









Joy Lane Early Years Curriculum



Overall Aims

We have worked collaboratively to ensure we provide an enchanting curriculum that captivates all our children's love of learning, for life. We promote awe and wonder through the curiosity approach and develop our children through a holistic curriculum. We fascinate our children with well thought out knowledge and skills that prepares them for their on-going learning journey through Key Stage 1. We are aware of their prior learning, interests and specific needs to ensure that they progress at an ambitious yet captivating pace.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS curriculum General Themes NB: These themes may be adapted at various points to allow for children's interests to flow through the provision	This is Me! 	It's the Most Wonderful Time of the Year! 	A Hazy Shade of Winter! 	I Love to go A-Wandering! 	How Does Your Garden Grow? 	Oh, We Do Like to be Beside the Seaside! 
Enrichment opportunities/ WOW moments	Autumn nature walk linked to the story - Leaf Man Remembrance Day Harvest Time Halloween	Walk to the post office to send a letter to Father Christmas. Bonfire Night Christmas Time / Nativity, Diwali Remembrance Day Children in Need Anti- Bullying Week	Chinese New Year Story Telling Week Random Acts of Kindness Week Valentine's Day Internet Safety Day	Build a space rocket / space rocket trip Go on a 'safari' Pack for an Artic /Jungle/Space adventure	Planting seeds Using herbs in cooking / potion making	Walk to Whitstable Beach Visit from the RNLI



Metacognition Skills (COEL) Voices for Choices					
Persevering Parrot	Creative Chameleon	Choosing Chimp	Proud Peacock	Go for It Gorilla	Exploring Elephant
I seek challenges. I take risks, engage in new activities and learn from 'trial and error'.	I think of ideas. I think of new ways to do things. I find ways to solve problems.	I plan how I will solve problems and I make decisions. I think about how well my activity is going. I change how I do things sometimes. I think about how well my approach worked.	When I meet a goal, I am satisfied. I am proud of how I do things (not just the end result). I enjoy challenge for my own sake, not just for praise and rewards. I can find enjoyment in learning at home and school.	I have a 'can do' attitude. I initiate activities.	I am curious about objects, events and people. I am beginning to follow instruction and direction to find out more. I am eager to investigate and find out more about a subject or issue. I am an active learner. I enjoy new experiences and use them shape my own broader views. I use my senses to explore the world around me. I engage in open-ended activities. I show particular interests.



PSED

PSHE (Jigsaw)	<u>Being Me in My World</u> Who...Me? How am I feeling today? Being at school. Gentle Hands. Our Rights. Our Responsibilities.	<u>Celebrating difference</u> What am I good at? I'm special, I'm Me! Families. Houses and Homes. Making Friends. Standing up for yourself.	<u>Dreams and Goals</u> Challenge. Never Giving Up. Setting a Goal. Obstacles and Support. Flight to the Future. Footprint Awards.	<u>Healthy me</u> Everybody's Body. We Like to Move it Move it! Food Glorious Food. Sweet Dreams. Keeping Clean. Stranger Danger.	<u>Relationships</u> My Family and Me! Make friends, make friends, never ever break friends (Part One and Two) Falling Out and Bullying (Part One and Two) Being the best friends, we can be.	<u>Changing me</u> My Body. Respecting My Body. Growing Up. Fun and Fears (Part One and Two) Celebration.
Managing Self	Children will know how regular exercise is important for their health Voices for Choices	Children will know the school rules Ready, Respectful and Responsible Voices for Choices	Children will know how regular teeth brushing is important for their health Voices for Choices	Children will know what a sensible amount of screen time is and why this is important for their health Voices for Choices	Children will know about the importance of a good sleep routine for their health Voices for Choices	Children will know how to be a safe pedestrian and why this is important Voices for Choices
<u>ELG</u>						
Managing self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Explain the reasons for rules, know right from wrong and try to behave accordingly						



Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

Building Relationships	Children will know how to identify their feelings, using books such as 'The Colour Monster' to support understanding	Children will know how to listen to others with respect	Children will know how to treat others in our class using the statement 'Gentle hands and kind words'.	Children will be able to describe what makes a good friend including attributes such as listening and sharing	Children will know how to express their opinion and understand it is okay to have a different opinion to their friends	Children will know how to resolve a problem by talking it through with a friend or adult
-------------------------------	--	---	--	---	--	--

ELG

Building Relationships: Work and play cooperatively and take turns with others
Form positive attachments to adults and friendships with peers
Show sensitivity to their own and to others' needs

Self-Regulation	Controlling own feelings and behaviours Applying personalised strategies to return to a state of calm Being able to curb impulsive behaviours Being able to concentrate on a task Being able to ignore distractions Behaving in ways that are pro-social Planning Thinking before acting Delaying gratification Persisting in the face of difficulty
-----------------	---

ELG

Self-Regulation: Show an understanding of their own feeling and those of others, and begin to regulate their behaviour accordingly

