UTW / History Curriculum Map

Understanding the World

Development Matters	ELG	How this achieved in EYFS	Sticky Knowledge: By the end of EYFS the children will know…	History KS 1
Reception: • Begin to make sense of their own life-story and family's history. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories including figures from the past.	**Past and Present** • Talk about the lives of 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 storytelling. **People, Culture and Communities** • Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. • Know some similarities and differences between families, different religious	**Autumn Term:** ***All About Me:*** ***Books – The Colour Monster (W1), Once There Were Giants (W2), Supertato (W3), Funny Bones (W4), The Five Senses (W5), Not Now Bernard (W6)*** • Look at photos of them as babies. How they have changed? Make a growing timeline (W1) • What can they do now that they couldn't do before? (W2) • Think about changes in our life as we grow and get older (W2) Read 'Once There Were Giants' • Discussing our families, recounting fun family experiences in our past (W2) • What toys do they play with now? How have these changed since they were small? (W3) • Look at our school grounds and the history/changes within our school (W4) • Look at family pictures. Read 'Grandma's Bill' (W4) • Sort photos of old and new things (W4) • Look at people we know in our lives/ look at people who help us. Create a family tree (W5) • Show a picture of Guy Fawkes – discuss. How do we know some pictures are old? (W6) ***Terrific Tales:*** ***Books – The Little Red Hen (W1), The Three Pigs (W2), Goldilocks (W3), The Three Billy Goats (W4), The Gingerbread Man (W5), The Jolly Christmas Postman (W6)*** • Guy Fawkes: Bonfire night: Why do we celebrate? Learn all about what almost happened at the Houses of Parliament over 400 years ago (W1) • Watch Magic Grandad 'The Great Fire of London' (W1) • Compare houses now and in the Past (W2) • What can they do now that they couldn't do before (W2) • Watch Magic Grandad video 'Toys'. Compare the changes in toys (W2) • Share the story of a famous person and explain why they are famous e.g. Florence Nightingale (W3) Read 'Little People, Big Dreams FN' • Look at famous bridges: look at a new bridge and an older bridge. How do we know its newer (W4) Read 'The Three Billy Goats Gruff' • Watch Magic Grandad video 'In the Kitchen' (W5) • Talk about Grandparents; Why are they special. What was life like when they were younger? Read 'Peepo' (W5) • Read an old version of a story and a new version. Compare the changes (W6) ***Autumn Festivals:*** • Explore festivals and family traditions from different cultures including: Christmas, bonfire night, Halloween, Diwali, Harvest Festival, Remembrance Day and Christingle.	**Knowledge:** • I know about my family and where I was born. • I know that as I get older I can do different things. • I know that my Grandparents are my Mum and Dads parents. • I know that things have changed since my Mum and Dad were little. • I know which objects are from the past and which are modern. (toys / home artefacts) • I know some facts about people from the past – Guy Fawkes, Florence Nightingale, Neil Armstrong, Mary Anning. • I know that some stories have been around for a long time and that some are new. • I know that families celebrate in different ways. • I know some celebrations / festivals and can say why they are celebrated	To develop an awareness of the past, using common words and phrases relating to the passing of time. To know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. To use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. To understand some of the ways in which we find out about the past and identify different ways in which it is represented.

		and cultural communities, cultures and traditions.	**Spring Term:** ***Amazing Animals:*** ***Book: The Emperor's Egg (W1), Handa's Surprise (W2) Farmyard Hullabaloo (W3), Owl Babies (W4), Mad About Minibeasts (W5), Deadly 60 (W6)*** • Match baby animals to adults (W1) • Talk about going to the Zoo – share past experiences (W1) • Look at animals that are extinct – How do we know that they were alive? What are the similarities and differences between them and animals that we know? (W1) • Guess the animal skeleton. Have an aarcheological dig using a tuff tray and salt dough models (W2) • Look at pictures of zoos when they first opened. How have they changed? (W3) • Read 'Ruby Flew Too' and discuss growing up (W4) • Make sketches of extinct animals Dodo, Mammoth, African Black Rhino – Talk about what has happened (W5) ***Come Outside:*** ***Books: Oliver's Vegetables (W1), All About Plants (W2), The Tiny Seed (W3), Seasons Come, Seasons Go (W4), Tidy (W5), Lyla and the secret of rain (W6)*** • How has the children's own life changed from when they were born? Do they need the same things as a plant to grow? (W1) • Use language associated with time: then, before, now, next, soon (W1) • The children could help to develop a working timeline display, which will grow as the year progresses (W2) • Read 'The Growing Story' by Ruth Krauss and Helen Oxenbury. How will they continue to change? (W2) • Children to talk about and arrange the photos of the plants in chronological order and talk about their decisions. Start to understand chronological order – which came first and why? (W3/4) • Look at photos of rainforest 20 years ago and then now. What needs to happen now? (W5) • Discuss different weather types and what memories are recalled? Can you remember really heavy rain? ***Spring Festivals:*** • Explore festivals and family traditions from different cultures including: Easter and Holi and Ramadam • Exploring family traditions of Shrove Tuesday • Explore the festival and family traditions of Chinese New Year **Summer Term:** ***Ticket to Ride:*** ***Books: The Way Back Home (W1), Transport (W2), The Naughty Bus (W3), Mister Grumpy's Outing (W4), The Snail and the Whale (W5), Oi! Get off our train (W6)*** • Watch the moon landing and recreate the count down (W1) Read 'Man on the Moon' • Introduce children to the significant figures who have been to space and begin to understand that these events happened before they were born. Look at images and video footage of Neil Armstrong (W1) • Looking at the life/experiences of Neil Armstrong/Tim Peake (W1)	(Christmas, Easter, Bonfire Night, Diwali, Chinese New Year). **Vocabulary:** • Old, new, past, present, yesterday, today, tomorrow, family, grandparents, history, traditional tales, change, different, same, Guy Fawkes.	To know changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life What has changed since my grandparents were young? To understand events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries **What was Great about the Great Fire of London?** To know about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William

