

# GRANGE PRIMARY SCHOOL EYFS CURRICULUM OVERVIEW – ELM CLASS 2021-22



| EYFS: Elm Class Overview 2021-2022   |  |  |   |  |  |   |
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| Half Termly Themes:  | Autumn 1<br>All About Me!  | Autumn 2<br>Let's Celebrate!   | Spring 1<br>Into the Woods  | Spring 2<br>Green Fingers  | Summer 1<br>Happy and Healthy  | Summer 2<br>The Great Outdoors  |
| Themes will be adapted at various points to allow the children's interests to flow through provision | Transition<br>Starting a new class<br>All about me! What I like to do, my favourite things.<br>Getting to know class routines and adults.<br>Who my family is<br>Making new friends<br>Kindness<br>School and Class rules  | Autumnal changes<br>British Animals<br>Hallowe'en<br>Bonfire Night<br>Remembrance Day<br>Diwali<br>Hannukah<br>Christmas<br>Christingle Service<br>Pantomime<br>KS1 Nativity<br>Clay – sculpture<br>Instructions (T4W) | Traditional Tales (T4W)<br>Familiar fairy stories<br>Story language<br>People that help us<br>Baking<br>Visitors (police, nurse)<br>Fire Station visit (if allowed)<br>Oral hygiene (dentist)<br>Community links & where we live<br>Chinese New Year<br>Easter<br>Paul Klee – Pictures using shapes and Patterns. | Plants and trees<br>Planting seeds<br>Gardening in school<br>Trip to Garden Centre<br>Worm Farm<br>Safe in the sun<br>Kandinsky – shapes   | Arcimboldo – healthy faces<br>Beacon Fell Trip – local walks in our community<br>Eating Healthy<br>Making fruit smoothies<br>Self regulation and understanding emotions<br>Who is Sir Tom Finney<br>Visitor – PNE<br>Eid       | Visit - The Wild Boar Park<br>David Attenborough<br>Looking after our world<br>Mini Beasts<br>Life Cycles (butterflies)<br>Sports Day<br>Animals around the world<br>Monet – flora & fauna                  |
| Key Story Books  | Elmer<br>This is me!<br>Kippers first day<br>Monkey Puzzle<br>The colour monster   | Don't Wake the Bear Hare (T4W NF Text – instructions)<br>Leafman<br>The Prickly Hedgehog<br>Remember the 5 <sup>th</sup> November<br>Percy Park keeper<br>Room on the Broom<br>Rama and Sita<br>The Nativity Story     | Gingerbread man (T4W F text – Innovate a character)<br>Goldilocks and the 3 Bears<br>Red Riding Hood & Little Red<br>The Elves and the Shoemaker<br>Hansel and Gretel<br>Sugarlump and the Unicorn<br>Cinderella - alternative<br>Why do I brush my Teeth<br>Easter Story<br>Chinese New Year Story               | Jack and the Beanstalk (T4W NF text – News Report).<br>Jasper's Beanstalk<br>Jim and the Beanstalk<br>The Enormous Turnip<br>We're going on a bear hunt – lets discover flowers and trees<br>The tiny Seed<br>The Extraordinary Gardiner | Handa's Surprise (T4W F text – Recount)<br>Oliver's Vegetables<br>Oliver's Fruit Salad<br>I will Never not Ever eat a tomato<br>Eat your Peas!<br>The runaway pea<br>Supertato<br>Looking after me!<br>Looking inside the Body | Where do Animals Live (T4W Text non-chronological Report).<br>What the Ladybird Heard<br>The Snail and the Whale<br>Superworm<br>The Hungry Caterpillar<br>The Very Lazy Bee (T4W)<br>The Great Paper Caper |
| Key Maths Books  | Maths No Problem<br>recommended books used for each area of learning.  | Maths NoProblem<br>recommended books used for each area of learning.   | Maths No Problem<br>recommended books used for each area of learning.   | Maths No Problem<br>recommended books used for each area of learning.  | Maths No Problem<br>recommended books used for each area of learning.  | Maths No Problem<br>recommended books used for each area of learning.   |
| Characteristics of Effective Learning  | <b>Playing and exploring</b> – Children investigate and experience things, and 'have a go'.<br><b>Active learning</b> – Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.<br><b>Creating and thinking critically</b> – Children have and develop their own ideas, make links between ideas, and develop strategies for doing things. |  |   |  |  |   |