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate

Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions

Communication and Language

Listening, Attention and Understanding	Children will listen carefully to a story Children will ask 'what' questions	Children will join in with repeated refrains in a story Children will ask 'who' questions	Children will talk about key events in a story Children will ask 'when' questions	Children will identify the main characters in the story and talk about their feelings Children will ask where questions	Children will link events in a story to their own experiences Children will ask why questions	Children will 'hot seat' characters from a story
---	---	--	--	--	--	--

ELG

Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
Make comments about what they have heard and ask questions to clarify their understanding
Hold conversations when engaged in back-and-forth exchanges with their teacher and peers

Speaking	Children will know and retell 'Owl Baby' Children will know and use vocabulary linked to the theme 'This is Me!' including special, unique, similar, and different	Children will know and re-tell the Christian Christmas Story Children will know and use vocabulary linked to their theme 'It's the Most Wonderful Time of the Year' including tradition, Diwali, religion	Children will know and retell 'Here Comes Jack Frost' Children will know and use vocabulary linked to the theme 'A Hazy Shade of Winter' including, seasons, hibernation, nocturnal' Children will express ideas	Children will know and use vocabulary linked to their theme 'I Love to go A-Wondering' including planet, solar system, jungle, Arctic, climate	Children will know and re-tell the stories 'What the Ladybird Heard and The Hungry Caterpillar' Children will know and use vocabulary linked to the theme 'How Does Your Garden Grow?' including, life-cycle, mini-beasts, habitats	Children will discuss 'The Odd Fish' and how we can look after our beaches Children will know and use vocabulary linked to the theme 'Oh I Do Like to be Beside the Seaside' including beach, littering,
-----------------	---	--	--	--	--	---



			using past and present tense			beach safety, marine wildlife Children will express ideas using past and present tense
<u>ELG</u>						
<p>Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling support from their teacher</p>						

