

The Bridge Easton School
EYFS Long Term Curriculum Map

Cycle 1

	Autumn Term		Spring Term		Summer Term	
Topic	Our lives	Our Adventures	Our weather	Our transport and travel	Our under the sea explorers	Our marvellous minibeast
Literacy	<p>Play 'Simon Says', asking the children to point to and move different parts of their body. Model core vocabulary and ask children to repeat this back to you.</p> <p>Pass a feely bag around a circle of children. In the feely bag, include small world objects or pictures of things that may make the children feel happy, sad, angry or worried. These could be a spider, an ice cream, a toy or a picture of a sore knee. Can the children use vocabulary related to emotions to describe how they would feel?</p> <p>Provide the children with a range of dressing-up clothes in a home corner.</p>	<p>Split a large activity tray into four sections (to look like a shield) and add eco-friendly glitter into each section. Provide paintbrushes painted silver with an added 'handle' to create sword pens for the 'knights' to explore mark making.</p> <p>Invite the children to design their own dragon and label him to add to a class book.</p> <p>Encourage children to match upper case and lower case letter cards and then form them correctly by writing the letters with a quill on knight-themed paper (such as a scroll).</p>	<p>Create a story map of the seasons, showing a path that journeys through the year. Can the children illustrate and add words to the map to show the changes and events that happen?</p> <p>Divide a large activity tray into four seasonal sections. Add letters and letter groups to conkers, acorns, seashells, blossom outlines, and snowflake shapes. Hide the letters in each section for the</p>	<p>Place Transport Reveal Cards under sensory materials, such as cereal or edible sand. Encourage children to use their hands, feet or large toy vehicles to make marks in the materials to reveal the hidden pictures.</p> <p>Enjoy singing simple transport songs and rhymes that incorporate actions for children to copy, such as Wheels Row Your Boat. Create a transport-inspired reading</p>	<p>Using an extra large cardboard box, create a submarine reading area by cutting out portholes in the sides and adding a periscope to the top. Place sea-themed books, cushions, torches and swimming goggles inside so that children can dive into a good book!</p> <p>Take the opportunity to explore wavy, flowing movements with young children. You may wish to provide mark-making tools in white and blue foam for children to explore creating patterns.</p>	<p>Create a simple sensory book to enjoy together with large textured minibeast images. For example, a worm with a bumpy corrugated card body, a spider with a tickly wool body and a butterfly with colourful ribboned wings. Support children to touch the pages as you share the book.</p> <p>Set up this Sensory Bin and encourage children to create patterns and marks in the messy materials using their fingers or minibeasts.</p> <p>Place these Minibeast Picture Mats under messy materials for children to create marks</p>

	<p>Children can take on the roles of different family members and use talk to organise themselves and their play.</p>	<p>Play 'Cross the Moat'. Place three blue hoops on the floor and place a letter in each hoop to make a CVC word. Encourage the children to step inside each one in turn and say the sound, then blend the word to reach the castle.</p>	<p>children to find and say the sound.</p> <p>Produce an empty suitcase and explain that you want to go on holiday. Tell the children the season you want to go on holiday in and they can write you a list of items to pack. Can they spell words by identifying sounds and writing them?</p>	<p>area, such as a role-play bus, and provide some transport books. You could even use this Let's Take a Trip story to enjoy sharing together as they climb aboard the reading bus.</p>	<p>Share this 'Let's Explore Under the Sea' story. Encourage children to respond to the pictures and the words.</p>	<p>and reveal the hidden minibeasts.</p>
Mathematics	<p>How old are you? Talk with the children about their age. Ask the children to use playdough to make a birthday cake and add the correct number of candles. Can they find the correct numeral to match the number of candles?</p> <p>Explore counting with our bodies. Can the children use their fingers to count to five?</p> <p>Show the children a number of fingers to five.</p>	<p>Invite the children to select, rotate and manipulate shapes together with photos in order to develop their own castle using 2D shapes.</p> <p>Encourage the children to link the numeral with its value using this Dragon Eggs Counting Game. You may wish to create a larger version of this game for your outdoor area, using</p>	<p>Use seasonal items, such as conkers, mittens or sunglasses to subitise. Ask the children to close their eyes as you arrange the objects. When they open their eyes, can they say the number they see? Encourage conceptual subitising by adding</p>	<p>Decorate a large cardboard box to look like a rocket. Cut out different shaped holes around the rocket to create windows. Place different objects in the base of your activity tray and wrap them in foil. Children can post them through the different windows to see if they fit.</p> <p>Provide different-sized construction vehicles alongside edible sand, cereals or ice cubes to</p>	<p>Provide different counting opportunities using sea creatures. For example, place and hide different creatures into your water tray and, as children find the hidden animals, encourage them to count the tentacles or points on a starfish. Alternatively, you could support children to count how many shells they can fish out of the rock pool.</p>	<p>Use cardboard boxes and containers in a variety of sizes to create homes for small world minibeasts. Can the children find the right size home for each minibeast?</p> <p>Explore quantity change by using this 'Five Little Woodlice' song but focusing on amounts to three. Use three woodlice toys and model hiding and revealing them as you sing.</p>

