

## **EYFS Curriculum Overview for Larkrise Primary School 2023-24**



### **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.

### **Larkrise Primary School EYFS Curriculum Vision**

At Larkrise Primary School, we support our children by making them feel welcome, safe and supported. We strive to help our pupils be brave and expressive explorers who have self-confidence, show curiosity and endeavour to challenge themselves. We work closely with children and their families to understand individual's specific interests and needs, and to support healthy, age-appropriate development. Our curriculum is ambitious for every child because all children deserve to have an equal chance of success and reach their full potential. We do this by offering a fun and welcoming environment, to provide pupils with equal opportunities of outdoor experiences all year round. Through self-selection, open-ended play and strong relationships, we aim to create a learning space which fosters independence and collaboration in equal measure. At Larkrise, we believe that play is the work of childhood.

### **Educational Programmes**

Prime Areas			Specific Areas			
Communication & Language	Personal, Social & Emotional	Physical	Literacy	Mathematical	Understanding the World	Expressive Arts & Design
<p>Communication and language are an integral part of our environment. Through meaningful and responsive interactions with adults, children develop communication skills, explore and extend vocabulary, have shared experiences and deepen understanding. Sensitive but probing questioning is used within our reading rich environment to encourage elaboration, clarity of thinking and an improved understanding and use of vocabulary. Thought provoking images and questions are shared using Philosophy for Children (P4C) to encourage children to discuss, justify and value different opinions. Through various sized circle groups children are encouraged to participate &amp; pay attention to what they hear and see. We develop the love of reading by sharing a range of texts in a variety settings. Regular 'Show and Share' using our class mascot, Rainbow Robin, enables children to express openly about themselves and their interests.</p>	<p>Our main priority is to ensure our pupils feel welcome, safe and supported. We aspire for every child to develop a good understanding of themselves and others. We want our children to be happy and confident individuals, who try their best. Their learning and successes are celebrated through a weekly message to parents in Highlights of the Week. Our environment and daily routine are designed to promote executive functioning skills and self-regulation, as well as enabling positive relationships to form. Adults facilitate this by supporting children to follow class rules, modelling good behaviour and engaging in reflective discussions. We support the development of secure attachments, build confidence and facilitate independence. Independence in learning and self-care is promoted and developed over time. For example, teaching the children how to change themselves for PE and how to gather resources they need for a task. Children engage in weekly taught sessions from The Jigsaw Approach, which links to the whole school PSHE scheme.</p>	<p>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 with our specialist sports coach and follow the whole school curriculum. Children take part in short daily dance sessions as part of Wake &amp; Shake and join in whole-school sports days. They are given opportunities to develop their fine motor skills through a range of resources, tools, activities and structured feedback during continuous provision. Children take part in daily Groovy Groups, which includes activities to develop their strength and dexterity in their upper bodies, arms, hands and fingers which aid the development of handwriting.</p>	<p>Systematic synthetic phonics based on Read Write Inc. is taught daily in whole class or small group sessions. A love of reading is promoted throughout our day and on Family Fridays. Books are used to enhance our curriculum, develop vocabulary and for pleasure. We explore the 5 key concepts of print: meaning, purpose, English read L&gt;R and T&gt;B, parts of books, and sequencing. Termly visits to our local library promote this love further. Adults model confident storytelling using texts and real-life experiences. Small world and role play activities are provided to 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 teach specific writing and reading within daily Groovy Groups to inspire and encourage children to write independently. Children's individual progress is celebrated through daily whole class Super Sentence writing and tricky word recognition.</p>	<p>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, subitise, 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 explicitly taught daily as a short whole class session and followed up with group work within the environment, these are based 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. Shape, space &amp; measure are explored throughout the classroom in activities such as obstacle courses and construction and use our Explore Time to focus on these areas as well as reinforce directly taught learning.