



Marsh Hill Primary School

EYFS 2021-2022 Curriculum Plan



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School Key value	Humility/Friendship Freedom/ Respect	Courage/Thoughtfulness Generosity / Peace	Responsibility/Determination Love/Kindness	Caring/Tolerance Happiness/Forgiveness	Appreciation/Honesty Understanding/Hope	Unity /Co-operation
Whole School Jigsaw Theme	Being in my world!	Celebrating differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Main Theme	Ourselves and Others	Superheroes	Animals – past and present		Transport	Magical World
Possible ideas, mini themes (These may be changed or adapted depending on cohort and children's interests.)	Starting school/new beginnings Rules and routines All about me, Human body, senses Keeping fit and healthy families, homes Feelings and emotions Celebrations Harvest	People who help us – fire, police, army, navy, NHS, RSPCA etc Famous people – James Braidwood, Edith Smith, Mary Seacole, Florence Nightingale, Joe Wicks, Sir Captain Tom Moore Bonfire Night, Remembrance Day Diwali, Hannukah Advent, Christmas Seasonal changes – Autumn/Winter	Animals, minibeasts - Life cycles Animals in the past - Dinosaurs – Mary Anning (Lyme Regis) Compare Lyme Regis to Birmingham Animals around the world now (Steve Backshall/David Attenborough) Compare Rainforests to Polar Regions Sea to Space?? Think Tank Trip/Birmingham Museum and Art Gallery???? Easter Seasonal changes – Winter/Spring		History of transport Compare transport then and now Famous people – boats – Egyptians cars – Carl Benz Steam engine – James Watt Planes – Orville and Wilbur Wright Design a vehicle Coventry Transport Museum trip	Growing and changing Plants and flowers Planting beans, cress and herbs in the garden Recycling, looking after the world Seasonal changes – Spring/Summer Fairy Tales, creative writing

<p>Key stories and books</p>	<p>Super Duper You Monkey Puzzle Goldilocks and the Three Bears Simon Sock The Colour Monster Happy Birthday Winnie Elmer</p>	<p>George Saves the World by Lunchtime Supertato Superbat Traction Man is Here Mary Seacole Florence Nightingale</p> <p>Nin fiction texts about people who help us</p> <p>The Nativity Story</p>	<p>Dinosaurs: Gigantasaurus Stomp, Dinosaur Stomp Captain Flinn and the Pirate Dinosaurs Harry and The Bucketful of Dinosaurs Dinosaur Roar Cave Baby</p> <p>Lyme Regis and Birmingham: Stone Girl, Bone Girl Mary Anning of Lyme Regis This is Birmingham Birmingham canals</p> <p>Animals around the world: Superworm The Bee Book The Giant Jam Sandwich What the Ladybird Heard Shark in the Dark The Fish who Could Wish Rainbow Fish</p> <p>Compare polar and rainforest: Lost and Found The Emperors Egg The Snow Queen Robin’s Winter Song Seren’s Seasons Walking through the Jungle We’re roaming in the rainforest Rumble in The Jungle</p>	<p>Non-Fiction transport texts The Train Ride Naughty Bus Mr Gumpy’s Outing Journey The Runaway Train Around the World with Max and Lemon A Street Through Time</p>	<p>Jack and the Beanstalk There is no dragon in this story Rapunzel Winnie’s Amazing Pumpkin Supertato – Run Veggies Run The Tiny Seed George and Flora’s Secret Garden The Growing Story</p> <p>Non-fiction texts about plants</p>
<p>Key vocabulary (including but not limited to)</p>	<p>respect, unique, emotions, celebrate, parade, gift, feast, decorate, festive</p>		<p>conflict, freezing, seasons, ancient, moat, environment, polar, desert, tropical, marine, vast</p>	<p>germination, harvest, senses, develop, healthy, skeleton, poultry, flock, metamorphosis, arachnid, insect, nocturnal</p>	

