

Lea Community Primary School



EYFS Curriculum Map






Academic year 2023-2024


Lea Community Primary School Curriculum Overview 2023-2024

EYFS

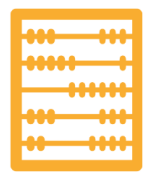
	Autumn 1 7 weeks	Autumn 2 8 weeks	Spring 1 5 weeks	Spring 2 5 weeks 4 days	Summer 1 5 weeks 4 days	Summer 2 6 weeks
Overarching Topic	Who am I?	Who makes the rules?	Where would we like to go?	Can you fly me to moon?	How does your garden grow?	Who is the mightiest of them all?
Possible ideas/ lines of enquiry (These may be adapted at various points to allow for children's interests)	Birthdays Superheroes Autumn Growing up Family	Halloween Bonfire Night Diwali Christmas Winter Remembrance Day	Chinese New Year London Weather Landmarks Recycling Valentines Day	Spring Easter Planets Looking after our world Pancake Day Easter	Planting Minibeasts Exploring food	Summer Beach Changes- moving on Animals Dinosaurs Holiday
Focus Texts	<p>Stuck by Oliver Jeffers</p>  <p>Seasons by Hannah Pang</p>  <p>The Hedgehog Song by Lee Motram</p>	<p>The Queen's Hat by Steve Anthony</p>  <p>Queen Elizabeth (Little People, Big Dreams)</p>  <p>Grand Old Duke of York (rhyme)</p>	<p>The Naughty Bus by Jan Oke</p>  <p>A Walk in London by Salvatore Rubbino</p> 	<p>Whatever Next! by Jill Murphy</p>  <p>Look inside Space by Rob Lloyd Jones</p> 	<p>Jack and the Beanstalk by Carly Gledhill</p>  <p>All About Plants by Peter Riley</p> 	<p>Dear Zoo by Rod Campbell</p>  <p>Dear Dinosaur By Chae Strathie</p>  <p>Down in the Jungle (youtube)</p>
Enrichment	Art gallery for parents	Visitors into class: -Fire brigade -Police -Nurse	Bus journey to Asda	Space day	Dobbies visitor/ trip Butterflies/ chicks Walk to Haslam park	Blackpool Zoo trip Church visit

Parental Involvement	Class Dojo updates Parents learning evening Phonics workshop Art gallery for parents	Class Dojo updates Nativity Maths workshop Parents Evening Secret reader (parents)	Class Dojo updates Writing workshop Share a story Stay and Read morning	Class Dojo updates Stay and play session Secret reader (parents)	Class Dojo updates Open evening- look how far we've come!	Class Dojo updates Parent's Picnic Stay and play session
<p>Communication and Language</p> 	<p>Understand how to listen carefully.</p> <p>Engage in story times, rhymes, and songs.</p> <p>Maintain attention 1:1 or in a group.</p> <p>Follow 1 step instructions.</p> <p>Understand 'where' questions.</p> <p>Use short sentences words.</p> <p>Use talk to organise play.</p>	<p>Listen in familiar & new situations.</p> <p>Engage in story times, rhymes, and songs.</p> <p>Maintain attention in new situations.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Follow instructions with 2 parts in a familiar situation.</p> <p>Start a conversation with peers and familiar adults and continue for many turns.</p> <p>Develop social phrases.</p>	<p>Listen attentively in a range of situations.</p> <p>Maintain attention during appropriate activity.</p> <p>Engage in non-fiction books.</p> <p>Consider the listener and take turns.</p> <p>Use talk to organise/stand for something else in play.</p> <p>Begin to use past tense.</p> <p>Begin to recount past events.</p>	<p>Understand why listening is important.</p> <p>Maintain attention in different contexts.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Ask questions to find out more and check understanding.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Begin to connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p>	<p>Listen and understand instructions while busy with another task.</p> <p>Maintain activity while listening.</p> <p>Understand how, why, where questions.</p> <p>Describe events in some detail.</p> <p>Express ideas about feelings and experiences.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Use language to reason.</p>	<p>Listen and respond with relevant questions, comments, or actions.</p> <p>Attend to others in play.</p> <p>Make comments and clarify thinking with questions.</p> <p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Speak in well-formed sentences with some detail.</p> <p>Use new vocabulary in different contexts.</p> <p>Use past, present, and future tenses in conversation with peers and adults.</p> <p>Use conjunctions to extend and articulate their ideas.</p>