</p>	<p>Children are given experiences to develop their awareness, respect, understanding, and appreciation of a world beyond and before themselves. Observational drawing sessions and forest time within our nature areas, help children to notice and appreciate the details of living things, environments and other aspects of the natural world. Termly local walks help children to discover seasonal changes in nature and develop their map skills. Pupils have the opportunity to care for and observe the life cycles of birds and insects with Living Eggs and Insect Lore each year. Children learn about similarities and differences in cultures, customs and periods of time 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.</p>	<p>We believe that creative expression is a vital outlet for developing children's self-esteem, confidence, and individuality. We provide children with a range of resources and tools to facilitate this in our art and construction areas. Children have the option to share their 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 our Nativity and class assemblies. Children take part in weekly whole school singing assemblies and regular Charanga music lessons as part of the whole school scheme of work. During Explore Time, children have continuous access to instruments and other resources to support their creative expression such as costumes and character masks.</p>

Curriculum Goals						
<ul style="list-style-type: none"> <li><b>LISTEN</b> to others with intent</li> <li><b>ASK</b> a relevant question, make a relevant comment</li> <li>Participate in a back-and-forth <b>DISCUSSION</b> with friends &amp; adults</li> <li><b>EXPRESS</b> ideas, feelings and explanations in full sentences</li> </ul>	<ul style="list-style-type: none"> <li>Show empathy to others and build positive <b>RELATIONSHIPS</b></li> <li>Show <b>COURAGE</b> to aim high and embrace challenge</li> <li>Be <b>INDEPENDENT</b> learners who manage their own self-care</li> <li><b>REGULATE</b> their own emotions and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Manoeuvre with <b>SAFETY</b> and <b>CONFIDENCE</b></li> <li>Enjoy <b>MOVING</b> their bodies in different ways</li> <li><b>HOLD</b> and use writing and cutting tools effectively</li> <li><b>USE</b> cutlery with confidence</li> </ul>	<ul style="list-style-type: none"> <li><b>TALK</b> about a favourite story</li> <li>Use <b>VOCABULARY</b> from core class texts</li> <li><b>READ</b> a book consistent with their phonic knowledge</li> <li><b>WRITE</b> simple sentences consistent with their phonic knowledge that can be read by themselves and an adult</li> </ul>	<ul style="list-style-type: none"> <li><b>UNDERSTAND</b> numbers to 10 in depth, including number bonds</li> <li><b>RECOGNISE</b> the pattern of the counting system</li> <li><b>COUNT</b> beyond 20</li> <li><b>EXPLAIN, REASON &amp; PROBLEM SOLVE</b> using numbers to 10, shape, space and measure.</li> </ul>	<ul style="list-style-type: none"> <li><b>KNOW</b> who is important to them, the wider world, now and from the past</li> <li><b>APPRECIATE</b> different religions and cultures locally and around the world</li> <li><b>UNDERSTAND</b> how to read a simple map</li> <li>Show <b>CURIOSITY</b>, care for and understand the natural world</li> </ul>	<ul style="list-style-type: none"> <li><b>EXPRESS</b> themselves through their favourite mediums</li> <li>Use tools and techniques to <b>INVENT</b> and <b>ADAPT</b> their own ideas</li> <li><b>TELL</b> a story through play</li> <li><b>PERFORM</b> to an audience.</li> </ul>
EYFS Curriculum Content						
Each planned theme 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 from between two and seven weeks. Each topic has related 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		Spring		Summer	
	Mon 4 <sup>th</sup> Sept – Fri 20 <sup>th</sup> Oct (7 weeks) Inset - Monday 4 September	Mon 30 <sup>th</sup> Oct – Wed 20 <sup>th</sup> Dec (7 ½ weeks)	Thurs 4 <sup>th</sup> Jan – Fri 16 <sup>th</sup> Feb (6 weeks) Inset – Thurs 4 <sup>th</sup> /Fri 5 <sup>th</sup> Jan	Mon 26 <sup>th</sup> Feb – Thurs 28 <sup>th</sup> Mar (5 weeks)	Mon 15 <sup>th</sup> Apr – Fri 24 <sup>th</sup> May (6 weeks)	Mon 3 <sup>rd</sup> June – Tues 23 <sup>rd</sup> July (7 weeks) Inset – Mon 22 <sup>nd</sup> /Tues 23 <sup>rd</sup> July
Themes	Super Duper Us	Let's Celebrate	Journeys	Footprints and Fossils	Heroes	Up and Up and Away
Enquiry questions	Who am I? What makes me special? How do I feel?	How do people celebrate X? Why do people celebrate X now?	How did I get here? Where am I going? What is around us?	What do you think this is? Where did this come from? What does this need to grow?	Who helps us? What is a hero? How do I get look after myself?	What happens next? What is out there?
