

Early Years Foundation Stage (EYFS) Curriculum



Cooperative Education East

CEE EYFS Topics

Term	Cycle 1	Cycle 2
Aut 1	All About Me	What makes me - me
Aut 2	Seasons & Celebrations - Near & Far	Light & Dark
Spr 1	My Planet and Beyond	Here and There
Spr 2	Our Heroes	People Who Help Us
Sum 1	Growing - Animals and Plants	Habitats & Life Cycles
Sum 2	Traditional Tales	Mythical Creatures

Rationale

We want our children to all partake in a knowledge engaged approach where knowledge enables and underpins the application of skills. To aid this approach emphasis is placed upon cross-curricular teaching where we create a relevant curriculum which is personal and meaningful to all of our children. Through observations and activities of both child-initiated and adult led tasks we monitor each child's engagement. Careful and purposeful adaptations are then made to resources to encourage further engagement. Cognition is the thinking skills and thought process acquired through prior experiences and our curriculum supports engagement as a prerequisite to cognition and learning. With careful mapping we can ensure knowledge is progressive from pre-school experiences and throughout the EYFS. The knowledge acquired in EYFS is then used as the strong foundations to build upon in KS1, 2 and beyond. We provide our children with the confidence to apply their learning across all areas of their development and encourage the thinking for lifelong learners.

Enhanced and Continuous Provision

Each learning environment is designed deliberately with purposeful continuous provision opportunities which are available to children the majority of the year with enhanced provision adapting and changing across the weeks.

Enhanced continuous provision is provided to encourage consolidation of learning after a lesson, in response to children's expressed interests or to encourage thinking around a new theme. Enhanced continuous provision runs for around a week or for the time the children are accessing and using the resources purposefully. Adults actively support children in following and exploring interests to allow for a greater depth of learning, understanding and involvement. There is no planned time frame for each experience that will vary on each child and the journey their learning takes. Staff enhance areas of exploration by providing additional resources, demonstrating how to use existing resources and through discussion and questioning. With careful observations staff use knowledge and experience to know when to interact and when to allow pupils to explore independently.

Adults in the room use questioning to encourage independent thought and to extend learning. Questioning that may be used:

- | | | | |
|---------------------------|--------------------------------|-------------------|--------------------|
| I wonder why....? | What if? | How could we ...? | |
| I wonder how ...? | What do you think? | What can you ...? | Tell me about ...? |
| What might happen if ...? | How can we find out about ...? | | |



Our C.A.R.E. Values

Confident

Our children will have their self-esteem nurtured to enable them to be happy in themselves and achieve their full potential. We will ensure children are confident in their abilities. We will ensure they are able to recognise the areas in which they are not as strong, and are confident in their strategies for progressing. Our children will be given the opportunity to speak in a variety of contexts and to a variety of audiences.

Able to meet future challenges

Our curriculum, both inside and outside the school day, will give the children the skills they need to take to Secondary school and beyond. We will encourage them to have; aspirations and ambitions and to 'dream big dreams' Our children will not only learn to ask questions but to research answers, analyse information and question plausibility. We will prepare our children for a world that is changing technologically every day. Our children will understand the value of money, be organised and know how to keep themselves safe and healthy.

Responsible members of the community

Our children will be encouraged to be respectful, polite and tolerant of others regardless of their differences, both within and outside of our school community. Our children will be kind and considerate. They will be able to work in teams and communicate their ideas effectively. They will recognise their place in the variety of communities they are a part of. Older children will be role models for younger children. Their tolerance and consideration will enable them all to make friends happily with all groups and to deal with disagreements in a sensible way. Our children will be proud of their school, their wider community and the part they play within those.

Effective Learners

We will foster in our children their love of learning, promote their independence and encourage them to ask questions. We will challenge children to 'have a go' and ensure they are not afraid of trying new things or of making mistakes. We will enable them to recognise the value of listening to other people and celebrate their achievements. Above all, our children will be motivated to try their best.

Characteristics of Effective Learning

Curiosity, imagination, independence, risk taking, enthusiasm, concentration, attention, inclusiveness, listening and communicating, friendship

Playing and Exploring - engagement, finding out and exploring, playing with what they know, being willing to 'have a go'

Active Learning - Motivation, being involved and concentrating, keep trying, enjoying achieving what they set out to do. Creative and

Critical Thinking - Thinking, having their own ideas, making links, working with ideas.

