

## Ilminster Avenue E-ACT Early Years curriculum 2021-2022 with new EYFS curriculum changes

These topics are starting points to ignite the children’s learning. We follow the children’s interests and imagination. We aim to provide enriching and inclusive experiences and to make the learning active, memorable and fun. We explore seasonal changes and celebrations through stories, songs, exploration and real-life experiences. We use Talk 4 Writing as to tool to develop language, story structure, imagination and writing.

### Reception

New curriculum changes are highlighted  
 Ideas from Exploring Race in EYFS training

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topic</b>	All about me	Light and dark	Superheroes	Forest and jungles	Growth and change	Dinosaurs
<b>Sub topics</b>	Healthy me My family	Space Aliens	People who help us Journeys	On safari Spring Chicks/Ducks	Minibeasts The garden	Environments
<b>Possible text</b>	The Little Red Hen Titch Cleversticks	Owl Babies Can't you sleep little bear Fox in the dark Whatever next Aliens love...	Three Little Superheroes Superhero comics and marvel books. The Gingerbread man Mrs Armitage on wheels People who help us books- e.g. firefighter.	Rumble in the jungle Leading on to: How to trap a tiger Where the wild things are Monkey puzzle The Gruffalo	The Enormous Turnip Jaspers beanstalk Oliver's vegetables The tiny seed Grandads garden Jack and The Beanstalk	Three little Dinosaurs Dinosaur Roar Dinosaur Stomp Daisy the Dinosaur Harry and his bucketful of dinosaurs
<b>Context</b> <i>Why?</i>	This term we will be focussing on settling the children into their new	This term we will focus on developing children's independence and self-	This term we will find out about different types of hero.	This term we will explore different habitats and environments	This term we will explore how humans, animals and plant change	This term we will finding out about dinosaurs.

	<p>environment and supporting them to build friendships and their confidence. We will provide children with opportunities to talk about themselves, their families and their experiences, things that are familiar to them. Through learning about different types of families and backgrounds we will learn to be accepting of all and learn about how we are unique. We will explore the local environment and build a sense of community as a class and within the school.</p>	<p>confidence. We will think about the relationship between light and dark and explore shadows and how they change. We will explore making a dark tent for the children to experience real darkness. We will provide opportunities for children to use torches and other light giving sources. We will explore night and day animals and introduce key vocabulary around owls and nocturnal animals.</p>	<p>We will explore a range of books with fictional superheroes and use our imagination to re-create these characters. We will also explore real life heroes and people who help us. We will link these to people in the community that the children are familiar with and their roles e.g. PCSO Joe. We will discuss what the children want to be when they grow up and link this to similarities and difference with friends and family.</p>	<p>including the rainforest and jungles. We will compare these habitats to others. We will also focus on animals that live in these environments and discuss why they live there, what they eat, talk about their appearance and families and compare them to animals we see in our day to day life. We will also discuss facts about animals and sort the animals into different groups based on what the children have learned.</p>	<p>and grow over time, building on what we have learnt this year. We will learn about what these things need to grow and will experiment with plants to explore how different conditions affect them. We will also look at similarities and differences between different plants and animals and how these features help them survive. We will look at growing vegetables and link this to what we have learnt about a healthy lifestyle throughout the year.</p>	<p>We will find out about different dinosaur names and information about the animals e.g. habitat, diet. We will look at a range of fiction and non-fiction books to discover interesting facts about dinosaurs. We will compare dinosaurs to other animals and talk about the similarities and differences.</p>
<b>Visits and visitors</b>	Family in for afternoon tea.	Owl visit Space dome	Superhero Workshop Fire fighters PSCO	Jonathans Jungle Roadshow	Farm link	Dinosaur World Live

