**Dean Gibson Catholic Primary School**

**Foundation Subjects**

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| **Robins Class EYFS Long Term Plan** | | | |
| **Nursery Theme and Reception Theme** | | | |
| **Theme** | **Marvellous Me**  **Me and My World**  **Bears**  **My Heroes**  **Special Days**  **Standing Ovation** | **On the Move**  **Castles, Knights and Dragons**  **On the Farm**  **Spring in our Step** | **Once Upon a Time**  **Where We Live**  **All Creatures Great and Small**  **Science Detectives** |
| **Science** | | | |
| **EYFS** | **(N) It’s getting cold outside**  Weather where we live, habitats where bears live  **(N) Polar express**  Melting and freezing; natural and artificial materials | **(N) On the Move**  Exploring pushes, pulls and magnets  **(R)Spring in our step**  Wildlife and weather in spring and winter; habitats around our school | **(N) Once upon a time 1 / 2**  Properties of materials and exploring mixtures  **(N) All creatures great and small 1 / 2**  Life cycles of animals in trop. rainforests, sea, and grasslands  **(R) Science detectives**  Properties of materials and habitats around the world |
| **Art** | | | |
| **EYFS** | **Me and My World/Marvellous Me**   * **Colour**: Selecting and mixing appropriate colours for their self-portrait (e.g., eyes, hair). * **Line**: Drawing detail with increasing complexity. * **Control of materials**: Using a pencil and paintbrush with an increasing degree of control.   **My Heroes/Standing Ovation**   * **Colour:** Using paint to create vegetable prints. * **Control of materials:** Use of collage skills, careful application of paint during printmaking. | **Castles, Knights and Dragons**   * **Texture:** Using wax crayons to create rubbings of textured surfaces.   **Spring in Our Step**   * **Colour**: Noting the difference between the grey background created using charcoal and the coloured paintings/prints created using more vibrant colours. * **Control of materials**: Using charcoal. Using painting and printmaking skills.   **On the Farm**   * **Colour**: Choosing appropriate colours for each element of their image. * **Texture**: Using a range of materials to create a collage. * **Control of materials**: Collage skills, printmaking. | **Once Upon a Time**   * Line: Drawing continuous line, vertical and horizontal lines and closed shapes. * Texture: Creating textured surfaces to represent brickwork. * Control of materials: Using fine motor skills to hold a pencil.   **All Creatures Great and Small**   * Line: Drawing animals using lines and circles.      Control of materials: Using pencil to add detail to drawings. |
| **Music** | | | |
| **EYFS** | Me!  My Story | Everyone!  Our World | Big Bear Funk  Reflect, Rewind and Replay |

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| **Geography** | | | | | |
| **EYFS** | **(N) Marvellous Me / Look at Me**  The house and street I live on  **It’s getting cold / Bears**  Weather and habitats around the world  **Polar express / Special days**  Polar habitats | | | **(R) Spring in our step**  Weather and wildlife in winter and spring | **(N) All creatures great and small**  Animals that live in grassland and tropical rainforest habitats, and locating these on a globe  **(R) Where we live**  Picture maps and plan views, simple human and physical features  **(R) Science detectives**  Comparing our community with settlements in Kenya |
| **History** | | | | | |
| **EYFS** | **(N) Marvellous Me** [Aut1]  **(R) Me and my world** [Aut1]  Talking about different family members and their roles in more depth  **(R) My heroes** [Aut1]  Comparing heroic characters from the past and present | | | **(N) On the move** [Spr1]  Exploring occupations related to transport  **(R) Castles, knights and dragons** [Spr1]  Learning about historical figures in castles and comparing images of Queen Elizabeth II and King Charles with that of historical queens and kings | **(R) On the farm** [Spr2]  Exploring occupations related to farming  **Where we live** [Sum1]  Learning about familiar aspects of our locality from the past, using historic photographs and memories of older adults |
| **Computing** | | | | | |
| **EYFS** | Technology around us  How to use Technology | | | Video and creating video | Codapillars |
| **PE** | | | | | |
| **EYFS** | **Cricket / Tennis / Movement/Multi Skills** | | | **Gymnastics / Football/ Dance/Multi Skills** | **Multi Sports / Athletics/ Body Movement** |
| **Design Technology** | | | | | |
| **EYFS** |  | | |  |  |
| **Spanish** | | | | | |
| **EYFS** | |  |  | | **Spanish themed day** |