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|  **EYFS Curriculum Overview for Maltese Road Primary School 24/25** |
| ***TELAT EYFS Curriculum Vision*** |
| *At The Eveleigh Link Academy Trust we recognise that a child’s experiences up to the age of five have a huge impact on their future life. We treat children as the individuals they are, celebrating their differences and their strengths, supporting their needs and enabling them to reach their full potential. As a result, our curriculums and daily practice are flexible, responsive and ambitious, taking into consideration the three Characteristics of Effective Learning: playing and exploring, active learning and creating and thinking critically. Our curriculums are based upon the standards set in the statutory EYFS Framework (2021) and supported by the non-statutory guidance of Development Matters (2021) alongside knowledge of our children, families and local communities. This knowledge is interwoven in the seven Areas of Learning and Development, to ensure progress towards meeting our end of year curriculum goals and the Early Learning Goals (ELGs) by the end of the Reception year and appropriately prepare them for year one. We aim to give our children the best possible start.* |
| ***Maltese Road Primary School EYFS Curriculum Vision*** |
| We at Maltese Road Primary School we want our children to be happy, confident, well-rounded individuals with a love for learning. We connect with the idea that play is an essential characteristic of learning and that every child should have the opportunity to learn through play. Learning should be welcoming, fun, engaging and suitably challenging for all individuals. We believe we can achieve this by offering a safe, enriched and stimulating environment that builds on each individual’s wants, needs and interests to promote children’s individuality and independence. We value the importance of our outdoor environment and trust that it will spark their intellectual curiosity. Our setting and curriculum provide our children with rich opportunities to develop their communication and thinking skills. We are committed to providing the best possible start to their school life, teaching them skills, and giving them experiences, which will ensure their well-being, love for learning ability to build strong relationships. With our ambitious curriculum, we look at nurturing our children to be the best individuals that they can be |
| ***Educational Programmes*** |
| *Prime Areas* | *Specific Areas* |
| ***Communication & Language*** | ***Personal, Social & Emotional*** | ***Physical*** | ***Literacy*** | ***Mathematical*** | ***Understanding the World*** | ***Expressive Arts & Design***  |
| Communication and language is integral to our everyday practice. Primarily through meaningful conversation with adults and with peers, children develop communication skills, explore and extend vocabulary, have shared experiences and deepen their understanding. Sensitive questioning is used during whole-class discussions and also during Explore Time to encourage elaboration, clarity of thinking and an improved understanding and use of vocabulary. Thought provoking images and questions are used regularly, especially during shared snack times, to challenge children’s thinking, promote healthy debate and encourage mutual respect. Through various sized groups and contexts, including circle time, ‘Show and Tell’ and book sharing, children learn to pay attention to, respond to and question what they hear and see. | We strive to enable children to be safe, happy and confident individuals. Our environment and daily routine are designed to promote executive function skills and self-regulation. We also follow our school’s approach to having Peaceful Friday time to reflect and engage in mindfulness activities; a way of promoting children’s ability to self-regulate and live in the moment. Alongside class rules, modelling good behaviour and reflective discussions, children develop an understanding of themselves and others. Independence in learning and self-care is encouraged to develop resilience, a ‘have a go’ attitude and a positive sense of self. Children engage in regular whole class sessions from The Jigsaw Approach, which links to the whole school approach to PSHE education. | Children are taught the importance of regular exercise and its effect on our physical, mental, and emotional wellbeing. They take part in regular PE lessons following the whole school curriculum, which includes dance, gymnastics, invasion games and athletics. After Autumn half term, children are offered an additional sports lesson with our external sports specialist. They join in with whole-school and trust sports days. They are given opportunities to develop their fine motor skills through a range of resources, tools, activities, and structured feedback within continuous provision. Children take part in daily Funky Fingers, including Dough Disco sessions, to develop their strength and dexterity, which