Ongoing communication and language skills	Learn new vocabulary Use new vocabulary through the day	Listen carefully to rhymes and songs, paying attention to how they sound.	Learn rhymes, poems, and songs	Use new vocabulary in different contexts	Listen to and talk about stories to build familiarity and understanding
<p>Personal, Social and Emotional Development</p> 	<p>Can talk about feelings.</p> <p>Welcome distractions when upset.</p> <p>Begin to follow rules.</p> <p>Know likes and dislikes.</p> <p>Independently organise belongings in the morning.</p> <p>Manage personal hygiene.</p> <p>Build constructive and respectful relationships.</p>	<p>Beginning to express their feelings and consider the perspectives of others.</p> <p>Begin to take turns and share resources.</p> <p>Independently choose where they would like to play.</p> <p>Continue to build constructive and respectful relationships.</p>	<p>Show pride in achievements.</p> <p>Understand behavioural expectations of the setting.</p> <p>Can explain right from wrong and try to manage feelings accordingly.</p> <p>Manage their own needs.</p> <p>Can identify kindness.</p> <p>Seek others to share activities and experiences.</p>	<p>Can make choices and communicate what they need.</p> <p>Begin to show persistence when faced with challenges.</p> <p>Can keep play going by co-operating, listening, speaking, and explaining.</p> <p>Can reflect on the work of others and self-evaluate their own work.</p>	<p>Beginning to know that children think and respond in different ways to them.</p> <p>Can talk about their own abilities positively.</p> <p>Confident to try new activities</p> <p>Show resilience and perseverance.</p> <p>Able to identify and moderate own feelings.</p> <p>See themselves as a unique and valued individual.</p> <p>Can seek out a challenge and enjoy the process.</p> <p>Show sensitivity to others' needs and feelings.</p>
<p>PSHE Scheme (One decision)</p>					
<p>Physical Development</p> 	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.</p> <p>Show a preference for a dominant hand.</p> <p>Use a comfortable grip with good control when drawing, mark making.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Cut and follow a straight line using scissors.</p> <p>Begin to use a dynamic tripod grip when drawing and writing.</p>	<p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>Cut a curved line using scissors.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p> <p>Cut out shapes with good control using scissors.</p> <p>Draw and paint a range of shapes with good control.</p>	<p>Combine different movements with ease and fluency.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Use scissors, paintbrushes, mark making equipment and cutlery effectively.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Hold a pencil effectively to form letters and draw with accuracy.</p>