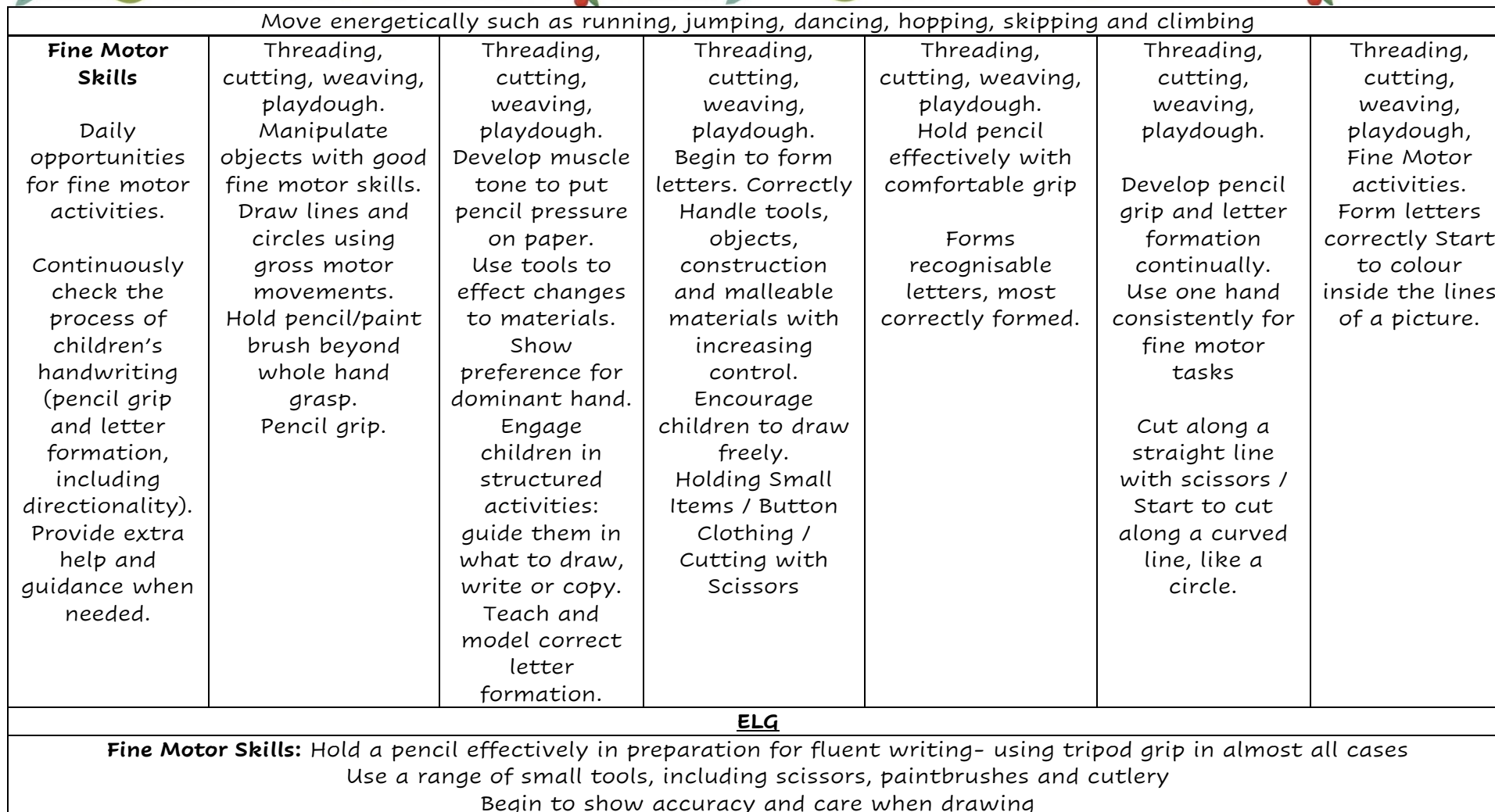


Physical Development

PE Hub	Body management 1	Body management 2	Gymnastics	Swimming Speed, Agility and Travel (1)	Swimming Manipulation and Coordination (1)	Swimming Manipulation and Coordination (2)
	<p>Children will know/be able to:</p> <p>How to follow a balance obstacle challenge</p> <p>Work with others to move through hoops</p> <p>Reach and stretch to retrieve and place objects</p> <p>How to make different steps, strides, hops, bounces, bridges and tunnels</p> <p>A variety of ways to travel over apparatus</p>	<p>Children will know/be able to:</p> <p>How to twist, turn, and perform an egg roll</p> <p>Control and coordinate limbs</p> <p>Run and jump to music</p> <p>Perform basic actions with others</p>	<p>Children will know/be able to:</p> <p>Adapt instruction to physical actions</p> <p>Different take off positions</p> <p>Landing positions and land safely</p> <p>Ways to move over and under apparatus</p> <p>Demonstrate different shapes and balances</p>	<p>Children will know/be able to:</p> <p>Demonstrate agility in a variety of games</p> <p>Recognise and follow instructions</p> <p>Experiment different starting and stopping positions</p> <p>Perform fast and slow movements</p> <p>Show control to stop and perform actions</p>	<p>Children will know/be able to:</p> <p>Co-ordinate limbs to carry out defined movements and actions</p> <p>Reproduce movements with a ball bilaterally</p> <p>Make contact with a ball using feet and legs</p> <p>Practice hop, step and jump sequences</p>	<p>Children will know/be able to:</p> <p>Move small objects using dominant and non-dominant hand</p> <p>Push, hit, dribble. Using baton steer objects to targets</p> <p>Roll, spin, rotate, throw and catch hoops</p>



					Send and stop objects using hand and feet	
Gross Motor Skills Daily opportunities for Gross Motor Development	Cooperation games including parachute games. Climbing using the outdoor equipment. Different ways of moving to be explored with children (See PE) Help individual children to develop good personal hygiene.	Ball skills-throwing and catching. Crates play-balancing and climbing. Hula hoops for skipping in outside area. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers.	Ball skills-aiming, dribbling, pushing, throwing & catching, patting, or kicking	Balance- children moving with confidence. Dance related activities in the stage area. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	Races / team games involving gross motor movements & dance related activities
ELG						
Gross Motor Skills: Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing						