Enrichment activities / WOW moments	<ul style="list-style-type: none"> <li>- Sharing treasure boxes</li> <li>- Farm in a Box</li> <li>- MYSTERY VISITOR – Grandparents' school experiences</li> <li>- WOW – Culture Day (food tasting/traditional clothes, stories &amp; toys)</li> </ul>	<ul style="list-style-type: none"> <li>- WOW - Birthday party</li> <li>- Road Safety Talk</li> <li>- Seasonal walk and visit to library</li> <li>- Nativity</li> <li>- Xmas Lunch</li> </ul>	<ul style="list-style-type: none"> <li>- Visits to local park/transport watch</li> <li>- WOW – Transport junk modelling day</li> </ul>	<ul style="list-style-type: none"> <li>- Seasonal walk to visit to library</li> <li>- Chick hatching</li> <li>- Class assembly</li> <li>- WOW – Easter egg hunt</li> </ul>	<ul style="list-style-type: none"> <li>- WOW – Dress as your favourite hero</li> <li>- People who help us visitors</li> <li>- Seasonal walk and visit to library</li> </ul>	<ul style="list-style-type: none"> <li>- WOW – Hungry Caterpillar Day</li> <li>- Trip – Lathcoat's Farm</li> <li>- Insect Lore (Butterflies)</li> <li>- Sports Day</li> <li>- Teddy Bear's Picnic with nursery children</li> </ul>
Celebrations/ Awareness Days	Harvest (October) Black History Month (October)	Halloween (31 <sup>st</sup> Oct) Diwali (12 <sup>th</sup> - 16 <sup>th</sup> Nov) Bonfire Night (5 <sup>th</sup> Nov) Remembrance (11 <sup>th</sup> Nov) Road Safety (16 <sup>th</sup> -22 <sup>nd</sup> Nov) Children in Need (18 <sup>th</sup> Nov) Hanukkah (7 <sup>th</sup> Dec – 15 <sup>th</sup> Dec) Christmas (25 <sup>th</sup> Dec)	New Year (1 <sup>st</sup> Jan) Mental Health Week (4 <sup>th</sup> Feb) Safer Internet Day (6 <sup>th</sup> Feb) Lunar New Year (10 <sup>th</sup> Feb) Strove Tuesday (13 <sup>th</sup> Feb) Valentine's Day (14 <sup>th</sup> Feb)	St David's (1 <sup>st</sup> March) World Book Day (7 <sup>th</sup> March) Mother's Day (10 <sup>th</sup> March) Ramadan (begins 12 <sup>th</sup> March) St Patrick's Day (17 <sup>th</sup> March) Red Nose Day (17 <sup>th</sup> March) Holi (24 <sup>th</sup> -25 <sup>th</sup> March) Easter (31 <sup>st</sup> March)	Eid al-Fitr (12 <sup>th</sup> April) St George's Day (23 <sup>rd</sup> April) King's Birthday (27 <sup>th</sup> April)	Father's Day (16 <sup>th</sup> June) Summer Solstice (21 <sup>st</sup> June) Sports day Transition to year 1
Core texts/songs/rhymes	Colour Monster Colour Monster Goes to School Super Duper You If You're Happy and You Know It (song) Heads, Shoulders Knees & Toes (song)	Room on the Broom Dipal's Diwali Sparks in the Sky The Jolly Christmas Postman Remember, Remember Nativity songs	Giraffe's Can't Dance Colour Monster We're Going on a Bear Hunt Little Red Riding Hood The Three Little Pigs The Wheels on the Bus (song)	Bucket Filler The Growing Story The Squirrels Who Squabbled The Little Red Hen The Littlest Dinosaur Dinosaurs Love Underpants 5 Little Speckled Frogs (song)	Colour Monster Supertato Superworm Isaac and his Amazing Asperger Superpowers! Oliver's Fruit Salad Let's be superheroes (song)	Colour Monster The Hungry Caterpillar Huge Bag of Worries Ruby's Worries The Fish Who Could Wish 5 Little Men in a Flying Saucer (song)
Key vocab	Differences Emotions Special Family Portrait Culture Tradition	Celebrate Celebration Christmas Remember Religion Community Environment Autumn	Resolution Goals Litter Reuse Transport Journey Local Winter	Seed Hatch Nature Grow Lifecycle Extinct Teamwork Spring	Super Health Healthy Safety Hero Trust Password Username	Summer Change Cycle Future Predict Sculpture Goals Changes

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Themes	Super Duper Us	Let's Celebrate	Journeys	Footprints and Fossils	Heroes	Up and Up and Away