aids the development of handwriting | Phonics is organised following the Letters and Sounds programme, ‘Little Wandle’ to promote enriched daily whole class sessions for all learning styles. Books are used as teaching tools to enhance our curriculum, with the ambitions of developing a rich vocabulary for our unique individuals and their future lives. Children are given books to match their phonics knowledge to encourage their fluency and love for reading. Adults model confident storytelling using texts and real-life experiences in various contexts. Small world and role-play activities encourage children to do the same. Writing resources are incorporated throughout the environment to encourage spontaneous mark making; children’s attempts and creativity are celebrated. We hope to inspire them to write independently following whole class literacy sessions such as super sentences and shared writing | Maths is everywhere! Children learn about it through play and daily experiences in meaningful ways. They actively learn to sort, explore, compare, count, calculate, describe, subsidise, and manipulate numbers through the resources and activities in their environment. They learn to become creative, critical thinkers, problems solvers and brave learners. Additionally, maths is regularly taught as a short whole class session and followed up with group work within the environment. We base our lessons upon White Rose Maths. Following a mastery approach, children use a combination of concrete objects, pictorial representations, and abstract ideas to develop reasoning and problem-solving skills and ultimately deepen their understanding. | Children are given experiences to help develop their awareness, understanding, respect and appreciation of a world beyond and before themselves. Weekly observational drawing sessions help them attend to details by becoming scientists. Termly visits to Admirals Park help children to discover seasonal changes in nature and develop their map skills. The children develop their understanding of an ecologically diverse world through planting and care of animals. Children learn about similarities and differences in cultures and customs through visits from family and community members, as well as a permanent domestic role-play that evolves with festivals and celebrations. We all tell our own stories and use books to learn about others and expand vocabulary | We believe that creative expression is an important tool for developing children’s self-esteem, confidence, and individuality. We provide children with a range of resources and tools to facilitate this in areas such as the painting and construction zones. During circle time, children share creations and receive peer support to help refine both the process and outcome. Children learn stories, rhymes, poems and songs then perform these using ‘Mini Mes’ in small world, on our outdoor stage with peers, to the school and parents in Harvest Festival and the Nativity. ‘Artist of the week’ is used to celebrate a member of the arts world, e.g., musicians & sculptors. Children also take part in weekly Charanga music lessons and whole school singing assemblies. |
| ***Curriculum Goals*** |
| * Participate in a back-and-forth **DISCUSSION** with friends and teachers, **LISTENING** and **ASKING** at appropriate times
* **EXPRESS** ideas, feelings and explanations in full sentences
* **FOLLOW** instructions containing more than one step
 | * Be relaxed but **PURPOSEFUL** within the environment, seeking **CHALLENGE** for themselves
* Build positive **RELATIONSHIPS** with other staff and pupils
* Regulate their own **EMOTIONS** and **BEHAVIOUR**
* Be **INDEPENDENT** learners who manage their own self-care
 | * **COOPERATE** in simple team games or activities
* Manoeuvre their bodies and apparatus with **SAFETY** and **CONFIDENCE**
* **HOLD** writing and cutting tools effectively, including cutlery
* Be **SAFE** and **COMFORTABLE** in the learning environment
 | * **TALK** about a favourite or familiar story
* **DECODE** a book consistent with their phonic knowledge
* **WRITE** a simple sentence and tell an adult what it says
* **APPLY** writing skills to life and play eg. Creating signs, labels, letters, lists
 | * **RECALL** key number facts
* **COUNT** beyond 20
* **EXPLAIN, REASON & PROBLEM SOLVE** using numbers to 10
* **APPLY** understanding of maths to life and play eg. sharing, taking turns, inventing games
 | * **KNOW** who is important in their life and why
* Show **CARE** for living things, including other people
* Understand important **PROCESSES** in the natural world
* **APPRECIATE** and show **TOLERANCE** for different religious and cultural communities locally and around the world
 | * **EXPRESS** themselves through their favourite mediums
* **TELL** their own story
* **PERFORM** to an audience
* **EXPLORE and REFINE** skills modelled to them in their own independent creative time
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| ***EYFS Curriculum Content*** |