<b>Wow Day Ideas</b>	Baking bread/pastry treat. Meet the chickens. Red hen hand print painting- decorate with feathers.	Meet the different birds. Bird walk outside. Dress up in astronaut costumes.	Dress up as superheroes Play video and save the teacher- following clues. Create own superhero character.	Safari ride on pretend vehicle Animal handprints Animal hunt in forest school.	Plant a seed Look at a range of flowers/plants Make turnip soup.	Follow the dinosaur footprints- find the T-Rex. Hand Print dinosaurs.
<b>Special celebrations</b>	Diwali Halloween	Christmas Hanukah	Chinese/Lunar new year Valentine's Day	Mother's day Easter Holi	Ramadan Eid al Fitr	Father's day Sports Day Eid al Adha
<b>Relates to new ELG People, Culture and Communities</b>						
<b>Could we have visitors from the community/visits to places of worship?</b>	Diwali visitor from Hindu, Sikh or Jain religion, or visit to gurdwara or temple?	Jewish visitor for Hanukah or visit to synagogue?	Visitor from Chinese/East Asian community for Lunar New Year?	Visitor from local church for Easter? Hindu visitor for Holi or temple visit?	Visitor from Muslim community for Ramadan and Eid?	Visit to mosque?
<p><b>Note 1:</b> When seeking to celebrate and value communities/faiths, ensure you invite members of these communities to take the lead. Learn from them, use their expertise, take their advice and perspective on how we can celebrate their community in an authentic, accurate and important way. Ensure this is not tokenistic.</p> <p><b>Note 2:</b> Avoid reducing a culture to just dressing up in certain clothes. What value does dressing up have without us doing the work to ensure a person from that community is leading the learning and appreciation of their culture? Dressing up can be viewed as cultural appropriation and does not provide depth of experience for child.</p>						
<b>Experiences</b>	Make bread Afternoon tea with parents Walk in the local area	Posting Christmas cards	Visit to the shops Journey on a train Visit to the Library	Forest school Zoo Chicks/Ducks	Planting and growing veg Caterpillars Teddy bears picnic with parents	Skills Day
<b>Passport</b>	Go on a listening trail	Show and tell with a partner	Complete 3 maths challenges	Whole school assembly Play three percussion instruments	Take part in a teddy bears picnic Grow plants and chart their growth	
<b>Golden 5</b>	1 I can walk in the classroom sensibly.	1 I can follow the classroom rules	1 I can explain my own ideas	1 I can speak in full sentences.	1 I have good manners.	1 I can solve problems independently.

	<p>2 I speak in simple sentences</p> <p>3 I can share with a friend</p> <p>4 I can count to 5</p> <p>5 I can put my coat on independently</p>	<p>2 I can play in a group of friends</p> <p>3 I can focus on an activity</p> <p>4 I can count to 10</p> <p>5 I can use a scissors with control</p>	<p>2 I can use kind hands and feet.</p> <p>3 I can get change independently for PE</p> <p>4 I can recognise numerals to 10</p> <p>5 I can hold a pencil with the correct grip</p>	<p>2 I can look after the resources to keep our classroom tidy</p> <p>3 I can use my indoor voice.</p> <p>4 I can write numbers.</p> <p>5 I can form recognisable letters.</p>	<p>2 I can adapt my behaviour to different situations</p> <p>3 I read at home every day.</p> <p>4 I can count to 20</p> <p>5 I take responsibility for my own things such as my coat and jumper</p>	<p>2 I can speak clearly and with expression, using a range of vocabulary.</p> <p>3 I can understand what I have read.</p> <p>4 I can recognise and order numbers to 20</p> <p>5 I can write my own name</p>
<b>Jigsaw</b>	<i>Being me in my world</i>	<i>Celebrating difference</i>	<i>Dreams and Goals</i>	<i>Healthy me</i>	<i>Relationships</i>	<i>Changing me (which includes SRE)</i>
<b>PSED</b>	<p>Making friends and building relationships.</p> <p>Learning school/class rules.</p> <p>Trying new things.</p>	<p>Conflict resolution.</p> <p>Asking questions.</p> <p>Taking turns.</p> <p>Awareness of boundaries.</p>	<p>Sharing</p> <p>Explaining</p> <p>Talking about themselves positively and their abilities.</p> <p>Sharing ideas</p> <p>Negotiating problems</p>	<p>Sharing</p> <p>Explaining</p> <p>Compromise</p> <p>Sensitivity to others</p> <p>Solving problems</p> <p>Working as a team</p>	<p>Resolutions</p> <p>Taking turns</p> <p>Boundaries</p> <p>Working together</p>	<p>Preparing for year 1</p>
<b>New curriculum additions</b>	<b>See themselves as a valuable individual</b>			<b>(Moved from PD) Manage their own needs, including dressing and going to the toilet independently.</b>	<b>Think about the perspective of others</b>	<p><b>ELG- no real change apart from the headings. Now called:</b></p> <p><b>Self-regulation</b></p> <p>-Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</p> <p>- Give focused attention to what the teacher says, responding appropriately even</p>