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| <b>Overarching Principles</b> | <p><b>A unique child</b> - Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.</p> <p><b>Positive relationships</b> -Children flourish with warm and strong relationships with all staff and parents/carers. This promotes independence.</p> <p><b>Enabling environments</b> – Children learn and develop in safe and secure environments where routines are established and adults respond to individual need and passions, building upon their learning over time.</p> <p><b>Learning and Development</b> - Children develop and learn at different rates. The EYFS framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.</p> <p><i>Here at Grange, we aim to create a secure and happy environment where all children can enjoy learning and develop lively and enquiring minds, in a safe, stimulating and secure environment. Our school will be a safe and happy place where all can flourish and learn through shared values, mutual respect and enriching experiences, encouraging everyone to be the best that they can be. Our EYFS curriculum aims to provide a balance of topic, interest and needs based activities where children can reach their full potential.</i></p> |
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| Primary Area of Learning – Communication and Language |   |                                    |                                    |  |                                    |                                    |
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| <b>Educational Programme</b>                          | <b>Communication and Language Development - Statutory Framework</b><br><br>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. |                                    |                                    |  |                                    |                                    |
| <b>End of Year Expectations</b>                       | <b>Listening, Attention and Understanding:</b><br><br>Children at the expected level of development will: <ul style="list-style-type: none"> <li>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.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>  |                                    |                                    | <b>Speaking:</b><br><br>Children at the expected level of development will: <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Express their ideas and feelings about their experiences using full sentences, including accurate use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul> |                                    |                                    |
|   | Autumn Term   |                                    | Spring Term                        |  | Summer Term                        |                                    |
|   | All about Me  | Let’s Celebrate                    | Into the Woods                     | Green Fingers  | Happy and Healthy                  | The Great Outdoors                 |
|   | Transition meetings<br>Making new friends   | Sharing Experiences<br>Circle time | Sharing Experiences<br>Circle Time | Sharing Experiences<br>Circle Time   | Sharing Experiences<br>Circle Time | Sharing Experiences<br>Circle Time |

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| <b>Communication and Language Development</b><br><br>Communication and Language is encouraged throughout the year in every subject and topic. New vocabulary is reinforced through teaching, story books, continuous provision and adults in school. | Getting to know each other<br>Sharing experiences<br>Circle Time<br>Following Instructions<br>Group Discussions<br>Whole Class teaching<br>Small Group Work<br>Guided Read Sessions<br>Story Time<br>Singing Songs | Guided Read<br>Phonics Sessions and Activities<br>Continuous Provision<br>Talk for Writing<br>Maths no Problem<br>Familiar Songs<br>Stories<br>Poems and New Songs<br>Trip to the Pantomime<br>EYFS & KS1 Nativity Play | Guided Read<br>Reading<br>Phonics Sessions and Activities<br>Listening to stories<br>Retelling Stories<br>Learning new story<br>Language<br>Asking questions.<br>Commenting on what they have learnt<br>Learning New Stories and songs<br>Commenting on people within their community<br>Communicating with visitors | Guided Read<br>Reading<br>Phonics Sessions and Activities<br>Asking Questions about the world we live in<br>Using scientific language<br>Making predictions<br>Describing events<br>Expressing ideas<br>Participating in discussions<br>Asking and responding to questions | Guided Read<br>Reading<br>Phonics Sessions and Activities<br>Offering Explanations<br>Retelling events<br>Expressing thoughts and feelings<br>Having Opinions<br>Making Choices | Guided Read<br>Reading<br>Phonics Sessions and Activities<br>Expressing opinions<br>Explaining their choices<br>Choosing Favourite Activities<br>Using appropriate vocabulary to retell events and stories |
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### Primary Area of Learning – Personal, Social and Emotional Development