			• Why did they go to the moon? What was the space craft called? What did they do on the moon? If you had a Golden Ticket would you go to the moon? (W1) • Sharing grandparent's first-hand experiences of watching the moon landing 1969 (W1) • Look at an old vintage film with horse and carts – what is the same and what is different? (W2) • Watch Magic Grandad video 'Cars and no cars' (W2) • Look at a very modern bus and a very old bus and state the similarities and differences (W3) • Look at part of a photo of a local street – is it now or then? How do you know? (W3) • Look at a range of old transport photos. Children to claim 'old' or 'new' then claim how they know (W4/5) ***Fun at the Seaside:*** ***Books: At the Beach (W1), The Lighthouse Keeper's Lunch (W2), Seaside Holidays Then and Now (W3), Sharing a Shell (W4), Seaside Poems (W5), The Seasaw (W6)*** • Children to bring in a photo of a time they were at the beach. Share their memories Recount and share family experiences of holidays abroad (W1) • Look at photos of Seasides in the past. Discuss dress and customs from the time. Ask the children to identify similarities and differences (W1) Watch Magic Grandad 'The Beach' Look at a Victorian's holiday. (W1) • Look at artefacts from long ago i.e. bucket, swimming costume, cars, boats, entertainment. Compare with nowadays (W1/2) • Talk about how holidays have changed over time (W1/2) • Look at an old lighthouse and compare to a new one (W2) • Sort the old and new photos / sort into chronological order (W3) • Have photos of family / family holidays on a display. Children to comment and add captions of their memories (W4/5) • Watch Magic Grandad 'Seaside Entertainment' YouTube (W6) • Then and now: What has changed? Make a list: Seaside then and now. Now you can _____ long ago you couldn't – How has life changed? (W6) **General learning throughout the year:** • Through interactions talking about what they did yesterday, last week, last year. • Personal history; how they celebrate Christmas, new year, family celebrations such as Birthday's – throughout the year. • Learning about the family traditions of children in class from different cultural backgrounds.		Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell To know about significant historical events, people and places in their own locality. **How did Rosa Parks make the world a better place?** **Who was a better nurse?** **Were Christopher Columbus and Neil Armstrong brave men?** **What was it like when the Queen came to the throne in 1953?**

UTW/ Geography Curriculum Map

	Development Matters	ELG	How this achieved in EYFS	Sticky Knowledge: By the end of EYFS the children will know…	Geography KS1
Understanding the World	**Reception:** • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live.	**ELG People and Places** • Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. • Explain some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them in class. **ELG The Natural World** • Explore the natural world around them, making observations and drawing pictures of	**Autumn Term:** ***All about me:*** ***Books – The Colour Monster (W1), Once There Were Giants (W2), Supertato (W3), Funny Bones (W4), The Five Senses (W5), Not Now Bernard (W6)*** • We are all different and come from different places. Discuss where we were born and where our extended family live using world maps/globes for support (W1) • Have maps of our indoor and outdoor areas for the children to use/ make marks on (W2) • Explore the school, where are the different rooms in relation to one another. What happens in each room? • Explore the school grounds, look at features of our school environment (W3) • Look at maps of the local area (and Google Earth) discuss where the children live (W4) • Children look at where they live. Describe the features they see on the way to school. • Draw their route to school (W5) • Invite in a nurse / firefighter – ask questions • Dressing up as people who help us (W5) ***Traditional Tales:*** ***Books – The Little Red Hen (W1), The Three Pigs (W2), Goldilocks (W3), The Three Billy Goats (W4), The Gingerbread Man (W5), The Jolly Christmas Postman (W6)*** • Make a map of the farm. Think about the different parts we need to our farm (W1) • Create maps of the forest from the story. Add arrows and explain directions of how to get to each cottage (W2) • Take 5 pictures around our local area. Children to rank the areas 1-5. Ask them to explain their ideas (W3) • Make a map to help the goats get to their new field (W4) • Make a map showing the gingerbread man's journey (W5) • Look at flags of the world: can we learn some of them? What does the union flag look like? Discuss different countries that represent our school community (W6) **Seasonal changes – Autumn:** • Exploring school's grounds and observing seasonal changes in the Autumn. • Exploring natural autumnal resources in Tuff Tray, asking questions and making/drawing observations. • Explore hibernation and migration, looking at contrasting environments/animals around the world in the autumn. • Explore harvest time in the UK and farming at harvest time. • Observe seasonal weather changes and longer nights in the autumn compared to the summer. ***Festivals:*** • Explore festival origins/celebrations across the world, using a world map/globe.	**Knowledge:** • I know where I live (Burnley) • I know some of the features of my immediate environment. • I know the name of my school and can say some of the things I pass on my way to school. • I know some of the people who work in my community and what they do. • I know the names of the four seasons. • I know the main features of the weather in each of the seasons. • I know that not all places in the world are the same. • I know some of the animals and plants that live and grow around me. • I know what harvest is. • I know some of the festivals that are celebrated around the world. • I know that different foods are grown around the world.	**Locational Knowledge:** • Name and locate the world's seven continents and five oceans. • Name, locate and identify characteristics of the four countries and capitals of the UK. **What do we mean by the United Kingdom?** **Why do we love to be beside the seaside?** **Place Knowledge:** • Understand geographical similarities and differences through studying the human and physical geography of a contrasting non-EU country. **Human & physical geography:** • Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

		animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments. Drawing on their experiences and what has been read to them in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	**Spring Term:** ***Amazing Animals:*** ***Book: The Emperor's Egg (W1), Handa's Surprise (W2) Farmyard Hullabaloo (W3), Owl Babies (W4), Mad About Minibeasts (W5), Deadly 60 (W6)*** • Look at large maps of the world – learn the Continent song • Learn about Antarctica (W1) • Look on a map at where Africa is. Learn facts about Africa and discuss similarities and differences • What would you see in the forest? Animals, trees etc. How is this the same/ different to our local area? • Explore, compare, contrast, observe, draw and discuss animals native to the polar regions and Africa (W2) • Visit a local farm – what do we get from farm animals? Farmers use animals on their farm in different ways e.g. milk from cows and goats, wool from sheep and meat from cows/pigs (W3) • Where do owls live? Look at their habitats (W4) • Where do minibeasts live? Look at their habitats (W5) • Watch the 'Deadly 60'. Locate on a map where in the world these animals come from. What habitats do they live in? (W6) ***Come Outside:*** ***Books: Oliver's Vegetables (W1), All About Plants (W2), The Tiny Seed (W3), Seasons Come, Seasons Go (W4), Tidy (W5), Lila and the secret of rain (W6)*** • Look at the stickers on a selection of fruit and vegetables and look on a globe/ world map to see where they have come from. • Identify the 7 Continents (W1) • Learn about how plants grow and what they need (W2) • Look at pictures of the natural world around us. Create opportunities to discuss how we care for the natural world around us (W3) • Talk about the different seasons. Sort pictures and discuss the changes (W4) • Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals (W5) • Look at pictures of Africa and read stories. What can we see? How is life different? What are the similarities? • Be a weather person and tell people about the weather • Learn a little about Africa – where is it on a globe? • Explore, compare, contrast and discuss life, living and schools in UK and Africa (W6) ***Seasonal Changes – Winter & Spring:*** • Exploring schools' grounds and observing seasonal changes in the winter/spring. • Explore compare/contrast our environment with polar regions. • Observe seasonal weather changes in the winter/spring (ice exploration) • Observe, question and draw spring plants/spring growth. • Explore natural spring resources in Tuff Tray, asking questions and making/drawing observations. • Conduct Winter/Spring walk around School grounds.	• I know that London is the capital of England. • I know some animals from different parts of the world.	**Why can't meerkats live in the North Pole?** **Use basic geographical vocabulary to refer to:** • Key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river etc. • Key human features including: city, town, village, factory, farm, house, office, shop, port and harbour. **What happens on the canal?** **What happens in Towneley Park?** **Geographical skills and fieldwork** • Use of maps, atlases and globes. • Use of directional language to describe locations and routes on a map. • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their