We plan to ensure that there are sufficient learning opportunities both indoors and outside for children to play and explore with uninterrupted time to do so. The learning environment allows children to engage all of their senses with challenging, creative and innovative opportunities. Open-ended resources are provided so that they can be manipulated, moved and combined in a variety of ways. Resources are chosen to reflect children's interests within the learning environment allowing children to make choices, decisions and follow an interest or line of enquiry. Throughout the topics both continuous provision and adult directed tasks promote all seven areas of development. The topics planned for the children are aimed to engage them and link to experiences they will be having in terms of seasons, celebrations and their local environment. We also ensure that there is significant and well-planned focused taught time in order for children to be introduced to new concepts within their learning.

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
----------------	------------------------	-----------------------	--------------------------

Phonics and Reading

Phonics is taught following the DFE approved Monster Phonics scheme - for further details please view our Phonics Policy or Phonics page on our website. Our children enjoy daily discrete phonics lessons as part of a systematic programme; they then have the opportunity to secure this knowledge by putting their learning into practice in their reading and writing both within their continuous provision and adult directed tasks. The children participate in group reading sessions in class weekly that focus on book talk and decoding, prosody and comprehension. We use placement procedure charts to plan a planned sequence of home reading books which are matched to the child's phonic ability so that deliberate practice can also take place at home. Alongside the weekly Monster Phonics book children are also issued with a reading scheme book. These books have been carefully matched to the sequence of GPC's and key words. The children take part in whole class reading sessions to focus on skills such as prediction, ordering, inference, deduction and develop vocabulary. We encourage children in developing full answers from enquiry questions. Books are also shared with the class daily to develop an interest and love for reading and a further book is shared weekly to support the learning for the week.

Writing

In EYFS, The Write Stuff is used to encourage the independent invention of texts using a simple, familiar and repetitive structure. This approach links in with the way we teach writing throughout the rest of the school and allows children to work through model sentences and text types together, before embarking on their own adapted version of the writing. We build on this process throughout the year.

Each of our topics provide ongoing child initiated and structured opportunities to develop writing.

We also encourage independence in writing by providing opportunities for writing through our continuous provision.

Hand Writing

We follow Monster Phonics Handwriting in our Reception classrooms, which has a clear progression of skills. We initiate this in January with Stage Two and in the Autumn term we focus on fine motor skills supporting the development of finger strengths to prepare for an effective pencil grip and look at line movements in Stage One. To ensure children learn the correct movements we repeat elements of stage one before each letter so children are clear on the sequence needed to create the letter shape correctly. Our aim is for children to correctly form letters so in Key Stage One they can join successfully and clearly following the correct sequence of movement.

Maths

We believe that Maths is all around us and encourage children to realise this by providing a rich environment, where concrete resources are plentiful and children can use and apply their maths knowledge. As well as children learning independently, we believe that a structured Maths Mastery approach will ensure children learn new concepts that they can then utilise for their own ideas and learning. We use White Rose long term plans to ensure we plan for progression and mastery.

Family Links

We understand and value the role the family plays and that parents and carers are children's first and most enduring educators. We value the contribution they make and their future role in educating their children.

We do this through:

- an effective and comprehensive transition period where staff visit pre-school settings and talk to families to support children and their families;
- ensuring all parents know who their child's teacher and teaching assistant will be and that they are their key workers;
- parent information sessions to help parents understand how they can support their child's learning and what life at school will entail;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: home learning activities, school events, productions/assemblies, school visits;
- the use of Tapestry or dojo as an online journal to share children's learning and achievements with parents;
- providing parents an opportunity to celebrate their child's learning and development at home by adding them to tapestry or dojo and using this where appropriate to inform our provision;
- encouraging parents and carers to talk to the child's teacher if there are any worries or concerns. There is a formal meeting for parents or carers twice a year at which the teacher and the parent or carer discuss the child's progress together, a welcome meeting prior to children starting school to introduce expectations for the year and a book look at the end of the year. Parents receive a report on their child's attainment and progress each school year.
- information mornings on phonics and or reading.
- providing each child with a reading book and a reading record, online or paper, that goes home with them to be commented on for progress and next steps and parents are encouraged to make positive comments on their child's reading at home.