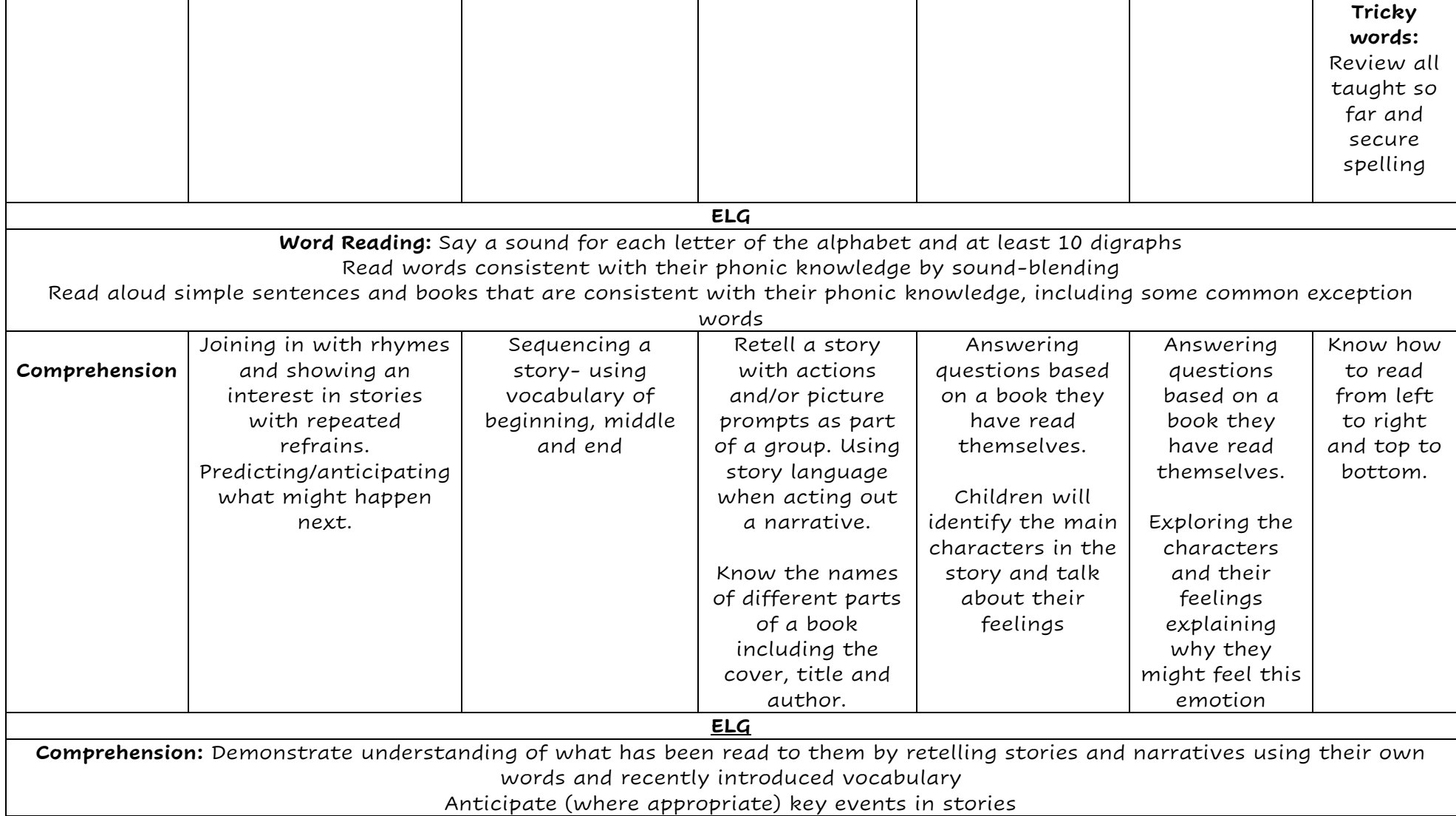
Maths

White Rose Maths	Matching and sorting Comparing amounts Comparing size, mass & capacity Exploring capacity Representing 1,2 & 3 Comparing 1,2 & 3 Composition of 1,2 & 3 Circles and triangles Positional language Representing numbers to 5 One more and one less	Introducing zero Comparing numbers to 5 Composition to 4&5 Compare Mass (2) Compare Capacity (2) Building 6, 7 & 8 Making pairs Combining two groups Length and Height Time Building 9&10 Comparing numbers to 10 Bonds to 10 3D shapes Pattern (2)	Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning (1) Match, rotate, manipulate Adding more Taking away Spatial reasoning (2) Compose and decompose Doubling Sharing and grouping Even and odd Spatial reasoning (3) Visualise and build Patterns and relationships Spatial reasoning (4) Mapping
ELG			
<p>Number: Have deep understanding of number to 10, including composition of each number Subitise (recognise quantities without counting) up to 5 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts</p> <p>Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>			



Literacy

<p>Phonics/word reading (Little Wandle)</p>	<p>Phase 1 recap Listening to and identifying sounds in the environment.</p> <p>Sounds to teach: s,a,t,p,i,n,m,d,g,o,c, k,ck,e,u,r,h,b,f,l</p> <p>Tricky words: is, I, the</p>	<p>Sounds to teach: ff,ll,ss,j,v,w,x,y,z,zz, qu,ch,sh,th,ng,nk</p> <p>Words with s /s/ added at the end (hats sits)</p> <p>Words ending s /z/ (his) and with s /z/ added at the end (bags)</p> <p>Tricky words: put, pull, full, as, and, has, his, her, go, no, into, she, push, he, of, we, me, be</p>	<p>Sounds to teach: ai,ee,igh,oa,oo,oo, ar,or,ur,ow,oi,ear, air,er</p> <p>Words with double letters: dd,mm,tt,bb,rr,gg, pp,ff</p> <p>Tricky words: was, you, they, my, by, all, are, sure, pure</p>	<p>Review Phase 3: ai, ee,igh,oa,oo,ar,or, ur,oo,ow,oi,er, air Words with double letters</p> <p>Teach: Longer words Words with two or more digraphs Longer words ending in -ing Compound words Longer words with s in the middle /z/, /s/ Words ending -s Words ending with -es at end /z/</p> <p>Tricky words: Review all taught so far and secure spelling</p>	<p>Short vowels CVCC/ CVCC/CCVC/ CCVCC/CCCVC/ CCCVCC</p> <p>Longer words Compound words Root words ending in: -ing, -ed /t/, ed /id/ed/, -est</p> <p>Tricky words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</p>	<p>Long vowel sounds CVCC, CCVC, CCCVC, CCV,CCVCC</p> <p>Phase 4 words ending: -s /s/ -s /z/ -es</p> <p>Longer words Root word ending in: -ing -ed /t/ -ed /id/ed -ed /d/</p> <p>Phase 4 words ending in: -s /s/ -s /z/ -es</p>
--	---	--	--	---	--	--





Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play

<p>Writing</p>	<p>Children will identify and form letters from their name</p> <p>Children will demonstrate increasing control when forming pre-writing patterns</p> <p>Knowing that words can be written and the sounds that taught GPC's make</p> <p>Shared class writing- Spooky potions</p> <p>Drawing detailed pictures of families and pets</p>	<p>To write the graphemes taught and some familiar words</p> <p>Identify sounds on a sound mat and to use this when writing</p> <p>Caption writing</p> <p>Children will know what a list is and how to write/format a list</p> <p>Christmas cards to families and friends</p>	<p>Think of and write a short, simple sentence</p> <p>Say and write some descriptive words for winter</p> <p>Letter writing- Thank you letters for Christmas</p> <p>Labelling pictures</p>	<p>Think of and write a short sentence</p> <p>Children will know what a postcard is and write one from their 'adventure'</p> <p>Labelling</p> <p>List writing- Packing a backpack for the adventure</p> <p>Wanted poster writing</p>	<p>Think of and write a sentence including a tricky word</p> <p>Know how to form capital letters</p> <p>Labelling- parts of a flower and mini-beasts</p> <p>Writing instructions- know how to write and format instructions</p> <p>Recount of the Hungry Caterpillar- writing sentences with story prompts</p>	<p>Think of and write a sentence using a tricky word and a connective</p> <p>Know to use a capital letter and full stop</p> <p>Wanted poster</p> <p>Postcard writing</p> <p>Design and write Beach safety Posters</p>
-----------------------	---	---	--	--	--	---

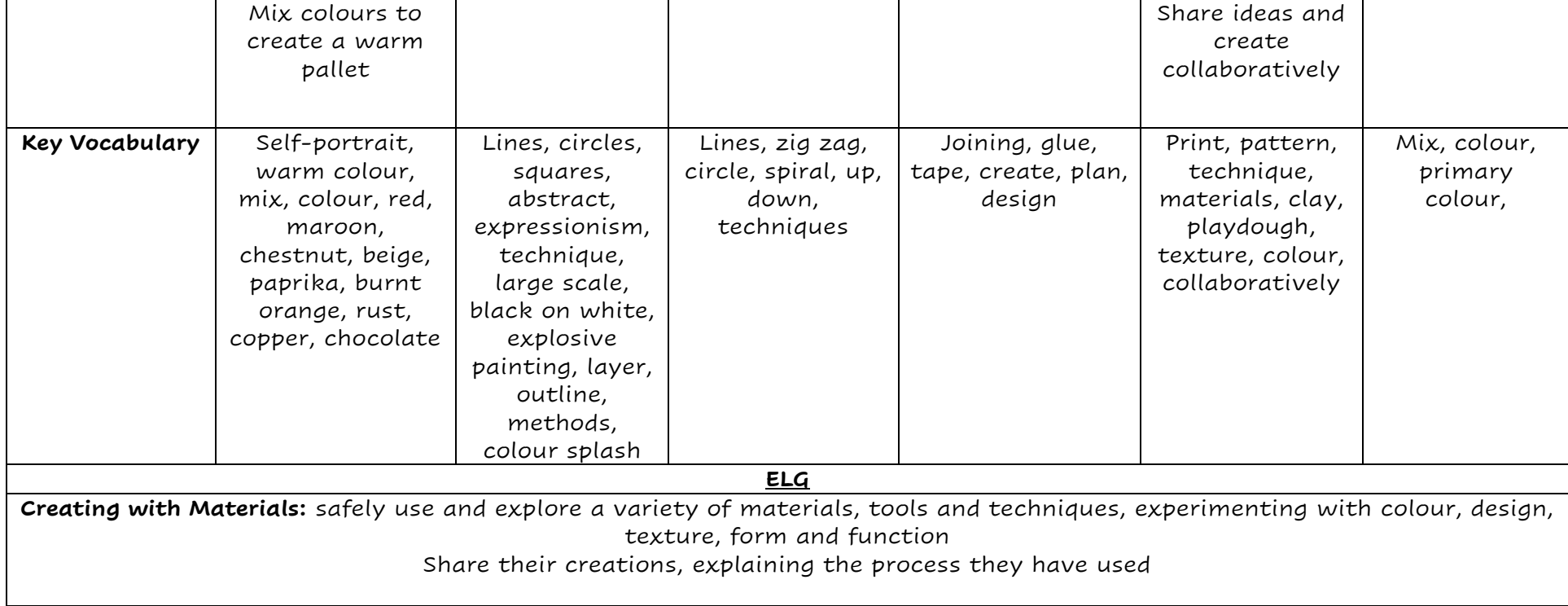


					Fact Book Writing	
ELG						
Writing: Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others						
Handwriting (Letter join)	Practicing correct seated position for writing Gross Motor exercises Fine Motor/Tripod Grip exercises Pre-writing patterns (large scale and small scale) *circles and spirals *lines and diagonals *jellies	Practicing correct seated position for writing and tripod grip Pre-writing patterns (large scale and small scale) *zig zags *loopies and waves Introducing printed letters and words i,l and t u,w and e c and o	Practicing correct seated position for writing and tripod grip Introducing printed letters and words a and d n,m and h j and y	Practicing correct seated position for writing and tripod grip Introducing printed letters and words g and q p,b and k v,s and r	Practicing correct seated position for writing and tripod grip Introducing printed letters and words f,x and z Recap all previously taught sessions *focus on trickier patterns and letter shapes	Recap all previously taught sessions *focus on trickier patterns and letter shapes

