**St Botolph’s Church of England Primary School**

***EYFS* Curriculum**

**Our aim is to provide our children with an engaging, exciting, and empowering curriculum that equips them for today and their future. At St Botolph’s Church of England Primary School the curriculum is designed to: recognise children’s prior learning, provide first hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.**

**Curriculum aims:**

There are seven areas of learning and development in early years. All areas of learning and development are important and inter-connected.

The **prime areas** are particularly important for building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships and thriving.

These are**:**

•communication and language

•physical development

•personal, social and emotional development

The prime areas will help the children to develop skills in the four **specific areas.**

These are:

•literacy

•mathematics

•understanding the world

•expressive arts and design

**EYFS Intent:**

By working in partnership with parents will we encourage independent, happy learners who thrive in school and reach their full potential. By the end of EYFS our children will be ready to enter the next stage of their education ready to tackle new challenges with confidence and a positive mindset.

**Our Curriculum:**

At St Botolph’s, we follow the statutory EYFS framework and Development Matters. Within this framework there are four guiding principles which shape our practice.

These are:

1. **Every child is a unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.

**2.** Children learn to be strong and independent through **positive relationships.**

3. Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

4. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

Our ambitious Curriculum encompasses the seven areas of learning and development and is designed in a sequential way to ensure progress towards the end of reception goals. These goals are defined as Early Learning Goals (ELGs).

Our curriculum incorporates learning through play, learning by adults modelling, by observing each other and through guided learning and direct teaching. It is also important to highlight that our plans are flexible to allow us to respond quickly to children’s new interests and/or needs.

Weaving throughout the EYFS curriculum at St Botolph’s are three Characteristics of Effective Learning.

• playing and exploring - children investigate and experience things, and ‘have a go’

• active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

• creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

These elements underpin how we reflect on each child’s development and adjust our practice accordingly. Supporting children in their individual learning behaviour and observing the context of children’s play is essential.

**Yearly Overview**

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|  | | **Autumn 1** | | **Autumn 2** | | **Snowflake free to use cliparts - Cliparting.comSpring 1** | **Spring 2** | | **Summer 1** | | **Summer 2** | |
| **General Themes**  NB: These themes may be adapted at various points to allow for children’s interests to flow through the provision  WELL-BEING & Behaviour For Learning | | Birthday Balloons 0 Images About Balloon Clip Art On - Birthday Balloons  Clipart - Free Transparent PNG Clipart Images Download**All About me!**  Starting school  My new class  Making friends  My family  Autumn  Halloween | | **Celebrations!**  Autumn  Harvest  Nocturnal animals Hibernation  Christmas Traditions  Christmas around the world | | **Cold Places**  Toys  Winter  Arctic Environments  Light and dark | **Amazing Animals!**  Spring  Growing up  Life Cycles – Chick and Frog  Farm Animals and their young | | **Come Outside!**  Life Cycles – Butterflies and Sunflowers  Healthy Living | | **Fun at the Seaside!**  Summer  Seaside and Holidays | |
| **Possible Texts and**  **‘old favourites’** | | Lulu’s first day  Colour Monster / worrysaurus / Ruby’s worry  We are going on a bear hunt  We are going on a pumpkin hunt  **Traditional Tale**  Goldilocks  **Nursery Rhyme**  Humpty Dumpty  Incy Wincy Spider  Miss Polly had a dolly  **Poetry**  Five little pumpkins | | Stickman  Owl babies  T’was the night before Christmas  We’re going on an elf chase  **Traditional Tale**  Gingerbread Man  **Nursery Rhyme**  Twinkle, Twinkle + Twinkle, Twinkle Christmas Star  **Poetry**  Carrot nose | | The light in the night  The Three snow bears  Lost and found  Tango makes three/The Emperors Egg | Oi Frog!  What the ladybird heard  We’re going on an egg hunt.    **Traditional Tale**   The three little pigs | | Jasper’s Bean stalk  Oliver’s vegetables  One Spring Day  **Traditional Tale**  The Enormous Turnip | | We’re going on a treasure hunt  Lighthouse Keeper’s lunch  Little Mermaid  Meerkat Mail  **Nursery Rhyme**  Row, row, row your boat | |
| **Wow’ moments & Enrichment Weeks** | | Harvest Festival  Autumn Trail  Halloween  Lincolnshire Day (1st Oct) | | Bonfire Night  Remembrance Day  Hanukkah  Children in Need  Diwali  Mrs Fox and tortoise visit  Christingle and Advent  Nativity performance to parents  Reverend Mark Visit  Pantomime trip with KS1 | | Chinese New Year  Winter trail  Valentine’s Day  Internet safety Day | Pancake Day  World Book Day  Mother’s Day  Easter  Farm School Trip  Spring Trail | | Fruit and vegetable tasting  Planting  Butterflies | | Father’s Day  Sport’s Day  Summer trail  Seaside Day | |
| **Communication and Language** | | | | | | | | | | | | | | |
| **EYFS CL Educational Programme**  The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth  interactions from an early age form the foundations for language and cognitive development. The number and quality of the  conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. | | | | | | | | | | | | | | |
| **Early Learning Goals (Statutory)**  Listening, Attention and Understanding ELG  Children at the expected level of development will:   * Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; * Make comments about what they have heard and ask questions to clarify their understanding; * Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.   Speaking ELG  Children at the expected level of development will:   * Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; * Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; * 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. | | | | | | | | | | | | | | |
| **Curriculum Goals**  **Express themselves confidently; asking relevant questions and making relevant comments**  **Converse with their friends and teachers in a back and forth exchange** | | | | | | | | | | | | | | |
| **Year One Knowledge and Skills**  The Reception Year provides the foundation for many skills and knowledge the children will build upon in Year one. | | | | | | | | | | | | | | |
| In Y1-6 children continue to build on the oral language skills developed in the Early Years Foundation Stage.  Children will develop their competence in spoken language and listening to enhance the effectiveness of their communication across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.  Teachers will pay attention to increasing pupils’ vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and enhancing their knowledge about language as a whole.  *National Curriculum, 2014* | | | | | | | | | | | | | | |
| **EYFS Knowledge and Skills** | | | | | | | | | | | | | | |
|  | | **Autumn Term One** | | **Autumn Term Two** | | **Spring Term One** | | | **Spring Term Two** | | **Summer Term One** | | **Summer Term Two** | |
| **Listening Skills** | | -Listen to others 1:1, in small groups and whole class.  -Enjoy listening to stories and can remember some of what happened.  -Listen carefully to rhymes and songs, paying attention to how they sound. | | -Listen in familiar and new situations.  -Engage in stories that are familiar and new with interest and enjoyment. | | -Listen attentively in a range of situations and know how to listen carefully e.g.  understand they need to look at who is talking to them and think about what they are saying. | | | -Understand why listening is  important. | | -Listen to and understand instructions about what they are doing, whilst busy with  another task. | | -Listen attentively and respond to what they hear with relevant questions, comments, or actions. | |
| **Attention Skills** | | -Maintain attention in whole class and small group contexts for a short time. May find it difficult to pay attention to more than one thing at a time. | | -Beginning to know that maintaining attention in new  situations e.g. whole school assembly or PE sessions in the hall is important.  -Shift attention when required e.g. when given a clear  prompt - ‘name’. | | -Maintains attention,  concentrates, and sits quietly during appropriate activity  for a short time in the classroom. | | | -Maintain attention in  different contexts, attend to peers and adults that are familiar and unfamiliar. | | -Listen and continue with an activity for a short time. | | -Attend to others in play, play co-operatively and  can pretend to be  someone else talking.  -Games can be quite  elaborate and detailed. | |
| **Responding Skills** | | -Engage in story times.  -Join in with repeated refrains  and anticipate key events and phases in stories or rhymes.  -Respond appropriately when  asked e.g. ‘tambouring = freeze & wiggle fingers | | -Begin to make relevant comments when listening to a story and can answer ‘why’ questions.  -Begin to link events in a story to their own experiences.  -Begin to ask questions to find out more and to check they understand what has been said to them.  -Begin respond to others appropriately in play.  -Engage in story times. | | -Continue to make relevant comments when listening to a story and can answer ‘why’ questions.  -Continue to link events in a story to their own experiences.  -Continue to ask questions to find out more and to check they understand what has been said to them.  -Continue respond to others appropriately in play.  - Begin to make predictions about what might happen next or story endings in response to texts read.  -Engage in non-fiction books.  -Link events in a story to their own experiences.  -Introduce a storyline into their play. | | | -Keep play going in response to the ideas of others and  engage in conversation relevant to play theme.  -Begin to use talk to help work out  problems and organise thinking and activities explain how things work and why they might happen.  -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and  vocabulary. | | -Keep play going in response to the ideas of others and  engage in conversation  relevant to play theme.  -Ask and answer ‘what’, ‘where’,  ‘when’, and ‘what could we do next’ questions. | | -Make comments about what they have heard and ask  questions to clarify thinking.  -Respond by asking if unsure and uses words specifically to  make meaning clear E.g. “I didn’t want my yellow gloves;  I wanted the spotty ones that match my hat” | |
| **Understanding Skills** | | -Follow 1 step instructions e.g.  put bookbag in drawer.  -Understand ‘why’ questions. | | -Follow instructions with 2 parts in familiar situations. | | -Consider the listener and takes turns to listen and speak in different contexts. | | | -Ask questions to clarify understanding of a text or task.  -Ask questions to find out more and check understanding.  -Retell a familiar story with exact  repetition | | -Carry out a series of 3 directions.  Show familiarity with selected non-fiction by using  new knowledge and vocab in conversation and play.  -Understand ‘how’, ‘why’ and  ‘where’ questions. | | -Retell a story with some exact repetition and in their own  words.  -Understand that words can be  put into groups or categories, and give examples from each  category E.g. Animals,  -Understand a range of words to  describe the idea of time, shape,  texture, size and know in which  context to use them E.g. Soon, early, and late; square, triangle and circle; soft, hard, and  smooth. | |
| **Speaking Skills** | | -Use sentences of 4-6 words.  -Sing a large repertoire of songs e.g. nursery rhymes or numbers songs.  -Begin to use  social phrases e.g. ‘Good Morning!’  -Use talk to organise  themselves and their play. | | -Use intonation to make meaning clear to others.  -Start a conversation with peers and familiar adults and  continue it for many turns.  -Use simple conjunctions in  talk to link thoughts ‘and’ ‘because’.  -Retell a past simple  event e.g. how scratched knee’  -Recognise words that rhyme or sound similar E.g. “Cat and hat  -Develop social phrases – “Good morning, how are you?” | | -Use talk to pretend objects stand for something else in  play.  -Demonstrate use of past tense verbs, such as "ran" or  "fell" but may still get confused.  -Offer explanations  for why things happen.  -Recount events that happen in their day. | | | -Use talk to clarify thinking, connect ideas and share  thinking with others.  -Articulate their ideas and thoughts in well-formed  sentences.  -Retell/create own stories for teacher scribing.  -Use simple  conjunctions ‘and’, ‘because’.  -Use talk to help work out problems and organise thinking and activities. | | -Recount an event in the correct order and some detail. Give some details that  they know are important and  will influence the listener E.g.  “Ahmed fell over that stone, Javid didn’t push him”.  -Express ideas about feelings and experiences.  -Articulate their ideas in sentences.  -Show that they can use language to reason and  persuade E.g. “Can I go outside because it’s stopped  raining?” | | Articulate and create an imaginary story of their own in play or in writing.  -Speak  clearly in well-formed sentences of 8 words or more  in length with some detail. E.g. “I made a big round pizza  with tomato, cheese and ham on top”  -Use new vocabulary in different contexts.  -Use past, present, and future  tenses in conversation with  peers and adults.  -Use conjunctions to extend and articulate their ideas, join  phrases with words such as ‘if’, ‘because’, ‘so’, ‘could’ E.g. “I can have a biscuit if I eat all  my dinner” | |
| **Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions and the use of the ‘Poetry Basket.’** | | | | | | | | | | | | | | |
| **Ongoing opportunities throughout the year** | | | | | | | | | | | | | | |
| * Learn new vocabulary * Use new vocabulary in different contexts * Use new vocabulary through the day in discussions and conversations. * Learn new rhymes, poems, and songs. | | | | | | | | | | | | | | |