						<p>when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>Managing self</b></p> <ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>Building relationships</b></p> <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others;</li> <li>- Form positive attachments to adults and friendships with peers;</li> <li>- Show sensitivity to their own and to others' needs</li> </ul>
CL	Communication and language is ongoing and underpins all aspects of the EYFS curriculum. Learning outcomes are an ongoing focus and linked to all aspects of learning. Children are continuously monitored and any concerns/gaps are addressed.					
<p><b>New curriculum additions</b></p> <p><b>A lot more emphasis on the vocabulary the children learn and the application of the new vocabulary</b></p>	<p>Develop social phrases – <b>PSED LINK</b></p> <p>Learn new vocabulary</p> <p>Use new vocabulary through the day</p> <p><b>ELG changes-</b></p> <p><b>L&amp;A</b> -Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>Speaking-</b> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p><b>There is no longer an understanding section</b></p>					
PD	Routine development and introduction to PE. They will learn how to	The children will develop key skills with a focus on spatial awareness. They	The children will learn fundamental skills such	The children will develop fundamental skills such as	This term the children will develop	The children will prepare for sports day where they will focus on strength,

		<p>dress themselves and have a focus on spatial awareness. The children will be immersed into different activities to support their fine motor skills.</p>	<p>will focus on different ways to move such as crawling and climbing. While developing the fine motor skills the children will be using scissors and learn how to form letters holding the pencil between thumb and two fingers, no longer using whole-hand grasp.</p>	<p>as Throwing, Catching and Coordination They will hold pencil near point between first two fingers and thumb and uses it with good control. They will be confident in copying some letters correctly.</p>	<p>Throwing, Catching and Coordination They will begin to form recognisable letters using a pencil and holding it effectively and correctly.</p>	<p>fundamental skills such as balance and agility. They will develop their Coordination with equipment. They will handle equipment and tools effectively, including pencils for writing – correctly forming letters</p>	<p>technique and fitness through running, throwing and jumping. They will handle equipment and tools effectively, including pencils for writing – correctly forming letters.</p>
<p><b>New curriculum additions</b></p> <p><b>ELGs are much more specific and there is no longer a H&amp;SC section</b></p>					<p>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.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- toothbrushing</li> <li>- sensible amounts of 'screen time'</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian</li> </ul>	<p><b>ELG</b></p> <p><b>Gross motor</b></p> <ul style="list-style-type: none"> <li>-Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>-Demonstrate strength, balance and coordination when playing.</li> <li>-Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine motor</b></p> <ul style="list-style-type: none"> <li>-Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>-Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>-Begin to show accuracy and care when drawing.</li> </ul>
L	Reading	<p>Through expose to a wide range of rich text both in the environment and through shared reading, children will develop an interest in books and language. Look at books independently and handle them with care.</p>	<p>Use phonic knowledge to begin to segment and blend simple words to read. Develop skills and vocabulary to talk about stories, characters and settings as well as predict what might happen. Can recognise rhyme</p>	<p>Use phonic knowledge to read simple sentences and high frequency words. Use their knowledge of vocabulary and text to answer simple questions about the text. Can continue a rhyming string</p>	<p>Begin to understand they can use strategies other than phonics knowledge to support them when reading – reading strategies. Answer questions about what they have read. Use phonics knowledge to read simple sentences</p>	<p>Read a range of text that is appropriate to their phonological level. Recognise and read high frequency words. Show an understanding of what they read by discussing with others and answering questions.</p>	<p>Use their phonic knowledge, understanding of text and developing vocabulary to read for a range of purposes. Use phonic knowledge as well as other strategies. Can read simple sentences and use phonics knowledge to decode words.</p>