			Summer Term: ***Ticket to Ride:*** ***Books: The Way Back Home (W1), Transport (W2), The Naughty Bus (W3), Mister Grumpy's Outing (W4), The Snail and the Whale (W5), Oi! Get off our train (W6)*** • What country would you love to visit? • Create a passport with pictures and key information • Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. • Introduce the children to NASA and America (W1) • Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons (W2) • Talk about towns, cities and country sides • Have an assortment of maps available. OS maps, printed local maps and maps that the children can create routes on • Introduce London as the capital of England. Take a stroll through London town: you tube video London landmarks (W3) • Making and labelling maps for Mr Gumpy (W4) • Read the Snail and the Whale and talk about journeys – where have you been? (W5) ***Fun at the Seaside:*** ***Books: At the Beach (W1), The Lighthouse Keeper's Lunch (W2), Seaside Holidays Then and Now (W3), Sharing a Shell (W4), Seaside Poems (W5), The Seasaw (W6)*** • Look at the capital cities of the UK. Talk about the sea around us • Name features around the UK (farm, beach, mountains, woodland etc). • Look at the map on the inside page of the text: Create directions / treasure maps / compare with seaside town maps / use Beebots / create own seaside maps (W1) • (W2) • Ask a parent/carer/grandparent to visit the class and tell the children about their childhood seaside holidays, using photographs, slides, artefacts and souvenirs • Where in the world have we been? Talk about the different holiday destinations that we have been on – locate on a world map (W3) ***Seasonal Changes – Summer:*** • Exploring schools' grounds and observing seasonal changes in the summer. • Observe seasonal weather changes in the summer • Explore, observe and identify UK minibeasts.		school and its grounds and the key human and physical features of its surrounding environment
				Vocabulary: • Burnley, United Kingdom, Great Britain, World, country, town, city. London, capital, near, far, Africa • Community, jobs, doctor, teacher, shop, park, binmen, carers, road, map • Harvest, seasons, Autumn, Winter, Spring, Summer, weather • Farm, beach, countryside, moors	**Where does our rubbish go?**

UTW/ Science Curriculum Map

	Development Matters	ELG	How this achieved in EYFS	Sticky Knowledge: By the end of EYFS the children will know…	Science in KS1
Understanding the World	**Reception:** • Learn new vocabulary • Ask questions to find out more and to check wat has been said to them • Articulate their ideas and thoughts in well-formed sentences. • Describe events in some detail. • Use talk to work out problems and organise thinking and activities. Explain how things work and why they might happen • Use new vocabulary in different contexts • Know and talk about different factors that support overall health and wellbeing	**The Natural World** • Explore the natural world around them, making observations and drawing pictures of animals and plants. • 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. • Understand some important processes and changes in the natural world around them, including the seasons and changing	**Autumn Term:** ***All about me:*** ***Books – The Colour Monster (W1), Once There Were Giants (W2), Supertato (W3), Funny Bones (W4), The Five Senses (W5), Not Now Bernard (W6)*** • Discussions around snack time and lunch time - healthy eating choices. • Give the children a selection of different fruits to chop (FM) (W1) • Talking about our pets at home and drawing out pets in our family portraits. • Make loose parts and dough animals (W2) • Learn about the four Seasons - Compare seasonal photos • Nature scavenger hunt • Focus on autumn – autumn themed tuff tray with leaves, conkers etc… (W3) • Story time and circle time to explore books focusing on staying healthy and the human body: Funnybones, Germs, What makes me, me and The Little Book of Manners. • Naming body parts through songs: if you're happy and you know it and head, shoulders, knees and toes… • Label the bones of a skeleton (W4) • Explore their 5 senses through various activities (W5) • Discussions around healthy living choices including: washing hands, brushing teeth, eating and exercise (W6) ***Traditional Tales:*** ***Books – The Little Red Hen (W1), The Three Pigs (W2), Goldilocks (W3), The Three Billy Goats (W4), The Gingerbread Man (W5), The Jolly Christmas Postman (W6)*** • Look at the life cycle of a hen • Conkers and egg boxes / tweezers FM • Grow cress heads / sow broad beans: how can we make them grow? • What can we get from animals? i.e. wool / eggs/ meat (W1) • Use different materials to build the three pig's houses (W2) • Forest Walk: Hide clues to show Goldilocks has been here. What can they see in the forest? • Make Bird feeders; hang outside on the branches • Gather branches, sticks, stones, leaves, pebbles, shells and investigate (W3) • Grow grass seeds in foil trays on a thin layer of soil: Water it and watch it grow: Keep a photo diary of what happens • Investigating waterproof materials to create a bridge • What are the names of the animals babies? (W4) Build a boat for the Gingerbread man (floating and sinking exploration) (W5) • Talk about the cold weather /winter – what keeps us warm? • How does it snow?	**Knowledge:** • I know some foods that are healthy and not healthy. • I know why we need to wash our hands and brush our teeth. • I know how to use the toilet. • I know how to get myself dressed. • I know some body parts and can say what they do. • I know who is in my family, including pets. • I know the difference between animals and plants. • I know the names of different animals: from our country and far away. • I know the names of the four seasons. • I know what the weather is like in each of the seasons. • I know the main changes that happen in Autumn, Winter, Spring and Summer. • I know that ice melts when it gets hot.	Year 1: Plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees. Animals including Humans Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and Omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify, name, draw and label the basic parts of the human body and say which part