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| **Personal, Social and Emotional Development** | | | | | | | | |
| **EYFS PSED Educational Programme**  Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive  relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. | | | | | | | | |
| **Early Learning Goals (Statutory)**  Self-Regulation ELG  Children at the expected level of development will:  -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;  -Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;  -Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  Managing Self ELG  Children at the expected level of development will:  -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;  -Explain the reasons for rules, know right from wrong and try to behave accordingly;  -Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.  Building Relationships ELG  Children at the expected level of development will:  -Work and play cooperatively and take turns with others;  -Form positive attachments to adults and friendships with peers;  -Show sensitivity to their own and to others’ needs. | | | | | | | | |
| **Curriculum Goals**  **To show friendship and compassion towards themselves and others.**  **To persevere in the face of challenges and in order to achieve a personal goal.** | | | | | | | | |
| **Year One Knowledge and Skills**  The Reception Year provides the foundation for many skills and knowledge the children will build upon in Year one. | | | | | | | | |
| **Autumn Term** | | | **Spring Term** | | | **Summer Term** | | |
| * The importance of, and how to, maintain personal hygiene. * To develop strategies to stay safe. * Develop skills for dealing with unwanted physical contact. * To introduce the concept of growing and changing. * Male and Female * To know names of the body parts * Understand that babies have special needs. | | | * To recognise ways in which they are all unique; understand that there has never been and will never be another ‘them’ * To understand the ways in which we are the same as all other people; what we have in common with everyone else. * How to look after the environment. * To learn where money comes from and how money can be used | | | -To understand what friendship is. Be aware that their feelings and actions have an impact on others.  -To know that there are different types of families and that family are special.  -To recognise what they like and dislike, how to make informed choices that improve their physical, and emotional health, to recognise that choices can have good and not so good consequences | | |
| **EYFS Knowledge and Skills** | | | | | | | | |
|  | **Autumn Term One** | **Autumn Term Two** | | **Spring Term One** | **Spring Term Two** | | **Summer Term One** | **Summer Term Two** |
| **Self-Regulation**  Express Feelings | -Aware of own feelings, can talk about feelings using words like ‘happy’, ‘sad’, ‘angry’. | -Can show concern for others and show awareness of how their actions may impact on others.  -Talk with others to solve conflicts.  -Can identify how they are feeling on the emotions board.  -Beginning to express their feelings and consider the perspectives of others. | | -Can show pride in achievements by showing work to others.  -Understand how to use the ‘take 5’ breathing exercise to help with big feelings. | -Can make choices and communicate what they need.  -Can name people in school they can turn to if they help or are worried. | | -Initiate an apology where appropriate.  -Beginning to know that others may in different ways to them. | -Understands some strategies to deal with anger and frustration.  -Able to identify and moderate own feelings.  -Can negotiate with others to solve problems and take steps to resolve conflict and think about the perspectives of others. |
| **Self-Regulation**  Manage Behaviour | -Welcome distractions when upset.  -Understand behavioural expectations of the setting.  -Beginning to understand why rules are important. | -Begin to take turns and share resources.  -Can usually tolerate delay when needs are not immediately met. | | -Understand behavioural expectations of the setting. | -Understand why listening is important and attend to other people both familiar and unfamiliar. | | -Can follow instructions, requests, and ideas in a range of situations. | -Engage in challenges and  take responsibility for their own learning.  -Plan, adapt, persist, and review own progress. |
| **Manage Self**  Self-Awareness | -Know what they like and do not like.  -Understands there are rules in the classroom to follow  and expectations for  behaviour. | -Can talk about what they are  doing and why. | | -Take pride in themselves, work, and achievements.  -Can explain right from wrong and try to behave accordingly. | -Happy to stand up in front of the class and share achievements with others. | | -Can talk about their own abilities positively. | -See themselves as a unique and valued individual, talk  about self, abilities, and interests in positive terms. |
| **Manage Self**  Independence | -Can independently organise themselves in the morning e.g., bookbag in tray, coat on peg, water bottle in basket, story vote.  -Can manage their own personal hygiene e.g., toileting.  -Can follow 1 step instructions. | -Can independently choose areas they would like to play  in or resources they would like to use.  -Can say when they help.  -With some support can get dressed and undressed for PE sessions.  -Can follow instructions with 2 parts. | | -Can independently manage their own needs; eating,  drinking, accessing snack  when hungry and communicate own needs in relation to being thirsty, hungry, tired, using the toilet.  -Can talk about healthy and unhealthy foods. | -Can get dressed and undressed for PE sessions.  -Begin to show persistence when faced with challenges. | | -Confident to try new activities and say why they like some activities more than others.  -Show resilience and  perseverance, a belief that with more effort or with a different approach success will occur.  -Can follow directions with 3 parts. | -Can seek out a challenge and enjoy the process.  -Understands what it means to keep healthy, has knowledge of food groups including healthy foods and  knows exercise keeps the body healthy.  -Understands rules linked to road safety. |
| **Manage Self**  Collaboration | -Interested in others play and starting to join in.  -Knows we work together to keep the class rules and earn positive rewards. | -Begin to share and take turns. | | -Consider the listener and takes turns to listen and speak in different contexts.  -Can identify kindness and considerate behaviour of others. | -Knows it is important to work  together to look after our classroom resources and our school grounds.  -Can keep play going by cooperating, listening, speaking, and explaining.  -Can reflect on the work of others and self-evaluate their own work. | | -Know it is important for all of  us to keep safe when using and transporting tools,  equipment, and resources. | -Can take account of the ideas of others about how to organise and activity.  -Can show sensitivity to others’ needs and feelings. |
| **Building Relationships**  Social Skills | -Build constructive and respectful relationships.  -Engage in positive interactions with adults and peers.  -Play alongside one or more children. | -Continue to build constructive and respectful relationships.  -Seek familiar adults and peers to engage in conversations and ask for help. | | -Seek others to share activities and experiences. | -Use language to negotiate, play and organise. | | -Can be considerate to the needs of others, beginning to respect a different point of view and work together in collaboration. | -Can resolve conflict and able to compromise.  -Take responsibility for their own actions.  -Show awareness of how their actions may impact on others, know that other children think and respond in different ways to them. |
| **Building Relationships**  Communication | All areas are interconnected, personal, social and emotional skills are developed throughout the year through adult modelling and guidance. Children will develop many accepts of communication including using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way. | | | | | | | |
| **Children develop their personal, social and emotional skills throughout the year through Random Acts of Kindness curriculum sessions, circle times, social stories, diversity stories etc.** | | | | | | | | |