Focus Books for Topics Please note these are the focus books and not the only books the children will be sharing throughout the topic

Cycle 1 2023/24	Autumn 1 All About Me	Autumn 2 Seasons & Celebrations - Near & Far	Spring 1 My Planet & Beyond	Spring 2 Our Heroes	Summer 1 Growing - animals and Plants	Summer 2 Traditional Tales
Books	Harry Dino First Day Colour Monster Ruby's Worry (WS) Martha's Map I Don't want to be small Give me back my bones	Everybody Count (WS) Hettie's Hanukkah Depal's Diwali Katie and The Sunflower We all Celebrate Nativity Book	Lost and Found All Aboard The London Bus (WS) Fact book on London Snail & The Whale The boy who turned off the sun Facts on the moon (NF)	Super Hero Like You Traction Man Super Daisy On Sudden Hill (WS) (not 2024) My Mum is a Superhero	Handa's Surprise Jaspers Beanstalk Oliver's Vegetables If Sharks Disappeared (WS) Hungry Caterpillar National Trust - Look what I found on the farm	Each Peach Pear Plum Pigs Might Fly (WS) Gingerbread Man The Run Away Chapati Jack and the Jelly Bean Stalk Three Billy Goats The Last Wolf
Cycle 2 2024/25	Autumn 1 What makes me - me	Autumn 2 Light & Dark	Spring 1 Here and There	Spring 2 People Who Help Us	Summer 1 Habitats & Life Cycles	Summer 2 Mythical Creatures
Books	What Makes me me Super Duppa You How to get your teacher ready for school (WS) What the Ladybird heard Big Feelings Be You	The Proudest Blue (WS) The Leaf Thief 8 nights and 8 lights Engines, Engines, Indian Counting Rhyme The Best Diwali Ever	Penguins (WS) Paddington London Story London Fact Book How to catch a star Fact on the sun Bringing down the sun	The Amazing Machine - Emergency Vehicles I Wanna Iguana (WS) You Can't Call an Elephant in an Emergency Rainbow Fish I'm a Bin Lorry Driver The You are Fast Asleep (people who work at night time)	Rosie's Walk (WS) Super Worms We're Going on a Bear Hunt Plant the Tiny Seed The Tiny Seed Slow Down, bring calm to a busy world	Where the Wild Things Are Zog and the Flying Doctors Perfectly Norman (WS) Puff the Magic Dragon Greta and the Giants

Each topic has ongoing themes within the learning

Overarching Theme					
<p>Starting school My new class New Beginnings My family Being kind Difference What makes me special Diversity Like and dislikes The village I live Norwich is my city Harvest and arable farming</p>	<p>Autumn Diwali Hanukkah Hibernation The dark / night time Staying safe in the dark Celebrations –Guy Fawkes & Bonfire Night -Christmas & The Nativity Christmas Lists Letters to Father Christmas & Advent Celebrating The 5 Senses</p>	<p>Polar regions (explorers & animals) Climates –cold places Penguins Freezing/Melting Ice & Snow Winter Polar Animals Chinese New Year London, Big Ben, Tower Bridge, London Eye, Thames. How the world works Make a sculpture Sun and Moon, space and planets Hopes aspirations</p>	<p>People who help us Staying safe –road safety, Fire safety, stranger danger Spring Staying healthy / Healthy Food / Human body / Teeth Materials, floating and sinking.</p>	<p>The great outdoors Night and day animals Plants & Flowers Where our food comes from Weather / seasons Animal Life Cycle Planting seeds, Growing –themselves, plants & animals How have I changed? Animal Patterns David Attenborough Minibeasts/ habitats</p>	<p>Traditional Tales Settings, characters, themes, moral stories, story structure, stranger danger. A traditional tale from my Grandparents childhood Summer Growing continued</p>

Special Things



Stay and Play Harvest festival	Autumn Walk-Nature Scavenger Hunt Nativity Remembrance Day Anti-Bullying Week Exploring food from different cultures	Winter Walk - Nature Scavenger Hunt Music performance online with trust EYFS classes	Fire engine visit Police/Sniffer Dogs Dentist Mothering Sunday Easter & Shrove Tuesday World Book Day St David's Day Holi	Spring Walk - Nature Scavenger Hunt Growing Butterflies Exotic Fruit tasting – Handa's Surprise Healthy Eating Making Soup St George's Day May Day	Summer Walk - Nature Scavenger Hunt Sports Day Father's Day
-----------------------------------	----------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------

Careful consideration has been paid to Development Matters, Early Years Foundation Curriculum and Early Learning Goals