<p>Key knowledge (including but not limited to)</p>	<p>All About Me Families come in all shapes and sizes. We are all unique, but other people can have similarities to me. It is good to be different and we must always show kindness and respect towards everyone.</p> <p>Humans Humans need food, water, oxygen and shelter to survive. It is important to stay healthy by eating a balanced diet, exercising, drinking enough water, getting enough sleep, following good hygiene. We have five senses - taste, touch, sight, hearing, smell.</p> <p>Celebrations Different people celebrate different things and have different traditions. People celebrate their birthday to remember the day they were born. Harvest is a time to say thank you for what we have. Bonfire Night is on the 5th November. People celebrate with bonfires and fireworks. Remembrance Day is on the 11th November. We remember all the people who have died in wars. There is a time of silence at 11am. Diwali is the Hindu festival of light and Hannukah is the Jewish festival of light. Advent is a time of preparation for Christmas. Christmas takes place on the 25th December and is a Christian Festival celebrating the birth of Jesus. A Nativity play tells the story of Jesus' birth.</p>	<p>Here or there? Polar regions are cold, icy and have snow. Not many plants grow there. Deserts are dry and sandy. They are very hot in the day and very cold at night. Rainforests are wet, hot and humid. They have lots of rain. Lots of different trees and flowers grow there. There is more sea than land on earth. Lots of different things live under the sea.</p> <p>Animals Baby animals are sometimes known by different names to the adult. Some baby animals do not look like the adult. Spiders have 8 legs. Insects have 6 legs and three body sections – head, thorax and abdomen. We learnt about David Attenborough and Steve Backshall – famous zoologists that travel to different countries to find out and study animals.</p> <p>Past Animals Dinosaurs – land, air and sea dinosaurs We find out that there were omnivores, carnivores and herbivores. We find out where they lived around the world and look at the world map. We look at fossils and research the famous coastal village in England – Lyme Regis, that has miles of fossils. Mary Anning was a famous palaeontologist that was from Lyme Regis. We compare Lyme Regis to our local area, Birmingham.</p>	<p>Plants Plants grow from seeds or bulbs. Plants have roots, stems/stalks, leaves and flowers. Plants need light, warmth, water and food to grow.</p> <p>Which Season? The seasons are Autumn, Winter, Spring and Summer. In Autumn some leaves change colour and start to fall off the trees. Not much grows in Winter. It is cold and can be snowy and icy. In Spring it starts to get warmer and things start to grow again. In Summer it can be hot and lots of things grow.</p> <p>Now or then? People travelled in different ways. Transport was made of different materials. Transport was used for different reasons in different countries. We research and find out about the inventors of transport. We research the local area links to transport – Austin Car Factory in Longbridge. Spitfire's being built in Castle Bromwich. Titanic – built in Ireland and transported people to USA.</p>
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<p>Possible 'Wow' moments and experiences</p> <p>(Not an exhaustive list)</p>	<p>Autumn Walk & Winter Walk around Witton Lakes and Brookvale Park</p> <p>Baby photos</p> <p>Harvest Festival</p> <p>Bread making</p> <p>Bonfire Night – toasted marshmallows</p> <p>Fire service visit</p> <p>Remembrance Day</p> <p>Diwali/Hanukkah</p> <p>Advent/Decorating Day</p> <p>Christmas time/Nativity</p> <p>Children in Need</p> <p>Anti-Bullying Week</p> <p>Curiosity Cube</p>	<p>Spring Walk around Witton Lakes and Brookvale Park</p> <p>Chinese New Year</p> <p>Internet Safety Day</p> <p>PCSO visit</p> <p>World Book Day</p> <p>St George's Day</p> <p>Mothering Sunday</p> <p>Comic Relief/Sport Relief</p> <p>Easter/Egg hunt</p> <p>Easter nest cakes</p> <p>Curiosity Cube</p>	<p>Summer Walk around Witton Lakes and Brookvale Park</p> <p>Planting sunflower seeds</p> <p>Planting beans in jars</p> <p>Ramadan/Eid-al-Fitr</p> <p>Father's Day</p> <p>Summer Fayre</p> <p>Sports Day</p> <p>Curiosity Cube</p>
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Communication and Language

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Ourselves and Others	Superheroes	Animals – past and present		Transport	Magical World
Educational Programme	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
Curriculum Goal	To become a Confident Communicator who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.					
Term specific provision	Plan Do Review (speak clearly to explain partner and activity chosen) Continuous Provision Interaction (engage in conversation about what they are doing)		Plan Do Review (speak clearly to give further details about activity) Continuous Provision Interaction (engage in conversation about what they have done and are going to do)		Plan Do Review (listen to other people’s reviews and ask relevant questions) Continuous Provision Interaction (engage in conversation to explain what they have done and how they have done it)	
Ongoing provision throughout the year	Class Camera Time	Develop social phrases, engage in two-way conversation with peers, listen and respond to ideas, speak clearly to give feedback				
	Circle Time	Listen attentively to others, speak clearly to explain ideas, thoughts and feelings				
	Adult interaction during Continuous Provision and adult focus time	Practise using new vocabulary, develop social phrases, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts, engage in and talk about books, retell stories and create their own				
	Story/song time	Learn new vocabulary, engage in and talk about books, learn rhymes, poems and songs.				