Expressive Art and Design

Art

	Mood and Feeling	Art Appreciation	Tools	3D Modelling	Techniques	Colour
Knowledge	<p>Children will know what a portrait is and create a self-portrait</p> <p>Children know what a warm colour is and create a print or collage using natural seasonal resources</p>	<p>Klee, Kahlo and Kandinsky class artists</p> <p>Children will explore the class Artists</p>	<p>Children will know that you can make marks using a variety of tools and media including hands, toys and sticks</p>	<p>Children will know what junk modelling is and how they can use different glues and tapes to join and create</p>	<p>Children will know how to manipulate clay and playdough using a variety of techniques</p> <p>Children will explore pattern, print and textures</p> <p>Children will safely use and explore a variety of materials to make marks</p>	<p>Children will know the primary colours and explore mixing primary colours</p>
Skills	<p>To create a self-portrait</p> <p>To distinguish what a warm colour is</p>	<p>Explore colour and shape</p>	<p>To create marks and patterns using lines, circles, up and down, spiral, zig zig motions to create a picture</p>	<p>Joining, gluing, taping, creating, planning, designing</p>	<p>Manipulate with control, experiment with different textures and colour</p>	<p>Mixing primary colours to create new colours</p>





Expressive Art and Design

DT

Knowledge	<p>Children will be able to use tools safely</p> <p>Children will be able to use construction kits and loose parts to build walls, towers and frameworks</p>	<p>Children will explore moving vehicles through play e.g. wheelbarrows, bikes and buggies</p>	<p>Children will know and evaluate a range of warm, cold and waterproof fabrics</p> <p>Investigate suitable ways to join fabric</p>	<p>Children will know what junk modelling is and how they can use different glues and tapes to join and create</p>	<p>Children will be able to experience the appearance and taste and smell of common fruit and vegetables. Cutting fruit and vegetables using appropriate tools</p>	
Skills	<p>To be able to use tools correctly and safely</p> <p>To construct, balance and persevere. To plan and design</p> <p>Create collaboratively, sharing ideas, resources and skills</p>	<p>To be able to move vehicles with control</p>	<p>Investigation, joining, evaluating, designing, experimenting</p>	<p>To be able to use tools correctly and safely</p> <p>To join using a range of glues and fasteners</p> <p>Explain the process and function</p>	<p>Experimenting with texture</p> <p>Explaining the process</p> <p>To be able to use tools correctly and safely and explain their purpose and techniques</p>	



Key Vocabulary	Structure, wall, tower, strengthen, design, build, evaluate	Roll, spin, circle, spoke, forwards, backwards, fast and slow	Waterproof, strong, fabric, joining, thick, thin, zip, button, structure	Card, paper, thick, thin, stick, join, attach, fix, Sellotape, masking table, paper fastener, straight, curve, evaluate, design, make, ideas	Chop, slice, peeling, coring, juicy, soft, sweet, sour, hard	
ELGS	Creating with Materials: 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					

Expressive Art and Design

Music

Knowledge	To know a range of nursery rhymes To know our three Rs song To know and follow our routine songs	To know and perform Christmas carols/Nativity songs To know some actions to accompany a song	To know and explore a range of musical instruments and how to play them quietly/loudly To know that music can have a different tempo	Inspired by Holst's Planets Suite create a piece of music inspired by planets	To know that different instruments create different pitches and name some of the instrument's, linking the pitch	To know that we can use our bodies to create repeating pattern percussion
------------------	--	---	---	---	--	---



Understanding the World

Geography

<p>Knowledge</p>	<p>Children will know and become familiar with the school environment Walk around the school and understand where different areas are within the classroom and the wider school environment.</p> <p>Children will know home is the place where I live.</p> <p>Children will begin to develop Basic map skills to navigate the classroom environment and</p>	<p>To know that Christmas is celebrated differently around the world</p>	<p>To know and identify animals that live in cold climates and how they survive in the cold</p>	<p>Children will know what the Jungle is and What the Arctic is and Compare Jungle and Arctic environments</p> <p>To know what a Globe is and what a Globe shows us. Explore where the hot countries and cold countries are</p> <p>Children will know what clothes to wear in a hot and cold place</p>	<p>Map work- The Ladybird That Heard To know the key features of a map Drawing a map to show the journey of the Ladybird</p> <p>Children will know that we can only grow certain fruit/vegetables in England.</p>	<p>Map work- map to show our journey to the beach</p> <p>Identify key features of our town on a walk to the Beach</p> <p>Children will know how to look after the beaches and the impact on wildlife and the beaches of littering</p>
-------------------------	---	--	---	--	---	---