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| Physical Development | | | | | | | | |
| **EYFS PD Educational Programme**  Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives7. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. | | | | | | | | |
| **Early Learning Goals (Statutory)**  Gross Motor Skills ELG  Children at the expected level of development will:  -Negotiate space and obstacles safely, with consideration for themselves and others;  -Demonstrate strength, balance and coordination when playing;  -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  Fine Motor Skills ELG  Children at the expected level of development will:  -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, paint brushes and cutlery;  -Begin to show accuracy and care when drawing.. | | | | | | | | |
| **Curriculum Goals**  **To move their bodies effectively showing balance and control.** | | | | | | | | |
| **Year One Skills and Knowledge** | | | | | | | | |
| **Dance** | | **Fundamentals** | | | **Games** | | **Body Management** | |
| -Copy, remember and repeat actions.  -Choose actions for an idea.  -Use changes of direction, speed and levels with guidance.  -Show some sense of dynamic and expressive  qualities.  -Begin to use counts. | | -Attempt to run at different speeds showing an awareness of technique.  -Begin to link running and jumping movements with some control.  -Jump, leap and hop and choosing which allows them to jump the furthest.  -Throw towards a target.  -Show some control and balance when travelling at different speeds.  -Begin to show balance  and co-ordination when changing direction.  -Use co-ordination with and without equipment. | | | -Drop and catch a ball  after one bounce on the move.  -Move a ball using different parts of the foot.  -Throw and roll towards  a target with some varying techniques.  -Kick towards a stationary target.  -Catch a beanbag and a  medium-sized ball.  -Attempt to track balls  and other equipment  sent to them.  -Strike a stationary ball  using a racket.  -Run, stop and change  direction with some  balance and control.  -Recognise space in  relation to others.  -Begin to use simple tactics | | -Perform balances making their body tense, stretched  and curled.  -Take body weight on hands for short periods of time.  -Demonstrate poses and movements that challenge  their flexibility.  -Remember, repeat and link simple actions together. | |
| Through access to continuous provision, the children will… | | | | | | | | |
| -develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.  -develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.  -use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  -develop overall body-strength, balance, co-ordination, and agility.  -develop the foundations of a handwriting style which is fast, accurate and efficient. | | | | | | | | |
| Get Set 4 PE | | | | | | | | |
| **Fundamental skills;** -Balancing, running, changing direction, jumping, hopping, and travelling.  -How to; stay safe using space, working independently and with a partner. | **Fundamental Skills 2;**  -Balancing, running, hopping, jumping, travelling, and changing direction.  -Handling equipment.  -How to; stay safe using space, working independently and with a partner. | | **Gymnastics;**  -Basic gymnastic skills; basic movements, creating shapes, balances, and jumps.  -Begin to develop rocking and rolling. -Awareness of space and how to use it safely. -Perform basic skills on both floor and apparatus.  -Copy, create, remember, and repeat short sequences.  -Using levels and directions when traveling and balancing. | **Ball Skills;**  -Rolling and receiving a ball  -Throwing to a target  -Bouncing and catching  -Dribbling with feet and kicking a ball. -Opportunities to work independently and with a partner | | **Games;**  -How to score  -Play by the rules,  -How to work with a partner  -Begin to understand what a team is  -How to behave when winning and losing. | | **Dance;**  -Explore space and how to use space safely.  -Explore travelling movements, shapes and balances.  -Choose their own actions in response to a stimulus.  -Copy, repeat and remember actions.  -Begin to count to help them keep in time with the music. -Perform to others and begin to provide simple feedback. |
| Fine Motor Development | | | | | | | | |
| Fine motor skills are the small movements used for control and precision during activities.  It is important to recognise that the development of fine motor skills happens through daily access to resources, activities and opportunities provided through continuous provision e.g. threading, play dough, building and creating, colouring, puzzles etc. All areas of learning are interconnected and not all learning has a predetermined outcome. | | | | | | | | |

