

The EYFS Curriculum

September 2023 – July 2024

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All about me!		Animal Magic	Once Upon a time...	Let's grow!	Are we nearly there yet!
Whole school events, Visitors/ Visits	Harvest festival	Nativity production Diwali Workshop Dental health	ZooLab visit	World Book Day Lollipop lady	Sports Day Insect Lore – caterpillars! Hartsholme Park trip	Transition Beatfeet African drumming/dance

Communication and Language (CL) -

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.

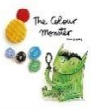



Prior knowledge/skills – Interactions with others, listening to and joining in with books/rhymes, understand/follow simple instructions, focus on activity of choice, speak in sentences of 4-6 words

Opportunities to support CL –

Plan-Do-Review approach Child Initiated play – modelling/supporting/questioning/extending/wondering/sentence stems

Role play/small world Helicopter stories Focused Show and Tell

^Wellcomm/Colourful Semantics used to assess and support understanding and use of English language

	To know what a good listener look like – eyes looking/ears listening To take turns in speaking – raise hand on the carpet To answer literal questions		To retell stories To use new vocabulary To answer inferential questions To participate in class discussions		To use new vocab in different contexts To anticipate and predict events To make relevant comments and ask appropriate questions	
Core texts	     		  	 	  	  
Linked texts – Fiction	Feelings Growth mindset Friendships	Houses/homes Places/maps Toys	Animals Habitats	Various traditional tales Alternative traditional tales	Growing Minibeasts Plants/flowers	Vehicles/transport/journeys Africa Seaside
Linked texts – Non-Fiction	People/Family/Body/Senses/ Feelings Autumn/Harvest	Homes Healthy eating	Winter Animals/habitats	Materials Spring/Easter	Minibeasts Plants	Summer Africa Seaside/rockpools/lighthouses

ELGs

Listening, Attention and Understanding 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 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.

KS1 – across subjects

Listen and respond appropriately. Ask questions. Articulate responses. Maintain attention and active participation. Continue to build vocab. Describe and explain

Personal, social and emotional development (PSED) 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. Prior knowledge skills – Show an interest in others, relationships with key people – families, settings, friends, play alongside/with others, follow simple instructions, sharing resources, experiencing emotions/feelings, toilet training, getting dressed.					
<u>Building Relationships –</u> To identify people who love and care for them To know who the safeguarding leads in school are To begin to understand families can be different To build relationships with adults and peers <u>Managing Self -</u> To know the rules and values at LCA and understand why we have these *Link to Growth Mindset To understand ways to keep myself healthy and safe -personal hygiene – protection from germs – cough/sneezes, toileting and hand washing To recognise I am unique and special – similarities and differences (appearance, race, culture, skin colour and disabilities) -What makes me...me? <i>*Links to Black History Month</i> To know and say what I am good at To name main body parts, including genitalia To know that part of our bodies are private To begin to understand appropriate/inappropriate touch To know it is important to say if something makes you unhappy/worried To know the importance of not keeping secrets <i>*Link to NSPCC PANTS</i> <u>Self -Regulation -</u> To recognise and name different feelings – happy sad angry scared worried loved calm (link to Colour Monster) *Link to 2 point scale (ok and not ok) To begin to recognise when feelings change	<u>Building Relationships –</u> To know what makes a good friend/friendship To begin to recognise if someone feels lonely and ways you can help To know some simple strategies to resolve conflict positively – listening to others/asking for help To know bullying is not acceptable To ask for help if a friend is making them feel worried/unhappy <i>*Link to AntiBullying</i> To know what is kind and unkind behaviour To know how our behaviour can affect others To know how to listen to others To know how to play and work co-operatively – sharing/taking turns <u>Managing Self -</u> To understand ways to keep myself healthy and safe, including in the home -healthy eating/drinking -oral health/visiting the dentist – how and why -medicine safety -emergency services – people who help us -emergency help -999 To know basic online safety To know strategies if they feel worried online <u>Self-Regulation -</u> To recognise others may not feel the same feelings at the same time To begin to recognise how others may be feeling – empathy/sensitivity to others	<u>Self-Regulation -</u> To recognise and use some strategies when feeling not ok To know living things have needs – caring for animals <u>Managing Self -</u> To know how to keep safe around animals/pets – dog bite safety *Link back to hand washing	<u>Managing Self -</u> <u>Getting Lost</u> To know strategies to prevent getting lost To know what to do when lost <u>Stranger Danger</u> To know what a ‘stranger’ is To know the difference between good and bad strangers To know strategies to use in response to a stranger <u>Road Safety</u> To know how to cross the road safely	<u>Self-Regulation -</u> To know and use simple strategies to resolve conflict positively To know living things have needs – caring for plants/minibeasts To know some ways to look after the environment – litter <u>Building Relationships -</u> To know how to play and work co-operatively - Sports day To know which groups they belong to – School planet teams – Sports day	<u>Managing Self -</u> To understand ways to keep myself healthy and safe - Sun safety - Water safety <u>Building Relationships- -</u> - Expect respect toolkit - Challenging gender expectations (toys) <u>Self- Regulation -</u> To prepare for transition – moving into Y1. To know about change and feelings associated with this. To set a simple goal
ELGs Self-Regulation 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 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 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.					
KS1 – PHSE - Relationships, Health and Wellbeing, Living in the Wider World Learning behaviours. Behavioural expectations. Relationships. Knowing safe and healthy choices					