		<p>Recognise own name. Join in with repeated phases and rhymes. Listen to stories with attention and recall . Suggests how a story might end Enjoys rhyming and rhythmic activities. Hear initial sounds Use reading strategy- eagle eye for pictures in stories.</p>	<p>Can recognise some phase 2 sounds and high frequency words Develop skills and vocabulary to talk about stories, characters and settings predict what might happen next. Use Eagle eye- reading strategy to support them as well as looking for initial sounds and picking up repetition.</p>	<p>Use phonic knowledge to read simple captions. Can recognise some phase 2 and 3 sounds and high frequency words Begin to say letter names as well as the sound. Retell stories- including the key events. Can use picture prompts. Use the reading strategy Lips the fish to look at the initial sounds and get your mouth ready.</p> <p>Read a few common exception words matched to the school's phonic programme.</p>	<p>Can recognise phase 2 and 3 sounds and high frequency words Reading strategy- Continue using Eagle eye and lips the fish. Introduce 'stretchy snake' to phonics on segmenting and blending.</p> <p>Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge. Do not include words that include letter-sound correspondences that children cannot yet read, or exception words that have not been taught. Children should not be required to use other strategies to work out words. <b>WE SHOULDN'T BE BENCHMARKING</b></p>	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Show an understanding of what they have read through questions and retelling. Use a range of reading strategies.</p> <p><b>ELG- Word reading</b> -Say a sound for each letter in the alphabet and at least 10 digraphs. -Read words <b>consistent with their phonic knowledge</b> by sound-blending. -Read aloud simple sentences and books that are <b>consistent with their phonic knowledge, including some common exception words.</b></p>
<b>Writing</b>	<p>Use emergent mark making and give meaning to the marks they make. Begin to use some letters in writing and verbally identify initial sounds which they may begin to use in their writing – alongside phonic knowledge. Create labels and record for a purpose.</p>	<p>Have a go at writing irregular common words and using phonic knowledge to write words in ways which match their spoken sounds; use clearly identifiable letters to communicate meaning, representing some sounds clearly and in sequence. Write labels and lists.</p>	<p>Use phonic knowledge to write simple sentences with some sounds correctly represented. Write labels, lists, letter, simple captions and sentences.</p>	<p>Write a simple description of characters, items or environments. Understand what an adjective is and make suggestions that they could use in their writing. Write simple sentences and spell words phonetically correct. Write letters, lists, recipes, descriptions, sentences, captions and simple stories.</p> <p><b>Form lower-case and capital letters correctly.</b> <b>Note: handwriting is now here instead of in PD.</b></p>	<p>Write simple stories and use key vocabulary. Understand key features of text. Write simple captions that can be read by themselves and others. Spell high frequency words correctly and others phonetically correct.</p> <p>Write short sentences with words with known letter-sound correspondences using a <b>capital letter and full stop.</b></p> <p><b>Re-read what they have written to check that it makes sense.</b></p>	<p>Write sentences using full stops, capital letters and finger spaces. Use key features of text and write for different purposes – write simple stories, descriptions, letters, recipes, lists etc.</p> <p><b>ELG writing</b> -Write recognisable letters, most of which are correctly formed. -Spell words by identifying sounds in them and representing the sounds with a letter or letters. -Write simple phrases and sentences that can be read by others.</p>	

