

<b>Intent</b>	<p>It is important that our children in the early years have a range of opportunities to learn about the world around them, whilst also developing knowledge and skills through familiar experiences. In this cycle, the children will learn about different ways to travel, starting with themselves and moving into the wider world around them.</p> <p>Children start in Foundation Stage 1 with a baseline that shows lower than expected understanding of the world around them and lower than expected use/knowledge and understanding of vocabulary. Our EYFS curriculum focuses on using language rich texts to provide opportunities for exploring and learning about the world, whilst enhancing pupil knowledge of vocabulary.</p>					
<b>Cycle 2</b> (EYFS)	<b>Woodland Walk</b>		<b>Travel Mania</b>		<b>Pack up and Go!</b>	
	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
Literacy Texts	<i>Going on a bear Hunt</i>	<i>The Christmas SElfie</i>	<i>We all go travelling by</i>	<i>Up, Up, Up</i>	<i>The Lighthouse Keepers Lunch</i>	<i>The Lighthouse Keepers Rescue</i>
Non-Fiction Texts	<i>We also focus on using a range of non-fiction texts about forests, bears, teddy bears , Autumn changes and Christmas celebrations to enhance pupil knowledge</i>		<i>We also focus on using a range of non-fiction texts about vehicles, Easter and Spring time changes to enhance pupil knowledge</i>		<i>We also focus on using a range of non-fiction texts about seaside traditions/ different places to visit on holiday and different ways to travel to a holiday.</i>	
Maths text/song	<i>1 Ted Fell out of Bed</i>		<i>The Hundred Decker Bus (FS2)</i> <i>The Wheels on the Bus (FS1)</i>		<i>1 is a snail, 10 is a crab (FS2)</i> <i>10 Friendly Fish (FS1)</i>	
Educational Visits	<i>Visit to Ings Park/East Park</i>  <i>Christmas visit to the church</i>		<i>Visit the Hull Transport Museum</i>  <i>Church – celebrate Easter</i>		<i>Visit the Seaside and a Lighthouse</i>	
Parental engagement	Mark making/ Phonics Christmas Production		Mother's Day Tea Party Easter Crafts		Sports Day Dad's Day	
Projects	<p><b>RP Day</b></p> <p>Pupils to get to know their new class teacher – activities to get to know each other, set expectations and class charter. Make a 'shield' to represent your class.</p> <p>Pupils talk about the school vision and learn about what BEAMS stand for and how they can make the right choices and help others.</p>		<p><b>Artist: Leonid Afremov – Old Train</b></p> <p>Art project– evaluating the painting and recreating painting through different media. Create their own alternative transport painting. Look at the painting and talk about how they would move and what vehicle they would invent.</p> <p><b>Vocabulary:</b>  <i>brush, paint, colour, mix, thick, thin, paper</i></p>		<p><b>Traditional Tale week</b></p> <p><i>FS1: Little Red Riding Hood</i>  <i>FS2: The Gingerbread man</i></p> <p><i>Pupils to immerse themselves in the tales through storytelling/role play/baking</i></p>	

<p><b>Whole School Cultural Diversity Week</b></p> <p><i>Links to KS1 Curriculum</i></p>	<p><b>Diversity week</b></p> <p><b>ENGLAND</b></p> <p>To know where we live To know where England is on a world map To know some special people and or events that happened nationally To talk about traditional clothing and food for our country To taste and talk about some traditional food – To make a picnic To design and make a flag to represent what we have learnt</p>	<p><b>Diversity week</b></p> <p><b>INDIA</b></p> <p>To know where India is on a world map To compare where England is in relation to India To talk about traditions, food, clothing and the main religion To compare with England – talking about any similarities and differences To taste food from India and talk about their likes and dislikes To learn some traditional Indian dancing</p>	<p><b>Diversity week</b></p> <p><b>AFRICA</b></p> <p>To know where Africa is on a world map To compare where England is in relation to Africa To talk about traditions, food, clothing and the main religion To compare with England – talking about any similarities and differences To taste food from Africa and talk about their likes and dislikes To learn some traditional African dancing To re-create paintings by African artists to depict traditional life</p>