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.

Gross motor – GetSet4PE lessons	GetSet4PE – Introduction Develop spatial awareness Move with safety Listen to instructions Experiment with travelling – walk, jog, crawl, jump, hop Change direction Synergy – Balanceability course	GetSet4PE -Fundamentals Develop balancing Develop jumping and landing Develop hopping and landing	GetSet4PE -Gymnastics Copy and create shapes Use apparatus safely Develop balancing on different body parts Develop jumping and landing from apparatus Create short sequences	GetSet4PE -Dance Explore movement of body parts Express ideas through movement Use a count of eight Link actions	GetSet4PE -Ball skills Rolling a ball to target Develop accuracy when throwing and catching Develop bouncing and catching Develop dribbling ball with feet Develop kicking a ball Sports Day	GetSet4PE -Games Work co-operatively and against an opponent Team-work within a game Turn taking Develop keeping score
--	--	---	---	---	--	---


Fine motor	Develop dominant hand Develop recognisable letters Make snips with scissors Develop use of cutlery Develop pencil/paintbrush grip (with support) Develop pencil/paintbrush control	Develop pencil control – correct formation of ladder (ltiujy) and robot (rnmhbp) letters Develop use of scissors for cutting – straight lines Use a knife and fork Develop pencil/paintbrush grip Develop pencil/paintbrush control with increasing control	Develop pencil control – correct formation of caterpillar (coadgqesf) and monster (vwxyzk) letters Develop use of scissors for cutting – complex shapes Use scissors to cut accurately and safely Use a knife and fork effectively Effective pencil grip Develop paintbrush control
	Drawing – self-portraits/houses	Drawing – Animals	Drawing – Minibeasts/plants/transport

ELGs	
Gross Motor Skills	
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	
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.	





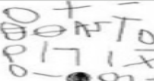
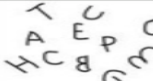
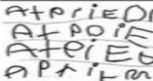
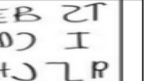



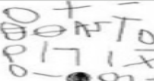
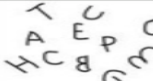
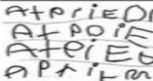
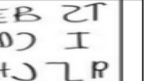



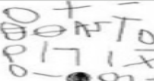
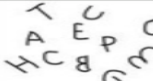
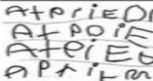
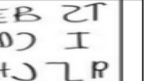
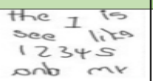
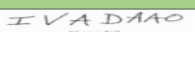
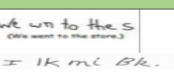


