <p>This interest led project teaches children about the important technology that is part of their daily lives and how machines can help us. The project gives them the opportunity to build and create their own marvellous machines.</p>	<p>Skype in the classroom—</p> <p>Children to skype a Reception class from another school: this could be a local, national or international school.</p> <p>An investment in STEM resources/equipment.</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Online/ Internet safety</p> <p>Being safe around vehicles</p>	<p>Questions why things happen and gives explanations (e.g. asks who, what, when, how).</p> <p>Uses positional language.</p>	<p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>	<p>Floppy Phonics Phase 3.</p> <p>Attempts to write short sentences in meaningful contexts.</p> <p><u>Key texts:</u></p> <p>1)Mrs Armitage</p> <p>2)Mr Grumpy’s outing</p> <p>3)Webster’s Email</p>	<p>Addition and number bonds to 10.</p> <p>Spacial awareness—2D and 3D shapes.</p>	<p>Children to discuss how transport has changed from how it was in the past to now.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling .</p>	<p>Is able to create models by electing tools and techniques needed to shape, assemble and join materials they are using.</p>
<p><b><u>Ready Steady Grow</u></b></p> <p><b>(6 weeks)</b></p> <p>This project teaches children</p>	<p>A trip to Packington Farm.</p> <p>Children to grow their own plants and vegetables.</p>	<p>Life cycles</p> <p>Where food comes from</p> <p>Caring for the world</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and</p>	<p>Negotiate space and obstacles safely, with consideration for themselves</p>	<p>Floppy Phonics Phase 3.</p> <p>Write simple phrases and sentences</p>	<p>Children create, recognise and describe patterns.</p> <p>Counting on and counting back.</p>	<p>Explore the natural world around them, making observations and drawing pictures of</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting</p>



<p>about food and farming and explores themes, including where food comes from, what plants and animals need to grow and survive and the importance of a healthy, well balanced diet.</p>		<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p>	<p>actions when being read to and during whole class discussions and small group interactions.</p>	<p>and others. Demonstrate strength, balance and coordination when playing.</p>	<p>that can be read by others. <u>Key texts:</u> 1)Farmer Duck 2)Handa’s surprise 3)Rosie’s walk</p>	<p>Numbers to 20. Doubling.</p>	<p>animals and plants.</p>	<p>with colour, design, texture, form and function.  Share their creations, explaining the process they have used. •</p>
<p><b><u>Animal Safari</u></b> <b><u>(6 weeks)</u></b>  This interest led project teaches children about the different animals that live all around the world and the importance of</p>	<p>A butterfly farm. A bug hunt. A VR headset experience.</p>	<p>Caring for others Learning about different countries. <u>Preparing for Year One</u> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance</p>	<p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery.</p>	<p>Floppy Phonics Phase 3.  Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role</p>	<p>Numerical patterns— halving, sharing, odds and evens.  Measure— length, height and distance, weight and capacity.</p>	<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>	<p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>



caring for our local and global environments.		of healthy food choices.			play. <u>Key texts:</u> 1)On the way home 2)Giraffes cant dance 3)Elmer			
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