Communication & Language	<p>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. We are specific with the vocabulary chosen 'dog' and not 'doggie' to ensure children are hearing appropriate language.</p> <p>Full sentences are both modelled and encouraged to develop the concept of language and how it is ordered and constructed. 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. Careful and specific questioning supporting full engagement if the text and to gather further understanding is used. 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.</p>					
Communication & Language and Literacy	Listening and participating during whole class sessions. Commenting on stories. Joining in with repeated refrains.	Sequencing stories. Recognising the difference between fiction and nonfiction. Identifying when	Knowing the difference between fiction and non-fiction. Work on non-fiction books. Sequencing stories.	Introduction to speech bubbles. Labelling. Writing simple, descriptive sentences. Writing simple letters.	Using speech bubbles. Using thought bubbles. Writing descriptive sentences. Writing simple instructions.	Character descriptions. Using descriptive language. Creating own stories with a beginning, middle

	<p>Sequencing stories. Giving personal responses to texts. Writing initial sounds. Description Tricky words</p>	<p>something rhymes. Joining in with repeated refrains. Developing visual literacy language. Learning some simple poems. Use initial sounds and attempt CVC words/final sounds. Description & adjectives Finger spaces Tricky words</p>	<p>Creating posters. Writing postcards Writing lists. Recording all pre-taught GPC's and tricky words. Know where to use full stops and finger spaces - sentence writing. Use description and adjectives</p>	<p>Simple character descriptions. Simple book reviews.</p>	<p>Verbal sequencing. Creating simple fact books. Acting out stories.</p>	<p>and end. Writing setting descriptions. Acting out stories. Writing instructions. Reciting simple poems. Know some traditional tales and talk about the parts of these stories.</p>
--	-----------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------	-------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



<p>PD Gross Motor (Separate to PE)</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Use their core muscle strength to achieve a good posture when sitting at the table or the floor.</p>					
<p>PD Fine Motor</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing. Children line up knowing not to stand too close or touch others. Teaching and modelling eating with good manners using cutlery effectively.</p>					
<p>PE</p>	<p>Introduction to PE Bun -Unit 1: 2023/24 Unit 2: 2024/25 Physical: run, jump, hop, skip, balance,</p>	<p>Fundamentals Bun -Unit 1: 2023/24 Unit 2: 2024/25</p>	<p>Gymnastics Bun -Unit 1: 2023/24 Unit 2: 2024/25 Ban & Thomp Wall Bars Physical: shapes, balances, jumps,</p>	<p>Dance Bun -Unit 1: 2023/24 Unit 2: 2024/25 Physical:</p>	<p>Ball Skills Bun -Unit 1: 2023/24 Unit 2: 2024/25 Physical: roll, stop a rolling ball, throw,</p>	<p>Games Bun -Unit 1: 2023/24 Unit 2: 2024/25 Physical: run, balance, change</p>

	<p>crawl</p> <p>Social: share, communication, work safely, co-operation, leadership</p> <p>Emotional: independence, perseverance, confidence</p> <p>Thinking: select and apply actions, comprehension, reflection, make decisions</p>	<p>Physical: balance, run, jump, hop, change direction</p> <p>Social: support others, work safely, take turns</p> <p>Emotional: honesty, determination</p> <p>Thinking: decision making, comprehension, select and apply</p>	<p>rocking, rolling, travel, Begin to take weight on different body parts.</p> <p>Social: work safely, collaboration, share and take turns</p> <p>Emotional: determination, confidence</p> <p>Thinking: comprehension, creativity, select and apply</p>	<p>actions, dynamics, space</p> <p>Social: work safely, respect, collaboration</p> <p>Emotional: independence, confidence</p> <p>Thinking: select and apply actions, creativity, exploration, recall, provide feedback</p>	<p>bounce, catch, dribble with feet, kick</p> <p>Social: work safely, collaboration, co-operation, support others</p> <p>Emotional: perseverance, independence, honesty</p> <p>Thinking: use tactics, comprehension</p>	<p>direction, throw, catch</p> <p>Social: work safely, communication, co-operation, support and encourage others</p> <p>Emotional: confidence, honesty, determination, manage emotions</p> <p>Thinking: comprehension, decision making</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

PSED Self-Regulation	Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.					
PSED Managing Self	See themselves as a valuable individual. Manage their own needs. Personal hygiene 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					
PSED Building Relationships	Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Think about the perspectives of others.					
PSHE	Being Me in My Planet	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