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| <b>Educational Programme</b> | <b><u>Personal Social and Emotional Development - Statutory Framework</u></b><br><br>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. |
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| End of Year Expectations                  | Self- regulation  |  | Managing Self   |  | Building Relationships   |  |
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|   | <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Give focused 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.</li> </ul> |  | <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> |  | <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul> |  |
| Personal Social and Emotional Development | Autumn Term   |  | Spring Term   |  | Summer Term  |  |
|   | All about Me  | Let's Celebrate  | Into the Woods  | Green Fingers  | Happy and Healthy  | The Great Outdoors   |
|   | <p>Talk about themselves</p> <p>Talk about their family</p> <p>Class Rules</p> <p>Class Charts – RRSA</p> <p>Being a valuable part of school</p> <p>Building new relationships</p> <p>Learning to wait</p> <p>Following Simple instructions</p> <p>Washing &amp; drying hands</p>   | <p>Making new friends</p> <p>Show an understanding of their own feelings.</p> <p>Following instructions</p> <p>Taking Turns</p> <p>Try new activities</p> <p>Know right from wrong</p> <p>Managing basic needs (toilet, washing hands, choosing healthy food options).</p> <p>Celebrating Differences in the community</p> | <p>Maintaining friendships</p> <p>Show an understanding of their own and others' feelings.</p> <p>Confident in new activities.</p> <p>Understanding the reasons for rules.</p> <p>Behave appropriately towards different people.</p>  | <p>Getting on and Falling out</p> <p>Working effectively in groups. Taking turns and Sharing.</p> <p>Playing cooperatively.</p> <p>Managing dressing and undressing.</p> <p>Show independence when making choices.</p> | <p>Working and playing cooperatively.</p> <p>Show perseverance in activities and challenges.</p> <p>Understand right from wrong.</p> <p>Being able to wait for what they want and control immediate impulses.</p>  | <p>Show sensitivity towards others.</p> <p>Behave accordingly in difference situations.</p> <p>Give focused attention.</p> <p>Show ability to follow and respond appropriately to instructions.</p> <p>Coping with change and transition to Year 1</p> |

| Primary Area of Learning – Physical Development |  |                       |                             |                      |                             |           |
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|   | Autumn Term                                |                       | Spring Term                 |                      | Summer Term                 |           |
|   | Fundamental Movement Skills                |                       | Fundamental Movement Skills |                      | Fundamental Movement Skills |           |
| Lancashire Scheme of Work themes.               | "Elmer"                                    | "How to Catch a Star" | "Castles"                   | "Hungry Caterpillar" | "Mini Beasts"               | "Seaside" |
| Educational Programme                           | Physical Development - Statutory Framework |                       |                             |                      |                             |           |

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|                                 | Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives <sup>7</sup> . 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. |   |
| <b>End of Year Expectations</b> | <p><b>Fine Motor Skills:</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>  | <p><b>Gross Motor Skills:</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>  |
| <b>Physical Development</b>     | <p><b>Throughout the Year, children will develop their fine motor skills through continuous provision and through adult guided / lead activities by:</b></p> <p>Fine motor Groups; Dough Disco / Funky Fingers workouts.<br/>         Threading, cutting with scissors and other utensils.<br/>         Mark-making, writing, drawing, painting.<br/>         Using malleable materials to shape and make models.<br/>         Building models.<br/>         Using cutlery and feeding themselves independently.<br/>         Dressing themselves.<br/>         Forming letters.<br/>         Handwriting,<br/>         Holding pens and pencils using the correct grip.</p>   | <p><b>Through Lancashire Planning Scheme, each term will focus on a different theme. PE is taught twice a week alongside access to outdoors and school timetabled play-times.</b></p> <p><b>Children develop their gross motor skills by:</b></p> <p>Experimenting with different ways in moving (running, jumping, walking, skipping etc..)<br/>         Develop their throwing and catching skills.<br/>         Move freely and with confidence and coordination, changing body shape.<br/>         Develop accuracy with different sized balls when kicking, pushing, patting and throwing.<br/>         Jumping off equipment and landing appropriately.<br/>         Climbing competently and confidently.<br/>         Running skilfully, avoiding obstacles, adjusting direction and speed where necessary.</p> |

| Specific Area of Learning - Literacy |  |
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| <b>Educational Programme</b>         | <p><b><u>Literacy - Statutory Framework</u></b></p> <p>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).</p> |