	such as: regular physical activity, healthy eating, toothbrushing, sensible amounts of screen time, having a good sleep routine • Being a safe pedestrian. • Explore the natural world around them • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.	states of matter. **Managing Self** • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. **Listening, Attention and Understanding** • Make comments about what they have heard and ask questions to clarify their understanding.	• Talk again about the four seasons: use Vocabulary (W6) ***Seasonal changes – Autumn:*** • Exploring school's grounds and observing seasonal changes in the Autumn. • Exploring natural autumnal resources in a Tuff Tray, asking questions and making/drawing observations. • Explore hibernation and migration, looking at contrasting environments/animals around the world in the autumn. • Explore harvest time in the UK and farming at harvest time. • Observe seasonal weather changes and longer nights in the autumn compared to the summer. • Observe and explain decomposition of pumpkins **Spring Term:** ***Amazing Animals:*** ***Book: The Emperor's Egg (W1), Handa's Surprise (W2) Farmyard Hullabaloo (W3), Owl Babies (W4), Mad About Minibeasts (W5), Deadly 60 (W6)*** • Read 'A Little Bit of Winter' and discuss winter. • Play - Whose foot prints are these game? • Learn new facts about penguins – add to these to our floor book (W1) • Where do different animals come from? Look at a world map and place them on the continents. • Guess whose skin? Look at animal patterns and camouflage. • Post it note on the head game: What animal am I? • Who I am? I have a long trunk / I live in the jungle… (W2) • Match baby animals to adults (W3) • Watch episodes of The Really Wild Show • Night or day? Are these animals nocturnal or not – quiz on white board. • Different bird types? Can we learn 10? • Go for a walk in the outside area and find lots of bugs / creatures – record on detective clipboard – Describe each creature (W4) • Match animals to their habitat • Discuss habitats and how animals have adapted • How is honey made? Watch some snails in a Tuff tray – Look at the trails (W5) • Watch Deadly 60 – What is the deadliest animal in your opinion? • Land, sea or sky – Where does the animal go? • Animal homes – match the cards • Hold up mammal / bird / reptile paddles (W6) ***Come Outside:*** ***Books: Oliver's Vegetables (W1), All About Plants (W2), The Tiny Seed (W3), Seasons Come, Seasons Go (W4), Tidy (W5), Lyla and the secret of rain (W6)*** • Watch Time lapse video; Growing plants then start planting • Grow some runner beans in jars / radishes / strawberries / carrots • Grow some herbs • Learn all about life on a farm - farm to fork focus • Look at plant roots! Discuss root vegetables - Talk about frozen, tinned and dried peas and importing peas from hot countries. Discuss how things that grow above the ground	• I know that water turns into ice when it freezes. • I know that some animals sleep during the winter. • I know that the weather is different in different parts of the world. • I know that a plant needs light, soil and water to grow. • I know that plants die if they don't have enough water. • I know that some food grows on trees and some comes from plants on and under the ground. • I know that a tadpole becomes a frog and a caterpillar becomes a butterfly. • I know that some materials float and some sink. • I know that some materials are more suited to jobs than others. • I know that my actions affect the world. • I know the name of some insects.	of the body is associated with each sense. Everyday Materials Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties. Seasonal Change Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.
				Vocabulary: • Healthy, unhealthy, germs, head, legs, arms, hands, feet, shoulders, face, eyes, ears, mouth, tongue, teeth heart, brain, bones, skin.	

			grow best in summer but other vegetables like swede grow under the ground where it is warm so they will grow in winter. (W1) • Look at plants we eat and plants we don't eat – sort the photos • Label the parts of the plant /flower • Plant sunflowers, nasturtiums, Californian poppies and sweet peas FM • Put the plant stages in order – can you explain each stage of the cycle • Look at pictures of vegetables growing and determine whether they grow above or below the ground (W2) • Look at a selection of seeds and observe differences – make predictions (W3) • Learn all about the Four Seasons – focus on Spring • Look carefully at the trees and talk about what is happening • Use a microscope to look at different leaves • Create an Observation Station – with plants, roots, magnifying glasses and the iPad / camera • STEM – Celery and food colouring experiment • Watch Come Outside: Apples / carrots / dandelions • Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather (W4) • Talk about trees – why do we need them? What do the leaves on trees do? • Watch Green Planet: What's in the Trunk? with Sir David Attenborough | The Green Planet | BBC Earth – YouTube • Common Trees – How many do you know? (W5) • Learn all about the Seasons – Discuss Spring and Summer • Discuss different weather types • Can children make comments on the weather, culture, clothing, housing. Change in living things. Changes in the leaves, weather, seasons (W6) ***Seasonal Changes – Winter & Spring:*** • Exploring schools' grounds and observing seasonal changes in the winter/spring. • Explore compare/contrast our environment with polar regions. • Discuss global warming and the impact on polar regions • Observe seasonal weather changes in the winter/spring (ice exploration) • Observe, question and draw spring plants/spring growth. • Explore natural spring resources in Tuff Tray, asking questions and making/drawing observations. • Spring walk around School grounds describing and discussing what is found. • Explore the life cycle of frogs and butterflies. • Explore the life cycle of plants • Still life observations and drawings of spring flowers. **<u>Summer Term:</u>** ***Ticket to Ride:*** ***Books: Transport (W1), The Way Back Home (W2), The Naughty Bus (W3), Mister Grumpy's Outing (W4), The Snail and the Whale (W5), Oi! Get off our train (W6)*** • Land, sea or sky? Show a picture and state where the vehicle should be? (W1) • Planet facts! Gravity - cbeebies – BBC • Taste 3/4 different foods, identify them and state a favourite and say why	• Dog, cat, fish, hamster, rabbit cow, horse, sheep, goat, elephant. tiger, lion, crocodile, giraffe. • Autumn, winter, spring, summer, weather, hot, cold, snowing, freezing, warm, wet, cloudy, harvest, farming, leaves, light, dark, desert, polar. • Plants, grow, soil, sunlight, fruit, vegetable, tree, flower, bush, water. • Life cycle, grow, change, tadpole, froglet, frog, larva, caterpillar, chrysalis, cocoon. • Material, float, sink, plastic, fabric, wood, strong, waterproof, bendy, light, • Pollution, recycle, rubbish, environment, community. Minibeast, ant, spider, worm, snail, habitat.

			• Smell 3/4 different smell pots, describe them and discuss likes and dislikes • Pack your case! What clothes would you take to different places around the world? (W2) • Use small world and role play to explore other lives and environments (W3) • Talk about traffic and pollution. What will need to change? • 20 the snail and the whale activities: easy ideas kids will love! – www.crafts on sea • Unroll a length of aluminum foil and curl the edges up slightly all along the sides and ends. Lay it out on a flat piece of ground and put some water in. Get a few small plastic boats/ducks and some water pistols; the children race the boats/ducks along the foil 'river' by squirting them with their water pistols (W5) ***Fun at the Seaside:*** ***Books: At the Beach (W1), The Lighthouse Keeper's Lunch (W2), Seaside Holidays Then and Now (W3), Sharing a Shell (W4), Seaside Poems (W5), The Seasaw (W6)*** • Look at a map of the UK. Identify the beaches. • Discuss what the sea is and the kinds of things people do in the sea. • Use plastic magnifiers to examine grains of sand (W1) • Learn about animals that live in the sea (rock pools, the coral reef) and on land in coastal areas • Find out facts about crabs. • Floating and sinking activities • Have a collection of seaweed / drift wood / shells and investigate (W2) • What is the hottest seaside location? Look at world climates (W3) • Name that sea creatures – reveal a small piece at a time • Naming sea creatures and investigating their habitats • Habitats – Life cycle of a butterfly – Butterfly watch in the nature area – how many different butterflies can you name? (W4) • What happens in the summer? • How many animals can you name that hatch from eggs as babies? • How many animals can you name that have patterns on their bodies? (W5) • Talk about thunder and lightning: how does it make you feel? • How near are we to the sun? Does this change in summer? How do we get our seasons? • What do they trees look like in summer? (W6) ***Seasonal Changes – Summer:*** • Exploring schools' grounds and observing seasonal changes in the summer. • Observe seasonal weather changes in the summer	