<p>PSHE Progression</p>	<p>Understand how it feels to belong and that we are similar and different. Start to recognise and manage feelings. Work with others. Understand why it is important to be kind and use gentle hands. Understand what children's rights are. Understand what it means to be responsible.</p>	<p>Understand what we are good at and that everyone is good at different things. Understand that being different makes us special. Talk about why home is special. Understand how to be a kind friend. Know how to stand up for yourself when someone says or does something unkind.</p>	<p>Understand that you need to persevere to tackle a problem. Understand how to set a goal and work towards it. Understand how to use kind words to encourage people. Explain how it feels when you achieve a goal and what it means to be proud. Understand the link between what I learn now and the job I might like to do when I'm older.</p>	<p>Understand that you need exercise to keep healthy. Understand how moving and resting is good for your body. Understand how to make healthy eating choices. Understand why sleep is good for you. Understand why good hygiene is important - especially before eating. Understand what a stranger is and how to stay safe.</p>	<p>Identify some of the jobs you do in your family. Understand how to make friends to stop yourself from feeling lonely. Understand how to resolve problems within friendships. Understand the impact of unkind words. Understand how to regulate feelings. Understand how to be a good friend.</p>	<p>Name parts of the body. Understand what you can do, and foods you can eat, to stay healthy. Understand that we all grow from babies to adults. Understand how to express how you feel about transition to year 1. Understand how to talk about worries. Talk about favourite memories from Reception.</p>
-------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Skills Progression	Sorting techniques, Comparing amounts to 5, Comparing size, Comparing mass, Comparing capacity Exploring patterns,	Identifying circles, Identifying triangles, Shapes in environment, Describing position, Finding & subitising	Introducing 0. Revising numbers 0-5. Composition of numbers 1-5, One more and one less up to 5.	Exploring length, comparing length, Exploring height, Comparing height. Time (days of the week), Order and	Build numbers beyond 10, up to 20. Verbal counting beyond 20. Verbal counting patterns.	Sharing, Grouping, Even and odd sharing. Revising building doubles. Revising repeating
Mathematics Number						
Mathematics Numerical Patterns						

	Continuing patterns, Creating patterns, Subitising 1,2,3 Representing 1,2,3	4,5 One more, one less up to 5, Composition of number up to 5. Identify and name 4 sided shapes. My day and night (routine)	Exploring number 5. Revisiting mass and capacity. Finding a balance, Identifying 6,7,8, One more one less up to 8. Odd and even, Double to 8. Combining two groups	sequence, Comparing numbers to 10. One more, one less to 10. Composition to 10.	Adding more, taking away. Manipulating shape, composing shape, 2-D shape pictures, Finding 2-D shapes within 3-D shapes.	patterns. Pattern rules. Replicate constructions. Describing positions. Deepening understanding. Patterns and relationships.
Curriculum overview	By the end of the year children will develop the key skills of counting objects, actions and sounds. This will be developed through singing counting songs, playing games involving counting and building counting into everyday routines. Children will be able to subitise smaller numbers, using tens frames, Numicon and playing games. Children will be able to link numerals to the number value, this could be supported by playing card games, dominos and score taking. Children will be able to compose, rotate and manipulate shapes, using building sets, 3D resources and puzzles. Children will develop spatial reasoning skills. Children will be able to continue, copy and create repeating patterns, children will have access to varying patterns, some with mistakes to encourage key reasoning skills. Children will be able to compare length, weight and capacity, this will be developed in the water area and sandpit, comparing objects and using key language.					

UW Past & Present (History)	My past, present and future Families - parents, grandparents and beyond.	Life now compared to when Jesus was born. Guy Fawkes Remembrance Day Festivals and	Name the King of England and talk about past Monarchs. Scott of Antarctic	Compare and contrast characters from stories, including figures from the past. Comment on	Comment on images of familiar situations in the past. Look at some simple old farming methods compared	Compare and contrast characters from stories, including figures from the past.
----------------------------------------------	--------------------------------------------------------------------------	------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------

		Celebrations (Diwali, Hanukkah, Christmas & advent)	and or Robert Peary for Arctic exploration.	images of familiar situations in the past. (Police, Fire, Nurse, Life/Coast Guard - now and in the past.)	to today. Who is St George and why do we remember him?	
--	--	-----------------------------------------------------	---------------------------------------------	-----------------------------------------------------------------------------------------------------------	--------------------------------------------------------	--