	<p>Can they say the number and find the matching numeral?</p> <p>Draw around each child's hand and cut it out. Can they take their hand and look for things that are bigger and smaller than their hand? Can they make direct comparisons and use the vocabulary correctly?</p>	<p>balloons and large numerals.</p> <p>Play 'Dragon or Knight Sticks' to deepen children's understanding of numbers to ten. Use coloured lolly sticks with numbers on (one to ten) and a timer. Encourage the children to choose six sticks when the dragon says 'ROAR!' and put them in order before the timer runs out.</p>	<p>more than five objects.</p> <p>Drop acorns or conkers into a metal bowl. Can the children count the sounds they hear and then say the cardinal number that is in the bowl?</p> <p>Using a large tree outline covered in ten autumn leaves, explore one less as each leaf falls from the tree. You may like to use the same tree outline and add pink flowers to explore one more.</p>	<p>represent their load/cargo. Explore the concept of size and weight by filling up their scoops and trailers using the vocabulary 'heavy', 'little' and 'big'.</p> <p>Place different amounts of vehicles in parking spaces or, alternatively, planes on a runway. Remove one of the items and see if the child recognises and reacts when the quantity has changed.</p>	<p>Provide children with a range of different shells. Compare and sort the shells by size, colour and weight.</p> <p>Provide a large tray with shiny fabric, shredded paper and sea creatures along with these Pattern Fish. Children can explore the deep sea, finding the different fish and matching them to create pairs of fish. Encourage them to talk about their colours and patterns.</p>	<p>Place a shallow pool of water for children to splash and play in. Provide them with plastic 'Incy Wincy' spiders and enjoy exploring the Rhyme together as well as using scoops and cups to investigate pouring and emptying.</p>
<p>Understanding the World</p>	<p>Provide the children with pots that each contain a smell, such as coffee, mint, chocolate, vanilla or spices. Ask the children to use their sense of smell to discover which smells they like or dislike.</p> <p>Ask children to bring in photographs of themselves</p>	<p>Set up an invitation to design and build a castle. You could use Images of Castles as a stimulus to talk about similarities and differences in the castle images.</p> <p>Invite children to find out about different parts of castles (such as the keep,</p>	<p>Talk about appropriate clothing for each season and why the clothing is different. What changes from season to season to make our clothing change? Can children sort</p>	<p>In a large tray, add a variety of vehicles with sounds and twisting and spinning parts, such as large toy truck tyres and helicopter blades or fire engines with sound buttons. Encourage children to reach out and explore sound, rotation and movement as they</p>	<p>Create an immersive deep-sea experience by adding blue fairy lights, hanging fabric 'seaweed' and Under the Sea Cut-Outs. Provide audio ocean sounds, goggles and underwater cameras.</p>	<p>Create a Mud and Worm Recipe and place in a large tray on the floor. Children can make worm trails in the chocolate mud and watch the worms slip, slither and slide around.</p> <p>Using a large cardboard box or tunnel, create a</p>

	<p>as a baby. Can they identify and talk about ways that they have changed?</p>	<p>turret, portcullis, moat, houses within the castle walls, cannons) using non-fiction texts and the Internet.</p> <p>Find out all about a knight's armour and extend the children's understanding of the past by comparing and contrasting knights in the past.</p> <p>Encourage the children to use the information they found about knights and castles to make their own mini books with castles, knights or dragons on the front cover.</p>	<p>clothing into four groups?</p> <p>Explore celebrations throughout the different seasons that are special to your class. Make a timeline through the year that children can add pictures and writing to that shares their own experiences of special celebrations.</p> <p>Go for a walk in your local area and talk about signs of the current seasons. Encourage children to close their eyes and imagine they are in a different season. What would they hear, see, feel and smell?</p>	<p>repeat actions that have an effect.</p> <p>Create a car dashboard sensory board by adding child-safe mirrors, a spinning steering wheel, an old radio with buttons to press and a horn to squeeze. Children can explore the different materials using their senses.</p> <p>Create a traffic light sensory soup in your water tray to explore different red, amber and green materials. Provide bowls, ladles and large spoons to use as children investigate filling, pouring and emptying.</p>	<p>If possible and with permission of parents/carers, visit a local pet shop or aquatic centre to give children the experience of observing different fish. Alternatively, you could share some videos of ocean life in the wild so children can comment on how the creatures move, eat and where they live.</p> <p>Explore cause and effect by pouring water down lengths of guttering and plastic piping to wash plastic sea creatures into a large tub or activity tray.</p>	<p>minibeast sensory tunnel for children to crawl through. Place different textures on the floor, such as green scarves, artificial grass and corrugated card 'soil'. As the children move through the sensory tunnel, they can find different soft toy minibeasts as well as soft sensory items.</p>
<p>Expressive Arts and Design</p>	<p>Learn the song If You're Happy and You Know It and model actions for the children to copy.</p>	<p>Set up a castle-themed role-play area and encourage the children to make props, such as castle turrets, helmets,</p>	<p>Place the children into groups and secretly tell each group a season. They can work together to create a</p>	<p>Place an unattached and cleaned bicycle wheel in a large tray and support children to weave different-coloured ribbons through the</p>	<p>Look closely at different sea creatures. Explore the different patterns and colours that they can see and encourage children to guess the</p>	<p>Cut out the outline of a range of minibeasts, cutting out sections of the bodies or wings to be replaced with sticky-back plastic. Encourage the</p>