<b>C&amp;L</b> (Links with PSED & UtW)	<ul style="list-style-type: none"> <li>Circle Time/P4C – 4 x groups (houses)</li> <li>Show &amp; Share – Self &amp; family: language skills</li> </ul>	<ul style="list-style-type: none"> <li>Circle Time/P4C – 4 x groups (houses)</li> <li>Show &amp; Share – Family celebrations: language skills</li> </ul>	<ul style="list-style-type: none"> <li>Circle Time/P4C – 2 x groups (2 x houses)</li> <li>Show &amp; Share – Places visited locally &amp; further: talk in full sentences</li> </ul>	<ul style="list-style-type: none"> <li>Circle Time/P4C – 2 x groups (2 x houses)</li> <li>Show &amp; Share – Nature: answer simple questions</li> </ul>	<ul style="list-style-type: none"> <li>Circle Time/P4C – Whole class</li> <li>Show &amp; Share – Personal story/ experience: talk in extended sentences with conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>Circle Time/P4C – Whole class</li> <li>Show &amp; Share – Goals &amp; achievements: answer how &amp; why questions</li> </ul>
<b>PSED</b>	<ul style="list-style-type: none"> <li>Create rules</li> <li>Take care of classroom environment</li> <li>Build relationships</li> <li>Class council</li> <li>Mindfulness: Forest time</li> <li>Emotional understanding: Colour Monster</li> </ul>	<ul style="list-style-type: none"> <li>Turn taking games</li> <li>Think about others' perspectives</li> <li>Keeping safe –Road Safety (walk to library)</li> <li>Mindfulness: Forest time</li> <li>Emotional understanding: Colour Monster and empathy</li> </ul>	<ul style="list-style-type: none"> <li>Work towards goals – maths challenge (celebrate with visual)</li> <li>Distinguish between physical &amp; mental health/wellbeing</li> <li>Vote for school council</li> <li>Mindfulness: Cosmic Yoga</li> <li>Emotional understanding: Colour Monster Pot &amp; sharing feelings with adults</li> </ul>	<ul style="list-style-type: none"> <li>Work towards goals – maths &amp; writing challenges in provision (children use visual display)</li> <li>Teamwork activities</li> <li>Mindfulness: Walk in nature</li> <li>Emotional understanding: Bucket Filler</li> </ul>	<ul style="list-style-type: none"> <li>Growing, making &amp; eating healthy food</li> <li>Vote for school council</li> <li>Mindfulness: Breathing</li> <li>Emotional understanding: Colour Monster Pot &amp; sharing feelings with peers</li> </ul>	<ul style="list-style-type: none"> <li>Work towards goals – multiple challenges in provision (children use visual display)</li> <li>Mindfulness: Hand massage</li> <li>Emotional understanding: Colour Monster &amp; preparing for change</li> </ul>
	<ul style="list-style-type: none"> <li>Jigsaw – Being Me in My World (Link with UtW &amp; C&amp;L)</li> <li>Treasure boxes &amp; name label</li> </ul>	<ul style="list-style-type: none"> <li>Jigsaw – Celebrating Difference</li> <li>Families (Photo wall &amp; caption)</li> </ul>	<ul style="list-style-type: none"> <li>Jigsaw – Dreams and Goals</li> <li>Write a personal goal</li> </ul>	<ul style="list-style-type: none"> <li>Jigsaw – Relationships</li> <li>Compliment jar</li> </ul>	<ul style="list-style-type: none"> <li>Jigsaw – Healthy Eating</li> <li>Poster of favourite foods</li> </ul>	<ul style="list-style-type: none"> <li>Jigsaw – Changing Me</li> <li>Write Q to Y1 teacher</li> </ul>
<b>Physical</b>	<ul style="list-style-type: none"> <li>Funky Fingers: large mark making (EMW), in provision &amp; carousel (alongside phonics)</li> </ul>	<ul style="list-style-type: none"> <li>Funky Fingers: in provision &amp; carousel (alongside phonics)</li> </ul>	<ul style="list-style-type: none"> <li>Funky Fingers: in provision &amp; carousel</li> </ul>	<ul style="list-style-type: none"> <li>Funky Fingers: in provision/Groovy Groups</li> </ul>	<ul style="list-style-type: none"> <li>Funky Fingers: in provision/Groovy Groups</li> </ul>	<ul style="list-style-type: none"> <li>Funky Fingers: in provision</li> </ul>