	<b>Comprehension (New section)</b>						<b>NEW</b> <b>ELG Comprehension</b> -Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. -Anticipate (where appropriate) key events in stories. -Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <b>C&amp;L Link</b>
<b>M</b>	<b>Number</b>	<p>Numbers to 5- Consider the counting principles. Count real life objects that are identical and then move onto objects with differences.</p> <p>Introduce numerals to 5. Sorting- Sorting into groups. (sorting by size, colour, number, shape). Children can sort themselves into groups. Stories linked to number e.g. 3 little pigs. Different resources and representations of the numbers.</p>	<p>Comparing groups- comparing quantities of identical objects. Comparing quantities of non-identical objects.</p> <p>Change within 5- Children are encouraged to use their counting and comparing skills to find one more and one less than numbers up to 5. Use five frames to support with lining up objects to count.</p>	<p>Numbers to 5- Number bonds to 5. Numbers to 10- counting 6,7 and 8. Counting 9 and 10. Comparing groups up to 10.</p> <p>Continue to look at different representations of the numbers to 10. Match objects to the numeral. Use tens frames to help them subitise quantities and explore the 5 and a bit structure. Encourage children to arrange quantities in different ways to help them discover their different parts.</p>	<p>Addition to 10- Combining 2 groups to find the whole. Number bonds to 10- tens frame. Number bonds to 10- part-part whole model. Go through the steps with different representations e.g. real-life objects, pictorial representations and numerals.</p>	<p>Count on and back- Adding by counting on. Continue to use tens frames to represent numbers to 10 and then 20. Use first, then and now stories on the tens frames as they add more and then take away. Taking away by counting back. Numbers to 20- Counting to 20, represent using number shapes and tens frames. Number bonds to 20.</p> <p>Introduce concept of doubles- fingers, representing the even numbers pair-wise on tens frames (supports with doubling and halving).</p> <p>Put numbers in order to 20.</p>	<p>Numerical patterns- Doubling. Halving and sharing. Odds and evens- share quantities into 2 groups. Encourage children to notice this structure on the numicon and build pair-wise patterns on the ten frames.</p> <p>Explore by grouping quantities into pairs.</p>

SSM	<p>Measurement- Time – my day.          Look at the daily timetable- sequence the events.          Introduce time words e.g. first, then, next, after that, finally.          Use sand timers and stop watchers to record time taken to do activities.</p>	<p>Spatial awareness.          Encourage use of positional language and following directions- under, on top, over, next to, beside.          See if chn can describe when they are on an object.</p>	<p>2D Shapes- Explore and combine shapes to make patterns,          Encourage to notice 2D shapes on 3D shapes (faces).          Name the shapes and encourage to describe the properties.          Hunt for in real life objects.          Printing shapes and making shapes with various resources.          3D Shapes- Use mathematical language to describe the shapes and hunt for real life objects.</p>	<p>Exploring patterns- Making simple patterns using a range of resources- colour patterns, toy patterns, shape patterns.          Exploring more complex patterns.          Look at more complex repeating patterns using different resources. Children to continue them and create their own.</p>	<p>Length, height and distance.          Weight.          Use mathematical vocabulary to describe.          Make indirect comparisons using identical objects.          Compare distances using mathematical language.          Order items and use language to describe.</p>	<p>Capacity- order by capacity and use language to describe the capacity.          Provide opportunities to explore using different materials and containers.          Make indirect comparisons by counting how many pots it takes to fill each container.</p>
<p><b>New curriculum changes</b></p> <p><b>There is no longer a specific SS&amp;M section and only some areas are covered in the statements - how will this affect Year 1 outcomes for shape?</b></p> <p><b>There is no mention of shape in the ELG</b> but LA training mentioned that children should still be given good opportunities to explore it</p>						<p><b>ELG changes Number</b>          -Have a deep understanding of number to 10, including the <b>composition of each number</b>.          -<b>Subitise</b> (recognise quantities without counting) up to 5.          -Automatically recall (without reference to rhymes, counting or other aids) <b>number bonds up to 5</b> (including subtraction facts) and <b>some number bonds to 10</b>, including double facts.</p> <p><b>Numerical patterns</b>          -Verbally count beyond 20, recognising the pattern of the counting system.</p>