	Handle a range of one handed tools safely (scissors, cutlery).		Draw and paint lines and circles with good control.			
PE units (PE Passport)	<p><u>Baseline- Fundamental Movement Skills</u> Jump for distance.</p> <p>Land appropriately.</p> <p>Hop on both feet.</p> <p>Underarm throw for distance.</p> <p>Overarm throw for distance.</p> <p>Catch with increasing control.</p> <p>Climb with confidence under, over and through.</p>	<p><u>Rosies Walk</u> Jump and land appropriately.</p> <p>Experiment with different ways of travelling; shuffling, running, jumping, skipping, sliding and hopping.</p> <p>Climb under, over and through climbing equipment.</p>	<p><u>Transport</u> Travel in a variety of ways.</p> <p>Adjust speed and direction to avoid obstacles.</p>	<p><u>Space</u> Travel in a variety of ways for example jumping, jogging, galloping, skipping, hopping.</p> <p>Roll in different ways.</p> <p>Adjust speed and direction to avoid obstacles.</p>	<p><u>Jack and the Beanstalk</u> Experiment with different ways of moving.</p> <p>Use increasing control over an object by touching, pushing, patting, throwing, or catching.</p> <p>Move with control and co-ordination.</p> <p>Use a range of small and large equipment.</p> <p><u>Dance unit</u> Combine movements to create a sequence</p>	<p><u>Rumble in the Jungle</u> Travel on hands and feet.</p> <p>Experiment with different ways of moving.</p> <p><u>Sports day preparation</u></p>
Literacy 	<p><u>Word Reading:</u> Hear general sound discrimination and be able to orally blend and segment.</p> <p><u>Comprehension:</u> Listen and enjoy sharing a range of books. Hold a book correctly, handle with care.</p> <p>Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately.</p>	<p><u>Word Reading:</u> Read individual letters by saying the sounds for them.</p> <p>Begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read a few common exception words matched to Red Rose phonic programme.</p> <p><u>Comprehension:</u> Experience and respond to different types of books, e.g., story books, factual/real-world books,</p>	<p><u>Word Reading:</u> Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p><u>Comprehension:</u> Use picture clues to help read a simple text.</p>	<p><u>Word Reading:</u> Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p><u>Comprehension:</u> Retell stories in the correct sequence, draw on language patterns of stories.</p>	<p><u>Word Reading:</u> Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p><u>Comprehension:</u> Correctly sequence a story or event using pictures and/or captions.</p>	<p><u>Word Reading:</u> Use phonic knowledge to attempt unknown words.</p> <p>Recognise capital and lower case letters.</p> <p><u>Comprehension:</u> Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary.</p> <p>Innovate a known story.</p> <p>Recall the main points in text in the correct sequence, using own words</p>


	<p>Know that text in English is read top to bottom and left to right.</p> <p>Know the difference between text and illustrations.</p> <p>Recognise some familiar words in print, e.g., own name or advertising logos.</p> <p>Enjoy joining in with rhyme, songs and poems.</p> <p>Explain in simple terms what is happening in a picture in a familiar story.</p> <p>Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.</p> <p><u>Writing:</u> Aware that writing communicates meaning.</p> <p>Give meaning to marks they make.</p> <p>Understand that thoughts can be written down.</p> <p>Write their name copying it from a name card or try to write it from memory.</p>	<p>rhyming and non-rhyming stories, realistic and fantasy stories.</p> <p>Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.</p> <p>Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.</p> <p>Sequence two events from a familiar story, using puppets, pictures from book or role-play.</p> <p><u>Writing:</u> Copies adult writing behaviour e.g. writing on a whiteboard, writing messages.</p> <p>Makes marks and drawings using increasing control.</p> <p>Use some recognisable letters and own symbols.</p> <p>Use appropriate letters for initial sounds.</p>	<p>Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.</p> <p>Show understanding of some words and phrases in a story that is read aloud to them.</p> <p>Express a preference for a book, song or rhyme, from a limited selection.</p> <p>Play is influenced by experience of books (small world, role play).</p> <p><u>Writing</u> Write words representing their sounds with a letter/letters.</p> <p>Say a word before attempting to write it.</p>	<p>With prompting, show understanding of many common words and phrases in a story that is read aloud to them.</p> <p>Suggest how an unfamiliar story read aloud to them might end.</p> <p>Give a simple opinion on a book they have read, when prompted.</p> <p>Recognise repetition of words or phrases in a short passage of text.</p> <p>Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.</p> <p><u>Writing</u> Write labels and captions representing their sounds with a letter/ letters.</p> <p>Orally compose a caption before attempting to write it.</p>	<p>Make simple, plausible suggestions about what will happen next in a book they are reading.</p> <p>Know the difference between different types of texts (fiction, nonfiction, poetry)</p> <p>Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted.</p> <p>Innovate a well-known story with support.</p> <p><u>Writing</u> Write simple phrases during play using recognisable letters.</p> <p>Orally compose a phrase and hold it in memory.</p> <p>Separate words using spaces.</p>	<p>and include new vocabulary.</p> <p>When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.</p> <p>With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p> <p><u>Writing</u> Form lower-case and capital letters correctly.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Orally compose a sentence and hold it in memory.</p> <p>Re-read what they have written to check it makes sense.</p>
Phonics (Red Rose)	Phase 1/2 Consolidate phase 1.	Phase 2 <u>GPCs</u> ck e u r h b f ff l ll ss	Phase 2/3 <u>GPCs</u>	Phase 3 <u>GPCs</u>	Phase 3/ 4 <u>GPCs</u>	Phase 3/ 4 <u>GPCs</u> ccvc & ccvcc