	<ul style="list-style-type: none"> <li>PE -</li> </ul>	<ul style="list-style-type: none"> <li>PE -</li> </ul>	<ul style="list-style-type: none"> <li>PE -</li> </ul>	<ul style="list-style-type: none"> <li>PE -</li> </ul>	<ul style="list-style-type: none"> <li>PE -</li> </ul>	<ul style="list-style-type: none"> <li>PE -</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>Read &amp; write single-letter Set 1 sounds (first 16)</li> <li>Hear, identify &amp; write initial sounds</li> <li>Fred Games: oral blending</li> <li>Read Caterpillar Words</li> <li>Draw &amp; follow patterns &amp; letter shapes</li> <li>Mark make/write own interests</li> <li>Name recognition &amp; writing</li> <li>Class reading: Listen &amp; recall stories, join in with rhymes and repeated refrains</li> <li>Group reading: books without words – answer Qs, describe what's happening, hold books and turn pages, discuss vocab</li> <li>1:1 reading: weekly with volunteers</li> </ul>	<ul style="list-style-type: none"> <li>Read &amp; write single-letter Set 1 sounds (all)</li> <li>Write initial sounds and basic CVC words</li> <li>Fred Games: oral blending</li> <li>Read Caterpillar</li> <li>Words Oral segmenting games</li> <li>Sequence &amp; retell parts of Jolly Christmas Postman</li> <li>Write Christmas post, e.g. lists and letters</li> <li>Class reading: sharing opinions</li> <li>Group reading: blending books</li> <li>1:1 reading: weekly with volunteers</li> </ul>	<ul style="list-style-type: none"> <li>Blend sounds to read words</li> <li>Read &amp; write Set 1 Special Friends</li> <li>Read &amp; write CVC words, simple phrases/sentences</li> <li>Read &amp; write Caterpillar Words</li> <li>Write with finger spaces</li> <li>Sequence, story map &amp; retell traditional tales</li> <li>Whole class story scribing</li> <li>Class reading: story maps</li> <li>Group reading: Ditty Stories – track words, answer Qs about sentences</li> <li>1:1 reading: weekly with volunteers</li> </ul>	<ul style="list-style-type: none"> <li>Read &amp; write 4 double consonants</li> <li>Read &amp; write Caterpillar Words within sentences</li> <li>Blending &amp; writing CVCC &amp; CCVC words</li> <li>Write with finger spaces &amp; full stops</li> <li>Match lower &amp; upper case letters</li> <li>Write Chick Diary</li> <li>Individual story scribing</li> <li>Class reading: extracting information</li> <li>Group reading: Red Storybooks - answer Qs about stories &amp; use other reading strategies</li> <li>1:1 reading: weekly with volunteers</li> </ul>	<ul style="list-style-type: none"> <li>Read &amp; write Caterpillar Words within sentences</li> <li>Write with finger spaces, full stops &amp; capital letters</li> <li>Write a story</li> <li>Class reading: expression</li> <li>Group reading: Green Storybooks – add expression</li> <li>1:1 reading: weekly with volunteers</li> </ul>	<ul style="list-style-type: none"> <li>Read &amp; write first 6 Set 2 sounds</li> <li>Read &amp; write Caterpillar Words within sentences</li> <li>Read back sentences to check they make sense</li> <li>Write report about the Hungry Caterpillar trip</li> <li>Write Butterfly Diary</li> <li>Class reading: inference &amp; alternative endings</li> <li>Group reading: Green/Purple Storybooks – fluency</li> <li>1:1 reading: weekly with volunteers</li> </ul>