<p><b>Understanding the world</b></p>	<p><b>Recognise and celebrate special times</b> <b>Talk about similarities and differences</b></p> <p>To talk about Christmas and how they celebrate as a family To know that everyone celebrates special times differently To talk about what is the same and different between each other's families</p>	<p><b>Show an interest in occupations of others</b> <b>Talk about how things work</b></p> <p>To talk about different roles and jobs of people in the local area To know who to ask for help To learn our address To learn how to call for help (999) Talk about moving toy vehicles and explore in the outdoor area Explore moving parts and talk about how everyday objects work To talk about different occupations To learn about the importance of different occupations</p>	<p><b>Know what makes us unique</b> <b>Talk about and recognise our strengths</b> <b>Talk about other peoples strengths and celebrate our differences</b></p> <p>To talk about what we can do now that we could not do at the start of the year To talk about what makes us special To set goals for the next year To know that we have changed and that we are ready for the next step To say one thing that is special about myself and one thing that is special about my friend To recognise other's talents and talk about achievements</p>
<p><b>Understanding the World (History)</b></p>	<p><b>Past and Present</b> <b>Changes in Living memory</b> <b>Show an interest in lives of familiar people</b></p> <p>To talk about my past (baby/toddler) To talk about changes from the past to the present (baby/toddler/now) To talk about my family and special events that have happened as a family in the past and present To talk about changes to ourselves from birth to now To know that we change and other things in our lives changes over time To learn about teddy bears in the past and present</p>	<p><b>Past and Present vehicles</b> <b>Changes in Living memory</b> <b>Show interest in the occupations of others</b></p> <p>To talk about vehicles in the past and present To know that people and objects change over time To plot a simple whole class timeline (linked to our visit to the Street Life Museum – FS2 and a day in the life of ourselves for FS1)</p>	<p><b>Develop an understanding of growth, decay, and change over time</b></p> <p>To talk about the year and the changes we have made. What could I do at the beginning of the year and what can I do now? To talk about holidays in the past and present – look at a range of holiday activities now and then Talk about where the children have been on holiday</p>
<p><i>Link to KS1 History Curriculum</i></p>	<p><b>NC1: changes within living memory.</b></p>	<p><b>NC1: changes within living memory.</b></p>	<p><b>NC1: changes within living memory.</b></p>
<p><b>Understanding the World (Geography)</b></p>	<p><b>Describe their immediate environment</b> <b>Use maps to demonstrate knowledge of immediate environment</b></p> <p>To use images of the local area to talk about features/locations To walk around the local area, talking about what they see Use images and drawings of the local area to create a whole class map To give directions to others when role playing (go right/ turn left/ next to) To talk about seasonal changes and compare to Summer</p>	<p><b>Know some differences between the natural world round them and contrasting environments</b></p> <p>To talk about different environments (icy/warm/wet/desert) To talk about the environments that are covered in the Up, Up , Up text To talk about different places and how you might get there To talk about the change in the season look at the changes and compare to Autumn and Winter</p>	<p><b>Observe and comment on the natural world</b> <b>Talk about features of their immediate environment and contrasting environments</b></p> <p>Talk about different places in the world – where you go on holiday Look at different ways to travel around the world Look at a globe and world map – talk about what they know and see Compare and contrast hot to cold places</p>
<p><i>Link to KS1</i></p>	<p><b>NC3: Place knowledge - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</b> <b>NC7: Geographical skills and fieldwork: - use simple compass and</b></p>	<p><b>NC4: Human and physical geography - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</b></p>	<p><b>NC9: use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</b></p>

<b>Geography Curriculum</b>	<p><i>locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</i></p> <p><b>NC8:</b> ... devise a simple map; and use and construct basic symbols in a key</p> <p><b>NC9:</b> use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p><b>NC5:</b> - use basic geographical vocabulary to refer to:</p> <p>♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>	