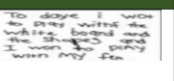
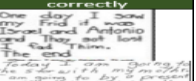
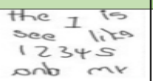
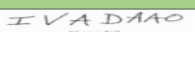
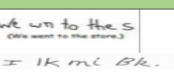


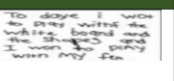
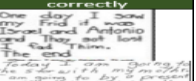
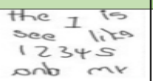
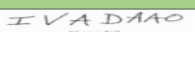
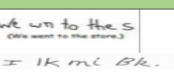


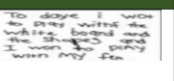
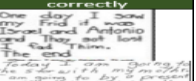
Sit correctly at table. Hold pencil effectively. Correct letter formation. Art and DT.

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Prior skills/knowledge – enjoy listening to and joining in stories/rhymes, handle books, recognition of own name, gross/fine motor activities – see above, enjoy mark making, know print carries meaning – name/shop/logos, phonological awareness – rhyme, alliteration, oral blending,

WR 	LW Phonics -Phase 1/2 – GPCs – s a t p i n m d g o c k c k e u r h b f l	LW Phonics -Phase 2 GPCs – ff ll ss j v w x y z zz qu sh th ch ng nk -Words with s/z suffix/ending	LW Phonics -Phase 3 GPCs – ai ee igh oo o oar or ur ow oi ear air er -Words with double letters dd mm tt bb rr gg pp ff CEWs – was you they my by all are sure pure	LW Phonics -Phase 3 Revisit GPCs- ai ee igh oo o oar or ur ow oi ear air er -Words with two+ digraphs -Words ending with +ing/es suffix Compound words No new CEWs	LW Phonics -Phase 4 Short vowels CVCC CCVC CCVCC CCCVC CCCVCC Root words +ing, ed(t/id/ed), est CEWs – said so have like some come love do were here little says there when what one out today	LW Phonics -Phase 4 Long vowels CVCC CCVC CCVCC CCV CCVCC Root words +ing, ed(t/id/ed/d), est, er
	CEWs – is the I	CEWs – as and his her go no to into she he of we me be				

C	Join in with stories - repeated/familiar phrases Develop new vocabulary in adult led sessions Ask questions about stories Answer literal questions – retrieval of who/what/where	Join in with stories Sequence and retell stories Anticipate and predict events Use new vocabulary in role play Answer inferential questions – How was...feeling?	Join in with stories/Retell stories Anticipate and predict events – What might happen next? Use new vocabulary in context Answer questions to demonstrate understanding
----------	---	--	--

<div>W</div> <div></div>	<table><tr><td colspan="2">Pictures</td><td colspan="2">Random Scribbling</td><td colspan="2">Scribble writing</td><td colspan="2">Symbols that represent letters</td><td colspan="2">Random letters</td><td colspan="2">Letter Strings</td><td colspan="2">Letter groups</td></tr><tr><td colspan="2"></td><td colspan="2"></td><td colspan="2"></td><td colspan="2"></td><td colspan="2"></td><td colspan="2"></td><td colspan="2"></td></tr><tr><td colspan="2">Picture tells a story to convey message</td><td colspan="2">Starting point at any point of paper</td><td colspan="2">Progression is from left to right</td><td colspan="2">Mock letters or symbols</td><td colspan="2">Letter strings move from L to R and move down the page</td><td colspan="2">Separated by spaces to resemble different words</td></tr></table>								Pictures		Random Scribbling		Scribble writing		Symbols that represent letters		Random letters		Letter Strings		Letter groups																Picture tells a story to convey message		Starting point at any point of paper		Progression is from left to right		Mock letters or symbols		Letter strings move from L to R and move down the page		Separated by spaces to resemble different words	
	Pictures		Random Scribbling		Scribble writing		Symbols that represent letters		Random letters		Letter Strings		Letter groups																																			
																																																