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Themes	Super Duper Us	Let's Celebrate	Journeys	Footprints and Fossils	Heroes	Up and Up and Away
Mathematics	White Rose Maths <ul style="list-style-type: none"> <li>Getting to know you</li> <li>Match, sort and compare</li> </ul> Talk about measure and patterns	White Rose Maths <ul style="list-style-type: none"> <li>It's me 1, 2, 3</li> <li>Circles and triangles</li> <li>1, 2, 3, 4, 5</li> <li>Shapes with 4 sides</li> </ul>	White Rose Maths <ul style="list-style-type: none"> <li>Alive in 5</li> <li>Mass and capacity</li> <li>Growing 6, 7, 8</li> <li>Length, height and time</li> </ul>	White Rose Maths <ul style="list-style-type: none"> <li>Building 9 and 10</li> <li>Explore 3D shapes</li> </ul>	White Rose Maths <ul style="list-style-type: none"> <li>To 20 and beyond</li> <li>How many now?</li> <li>Manipulate, compose and decompose</li> </ul>	White Rose Maths <ul style="list-style-type: none"> <li>Sharing and grouping</li> <li>Visualise, build and map</li> <li>Make connections</li> </ul>
Understanding of the World	<ul style="list-style-type: none"> <li>Me and my family:               <ul style="list-style-type: none"> <li>Who am I?</li> <li>What is a family? (Link with PSED &amp; C&amp;L) – family gallery</li> <li>Important local figures: Reverend Phil &amp; farmers (Harvest)</li> </ul> </li> <li>Our school day:               <ul style="list-style-type: none"> <li>Activities &amp; their sequence: first, next, then</li> <li>Rules</li> <li>School grounds:                   <ul style="list-style-type: none"> <li>Treasure hunt using photos</li> <li>Make maps (photos on iPads)</li> <li>Where / who are the important people in our school</li> <li>Caring for outdoor spaces &amp; nature – Forest Area</li> </ul> </li> <li>Who is allowed to go to school? (gender, race, cultures)</li> </ul> </li> <li>Celebrating differences: Culture Day</li> <li>Treating everyone fairly: Black History Month, Martin Luther King, Ruby Bridges, Mo Farah</li> <li>Interact with touch screen activities on IWB /iPads e.g. mark making, 2Paint, voice recorders, photos</li> </ul>	<ul style="list-style-type: none"> <li>My community:               <ul style="list-style-type: none"> <li>What? – Send in photo taken from own window</li> <li>Who? – photo gallery of important community members, e.g., librarian, neighbour, shopkeeper</li> <li>Celebrations</li> <li>Differences</li> <li>Litter picking around the school</li> </ul> </li> <li>Recognise that people celebrate special times in different ways, e.g. bonfire night, Diwali, Hannukah, birthdays, Christmas</li> <li>Important buildings</li> <li>Customs – lights, fireworks, clothing, letters, decorations etc</li> <li>Read maps to post box to post letters related to chosen celebration</li> <li>Observing changes in seasons (Autumn/Winter) &amp; weather –               <ul style="list-style-type: none"> <li>Seasonal walk to the library</li> <li>What is happening/changing?</li> <li>What do we notice about our environment - trees, ground, mud, water?</li> <li>Take photos on seasonal walk &amp; create large scale map in order seen</li> </ul> </li> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>My local area:               <ul style="list-style-type: none"> <li>Look at photos/maps from now &amp; in the past (transport)</li> <li>Maps – physical &amp; electronic (Google Maps)</li> <li>Identify differences and similarities between now &amp; the past</li> <li>Transport Walk to local park</li> <li>Litter pick of school grounds</li> <li>Recycling</li> </ul> </li> <li>Local areas around the world:               <ul style="list-style-type: none"> <li>Home learning – photo &amp; poster of countries visited</li> <li>Images from Hong Kong