							<p>-Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>-Explore and represent patterns within numbers up to 10, <b>including evens and odds</b>, double facts and how quantities can be distributed equally.</p>
<p>UtW</p> <p><b>Main UTW changes – subheadings on ELG.</b></p> <p><b>There is no technology section and no mention of technology in the statements.</b></p> <p>LA training said technology should be woven in throughout curriculum delivery</p>	<p>Geography</p> <p><b>New curriculum additions</b></p> <p><b>The Natural World</b></p>	<p><u>The local area</u></p> <p>Talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>What is there? What is the weather like? What types of houses are there? Where do they live? How do they get to school?</p> <p>Understand that some places are special to members of their community.</p>	<p><u>The forest/ woodlands</u></p> <p>Talk about features of the forest/ woodland area.</p> <p>What is there? What lives/ grows there? What is the weather like? Is it the same/ different to where we live and how?</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p><u>Different areas: cities, seaside, countryside</u></p> <p>Know about similarities and differences in relation to places.</p> <p>Explore different places they could travel to. What is it like there? Who lives there? What is the weather like? How is it the same/different to where we live?</p> <p><u>People who help us</u></p> <p>Talk about people who help us in the community and explain how many jobs can make you are hero.</p> <p>Talk about what they children want to be when they grow up and compare to others choices.</p> <p>Discuss people in our family's jobs.</p> <p>Draw information from a simple map.</p>	<p><u>Weather</u></p> <p>Observe changes across the 4 seasons. Observe and describe weather associated with the seasons. Compare weather from different places.</p> <p>Explore the jungle environment. What live there? What does it look like? What is the weather like? How is it the same/ different to other places?</p>	<p>Explore the different areas in which the stories are set. Is it a garden, farm, forest? How do we know? What are the features? Who lives there? What does it look like? What is the weather like?</p> <p>Explore and create our own maps of our imaginary places.</p>	<p>Using all that we have learned about different places how does our local area compare? List features of different places and how explain how and why these differ.</p> <p>Map skills within our local area.</p> <p><b>ELG changes</b></p> <p><b>The Natural World</b></p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, <b>including the seasons and changing states of matter.</b></p>

	<p><b>History</b> Significant historical events will thread through the curriculum at appropriate times in the year – key vocabulary</p> <p><b>New Curriculum additions</b></p>	<p><u><b>My family</b></u> Talk about past and present events in their own lives and in the lives of family members</p> <p>We will explore who is in our families and how families can be different. We will share our experiences from special family times such as birthdays, weddings etc.</p> <p>In learning about ourselves we will explore how we are all different and what makes us unique to develop our sense of self.</p> <p><b>Talk about members of their immediate family and community.</b></p> <p><b>Name and describe people who are familiar to them.</b></p>	<p><u><b>Famous people</b></u> We will explore and learn about famous people who travelled in to space. How did they get there? What did they need to take? Why do people remember them?</p> <p><u><b>My family and special times</b></u> Talk about family traditions e.g. Christmas and talk about what we do during this special time.</p>	<p><u><b>My family and special times</b></u> As we explore different locations and journeys we will share and reflect on our own special times and places we may have been.</p> <p>Identify and talk about old and new transport and how transport has changed over time. We will explore different ways of travelling to our chosen destinations and become inventors as we design, create and build our own transport.</p>	<p><u><b>Timelines</b></u> Recognise and identify times in their own and others' lives</p> <p>Sequence past and present events</p> <p>Using what we have learnt so far and we will sequence times from our own lives and other special times that we have learnt about. We will start by sequencing our day and then the special events in our lives.</p>	<p><u><b>Famous people</b></u> Through fiction and non-fiction stories we will learn about famous historical figures such as knights, queens and kings and other famous figures. We will learn about how they lived and how their lives were different to us in order to develop a sense of past and present, and that things that happened in the past happened at different times.</p> <p><b>Comment on images of familiar situations in the past.</b> <b>Compare and contrast characters from stories, including figures from the past.</b></p>	<p><u><b>Passing of time</b></u> We will take a journey back in time and explore how dinosaurs once existed. We will compare the similarities and differences between the world that they lived in and the world we live in now. We will learn about why dinosaurs are extinct and what this means. We will handle artefacts and use different forms of media to explore what it was like in the past.</p> <p><b>ELG</b> <b>Changes Past and Present</b> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
	<p><b>Science</b></p>	<p><u><b>Human body and sense</b></u> Identify and name, the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>We will explore our senses and how they can help us. We will experiment with different sense though</p>	<p><u><b>Shadows</b></u> Understand how shadows are formed and explore how shadows change.</p> <p>We will explore shadows, how they are made and how they can be changed. We will learn about different sources of</p>	<p><u><b>Sinking and floating</b></u> Explore and predict how different items sink and float and why this may be.</p> <p><u><b>Forces</b></u> Explore how things move on different surfaces</p> <p>Through scientific enquiry we will learn about floating and sinking, make</p>	<p><u><b>Animals</b></u> identify and name a variety of animals</p> <p><u><b>Habitats</b></u> Understand different animals live in different habitats and how their habitat helps them survive</p> <p>We will learn about different animals and their features</p>	<p><u><b>Life cycles</b></u> Understand how humans, plants and animals change as they grow</p> <p>Sequence life cycles of humans, animals and plants</p> <p>We will observe caterpillars and chicks as</p>	<p><u><b>Materials</b></u> identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Through scientific enquiry we will learn about different materials and their features. We will be able to name different materials and make</p>

