

Intent	<p>It is important that our children in the early years have a range of opportunities to learn about the world around them, whilst developing knowledge and skills through familiar experiences. In this cycle, the children will learn about the range of animals that exist in the local and wider area and look at their habitats.</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>					
Cycle 1 (EYFS)	Farmyard Hullabaloo		Underwater Adventure		Glorious Gardens	
	Autumn		Spring		Summer	
Literacy Texts	<i>Duck in a Truck</i>	<i>Shhh (Santa)</i>	<i>Barry the Fish with Fingers</i>	<i>Barry the Fish with fingers and the Hairry Scary Monster</i>	<i>The munching crunching caterpillar</i>	<i>The very Extraordinary Gardener</i>
Non-Fiction Texts	We also focus on using a range of non-fiction texts about farms/ farm animals , Autumn changes and Christmas celebrations to enhance pupil knowledge		We also focus on using a range of non-fiction texts sea creatures, Easter and Spring time changes to enhance pupil knowledge		We also focus on using a range of non-fiction texts about mini-beasts/ plants and flowers and growing to enhance pupil knowledge	
Maths text/song	<i>Three Little Pigs</i> <i>Song: Old McDonald had a farm</i>		<i>Noah's Ark – All afloat on Noah's Boat</i> <i>Song: The Animals went in 2 by 2</i>		<i>Jasper's Beanstalk</i>	
Educational Visits	Visit to a farm Christmas visit to the church		Visit to The Deep Church – celebrate Easter		Tropical World or Butterfly World	
Parental engagement	Mark making/Phonics Christmas Production		Mother's Day Tea Party Easter Crafts		Sports Day Dad's Day	
Projects	<p>RP Day</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>Artist: Pierre-Auguste Renoir – Seascape 1879</p> <p>Art project– evaluating the painting and recreating painting by adding white to made a range of shades of blue and gree. Explore colour/mixing/brushes/paints and painting tools – incorporate other media for the final outcome.</p> <p>Vocabulary: brush, paint, colour, mix, thick, thin, paper</p>		<p>Traditional Tale week</p> <p>FS1: Little Red Riding Hood FS2: The Gingerbread man</p> <p>Pupils to immerse themselves in the tales through storytelling/role play/baking</p>	

<p>Whole School Cultural Diversity Week</p> <p><i>Links to KS1 Curriculum</i></p>	<p>Diversity week</p> <p>ENGLAND</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>Diversity week</p> <p>INDIA</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>Diversity week</p> <p>AFRICA</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>Understanding the world</p>	<p>Show an interest in occupations of others Talk about how things work Talk about everyday objects and compare and contrast</p> <p>To talk about different roles and jobs of people in the local area To know who to ask for help Talk about moving toys and explore in the outdoor area Explore moving parts and talk about how everyday objects work</p>	<p>Recognise and celebrate special times Talk about similarities and differences Talk about how families celebrate in different ways</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 To explore Chinese Year and learn about other cultures</p>	<p>Know what makes us unique Talk about and recognise our strengths Recognise how we have changed over time and talk about the beginning of the year and now</p> <p>To talk about what we can do now that we couldn't 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>Understanding the World (History)</p>	<p>Past and Present Changes in Living memory Show an interest in lives of familiar people</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 explore farming in the past and present and talk about the changes</p>	<p>Past and Present Compare and contrast figures in history</p> <p>To talk about figures from the past and present – focusing on the work of Charles Darwin and Sir David Attenborough To compare and contrast the past to present in the natural world Look at images from the past and compare with today</p>	<p>Develop an understanding of growth, decay, and change over time</p> <p>To talk about the change in a plant/flower – watch as it grows and changes, making note of the passing of time 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 develop a sense of sequence by ordering life cycles and or other daily sequences such as daytime and night-time</p>
<p><i>Link to KS1 History Curriculum</i></p>	<p>NC1: changes within living memory.</p>	<p>NC2: Events beyond living memory NC3: Life of significant people in the past</p>	<p>NC1: changes within living memory.</p>
<p>Understanding the World (Geography)</p>	<p>Describe their immediate environment Use maps to demonstrate knowledge of immediate environment</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 compare and contrast rural areas to the city of Hull</p>	<p>Know some differences between the natural world round them and contrasting environments</p> <p>To talk about different environments (icy/warm/wet/desert) To talk about the environment that penguins live in and compare to another land creature (link to our visit to The Deep and the penguins) To talk about where different sea creatures live (under the water, near the water, land and sea) To talk about the change in the season look at the changes and compare to Autumn and Winter</p>	<p>Observe and comment on the natural world and draw pictures of plants Talk about features of their immediate environment</p> <p>To draw pictures of the plants and flowers from the EYFS garden and talk about what they can see Plan a route for a mini-beast around the EYFS garden Make a bug hotel and talk about the habitat needed for the bugs Talk about where you would find minibeast - habitats To talk about the change in the season and look at the changes and compare to Spring</p>
<p><i>Link to KS1</i></p>	<p>NC3: Place knowledge - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p>	<p>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</p>	<p>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.</p>