| Each planned topic is included in the curriculum for specific reasons. They do not run for a specific amount of time but are based on the children’s current learning, therefore a topic can run for between two and seven weeks. Each topic has related themes, resources and activities that can be used in enhanced provision alongside those related to need and those inspired by the children’s interests. |
| *Term* | Autumn (7 + 7) – **I am me** | Spring (6 + 6) – **Fairytales and Fossils** | Summer (6 + 7) – **Let the Adventure Begin**  |
| *Topics* | All about me! | Not all heroes’ wear capes & Let’s Celebrate! | Fairytales and Traditional Rhymes  | Dinosaurs  | Lifecycles | On the sea and up in space.  |
| *Suggested Topic Areas and Texts* | Superheroes (people who help us, about me, families)- Colour Monster goes to school- Two Homes-  | Celebrations – Learning through celebrations – What are the different celebrations and how do we all celebrate.- Jolly Christmas Postman- Dipal’s Diwali- Kippers Birthday-Supertato | - Goldilocks and the Three Bears- The Gingerbread Man- The Three Little Pigs.  | Animals (Chicks) and MinibeastsLife cycles and caring for animals.- Great Pet Sale- The Ugly Duckling- The Hungry Caterpillar | Dinosaurs/SpaceBecome a space explorer (future) Jump back in time to the Jurassic- Aliens Love Underpants- Whatever Next- Dear Dinosaur | Pirates and JourneysA pirates life, Marine pollution, journeys around the world and transition to Year 1.- The Night Pirate- Handas Surprise- Who Swallowed Stanley |
| *Celebrations / holidays****Enquiry Questions*** | -Harvest-World Space Week-Eid al-AdhaWho am I? What makes me special? How do I feel? | - Diwali- Bonfire Night- Children in Need- Road Safety Week- ChristmasWhat changes do you notice? How is \_\_\_ celebrated?  | - New Year- Chinese New Year- Valentine’s Day- Pancake DayHow does the story begin?Who are the characters?Where is the story set? | - World Book Day- International Women’s Day- Mother’s Day- Red Nose Day - EasterWhat type of dinosaurs roamed the earth?What is a dinosaur?What is a fossil?What did they eat?What was life like in the past? | - Deaf Awareness Week- Walk to School Week- Ramadan- Father’s DayWhat’s in that egg? How does this grow? Where did this come from? What does this need to grow?How can we look after our planet?Where do they live? | -World Oceans DayHow do astronauts travel through space?What planets are in the solar system\/Would you like to be a pirate?How can we help our oceans?Where can we go in the world & how do we get there?What is life like in other countries? |
| ***Enrichment activities*** | * Family trees
* Self portraits
* Family Fridays – Stay and Play
* Food Bank collection
* Autumn Listening walk
 | * Pantomime Trip
* Nativity
* Family Fridays – Christmas Crafts
* Superhero dress up day
* Visit from fire service, Visit from police dog handler, Visit from dentist
 | * Family Fridays Bedtime stories – PJ evening
 | * Learning to look after out planet – Litter picking?
 | * Hatching Chicks
* Build bug hotel
* Grow Butterflies
 | * Art to save the sea day
* Family Day - Reading Teddy Bears Picnic
* Invite grandparents in to talk.
* Junk Modelling – Create a space related models.
* Space Adventure
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| ***Key vocab*** | Kind hands and kind wordsSenses, body, healthy choicesAutumn, seasons,Friends, myself, family, teamwork, feelings, emotions, change, growing up, Harvest, growing, food, Rules, responsibilities, hero, superpower, help, jobs, | Diwali, light, celebration, community, faith, Christmas, Christianity, Hinduism, culture, beliefs, fireworks, Guy Fawkes, autumn and seasons, shadows, night and dark | Fairy tale, once upon a time, happily ever after, Chinese new year, Resolution, wish, achieve, China, Freezing, melting, poles, maps | Nature, environments, climate, wildlife, life cycle, living things, spring, growth, vegetables, gardening, sowing and planting | Space, astronauts, planets, earth, gravity, moon money, dinosaurs, past, present, future, fossils.  | Transition, changes, developing, memories, growth, friendships, past, history, grandparents, differences, generations, family, traditions, transport, pirates, treasure continents, countries, oceans, pollution. |