UW People Culture & Community (Geography)	Draw information from a simple map. Name my village and Norwich as my nearest city. Arable farming	Some birds migrate to warmer climates	Chinese New Year Recognise some similarities and differences between life in this country and life in other countries. Using maps to locate Arctic, England, UK,	Know who helps us and how this impacts us. How we can help ourselves and keep ourselves safe in our environment.	Recognise some similarities and differences between life in this country and life in other countries. Livestock farming and what types of farms are around us. Revisit arable farming. Habitats insects.	Who are 'safe people'. stranger danger. Habitats and wild and domesticated animals.
------------------------------------------------------------	----------------------------------------------------------------------------------------------------	---------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------

UW People Culture & Community (RE)	Talk about members of their immediate family and community. Name and describe people who are	Understand that some places are special to members of their community. Recognise that people have		Hindu - Holi the festival of colour Christianity - Easter & Shrove Tuesday		
--------------------------------------------------	----------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------	--	-------------------------------------------------------------------------------	--	--

	familiar to them. What is special about me - what makes me - me?	different beliefs and celebrate special times in different ways. Hindu - Diwali festival of light Judaism - Hanukkah Christianity - the Christmas story				
--	---------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--



UW The Natural World (Science)	How I grow Seasons of the year (Autumn) Exploring Autumn leaves. Our school and my route to school. All about me - facial	Explore the natural world around the Describe what they see, hear and feel whilst outside. 5 senses continued. Understand the	Recognise some environments that are different from the one in which they live. Forces: push, pull,	What grows that we can eat. Healthy food choices.	Ongoing - Changes in environment. Ongoing - Changes in Seasons. Farming and habitats - think about life cycles	Ongoing - Changes in Seasons. Wild animals in our local environment.
---------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------	---------------------------------------------------	----------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------

	features, body parts (brain, lungs, heart), the five senses.	effect of changing seasons on the natural world around them. Animals that hibernate (hedgehogs etc) Light and dark - shadows & reflections	twist. Air transport Water transport		and habitats. What things need to grow and how they grow. Planting and seeds. Protecting our local environment.	
--	--------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------	--	-----------------------------------------------------------------------------------------------------------------	--



Developing Experts - Knowledge & Understanding of the World	Food - Vegetables. Understand which vegetables grow over ground or underground. Name several types	The senses - naming exploring the 5 senses	Space - What is a planet? What are the names of the planets? Weather and	Forces - Group objects based on whether they float or sink. Explain what 'sink' and 'float' means.	Animals - to learn about which animals live on the farm, farm animals, the products they produce and the	Animals - to learn about where animals live and what they need to survive. Explain what some
-------------------------------------------------------------	----------------------------------------------------------------------------------------------------	--------------------------------------------	---------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------

	<p>of vegetables. Identify three different types of vegetables.</p> <p>Our body - learn about the parts of our body, how our body changes and how we are unique.</p>		<p>Seasons - explore how snow melts.</p>	<p>Health and Safety - Know about the people we can trust. Identify safe strangers. Explain where to go if I need help. Understand the term 'stranger danger'.</p>	<p>role of farm animals.</p> <p>Food - Learn about the importance of diet and understand how to stay healthy.</p> <p>Insects - knowing where insects live, their habitat and what they need to survive.</p>	<p>animals' habitats are like and what they need to survive in their habitat. Describe an animal's habitat. Know where some domestic and wild animals live.</p>
	Weather and Seasons - learn about seasonal changes.				Growing - plants are living, where they come from and how we look after them.	



UW Technology	<p>Basic Online safety. What age should we access things? What is a stranger? What information</p>	<p>Networks and Systems: using a computer 1: Keyboards 2: Logging in and</p>	<p>Programming all about instructions 1: Following instructions 2: Giving simple</p>	<p>Commuting systems and networks, exploring hardware 1: Exploring</p>	<p>Programming 1: Understanding arrows 2: Introducing the Bee-Bot</p>	<p>Introduction to Data 1: Loose parts play 2: Sorting ourselves 3: Yes or no? An</p>
---------------	----------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------	----------------------------------------------------------------------------	-------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------