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| Understanding the World | | | | | | | |
| **EYFS UtW Educational Programme**  Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension. | | | | | | | |
| Children in Foundation will be learning to (Development Matters):  •Draw information from a simple map.  •Recognise some similarities and differences between life in this country and life in other countries.  •Recognise some environments that are different from the one in which they live.  •Understand the effect of changing seasons on the natural world around them.  •Talk about members of their immediate family and community.  •Name and describe people who are familiar to them.  •Comment on images of familiar past situations.  •Compare and contrast characters from stories, including figures from the past.  •Talk about members of their immediate family and community.  •Name and describe people who are familiar to them.  •Understand that some places are special to members of their community.  •Recognise that people have different beliefs and celebrate special times in different ways.  •Explore the natural world around them.  •Describe what they see, hear and feel whilst outside.  •Recognise some environments that are different from the one they live in.  •Understand the effect of changing seasons on the natural world around them. | | | | Assessment:  •Listen to what the children say about what they see.  •Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.  •Do the children use new vocabulary? Can they; name specific features of the world, both human and physical?  •Look for children incorporating their understanding of the seasons and weather in their play.  •Listen to what children say about fictional and non-fictional characters from stories from a range of cultures and times.  •Are children beginning to develop and understanding of the past and present?  •Can children talk about people that they may have come across within their communities?  •Can they name and explain the purpose of places of worship and places of local importance to the community? Do they draw on their own experiences as much as possible?  •Using new vocabulary, are the children able to describe their own lives and others around them?  •Can the children talk about and draw what they can see?  •Can children describe their environment? Can they comment on contrasting environment from books?  •Can they describe what changes in each season? | | | |
| **Early Learning Goals (Statutory)**  *Past and Present ELG*  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;  *People Culture and Communities ELG*  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.  *The Natural World ELG*  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. | | | | | | | |
| **EYFS Geography Skills & Knowledge** | | | | | | | |
| **Investigating Patterns**  Recognise seasonal and daily weather patterns in the UK.  To understand the effect of changing seasons on the natural world around me.  To use the vocabulary needed to name specific features that we can see.  Explain some similarities and differences between life in this country and life in other countries, that we have studied, drawing on knowledge from stories, non-fiction texts and – when appropriate – picture maps. | | | **Investigating Places**  Answer geographical questions (such as: What is this place like? Who or what will I see in this place? What do people do in this place?)  Explore world maps (picture maps), atlases and globes to talk about what we can notice, identifying the UK and countries focused on.  Recognise and name some basic features (human and physical) around our environment.  Use aerial images to explore landmarks and basic physical features.  Name the town that the school is located in and know that we live in England. Understand that this is in the United Kingdom.  Describe my own immediate environment using knowledge from observation, discussions, stories, non-fiction texts and maps  Identify similarities and differences between places, drawing on my experiences and what has been read in class | | **Communicating Geographically**  Use basic geographical vocabulary to refer to key physical features (including weather, pond and features referring to the Polar regions) and key human features (including town, house, road, classroom, hall, playground, path, park, church, shop, train track).  To begin to use geographical skills, including first-hand observation, to enhance locational awareness.  To begin to look at and use Geographical information including maps, globes, photographs  Use and draw information from a simple map  Look at aerial views and comment on buildings, open space, roads and other simple features.  Know and understand locational language (near, far) to describe the location of familiar features.  **.** | | |
| Autumn Term | | | Spring Term | | Summer Term | | |
| ***To know the features of my own environment (inside the school gates)***  Christian Value: Respect for our school  -Allow children to explore and investigate their new classroom environment, inside and outside.  -When learning how to play carefully in each area, ask the children to locate the area on a photograph of the classroom or by moving to that area.  -Talk about the route the children will take when they go to the hall for lunch and PE. Discuss what they will walk past/see.  -Look at the route they will take to get to the lunch hall on an aerial photograph of the school.  -Looking at an aerial photograph of the school, identify the; classroom, school hall, playground, outdoor area etc – any areas that will be familiar to the children.  ***To know the name of the town that the school is located in.***  Christian Value: Respect and Thankfulness for our homes and local areas  -Talk to the children about the name of the school.  -Teach the children that our school is in Sleaford.  -Tell the children that Sleaford is a town.  -Children to talk about how they get to school and whether school is near to their house or far from their house.  -Children to know their house number and street name.  -Children to know whether they live in Sleaford or not.  ***To know that aerial maps are taken from above like a birds-eye view.***  Christian Value: Respect for our school  -Children to be shown an aerial photograph of the school and comment on what they can see.  -Children to learn the names of the features on the aerial photograph of the school.  ***To know the signs of Autumn and the associated weather***  Christian Value: Thankfulness for the seasons and the changes that they cause.  Compassion for the areas that are affected by severe weather conditions during these seasons.  -Using daily routines, discuss the weather and the season.  -Share information with the children about what happens during the Autumn.  -Whilst outside, ask the children to observe what is happening to the trees, plants and animals during this season.  -Talk about the types of clothes that you need to wear during Autumn | | | ***To know environments vary from one another***  Christian Value: Respect for the environments that we are learning about  Compassion for the people who live in these areas.  -Explain to the children that we live in the UK and locate this on a map and a globe  -Allow children to explore maps and globes, discovering that there are lots of different countries in the world  -Investigate cold countries in the world such as the Arctic and Antarctica;  \*Locate the Arctic and Antarctica on a map  \*Share images and information regarding these cold places such as weather & climate, animals who live there and people who live there.  ***To identify the similarities and differences between places, drawing on my experience and what has been read in class***  Christian Value: Respect for the environments that we are learning about  Compassion for the people who live in these areas.  \*Using learnt knowledge about the Arctic and Antarctica, discuss any similarities and differences between these two cold places such as; weather & climate, animals who lives there and people who live there.  \*Compare this to where we live thinking about; weather & climate, animals who live there and the lives of the people, including houses and transport.  ***To know the signs of Winter and the associated weather***  Christian Value: Thankfulness for the seasons and the changes that they cause.  Compassion for the areas that are affected by severe weather conditions during these seasons.  -Using daily routines, discuss the weather and the season.  -Share information with the children about what happens during the Winter.  -Whilst outside, ask the children to observe what is happening to the trees, plants and animals during this season.  -Talk about the types of clothes that you need to wear during Winter  ***To know the signs of Spring and the associated weather***  Christian Value: Thankfulness for the seasons and the changes that they cause.  Compassion for the areas that are affected by severe weather conditions during these seasons.  -Using daily routines, discuss the weather and the season.  -Share information with the children about what happens during the Spring.  -Whilst outside, ask the children to observe what is happening to the trees, plants and animals during this season.  -Talk about the types of clothes that you need to wear during Spring | | ***To know the features of my own environment (beyond the school gates)***  Christian Value: Respect for our local area  -Go for walks in the local area discussing what the children can see around the school  -Children to take photos of some of the features of the environment around school.  -Visit local landmarks around the school – park, church, shop, train station  -Talk about the purposes of these landmarks.  -Show children a map of the school and its surrounding area.  -Locate the school on the map and begin to discuss what surrounds the school.  -Teach the children that some of the features are human and some are physical.  -Identify which features are human and which features are physical.  -Children to identify these features on a map of the school and its surrounding areas.  ***To know the signs of Summer and the associated weather***  Christian Value: Thankfulness for the seasons and the changes that they cause.  Compassion for the areas that are affected by severe weather conditions during these seasons.  -Using daily routines, discuss the weather and the season.  -Share information with the children about what happens during the Summer.  -Whilst outside, ask the children to observe what is happening to the trees, plants and animals during this season.  -Talk about the types of clothes that you need to wear during Summer. | | |
| Key Vocabulary | | | | | | | |
| Town, road, house, Sleaford, classroom, hall, playground, pond, willow arch, Autumn, weather, cold, rain, windy, The Arctic, Antarctica, Polar regions, North Pole, South Pole, Ice, snow, Polar bear, Penguin, iceberg, Igloo, Inuit, Sled, Winter, Spring, warmer, cloudy, breeze, dry school, houses, road, path, park, church, shop, train track, map, human feature, physical feature, summer, hot, sunny, globe, landmark, St Botolph’s School, route, United Kingdom | | | | | | | |
| Key Texts | | | | | | | |
| We’re going on a Pumpkin Hunt by Goldie Hawke  We’re going on an elf chase by Martha Mumford | | | We’re going on an egg hunt by Martha Mumford  The three snow bears by Jan Brett | | https://images-na.ssl-images-amazon.com/images/I/51ECK9ZQAAL._SY498_BO1,204,203,200_.jpgWe’re going on a treasure hunt by Martha Mumford | | |
| Classroom Provision, Enrichment opportunities & ‘WOW moments’ | | | | | | | |
| **Ongoing opportunities throughout the year**   * Daily weather conversations linked to our weekly weather chart. Talk about appropriate clothing for different weathers. Compare this with other countries * Looking at our environment in different weathers and how the weather affects our trim trail/mud kitchen – make links with severe weather around the world * Building different structures from around the world in the construction area * Exploring countries on globes and maps * Creating different kinds of maps; treasure maps, story maps, plans that include symbols, labels and pictures * Share where children have been on holiday. Talk about what it was like there. Map these around the world. * Parents share information about any multicultural families. Children with Grandparents, other relatives and friends in other countries. Map these around the world. | | | | | | | |
| **Autumn Term**  Autumn walk  Trails and hunts around the school  Walk to the Church at Christmas time  Festivals around the world – Diwali, Hanukkah  Christmas around the world | | | **Spring Term**  Winter walk  Trails and hunts around the school  Festivals around the world – Chinese New Year  Talk about polar regions and recreate polar regions in small world play using ice, fake snow, water and polar animals.  Spring Walk | | **Summer Term**  Summer walk  Seaside day/Visit to the seaside  Links with World Ocean Day – look at aerial views of oceans and coral reefs.  Talk about oceans and recreate oceans in small world play using under the water sea animals, shells, sand and rocks.  Trails and hunts around the school/Walk to the park | | |
| **EYFS History Skills & Knowledge** | | | | | | | |
| **Investigate and interpret the past**  Observe or handle evidence to answer questions about the past.  Answer questions such as: What was it like for people? What happened?  Use artefacts, pictures and stories to make comment on the past.  **Changes within living memory**  Begin to make sense of their own life-story and family’s history.  Understand the ways I have changed.  Talk about the changes that have happened within my family lifetime e.g. talking to grandparents about holiday etc. | | **Build an overview of world history**  Have a basic understanding of historical events.  Talk about significant people from the past – Grace Darling.  **Events beyond living memory**  Comment on images of familiar situations in the past  -Schools  -Seaside  -Toys  -Shops  -Lighthouses/Life boats | | **Understand chronology**  Sort images and artefacts into categories, giving reasons for why they have sorted them this way – old and new, now and then,  Sequence events in the correct order.  Explain the order of events using phrases such as; ‘then’ and ‘now’, ‘old’ and ‘new’  **The lives of significant individuals in the past**  Talk about the lives of their immediately family.  Talk about the lives of the people around them and their roles in society such as firefighters, police, doctors, nurses etc.  Know who Grace Darling is and why she is known as a heroine. | | **Communicate historically**  To understand words and phrases such as; long ago, now, in the past, in the present, in the future, when my parents/carers were children,  To use the words and phrases such as; long ago, now, in the past, in the present, in the future, when my parents/carers were children, in the right context.  **Significant historical events, people and places in their own locality**  Talk about the history of the places of importance to the children; their home, our school, Sleaford? | |
| Autumn Term | | | Spring Term | | Summer Term | | |
| **To know the history of my family.**  Christian Value: Thankfulness for our family and Compassion for other families  -Ask the children to bring a photo of their family in or upload it on to tapestry.  -Ask children to name the member of their family and talk about their relationship to them – family tree?  -Ask children to talk about the people that are important to them and share why they are important to them.  **To know the history of my house.**  Christian Value: Thankfulness and respect for our homes  -Talk to the children about where they live.  -Ask the children to bring in a photo of their house and describe it.  -Children to talk about any changes within their house now such as; extensions, bedrooms being decorated etc.  **To know how Christmas has changed**  Christian Value: Respect for other people’s Christmas traditions.  Thankfulness for our Christmas traditions with family  -Children to talk about how they celebrate Christmas.  -Children to share their Christmas traditions  -Children to think about the toys they have asked for and how these toys work and are made.  -Compare this with Grandparent’s Christmas.  -Think about the similarities between Christmas now and Grandparent’s Christmas  -Grandparent visits with pictures and toys.  -Think about differences between Christmas now and Grandparent’ Christmas. | | | **To know the history of me.**  Christian Value: Respect for each other  -Take a picture of the children now and ask them to talk about themselves now; what they look like, what they can do, what they enjoy, their favourite toy  -Ask for children to bring in a picture of them as a baby and talk about; what they look like, what they could do, what their favourite toy was (ask for parental support and input)  -Talk about any similarities between themselves as a baby and themselves now.  -Talk about the differences between themselves as a baby and themselves now.  **To know the history of St Botolph’s school**  Christian Value: Respect for our school.  -Talk to the children about some of the places that they have been to in Sleaford.  -Children to share what school they went to before coming to St Botolph’s.  -Ask the children to talk about the school that they are in now.  -Talk to the children about how old the school is and explain some of the changes that have happened to the school – Foundation outside area, ICT suite etc  -Show the children a picture of the old school and the current school.  -Ask the children to talk about what is the same and what is different about the school.  -Look at the uniform and talk about what is the same and what is different.  -Visit the site of the old school and talk about it has changed.  -Children to think about what they do at school and compare this to when their Grandparent’s  **To know how toys have changed**  Christian Value: Thankfulness and respect for our toys.  Compassion for other people who aren’t as fortunate as us.  -Children to think about the toys that they received for Christmas.  -Children to bring toys in to show their friends. Children to talk about their toy, how it works and what it needs to work  -Grandparents to share their favourite toys with the children.  -Children to talk about what is the same about the toys and what is different. | | **To know who Grace Darling is and why she is a heroine**  Christian Value: Perseverance – Grace showed Perseverance when she rescued the people in the shipwreck  -Talk to the children about the different types of people who keep us safe.  -Ask the children if they know who keeps us safe at the beach.  -Share information with the children about lifeboats.  -Ask the children if they know who or what keeps the boats safe when they are sailing in the sea.  -Talk to the children about lighthouses.  -Talk to the children about lighthouses now and lighthouses in the past.  -Children to think about and discuss what is the same about the lighthouses in the past and what is different.  -Children to think about and discuss what is different about the lighthouses in the past and what is different.  -Share with the children who Grace Darling was and what she did.  **To understand how seaside holidays have changed.**  Christian Value: Thankfulness for holidays.  Respect for the seaside – links to science and taking care of the seaside  -Children to talk about a time that they have visited the seaside. What was it like there? What did they do whilst they were at the seaside? How did they get to the seaside?  -Children to talk to their Grandparents’ to see if they visited the seaside when they were younger? What was it like there? What did they do whilst they were at the seaside? How did they get to the seaside?  -Children to think about any similarities and differences between their experiences of the seaside and their grandparents’.  -Look at how travel to the seaside has changed – people used to travel by train to the seaside and now, we might use a car to drive to the seaside or fly to a seaside abroad.  -Look at how seaside clothing has changed – Magic Grandad clip.  -Look at how seaside entertainment has changed – games played at the seaside, Punch and Judy shows, donkey rides, arcades | | |
| Begin to develop a sense of continuity and change by being able to compare and contrast characters from stories throughout the year, including figures from the past using the ‘Little People, Big Dreams’ books.  Look at key historical events throughout the year such as; Bonfire Night, Remembrance Day, Lincolnshire Day, St George’s Day etc | | | | | | | |
| Key Vocabulary | | | | | | | |
| Today, yesterday, tomorrow, present, past, future, when I was little, remember, long ago, order, sequence, same, different, old, new, then, now, change, lighthouse, Grace Darling, rescue, life boat | | | | | | | |
| Key Texts | | | | | | | |
| Twas’ the night before Christmas | | | The Tiger Who Came to Tea : Kerr, Judith, Kerr, Judith: Amazon.co.uk: BooksThe Tiger Who Came to Tea by Judith Kerr | | Gracie, the lighthouse cat by Ruth Brown  The Lighthouse Keeper&amp;#39;s Lunch : Armitage, Ronda, Armitage, David:  Amazon.co.uk: BooksThe lighthouse Keeper’s Lunch by Ronda and David Armitage | | |
| Classroom Provision, Enrichment opportunities & ‘WOW moments’ | | | | | | | |
| **Ongoing opportunities throughout the year**   * Ordering daily routines and visual timetables * Recapping on ‘yesterday’s’ learning and discussions and relating this to ‘past’ events * Roleplaying Characters – Kings, Queens, Princesses, Knights, Pirates * Small World Scenes * Birthdays – talking about siblings/friends who are older and younger * Discussing what has happened in the story and what will happen next * Sharing photos from holidays the children have been on and relating this to the past as the children have already done it | | | | | | | |
| **Autumn Term**  Sharing family photos with the class  Discussing family trees  Talking about and looking at photos of their houses now and what was there before their house was built  Remembrance Day  Bonfire Night  Learning about how Christmas has changed – thinking about what we do at Christmas, what our parents did at Christmas, what our Grandparent’s did at Christmas | | | **Spring Term**  Looking at changes over time – life cycle of them  Children to create timeline/sequence pictures of themselves and talk about how they have changed  Talking about our favourite toys, our parent’s favourite toys and our Grandparent’s favourite toys  Mr Bamford visit from Sleaford Museum with Victorian toys  Looking at pictures of St Botolph’s old school and this school  Grandparent Day in school – Grandparents to talk about what school was like when they were at school. Grandparents to share their favourite subject with the children. Grandparents to share their favourite childhood story book with the children. | | **Summer Term**  Looking at changes over time – life cycle of butterfly, sunflowers  Looking at images of lighthouses and discussing how they changed over time.  Sharing information regarding Grace Darling – pictures, video clips, Gracie the lighthouse cat book  Creating lighthouses  Seaside in the past – Magic Grandad  Seaside trip/Seaside day at school | | |
| **EYFS RE Skills & Knowledge** | | | | | | | |
| **Beliefs and Teachings**  Name some religious symbols.  Name some religious celebrations.  . | | **Practises and Lifestyles**  Children are able to talk about their community and which groups they belong to.  Use religious artefacts to ask questions | | **Values**  Learn and become aware of their own cultures and those of other people. | | **Reflection**  Identify the things that are important in their own lives. | |
| Autumn Term | | | Spring Term | | Summer Term | | |
| **Why am I special?**  -I can name key religions (Christianity/Islam/Hinduism)  -I know that people have different beliefs.  -I know that Christians worship in a Church.  -I know that Muslims take part in festival celebrations.  -I can listen to stories about religion and why it is important.  -I know how religion plays a part in ordinary lives. | **Who are my heroes?**  -I know who Jesus is.  -I can name special people in other religions Prophet Mohammed, Moses, Guru Nanak etc.  -I know that some people in religions have special jobs (Vicar/Imam)  -I know what a Reverend does.  -I know why our Reverend is important in our school. | | **Which books are special to me?**  -I can listen to stories from different religions.  -I can name some important religious books.  -I know the story of Jesus’ birth.  -I can listen to some parables.  -I can think about how these stories help us to live a good life. | **Why do Christians put a cross in the Easter Garden?**  -I know why a Palm Cross is special.  -I know why we eat hot cross buns.  -I know what happened when Jesus died.  -I know why Easter Sunday is an exciting day for Christians.  -I know that God forgives us when we make a mistake.  -I know the Lord’s Prayer. | **Why is the word ‘God’ important to Christians?**  -I know that God is a creator.  -I know the story of the creation.  -I know why the Church is important to Christians.  -I know what Christians do to celebrate God.  -I know why God’s name is special. | | **Why should we look after our world?**  -I know the Christian creation story.  -I know the Jewish creation story.  -I know the Hindu creation story.  -I can care for the environment in my school.  -I know ways to care for our world and the things in it. |
| Key Vocabulary | | | | | | | |
| Religion, Christian, personal, special, belong, Christmas, festival, celebration, God, Jesus, Easter, symbols, cross,  Jesus, God, Salvation, Cross, Disciples, Donkey, Hosanna, Palm, leaves, Palm Sunday, Good Friday, Easter Day, Resurrection, The Good Samaritan. | | | | | | | |