	<p>Provide a selection of collage materials of different textures and types for children to make a collage self-portrait. The children can explore materials and textures that are suitable for their hair and skin tones, and join them together on a paper plate base to create their portrait.</p> <p>Using clay or salt dough, support the children in making hand and feet imprints. These could then be painted once dry.</p>	<p>shields and dragon masks.</p> <p>Create a castle-themed small world area to develop storylines in play. Add themed texts and small world characters.</p> <p>Encourage children to refine ideas and begin to show accuracy when drawing by learning how to draw a dragon. Use a pencil and paper first and develop skills and detail with pastels/charcoals. Next, bring the dragon to life with paint, adding texture with different painting techniques.</p> <p>Encourage the children to experiment with sound and percussion by making castle noises, such as 'dragon stomps' (stomping feet) and 'sword swishes' (moving arms).</p>	<p>group dance or movement that represents their season. Can the other children watch the dances and express their feelings and thoughts? What season do they think the dance is representing?</p> <p>Create a collaborative piece of artwork where a large tree is drawn and divided into four sections. Can the children print, collage or paint each section of the tree to reflect each season?</p>	<p>spokes. Use simple language as you weave, such as 'up' and 'down' or 'over' and 'under'. Once completed, roll them outside to see the colours merge as they move.</p> <p>Create a colourful travel map using large-wheeled vehicles. Children can dip their vehicles into natural yoghurt with added food colouring before pushing them across large rolls of paper.</p> <p>On a large carpeted area, place toy vehicles and play vehicle sound recordings. Children can show attention to the sounds as they explore and play. You could model recreating the sounds with your voice to develop play, such as 'beep, beep', 'vroom', 'whoosh' and 'screech'.</p>	<p>animal which they belong to. Using clay, children can manipulate and make sea creature models, adding markings and patterns.</p> <p>Invite children to move around to represent different creatures. You could provide music for children to move to or instruments for children to create their own musical accompaniment.</p> <p>Invite children to listen to classical 'watery' music, such as 'Aquarium' by Camille Saint-Saëns. Using paper and watercolours or paint and ice, children can create underwater scenes as they listen and respond to the music playing.</p>	<p>children to scrunch and stick on their favourite colour of tissue paper to create minibeast suncatchers for your setting.</p> <p>Place some large plastic minibeasts and Grassy Green Modelling Dough in front of the children on a mat. Encourage children to poke, squeeze, pull, pat and squish the dough as they play with the minibeasts in the grass.</p> <p>Use this simple 'Minibeast, Minibeast, Turn Around' rhyme to engage young children with attention, movement and the spoken words.</p>
Personal, Social, Emotional Development	Involve the children in the responsibility of preparing a healthy snack to share.	Invite the children to think about what it would be like to be a knight. Talk	Have a class vote for a favourite season. Once	Make a transport mobile using Cut-Outs and place them above changing	Place a big cardboard treasure box underneath a	Create a minibeast-themed treasure basket for the children to