<b>Understanding the world (Science)</b>	<p><b>Understand changes in the natural world, focusing on the change in seasons</b></p> <p><b>Explore the natural world, making observation and drawing pictures of plants and animals</b></p> <p>To draw pictures of the world around them, looking at the season</p> <p>To talk about seasons and the changes that they see</p> <p>To know that leaves change colour and fall off the trees in Autumn</p> <p>To expose children to deciduous and evergreen trees and know that some stay green all year and others lose their leaves</p> <p>To use key vocabulary to talk about changes in the season</p> <p>To use their senses to explore the season</p> <p>To talk about woodland animals and explore their habitats</p>	<p><b>Talk about how things work</b></p> <p><b>Explore forces</b></p> <p>To explore sinking and floating and know that some objects will float and some will sink when they are placed in water</p> <p>To explore water and talk about how it feels/looks and smells</p> <p>To explore winter into spring by using the EYFS garden</p> <p>To explore forces (pushing, pulling and gravity)</p>	<p><b>Understand important processes and changes in the natural world around them, including changing states of matter and forces</b></p> <p><b>Explore and know some similarities and differences between the natural world and contrasting</b></p> <p>To explore spring into summer by using the EYFS garden – making observations of the large tree and talking about the changes</p> <p>To explore what happens when chocolate is left out in the sun and talk about the changes that they observe</p> <p>To explore forces (twisting, bending and the repulsion of magnets)</p> <p>To explore shadows in the sun and how they change during the day</p> <p>To describe different environments</p> <p>To explore a range of environments (linked to text)</p>
<b>Link to KS1 Science Curriculum</b>	<p><b>Seasonal changes</b></p> <p><i>Pupils should be taught to:</i></p> <p>observe changes across the 4 seasons</p> <p>observe and describe weather associated with the seasons and how day length varies</p> <p><b>Animals, including humans</b></p> <p><i>Pupils should be taught to:</i></p> <p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p>	<p><b>Seasonal changes</b></p> <p><i>Pupils should be taught to:</i></p> <p>observe changes across the 4 seasons</p> <p>observe and describe weather associated with the seasons and how day length varies</p> <p><b>Living things and their habitats</b></p> <p><i>Pupils should be taught to:</i></p> <p>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p>	<p><b>Seasonal changes</b></p> <p><i>Pupils should be taught to:</i></p> <p>observe changes across the 4 seasons</p> <p>observe and describe weather associated with the seasons and how day length varies</p> <p><b>Everyday materials and Using everyday materials</b></p> <p><i>Pupils should: describe physical properties of a variety of everyday materials</i></p> <p><i>Pupils should: find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</i></p>
<b>Art</b>	<p><b>Developing drawing skills</b></p> <p><b>Drawing a person (FS1)</b></p> <p><b>Self-portraits (FS2)</b></p> <p>To draw the outline of a person</p> <p>To develop observational skills by looking at myself and drawing what I see</p> <p>To use a range of mark making tools (thick and medium brushes) to paint pictures of myself and animals</p> <p>To learn how to enclose spaces through observation and modelled drawing</p>	<p><b>Develop painting skills</b></p> <p><b>Colour mixing</b></p> <p>To explore using thick and thin brushes</p> <p>To explore mixing primary colours and talk about changes</p> <p>To discuss the paintings of Leonid Afremov (Old Train)</p> <p>Talk about how his paintings make you feel</p> <p>To use primary colours to recreate a painting</p>	<p><b>Develop sculpture and collage</b></p> <p><b>Make a beach/seaside collage scene</b></p> <p><b>Make lighthouse sculptures and paint final product</b></p> <p>Explore using playdough to mould, shape, pat, roll and cut</p> <p>Explore using playdough with different textures added</p> <p>Explore using clay to mould, shape, cut, roll, smooth, join to create models</p> <p>To explore using paper to sculpt with – creating seascape pictures</p> <p>Explore using a range of materials to create free collage</p> <p>Explore how to overlap and place materials to make a collage picture</p>
<b>Link to KS1 Art and Design Curriculum</b>	<p><b>Pupils should be taught:</b></p> <p><b>NC2:</b> to use <b>drawing</b>, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p><b>NC3:</b> to develop a wide range of art and design techniques in using colour, pattern, texture, <b>line</b>, shape, form and space</p>	<p><b>Pupils should be taught:</b></p> <p><b>NC2:</b> to use drawing, <b>painting</b> and sculpture to develop and share their ideas, experiences and imagination</p> <p><b>NC3:</b> to develop a wide range of art and design techniques in using colour, <b>pattern</b>, texture, line, shape, form and space</p>	<p><b>Pupils should be taught:</b></p> <p><b>NC2:</b> to use drawing, painting and <b>sculpture</b> to develop and share their ideas, experiences and imagination</p> <p><b>NC3:</b> to develop a wide range of art and design techniques in using colour, pattern, <b>texture</b>, line, <b>shape</b>, form and space</p>