	<p><u>GPCs</u> s a t p i n m d g o c k</p> <p><u>Tricky words</u> the</p> <p>(12 GPCs and 1 tricky word)</p>	<p><u>Tricky words</u> l to no go into</p> <p>(11 GPC's and 5 tricky words)</p>	<p>j v w x z zz qu ch sh th/th ng</p> <p><u>Tricky words</u> he she we me be was my you they</p> <p>(13 GPCs and 9 tricky words)</p>	<p>ai ee igh oa oo/oo ar or</p> <p><u>Tricky words</u> her all are (Phase 4) like said when have one</p> <p>(8 GPCs and 8 tricky words)</p>	<p>ur ow oi ear air ure er (Phase 4) cvcc & ccv</p> <p><u>Tricky words</u> come do so were some there out little what</p> <p>(7 GPCs and 9 tricky words)</p>	<p>ccvc & ccvcc Polysyllabic words containing phase 2 and phase 3 graphemes with adjacent consonants.</p> <p><u>Tricky words</u> *Consolidate as required*</p>
(Phase 1 aspects will continue to be taught throughout the year)						
<p>Maths</p> 	<p><u>Subitising</u></p> <p>Subitise within 3. Identify sub-groups in larger arrangements. Create patterns for numbers within 4. Practise using fingers to represent quantities which they can subitise. Subitise in a range of contexts, including temporal patterns made by sounds.</p> <p><u>Cardinality, ordinality and counting</u></p> <p>Count in a sequence and relate this to cardinality, seeing that the last number spoken gives the number in the entire set. Count in a sequence, including through rhyme and song. Use 1:1 correspondence, including by coordinating movement and counting.</p>	<p><u>Subitising</u></p> <p>Subitise within 5, perceptually and conceptually, depending on the arrangements.</p> <p><u>Cardinality, ordinality and counting</u></p> <p>Know about the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand. Know how to count beyond 5, recognise numerals, relating to these to quantities they can subitise and count.</p> <p><u>Composition</u></p> <p>Know the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot.</p>	<p><u>Subitising</u></p> <p>Subitise by continuing to explore patterns within 5, including structured and random arrangements. Know a range of patterns made by some numbers greater than 5, including structures patterns in which 5 is a clear part. Know which patterns show a small group and '1 more'. Match arrangements to finger patterns.</p> <p><u>Cardinality, ordinality and counting</u></p> <p>Verbally count to 20 and beyond. Count objects, using a range of strategies to develop accuracy. Count using cardinality, including using their fingers to represent quantities between 5 and 10.</p>	<p><u>Subitising</u></p> <p>Know what a symmetrical pattern looks like, in which each side is a familiar pattern, linking this to 'doubles'.</p> <p><u>Cardinality, ordinality and counting</u></p> <p>Consolidate understanding of cardinality, working with larger numbers within 10. Become more familiar with the counting pattern beyond 20.</p> <p><u>Composition</u></p> <p>Composition of odd and even numbers, looking at the 'shape' of the numbers. Link even numbers to doubles. Know the composition of numbers within 10.</p> <p><u>Comparisons</u></p> <p>Compare numbers, reasoning about which is</p>	<p><u>Subitising</u></p> <p>Know familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns using subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 be encouraged to identify when it is appropriate to count and when groups can be subitised.</p> <p><u>Cardinality, ordinality and counting</u></p> <p>Verbally count to 20 and beyond, including counting from different starting numbers.</p>	<p><i>In this half term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts with different numbers.</i></p> <p><u>Shape, Space and Measure</u></p> <p>Replicate simple constructions, models, real places and place sin stories. Use positional language to describe where objects are in relation to other items. Know that there is a relationship between numbers and shapes such as Cuisenaire rods, Numicon and multi-link cubes.</p> <p>Know that they can make maps and plans to represent places and use</p>