	<p>Encourage the children to explore a variety of healthy fruits and vegetables before involving the children in washing and preparing the fruit and vegetables for snack time.</p> <p>Provide the children with old magazines and selected pages from newspapers. Can the children find pictures of people that are happy and sad? How do they know these people feel this way? Cut out the images and ask the children to collaboratively glue them onto two large pieces of paper.</p> <p>Provide mirrors so that the children can explore their own faces and hair. Can they talk about what colour their hair or eyes are? Can they describe their face and name features on it?</p>	<p>about feelings they identify, such as happy, brave, scared. Can they talk about a time that they have been brave/scared? What does being brave mean?</p> <p>Start a conversation with the children about being king or queen for a day. What would they do? Would they like to live in a castle or a palace? Would they have knights to fight dragons?</p> <p>Encourage the children to work together as a team to transport a dragon egg (a balloon filled with water) across an obstacle course in teams. Start at the 'woods' and carefully get it back to the 'nest'.</p> <p>Laminate some 'dragon teeth' images and cover with spots and lines using a whiteboard pen. Discuss with the children ways to keep teeth</p>	<p>everyone has voted, talk about how different people made different choices and how we are all individual. ·</p> <p>Children can practise dressing and undressing as they select and dress in appropriate seasonal clothing. Provide a range of clothing and accessories for all seasons. Can children explain why they have dressed the way they have? Read the children 'Seren's Seasons'. Which seasons do you think is Seren's favourite? Why? What does Seren keep trying to make in the story? Encourage the children to think about how Seren is feeling when her</p>	<p>areas to help settle and calm children. Children can point to them, watch them move and turn above them.</p> <p>Add large 'muddy' vehicles (dipped in cocoa powder and flour) for the children to work together to clean. Children can develop their turn-taking skills to help to clean the vehicles and also develop their hand and finger strength as they share the tools and scrunch and squeeze excess water out of the cloths and sponges.</p> <p>Set up a small parachute and let children discover it. Lift the parachute in the air, pretending it is a hot-air balloon. Provide children with encouragement and model how to make the hot-air balloon billow and float in the air. Allow children time to lie on their backs and experience the hot-air</p>	<p>parachute. Play a game to support children's growing interactions and turn-taking skills where they have to lift the parachute to create waves while one friend dives underneath to collect a piece of treasure from the treasure box.</p> <p>Set up and encourage children to explore an Under the Sea Sensory Bin in a small group. Encourage children to explore, respond and take turns with each other to develop positive relationships. Encourage pretend play by creating opportunities using large-scale construction and creative resources. Support children's play by joining in to explore rowing a boat, swimming in the sea and dipping nets in rock pools.</p>	<p>explore including soft toys and plastic minibeasts. You may like to use a Bee Treasure Basket. Let the children make choices about which objects to pick up and how they explore them. Support by talking to them about the different textures.</p> <p>Create a Muddy Minibeast and Buzzy Bee sensory bottle, and place them on foam mats on the floor. Encourage children to explore and use them to self-soothe as needed.</p> <p>Go on a nature walk and spend time noticing features of the natural world, such as a bee buzzing or butterflies resting on flowers. You could add pretend flowers, artificial grass and toy insects to your setting to re-enact the experience.</p>
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		healthy and invite them to brush the dragon teeth clean with a variety of toothbrushes.	seasonal snowgirls keep being destroyed. Talk about how Seren feels at the end of the story and why.	balloon waft above them, gently landing on their bodies.		
Communication and Language	<p>Explore new vocabulary for different emotions with the children, for example, happy, elated, cheerful, content, delightful. Practise saying these out loud and putting them into sentences to describe how they feel.</p> <p>Invite children to look through books in the reading area to find examples of different emotions and feelings. Provide children with these Feelings Check-In Cards and challenge them to look at the illustrations in books to find a match.</p> <p>As the children come into the setting each morning or leave</p>	<p>Create a 'hook' for the topic by telling the children that a nest has appeared in the outdoor area with some dragon eggs in it. Encourage the children to discuss how it got there. Which dragon has it come from? How big are they? How do we look after them?</p> <p>Enjoy listening to and talking about stories linked to castles, knights and dragons like 'Knights and Dragons, Unite!' As children become familiar with the stories, they will begin to retell them or create their own versions during play.</p> <p>Build on the children's castles/knights related vocabulary by</p>	<p>Encourage careful listening by playing 'Guess the Season', where children think of a season and give clues so the class can guess which season they are thinking of.</p> <p>Play a 'What Season Am I?' game by adding a season name to Editable Headbands. Place them on the children's heads, without them seeing the season. Can they ask questions to their friends to try and find out which season they are?</p> <p>Work together to create a cinquain</p>	<p>Provide children with time to feel and explore the interesting items contained a Treasure Basket. They could use their hands or feet to feel the different items. Model using simple language to describe items they select.</p> <p>Take children on a 'transport hunt'. Hide Photos of various transport vehicles around the setting and listen to the different ways the children communicate with you as they find a photo. Say different words as you find the photos, such as 'beep beep' and 'chug chug'.</p> <p>Encourage eye contact and attention by hiding toy vehicles in shredded</p>	<p>Enjoy and develop children's language using songs, puppets and actions. This Fish in the School Song is a great song for developing children's understanding of vocabulary, such as 'in', 'past' and 'through'.</p> <p>Place a range of sea objects into a bag, including a shell, pebble, crab claw and seaweed. Ask a child to place their hand inside the bag and describe what they can feel while others guess what it could be. Alternatively, play a memory game where you place the objects onto a tray so</p>	<p>Play peek-a-boo to encourage eye contact, attention and communication. Begin by sitting facing the child and then hide your face with a sensory scarf. Pull the scarf away from your face slowly and smile and say 'peek-a-boo!'. Next, place one of these Minibeast Masks on your head, ensuring the child can see your face and mask before hiding behind a scarf and repeating the game.</p> <p>Place a soft toy bee in your indoor or outdoor environment for children to find. Go on a walk together to find the bee. As you walk, occasionally create a 'buzzing' sound as you get nearer to where the bee is hiding.</p>