	Picture tells a story to convey message		Starting point at any point of paper		Progression is from left to right		Mock letters or symbols		Letter strings move from L to R and move down the page		Separated by spaces to resemble different words																																					
	<table><tr><td>Environmental print</td><td>Beginning sounds Random and initial consonants</td><td>Initial and final sounds appear</td><td>Vowel sounds appear Evidence of tricky words</td><td>All syllables represented</td><td>Inventive spelling</td><td>Multiple related sentences with many words spelled correctly</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Awareness of print, copied from surroundings</td><td colspan="2">Beginning and ending letters are used to represent words</td><td>Medial sound may initially be written as a consonant. Vowels begin to appear.</td><td>A child hears beginning, middle and end sounds.</td><td colspan="2">Whole sentence writing develops.</td></tr></table>								Environmental print	Beginning sounds Random and initial consonants	Initial and final sounds appear	Vowel sounds appear Evidence of tricky words	All syllables represented	Inventive spelling	Multiple related sentences with many words spelled correctly								Awareness of print, copied from surroundings	Beginning and ending letters are used to represent words		Medial sound may initially be written as a consonant. Vowels begin to appear.	A child hears beginning, middle and end sounds.	Whole sentence writing develops.																				
Environmental print	Beginning sounds Random and initial consonants	Initial and final sounds appear	Vowel sounds appear Evidence of tricky words	All syllables represented	Inventive spelling	Multiple related sentences with many words spelled correctly																																										
																																																
Awareness of print, copied from surroundings	Beginning and ending letters are used to represent words		Medial sound may initially be written as a consonant. Vowels begin to appear.	A child hears beginning, middle and end sounds.	Whole sentence writing develops.																																											
Name writing GPCs – Phase 2 letter formation Initial/end sound writing Phase 2 CVC words Opportunities – feelings, family, body labelling, senses work, house, school, Autumn walk			GPCs – Phase 3 digraphs Phase 2/3 CVC words Labels/Caption writing Opportunities – animal names/facts, story mapping, character descriptions, Spring walk			GPCs – Phase 2/3 words Caption/sentence writing Opportunities – caterpillar diaries, instructions, postcards, story mapping/writing, helicopter stories																																										

<p>ELG</p> <p>Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p> <p>Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p> <p>Writing</p> <p>Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p> <p>KS1</p> <p>R – Further buildGPCs/CEWs and apply phonic knowledge to decodable books, reread for fluency W – Sentence composition and coherence</p>	
--	--

Mathematics (M) – Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes. Prior knowledge/skills – rote counting, 1:1 count to 5, everyday patterns, subitising to 3, recognising numerals significant to them eg age, puzzles, stacking blocks, join in with finger rhymes, more/less understanding, sorting colours/sizes.			
Mastery Maths – Five big ideas – Coherence (small steps), Fluency (recall), Representation and structure (pattern and connections), Mathematical thinking (deep understand/reasoning), Variation .			
Whole class Mastering Number programme	Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. Identify when a set can be subitised and when counting is needed Subitise different arrangements, both unstructured and structured Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills Spot smaller numbers ‘hiding’ inside larger numbers Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers Hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number Develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds Compare sets of objects by matching Begin to develop the language of ‘whole’ when talking about objects which have part	Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals Begin to identify missing parts for numbers within 5 Explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame Focus on equal and unequal groups when comparing numbers Understand that two equal groups can be called a ‘double’ and connect this to finger patterns Sort odd and even numbers according to their ‘shape’ Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern Order numbers and play track games Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers	Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. Continue to develop their counting skills, counting larger sets as well as counting actions and sounds Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame Compare quantities and numbers, including sets of objects which have different attributes Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 Begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10 Continue to identify when sets can be subitised and when counting is necessary Develop conceptual subitising skills including when using a rekenrek
SSM PowerMats	Prepositions/positional language Exploring pattern AB 2D/3D shapes)	Comparison/Measuring length/height Time – daily routines, day/night	Patterns – AAB/ABB/AABB Comparison/Measuring weight/capacity
ELGs Number Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.			
KS1 Counting to and across 100. Numbers and facts within 20.			