school</li> <li>Transport differences</li> </ul> </li> <li>Understand more about the joys and dangers of using the internet and how to stay safe while having fun online (Safer Internet Day)</li> </ul>	<ul style="list-style-type: none"> <li>Understand how humans, animals &amp; plants grow &amp; change over time:               <ul style="list-style-type: none"> <li>How they/ family members changed from past to present – baby photos Guess Who</li> <li>Happy Chick company</li> <li>Dinosaurs &amp; extinction</li> <li>Plant potatoes, sunflowers, cress, cucumber, strawberries &amp; tomatoes</li> <li>Pulling apart plants to look at different parts</li> </ul> </li> <li>Spring celebrations:               <ul style="list-style-type: none"> <li>Share experiences</li> <li>Origins &amp; stories behind them</li> </ul> </li> <li>Observing changes in seasons (Spring) &amp; weather –               <ul style="list-style-type: none"> <li>Seasonal walk to library</li> <li>What is happening/changed?</li> <li>What do we notice about our environment - trees, ground, mud, water?</li> <li>Make photo map of journey to library</li> </ul> </li> <li>Use an iPad to take photos/videos of a living thing (add captions/use in diaries)</li> <li>Expose children to logging in to computer</li> </ul>	<ul style="list-style-type: none"> <li>Staying safe and healthy:               <ul style="list-style-type: none"> <li>Harvest fruit &amp; veg grown</li> <li>Sensory</li> <li>Make fruit salad/smoothies</li> <li>Visits from helping professionals</li> <li>Dentists &amp; brushing teeth</li> </ul> </li> <li>Observing changes in seasons (Summer) &amp; weather –               <ul style="list-style-type: none"> <li>Seasonal walk to library</li> <li>What is happening/changed?</li> <li>What do we notice about our environment - trees, ground, mud, water?</li> <li>Use photo map of journey to library and reflect</li> </ul> </li> <li>King's birthday celebrations</li> <li>Understand what to do if they see something online that worries/upsets them i.e., concept of a trusted adult (Jessie and Friends – Lesson 1)</li> <li>Practise logging on to a school laptop in groups and use Mashcam to take a selfie of themselves in the future</li> </ul>	<ul style="list-style-type: none"> <li>My next steps:               <ul style="list-style-type: none"> <li>Consider changes since beginning of Reception</li> <li>Know the significant people in Y1</li> </ul> </li> <li>Making, predicting and experimenting with materials for transport:               <ul style="list-style-type: none"> <li>Paper aeroplanes</li> <li>Parachutes</li> <li>Boats</li> </ul> </li> <li>Draw own simple maps of classroom for new cohort</li> <li>Understand about the life cycle of a caterpillar, observing and noticing changes over time</li> <li>Hungry Caterpillar Day</li> <li>Practise logging on to a school laptop with purpose e.g., to use Bug Club and 2Paint</li> </ul>

<b>Expressive Arts &amp; Design</b>	<b>Music</b>	<p><b>Charanga - Me!</b></p> <ol style="list-style-type: none"> <li>1. <i>Listen and Respond:</i> different styles of music</li> <li>2. <i>Explore and Create:</i> voices&gt;instruments</li> <li>3. <i>Singing</i> - nursery rhymes and action songs</li> <li>4. <i>Share and Perform</i></li> </ol>	<p><b>Charanga - My Stories</b></p> <ol style="list-style-type: none"> <li>1. <i>Listen and Respond:</i> different styles of music</li> <li>2. <i>Explore and Create:</i> voices + instruments</li> <li>3. <i>Singing</i> - nursery rhymes and action songs</li> <li>4. <i>Share and Perform</i></li> </ol>	<p><b>Charanga - Everyone!