	<p>sensory boxes, tasting, listening walks and games.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>light and how they can be used.</p> <p>As we explore night and day we will also learn about nocturnal animals, their features and how this help them survive.</p> <p>We will use our knowledge of sense to find out how these are affected by light and dark.</p> <p>Explore the natural world around them.</p>	<p>predictions and explore why things float or sink. We will explore other forces and how these forces change on different surfaces.</p>	<p>and how these features help them survive. We will also explore the habitats they live in and why they live there.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>they grow and explain how they change over time and why.</p> <p><i>Plants</i> identify and describe the basic structure of flowers</p> <p>We will experiment with plants to find out what they need to grow and how factors such as water and sun affect them over time.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>choices linked to their properties.</p> <p>Use different materials to create a dinosaur habitat.</p> <p><b>Forces</b></p> <ul style="list-style-type: none"> <li>Explore how things move on different surfaces.</li> <li>How do the forces change on different surfaces?</li> </ul> <p><b>ELG Changes People, culture and community</b></p> <p>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>
<p>RE</p> <p>ELG Changes People, culture and community</p> <p>Race training note</p>	<p><b>Sikhism</b> Celebrations, festivals and food</p> <p>- 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.</p>	<p><b>Christianity</b> Christmas story, special celebrations and the church.</p> <p>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>	<p><b>Buddhism</b> Stories, celebrations and food</p>	<p><b>Hinduism</b> Icons, celebrations and food</p>	<p><b>Islam</b> Celebrations, festivals and food</p>	<p><b>Judaism</b> Beliefs, celebrations and food</p> <p>Some mentions of 'cultural capital' have been included in training on new curriculum. Important to remember that ALL children have valuable cultural capital. ALL children</p>

	ELG Changes Past and Present			Talk about the lives of the people around them and their roles in society.	Understand that some places are special to members of their community.	Recognise that people have different beliefs and celebrate special times in different ways.	are experts in their own life and culture and should be treated as such.
	Technology	<p><b>Handling data:</b> We will look at different kinds of information such as pictures, video, text and sound.</p> <p><b>Programming:</b> We will learn how to make things work by lifting flaps and pressing buttons to achieve effects such as sounds, movements or images. Children will explore different technological toys such as; microphones, cameras, phones, iPads etc and use them for different purposes. Talk about family and record conversations on the microphones, Share family photos.</p>	<p><b>Programming:</b> We will learn how to use simple software to make something happen and learn how to program a bee bot. We will learn to make choices about the buttons and icons we press, touch or click on.</p> <p><b>Handling data:</b> We will continue to use different kinds of information such as pictures, video, text and sound.</p>	<p><b>Programming:</b> We will learn how to use simple software to make something happen and learn how to program a bee bot. We will learn to make choices about the buttons and icons we press, touch or click on.</p> <p><b>Handling data:</b> We will continue to use different kinds of information such as pictures, video, text and sound.</p>	<p><b>Programming:</b> This term we will learn how to program and navigate a bee bot around a map. Problem solving and thinking carefully as to which buttons to press and why. .</p> <p><b>E-safety:</b> This term we will talk about e-safety and what it means to be safe online. We will join the rest of the school in the e-safety assemblies. We will talk about what to do when something unexpected or worrying happens online and which games are age appropriate for us to use.</p> <p><b>Multimedia:</b> The children will use the IWB to create pictures, move objects and create shapes and text.</p>	<p><b>Programming:</b> This term we will learn how to program and navigate a bee bot around a map. Problem solving and thinking carefully as to which buttons to press and why. .</p> <p><b>E-safety:</b> This term we will talk about e-safety and what it means to be safe online. We will join the rest of the school in the e-safety assemblies. We will talk about what to do when something unexpected or worrying happens online and which games are age appropriate for us to use</p> <p><b>Multimedia:</b> The children will use the IWB to create pictures, move objects and create shapes and text. They will also use technology to show and share their learning.</p>	<p>The children will be confident in all aspects of I.T.</p> <p><b>Technology in our lives:</b> We will look at and be able to talk about the technology that is used at home and in school. The children will be able to operate simple equipment and use the internet safely to play games and learn.</p>
EAD	Art	We will introduce the children to a range of different materials and tools to explore. We will focus on creating self and	We will look at the artist Vincent van Gough and show a range of his work again discussing and developing our opinions on different pieces	We will introduce primary colours and experiment with mixing colours to make secondary.	We will explore art work by Henri Rousseau artist who paints jungle pictures. We will discuss what we like about his work and how it is	We will explore different sculptures and their work, how they created them and what they make us feel/ think. We will explore	We will recap what we have learnt throughout the year including warm, cool, bright and dark colours. We will discuss how we have created