	<p>should we share? Creating a healthy respect for time limits. Dangers within certain apps for example you tube.</p>	<p>out 3: Mouse control 4: Mouse control - clicking 5: Mouse control - clicking and dragging</p>	<p>instructions 3: Dressing up instructions 4: Debugging instructions 5: Predictions</p>	<p>hardware tinker tray 2: Real world tinker tray 3: Pictures of play 4: Picture walk 5: Class photo album</p>	<p>3: Simple Bee-Bot programming 4: Understanding algorithms. 5: Programming a Bee-Bot</p>	<p>introduction to branching databases. 4: Creating a branching database 5: Exploring pictograms</p>
--	-------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------



<p>EAD Continuous provision</p>	<p>Continuous provision may include but is not limited to items such as: Wax crayons, pencils, chalk, felt tips, junk modelling resources such as cardboard, fabric, foil, empty bottles/cartons, lolly sticks, corks etc, loose parts, coloured paper, white paper, craft card, clipboards, scissors, joining materials such as paper clips, tape, split</p>
--------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	pins, treasury tags, string, ribbon, glue sticks, PVA with spreaders and pots, paint and painting tools.
EAD Enhanced provision	Enhanced continuous provision may include but is not limited to items such as: Seasonal materials, or those related to a special festival, provocation to create (threading board and ribbon), materials chosen to develop certain skills or enhance an interest such as clay, papier mâché or needles and thread.



EAD Creating with Materials	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Working to: EAD Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture,
----------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	form and function. Share their creations, explaining the process they have used. PD Use a range of small tools, including scissors, paintbrushes and cutlery.			
Enhanced provision	Enhanced continuous provision allows children to be equipped to properly plan their creations or execute their ideas in the way they want. Plan, design, make and develop are encouraged as the fundamental skills in D&T with technical knowledge and vocabulary being developed as part of the design, make and evaluate process. Relevant pictures or structures will be displayed in and around the area and creations displayed to present to other class members.			
DT	<p>Textiles Book Marks To develop threading and weaving skills. To practise and apply weaving skills to a specific material. To practice and apply threading skills. To use threading or sewing to design a product. To create a textiles product following their own design. To reflect on how they have achieved their aim.</p>	<p>Structure & Junk Modelling To explore and investigate tools and materials. To investigate cutting different materials. Learn how to plan and select the correct materials to make a model. To verbally plan and create a junk model. To share a finished model and talk about the processes in its creation. To explore different ways to temporarily join materials together.</p>	<p>Structures Boats (Life Boat) To understand what waterproof means and to test materials to see if they are waterproof. To test and make predictions as to which materials will float or sink. To compare the uses of boats. To investigate how the shape and structure of a boat affects the way they move. To design a boat. To create a boat based on their own design.</p>	<p>Cooking and Nutrition To explore fruits and vegetables and the differences between them. To explore a pumpkin and describe it using the 5 senses. To design a fruit and vegetable soup recipe. To learn how to use a knife safely. To safely use tools to prepare ingredients. To design food packaging.</p>

<p>EAD Being Imaginative & Expressive</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play.</p>					
<p>Continuous Provision</p>	<p>When possible, musical instruments and equipment will be available as part of our continuous provision. Ongoing provision may look like: percussion instruments, recycled/homemade 'instruments', instruments from a range of cultures, CDs, music player, headphones/I-pads and music, paper and pencils. Songs and music videos are part of daily school life.</p>					
<p>Enhanced Provision</p>	<p>Seasonal instruments, for example, sleigh bells at Christmas. Instruments related to a particular culture or festival. Instruments created by the children. CDs or other listening materials related to a topic of interest. Costumes related to a topic of interest.</p>					
<p>Music</p>	<p>Exploring Sound Exploring using voices to make a variety of sounds, with relevant symbols. Exploring using body parts to make a variety of sounds. Exploring using instruments to make a variety of sounds. Exploring sounds within the environment. Listening to sounds</p>	<p>Celebration Music Learn about the festival of Diwali and respond to music through movement. Learn some dance and instruments from the festival of Hanukkah. Learn about the festival of Kwanzaa, take part in traditional African call and response song and use classroom objects</p>	<p>Music and Movement Learning why songs have actions and some simple Makaton signs to accompany a song. Children explore the beat through body movement. Children learn to recognise and react to different tempos in music. Children learn to express different pitch and tempo in</p>	<p>Transport Exploring the sounds of different types of vehicles Exploring and mimicking the sounds of a train. Exploring sounds heard on and around boats. Interpreting symbols to reflect a car's journey. Demonstrating simple rhythms on an instrument.</p>	<p>Musical Stories Children listen to lyrics and melody, follow instructions, change movement to music, reflect the tempo, pitch or dynamic of the piece. Use actions to tell a story before singing and performing. Use instruments to retell a story.</p>	<p>Big Band Learn about different musical instruments, use recyclable materials to create own instrument. Learn the four different groups of musical instruments, their positioning in an orchestra, sounds and role of a conductor. Follow a beat using an untuned</p>