EAD/ Art Curriculum Map

	Development Matters	ELG	How this achieved in EYFS	Sticky Knowledge: By the end of EYFS the children will know…	Art and Design KS1
Expressive Arts & Design **Art & Design**	**Reception:** • 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	**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. UTW: The Natural World • Explore the natural world around them, making observations and drawing pictures of animals and plants. ·	**All about me:** **Books – The Colour Monster (W1), Once There Were Giants (W2), Supertato (W3), Funny Bones (W4), The Five Senses (W5), Not Now Bernard (W6)** • Making selfie pictures using mirrors • Make self-portraits onto plates • Make hand print trees • Have a colour mixing station (W1) • Autumn leaf hedgehogs • Face collages then mix your own colours e.g. hair colour, eye colour (W2) • Focus on Arcimboldo paintings – create own vegetable pictures • Potato printing • Make superhero masks – what is your super power? (W3) • Pipe cleaner body shapes FM • Draw and paint family members (W4) • Tissue paper flowers (W5) • Black and white printing table – cardboard tubes (W6) **Traditional Tales:** **Books – The Little Red Hen (W1), The Three Pigs (W2), Goldilocks (W3), The Three Billy Goats (W4), The Gingerbread Man (W5), The Jolly Christmas Postman (W6)** • Firework paintings with toilet rolls / straws / cotton buds • Fork painting: Wheat • Autumn leaf hedgehog pictures • Pasta Rangoli patterns (W1) • Make paper plate pigs: Pipe cleaner and twirly tails • Blow painting patterns • Wolf craft (W2) • Create a forest: Shades of green. Talk about mixing colour: How an investigation station available: How do we make orange? Green? Purple? • Goldilocks paper plate craft: yellow wool for hair (W3) • Create a scary troll using the art materials • Make troll masks (W4) • Make gingerbread men (Sandpaper/ cardboard) decorating: collage materials / buttons / googly eyes • Cut out the parts and put the gingerbread man together – use split pins (W5) • Creating our own props and performing puppet plays based on traditional tales (W6) **Spring Term:** **Amazing Animals:** **Book: The Emperor's Egg (W1), Handa's Surprise (W2) Farmyard Hullabaloo (W3), Owl Babies (W4), Mad About Minibeasts (W5), Deadly 60 (W6)**	Knowledge: I know that when I mix two colours it makes a different colour. I know how to match the colours I see to what I want to represent. I know how to use paint tools with care and precision. I know red and blue makes purple. I know yellow and blue makes green. I know red and yellow makes orange. I know that artists create works of art. I can talk about what I see in a picture or piece of art. I know how to use a paint brush and pallet. I know how to draw a simple face. I can talk about my artwork. I know that materials can be joined / mixed to create interesting effects. I can draw the things I see around me, making simple representations. Vocabulary: Colour, paint, mix, water, blend, change, light, dark, pallet, brush. Shade Portrait, features, line, shade, texture, detail, shape. Design, create, make, join observe,	To use a range of materials creatively to design and make product. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

			• Weaving using blue and green paper – background for some animals • Sketch animals – have large posters to inspire • Create playdough tigers with orange dough and black match sticks • Balloon dabbing / painting – create some colourful creatures • Camouflage art – create a collage • Amazing animal creations: The body of a, the head of a, wings of a etc using paint /collage • Copy the camouflage patterns using paints / printing objects • Create lion's using forks / paint • Use combs and printing objects to create stripes on a tiger /zebra • Print with bubble wrap to create a giraffe / leopard pattern • Create African inspired animal masks (W1/2/6) • Create paper plate animal masks • Pasta shell snails – paint the shells • Make animal Footprints in the paint (W3) • Owl collages • Toilet roll spiders – black paint • Owls - painting with scrubbing brushes • Toilet roll bats (W4) • Create own version of Matisse's Snail • Make basic Origami animals • Paper plate ladybirds • Leaf hedgehogs (W5) **Come Outside:** **Books: Oliver's Vegetables (W1), All About Plants (W2), The Tiny Seed (W3), Seasons Come, Seasons Go (W4), Tidy (W5), Lyla and the secret of rain (W6)** • Vegetable and fruit printing FM • Cut up gardening magazines to create a collage • Make pom poms to hang from the trees • Still life – fruit and vegetables art table / clipboards • Leaf rubbings / Bark rubbing FM • Create pictures with leaves / Artwork themed around Eric Carle (W1) • Gather petals, grasses and leaves to create a nature picture • Cress heads in egg shells / yogurt pots • Observational drawings of flowers / Sunflowers • Tissue paper flowers • Flower pot art: use printing materials, corks, sponges • Watercolour paintings using real flowers as stimulus • Observational paintings of daffodils • Paint a plant pot (W2) • Use the bottom of bottles to create pink blossom paintings FM • Look at Vincent Van Gogh and paint sunflowers • Rose print using the end of a celery stalk • Create bumble bees with card and wool / paper wings (W3) • Pastel drawings of leaves	Artist, Pens, pencils, crayons, pastels, poster paint, watercolours, chalk, clay, wool, material	

			• Blossom printing with pegs and cotton wall balls – print onto paper branches (W4) • Paint a forest = Group task • Helicopter dragonflies (W5) • Paint a picture representing the rain / sun – tooth brush flicking / blue spray • Paper plate sun shines • Paint rocks and pebbles to brighten Up the outside area • Paper plate weather charts (W6) **Summer Term:** **Ticket to Ride:** **Books: Transport (W1), The Way Back Home (W2), The Naughty Bus (W3), Mister Grumpy's Outing (W4), The Snail and the Whale (W5), Oi! Get off our train (W6)** • Design your own future car / vehicle • Table cloth city – Put down some paper table cloths and the children use pens and felts to create a road /city • Wallisly Kandinsky Primary colours and circles (W1) • Paper plate space ships • Foil painting – space ships /planets • Use black and white paint to create grey – add flour or foam and mix – paint onto paper plates to create moon designs • Printing with string, shapes, food, leaves, • Planet balloon dabbing paintings (W2) • Create a painting inspired by the London Underground • Paint a London skyline • Design a new bus for your town • Roll out some lining paper on the floor in the outdoor area and ask the children to go on a paint walk (W3) • Car track painting • Drawing with pencils, pens, crayons, chalks, charcoal on different sized, shaped and textured paper. • Explore pictures of road signs and discuss the various shapes used. Tell the chn what some of the signs mean. Ask them to choose a shape and design a road sign to use in the outdoor area (W4) • Spiral shell cut outs • Snail inspire art - Bing images (W5) • Print train tracks using the edges of strips of corrugated cardboard/ paint tools (W6) **Fun at the Seaside:** **Books: At the Beach (W1), The Lighthouse Keeper's Lunch (W2), Seaside Holidays Then and Now (W3), Sharing a Shell (W4), Seaside Poems (W5), The Seasaw (W6)** • Create paper plate jelly fish with big, googly eyes • Make bubble pictures • Shell sketches: Observe patterns and sketch using a variety of media such as chalk, pastels, pencils, crayons, pens, • Shell loose parts pictures • Cotton bud art (W1)		