| ***C&L*** | - Listen for short periods on the carpet - Listen to and following instructions from key person - Wait our turn to talk - Use talk to meet our needs - Share key information about ourselves and our family members – (treasure boxes) - Talk about our favourite things - Key person circle times introduced  | -Listen on the carpet during direct teaches - Develop back-and-forth interactions; showing more interest in others’ talk, listening to what they say - Talk partners introduced in Phonics and Maths lessons - Comment on what we are doing/answering more questions during play - Learn songs and lines for the Nativity and perform to an audience - Otter time- Show & Tell (items from home) | - Listen on the carpet for longer direct teaches - Acquire new, subject-specific vocabulary - Develop back-&-forth conversations; listening to & remembering what the other person has said and relaying it (Chinese whispers) - Talk partners introduced in topic lessons - Ask questions, finding out answers together & commenting on non-fiction texts - Retell/act out our favourite stories - Show & Tell | - Listen carefully to retrieve facts from non-fiction texts and videos - Develop back-&-forth conversations; listening to and remembering what the other person has said and acting on it - Explain, and ask questions, about life processes, discussing findings with others - Ask questions, then observe and listen to find out the answer - Use subject-specific vocabulary when retelling life processes - Show & Share  | Develop back-and-forth conversations; remembering what the other person has said and responding appropriately - Comment on, and ask questions about favourite foods, discussing with others in a group - Ask, and find out, where different food comes from - Listen to and ask questions of a visitor and comment on their answers  | - Share feelings, worries, concerns about moving to Year One in full sentences and listen to those of others with empathy - Ask relevant questions of their new teachers - Make predictions about what might happen next e.g. life cycle, year one - Share facts they know and ask questions about pirates - Tell their own stories to an adult and have them scribed, act them out as part of a group (Story Scribing)  |
| ***PSED***  | - Practise leaving my caregiver at the gate - Get to know keyworkers and feel safe with them - Understand who trusted adults are in my life - Follow simple instructions given by a familiar adult - Help create class rules & learn to follow them - Play alongside and with new friends - Use toilet & washing hands at school - Begin changing for PE with support - Collect and eat my lunch at school  | - Expect and remind children to follow through with the morning jobs (school dinners, belongings away- Leave my caregiver independently - Share how I’m feeling with familiar people -- Follow instructions and class rules with less need for reminders - Play with a variety of children and resources --- Building further relationships e.g. across KS1/buddies - Stay safe on Bonfire Night - Use the toilet at school and washing my hands with more independence- Change for PE - Collect and eat lunch at school with more independence - Taste new foods at the Phonics Café  | - Share what I like/don’t; recognising others may have different choices - Follow more complex instructions from familiar adults - Recognise some of my own strengths and areas for development - Develop friendships and wider relationships - Use toilet & wash hands independently - Change for PE with more independence - Taste new foods at a Chinese Banquet  | - Continue to develop relationships with a range of peers and adults in school - Develop strategies for solving conflict with others - Understand how they have grown since they were a baby and how they have changed- Change for PE independently - Taste new foods at the Phonics Café  | - Understand that others may be feeling differently to us and begin to respect that - Understand and describe what we can do to look after our bodies and minds - Find out ways in which we can keep ourselves safe - Make a wider range of food choices - Independently make lunch choices  | - Share what we have most enjoyed about our time in Reception and recognise own achievements and those of others - Prepare for the changes that Y1 will bring including getting to know our new teacher(s) and classroom - Understand about our bodies and how they have changed since we were babies  |
| ***Jigsaw - PSHE*** | **Jigsaw - Being Me in****My World**1. Who…me?2. How am I feelingtoday?3. Being at school4. Gentle hands5. Our rights6. Our responsibilities | **Jigsaw -****Celebrating****Difference**1. What I am goodat2. I’m special, I’mme!3. Families4. Houses andhomes5. Making friends6. Standing up for yourself | **Jigsaw -****Relationships**1. My family and me2. Make friends...Pt13. Make friends…Pt24. Falling out andbullying Pt15. Falling out andbullying Pt26. Being the bestfriend… | **Jigsaw - Healthy Me**1. Everybody’s body2. We like to move it3. Food glorious food4. Sweet dreams5. Keeping clean6. Stranger danger | **Jigsaw - Changing****Me**1. My body2. Respecting mybody3. Growing up4. Fun and fears Pt15. Fun and fears Pt26. Celebration | **Jigsaw - Dreams and****Goals**1. Challenge2. Never giving up3. Setting a goal4. Obstacles andsupport5. Flight to the future6. Aware ceremony |