	<p>Know that anything can be counted, including actions and sounds. Know a range of strategies which support accurate counting. <u>Composition</u></p> <p>Know that all numbers can be made of 1s. Know how to compose their own collections within 4.</p> <p><u>Comparisons</u></p> <p>Know that sets can be compared according to a range of attributes, including by their numerosity. Know and use the language of comparison, including 'more than' and 'fewer than'. Know how to compare sets 'just by looking'. <u>Patterns and connections</u></p> <p>Know how to talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Know how to extend and create ABAB patterns – stick, leaf, stick, leaf. Know how to correct an error in a repeating pattern.</p>	<p>Know the composition of numbers within 5. <u>Comparisons</u></p> <p>Compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts. <u>Shape, space and measure</u></p> <p>Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Know that circles have one curved side and triangles have 3 straight sides. Begin to know and use positional language to describe how items are positioned in relation to other items. Know that squares and rectangles have 4 straight sides and 4 corners. Know and use time language: day, night, morning, afternoon, before, after, today, tomorrow. Know how to measure time in simple ways e.g. counting a number of</p>	<p>Order numbers, linking cardinal and ordinal representations of number. <u>Composition</u></p> <p>Know the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5. Know the composition of 6, linking this to familiar patterns including symmetrical patterns. Know that numbers within 10 can be composed of '5 and a bit.' <u>Comparisons</u></p> <p>Compare sets using the language of comparison and play games which involve comparing sets. Compare sets by matching, identifying when sets are equal. Know ways of making unequal sets equal. <u>Shape, space and measure</u></p> <p>Know position through words alone – for example: "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Know the language: heavy, heavier than, heaviest, light, lighter than, lightest. Compare items starting with items which have an</p>	<p>more, using both an understanding of the 'howmanyness' of a number, and its position in the number system. <u>Shape, space and measure</u></p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Know which 3D shapes roll and which shapes stack. Know some 3D shape names such as: cuboid, cone, pyramid, prism, sphere, cylinder and cube. Create complex patterns such as: ABB, AAB, AABB, AABBB.</p>	<p>Count with more confidence and accuracy in both verbal and object counting. <u>Composition</u></p> <p>Know the composition of 10. <u>Comparisons</u></p> <p>Order sets of objects, linking this to their understanding of the ordinal number system. <u>Shape, space and measure</u></p> <p>Consolidate knowledge of capacity (full and empty.) Consolidate knowledge of length and height. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Rotate shapes to fill a given space when completing jigsaws and shape puzzles.</p> <p>Match arrangements of shapes using positional language to describe where the shapes are in relation to one another.</p> <p>Match shapes with coloured pictures and progress to pictures with</p>	<p>these to see where things are in relation to other things. Create their own maps to represent models they build, familiar places and places in stories.</p>
--	--	---	---	--	---	--