			• Make foil boats /fish • Sand pictures: create different consistencies of paint by adding water/sand/glue. • Paper plate seagulls (W2) • Colour mix and paint the beach huts: make orange, purple/pink/green • Create group weaving to represent the sea (W3) • Explore creating wax resistant pictures of underwater scenes • Paint large pasta shells and use playdough to create a crab (W4) • Celery stick fish scale paintings • Scribble art / large scale – create scribbles and colour in the shapes (W5) • Add black and white to a colour to create a sea hue image • Paper plate sunshine • Mosaic art with gems or small squares: create seaside images (W6) **General learning throughout the year** • Child-led activities • Exploring a range of media throughout the year – pens, pencils, crayons, pastels, poster paint, watercolours, marbling, clay, wool, material and food materials etc • Outdoor art using a range of mark making materials such as paint rollers and different sized brushes on a large scale. • Craft Area enables children to self -select resources that they need / want to test out including masking tape and glue to join		

EAD/ DT Curriculum Map

	Development Matters	ELG	How this achieved in EYFS	Sticky Knowledge: By the end of EYFS the children will know…	Art and Design KS1
Exploring Art and Design - Design and Technology	**Reception:** • 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.	**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.	**Autumn 1 – All About Me** • Make loose part faces (W2) • Clay Diwali light holders • Design and create superhero gadgets from junk (W3) • Create our homes from construction blocks (W4) • Create colourful Rama / Sita stick puppets **Autumn 2 – Traditional Tales** • Rangoli patterns using loose parts (W1) • Use different textures and materials to make houses for the 3 little pigs (W2) • Make egg box poppies • Make a bridge for the three Billy Goats • Make troll sock puppets (W4) • Make a boat for the Gingerbread man to safely cross the river • Observe the effects of cooking when making Gingerbread men and bread (W5) • Making castles (W6) **Spring 1 – Amazing Animals** • Create paper cup penguins/toilet roll penguins (W1) • Loose parts animals – using natural resources • Create safari binoculars – toilet rolls (W2) • Make salt dough animals (W 1-3) • Junk model animals (W3) • Clay Hedgehogs with match sticks–can you count the sticks (W4) • Design and build minibeast houses, adapting work where necessary (W5) **Spring 2 – Come Outside** • Make straw and egg box daffodils (W1) • Loose part insects - nature craft (W3) • Junk model trees and flowers (W4-6) **Summer 1 – Ticket to Ride** • Papier mâché balloons • Making fire engines (W1) • Design and make rockets. Design and make objects they may need in space, thinking about form and function • Paper mache planets (W2) • Junk model vehicles (W3)	**Knowledge:** • I know how to use scissors safely. • I can cut along a straight line. • I can cut along a wavy line. • I can join to items using tape. • I can use glue to fix items together • I know how draw a plan. • I know that I can adapt and change something I have made. • I can work with a friend, sharing ideas. • I know that some materials are better for building with than others. • I can talk about what I have made and say why. **Vocabulary:** • Scissors, cut, straight, join, hold, fix, glue, shape,	**Design** • Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. **Make** • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. **Evaluate** • Explore and evaluate a range of existing products. • Evaluate their ideas and products against design criteria. Technical knowledge • Build structures, exploring how they can be made stronger, stiffer and more stable. • Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

			• Make boats (W4) • Make windmills/ Rain shakers (W5) • Make kites (W6) • 3D balloons transport crafts - Bing images (W1-6) **Summer 2 – Fun at the Seaside** • Paper cup lighthouses (W2) • Create and paint salt dough fish /lighthouses/crabs (W3) • Cork boats with elastic bands and flags (W4) • Create Kites using canes/ crepe paper (W5) • Make pirate ships • Making / decorating cards for various occasions. • Den making in the paddock area. **General learning throughout the year** • Children can self-select from a range of tools and materials in the continuous provision. • Children learn by experimenting with tools such as scissors, staplers and hole punches. They make use of fixing and joining materials such as sellotape, masking tape, string, pipe cleaners and glue. • Through questioning children are encouraged to talk about what they like about their work and other children's designs and how they would improve it. • Help to design and make small worlds in line with topic.	safely, colour, design, plan, create, make, explain, why, change, together, features, pieces.	

PD/ PE Curriculum Map

	Development Matters	ELG	How this achieved in EYFS	Sticky Knowledge: By the end of EYFS the children will know…	PE in KS1
Physical Development	**Reception:** • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small indoor and outdoor apparatus – alone and it groups. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.	**Gross Motor Skills** • Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and co-ordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Weekly PE session – Following the Lancashire Scheme of Work Opportunities open to all during continuous provision; • Bikes and trikes • Scooters – stand up and sit down. • Hoops • Balls and beanbags • Assault course • Role play – stage and music • Dances – ribbons and material. • Playdough station • Climbing frame, slide and trim trail. • Balance beam and stepping stones • Tyres • Stilts • Seesaw	**Knowledge:** **Dance:** • I know how to march in time to music by myself and with a partner. • I can make up a simple dance with 3 parts. • I know the parts of dance and can remember what to do. • I know how to move in different directions with speed and control. **Gymnastics:** • I know how to do a standing straight shape, star shape and tuck with control. • I know how to balance. • I can hold these shapes for a count of 3. • I can travel safely around a space and along benches. • I can link simple movements to make a short sequence. • I can travel on my feet and hands and feet safely around a space and over benches. • I can perform a simple sequence of movements. **Games:** • I know how to move safely in a space, changing direction with control. • I can carry and aim equipment safely. • I know how to roll an object. • I know how to throw a ball. • I know how to catch a beanbag or medium sized ball. • I can kick a ball with increasing control.	• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. • Participate in team games, developing simple tactics for attacking and defending. • Perform dances using simple movement patterns.
				Vocabulary: **Dance:** Marching/Timing/Action/Dance/Perform/Turning/Repeat/ Rhythm/Pathways/Posture/Soldier/Individual/Partner/Control/ Speed/Range/Actions/Mirror/Lead/Follow/Gently/Tip-Toes/Heavily/ Stomp/Robotic **Gymnastics:** Straight/Star/Tuck/Control/Perform/Repeat/Link/Balance/ Identify/Gymnastics/Movement/Stretch/Count/Copy/Explore/ Practice/Linking/Travelling/Start/Finish/Body/Safely/Stillness/ Position/Remember/Whole/Individual **Games:** Space/Change/Direction/Control/Safely/Aim/Roll/Carry/Throw/ Catch/Bounce/Dribble/Kick/Freeze/Stretch/Crouch/Jogging/Balance/ Slowly/Backwards/Forwards/Receiving/Sending/One handed/Two handed/Balloon/Target/Successfully/Avoid/Technique/Bibs/ Tails/HulaHoops/Quoit/Equipment/Passing/Ball/Landing/Jog/Jump/ Reverse/Turn/Crouch/Crab/Weave	