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| Key Texts | | |
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| Classroom Provision, Enrichment opportunities & ‘WOW moments’ | | |
| **Ongoing opportunities throughout the year**  Daily worship  • End of the day prayer  • Discuss and share family celebrations such as Christmas and birthdays.  • Who lives and works in our community? - What can we do you ‘Spur them on with love and good deeds?’  • Children explore alternative festivals and celebrations through topic learning eg Diwali, Easter, Holi, Chinese New Year, Halloween, Harvest Festival, Christingle and Bonfire night.  • National festivals explored including Remembrance Day.  • Share stories from around the world – discuss similarities and differences seen.  • Who loves me?  • How can we spur each other on?  • Looking at RE through Art.  • Sharing bible stories – mirror, window, door.  • Role playing stories from the bible.  • Music and songs | | |

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| **EYFS Science Skills & Knowledge** | | | | | |
| **Biology**  -Understand the life cycle of a human (baby, child, adult)  -Begin to understand the need to respect and care for the natural environment and all living things.  -Talk about the features of their own immediate environment and how environments might vary from one another.  -Plant seeds and care for growing plants.  -Understand the key features of the life cycle of a plant (seed, shoot, flower)  -Understand the key features of the life cycle of animals such as chicks and butterflies.  -Identify similarities and differences in relation to living things  -Making observations and draw pictures of animals and plants in their familiar environment | **Chemistry**  Observe and interact with natural processes;  -Melting and freezing different materials; ice, butter & chocolate when cooking, ice lollies in the summer.  -Materials; Name the material that we are using, think about its properties and select the right one for the purpose (Incy Wincy Spider Umbrella, Protecting Humpty Dumpty) | | **Physics**  Observe and interact with natural processes;  -Explore and talk about the forces that they feel.  -Seasonal changes and the effects on the world around us.  -An object casting a shadow  -A magnet attracting an object.  -Objects floating and sinking in water.  -Developing an understanding of growth, decay and changes over time – link to seasons (leaves fall off, plants grow)  -Understand the effect of changing seasons on the natural world around them. | | **Scientific Enquiry**  -Using all of the senses, explore the natural materials around us.  -Look closely at similarities, differences, patterns and change  -Comment on the similarities and/or differences of the properties of the materials that we are familiar with.  -Talk about what we can see, using vocabulary we have learned.  -Comments and asks questions about aspects of their familiar world  -Explore how things work.  -Talks about why things happen and how things work  -Understand some important processes and changes in the natural world around them |
| Autumn Term | | Spring Term | | Summer Term | |
| ***To name different parts of the human body***  Christian Value: Respect for our bodies.  -I can name the different parts of my body.  -I know what I use the different parts of my body for.  -I know that I have bones in my body.  ***To name and understand the five senses.***  Christian Value: Respect for our senses.  -I can name the five senses.  -I know what each of these five senses do.  -I know which part of my body use for each of the five senses.  ***To know the signs of Autumn and the associated weather***  Christian Value: Thankfulness for the seasons and the changes that they cause.  Compassion for the areas that are affected by severe weather conditions during these seasons.  Respect for the animals and their habitats.  -Using daily routines, discuss the weather and the season.  -Share information with the children about what happens during the Autumn.  -Whilst outside, ask the children to observe what is happening to the trees, plants and animals during this season.  -Talk about the types of clothes that you need to wear during Autumn  -Understand what hibernation means.  -To know which animals, familiar to us, hibernate.  ***To know how shadows are made***  Christian Value: Perseverance to investigate how shadows are made.  -To understand what we mean by the terms ‘light’ and ‘dark’.  -To know where light comes from.  -To be able to name different sources of light.  -To notice what happens when light is blocked.  -To know that a shadow is made when a light source is blocked.  -To experiment making shadows using different objects and parts of our body (shadow puppets)  ***To select a material based on its properties***  Christian Value: Perseverance to investigate which material will be best to use.  -Understand what waterproof means.  -Think about any items of clothing we may have that is waterproof.  -Think about the properties of an umbrella.  -Know how to work out which material will be best for Incy Wincy’s umbrella.  -To know the names of the materials that you are testing.  -To talk and discuss what is happening to each material during the experiment.  -To select an appropriate material based on what you have noticed.  ***To show care and a respect for the animals that I would find in my local environment.***  Christian Value: Respect for our environment, the animals we see in our environment and their habitats.  -I can name some of the animals that I would find in my local environment (animals that the children will find around school or in their garden such as; birds, squirrels, hedgehogs, badgers, pets etc)  -I know some key features of the animals that I might find in my local environment – nocturnal animals and what nocturnal means  -I understand why these animals are suited to this environment.  -I know how any changes in the environment in the environment will affect these animals – hibernation and bird feeders during winter. | | ***To know the signs of Winter and the associated weather***  Christian Value: Thankfulness for the seasons and the changes that they cause.  Compassion for the areas that are affected by severe weather conditions during these seasons.  Respect for the animals and their habitats.  -Using daily routines, discuss the weather and the season.  -Share information with the children about what happens during the Winter.  -Whilst outside, ask the children to observe what is happening to the trees, plants and animals during this season.  -Talk about the types of clothes that you need to wear during Winter  ***To know the signs of Spring and the associated weather***  Christian Value: Thankfulness for the seasons and the changes that they cause.  Compassion for the areas that are affected by severe weather conditions during these seasons.  Respect for the animals and their habitats.  -Using daily routines, discuss the weather and the season.  -Share information with the children about what happens during the Spring.  -Whilst outside, ask the children to observe what is happening to the trees, plants and animals during this season.  -Talk about the types of clothes that you need to wear during Spring.  ***To talk about the immediate features of our environment and how this compares to another environment we have learnt about.***  Christian Value: Respect for our environment.  Compassion for the animals and people who live in this environment.  -Using learnt knowledge about the Arctic and Antarctica, discuss any similarities and differences between these two cold places such as; weather & climate, animals who lives there and people who live there.  -Compare this to where we live thinking about; weather & climate, animals who live there and the lives of the people, including houses and transport.  -Discuss global warming and the impact on polar regions  ***To know the life cycle of a human.***  Christian Value: Thankfulness for humans and the way that we change as we grow.  Respecting the changes that human go through.  -I can name the different stages of the life cycle of a human.  -I can order the different stages of the life cycle of human.  -I know how I have changed during my life cycle so far.  ***To know the life cycle of a butterfly****.*  Christian Value:  Thankfulness for caterpillars and butterflies.  Respecting the changes that caterpillars go through to become butterflies.  -I can name the different stages of the life cycle of a butterfly.  -I can order the different stages of the life cycle of butterfly.  -I can recognise the different stages of the life cycle of a butterfly.  -I can talk about the changes I have noticed during this different life cycle.  ***To observe freezing (linked to Winter).***  Christian Value: Perseverance to investigate freezing.  Thankfulness for the seasons and equipment that we have which allows us to explore freezing.  -I know what freezing means.  -I can name where I would put something that I wanted to freeze and give my reasons for this suggestion.  -I can talk about what has changed when I have frozen something.  -I know that freezing can be reversed.  ***To observe melting (linked to melting chocolate for Easter Rice Krispy cakes).***  Christian Value: Perseverance to investigate melting.  Thankfulness for the seasons and equipment that we have which allows us to explore melting.  -I know what melting means.  -I can name where I would put something if I wanted it to melt and give my reasons for this suggestion.  -I can talk about what has changed when I have melted something.  -I know that melting can be reversed.  ***To show care and a respect for the animals in an environment that I have visited (linked to farm trip)***  Christian Value: Respect for the environment, the animals we see in this environment and their habitats.  -I can name some of the animals that I can see in this environment.  -I can tell you something about each of the animals that I have seen in this different environment.  -I understand why these animals are suited to this environment.  -I can talk about how these animals are cared for in this environment. | | ***To know the signs of Summer and the associated weather***  Christian Value: Thankfulness for the seasons and the changes that they cause.  Compassion for the areas that are affected by severe weather conditions during these seasons.  Respect for the animals and their habitats.  -Using daily routines, discuss the weather and the season.  -Share information with the children about what happens during the Summer.  -Whilst outside, ask the children to observe what is happening to the trees, plants and animals during this season.  -Talk about the types of clothes that you need to wear during Summer.  ***To know the life cycle of a plant.***  Christian Value: Thankfulness for plants.  Respect when handling and taking care of plants.  -I can name the different stages of the life cycle of a plant.  -I can order the different stages of the life cycle of plant.  -I can recognise the different stages of the life cycle of a plant.  -I can talk about the changes I have noticed during this different life cycle.  ***To understand the importance of healthy eating.***  Christian Value: Thankfulness for the food that we have.  Respect so that we don’t waste the food we are lucky to have.  Compassion for people who are not as fortunate as we are to have the food that we have.  -To know the names of common fruit and vegetables.  -Talk about the fruit and vegetables we like to eat.  -To taste different types of fruit and vegetables.  I know what healthy eating means.  -I know which foods are healthy and which foods are unhealthy.  -I can sort food based on whether they are healthy or unhealthy.  -I know how different foods help different parts of your body – calcium for teeth and bones etc  -I know the effects of unhealthy eating on my body. (Doctor/dentist visit?)  -I know who would help me if I was feeling unwell.  -I can make healthy eating choices.  ***To select a material based on its properties***  Christian Value: Perseverance to investigate which material will be best to use.  -I understand the aim of my experiment – to protect Humpty Dumpty.  -I can name the materials that I am using for my experiment.  -I can make a prediction based on what I think will happen for each material.  -I can predict which material will be best.  -To talk and discuss what is happening to each material during the experiment.  -To select an appropriate material based on what you have noticed.  ***To observe freezing (linked to making ice lollies).***  Christian Value: Perseverance to investigate freezing.  Thankfulness for the seasons and equipment that we have which allows us to explore freezing.  -I know what freezing means.  -I can name where I would put something that I wanted to freeze and give my reasons for this suggestion.  -I can talk about what has changed when I have frozen something.  -I know that freezing can be reversed.  ***To show care and a respect for the animals in a contrasting environment (Ocean animals)***  Christian Value: Respect for the environment, the animals we see in this environment and their habitats.  -I can name some of the animals that I can see in this environment.  -I can tell you something about each of the animals that I have seen in this different environment.  -I understand why these animals are suited to this environment.  -I can talk about how these animals are cared for in this environment.  -I can talk about how I can care for these animals – link to recycling and World Oceans Day | |
| Key Vocabulary | | | | | |
| Science, experiment, test, fair, why, senses, world, plants, animals, humans, materials - waterproof, natural, change, growth, decay, environment, hibernate, nocturnal, life cycle, melting, freezing, ice, liquid, solid, human body parts, five senses | | | | | |