	<p>at the end of the day, model saying different phrases, such as 'Good morning, how are you today?' or 'Goodbye, I look forward to seeing you tomorrow'. Say these phrases using different emotions and encourage children to repeat them back to you. Encourage children to share social phrases they use at home and talk about how these make them feel.</p>	<p>choosing some as a 'Word of the Week', such as armour, drawbridge, dungeon, fortress or shield. Choose one of the words that the children are unfamiliar with and set out a themed table where they can explore the word, pictures associated with that word and the object if possible.</p>	<p>poem about a season. Children can contribute the descriptive words and verbs as you scribe the poem. For help writing a cinquain poem, view this Poster.</p>	<p>paper or under sensory scarves. Support them to find the vehicles by encouraging children to point or reach out. Develop this further by using single words, such as 'truck', 'car' or 'train' for children to find.</p>	<p>that children can name and see the objects. Then, while the children's eyes are closed, remove an object. Children can then describe and name the missing object.</p> <p>Explore and learn about creatures that live under the sea. This is a great way to introduce new vocabulary, such as submarine, coral, tropical and tentacles.</p>	<p>Ask the children to listen and cup your hand around your ear. Say 'I hear a bee, where is it?' and then keep looking. Keep repeating the sound until you find the bee.</p> <p>Hang Minibeast Cut-Outs so that they move in the wind on a washing line outside. Children can point/gesture or use sounds to communicate a picture they want.</p>
<p>Physical Development</p>	<p>Play musical statues with the children in a large space. Each time the children move to the music, give them a new way of moving, such as hopping, jumping or walking. What other body movements can the children make? When the music stops, can they hold their pose and 'freeze'?</p> <p>Explore making sounds through body percussion.</p>	<p>Invite children to develop their small motor skills by providing a simple outline of a castle alongside a variety of loose parts (such as gems, buttons, nuts and bolts). Children can use a selection of loose parts to cover the outline of the castle.</p> <p>Develop children's ball skills by inviting the children to build a tall castle or tower using</p>	<p>Listen and move to Vivaldi's Four Seasons classical music. For each season, the children can move with grace and control. What does the music remind them of? Can they combine movements to recreate events from each season, such as the wind</p>	<p>Attach sticky-back plastic to the door with a large balloon shape at the top and a square for a basket at the bottom to create a hot-air balloon. Ensure children can reach from sitting and standing positions. Add colourful strips of tissue paper in one basket and yellow craft straws to represent the basket sticks.</p> <p>Children can grab and stick on pre-cut sticks to</p>	<p>Leave small world people, coloured modelling dough and tools in your provision. Children can create merpeople by sculpting tails around the people. You may wish to add some sparkly embellishments or tools to create patterns on the tails.</p> <p>Add large cardboard fish cut-outs and strips</p>	<p>Create a sticky spider's web. Use sticky tape to attach a large piece of sticky-back plastic onto a low wall in the shape of a spider's web. On the floor, place a basket of lightweight plastic or foam spiders. Encourage children to sit and reach up or stand and put the spiders on the sticky web.</p> <p>On the floor, create a shimmery insect pool</p>

	<p>Can the children copy a simple sequence, such as hand clap, head tap, hand clap, head tap? Can the children make a simple sequence of two movements for others to copy?</p>	<p>plastic cups. Encourage the children to roll or throw a ball with accuracy to knock down the castle.</p> <p>On a table, use masking tape to create mazes which use different sequences, such as zigzags and lines with a right angle. Provide the children with a basket of small world dragons and tweezers. Encourage the children to place the dragons onto the masking tape mazes with accuracy and precision.</p> <p>Set up an obstacle course for the knight to get to the princess. There could be benches to travel over, poles to crawl under and spots to jump over. Can they reach the princess and rescue her?</p>	<p>blowing or falling leaves? · Divide a large activity tray into four sections. Within each, add playdough that has been coloured and scented to represent each season. You could have citrus, yellow for summer and blue, glittery peppermint for winter. Children can develop their small motor skills as they handle the dough. · Provide the outline of four trees and a selection of different papers in autumn colours, white, pink and green. Can the children use their fine motor skills to scrunch the papers and cover each tree with the seasonal colours?</p>	<p>the basket and scrunch pieces of tissue paper onto the balloon.</p> <p>Create role-play vehicles using large cardboard boxes, cutting out window holes and a door to open and close. Children can fit themselves into the spaces, finding their seat before heading off on adventures.</p> <p>Place toy trains into an activity tray with blobs of taste-safe paint, such as pureed food. Children can reach, grasp and lift up the trains before exploring what happens as they push them through the messy materials to make tracks appear.</p>	<p>of paper, wool and shiny fabric in your creative area. Children can use their small motor movements to weave different materials in and out to create the scales on the fish.</p> <p>Create a shark head and open mouth out of a cardboard box. Encourage children to place or throw ball-pit ball 'fish' into the shark's mouth.</p> <p>Add blue shredded paper and sea creatures into your large activity tray. Then, using tape, create a net effect to the top of the tray. Add tongs and tweezers for children to use to try and collect the sea animals caught under the fishing net.</p>	<p>using a foil blanket and child-safe mirrors. Place large plastic dragonflies and butterflies (or soft toys). Fly the dragonflies above the children for them to reach out and grasp or alternatively, place the dragonflies on the crinkly surface for them to reach.</p>
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The Bridge Easton School
Easton 1 Milestone 1-3 Long Term Curriculum Map

Cycle 1

	Autumn Term		Spring Term		Summer Term	
Topic	Our lives	Our Adventures	Our weather	Our transport and travel	Our under the sea explorers	Our marvellous minibeast
My Communication	<p>Sensory based learning - Across the year our sensory children will be learning literacy through sensory stories, communication sessions, shared reading, sensory carousal activities making requests, fine motor skills/mark making, attention autism, call & response & intensive interaction.</p> <p>The 3 year cycle themes will be followed each half term to ensure a breadth of experiences.</p> <p>Across the year we will teach sensory stories, phonics, shared reading, guided reading & handwriting/fine motor skills.</p> <p>Reading schemes to be used. POPS – whole word reading & Songbirds – phonics based</p>					
My Thinking and Problem Solving	Personalised learning objectives covering Number/calculation, Geometry Measure					
My Creativity	<p>Develop a range of skills through movement and music</p> <p>Develop a range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>					
The World About Me	Water play and exploration - To use: water, wet, rain, dry, damp, dirty clean, frozen, ice, steam, bubbles, liquid, float, sink, safe, dangerous, hot, cold, warm, sewerage, still, moving, fast, slow, deep, shallow, salty, puddle, stream, river, pond, lake, reservoir, canal, sea, clouds, dark, light, clear sky, sunny, waterproof, drink, thirsty, absorb, soak, drain, evaporate, up, down, flow.					
My Physical Wellbeing	Sequencing movement - teachers concentrating on: Having fun, especially through playing games, including competitive team games which are great for fostering peer relations. Establishing pride in taking responsibility (for example, taking the register to the office, taking their bike licence/bikeability certificate). Not automatically taking the quicker/easier option of things (for example, taking the school mini-bus to the shops rather than a 15 minute walk).					
My Independence - Shopping	Money - learners will learn the process of shopping by doing the act of shopping itself, in real shops using real money and in real time.		Shopping - learners will learn the process of shopping by doing the act of shopping itself, in real shops using real money and in real time.		Shopping for Cooking - learners will learn the process of shopping by doing the act of shopping itself, in real shops using real money and in real time.	
My Independence - Cookery	Sandwiches Exploring ingredients	Mashed Potato	Pasta Different textures	Fruit salad	Cakes/ fruit & jelly	Cakes/ fruit & jelly
My Independence - Travel	Walking and Road Crossing		Walking and Road Crossing		Walking and Road Crossing	