	school environment.					
Skills	<p>Follow basic map skills. Draw information from a simple map</p> <p>To know that a home is where you live</p>	<p>To know that there is a world with lots of other countries</p> <p>Explore and investigate developing curiosity of the world around them</p>	<p>To identify features of cold land and the characteristics of an animal that live in cold land</p> <p>To explore the weather in cold land and climate change</p>	<p>To compare different countries climates</p> <p>Use of a globe to compare where the hot and cold countries are</p>	<p>Collaboratively create a map</p> <p>Communicate why we can't grow some fruit/vegetables in England</p>	<p>Exploring and identifying key features of the town from our journey to the beach</p> <p>To know how to keep our beaches clean (SOS Whitstable)</p>
Key Vocabulary	School, classroom, home, environment, map	World, globe, map, country	Climate change, weather, cold land, characteristics	Globe, hot and cold countries, climate, environment	Map drawing, growing, countries, climate	Journey, littler, map, features, road, path, train track, golf course, beaches

ELG

People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps

The Natural World: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class



Understanding the World

History

Knowledge	<p>Children will know key changes since being a baby</p> <p>Children will know and discuss important people in their lives and their roles in society</p>	<p>Children will know that Remembrance Day is to remember soldiers who died in the war</p> <p>Children will know that characters from some stories have changed</p>	<p>The History of Arctic explorers e.g. Captain Scott</p> <p>Children will know that the past is anything before the current day.</p> <p>Children will now that the present is now.</p>		<p>Children will look at images of transport from the past and identify similarities and differences.</p> <p>Children will know that the past is anything before the current day.</p> <p>Children will now that the present is now.</p>	<p>Children will look at images of seaside holidays from the past and present and identify similarities and differences</p>
Skills	<p>To communicate using past and present tense vocabulary</p> <p>To discuss important people in our lives</p>	<p>To understand that there are special days to remember past events</p> <p>Talk about some key</p>	<p>To talk about key people from the past and their roles/what they achieved</p> <p>To communicate using past and</p>		<p>To use images of transport from the past to make a comparison to transport in the present day. Discuss</p>	<p>To use images of seaside holidays and make comparisons from the past to present and</p>



		<p>events/changes from the past</p> <p>To compare and contrast characters from stories, including figures from the past</p> <p>To communicate using past and present tense vocabulary</p>	present tense vocabulary		<p>similarities and differences</p> <p>To communicate using past and present tense vocabulary</p>	sort the pictures.
Key Vocabulary	now, then, when I was..., role	now, then, Remembrance Day,	Explorer, past		Past, present, transport, similar, different, modern, compare	Past, present, compare, similar, different, modern

ELG

Past and Present: Talk about the lives of the people around them and their roles in society
 Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
 Understand the past through settings, characters and events encountered in books read in class and story telling