<p>Understanding the World (UTW) - UTW 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.</p> <p>Prior skills/knowledge – Sensory exploration of natural materials eg rain/puddles, talk about what they can see, cause and effect toys, recognise self and family members, know difference between night/day, name common animals, passing of time, special events -birthdays/holidays/Christmas etc, family pets, days of the week linked to events eg swimming/dance/football, changes in weather/season</p>		
<p>EYFS Working scientifically: Make observations, comment and ask questions about their familiar world To observe, notice and discuss similarities, differences, patterns and change To sort and classify To make simple predictions Talks about why things happen and how things work Recording/representing - drawings of animals and plants.</p>	<p>EYFS Geographical Skills: Observe and make comments using different sources – first hand observations, photographs, maps, globes, online Notice and discuss similarities and differences Talk about own experiences /what has been seen/read Map work</p>	<p>EYFS Historian skills: To use books, stories, role play photos and objects to learn about the past Comment and ask questions Use words that show the passing of time – yesterday, days of the week, tomorrow, earlier, later etc</p>
<p>Autumn 1 To name human body parts To know different body parts have different jobs eg senses To know everyone is different - Compare similarities and differences of humans (skin, hair, eyes, height, likes) To begin to understand the life cycle of a human (changes from baby) To investigate the changing states of matter – bread baking</p> <p>To know who is in my family To know some special events that have happened to me – birthdays etc To know some things that I can do now To know that humans grow from babies to adults over time To know the past is something that has already happened To know family members are born at different times To know some things happened a long time ago To know some special events happen every year</p>	<p>Spring 1 *Winter walk To know key changes that happen in Winter (it gets colder/darker) To investigate changing states - know water can be a liquid or solid - when water freezes it turns to ice/when ice melts it turns to water To identify and name common animals (baby/adult) – sort/ discuss similarities and differences (legs/wings/fur/feathers/lay eggs) To match an adult animal to its baby – life cycle To know what hibernate means (to sleep through the Winter) and name some hibernating animals (hedgehogs/mice/bats) To know what nocturnal means (to sleep during the day and wake at night) and name some nocturnal animals (owls, foxes, badgers, hedgehogs, bats)</p> <p>To know there are lots of places in the world To know places are not the same To know some places are very cold To know some places are very hot To know we wear clothes dependent on the place/weather</p>	<p>Summer 1 *Insect Lore – caterpillars *Spring walk To know key changes that happen in Spring (the weather gets warmer, plants and animals grow/are born, there is more daylight) To know the life cycle of a butterfly and frog To know animals/bugs/insects have different habitats To know some plants grow from seeds To know plants need water and sunlight to grow healthy</p>
<p>Autumn 2 Seasonal change *Autumn walk To know key changes that happen in Autumn (the leaves on trees change colour and fall to the ground, the weather turns colder/wetter and windier, there is less daylight) My house To know that houses are not all the same -To know what type of house(s) I live in To know my address – house number and street To know the features of my street(s) – what can I see? My local area *Local walk To know the local area is the Carlton Centre To know the Carlton Centre is in Lincoln To know what a community is (a group of people that live in the same place) To know some of the features Lincoln has – shops, schools, castle, Cathedral I know a map has signs and symbols to show the features of a place</p>	<p>Spring 2 To know objects are made from different materials To know magnets will stick to some things but not others - explore To know some objects float (stay on the surface of the water) and some objects sink (drop to the bottom underwater) To investigate changes states - know some things can be changed by heating them (food – eggs/pancake mix – liquid to solid/chocolate – solid to liquid)</p>	<p>Summer 2 To know key changes that happen in Summer (the weather can be hot, the days are longer) To investigate changing states - know some things can be changed (ice cream making)</p> <p>To know where Africa is a hot place To know similarities (family, communities, services) and differences (weather, deserts, homes) between England and Africa To know some features of the seaside</p> <p>To know how some modes of transport have changed</p>