PSDE Curriculum Map

	Development Matters	ELG	How this achieved in EYFS	Sticky Knowledge: By the end of EYFS the children will know…	PSHE in KS1
PSED	**Reception:** • See themselves as a valuable individual. • Build constructive & respectful relationships • Express their feelings and the feelings of others • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Be tolerant of others and think about the perspective of others. • Manage their own needs – persona 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	<u>Self-Regulation</u> – • Show an understanding of their own feelings 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 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. <u>Managing Self</u> • 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.	In reception, we follow thr Jigsaw PSDE scheme of work and this is taught through a discrete lesson each week. We also incorporate it into our weekly planning. **Autumn 1** Learning each other's names and introducing themselves (W1) Tell me something about your friend (W2) What makes a good friend? Circle time / craft (W3) My favourite things – who likes the same things? (W4) Sort the foods / healthy lunch box (W5) Which clothes for which weather? (W6) **Autumn 2** Getting on and falling out: How can we get along? Ideas box (W1) Advice station: What can we do if we feel sad or angry? We all have different opinions and that's ok. Discuss (W2) How can Goldilocks improve / do the right things? (W3) How could the troll be kind? How could we help him? (W4) Proud cloud for themselves and others: draw a picture of why you are proud and add to a display (W5) My favourite things – who likes the same things? (W6) **Spring 1** Alone time – have areas of room for quiet reading and reflection (W1) Write a list of random acts of kindness that we can use in class (W2) Right and wrong – how to look after animals and pets (W3) Team building game – Use the resources to create the tallest tower (W4) A balanced diet – create an EATWELL plate (W5) Right or wrong – share stories and discuss character's actions (W6) **Spring 2** Children to tend to their own plant each day – can they look after it well? (W1) Help to prepare a healthy salad / fruit bowl staying-healthy-powerpoint (W2) What are manners? Discuss the word 'polite'. Make a list of polite words on the board. Why are manners important? Read 'Excuse Me!' by Brian Moses and Mike Gordon (W3) Help children to show and display sensitivity towards others especially during CP activities e.g. sharing the construction toys, sharing the dressing up clothes (W4) Use blankets to make dens with friends Use a dark tent and torches for a place to relax/read (W5) Have a kindness jar and award friend's awards! (W6)	**<u>Knowledge:</u>** • I know how to express how I feel. • I know that I can talk to familiar adults in our school. • I know how to listen to others. • I know how to follow a simple instruction. • I know when I am feeling happy, sad or angry. • I know why we have rules. • I know how to get dressed. • I know how to use the toilet. • I know that some foods and healthy and that others are unhealthy. • I know how to take turns. • I know how to be a good friend. • I know when other people are feeling sad. • I know the difference between good and bad actions. **<u>Vocabulary:</u>**	Health and Wellbeing Relationships Living in the Wider World

	• Being a safe pedestrian	<u>Building Relationships</u> • 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.	**Summer 1** Recap on our class room rules expectations Explain the reasons for rules, know right from wrong and try to behave accordingly (W1) Create a colourful thank you card for a friend (W2) Kindness jar – write your friend's name and say a kind word! Read them out of the end of the day (W3) Write down your worries on a piece of paper and then tear the paper (W4) Even though the Snail is small, he helps to save the Whale. Think about your abilities. Is there anything that you thought you couldn't do, but you managed to when you tried (W5) **Summer 2** Make posters about being safe at the seaside Tips for Staying Safe in the Sun (W1) Plan and carry out an investigation with friends to find out the strength of different materials. Which would be best to protect the lighthouse keeper's lunch? (W2) Have ice lollies sat around on a parachute. After exchange lovely memories about their reception year (W3) Have a box with a photo of each child. Children pick a photo and go and say something lovely to that person (W4) Children to plan a tuff tray activity that others may enjoy – they write a list of resources that they will need / set it up when ready (W5) Talk about the 'fears' of year 1 – reassure the children. Talk about other things that may make us scared and how we can feel better. When I'm Feeling Scared (W6) **<u>General learning throughout the year</u>** • Key Person groups • Circle time sessions • Listening games • Talking partners • Playground buddies • Teach playground games during free flow • Model good listening and turn taking. • Cbeebies – Brush your teeth / wash your hands. • Join in with a variety of simple songs. • Discuss and share family celebrations such as birthdays / Christmas. • Share stories daily and talk about what has happened and why / moral / what does that mean for us? • Snack table – 'Time to Talk' pictures and questions. • Worry monsters. • Class rules and routines • Role play – being friends • Random acts of kindness • Sports day – taking part, working as a team.	• Feelings – happy, sad, angry, upset, hurt, worried, scared. • Rules, behaviour, listen, share, friend, turn Healthy, unhealthy

EAD/ Music Curriculum Map

	Development Matters	ELG	How this achieved in EYFS	Sticky Knowledge: By the end of EYFS the children will know…	Music in KS1
Expressive Arts and Design	**Reception:** • Explore and engage in music making and dance, performing solo or in groups • 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.	**Being Imaginative** • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes and poems and other stories with others and (when appropriate) try to move in time with the music	**General learning throughout the year** • Charanga – Me, My Stories, Everyone, Our World. • Weekly opportunities to learn new songs related to topic work (All About Me, Traditional Tales, Amazing Animals, Come Outside, Ticket to Ride and Fun at the Seaside). • Singing songs and rhymes from a variety of genres and cultures • Build up a repertoire of nursery rhymes and familiar songs. • Learn worship songs. • Using musical instruments in the outside area and role play. • Creating movement to music e.g. move like jungle animals, astronauts, African animals, growing plants and weather. • Singing and performing to our friends and parents • Performing the school nativity production • Play movement and listening games • Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song. • Listen to and join in with stories / poems with repetitive refrains. • Move in time / appropriately to rhymes, songs, instruments and classical music. • Call and response songs.	**Knowledge:** • I know and can name some nursery rhymes. • I know 10 nursery rhymes by heart. • I know and join in with familiar worship songs. • I know how to clap the pulse (beat) • I know how to play some percussion instruments correctly. • I know the names of some percussion instruments. • I know that instruments make different sounds. • I know that pitch is how high or low a sound is. • I know that performance is sharing music with others. • I can create my own music. • I can talk about music I have heard. **Vocabulary:** Song, sing, pulse, high, low, loud, quiet, clap, volume, repeat, copy, rhythm, performance, perform, instrument, drum, tambourine, wood block, xylophone, maracas	• Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high quality live and recorded music. • Experiment with, create, select and combine sounds using the inter-related dimensions of music