Personal, Social and Emotional Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Ourselves and Others	Superheroes	Animals – past and present		Transport	Magical World
Educational Programme	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
Curriculum Goals	To become an Independent Individual who can follow the Golden Rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy. To become a Fantastic Friend who can be kind, caring and helpful, show empathy and respect to others, work and play cooperatively whilst considering others’ ideas and feelings.					
Term specific provision	<u>Jigsaw – Being in My World / Celebrating Difference</u> Plan Do Review (ask someone to be your partner and choosing an activity together)		<u>Jigsaw – Dreams and Goals / Healthy Me</u> Plan Do Review (engage with your partner during the activity)		<u>Jigsaw – Relationships / Changing me</u> Plan Do Review (work collaboratively with your partner during the activity)	
Ongoing provision throughout the year	Class Camera Time	Ask someone a question about their class camera photos, listen to and consider their ideas				
	Daily routines	Self-registration, book voting, ‘choose it, use it, put it away’ when using resources, change independently for PE, turning clothes the right way round, change into wet weather clothing, use toilets independently, support peers at snack time, manage myself at lunchtimes, getting ready for home				
	Adult Focus Group Time	Build relationships with others, see themselves as a valued individual, give focused attention and follow instructions				
	Golden Rules	To be ready, safe and respectful				
	Adult interaction during Continuous Provision	Build relationships with others, see themselves as a valued individual, set simple challenges, show resilience and perseverance, manage feelings and behaviour appropriately, play co-operatively, take turns and share, show sensitivity to others				
	Story time	Experience, explore and talk about positive relationships, feelings and emotions, diversity				

Physical Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Ourselves and Others	Superheroes	Animals – past and present		Transport	Magical World
Educational Programme	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. 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.					
Curriculum Goals	To become an Amazing Athlete who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment. To become a Talented Tool User who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.					
Term specific provision	PE – hall session GetSet4PE – Autumn 1-Introduction to P.E Unit 2 Autumn 2-Ball Skills Unit 2 <u>Fine Motor:</u> Sweeping/brushing Threading Screwing/unscrewing Autumn 1: Using tools (tweezers, knife and fork – loading, scissors – holding/carrying correctly, snipping) Autumn 2: Using tools (hammers and screwdrivers, knife and fork – cutting, pipettes, scissors – straight lines)		PE – hall session GetSet4PE – Spring 1- Dance Unit 2 Spring 2- Fundamentals Unit 2 <u>Fine Motor:</u> Using large rollers Weaving Using tools (scissors - curved lines and regular shapes) Using tools (enhance and consolidate previous skills as needed following assessment)		PE – hall session/field GetSet4PE – Summer 1- Games Unit 2 Summer 2 Gymnastics Unit 2 <u>Fine Motor:</u> Sewing Using tools (scissors – irregular shapes) Using tools (enhance and consolidate previous skills as needed following assessment)	
Ongoing provision throughout the year	Dough Disco	Daily movement to music activity to help develop all the children’s pivot points – shoulder, elbow, wrist, distal (fingers) to support pencil grip and writing, different routine each term				
	Daily Phonics/Adult focus group time	Hold a pencil effectively, develop accuracy and care when drawing and writing				
	Lunch time	Hold and use a knife and fork correctly, understand about healthy eating				
	Adult interaction during Continuous Provision	Revise and refine fundamental movement skills, develop strength, balance, agility and co-ordination, refine and develop fine motor skills, use a range of tools competently and safely, combine movements, develop ball skills				