<p>Ongoing maths skills</p>	<p><u>Shape, space and measure</u> Match objects which are the same. Explain when something is the odd one out or the same. Apply language: tall, long, short, big, little, large and small. Compare and order objects by size. Copy, continue and create their own repeating patterns. Including shapes, colours, sizes actions and sounds.</p>	<p>sleeps to an important event or using sand timers to measure duration of events.</p>	<p>obvious difference in weight. Know the language: full, empty half full, nearly full and nearly empty. Know the language: tall, thin, narrow, wide and shallow. Know the mathematical language to describe length and height e.g the tree I stall, then pencil is short.</p>		<p>the outline only. Focusing on shape rather than colour. Design own pictures using pattern/shape blocks. Know that shapes can be combined and separated to make new shapes. Know that places and models can be replicated.</p>	
<p>Link the number symbol with its cardinal number value. Select, rotate, and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Count beyond ten. Understand the 'one more/one less than' relationship between consecutive numbers. Continue, copy, and create repeating patterns. Compare length, weight, and capacity. Compare numbers.</p>						
<p>Understanding the World</p> 	<p><u>History</u> <u>Enquiry question:</u> Who Am I? Where do I live? Comments on images of similar situations from the past. Name and describe people who are familiar to them. Create a personal timeline by sequencing two or three events in their own life. Investigate what the local area looked like in the</p>	<p><u>History</u> <u>Enquiry question:</u> Who makes the rules? Talk about the lives of the people around them and their roles in society. Find out about key historical events and why and how we celebrate today? (Remembrance Day) Ask questions, use different sources to find answers including books. Look at the role of the Headteacher within the</p>	<p><u>History</u> <u>Enquiry question:</u> Should we welcome others? Read stories which demonstrate the importance of welcoming others. Begin to develop an awareness of migration/invasion. Discuss what has been read and share opinions. <u>Science</u> Name some sources of food.</p>	<p><u>History</u> <u>Enquiry question:</u> Can you fly me to the moon? Find out if mankind has ever been to the moon. Watch videos of the moon landing. Compare and contrast characters from stories, including figures from the past (Neil Armstrong). <u>Science</u> Name some everyday materials such as wood, plastic, metal, fabric and rock and decide which would make the best rocket.</p>	<p><u>History</u> <u>Enquiry question:</u> Was the Giant misunderstood? Sequencing two or three events from stories that have been read. Begin to understand things can be seen from a different viewpoint. <u>Science</u> Know what plants need to grow. Identify and name the basic parts of trees and plants.</p>	<p><u>History</u> <u>Enquiry question:</u> Who is Mary Anning? Compare and contrast characters from stories, including figures from the past (Mary Anning) Know how to use past and present tense whilst having a conversation. The know that 'the past' is events that have already happened. Learn about the significance of Mary Anning and her discoveries.</p>