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| <b>End of Year Expectations</b>   | <b>Comprehension</b><br><br>Children at the expected level of development will: <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>• Anticipate – where appropriate – key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> |  | <b>Word Reading</b><br><br>Children at the expected level of development will: <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound- blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> |  | <b>Writing</b><br><br>Children at the expected level of development will: <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul> |   |
| <b>Literacy</b><br><br>Story structure, refrains, language and vocabulary are encouraged and enforced using Talk for Writing (T4W) on one model text each half term. The focus changes with each text used (instructions, traditional tales, non-chronological report. etc) | <b>Autumn Term</b>   |  | <b>Spring Term</b>   |  | <b>Summer Term</b>   |   |
|   | <b>All about Me</b>  | <b>Let's Celebrate</b>   | <b>Into the Woods</b>  | <b>Green Fingers</b>   | <b>Happy and Healthy</b>   | <b>The Great Outdoors</b>   |
|   | Use a dominant hand to mark make and form letters.<br>Identify initial letters for objects. Verbally blend CVC words.<br>Listen to stories and be able to demonstrate an understanding by answering questions.   | Practise Writing names<br>Confidently blend and segment CVC words and beginning to write these with identifiable letters.<br>Label images.<br>Say a sound for each letter of the alphabet. | Caption images.<br>Have a secure pencil grip.<br>Read words consistent with their phonic knowledge.<br>Use vocab during role play.<br>Discuss stories with others.<br>Can retell a story using a story map, with use of new vocab and expression.<br>Joins in with repeated refrains and poems.  | Write a short sentence consistent with their phonic knowledge.<br>Independently write CVC words.<br>Retell events (fiction and non-fiction).<br>Begin to use finger spaces independently.<br>Anticipate key events in stories. | Read aloud, simple sentences consistent with phonic knowledge.<br>Can read tricky words consistently and some common exception words.<br>Finger spaces and full stops used appropriately.  | Write simple phrases and sentences that can be read by others.<br>To independently retell a story or event with use of story language and examples of innovation. |
| <b>T4W text:</b>  | -  | Don't Wake the Bear Hare! Instructions (non-Fiction)   | The Gingerbread Man. Innovate (fiction)  | Jack and the Beanstalk News Report (non-fiction)   | Handa's Surprise Recount (fiction)   | Where do Animals Live Non-chronological Report (non-fiction)  |

### Specific Area of Learning - Mathematics

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| <b>Educational Programme</b> | <b>Mathematics - Statutory Framework</b><br><br>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 |
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|  | 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. |   |   |   |                 |                 |
| <b>End of Year Expectations</b>  | <b>Number:</b><br><br>Children at the expected level of development will: <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>Automatically recall (without reference to rhymes, counting or other aides) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul>                                   |   |   | <b>Numerical Patterns:</b><br><br>Children at the expected level of development will: <ul style="list-style-type: none"> <li>Count confidently beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul> |                 |                 |
|  | <b>Autumn 1</b>  | <b>Autumn 2</b>   | <b>Spring 1</b>   | <b>Spring 2</b>   | <b>Summer 1</b> | <b>Summer 2</b> |
| <b>Mathematics</b><br><br>Mathematical concepts, language and vocabulary are encouraged and reinforced using Maths no Problem (MNP) alongside recommended story books by the scheme.<br><br><i>This scheme is used throughout school and we are one of the few schools to trial this in our reception class in line with the new EYFS framework.</i> | Matching<br>Sorting<br>Comparing and ordering<br>AB patterns   | Counting<br>Time<br>Composition of numbers to 5<br>2D shapes<br>Positional Language | Counting<br>Counting and Ordering<br>Addition<br>Patterns | Counting<br>Measuring Lengths<br>Measuring Heights<br>Capacity<br>2D Shapes<br>3D Shapes  | TBA             | TBA             |

| Specific Area of Learning – Understanding the World |  |  |                      |
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| <b>Educational Programme</b>                        | <b><u>Understanding the World - Statutory Framework</u></b><br><br>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. |  |                      |
| <b>End of Year Expectations</b>                     | <b>Past and Present</b>  | <b>People, Communities and Culture</b> | <b>Natural World</b> |