| ***Physical*** | - Move bodies confidently & safely within a new environment - Daily ‘Wake Up, Shake Up’ - Large outdoor equipment to balance, jump & climbSensory/outdoor exploration e.g. sandpit, mud kitchen - Parachute games and throwing and catching a large ball -Mark making and using small tools safely e.g. playdough and clay tools - Begin to use cutleryWeekly PE sessions with outside coach. | - Find our favourite ways to move within environment (indoors and outdoors) being mindful of others –- Use large outdoor equipment to balance, jump and climb with increasing confidence - Learn actions for songs (Nativity) - Begin to use my cutleryWeekly PE Sessions with outside coach | - Begin to find different ways to travel over, under and through; negotiating space safely and confidently – - Daily ‘Funky Fingers’ - Form all letters from Phase 2 phonics - Use cutlery for new and different foods- Weekly PE Sessions with outside coach | - Play more structured outdoor games using selected equipmentFootball, basketball and hockey Digging and plantingDaily ‘Funky Fingers’ - Form recognisable letters within words- Cut up my own food at lunchtime- Use our developing fine motor skills to make, decorate and flip pancakes- Weekly PE Sessions with outside coach | - Make up own outdoor games using selected equipment- Daily ‘Super Sentences’ - Form recognisable letters accurately within phrases and sentences- Weekly PE Sessions with coach | - Make up own outdoor games using own choices of equipment - Daily ‘Super Sentences’ - Form recognisable letters accurately within sentences- Weekly PE Sessions with coach |
| ***Subject*** | Autumn**Autumn 1 Autumn 2** | Spring**Spring 1 Spring 2** | Summer**Summer 1 Summer 2** |
| ***Literacy****Phonics (Little Wandle)* | s a t p i n m d g o c k ck e u r I h b f l I is the | ff ll ss j put\* pull\* full\* as v w x y and has his her z zz qu words with s /s/ added at the end (hats sits) ch go no to into sh th ng nk she push\* he of words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags) we me be are sure pure | ai ee igh oaoo oo ar or was you they ur ow oi ear my by all air er words with double letters: dd mm tt bb rr gg pp ff longer words | Review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Review all taught so far Secure spelling Review Phase 3: er air words with double letters longer words words with two or more digraphs longer words words ending in –ing compound words longer words words with s in the middle /z/ s words ending –s words with –es at end /z/ | short vowels CVCC vowels CVCC CCVC short vowels CCVCC CCCVC CCCVCC said so have like some come love do were here little saysthere when what one out todaylonger words compound words root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est  | long vowel sounds CVCC CCVC Review all taught so far Secure spellinglong vowel sounds CCVC CCCVC CCV CCVCC Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ root word ending in: –er, –est longer words |
| ***Literacy******Reading – In line with Little Wandle Scheme*** | Use favourite stories & print in environment to explore the 5 key concepts about print: - Meaning - Different purposes - English read= L>R, T>B - Name parts of book - Page sequencing - Read stories as a class/groups & support attention and recall- Read stories and poems with rhymes and repeated refrains and encourage chn to join in - Hold books, turning pages - Have conversations about books & develop new vocab - Discuss what’s happening in pictures - Ask & answer questions - Name recognition  | When sharing books with class and small groups, answer more simple questions - Recognise letters - Point out initial sounds - Oral blending and blending VC/CVC - Discuss pictures and answer questions - Recognise some common irregular words – Phase 2 tricky words  | Read books we’ve read before and retell them in own words/act them out - Learn new vocabulary and facts from non-fiction - Blend CVC words - Read simple phrases > sentences - Answer questions about sentences read - Begin to incorporate other reading strategies - Read irregular common words within sentences – Phase 2 tricky words  | Discuss/review our favourite books using new vocabulary - Learn new vocabulary and facts from non-fiction to pass on to others - Blend CVC words, some containing digraphs - Read simple sentences - Answer questions about sentences read - Begin to incorporate other reading strategies - Match lower and upper case letters  | Read new stories and predict what might happen next - Blend CVC words, including those containing digraphs- Read simple sentences - Answer questions about sentences read - Begin to incorporate other reading strategies  | Review our favourite stories using new vocabulary and record for our new teacher - Read a whole book consistent with their phonic knowledge - Blend CVC words, including those containing digraphs - Read simple sentences- Answer questions about sentences read - Begin to incorporate other reading strategies  |