<p>Ongoing UW skills</p>	<p>past and talk about things that have changed and things that look the same.</p> <p><u>Science</u> Understand the terms 'same' and 'different'.</p> <p>To name the senses and say which body part is associated with each sense.</p> <p><u>Geography</u> Talk about the features of immediate environment with visual representations e.g. use google maps to look at local parks, docks, school.</p> <p><u>Religious Education</u> Talk about themselves and special things in their own lives.</p> <p>Talk about their own family and understand all families are different.</p>	<p>school and discuss the importance of having rules.</p> <p>Look at Queen Elizabeth II and talk about the significance of her reign.</p> <p>Discuss the role of police officers and how they keep us safe by enforcing important rules.</p> <p><u>Science</u> Understand that doctors are scientists.</p> <p>Read 'Zaha Hadid- Little People, Big Dreams' and be inspired by a famous inventor.</p> <p><u>Geography</u> Use BeeBots and begin to show spatial awareness.</p> <p>Use positional language i.e., under, beside, on top of etc when looking at London (Queen's Hat) and Preston.</p> <p><u>Religious Education</u> Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p><u>Geography</u> Recognise some environments that are different to the one in which they live e.g., Antarctica.</p> <p>Read books, watch videos and visit websites to investigate different locations such as Africa and Antarctica and discuss the difference in environments.</p> <p>Look at photographs of places we have visited with our families and talk about them.</p> <p>Comment and ask questions about the local environment, other places which are familiar to them.</p> <p><u>Religious Education</u> Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Investigate some simple properties of everyday materials such as floating and sinking.</p> <p>Look at non-fiction texts about the sun and understand it gives us energy.</p> <p><u>Geography</u> Understand that there are many different countries around the world with lots of different features.</p> <p>To use some geographical vocabulary to describe physical and human features</p> <p><u>Religious Education</u> Look at a range of stories and non-fiction texts to foster an understanding of our diverse world.</p>	<p>Describe some plants.</p> <p><u>Geography</u> Draw information from a simple map.</p> <p>Identify landmarks from our local area walk.</p> <p>Use photos and pictures to locate places and place on a simple map.</p> <p>Find out about the local area by talking to people, examining photographs, and visiting local places.</p> <p><u>Religious Education</u> Understand the value of being curious and interested in finding out about people within their own community and in other countries.</p>	<p>Examine sources of evidence and discuss our thoughts and opinions.</p> <p><u>Science</u> Make observations about animals and describe the similarities and differences.</p> <p>Draw and label pictures of animals.</p> <p><u>Geography</u> Create messy maps of the local environment using junk modelling/ small world/ writing equipment/ construction materials.</p> <p>Use a range of resources to create landscapes from different locations around the world.</p> <p><u>Religious Education</u> Understand that some places are special to members of their community.</p>
<p>Begin to develop a sense of <u>continuity and change</u> by being able to compare and contrast characters from stories throughout the year, including figures from the past. Using Little People, Big Dreams books.</p> <p>Understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.</p> <p>Understand the need to respect and care for the natural environment and all living things.</p>						

	Explore the natural world around them by spending time outdoors and comment on what they notice about the environment where they live.					
RE scheme of work	Focus: Special times Key Question/s: How and why do we celebrate? What times are special to different people and why?	Focus: Special stories Key Question/s: Why are some stories special? What special messages can we learn from stories?	Focus: Our special world Key Question/s: What is special about our world?	Focus: Special places Key Question/s: What buildings and places are special to different people?		
Technology	Embedded throughout the curriculum (Online Safety)					
Expressive Arts and Design 	Develop storylines in their pretend play. Explore mark making using a range of drawing materials. Investigate marks and patterns when drawing. Combine materials when drawing. Practise looking carefully when drawing.	Sing in a group or on their own, increasingly matching the pitch and following the melody. Make simple suggestions to fix their junk modelling. Understand that you can use a range of materials to create models.	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Discuss why different packaging might be used for different foods. Know that soup is ingredients blended together.	Create collaboratively sharing ideas, resources, and skills. Explore what happens when paints mix. Describe colours and textures. Respond to a range of stimuli when painting.	Listen attentively, move to, and talk about music, expressing their feelings and responses. Develop threading and weaving skills.	Watch and talk about dance and performance art, expressing their feelings and responses. Explore the properties of clay. Use modelling tools to cut and shape malleable materials.
Music scheme of work (Music-playtime)	Ourselves and our friends <u>Musical Elements</u> Pitch Tempo Dynamics	Nativity songs <u>Musical Elements</u> Pitch Tempo Dynamics	People who help us <u>Musical Elements</u> Pitch Dynamics	Going Places <u>Musical Elements</u> Tempo Pitch Dynamics	Gardens and growing <u>Musical Elements</u> Tempo Dynamics Pitch Structure	Dinosaurs <u>Musical Elements</u> Dynamics Pitch Structure
Art/DT scheme of work (Kapow)	Drawing: Marvellous Marks	Structures: Junk Modelling	Cooking and Nutrition: Soup	Painting and Mixed Media: Paint my world	Textiles: Bookmarks	Sculpture and 3D: Creation Station
Ongoing EAD skills	Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups. Singing – well known nursery rhymes, familiar songs and chants.					