</b></p> <ol style="list-style-type: none"> <li>1. <i>Listen and Respond:</i> different styles of music</li> <li>2. <i>Explore and Create:</i> voices + instruments</li> <li>3. <i>Singing</i> - nursery rhymes and action songs</li> <li>4. <i>Share and Perform</i></li> </ol>	<p><b>Charanga - Our World</b></p> <ol style="list-style-type: none"> <li>1. <i>Listen and Respond:</i> different styles of music</li> <li>2. <i>Explore and Create:</i> voices + instruments</li> <li>3. <i>Singing</i> - nursery rhymes and action songs</li> <li>4. <i>Share and Perform</i></li> </ol>	<p><b>Charanga - Big Bear Funk</b></p> <ol style="list-style-type: none"> <li>1. <i>Listen and Appraise:</i> different funk music</li> <li>2. <i>Explore and Create:</i> voices + instruments</li> <li>3. <i>Sing and play:</i> 'Big, Bear, Funk</li> <li>4. <i>Share and Perform</i></li> </ol>	<p><b>Charanga - Reflect, Rewind, Replay</b></p> <ol style="list-style-type: none"> <li>1. <i>Listen and Appraise:</i> different pieces of music</li> <li>2. <i>Explore and Create:</i> voices + instruments</li> <li>3. <i>Sing and play:</i> revisit</li> <li>4. <i>Share and Perform</i></li> </ol>
	<b>Performing and art</b>	<ul style="list-style-type: none"> <li>• <b>Perform</b> poems/songs/stories as a whole class</li> <li>• Introduction to <b>observational drawings:</b> pencil self-portraits.</li> <li>• <b>Explore:</b> Draw what you see, use a mirror, take pencil for a walk, shapes and lines.</li> <li>• <b>Artists-</b> What is an Artist?</li> <li>• Look the work of different realism portrait artists.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Perform</b> poems/songs/ stories as a whole class to our buddies, including Christmas nativity</li> <li>• <b>Observational drawings:</b> based on interest</li> <li>• <b>Explore:</b> different tool types/sizes and use of colour.</li> <li>• <b>Artists-</b> Jackson Pollock (American), Frank Bowling (Guyanese), George Seurat (French)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Perform</b> poems/songs/ stories as a whole class to Y1</li> <li>• <b>Observational drawings:</b> based on interest whilst listening to different pieces of music.</li> <li>• <b>Explore:</b> different emotive pieces of art and colour. How does art make us feel from an artist's perspective and an observer?</li> <li>• <b>Artists-</b> Kandinsky (Russian), Picasso (Spanish), Georgia O'Keefe (American)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Perform</b> poems/songs/ stories as a whole class to our parents/carers</li> <li>• <b>Observational drawings:</b> based on interest &amp; in nature.</li> <li>• <b>Explore:</b> rubbings (natural objects) &amp; using natural resources to create images, patterns and sculptures, printing</li> <li>• <b>Artists</b> - Andy Goldsworthy (English), Spencer Byles (English), Raku Inoue (Japanese)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Perform</b> poems/song/ stories s as a small group</li> <li>• <b>Observational drawings:</b> based on interest &amp; paint portraits of others</li> <li>• <b>Explore:</b> colour mixing, creating shades of individual colours and different skin tones.</li> <li>• <b>Artists-</b> Van Gough (Dutch), Lynette Yiadom-Boakye (British), Marc Chagall (Russian-French)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Perform</b> poems/songs/ stories as a whole class to new cohort at Teddy Bear's picnic</li> <li>• <b>Observational drawings:</b> based on nature &amp; self-portraits</li> <li>• <b>Explore:</b> manipulating malleable materials to create 3D sculptures– mud, playdough, salt dough, clay</li> <li>• <b>Artists</b> - Sculptures from around the world e.g. Stature of Liberty, Angel of the North, Christ the Redeemer, The Great Sphinx, The ArcelorMittal Orbit</li> </ul>