<b>Design Technology</b>	<p><b>Props</b></p> <p><b>Make props for role playing the story using a range of tools, media and techniques</b></p> <p>Explore a range of materials, deciding on the most suitable for their own ideas and creations</p>	<p><b>Junk modelling</b></p> <p><b>Design and make an imaginary mode of transport</b></p> <p>Explore a range of junk modelling materials, talking about their properties</p> <p>Design and make vehicles from the text</p> <p>Re-design the vehicle with improvements, after a discussion with others</p> <p>Explore how to join/cut/shape/fix using a range of materials</p>	<p><b>Textiles</b></p> <p><b>Design and make a t-shirt to wear on holiday</b></p> <p>Explore a range of materials and printing</p> <p>Design a t-shirt for a summer holiday</p> <p>Explore sticking a range of other materials onto the t-shirt</p> <p>Evaluate your final t-shirt and talk about ways to improve</p>

	Use large and small construction toys for role play based on the stories they are reading Use scissors to cut, glue and tape to join when making props for role play To explore food such as pumpkins and other seasonal produce	Evaluate your vehicle, talking about the strengths and ways to improve	
<b>Link to KS1 Design Technology Curriculum</b>	<p><b>Pupils should be taught:</b> <b>Design</b> design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p><b>Make</b> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p><b>Technical Knowledge</b> build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p><b>Pupils should be taught:</b> <b>Design</b> design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p><b>Make</b> 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</p> <p><b>Evaluate</b> explore and evaluate a range of existing products</p> <p><b>Technical knowledge</b> build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p><b>Pupils should be taught:</b> <b>Design</b> 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</p> <p><b>Make</b> select from and use a wide range of materials and components, including textiles according to their characteristics</p> <p><b>Evaluate</b> explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p>
<b>Physical Development</b>	<b>Circle Games and Body management</b> Developing special awareness/ listening/ following instructions/hand eye coordination	<b>Body Movement</b> Developing movement/ body shapes/ posture/ core strength	<b>Object Manipulation</b> Developing teamwork/ hand eye-coordination/ gross motor movement/ ball skills
<b>Link to KS1 PE</b>	<p><b>Pupils should be taught:</b> NC1: 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</p>	<p><b>Pupils should be taught:</b> NC1: 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 NC3: perform dances using simple movement patterns.</p>	<p><b>Pupils should be taught:</b> NC1: 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 NC2: participate in team games, developing simple tactics for attacking and defending</p>
<b>Music (FS2)</b>  <b>Music (FS1)</b>	<b>Nursery rhymes and Songs (Myself)</b> Listening and moving to a range of pop and folk music	<b>Nursery rhymes and Songs (Our World)</b> Listening and moving to a range classical and traditional music and how to appraise music	<b>Big Bear Funk (Bringing it all together)</b> Listening and moving to a range of music and preparing pupils for music appreciation work they will do in Year 1
	<p>To move rhythmically to music To develop a sense of rhythm through movement To clap along to a piece of music To learn simple nursery rhymes To develop an appreciation for a range of musical genres Explore using a range of instruments Talk about how instruments are played – tapped/plucked/shaken etc. Listen to orchestral music and talk about the different sections of the orchestra, developing an ear for the string/woodwind/brass and percussion</p>		
<b>Extra Music</b>	<p><b>Fortnightly Music Hub sessions</b> Focus on rhythm/ story telling through music/ sound discrimination/ listening to and appreciating live music/ learning about different orchestral instruments Pupils experience listening to live music on a fortnightly basis and learn about different large orchestral instruments through music appreciation lessons – pupils have opportunities to ask questions and talk about how the music/instrument makes them feel</p>		
<b>Link to KS1 Music Curriculum</b>	<p><b>Pupils should be taught to:</b> NC1: use their voices expressively and creatively by singing songs and speaking chants and rhymes NC2: play tuned and un-tuned instruments musically NC3: listen with concentration and understanding to a range of high-quality live and recorded music NC4: experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>		