| ***Literacy - Writing*** | - Mark making/writing for purpose, matched to chn’s interests e.g. within CP, me and my family, my favourite superheroes etc.- Pattern writing for early writing - Copy the letters from my name  | - Write own name and use to label work within explore time - Learn letter formation for every grapheme in Phase 2 - Use a checklist e.g. on Autumn Walk - Write Christmas post e.g. lists, cards and letters (mark making > initial letter sounds)  | - Form letters correctly for each grapheme in Phase 2 CVC words - Spell irregular common words – Phase 2 - Write simple labels using correct GPCs - Begin to write simple captions>phrases>sentences with support e.g.  | - Spell CVC words, some containing digraphs - Spell some irregular common words – Phase 3- Write simple sentences using learnt phonics - Write Mother’s Day cards - Writing describing and labelling animals and lifecycles  | - Form capital letters accurately - Spell CVC words, some containing digraphs - Write some irregular common words – Phase - Write Facts about space and dinosaurs- Write simple sentences and reading them back to check  | - Write simple sentences using a capital letter and a full stop - Read back our writing to check for sense, editing with support if needed - Write Father’s Day cards Posters to save the ocean -Our hopes and wishes  |
| ***Mathematics****White Rose Maths**(Supplemented with NCETM)* | Getting To Know You: Baseline Just Like Me! • Match and sort • Compare amounts • Compare size, mass & capacity • Exploring pattern It’s Me 123! • Representing, comparing & composition of 1,2 & 3 • Circles & triangles • Positional language | It’s Me 123! Cont Light and Dark • Representing numbers to 5 • One more and less • Shapes with 4 sides • Time Consolidation | Alive in 5! • Introducing zero • Comparing numbers to 5 • Composition of 4 & 5 • Compare mass(2) & capacity(2) Growing 6,7,8 • 6,7 & 8 • Making pairs • Combining 2 groups • Length & Height • Time | Building 9 and 10 • 9 & 10 • Comparing numbers to 10 • Bonds to 10 • 3D-shape • Pattern (2) Consolidation | To 20 and Beyond • Building Numbers • Beyond 10 • Counting Patterns • Beyond 20 • Spatial Reasoning (1) First then Now • Adding More • Takeaway Away • Spatial Reasoning (2) • Compose & Decompose | Find my Pattern • Doubling • Sharing & Grouping • Even and Odd On the Move • Deepening Understanding • Patterns & Relationships • Special Reasoning (4) • Mapping |
| ***Understanding of the World – Linked to development matters***  | **Getting To Know You:** Baseline**Me and my family:**- Who am I? - What is a family? (Link with PSED & C&L) - Baby photo sharing – how I have changed.- Who else is important to me i.e., in our school community - who are they are where can I find them? (maps)**Our school day:**- Rules and Routines (Visual Timetable) - Activities & their sequence: first, next, then.- Using the computers for games: 2Simple**Where am I:**- Autumn walk- explore changes we can see- Harvest – where does our food come from?- Understand that some people in our community are less fortunate and consider how we can support each other (Harvest donations to local food bank/church)- Members of the wider community e.g., police, doctors, soldiers, nurses, paramedics, shop assistants, postal workers- Class votes/debates - Likes/dislikes Interact with touch screen activities on IWB /iPads e.g. mark making, 2Paint, voice recorders. | **Celebrations**Notice, observe & describe seasonal changes of Autumn within our school community- Autumn Walk on school field - Learn to respect & look after our outdoor environment - Understand about different religious and cultural celebrations, including, but not limited to, those they celebrate themselves, sharing their past/present customs & routines and those of their families/friends e.g., Diwali, Hannukah and Christmas- Find and describe where we live and draw pictures from photos- Understanding all homes are different - Understand the difference between online and the real world and begin to know what to do if something online worries/upsets them (Smartie the Penguin) -Xmas Story - Cook and prepare food for xmas party- Recognise that people have different beliefs & ideas:- Recognise that people celebrate special times in different ways | **Characters and Stories**What is freezing and melting?- What do I need to keep warm?- Lives of fairy-tale characters:- Where do they live? - What is the environment?- What makes a good story - Chinese New Year - Explore similarities and differences about life in this country and another country e.g. What is it like to go to school in China? - Find England & China on Google Earth and compare aerial photographs.- Understand more about the joys and dangers of using the internet and how to stay safe while having fun online (Safer Internet Day) | **Lifecycles and Living Things**Signs of spring – Spring walk- Understand how humans, animals & plants grow and change over time, considering how they and their family members have changed from past to present. Match animals & offspring (Living Eggs)- Plant seeds/bulbs & learn how to look after them as they growUse non-fiction texts to find out about past events-Recognise that different people celebrate special times in different ways e.g., Holi, Easter, Mother’s Day - Use an iPad to take a photo of a living thing | **Dinosaurs**-What kinds of dinosaurs were there?