Literacy

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Ourselves and Others	Superheroes	Animals – past and present		Transport	Magical World
Educational Programme	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).					
Curriculum Goals	To become a Brilliant Bookworm who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt). To become a Wow Writer who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others.					
Term specific provision	<p>Reading focus – to say what we think a book is about by looking at the cover, to say who your favourite character is</p> <p><u>Phonics</u> Teach set 1 sounds s,a,t,p,i,n,m,d,g,o,c,k,ck,e,u (15sounds- 3 weeks of phonics) Set 1 Red words - <i>I no go the to into</i></p> <p>Letter formation Writing groups – initial sounds</p>	<p>Reading focus – to explain how a character is feeling, to answer simple questions about what has happened</p> <p><u>Phonics</u> Recap sounds taught so far – 2 weeks Teach rest of set 1 sounds r,h,b,f,ff,l,ll,ss,j,v,w,x,y,z,zz,qu,ch,sh,th,ng, (20 sounds -4weeks) Recap all of set 1 sounds (1 week) Set 1 Red words - <i>I no go the to into</i> Set 2 Red words - <i>he be she we me they you</i></p> <p>Reading groups Letter formation,</p>	<p>Reading focus – to use words to describe a character or setting, to say what happened first in the story</p> <p><u>Phonics</u> Teach set 2 sounds: ai,ee,igh,oa, oo, oo, ar, or</p> <p>Set 2 Red words - <i>was my by are her all have</i></p> <p>Recap all of set 1 sounds</p> <p>Reading groups Letter formation Fred Fingers Writing groups – words, phrases</p>	<p>Reading focus – to say what you think will happen next, to explain why something happened</p> <p><u>Phonics</u> Continue set 2 sounds: ur, ow (brown cow), oi, air, ure, ear, er</p> <p>Set 2 Red words - <i>some come when so do look your</i></p> <p>Reading groups Letter formation Fred Fingers Writing groups – words, phrases</p>	<p>Reading focus – to explain why we like a character or story, to find a word which means</p> <p><u>Phonics</u> Revisit set 2 sounds including cvcc, ccvc, ccvcc Teach reading and writing polysyllabic words containing digraphs and trigraphs from set 2 sounds</p> <p>Set 2 Red words – <i>said like one little were out what there</i></p> <p>Reading groups Letter formation</p>	<p>Reading focus – to say what happened at the beginning, middle and end of a story</p> <p><u>Phonics</u> Revisit aspects of set 1 and set 2 sounds that children are secure with.</p> <p>Teach reading and writing polysyllabic words containing digraphs and trigraphs.</p> <p>Reading groups Letter formation Fred Fingers Writing groups – words, phrases, sentences</p>

		Fred Fingers Writing groups – initial sounds and CVC words			Fred Fingers Writing groups – words, phrases, sentences	
	<u>Writing</u> Name copying and writing, writing initial sounds Letter formation – s,a,t,p,i,n,m,d,g,o,c,k,ck,e,u	<u>Writing</u> Name copying and writing, writing initial sounds, CVC words Letter formation – r,h,b,f,ff,l,j,v,w,x,y,z	<u>Writing</u> Writing phonetically decodable words, phrases and captions Letter formation – recap incorrect letter formation	<u>Writing</u> Writing phonetically decodable words, phrases and captions Letter formation – recap incorrect letter formation	<u>Writing</u> Writing phonetically decodable words, simple sentences Letter formation – recap incorrect letter formation	<u>Writing</u> Writing phonetically decodable words, simple sentences Letter formation – recap incorrect letter formation
Ongoing provision throughout the year	Adult focus group time	Learn and practise new vocabulary (4 words a week), listen to and talk about stories, read and write initial sounds, cvc words, captions and then sentences.				
	Adult interaction during Continuous Provision	Use message centres to create /sounds/words/phrases/sentences to make things happen, read messages left by peers and staff, write messages back, engage in and talk about books, retell stories and create their own				
	Phonological awareness	Orally blend and segment, identify rhyme and continue a rhyming string, count syllables, discriminate between sounds				
	Story/song time	Learn new vocabulary, engage in and talk about books, anticipate key events, learn rhymes, poems and songs				

Mathematics						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Ourselves and Others	Superheroes	Animals – past and present		Transport	Magical World