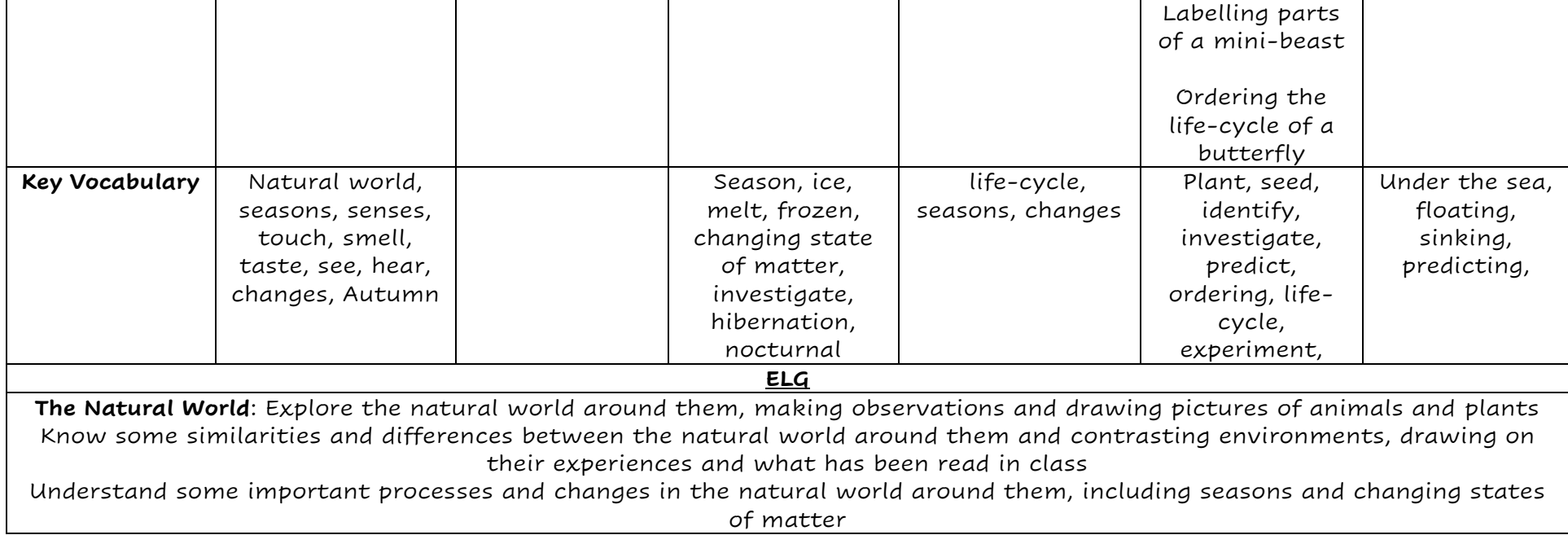
Understanding the World

Science

<p>Knowledge</p>	<p>Children will know we are in Autumn.</p> <p>Children will know we have 5 senses and what I can use them for</p>		<p>Children will know some animals that hibernate and explain why they hibernate</p> <p>Children will explore and know why some animals are best suited to living in cold environments</p> <p>Children will know what season we are in</p> <p>Children will know what nocturnal means and name some animals that are nocturnal</p> <p>Children will explore ice and</p>	<p>Children will know and order the lifecycle of a chick</p> <p>Children will explain the changes of the seasons</p>	<p>Children will know and understanding what a plant/seed needs to grow. Children will care for a plant/seed</p> <p>Identifying what season, we are in- could we grow plants/seeds in another season?</p> <p>Children will predict what happens when seeds are grown in different variables</p> <p>Children will know and explore where</p>	<p>Children will know what is meant by floating and sinking and explore a range of materials</p> <p>Children will identify and name some animals that live under water and begin to explore why they can survive in water</p>
-------------------------	--	--	---	--	---	---



			<p>know different methods to break/melt the ice and how ice is formed</p>		<p>different vegetables grow</p> <p>Children will know what a mini-beast is and the key characteristics</p> <p>Children will know and order the life-cycle of a butterfly</p>	
<p>Skills</p>	<p>Explore the natural world around them</p> <p>Describe what they see, hear, smell and feel whilst outside</p> <p>Understand the effect of changing seasons on the natural world around them</p>		<p>Understand the effect of changing seasons</p> <p>Exploring and investigating changing states of matter</p>	<p>Ordering the lifecycle of a chick</p> <p>Understand the effect of changing seasons</p>	<p>Caring for and looking after a seed/plant</p> <p>Identifying the seasons and discussing whether our seeds will grow in another season</p> <p>Predict what happens to seeds growing in different variables</p>	<p>Exploring floating and sinking</p> <p>Investigate and discuss why certain animals can survive underwater</p>





Understanding the World

RE

Knowledge	<p><u>Special times and places</u></p> <p>Birthday's- I know that I have a special day each year.</p> <p>Talk about a place that is special to them e.g. home</p>	<p><u>Religious Celebrations</u></p> <p>Diwali- I know that there are different celebrations around the world and how they celebrate them</p> <p>Christmas- I can retell and act out the Christian Christmas Story</p>	<p><u>Special objects</u></p> <p>Discuss objects that are special to them and why (link to PSHE T2)</p> <p>Discuss items that are special to them (link to PSHE)</p>	<p><u>The Easter Story</u></p> <p>Explore the Celebration of Easter and European Easter Traditions</p>	<p><u>Special books</u></p> <p>Discuss objects that are special to them and why. Children will begin to explore religious objects</p> <p>Explore religious books</p>	<p><u>Exploring places of worship</u></p> <p>Identify places that are special to them</p> <p>Name and explain the purpose of a church</p>
Key Vocabulary	Special times, special places, home, birthday, school	Celebrations, world, Diwali, Christmas, traditions, Jesus, Christian	Special objects, favourite, special	Easter, traditions, celebrations, Christian	Religions, objects, Bible, Qur'an, Gita, Torah	Places of worship, church, temples, mosque, synagogues

ELG

People, Culture and Communities: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class



Forest School

<p>Forest School</p>	<p>Children will know the stick rules and rhyme</p> <p>Children will know the boundaries at Forest School</p> <p>Children will know how to be ready, responsible and respectful in the Forest</p> <p>Children will use their senses to explore the seasonal changes at Forest School</p> <p>Children will hammer berries to print</p>	<p>Children will know how to be safe around a fire</p> <p>Children will know how to mix hot chocolate and toast marshmallows</p>	<p>Children will explore ice and what happens to when things freeze</p> <p>Children will know how animals feed themselves through winter and how we can help the animals to eat through the cold months</p>	<p>Children will explore signs of new life and animal habitats</p> <p>Children will use their senses to explore the seasonal changes at Forest School</p> <p>Children will make a seed bomb to sow seeds</p>	<p>Children will identify a range of gardening tools and plant seeds</p> <p>Children will use vegetable peels to peel sticks and know how to use them safely</p>	<p>Children will identify some flowers and tree leaves</p> <p>Children will hammer flowers and leaves to print</p>
-----------------------------	---	--	---	--	--	--