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| Key Texts | |
| Funny bones by Janet and Allan Ahlberg  https://images-na.ssl-images-amazon.com/images/I/51Aj1lQ4XtL._SX490_BO1,204,203,200_.jpg  Autumn by Ailie Busby    Don’t hog the hedge – Twinkl  Light in the night by Marie Voigt    Incy Wincy Spider | Winter by Ailie Busby  Summer by Ailie Busby  Jasper’s Beanstalk by Nick Butterworth and Mick Inkpen  Jasper&amp;#39;s Beanstalk: Amazon.co.uk: Nick Butterworth, Mick Inkpen:  9780340945117: BooksSpring by Ailie Busby  The three snow bears by Jan Brett  Miss Polly Had a Dolly  Humpty Dumpty  Sharing a shell by Julia Donaldson    The Very Hungry Caterpillar by Eric Carle      Farmer Duck by Marin Waddell |
| Classroom Provision, Enrichment opportunities & ‘WOW moments’ | |
| **Ongoing opportunities throughout the year**   * Daily weather and season through our daily routines * Discussions about holidays/families from other countries. Weather in those countries. * Exploring different gradients and speeds when racing cars down ramps. Using materials to change the speeds of cards and discussing ‘friction’ * How sound travels through our class sound tubes. * Exploring the change of properties of mud in the mud kitchen or sand in the sand tray. (Cause and effect) * Using magnets to explore different magnetic and non-magnetic objects. * Making rain catchers and comparing rain water over a period of time. | |

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| **Autumn Term**  Autumn walk  Animals and their habitats. What animals might we find in our garden? What animals might we see around school? Around our local area?  Animals that hibernate – visit from Mrs Fox with her tortoise.  Making bird feeders | | **Spring Term**  Winter walk  Spring walk  Visit from Mrs Fox – tortoise coming out of hibernation  Caterpillars in the classroom  Animals and their habitats. What animals might we see at the farm? (School trip)  Planting seeds (Mother’s Day) | | **Summer Term**  Summer walk  Making healthy fruit kebabs.  Animals and their habitats. What animals might we see in the Ocean or at the seaside?  Seaside Day  Sinking and floating – related to seaside learning | |
| EYFS Computing | | | | | |
| Within the new EYFS curriculum the ‘Technology’ strand has been removed from ‘Understanding the World’ and has not been replaced with any updated guidance. However, computing and technology are still vitally important subjects to teach to Foundation children. Teaching computing within the curriculum ensures that children enter Year 1 with a strong foundation of knowledge. Computing lessons in the EYFS also ensure that children develop listening skills, problem-solving abilities and thoughtful questioning — as well as improving subject skills across the seven areas of learning.  We live in a technological world and there is no escape from the reality that technology is integrated into the lives of young children. Just as we ensure the children in our care are ready for the adult world by teaching them maths and literacy, we should also make sure that they are fluent in computer literacy and all-important e-safety. | | | | | |
| **Personal, Social and Emotional Development**  -I can wait a short amount of time for something I want e.g. a computer loading/an App to work.  -I know how to complete a familiar task independently and with support will try new things. E.g. a computer programme/Beebot.  -I can select tools and resources that I need to complete a task of my own choosing.  -I know how to be safe online.  -I know that a password is secret. | **Physical Development**  -I know how to use an iPad appropriately.  -I know how to use my fingers on a touch screen and control a mouse/touchpad on a computer. | | Understanding the World  -I know how to use a camera on an iPad.  -I know how to work a simple programable toy.  -I can select and use technology for particular  purposes.  -I know how technology is used in my own home.  -I know that technology has changed since my adults were young. | | **Expressive Art and Design**  -I can safely use a range of technology for a purpose. |
| Autumn Term | | Spring Term | | Summer Term | |
| Christian Value: Respect the ICT equipment that we have available in the classroom.  Thankfulness for the ICT equipment that we have available in the classroom.  Compassion for children who are not as fortunate as we are to have the ICT equipment that we have.  Perseverance to complete the ICT learning we have been give/chosen to do.  Children enjoy using the age appropriate technology in the classroom independently.  Children are beginning to learn how to control a mouse whilst using the classroom computers.  Children are able to successfully navigate the computer programme or app that has been selected for them by an adult.  Children are able to take a picture using an iPad.  Children are able to locate their name in order to award themselves a dojo when asked to.  Children are beginning to recognise each dojo symbol in order to understand why they have earnt their dojo.  **Project Evolve – Self image and Identify**  Christian Value: Respect for ourselves that we will say ‘no’ when we don’t like what we are being asked to do.  Truthfulness to talk about what we might have been asked to do.  I know that I can say ‘no’ / ‘please stop’ / ‘I’ll tell’ / ‘I’ll ask’ to somebody who asks me to do something that makes me feel sad, embarrassed or upset  I can give different examples of how to say ‘no’ / ‘please stop’ / ‘I’ll tell’ / ‘I’ll ask’  I can explain how this could be better to do in real life or online  **Project Evolve – Online Reputation**  Christian Value: Truthfulness – I tell the truth when describing myself.  I know what the word ‘information’ means  I know what ‘online’ means  I understand that I can put information online for others to see  **Project Evolve – Health, Well-being, lifestyle**  Christian Value: Respect the ICT equipment that I have.  Compassion for others who don’t have the opportunity to use the ICT equipment that I do.  Truthfulness – I will say when something is worrying me online.  Give some examples of the rules they have about using technology.  Attempt to say why they are allowed or not allowed to do these things.  State what to do if they are worried or unsure about something online.  **Barefoot Computing – Busy Bodies**  Christian Value: Respect my body.  Naming parts of our bodies and talking about similarities and differences between each other  Making and labelling a body  **Barefoot Computing – Winter Warmers**  Christian Value: Compassion for the animals during winter.  Bird Feeder activity | | Christian Value: Respect the ICT equipment that we have available in the classroom.  Thankfulness for the ICT equipment that we have available in the classroom.  Compassion for children who are not as fortunate as we are to have the ICT equipment that we have.  Perseverance to complete the ICT learning we have been give/chosen to do.  Children are continuing to enjoy using the age appropriate technology in the classroom independently.  Children are becoming more confident whilst using a mouse whilst using the classroom computers.  Children are able to select their own computer programme during own learning time and are able to successfully navigate the computer programme or app.  Children know how to log on and off the computers in the classroom with adult support.  Children are able to scan the see-saw QR code and select their name.  Children are able to upload and save a picture to their see-saw account  Children are becoming more confident when recognising each dojo symbol in order to understand why they have earnt their dojo.  **Project Evolve – Privacy and Security**  Christian Value: Respect for the people I know and trust.  Friendship  Identify and name examples of their own personal information.  Name people they trust and why.  **Project Evolve – Online Relationships**  Christian Value: Respect – I show respect in the way that I talk to people.  Friendship  I can name some ways that members of my family talk to each other and other people using the internet  I can name an app, a piece of software or a technology that I use or could use to talk to people I know  **Project Evolve – Online Bullying**  Christian Value: Respect – I show respect in the way that I talk to people.  Friendship  Truthfulness  I can describe specific examples/ ways people can be unkind online  I know what being ‘unkind online’ means and looks like  I understand that you can be unkind and kind to someone online  **Barefoot Computing – Busy Bodies**  Christian Value: Respect my body.  Looking at how we grow and ordering the life cycle of a human.  Movement algorithm – head, shoulder, knees and toes (the order of the rhyme and ‘debugging’ it when it goes wrong.) | | Christian Value: Respect the ICT equipment that we have available in the classroom.  Thankfulness for the ICT equipment that we have available in the classroom.  Compassion for children who are not as fortunate as we are to have the ICT equipment that we have.  Perseverance to complete the ICT learning we have been give/chosen to do.  Children are confident whilst using a mouse whilst using the classroom computers.  Children can confidently select their own computer programme during own learning time and are able to successfully navigate the computer programme or app.  Children are able to log on and off the computers in the classroom independently.  Children understand why we save work we have done on the computer.  Children are learning how to save their work on the classroom computers.  Children can add voice recordings to their work on see-saw.  **Project Evolve – Managing Online Information**  Christian Value: Respect the ICT equipment that I have.  I can talk about how I can use the internet to find things out.  I can identify devices I could use to access information on the internet.  **Project Evolve – Copyright and Ownership**  Christian Value: Respect for someone else’s work online.  Truthfulness – I don’t pretend that someone else’s work is my work.  Recognise that objects and work can belong to them.  Demonstrate how and why they own digital work they have created.  Explain why digital work belongs to them.  Understand the benefits of naming my electronic work.  Demonstrate ways of naming files to help me find them later.  **Barefoot Computing – Seed sequencing**  Christian Value: Respect for the plants that we have.  Planting seeds activity  **Barefoot Computing – Summer Fun!**  Christian Value: Respect for the role of lighthouse.  Compassion for the people that work in the lighthouse and the people that need help from lighthouses.  Lighthouse tangrams | |
| Key Vocabulary | | | | | |
| Computer, iPad, tablet, App, button, mouse, screen, keyboard, Google, information, control, instruction, internet, robot, save, sequence, instructions, search, safety, online, password, | | | | | |
| Key Texts | | | | | |
|  | | Digi Duck by Lindsay Buck    Smartie the Penguin – child net | |  | |
| What does this look like in our provision?  Enrichment opportunities & ‘WOW moments’ | | | | | |
| A range of technology is available within the classroom both independently and with an adult.  - Computers – games / activities linked to the topic or maths being covered each week.  - Battery operated toys  - Beebots  - CD players  - Interactive white boards – Phonics Play/Topmarks/Google Earth/Digimap.  - iPads  - Sound buttons, tuft spot cameras – children can listen to a pre-recorded challenge or record their own answers.  - exploring old typewriters/computers/mechanical toys. | | | | | |