ICT Curriculum Map

Computing

Within the new EYFS curriculum the 'Technology' strand has been removed from 'Understanding the World' and has not been replaced with any updated guidance. However, computing and technology are still vitally important subjects to teach to Foundation children. Teaching computing within the curriculum ensures that children enter Year 1 with a strong foundation of knowledge. Computing lessons in the EYFS also ensure that children develop listening skills, problem-solving abilities and thoughtful questioning — as well as improving subject skills across the seven areas of learning.

We live in a technological world and there is no escape from the reality that technology is integrated into the lives of young children. Just as we ensure the children in our care are ready for the adult world by teaching them maths and literacy, we should also make sure that they are fluent in computer literacy and all-important e-safety.

Development Matters	ELG	How this achieved in EYFS	Sticky Knowledge: By the end of EYFS the children will know…	ICT in KS1
Reception: **Personal, Social and Emotional Development**: • Show resilience and perseverance in the face of a challenge. • Know and talk about the different factors that support their overall • health and wellbeing: • sensible amounts of 'screen time' **Physical Development:** Develop their small motor skills so that they can use a range of tools competently, safely and confidently. **Expressive Arts and Design:** Explore, use and refine a variety of artistic effects to express their ideas and feelings.	**Personal, Social and Emotional Development: 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 **Expressive Arts and Design: Creating with Materials:** • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. **Understanding the World: Past and Present:** • Talk about the lives of people around them and their roles in society. • Know some differences and similarities between things in the past and now, drawing on their experiences. **People, Culture and Communities:** • Describe their immediate environment using knowledge from observation, discussion, texts, maps.	ICT is available in Continuous Provision throughout the day for both focussed and self-chosen learning A range of technology is available within the classroom and in the outside area for the children to access, both independently and with an adult. - Tablets - Computers – games/ activities linked to the topic or maths being covered each week. - Remote control toys – cars. - Battery operated toys - Beebots - CD players - Interactive white boards – Phonics Play / Topmarks / Google Earth / Digimap. - IPads - Purple Mash (mini mash) – drawing, sorting, information gathering. - Sound buttons – children can listen to a pr-recorded challenge or record their own answers. - exploring old typewriters / computers / mechanical toys. -Talking books and talking tubs	**Knowledge:** **Personal, Social and Emotional Development** I can wait a short amount of time for something I want eg: a computer loading / an App to work. I know how to complete a familiar task independently and with support will try new things e.g. a computer programme / Beebot. I can select tools and resources that I need to complete a task of my own choosing. I know how to be safe online. I know that a password is secret. **Physical Development** I know how to use an iPad or tablet appropriately. I know how to use my fingers on a touch screen, and control a mouse/touchpad on a computer. **Understanding the World** I know how to use a camera ie: on an iPad. I know how to work a simple programable toy. I can select and use technology for particular purposes. I know how technology is used in my own home. I know that technology has changed since my adults were young. **Expressive Art and Design** Children can safely use a range of technology for a purpose.	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs Use technology purposefully to create, organise, store, manipulate and retrieve digital content Recognise common uses of information technology beyond school Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
			Vocabulary: Computer, iPad, tablet, App, button, mouse, screen, keyboard, Google, information, control, instruction, internet, robot, save, sequence, instructions, search, safety, online, password,	

RE

	Development Matters	ELG	How this achieved in EYFS	Sticky Knowledge: By the end of EYFS the children will know…	RE in KS1
RE	**Reception:** • Build constructive & respectful relationships • Express their feelings and the feelings of others • Show resilience and perseverance • Be tolerant of others • Listen to and talk about stories to build familiarity and understanding • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.	**People & Places** • 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. **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.	• Assemblies • Discuss and share family celebrations such as Christmas and birthdays. • Who lives and works in our community? - What can we do 'Spur them on with love and good deeds?' • Children explore alternative festivals and celebrations through topic learning e.g. Diwali, Easter, Holi, Chinese New Year, Halloween, Harvest Festival, Christingle and Bonfire night. • National festivals explored including Remembrance Day. • Share stories from around the world – discuss similarities and differences seen. • Who loves me? • How can we spur each other on? • Looking at RE through Art. • Sharing bible stories – mirror, window, door. • Role playing stories from the bible. • Music and songs Sharing common experiences / traditions/ photos of religious events pointing out some similarities • Diwali: November 4th – Rama and Sita – discuss the Hindu faith and how everyone has different beliefs • Learn about Remembrance day: Why do we wear poppies with pride? • Places of worship – visit a church / temple – talk about respecting the beliefs of others • Visit a local church – Recognise that people have different beliefs and celebrate special times in different ways • Discuss Lent & what we could potentially 'give 'up… Create yearly calendar of celebrations: Holi, Palm Sunday ,Passover,Easter,Start of Ramadan,Mothers day • If possible, invite family members to help the children to learn about a culture / celebration. Activities could include cooking special food or learning dances. • Watch the Easter PowerPoint. Discuss the main points from the story. Discuss the significance of sending Easter Eggs	**Knowledge:** **God/Creation – I know that…** • Christians believe that God created the heavens and the earth. • Christians believe that they must treat God's name with respect. • They believe that the earth and everything in it belongs to God and that he gave them special jobs to do. • Jesus told stories about how much God loves Christians **Incarnation – I know…** • The key events from the nativity story. • That stories have changed over time and that we must go back to the original texts to understand what happened. • Jesus welcomes everyone. • **Salvation – I know that…** • Christians remember Jesus' last week at Easter. • Jesus' name means 'He saves'. • Christians believe Jesus came to show God's love. • Christians try to show love to others. **Vocabulary:** God Creation, Adam, Eve, Animals, Respect, Believe • Incarnation Jesus, Christmas, Heaven, God, Wise men, Shepherds, Nativity, Incarnation, Human, God, Saviour, Herod, World, • Salvation Jesus, God, Salvation, Cross, Disciples, Donkey, Hosanna, Palm, leaves, Palm Sunday, Good Friday, Easter Day, Resurrection, The Good Samaritan.	Pupils investigate Christianity and are introduced to at least one other principal religion. They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and materials from religions and worldviews.