The Bridge Easton School
Easton 2 Milestone 1 Long Term Curriculum Map

Cycle 1

	Autumn Term		Spring Term		Summer Term	
Topic	Our lives	Our Adventures	Our weather	Our transport and travel	Our under the sea explorers	Our marvellous minibeast
My Communication – Sensory Play	<p>Sensory based learning - Across the year our sensory children will be learning literacy through sensory stories, communication sessions, shared reading, sensory carousal activities making requests, fine motor skills/mark making, attention autism, call & response & intensive interaction.</p> <p>The 3 year cycle themes will be followed each half term to ensure a breadth of experiences.</p> <p>Across the year we will teach sensory stories, phonics, shared reading, guided reading & handwriting/fine motor skills.</p> <p>Reading schemes to be used. POPS – whole word reading & Songbirds – phonics based</p>					
My Communication – Literacy (subject specific)	<p>Fiction: Stories with familiar Settings</p> <p>Non Fiction: Finding information from texts</p>		<p>Fiction: Traditional stories, rhymes and fairy tales</p> <p>Non Fiction: information texts & Instructions</p>		<p>Fiction: Stories & rhymes about animals & environments</p> <p>Non Fiction: using the internet to find information on topics</p>	
My Communication - Drama	<p>Performance</p> <p>Performing to an audience</p>		<p>Stage presence</p> <p>Character Work</p> <p>Actions and conflict</p>		<p>Script work</p> <p>Making a film</p> <p>Role play</p> <p>Mime</p>	
My Thinking and Problem Solving – Sensory Play	<p>Personalised learning objectives covering Number/calculation, Geometry Measure</p>					
My Thinking and Problem Solving – Numeracy (Subject Specific)	<p>Counting, partitioning</p> <p>And calculating</p>	<p>Securing number facts,</p> <p>Understanding shape</p>	<p>Counting, partitioning, calculating</p> <p>Addition and subtraction</p>	<p>Handling data and measures</p> <p>Time</p>	<p>Time</p> <p>Number facts</p>	<p>Securing number facts,</p> <p>relationships and calculating</p>

My Creativity – Sensory Play	Develop a range of skills through movement and music					
	Develop a range of art and design techniques in using colour, pattern, texture, line, shape, form and space					
My Creativity – Music	Music scape		Exploring rhythms/ Body percussion		Exploring instruments/ vibrations	
My Creativity – Art	International art	Pattern	Shape and form	Colour	3D sculpture	Collage
The World About Me – Sensory Play	Recycling - This Topic looks at investigating rubbish in school and at home, looking how to recycle and what can be recycled within a school and at home.					
The World About Me – Science	Animals including humans. Identify, name draw the basic parts of the human body and say which part of the body is associated with each sense.	Everyday materials Distinguish between an object and the material from which it is made.	Seasonal changes Observe changes across the four seasons. Observe and describe weather associated with the four seasons and how day length changes.	Uses of everyday materials Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, brick, rock, paper and cardboard for particular uses.	Animals including humans. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	Living things and their habitats Explore and compare the difference between things that are living, dead and things that have never been alive.
My Citizenship - Sensory Play	Self-care and independence Routines Choice making, forming relationships					
My Citizenship - Relationships	My Body	Right & Wrong	People who help us	Daily routines	Families & Friendships	Making choices
My Citizenship - Self-care	Dressing and Undressing		Dressing and Undressing		Dressing and Undressing	
My Physical Wellbeing – PE	Team games/ Working in a group	Ball skills/ Hand-eye coordination	Flexibility/ Body awareness	Coordination /Spatial awareness	Track & Field/ gross motor skills	
My Physical Wellbeing – Dance	Sequencing Movement		Sequencing Movement		Sequencing Movement	

My Independence – Shopping	Money - learners will learn the process of shopping by doing the act of shopping itself, in real shops using real money and in real time.		Shopping - learners will learn the process of shopping by doing the act of shopping itself, in real shops using real money and in real time.		Shopping for Cooking - learners will learn the process of shopping by doing the act of shopping itself, in real shops using real money and in real time.	
My Independence – Cookery	Cereal/ smoothies	Sandwiches Exploring ingredients	Mashed Potato	Pasta Different textures	Fruit salad	Cakes/ fruit & jelly
My Independence – Travel	Walking and Road Crossing		Walking and Road Crossing		Walking and Road Crossing	