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| Expressive Arts and Design | | | | | |
| **EYFS EAD Educational Programme**  The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. | | | | | |
| Children in Foundation will be learning to (Development Matters):   * Explore, use and refine a variety of artistic effects to express their ideas and feelings. * Return to and build on their previous learning, refining ideas and developing their ability to represent them. * Create collaboratively, sharing ideas, resources and skills. * Explore, use and refine a variety of artistic effects to express their ideas and feelings. * Return to and build on their previous learning, refining ideas and developing their ability to represent them. * Create collaboratively, sharing ideas, resources and skills. * Listen attentively, move to and talk about music, expressing their feelings and responses. * Sing in a group or on their own, increasingly matching the pitch and following the melody. | | | Assessment:   * Can children talk about their own work? * Can children use tools accurately? * Can children mix colours to get desired shade? * How do children use colour, design and texture to create their pieces? * Can children discuss what they want to make? * Can children work independently, choosing their own materials and tools? * Can children reflect on their product, talking about any issues they encountered and how these were overcome? * Can children recognise changes in music? * Can children move in time to a pulse? * Can children learn songs and follow the melody? | | |
| **Early Learning Goals (Statutory)**  Creating with Materials ELG  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.  Being Imaginative and Expressive ELG  Children at the expected level of development will:  -Invent, adapt and recount narratives and stories with peers and their teacher;  -Sing a range of well-known nursery rhymes and songs;  -Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. | | | | | |
| **EYFS Art Skills & Knowledge** | | | | | |
| **Mark Making and Drawing**  Can hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks (from observation or imagination).  **Autumn**  **Children can pick up and use a variety of pens, pencils, crayons and paint brushes.**  **Children are beginning to use pens, pencils and crayons using a tripod grip.**  **Children can use a pincer grip when picking up smaller objects.**  **Children mostly show a hand preference.**  **Spring**  **Children using pens, pencils and crayons using a tripod grip.**  **Children can use tweezers to pick up small objects.**  **Children have a hand preference.**  **Summer**  **Children use a tripod grip when writing, drawing and painting.**  Selects coloured drawing implements for a purpose.  Uses drawing tools to make marks, lines and curves.  Draws accurate representations of people and objects.  **Spring**  **Children are developing their accuracy when drawing.**  **Summer**  **Children show accuracy and care when drawing and painting pictures.**  Talk about their own and others’ work. | **Colour**  Can recognise and name different colours.  Understands that when colours are mixed, new colours are created.  Can select and create different colours.  Uses a variety of tools to apply paint, e.g. brushes of different sizes, sponges, fingers, objects.  Can explore working with paint on different surfaces and in different ways (e.g. different textured, coloured, sized and shaped paper).  Can work from direct observation and imagination. | | **Textiles**  Enjoys playing with and using a variety of textiles and fabric.  Can decorate a piece of fabric using different implements, e.g. fabric pens, paints, sticking on buttons etc.  Has a go at threading a needle.  Shows experience in simple weaving: ribbons and paper  Shows experience in fabric collage: layering fabric, adding different textiles and media. | | **3D Form**  Explores malleable media such as clay, salt dough, playdoh and sand.  Can impress and apply simple decoration.  Can cut shapes using scissors and other modelling tools.  Can use tools such as scissors, staplers, clay tools, split pins and shape cutters competently and appropriately.  Build a construction/ sculpture using a variety of objects from observation or imagination e.g. recycled, natural and manmade materials.  Can choose own resources and tools. |
| Autumn Term | | Spring Term | | Summer Term | |
| **Painting Self-Portraits**  -Children to look in the mirror and talk about what they can see on their faces, naming the features of their face.  -Begin to think about the shapes of these features.  -Children to select the correct paint for the; tone of their skin, colour of their eyes, colour of their hair  -Children to begin to understand the need for different sized brushes and use a larger brush when they are painting their face and a smaller brush when they are adding their features.  -Children to begin to take care when painting and start to show an understanding of accuracy so that their features are painted in the right place.  -Children to begin to talk about their work, saying what they like about their painting.  **Clay – Creating a clay diya lamp**  -Children to experiment with moulding clay using their hands – rolling, pressing and pinching.  -Children to be able to mould their piece of clay into the correct shape for a diya lamp.  -Children to be able to use clay tools in order to add patterns (lines and marks) to their diya lamp.  -Children to know that when clay dries, it changes texture and becomes hard.  -Children to know that clay needs to be hard in order to paint it.  -Children to recognise when their clay diya lamp is ready to be painted.  -Children to be able to select the colour they would like to use to make their diya lamp.  -Children to begin to show care and accuracy when painting their diya lamp.  -Children to begin to be able to talk about their creation, explaining how they made it.  **Loose parts sculpture/Collage**  **Linked to Autumn & Andy Goldsworthy**  -Children to know who Andy Goldsworthy is and what he did.  -Children to look at some of his art work and talk about what they can see.  -Children to begin to name some of the resources he used to make his art work.  -Children to begin to share their thoughts and opinions on Andy Goldsworthy’s art work.  -Children to understand how Andy Goldsworthy made his art.  -Children to collect their own natural resources to make an Andy Goldsworthy inspired piece of art.  -Children to begin to be able to talk about what they have made and how they made it.  -Children to share their art work with their parents in a Foundation Art Gallery. | | **Printing – Polar Bears**  -Children to begin to understand what printing is and how we can create art by printing different materials.  -Children to begin to experiment with printing by ‘pressing’  -Children to begin to experiment with printing by ‘dabbing’  -Children to experiment with printing by using a variety of resources  -Children to select a resource to use to create a polar bear by printing.  -Children to begin to give reasons as to why they have chosen this resource for their art work.  -Children to talk about their finished piece of art work sharing how it was created and their thoughts about their art work.  -Children begin to think about what they might do differently next time.  -Children to share their art work with their parents in a Foundation Art Gallery. | | **Painting – Colour Mixing**  -Children to know the name of different colours.  -Children to know that colours can be made by mixing colouring together.  -Children to explore mixing different colours together and talk about what has happened.  -Children to know that there are three primary colours and be able to name them.  -Children to know that when you mix primary colours, you make secondary colours.  -Children to experiment mixing primary colours together to make secondary colours.  -Children to be able to tell you which primary colours mixed together makes which secondary colours.  -Children to show this learning on a colour wheel.  -Children to apply their learning of colour mixing to paint a picture.  -Children to show care and accuracy when painting their picture, choosing the correct colour for its purpose.  -Children to be able to talk about their art work including; the processes used to make it, what they like about their art work and anything that they would change if they were to do it again.  -Children to share their art work with their parents in a Foundation Art Gallery. | |
| Key Vocabulary | | | | | |
| Colour, paint, mix, water, blend, change, light, dark, pallet, brush, shade, portrait, features, line, shade, texture, detail, shape, design, create, make, join observe, Artist, pens, pencils, crayons, pastels, poster paint, watercolours, chalk, clay, wool, material | | | | | |

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| Classroom Provision, Enrichment opportunities & ‘WOW moments’ |
| **Ongoing opportunities throughout the year**  **available throughout the day for both focussed and self-chosen learning**  **•**Different paints, paintbrushes, and mark making tools  •Interesting objects that the children can observe, find out how they work, make observational drawings  •Choose resources based on their properties  •Printing materials with guidance on different techniques: pressing and dabbing  •Children to paint in a variety of areas on both a small and large scale (e.g. easels on the floor, painting the playground, Perspex, large sheet…)  •Range of different paper for self-selection  •Photographs, pictures, books and stories to stimulate ideas for painting, including colour, textures, patterns and images.  •Paper and pencils/pens/crayons  •Discussions with the children about how they made their painting/drawing, what they used and how they would improve it next time  •Collaborative artwork  •Collage materials available  •Sensory activities e.g. hands in foam, Gelli Baff, slime, playdoh, salt dough, cloud dough   * Opportunities for weaving using ribbon |