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|                         | Children at the expected level of development will:  |  | Children at the expected level of development will:   |  | Children at the expected level of development will:  |  |
|                         | <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Recall some important narratives, characters and figures from the past encountered in books read in class and storytelling</li> </ul> |  | <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, maps.</li> <li>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.</li> <li>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.</li> </ul> |  | <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>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.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul> |  |
| Understanding the World | Autumn Term  |  | Spring Term   |  | Summer Term  |  |
|                         | All about Me   | Let's Celebrate  | Into the Woods  | Green Fingers  | Happy and Healthy  | The Great Outdoors   |
|                         | Talk about their families. Compare nursery and school. Discuss where we live. Talk about changes and the 4 seasons.  | Explore the difference and similarities in festivals and recognise that people celebrate in different ways. Recall special experiences and events. Discuss the links between The Nativity Story, the play and Christmas Celebrations. Remembrance Day – discussing the past and sacrifice. | Talk about people in our community and their roles in society. Understand the similarities and differences in culture within communities.   | Recall important narratives from books. Describe immediate environment. Explore the natural world making observations. Understand the important process of change. | Look at contrasting environments and explain the differences between life where we live and where Handa lives. Recall important changes and timeline of our year in school. Talk about Eid and the similarities between other festivals.   | Explore the natural world. Compare our environment drawing on experiences and stories read in class. Talk about roles in society (range keeper). Explore maps and where we are from. Discuss change (life cycles) and understand the need to look after all creatures. |

| Specific Area of Learning – Expressive Arts and Design |   |
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| <b>Educational Programme</b>                           | <p><b><u>Expressive Arts and Design - Statutory Framework</u></b></p> <p>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.</p> |
| <b>End of Year Expectations</b>                        | <div>Creating with Materials:</div> <div>Being Imaginative and Expressive:</div>  |



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|                            | Children at the expected level of development will: <ul style="list-style-type: none"><li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design. Texture, form and function.</li><li>• Share their creations, explaining the process they have used.</li><li>• Make use of props and materials when role playing characters in narratives and stories.</li></ul> |   | Children at the expected level of development will: <ul style="list-style-type: none"><li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li><li>• Sing a range of well-known nursery rhymes and songs.</li><li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li></ul> |   |  |   |
| Expressive Arts and Design | Autumn Term   |   | Spring Term  |   | Summer Term  |   |
|                            | All about Me  | Let’s Celebrate   | Into the Woods   | Green Fingers   | Happy and Healthy  | The Great Outdoors  |
|                            | Self Portraits<br>Clay Hedgehogs<br>Leafman Creation<br>Singing songs<br>Music (Charanga)<br>Exploring Paint and Mark-Making  | Group Poppy Canvas in the style of Van Gogh<br>Wreaths<br>Deconstructed Rangoli Patterns<br>Christmas Keepsakes (stained glass ornaments)<br>Diva Lamps<br>Menorah Candles<br>Learning new songs<br>Nativity Performance<br>Moving to Music<br>Performing Stories (T4W)<br>Recount Narratives | Creating a Picture in the style of Paul Klee<br>Threading painted Gingerbread.<br>Pinned Big Bad Wolf<br>Baking<br>Recounting and re-enacting Stories.<br>Performing Stories with others.<br>Music (Charanga)  | Monet - Flowers (paint)<br>Inventing Songs and dance based on Knowledge of flowers<br>Colour Mixing<br>Making Puppets to recreate a story<br>Music (Charanga) | Creating a portrait using fruit (Garimboldo)<br>Music (Charanga)<br>Independently choose materials and utensils.<br>Can explain methods used.<br>Create an image using software. | Kandinsky – Collage Snail.<br>Music (Charanga)<br>3D models<br>Move in time to music<br>Create movement to movement.<br>Make up own songs.<br>End of year celebration |