To know there are events from the past that are still celebrated – Guy Fawkes, Remembrance Sunday		
Key vocabulary: Body parts, senses, baby, child, adult Autumn, season, weather, change street, road, path, street lights, trees/hedges, garage, home, house, flat, bungalow, city, school, shops, castle, Cathedral past, long ago, before, remember, change, history, parent, grandparent, family, event	Key vocabulary: Winter, hibernate, hibernation, nocturnal, change, freeze, melt, liquid, solid Animal names/features world, globe, Earth, country/countries, sea, land, Rainforest, Polar Materials – metal plastic glass wood, magnet, attract, float, sink	Key vocabulary: Spring, grow, life cycle – egg/caterpillar/chrysalis, butterfly, frogspawn/tadpole/froglet/frog, habitat, seed, plant, Summer Transport, vehicles, England, Africa, beach, sand, sea, pier, rockpool, lighthouse
EYFS RE knowledge: https://www.lincolndioceseeducation.com/page/?title=EYFS+Unit+Overviews&pid=39		
Autumn 1 Myself / My friends/ Special people – friends/family To talk about my beliefs To follow the Golden rule of treating others as you want to be treated To know people have different religions/religious communities. To introduce names of special people in religion Autumn 2 Special times for me and others To know special times in our lives To know some religious festivals To know some people celebrate special religious days To know some similarities for celebrations Celebrations - Diwali, Advent/Christmas	Spring 1 Special books – intro to stories from religions What can we learn from stories? To know religious books are treated with respect To know some religious stories - Good Samaritan, Jonah and the whale, Prophet Muhammed and the spider Spring 2 Special places – intro to places of worship What makes places special? To know religious people go to places of worship To know some places of worship - church, mosque Celebrations – Chinese New Year, Easter, Mothers Day	Summer 1 Our beautiful world How was the world created? To explore stories of creation - Christianity, Jewish story Summer 2 Our special things To explore artefacts from different religions To know some things are special to religious communities Celebrations – Eid
Key vocabulary: special community religion religious belief celebration festival Christian Advent Christmas Hindu Diwali	Key vocabulary: Bible Quran Church Mosque worship prayer pray Easter	Key vocabulary: creation artefacts Eid
EYFS Computing Prior knowledge/experiences – Following instructions, Cause and effect toys, technology in the home/nursery settings, remote control toys, audio books, interactive books		
Autumn 1 - Computing systems and networks To explore technology in the school, home and wider world To know how to take a photo using an iPad Opportunities – technology hunt, leaf labyrinth, pictorial instructions – recipe (link to EAD)	Spring 1 - Programming A To know how to use electronic toys To respond to simple cause and effect devices – push buttons etc To have an awareness of everyday devices that sense data – bar codes, metal detectors, automatic doors, thermometers, Opportunities – Order and follow pictorial instructions – bird feeders (link to EAD), Coding Critters, torches, movement algorithms (adapt known songs/rhymes eg Heads, Shoulders)	Summer 1 - Creating media – communication To develop mouse control To use a paint programme To begin to use a keyboard to create text on screen – letters/numbers, name, space Opportunities – Paint programme on laptops, seed planting (follow verbal instructions and write their own)
Autumn 2 - Creating media – sounds and images To know how to listen to audio stories/music – CD player/ipads To use a sound recorder Opportunities – Audio stories – CD player, Taking photos – iPad, Record voices – talking tins	Spring 2 -Managing Online Information – Privacy and ownership (Project Evolve) To understand online safety Opportunities – Online – Smartie the penguin, Books Chicken clicking/Once upon a time online	Summer 2 - Programming B To know people and computers follow instructions To program a simple floor robot (short sequence of steps) – coding critter Opportunities – Coding critters – design our maps (link to UTW),
Key vocabulary – Systems and networks -Website Internet Keyboard Mouse Monitor Touchscreen Button Swipe Tap/click Double tap/click Open/close Log in Password Key vocabulary – Creating media Digital device Camera Photograph Microphone Speakers Music Centre Play Record Save Key vocabulary – Programming Instructions Algorithm Debug Code Program Forward Backward Left turn Right turn Stop Robot		

ELG**The Natural World**

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 seasons and changing states of matter

KS1 –

Science – Identify and describe plants and animals, inc humans, Living things and habitats, Materials, Seasonal change

Geography - Geographical similarities and diffs – study of human/physical – UK/Non-UK,

ELG**People, Cultures and Communities**

Describe the immediate environment using knowledge from observation, discussion, stories non-fiction texts and maps.