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| **Provision inside the classroom**  **Construction Area** – different tools will be provided throughout the year to ensure coverage of the different skills  **Creative** – how to use different tools to create different effects, how to create patterns using different resources. Exploring mixing colours  **Malleable/Playdoh** – exploring making patterns in different malleable materials.  **Snack** – colours of the snacks, mixing colours to match, observational drawings  **Small World** – creating back drops through either drawing or painting  **Mark Making/Writing** – writing materials to mark-make and draw: clipboards, paper (different types and sizes), pencils, pens, crayons, squared paper, tools for painting and printing  **Reading** – non-fiction texts about artists, photograph books, fiction books for stimulus (see supportive texts)  **Sand** – study texture and how this changes with different amounts of water  **Water Area/Mud Kitchen** – explore different types and textures of paints (e.g. thick, runny, powder) and creating different textures (e.g. with sand, sawdust, sugar, salt, washing up liquid, PVA) | | | | | | |
| **Provision outside of the classroom**  **Large Construction** – large boxes/trays, tarpaulin, clips, baskets, wooden planks, wooden poles, wooden blocks, plastic blocks, plastic sheeting and mesh. Link to current learning/topic.  **Role Play** – decorating shop, art gallery (natural)  **Water Area** – drainpipes, tubes, plastic bottles, pipettes, funnels, coloured water  **Outdoor** – art linked to the seasons | | | | | | |
| **EYFS DT Skills & Knowledge** | | | | | | |
| **Cooking and Nutrition**  Children understand why they need a healthy, balanced diet.  Children can name different fruits and vegetables.  Children can discuss taste and texture of fruits.  Children can use utensils to chop fruit.  Children know some techniques and steps involved in food preparation.  Children can use tools and equipment linked to food preparation. | **Design: Developing, Planning and Communicating Ideas**  Children experiment and build with a range of construction materials.  Children are beginning to use pens, pencils and crayons using a tripod grip.  Children can use a pincer grip when picking up smaller objects.  Children mostly show a hand preference.  Children can use pencils to draw.  Children talk about ideas.  Children choose resources and tools with a purpose in mind.  Children show and demonstrate individual preferences for their designs.  Children can use templates to help them with their designs.  Children find out about the properties and functions of different materials.  Children use techniques with a purpose in mind.  Children using pens, pencils and crayons using a tripod grip. | | **Make**  Children, with support, can use scissors, tape dispenser, stapler, glue stick, etc.  Children enjoy playing with, and using, a variety of materials and fabric.  Children can pick up and use a variety of pens, pencils, crayons and paint brushes.  Children make models with different construction materials.  Children can make structures from card, tape and glue.  Children can follow instructions to cut out and assemble a structure.  Children use a tripod grip when writing, drawing and painting.  Children show accuracy and care when drawing and painting pictures.  Children experiment with different ways to build, construct and join materials.  Children can use tweezers to pick up small objects.  Children can use scissors without the support of an adult.  Children have a hand preference. | **Evaluate**  Children talk about what they like about their models.  Children say what they think about their constructions and why. They offer suggestions for how to improve them.  Children talk about what they like and dislike about their models/constructions | | **Technical Knowledge**  Children know how to join materials with glue and sticky tape.  Children talk about how to change their models to make them stronger. They can describe how to make it sturdier.  Children know the best ways to join paper together – glue, staples, tape… |
| Autumn Term | | Spring Term | | | Summer Term | |
| **Creating a new Sleigh for Santa**  -Children to know what a sleigh is.  -Children to know what a sleigh is used for and how it works.  -Children to be able to identify and name the different parts of a sleigh.  -Tell the children that they are going to make a new sleigh for Santa. Do the children understand what their task is?  -Children to begin to think about what they will need to help them with this task.  -Children to select different materials for their project, giving their reasons for which materials they are going to use.  -Children to begin to think about how they are going to attach their materials together in order to complete their project.  -Children to begin to show care and accuracy when cutting, sticking and joining their materials together.  -Children to select their own resources to decorate their sleigh.  -Children to begin to be able to talk about what they have made and how they have made it. | | **Split Pin Easter Card**  -Explore different materials, thinking about their properties.  -Sort the different materials into groups (hard and soft)  -Think about which group of materials we would use for the chick, giving reasons.  -Think about which group of materials we would use for the egg, giving reasons.  -Look at a template and talk about which materials have been used.  -Understand how to carefully cut out the template we have been given.  -Select materials that we would like to use to decorate our card.  -Think carefully about how we are going to attach these materials.  -Give reasons as to why they have chosen this method.  -Think carefully about how we are going to assemble the template to make the product.  -Under careful supervision, look at split pin and investigate what it does.  -Show the children how a split pin works using two pieces of card.  -Children to talk about what they notice and begin to think about why we might use a split pin in our design.  -Children to think about where they might use a split pin in their design.  -Assemble to pieces to create an Easter chick. | | | **Creating a healthy lunch for the lighthouse keeper**  -Children to name the different fruit/vegetables they have been provided with.  -Children to begin to describe these fruits and vegetables using their different senses.  -Children to taste the different fruits and vegetables, sharing their likes and dislikes.  -Children to understand how the fruits and vegetables are grown and begin to think about where these fruit and vegetables come from.  -Children to begin to think about how they would prepare the fruits and vegetables so that they can eat them.  -Children to understand how to prepare the fruits and vegetables safely and think about what tools they will need.  -Under careful supervision, children to learn how to chop and peel the fruits and vegetables that they are using.  -Children to use their new skills of chopping and peeling to make a lunch for the Lighthouse keeper.  -Children to talk about the processes that they used to make their lighthouse keepers lunch.  -Children to share their likes and dislikes about what they have created and think about what they might do differently next time. | |
| Key Vocabulary | | | | | | |
| Recycled, paper, cardboard, plastic, foil, polystyrene, natural, man-made, waterproof, construct, build, assemble, join, plan, design, structure, thick, thin, hard, strong, twist, turn, through, on, in, underneath, next to, on top, model, screwing, building, balancing, threading, slotting, tall, taller, tallest, big, small, smaller, smallest, cook, bake, weigh, mix, roll, cut, whisk, mash, sieve, peel, chop, spread, names of fruits and vegetables, nutrition, healthy, unhealthy | | | | | | |

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| Classroom Provision, Enrichment opportunities & ‘WOW moments’ |
| **Ongoing opportunities throughout the year**  **available throughout the day for both focussed and self-chosen learning**  •Construction materials including resources that allow children to explore, pull apart, build connect, assemble and dis-assemble.  •Interesting objects that the children can observe and find out how they work  •Choose materials based on their properties  •Junk materials to build and construct models  •Ways of joining – tape, glue, staples, string, split pins, clips, paperclips, pipe cleaners  •Range of tools – scissors, food preparation tools, peeler, grater, rolling pin, safety scissors, safety knives, clay tools, playdoh tools, hole punch  •Construct with purpose in mind – create something which links to the learning/topic  •Paper and pencils/pens/crayons for making designs before constructing  •Paper and pencils/pens/crayons for drawing a simple picture of their model. Sticky notes for labels  •Discussions with the children about how they made their model, what they used and how they would improve it next time  •Make a large-scale model collaboratively |

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| **Provision inside the classroom**  **Construction Area** – different tools will be provided throughout the year to ensure coverage of the different skills  **Creative** – junk modelling, resources added throughout the year when children demonstrate they are ready to extend learning  **Role Play** – toy factory/workshop  **Malleable/Playdoh** – using tools and equipment linked to food preparation, explore different textures e.g. pasta, rice, Gelli Baff, slime, clay  **Snack** – rolling snack: children choose their own food, prepare it and then wash up at the end  **Small World** – constructing model houses/farms, shelters for animals  **Mark Making/Writing** – writing materials to plan construction including: clipboards, paper (different types and sizes), pencils, pens, crayons, squared paper, floor plans  **Reading** – non-fiction texts about construction, photograph books, unusual buildings (pictures and books)  **Sand** – wet sand as ‘cement’ for constructing different structures with blocks, set up challenges e.g. ‘which sand makes the best sandcastle?  **Water/Mud Kitchen** – role play using tools and equipment linked to food and drink preparation (e.g. whisks, sieves, jugs, pestle and mortar, grater, peeler, masher). Add other sensory resources (e.g. soap, cornflour). Provide pictures of different ‘drinks’ and ‘food’ children can make. Follow instructions for different recipes. | | | | | |
| **Provision outside the classroom**  **Large Construction** – large boxes/trays, tarpaulin, clips, baskets, wooden planks, wooden poles, wooden blocks, plastic blocks, plastic sheeting and mesh. Link to current learning/topic.  **Role Play** – building/construction site, decorator workshop, garage, DIY centre.  **Water** – drainpipes, tubes, plastic bottles, pipettes, funnels  **Outdoor** – natural materials to be provided: leaves, sticks, logs, pebbles, stones | | | | | |
| **EYFS Music Skills & Knowledge** | | | | | |
| Children will develop skills in listening attentively, moving to and talking about music, express their feelings and responses. We will experience singing in a group or on their own, increasingly matching the pitch and following the melody. Children will watch and talk about dance and performance art, express their feelings and responses. Children will explore and engage in music making and dance, performing solo or in groups. In addition to the daily experiences and opportunities offered in EYFS th children will have specific musical development sessions using Charanga. | | | | | |
| Autumn Term One | Autumn Term Two | Spring Term One | Spring Term Two | Summer Term One | Summer Term Two |
| **ME!**  Pat-a-cake  1, 2, 3, 4, 5, Once I Caught...  This Old Man  Five Little Ducks  Name Song  Things For Fingers | **MY STORIES!**  I’m A Little Teapot  The Grand Old Duke Of York  Ring O’ Roses  Hickory Dickory Dock  Not Too Difficult  The ABC Song | **EVERYONE!**  Wind The Bobbin Up  Rock-a-bye Baby  Twinkle Twinkle  If You're Happy And You  Know It  Head, Shoulders, Knees And  Toes | **OUR WORLD**  Old Macdonald  Incy Wincy Spider  Baa Baa Black Sheep  Row, Row, Row Your Boat  The Wheels On The Bus  The Hokey Cokey | **BIG BEAR FUNK!**  a transition unit that prepares children for their  musical learning in Year 1 | **Reflect, Rewind & Replay**  Listen and Appraise  Play instruments within the song  Improvisation using voices and instruments  Riff-based composition  Share and perform the learning that has taken place |

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| **Key Vocabulary** |
| Song, sing, pulse, high, low, loud, quiet, clap, volume, repeat, copy, rhythm, performance, perform, instrument, Nursery rhymes, dance, move, percussion, change, beat, tempo, pace, style, compose, perform |