The Bridge Easton School
Easton 2 Milestone 2 Long Term Curriculum Map

Cycle 1

	Autumn Term		Spring Term		Summer Term	
Topic	Our lives	Our Adventures	Our weather	Our transport and travel	Our under the sea explorers	Our marvellous minibeast
My Communication – Sensory	<p>Sensory based learning - Across the year our sensory children will be learning literacy through sensory stories, communication sessions, shared reading, sensory carousal activities making requests, fine motor skills/mark making, attention autism, call & response & intensive interaction.</p> <p>The 3 year cycle themes will be followed each half term to ensure a breadth of experiences.</p> <p>Across the year we will teach sensory stories, phonics, shared reading, guided reading & handwriting/fine motor skills.</p> <p style="text-align: center;">Reading schemes to be used. POPS – whole word reading & Songbirds – phonics based</p>					
My Communication – English	<p>Fiction: Stories in familiar settings</p> <p>Non-Fiction: Information text</p> <p>Poetry: Rhyming and Patterns</p> <p>Poems with repeating patterns and rhymes</p>	<p>Fiction: Stories involving fantasy</p> <p>Non-Fiction: Information texts</p> <p>Poetry: Poems about animals</p>	<p>Fiction: Stories in familiar settings</p> <p>Non-Fiction: Instructions</p> <p>Poetry: Playing with language</p>	<p>Fiction: Tales from a variety of cultures</p> <p>Non-Fiction: Recounts</p> <p>Poetry: The Sound Collector</p>	<p>Fiction: Fairy stories</p> <p>Non-Fiction: Letters</p> <p>Poetry: Poems on a theme: The Sea</p>	<p>Fiction: Classic contemporary fiction</p> <p>Non-Fiction: Information texts: Minibeasts</p> <p>Poetry: Traditional poems: A.A. Milne</p>
My Communication - Drama	Drama from Real Life		Drama from A Story		Drama From TV or Film	
My Thinking and Problem Solving – Sensory	Personalised learning objectives covering Number/calculation, Geometry Measure					
My Thinking and Problem Solving – Mathematics	Place value, Addition, Subtraction, Multiplication and Division	Fractions, Multiplication and Division, Addition and Subtraction and Shape	Place value and fractions, Addition, Subtraction, Measure	Decimal and Money, Multiplication, Addition and Subtraction, Division an Time	Number and Place Value, Addition and Subtraction, Multiplication and	Measure and Data, Shape, Addition and Subtraction, Multiplication and division and Fractions

					Division and Decimals	
The World About Me – Sensory	Recycling - This Topic looks at investigating rubbish in school and at home, looking how to recycle and what can be recycled within a school and at home.					
The World About Me – Science	Animals including humans. Describe the changes as humans develop to old age.	Properties and changes of materials Compare and group together everyday materials on the basis of their properties including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.	Light Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces - (Link to sun as a light source and moon reflecting, also seasonal changes)	Forces Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object	Evolution and inheritance Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	Living things and their habitats Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
The World About Me – Humanities	Geography - Investigating the Geography of our School	History - The Passage of Time – Homes	Geography - Investigating our Area	History - The Passage of Time: Black Music	Geography - My Home on an Island	History - Life and Death in Ancient Egypt
My Creativity – Sensory	Develop a range of skills through movement and music					
	Develop a range of art and design techniques in using colour, pattern, texture, line, shape, form and space					
My Creativity – Music	Music scape		Exploring rhythms/ Body percussion		Exploring instruments/ vibrations	
My Creativity – Art	Collage		Drawing		Painting	
My Physical Wellbeing - PE	Playground activities and indoor ball games		Gross motor skills and large equipment		Wheeled toys	

My Citizenship - Sensory	Self-care and independence Routines Choice making, forming relationships					
My Citizenship - PSHE	Self-care: personal care – teeth cleaning, hand/ face washing, bathing, use of deodorant, dealing with menstruation, Home care		using the toilet, dressing/ undressing, eating, drinking, personal safety etc.		Clearing up, washing up, wiping surfaces, sweeping, using washing machine/ tumble dryer, safety/ hazards, hygiene etc	
My Citizenship - RSE	Knowing My Body	Knowing Me	Private and Public	Touching and Allowing Others to Touch Me	Forming Relationships	Sexual Intimacy with Another Person
My Citizenship - RE	What can the Buddha teach us?		Why did Jesus tell Stories?		What do people around me believe?	
My Independence - Travel	Walking and road crossing		Walking and road crossing		Walking and road crossing	
My Independence – Shopping	Money		Shopping		Shopping for Cooking	
My Independence - Cookery	Preparing a meal		Using a Blunt Knife		Pouring, Mixing and Estimating	