Know some similarities and differences between 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 where appropriate maps

KS1 –

Geography - Geographical similarities and diffs – study of human/physical features– UK – capital cities/Non-UK- India, continents and oceans, N/S poles, equator, compass points

RE – Lincolnshire agreed syllabus

ELG**Past and Present**

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.

KS1 –

History - Changes within living memory – Toy history, The lives of significant individuals in the past – Florence Nightingale, Significant historical events – Space race

Expressive Arts and Design - 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. Prior skills/knowledge – Explore sounds – voices/instruments/rhymes, colours – name/paint, music, drawing/colouring					
EYFS Art & Design Skills: To use hand/eye co-ordination, To using tools with increasing control, To be able to join a variety of materials, To plan, design and evaluate – adapt, To be able use colour for a purpose, To comment on and recreate/create artwork					
Food curriculum					
Bread (Skills -mix, knead)					
Chocolate courgette cake (Skills -grate, mix)		Biscuits (Skills -crack an egg, mix, roll, icing)		Fruit kebabs (Skills -bridge knife – soft fruits)	
EYFS Creative experiences					
Autumn 1 Media – pencils, pencil crayons, poster paint, playdough Drawing - Pencil self portraits Painting - Explore paint/colour Printmaking - Direct printing with sponges/blocks/vegetables (Maths link - patterns) Sculpture – Playdough Artist focus- Arcimboldo (portraits) – Describe Joining techniques To know that glue can join two pieces together To know different types of glue might work better (glue stick/ PVA)		Spring 1 Media – powder paints Drawing - Pencil animals - appropriate sizing of features Painting – Animal patterns Printmaking – Animal prints		Summer 1 Media – pastels, watercolours Drawing – Observational drawing – sunflowers Painting – Watercolours Printmaking – Symmetrical printing - butterflies Collage - Matisse -The snail Artist – Van Gogh - Describe, like/dislike – why?	
Autumn 2 Media – chalk, wax crayons, tissue paper, salt dough Drawing - Chalk firework art Painting - Colour mixing – making green/orange Printmaking - Texture rubbings - Wax crayon/leaf (UTW link - Autumn) Sculpture - Salt dough (Diva lamps – UTW link) Artist - Kandinsky (Maths link - shapes) John Dyer (fireworks) – Describe Joining techniques To know tape can join pieces together To know there are different ways to join – flange/tab		Spring 2 Media – marbling inks Drawing - Painting - Colour mixing – shades Printmaking - marbling Artist - Andy Goldsworthy (natural art) – Describe, like/dislike Joining techniques To know how a hole puncher makes holes To know how to use a hand/ single hole puncher To know split pins can be used to make paper/ card join/ move		Summer 2 Media – clay Drawing - Pencil self portraits - features added Sculpture - sea creatures	
Kapow unit – Structures Junk modelling – houses Christmas cards		Kapow unit – Structures Junk modelling/materials – boats Puppets		Kapow unit – Seasonal – Rainbow salad / Textiles Weaving	
Poetry Basket – Chop Chop Sliced bread	Poetry Basket – Leaves are falling Five little peas	Poetry Basket – Five little owls Monkey babies I can build a snowman	Poetry Basket – Pancakes Dance The fox	Poetry Basket – A little seed I have a little frog Under a stone	Poetry Basket - Stepping Stones Rock pool Charanga – Reflect, rewind, replay
Charanga – Me!	Charanga – My Stories!	Charanga – Everyone!	Charanga – Our World	Charanga – Big Bear Funk	
Being imaginative – Pretend play – familiar experiences e.g. making food Develop story lines		Being imaginative – Retell familiar stories through small world/puppets Create more complex narratives – use vocab taught		Being imaginative – Invent narratives Build upon others' ideas	
ELG Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive 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.					
KS1 – Art, DT, Music, English – narrative/poetry					