RE	<p><b>Christianity and Judaism</b>  <i>What makes people special?</i>  <i>What is Christmas?</i></p> <p>To talk about different religions  To know that people have different faiths and to show respect for these differences  To learn about different traditions  To talk about our family traditions  To learn about Christmas and how it is a special time for Christians  To talk about how we celebrate Christmas</p>	<p><b>Christianity and Hinduism</b>  <i>How do people celebrate?</i>  <i>What is Easter?</i></p> <p>To talk about how we celebrated Christmas and New Year  To know that everyone celebrates in a different way  To talk about different religions  To know that people have different faiths and to show respect for these differences  To learn about Easter  To know why Easter is a special time for Christians</p>	<p><b>Christianity/Judaism/Islam/Buddhism/Hinduism/Sikhism</b>  <i>What can we learn from stories?</i>  <i>What makes a place special?</i></p> <p>To explore and listen to a range of stories from different religions/faiths  To appreciate others views and faiths  To learn about different places of worship and places that are special to different faiths  To talk about places that are special to us and explain why</p>
PSHE - JIGSAW	<p><b>Being Me in My World and Celebrating Differences</b>  <i>What are my rights and responsibilities.</i>  <i>How can I make new friends?</i>  <i>How am I special?</i></p> <p>To talk about routines and expectations of the class  To know how to help others to follow class expectations  To know why it is important to keep myself and others safe  To play turn taking games with others  To talk about what makes a good friend  To recognise our similarities and differences  To talk about things that I am good at  To know that we are all special and we all have special qualities</p>	<p><b>Dreams and Goals and Healthy Me</b>  <i>How can I seek help and overcome obstacles?</i>  <i>How can I keep clean?</i>  <i>How do I keep safe?</i>  <i>Identifying successes and achievements</i></p> <p>To make a goal for the term and talk about reaching for a target  To talk about who we can ask for help from  What can I do now that I couldn't do when I started school? How did I overcome any obstacles to achieve my goals?  Talk about ways to keep clean (washing/brushing teeth/changing clothes)  Explore different ways to keep clean and healthy through role play  How do I keep safe in school? How do I keep safe at home? Who can we ask for help from? Who helps to keep us safe? Learn about different emergency services (police/ambulance/doctors and nurses)</p>	<p><b>Relationships and Changing Me</b>  <i>How can I be a good friends?</i>  <i>What family do I belong to?</i>  <i>Respecting my body</i></p> <p>Talk about different families and how we all have different people in our families – look at what is meant by 'family'  What does my family look like? Who is in my family? Where do I fit in my family? Is my family the same or different to others?  Talk about getting ready for the next class  To know what I need to do to be ready for the next class  To know my achievements this year – where did I start and finish  Transition activities to help with moving into Reception  Talk about how I am changing – look back over the year</p>
<i>Link to KS1 PSHE Curriculum</i>	<p><b>Being Me in My World</b>  Rights and Responsibilities</p> <p><b>Celebrating Differences</b>  Making new friends</p>	<p><b>Dreams and Goals</b>  Identifying and overcoming obstacles</p> <p><b>Healthy Me</b>  Healthy lifestyle choices, including eating and nutrition</p>	<p><b>Relationships</b>  Being a good friend  Different types of families</p> <p><b>Changing Me</b>  Differences between female and male bodies, including body parts  Lifecycles</p>
Computing	<p>To explore using ICT for a purpose/link with learning information for the topic/ use electronic devices</p> <p><b>Ipad apps:</b>  BeeBot and Super Flying Dragon</p>	<p>To explore using ICT for a purpose/link with learning information for the topic/ use electronic devices</p> <p><b>Ipad apps:</b>  Daisy the Dinosaur and Scratch Jr</p>	<p>To explore using ICT for a purpose/link with learning information for the topic/ use electronic devices</p> <p><b>Ipad apps:</b>  Draw &amp; Tell and Pixel Art Maker</p>
	<p><u>Throughout the year the children will have opportunities to be exposed to:</u></p> <p>E-Safety  Algorithms (through instructions)  Predicting how programs will behave  Using Ipads to take photos and videos  Recognised common uses of technology around the school  Using search engines safely</p>		

<i>Link to KS1 Computing Curriculum</i>	<i>Pupils should be taught to:</i> <i>use technology purposefully to create, organise, store, manipulate and retrieve digital content</i> <i>recognise common uses of information technology beyond school</i>