Geography Curriculum	<p><i>NC7: Geographical skills and fieldwork: - use simple compass and 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><i>NC8: ... devise a simple map; and use and construct basic symbols in a key</i></p> <p><i>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.</i></p>	<p>Poles</p> <p><i>NC5: - use basic geographical vocabulary to refer to:</i></p> <p><i>✦ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i></p>	
Understanding the world (Science)	<p>Understand changes in the natural world, focusing on the change in seasons</p> <p>Explore the natural world, making observation and drawing pictures of animals</p> <p>To draw pictures of the world around them, looking at the season To talk about seasons and the changes that they see To use their senses to explore the season To talk about and name farm animals To name baby farm animals and match to their parent (chick/hen – calf/cow – duckling/duck – foal/horse – kid/goat – lamb/sheep)</p>	<p>Explore and know some similarities and differences between the natural world and contrasting environments</p> <p>To explore sinking and floating and know that some objects will float and some will sink when they are placed in water To explore water and talk about how it feels/looks and smells Explore the properties of materials that sink and float To explore materials and their properties (link to D&T making a boat) To know that some animals live on land and some in the sea To explore winter into spring by using the EYFS garden – making observations of the large tree and talking about the changes</p>	<p>Understand important processes and changes in the natural world around them, including seasons</p> <p>Know how to care for living things</p> <p>To explore spring into summer by using the EYFS garden – making observations of the large tree and talking about the changes To use their senses to explore the world around them To talk about plants and flowers, looking at some features To grow their own plant and observe how it changes To explore digging and planting in the EYFS garden To know that plants/flowers need soil, water and sunlight to grow To learn about life cycles (caterpillar to butterfly)</p>
Link to KS1 Science Curriculum	<p><i>Seasonal changes</i> <i>Pupils should be taught to:</i> <i>observe changes across the 4 seasons</i> <i>observe and describe weather associated with the seasons and how day length varies</i></p> <p><i>Animals, including humans</i> <i>Pupils should be taught to:</i> <i>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</i></p>	<p><i>Seasonal changes</i> <i>Pupils should be taught to:</i> <i>observe changes across the 4 seasons</i> <i>observe and describe weather associated with the seasons and how day length varies</i></p> <p><i>Everyday materials and Using everyday materials</i> <i>Pupils should: describe physical properties of a variety of everyday materials</i></p>	<p><i>Seasonal changes</i> <i>Pupils should be taught to:</i> <i>observe changes across the 4 seasons</i> <i>observe and describe weather associated with the seasons and how day length varies</i></p> <p><i>Plants</i> <i>Pupils should: - identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</i> <i>Pupils should: - identify and describe the basic structure of a variety of common flowering plants, including trees</i></p>
Art	<p>Developing drawing skills</p> <p>Drawing a person (FS1)</p> <p>Self-portraits (FS2)</p> <p>To draw the outline of a person To develop observational skills by looking at myself and drawing what I see To use a range of mark making tools (thick and medium pens) to draw pictures of myself and animals To learn how to enclose spaces through observation and modelled drawing</p>	<p>Develop painting skills</p> <p>Colour mixing</p> <p>Share their creations with others</p> <p>To explore mixing colours together and observe the changes To use thick and medium brushes to explore mixing and painting To talk about primary colours To discuss the paintings of Pierre-Auguste Renoir (seascape painting) Talk about how his paintings make you feel To use primary colours to recreate a painting To display their artwork for parents and talk about the process</p>	<p>Develop sculpture and collage skills</p> <p>Explore using playdough to mould, shape, pat, roll and cut Explore using playdough adding different textures Explore using clay to mould, shape, cut, roll, smooth, join to create models Explore using a range of materials to create free collage Explore how to overlap and place materials to make a collage picture</p>
Link to KS1 Art and Design Curriculum	<p><i>Pupils should be taught:</i></p> <p><i>NC2: to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i></p> <p><i>NC3: to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i></p>	<p><i>Pupils should be taught:</i></p> <p><i>NC2: to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i></p> <p><i>NC3: to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i></p>	<p><i>Pupils should be taught:</i></p> <p><i>NC2: to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i></p> <p><i>NC3: to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i></p>
Design Technology	<p>Props</p> <p>Make props for role playing the story using a range of tools, media and techniques</p> <p>Explore a range of materials, deciding on the most suitable for their own ideas and creations Use large and small construction toys for role play based on the stories</p>	<p>Junk modelling</p> <p>Design and make a boat for Noah to transport his animals in whilst the world is flooded</p> <p>Explore a range of junk modelling materials, talking about their properties Design and boat for Noah to transport the animals Re-design the boat with improvements, after a discussion with others</p>	<p>Textiles</p> <p>Design and make a flag to be used as bunting for a summer picnic garden party</p> <p>Explore a range of bunting/flags – talking about the material/shape/patterns and colours Design a flag/bunting for a summer garden party</p>

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

RE	<p>Christianity and Judaism <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>Christianity and Hinduism <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>Christianity/Judaism/Islam/Buddhism/Hinduism/Sikhism <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>Being Me in My World and Celebrating Differences <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>Dreams and Goals and Healthy Me <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>Relationships and Changing Me <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>
Link to KS1 PSHE Curriculum	<p>Being Me in My World Rights and Responsibilities</p> <p>Celebrating Differences Making new friends</p>	<p>Dreams and Goals Identifying and overcoming obstacles</p> <p>Healthy Me Healthy lifestyle choices, including eating and nutrition</p>	<p>Relationships Being a good friend Different types of families</p> <p>Changing Me 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>Ipad apps: 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>Ipad apps: 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>Ipad apps: Draw & 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>