	in nature and recreating them.	as drums. Children take part in a Christmas group singing, creating vocal sounds and playing instruments. Children create and perform appropriate actions to represent Christmas songs.	music through dance. Children perform movement and movement songs.		Write, compose, practise, perform own music story. Perform own musical story and discuss.	instrument, play together to match to a beat. Experiment with playing tuned and untuned instrument, play or sing along to familiar songs, changing tempo, volume or dynamic. Children select appropriate instruments to represent different parts of a song and perform to an audience.
--	--------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------	--	-------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



EAD	<p>When planning for continuous provision, consideration is applied to resources to ensure a range of sensory experience, time is considered to ensure children can develop and extend ideas, opportunities provided to observe others creations and the natural world to allow children to explore freely and be creative. 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 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. Ongoing provision for both continuous provision and structures activities will promote the achievement of: safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories.</p>				
Art	<p>Drawing Marvellous Marks To investigate the marks and patterns made by different</p>	<p>Painting and Mixed Media To explore paint through finger painting.</p>	<p>Sculpture and 3D Creation Station To explore clay and its properties. To explore</p>		<p>Craft and Design – Let’s get crafty Developing confidence with scissor skills. Building small/fine motor skills when threading. Exploring techniques for joining paper and</p>

	<p>textures. To explore making marks with felt tips. To explore making marks with chalk. To explore making marks with pencils. To make simple observational drawings. To use a variety of colour and materials to create a self-portrait.</p>	<p>To create natural paintbrushes through found objects. To respond to music through the medium of painting. To make child-led collages using mixed media. To create landscape collages inspired by Megan Coyle. To create a large art piece or group collaboration based around fireworks.</p>	<p>playdough and its properties. To create natural 3D landscapes using 'found' objects. To generate inspiration and conversation about sculpture art and artists. To begin making a 3D clay sculpture using the designs created last lesson. To make a 3D clay sculpture using the designs they created.</p>		<p>card, using a range of tools and equipment. Learning to fold, cut, curl paper. Refine drawing and colouring skills to create a design. Using designs to create.</p>
<p>Explore mark making using a range of drawing materials</p>	<p>Explore mark making using a range of drawing materials. Investigate marks and patterns when drawing. Identify similarities and differences between drawing tools. Investigate how to make large and small movements with control when drawing. Practise looking carefully when drawing. Combine materials when drawing.</p>				<p>So they can- Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Begin to develop observational skills (e.g., by using mirrors to include the main features of faces)</p>
<p>Explore paint, using hands as a tool.</p>	<p>Describe colours and textures as they paint. Explore what happens when paint colours mix. Make natural painting tools. Investigate natural materials e.g. paint, water for painting. Explore paint textures, for example mixing in other materials or adding water. Respond to a range of stimuli when painting. Use paint to express ideas and feelings. Explore colours, patterns and compositions when combining materials in</p>				<p>So they can - Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no</p>

	collage.	set outcome.
Explore the properties of clay	Use modelling tools to cut and shape soft materials e.g. playdough, clay. Select and arrange natural materials to make 3D artworks. Talk about colour, shape and texture and explain their choices. Plan ideas for what they would like to make. Problem-solve and try out solutions when using modelling materials. Develop 3D models by adding colour.	So they can - Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (e.g. by using mirrors to include the main features of faces.)
Methods	Explore differences when cutting a variety of materials. Investigate different ways of cutting e.g. straight lines, wavy lines, zig-zags. Follow lines when cutting. Experiment with threading objects, holding equipment steady to do so. Explore techniques for joining paper and card e.g. stick, clip, tie, tape. Apply craft skills e.g. cutting, threading, folding to make their own artworks. Design something on paper ready to make in three dimensions.	So they can - Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome.

CL - Communication and Language, PD - Physical Development, PSED - Personal, Social and Emotional Development, UW - Understanding of the World, L - Literacy, M - Mathematics. EA&D - Expressive Arts and Design