Educational Programme	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.					
Curriculum Goal	To become a Master of Maths who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5.					
Term specific provision	<u>White Rose Maths</u> <i>Getting to know you (1 week)</i> <i>Just like me (3weeks)</i> Match and sort Making comparisons (Compare amounts Compare size, mass and capacity) Exploring Pattern (Make simple patterns) <i>It's me 1, 2, 3! (3 weeks)</i> Representing 1, 2, 3 Comparing 1, 2, 3 Composition of 1, 2, 3 Geometry and spatial thinking (Circles and triangles Spatial awareness)	<u>White Rose Maths</u> <i>Light and dark (3 weeks)</i> Numbers to 5 (Four and Five One more and one less) Geometry and spatial thinking (Shapes with 4 sides) Measurement – Time (Night and day) <i>Consolidation (3 weeks)</i>	<u>White Rose Maths</u> <i>Alive in 5! (3 weeks)</i> Introducing zero Comparing numbers to 5 Composition of 4 and 5 Compare mass (2) Compare capacity (2) <i>Growing 6, 7, 8 (3 weeks)</i> 6, 7 and 8 Making pairs Combining 2 groups Length and height Time	<u>White Rose Maths</u> <i>Building 9 and 10 (3weeks)</i> 9 and 10 Comparing numbers to 10 Bonds to 10 3D shape Pattern (2) <i>Consolidation (3 weeks)</i>	<u>White Rose Maths</u> <i>To 20 and beyond (3 weeks)</i> Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning (1) <i>First, then, now (3 weeks)</i> Adding more Taking away Spatial reasoning (2)	<u>White Rose Maths</u> <i>Find my pattern (3 weeks)</i> Doubling Sharing and grouping Even and odd Spatial reasoning (3) <i>On the move (3 weeks)</i> Deepening understanding Patterns and relationships Spatial reasoning (4)
Ongoing provision throughout the year	Class Camera Time	Use mathematical language to explain ideas				
	Daily routines	Self-registration (10-frames), calendar, visual timetable, book voting, sticker charts (10-frames)				
	Adult focus group time	Use mathematical language when drawing, count, subitise, compare numbers and amounts, recall number bonds, draw 2D shapes, read and write secret passcodes				

Adult interaction during continuous provision	Practise taught skills, use and apply taught skills in real-life situations, use message centres to create secret symbols/passcodes to make things happen, read passcodes left by peers and staff, complete puzzles, "What can you see, how do you see it?"
Story/song time	Practise taught skills, "What do you notice?", "What can you see, how do you see it?"

Understanding the World						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Ourselves and Others	Superheroes	Animals – past and present		Transport	Magical World

Educational Programme	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.					
Curriculum Goals	To become an Exceptional Explorer who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places. To become a Compassionate Citizen who can help to look after their community and care for the environment, know some reasons why Cornwall is special, have an awareness of other people’s cultures and beliefs.					
Term specific provision	Harvest Me, my family and my school Explore magnets Use iPad camera	<u>RE</u> – Why is Christmas special to Christians? Why is Hanukkah special to Jews? Why is Diwali special to Hindus? Bonfire Night Remembrance Day Black History Month – Mary Seacole Seasonal changes – Autumn Walk to Witton Lakes/Brookvale Park Explore light and colour Use iPad stopwatch app Use Beebots – basic operations	<u>RE</u> – Why is Chinese New Year celebrated? Maps of the world Maps of Lyme Regis and Birmingham Animals and dinosaurs – changes, differences, similarities Seasonal changes - Winter Explore changing states of matter Use of technology in home and school	<u>RE</u> – Why is Easter special for Christians? Mothering Sunday Easter Compare and contrast environments – polar regions, desert, jungle, under the sea, space Seasonal changes - Spring Walk to Witton Lakes/Brookvale Park Explore sinking and floating Use digital microscope to look at minibeasts, plants etc	<u>RE</u> – Why is Eid special to Muslims? Ramadan/Eid-al-Fitr Transport then and now Design and make a vehicle Local links to transport production (cars and Spitfires) Use Beebots – moving from A to B	Father’s Day Planting and Growing – animals and plants Explore materials and textures (recycling) Seasonal changes from Autumn to Summer Summer Walk to Witton Lakes/Brookvale Park Use Beebots – following a path Take photos of garden area, minibeasts etc
Ongoing provision throughout the year	Adult Focus Group time	Look and talk about maps, draw simple maps				
	Adult interaction during continuous provision	Learn and practise new vocabulary, create small world environments, read and draw simple maps, look at books containing images from the past or different cultures/countries, explore the natural world around them, describe what they can see, hear and feel when outside, explore different scientific concepts				