<p><b>New curriculum additions</b> There are no specific changes apart from the ELG headings which are now-</p> <p><b>Creating with materials</b></p> <p><b>Being imaginative and expressive</b></p>		<p>family portraits. We will discuss and develop our opinions on different pieces of art. Children may create self and family portraits through different medias.</p> <p>Children will have access to materials and different media which they can use in role play to represent their own ideas. Adults will support development of language through role play linked to home and their own experiences.</p>	<p>of art. We will focus on the art work a starry night and sunflowers talking about the concepts of bright and dark colours in art. We will then explore creating light and dark art work.</p> <p>Children will be encouraged to explore and represent their own ideas and to build on their own experiences and vocabulary through role play.</p>	<p>Explore the artist Andy Warhol and look at pop art. Look at the use of bright colours and have a go at superhero pop art in this style.</p> <p>We will explore music and instruments and how these can be played and changed. We will explore movement in response to music and create dances.</p>	<p>the same/ different to other artists / his pieces. Jungle collages using knowledge of colours through different medias.</p> <p>We will explore printing using the jungle animal stamps and choosing colours for a purpose.</p> <p>We will use junk modelling and a range of materials to make animal habitats.</p> <p>We will continue to build on children's experiences through role play and provide opportunities for children to represent their own ideas and explore concepts and feelings through role play.</p>	<p>a range of materials including clay and box modelling, and create our own sculptures and models. We will explore tools and techniques and how they can be used to create different effects.</p> <p>Linked to our topic growth we will look at the artist Giuseppe Arcimboldo and how he creates art through vegetables.</p> <p>We will use role play to act out our own and others stories, using music and materials to support and represent our ideas. We will explore music from different times and places as well as instruments.</p>	<p>art through different medias e.g: junk modelling, paint, crayon ect.</p> <p>We can use these skills to make dinosaur habitats. Link to knowledge of animal habitats. Clay caves and salt dough dinosaurs.</p> <p>Through dance, music, role play and other media children will be confident in exploring and representing their own experiences and ideas.</p>
	<p><b>Music</b></p>	<p>Loud / Quiet (piano / Forte) Slow/ Fast (Largo / Allegro) Songs Teddy bear, twinkle twinkle etc Tea (crotchet) and Shhh (crotchet rest) Playing small drums Recognising music changes with movements (sleepy, jumping, skipping tunes etc) Goodbye song</p>	<p>Smooth/ Bouncy (staccato / Legato) High / Low Playing other percussion (triangles/shaker/clave) Coffee (quaver) and Coca-Cola (semiquaver) String family (Violin Cello) Christmas songs (nativity)</p>	<p>Major/minor Playing colour coded percussion pieces: Surprise symphony / sound dance etc Brass family (trombone / Trumpet) Winter Songs (Jack frost) Spring songs</p>	<p>Recap all music words Percussion pieces / Pitch game with line Woodwind family (Clarinet bassoon recorders) Performance</p>	<p>Recap music words Percussion pieces more advanced (coca cola song) Troll dance game Fish Game (with note values) Summertime songs</p>	<p>After half term we only have 2-3 weeks delivery Recapping what we have done in the previous terms Reinforcing the vocabulary Introduce recorder as taster for Y1 Music week (visiting musicians, recording music together etc)</p>

