

EYFS Hygge Curriculum Long Term Plan

Vision:

‘At Elmhurst School, we believe that language is the key to success for all of our children. Interactions are valued and relationships build upon the uniqueness of every child. Our nature-based learning is holistic. It provides them with the stepping stones to academic accomplishment. Our Hygge approach encompasses the acquisition of knowledge, skills, values, attitudes and behaviours meaning that every child leaves Reception as a well-rounded individual, ready for the next stage of their education.’

Flowers (N)	Birds (N)	Individuals (N)
Fruits & Vegetables (2YO)	Life Cycles/Growth (YR)	Families (2YO)
Sky (YR)	Space (YR)	Animals (2YO)

**themes may be covered by all classes through Awe and Wander walks and Nature based learning.*

What do we want the children to learn about trees across 3 years?

2YO	Nursery	Reception
Tree settings	Changing trees	Life cycle, types & parts of a tree
Park	Autumn	Lifecycle
Woodland	Winter/Spring	Types of British Trees
Forest	Summer	Parts of a tree

What types of weather do we want children to learn about across the 3 years?

2YO	Nursery	Reception
Name the weather	Identify appropriate clothing for weather	Cause & effect of weather
Rainy/Windy	Wellies/Umbrella/Waterproofs	Reduced Daylight/Puddles/Wind movement & damage
Frosty/Sleety/Snowy/Icy/Misty	Hats/Gloves/Scarves	Freezing/Melting/Hibernation/Lack of Growth
Sunny/Cloudy	Sunhat/Sunglasses/Suncream	Shadows/Growth/Longer daylight

Our nature themes of Trees and Weather will run throughout each term across all EYFS classes so that children build upon prior knowledge and gain a secure understanding of seasons.

	2YO								
	Autumn			Spring			Summer		
Hygge Theme	Humans & Families			Animals			Fruits & Vegetables		
Guerrilla Curriculum	Project Explore			Project Discover			Project Create		
Question	What makes a family?			What can we see when we look closely?			Can we grow our own art?		
	English Texts								
1 st Half Term	Setting & Recount			Suspense & Information			Actions & ???		
	Peepo	My Family, Your Family	After the Storm	Duck & Goose	Little Kids First Board Book Dinosaurs	One Snowy Night	My First Book of Growing Food	The Cookie Book of Colours	The Sunny Day
2 nd Half Term	Character & Persuasion			Dialogue & Instructions			Openings & Endings & ???		
	The Gingerbread Man	The Jolly Christmas Postman	Picnic in the Park	The Billy Goats Gruff	My First Animals	The Hedgehog & The Pine Cone	Handa's Surprise	The Enormous Turnip	Secrets of the Rainforest

	Nursery								
	Autumn			Spring			Summer		
Hygge Theme	Humans & Individuals			Birds			Flowers		
Guerrilla Curriculum	Project Discover			Project Explore			Project Create		
Question	When I look in the mirror what do I see?			If I followed a bird, where would I go?			If I picked a flower, what could I create?		
	English Texts								
1 st Half Term	Setting & Recount			Suspense & Information			Actions & ???		
	What makes me a ME?	What I like about Me!	Goodbye Summer, Hello Autumn	Owl Babies	A Busy Day for Birds	Winter by Ailie B	Jaspers Beanstalk	One Whole Bunch	Seasons come Seasons go, Tree
2 nd Half Term	Character & Persuasion			Dialogue & Instructions			Openings & Endings & ???		
	The Ugly Duckling	The Growing Story	Hello Rain	Chicken Licken	My First Book of Birds	Goodbye Winter, Hello Spring	Beautiful Oops	My First Book of Flowers	Busy Beach

	Reception							
	Autumn			Spring			Summer	
Hygge Theme	Night Sky/Space			Human & Animal Life-cycles			Summer Sky/Growth	
Guerrilla Curriculum	Project Discover			Project Explore			Project Create	
Statutory Framework	ELG: The Natural World Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.							
	ELG: People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - 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.			ELG: Past and Present Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.			ELG: Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.	
Question	Do we all see the same night sky?			How do we change over time?			Can we capture summer?	
	T4W English Texts							
1 st Half Term	Setting & Recount			Suspense & Information			Actions & ???	
	Star in the Jar		Rosie’s Hat	Teeny Weeny Tadpole	People Who Help Us: Dentist	Winter Sleep		Up, up, up in the Tree
2 nd Half Term	Character & Persuasion			Dialogue & Instructions			Openings & Endings & ???	
	Whatever Next	The Go-Away Bird	Stickman	The Little Red Hen	The Very Hungry Caterpillar	British Trees Nature Detective		Me and My Shadow