	Story/song time	Experience, explore and talk about different people and occupations, comment on images from the past or different cultures/countries
Key vocabulary linked to NC subjects (including but not limited to)	RE	belief, faith, Christian, Christianity, God, Jesus, bible, church, cross, baptism, Hindu, Hinduism, Brahma, aum, temple, Jew, Judaism, synagogue, Muslim, Islam, Mohammed, Allah, Qu'ran, mosque
	History	present, past, now, then, yesterday, today, time, day, week, month, year, remember, same, different, similar, castle, king, queen, knight, legend
	Geography	polar region, desert, rainforest, jungle, beach, park, village, town, city, country, world, globe, earth, map, path, street, road, bridge, building, sea, river, lake, stream, forest, wood, weather, seasons
	Science	question, answer, explore, test, experiment, investigate, predict, sort, group, record, compare, describe, force, magnetic, non-magnetic, freeze, melt, boil, change, sink, float, plant, grow, flower, tree, soil, roots, stem, stalk, leaves, petals, trunk, branches, seed, bud, blossom, life-cycle, body parts, baby, adult, human, wood, metal, plastic, glass, rock, hard, rough, smooth
	Computing	technology, internet, iPad, app, camera, switch, digital, website, mobile phone, computer, laptop, mouse, keyboard, click, open, close, program, type, record, play, headphones, speaker, volume

Expressive Arts and Design

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Main Theme	Ourselves and Others	Superheroes	Animals – past and present	Transport	Magical World	
Educational Programme	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
Curriculum Goals	To become a Dynamic Designer who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it. To become a Proud Performer who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.					
Term specific provision	<p><u>Charanga Music</u> – Me! Sing and perform on the stage outside.</p> <p>Use templates and stencils with pencils Wax crayon rubbings Print – fingers, stampers Paint – setup and use Malleable materials – use rolling pins and cutters Use felt tip pens Transient art – sand art Model with construction kits Collage – stick</p>	<p><u>Charanga Music</u> – My stories Perform in the Nativity Production.</p> <p>Use stencils with paints and sponges Print - outlines Paint – different brushes, different surfaces Malleable materials – roll and shape by hand Use oil pastels Model with construction kits Junk model – join with tape/glue and embellish</p>	<p><u>Charanga Music</u> – Everyone! Sing and perform on the stage outside.</p> <p>Print – relief printing with rollers Paint - colour mixing Malleable materials – imprint, use mark makers Transient art – glueless collage/loose parts Collage – cut and stick Weaving Consolidate and refine previously taught skills and techniques independently</p>	<p><u>Charanga Music</u> – Our World Sing and perform on the stage outside.</p> <p>Paint – wax resist Print – 3D shapes Junk model – flanges and hinges Weaving Consolidate and refine previously taught skills and techniques independently</p>	<p><u>Charanga Music</u> – Big Bear Funk Sing and perform on the stage outside.</p> <p>Observational drawings Paint – using water colour paints Transient art – natural loose parts Sewing Consolidate and refine previously taught skills and techniques independently Design and create a vehicle</p>	<p><u>Charanga Music</u> – Reflect, Rewind and Replay Sing and perform on the stage outside. Perform in a class assembly</p> <p>Malleable materials – pottery/sculpture Junk model – moving parts Sewing Consolidate and refine previously taught skills and techniques independently</p>
Ongoing provision throughout the year	Adult Focus group time	Develop drawing skills, use imagination, develop storylines				
	Adult interaction during continuous provision	Learn and practise new vocabulary, sing, dance, make music and perform on their own and in a group, practise and use a range of artistic techniques and skills, use a range of tools, create collaboratively, develop storylines in pretend play, use imagination, role-play				
	Story/song time	Sing a range of songs/nursery rhymes, understand the structure of stories				

Key vocabulary linked to NC subjects (including but not limited to)	Art	paint, draw, colour, mark-make, lines, circles, shapes, colour, mix, primary, secondary, texture, form, sculpt, shape, print, technique, pattern, artist, imprint
	DT	appearance, design, make, build, model, cut, join, shape, create, decorate, tools, ingredients, recipe
	Music	song, chorus, verse, tune, percussion instrument names, rhythm, pulse, beat, pitch, tempo, dynamic, compose, dance, move, perform, style