- What did they eat?- Where did they live?- How did they become extinct?**Space and being an astronaut** **Tim Peaks** -Knowledge about Space travel, the universe, gravity changes, hot / cold / fire / ice, magnetism, floating / sinking-What are the different planets in the solar system-Where do we live-What was the world like in the past – **Link to Dinosaurs**- How, why we should look after our planet?- Understand that some things from history no longer exist & we can find out about them from clues left behind e.g., fossils > dinosaurs meteorites>space | **Out and About:****-**Life of a pirate-Compare different places to live – continents/countries -Climates-Maps-Compass-What are the oceans?-Looking after our oceans.Recycled Art Sculptures-Observing changes in seasons & weather **Looking back:**-Our lives from babies to now-Changes since the beginning of reception-Grandparents sharing their life stories.-How things have changed over time-Figures from the past**Looking forward**:-My next steps-Sharing our memories of EYFS-Admirals Park - What can we see that means Summer has arrived? - What do we notice about our environment?Teddy Bears Picnic-Transition to Year 1 Activities. |
| ***Expressive Arts and Design***  | ***Music*** | Charanga - Me! 1. Listen and Respond: different styles of music 2. Explore and Create: voices>instruments 3. Singing - nursery rhymes and action songs 4. Share and Perform | Charanga - My Stories 1. Listen and Respond: different styles of music 2. Explore and Create: voices + instruments 3. Singing - nursery rhymes and action songs 4. Share and Perform | Charanga - Everyone! 1. Listen and Respond: different styles of music 2. Explore and Create: voices + instruments 3. Singing - nursery rhymes and action songs 4. Share and Perf | Charanga - Our World 1. Listen and Respond: different styles of music 2. Explore and Create: voices + instruments 3. Singing - nursery rhymes and action songs 4. Share and Perform | Charanga - Big Bear Funk 1. Listen and Appraise: different funk music 2. Explore and Create: voices + instruments 3. Sing and play: ‘Big, Bear, Funk 4. Share and Perf | haranga - Reflect, Rewind, Replay 1. Listen and Appraise: different pieces of music 2. Explore and Create: voices + instruments 3. Sing and play: revisit 4. Share and Perfor |
| ***Yearly Artist***  | Kandinsky |
| Lines and Feelings  | Shapes and Music  | Colour and Texture  |
| ***Art and Expressive Art*** | - Observational drawing: self-portraits - Draw what you see, use a mirror- Look at different artworks – How do they make us feel?- Take pencil for a sad walk, happy walk, angry walk.- Explore creative areas within classroom e.g. junk modelling, stage, small world- Explore poster paints with appropriate colours paints to make marks and create pictures e.g. of self  | - Look at different tools to create different line thicknesses - Observational drawings: based on interest Explore and use different tool types/sizes and use of colour. Discuss – Share creation in key worker group.- Create art using natural objects e.g. animals from autumn leaves - Explore poster paint to make marks and create pictures e.g. firework splatter painting - Use glue & tear/cut to make collages e.g. poppies  | - Explore new colours that can be made with primary colours using poster paint – Name the colour you make.- Make class own colours book Use new colours book to make lines and shapes art work. | - Observational drawing: living things (chicks/flowers)- Explore: different emotive pieces of art and colour. How does art make us feel? From an artist’s perspective and an observer.- Whole class art – Groups and join together to make one class art- - Listen to music, how does the piece of music make you feel, using observations of different art works. Respond to the music – using different genres of music draw/paint using different shapes and lines – using different tools.  | - Use scissors, tape, glue, different materials/ containers to create own junk models e.g. dinosaurs/fossils.- In pairs create planets using paper mache- Based on interest & in nature. Explore: rubbings (natural objects) & using natural resources to create images, patterns (looking at texture).Hunt for natural objects use the, to create art e.g. flower petals (Looking at different textures) | - Make collages with variety of materials (textures and colours e.g. beach scene with collected sand, shells etc. - Use scissors, tape, glue, different materials/containers to create own junk models/ props & use them within role play & stories e.g. treasure maps /tel*escopes /boats*- Looking at marine life – draw design for clay sculptures – Think about lines and textures in the fish pictures.- Create 3D sculptures– practise using playdough then into clay – Looking at different marine fish  |
| Topics and texts are suggested due to previous positive experiences and events in the calendar year. They are not however compulsory as learning should be guided by the children’s, needs and strengths. |