The Bridge Easton School
Easton 2 Milestone 3 Long Term Curriculum Map

Cycle 1

	Autumn Term		Spring Term		Summer Term	
Topic	Our lives	Our Adventures	Our weather	Our transport and travel	Our under the sea explorers	Our marvellous minibeast
My Communication - Sensory	<p>Sensory based learning - Across the year our sensory children will be learning literacy through sensory stories, communication sessions, shared reading, sensory carousal activities making requests, fine motor skills/mark making, attention autism, call & response & intensive interaction.</p> <p>The 3 year cycle themes will be followed each half term to ensure a breadth of experiences.</p> <p>Across the year we will teach sensory stories, phonics, shared reading, guided reading & handwriting/fine motor skills.</p> <p>Reading schemes to be used. POPS – whole word reading & Songbirds – phonics based</p>					
My Communication – English	<p>Fiction: Stories in familiar settings</p> <p>Non-Fiction: Lables, Lists, signs and posters</p> <p>Poetry: Songs and repetitive poems</p>	<p>Fiction: Stories involving fantasy</p> <p>Non-Fiction: Information texts</p> <p>Poetry: Poems about animals</p>	<p>Fiction: Stories in familiar settings</p> <p>Non-Fiction: Instructions</p> <p>Poetry: Playing with language</p>	<p>Fiction: Tales from a variety of cultures</p> <p>Non-Fiction: Recounts</p> <p>Poetry: The Sound Collector</p>	<p>Fiction: Fairy stories</p> <p>Non-Fiction: Letters</p> <p>Poetry: Poems on a theme: The Sea</p>	<p>Fiction: Classic contemporary fiction</p> <p>Non-Fiction: Information texts: Minibeasts</p> <p>Poetry: Traditional poems: A.A. Milne</p>
My Communication - Drama	Drama from Real Life		Drama from A Story		Drama From TV or Film	
My Thinking and Problem Solving – Sensory	Personalised learning objectives covering Number/calculation, Geometry Measure					
My Thinking and Problem Solving – Mathematics	Place value, Addition, Subtraction, Measures	Measures, Addition, Subtraction, fractions, Multiplication	Place value and number, Addition, Subtraction, Measures and Data	Addition, Subtraction, Fractions, Multiplication and Shape	Number and Calculation, Position and Time, Place Value	Addition and Subtraction, Multiplication, Division and Money, Shape, Time and Data

The World About Me – Sesnory	Recycling - This Topic looks at investigating rubbish in school and at home, looking how to recycle and what can be recycled within a school and at home.					
The World About Me – Science	Biology: Structures and functions of living organisms – Cells and organisation Cells as the fundamental unit of living organisms, including how to observe, interpret and record cell structure using a light microscope.	Chemistry: Materials The order of metals and carbon in the reactivity series The use of carbon in obtaining metals from metal oxides Properties of ceramics, polymers and composites (qualitative)	Physics: Energy Calculation of fuel uses and costs in the domestic context. Comparing energy values of different foods (from labels) (kJ) Comparing power ratings of appliances in watts (W, kW) Comparing amounts of energy transferred (J, kJ, kW hour) Domestic fuel bills, fuel use and costs Fuels and energy resources	Physics: Motion and forces Describing motion. Speed and the quantitative relationship between average speed, distance and time (speed = distance ÷ time) The representation of a journey on a distance-time graph Relative motion: trains and cars passing one another	Biology: Structures and functions of living organisms – Reproduction Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.	Biology: Structures and functions of living organisms – Gas exchange systems The structure and functions of the gas exchange system in humans, including adaptations to function. The mechanism of breathing to move air in and out of the lungs, using a pressure model to explain the movement of gases, including simple measurements of lung volume.
The World About Me – Humanities	Geography - Making connections	History - The Passage of Time, Past, Present and Future	Geography - Exploring England	History - The Passage of Time: Great Britons	Geography - Images of a country	History - People in the Middle Ages; Royalty
My Creativity – Sesnory	Develop a range of skills through movement and music Develop a range of art and design techniques in using colour, pattern, texture, line, shape, form and space					
My Creativity – Music	Music scape		Exploring rhythms/ Body percussion		Exploring instruments/ vibrations	

My Creativity – Art	Drawing		Painting		Collage	
My Physical Wellbeing - PE	Movement skills Throwing - propelling a beanbag and then other objects using underarm/chest throw – learn techniques and skills, including targets – individual work		Movement and dance – explore movements showing an awareness of space around us (including using objects to travel round and through) Balance along low benches, cross over body movements, travel round cones.		Simple games using throwing (targets) Introduce kicking, developing with targets and variety of balls (very simple level)	
My Citizenship – Sensory	Self-care and independence Routines Choice making, forming relationships					
My Citizenship – PSHE	Self care: personal care – teeth cleaning, hand/ face washing, bathing, use of deodorant, dealing with menstruation, Home care:		using the toilet, dressing/ undressing, eating, drinking, personal safety etc.		Clearing up, washing up, wiping surfaces, sweeping, using washing machine/ tumble dryer, safety/ hazards, hygiene etc	
My Citizenship – RSE	Knowing My Body	Knowing Me	Private and Public	Touching and Allowing Others to Touch Me	Forming Relationships	Sexual Intimacy with Another Person
My Citizenship - RE	What do signs and symbols mean?		Special clothes and religious clothes (when do we wear special clothes?)		What does the story of the Good Samaritan teach us?	
My Independence - Travel	Traveling as a Pedestrian		Traveling by Bus or Tram		Traveling by Bicycle	
My Independence – Shopping	Money		Shopping		Shopping for Cooking	
My Independence - Cookery	Pre-Cooking Skills		Using a Blunt Knife		Pouring, Mixing and Estimating	