



DUNTON AND WRESTLINGWORTH VC LOWER SCHOOLS

EYFS CURRICULUM OVERVIEW

2023-2024



Half term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Project <i>(possible companion project)</i>	Me and my community	Starry night <i>(Sparkle and shine)</i>	Once upon a time <i>(Winter wonderland)</i>	Long ago	Animal Safari <i>(Sunshine and sunflowers)</i>	Sunshine and sunflowers Ready Steady Grow Creep, crawl and wriggle
Possible ideas/themes (These may be changed or adapted depending on cohort and children's interests.)	Starting school/new beginnings Rules and routines All about me, families, homes Feelings and emotions Pets	Celebrations, Bonfire Night, Remembrance Day , Diwali, Advent, Christmas Seasonal changes – Autumn/Winter	Lunar New Year Valentine's Day	Easter Shrove Tuesday Lent Seasonal changes- winter/spring	Growing and changing Seasonal changes – Spring/Summer	Transition into Y1 Plants and flowers Minibeasts Life cycles David Attenborough
Possible experiences/wow moments	Family photo display Harvest service Autumn walk	Nativity Performance Christmas Jumper/Dinner Day Nursery Rhyme week Christingle	Winter walk	World Book Day British Science Week Make Pancakes Mothers' Day afternoon tea Holi	Trip to the zoo Spring Walk EY maths sunflower challenge	New intake visits Sports Day sunflower challenge Hatching butterflies Fathers' Day afternoon Summer walk
Key stories and books (Drawing club suggestions in bold) <i>(suggested texts in italics)</i>	Goldilocks and the 3 bears The Little Red Hen Not Now Bernard Pete the Cat - walking in my school shoes The Colour monster Leaf man Everyone is welcome My family your family <i>The colors of us</i> <i>Harold and the Purple Crayon</i> <i>Tap the magic tree</i>	Father Christmas needs a wee Three Billy Goats Gruff How to catch a star The Christmas Pine Owl babies Whatever Next Star in a jar Christmas poems Season poems <i>Lighting a lamp</i> <i>My Diwali</i> <i>My Hannukah</i> <i>Dipal's Divali</i> <i>Sparks in the Sky</i>	Little Red Riding Hood The gingerbread man The 3 Little Pigs Cinderella Where the wild things are Robin's winter song The mitten The snowy day	Mr Wolf's Pancakes Chicken Licken My mum is fantastic	Dear Zoo My colourful chameleon Mr Benn Zookeeper	Superworm The hungry caterpillar Jack and the beanstalk The giant jam sandwich <i>Ten seeds</i> <i>The Tiny Seed</i> <i>The very busy spider</i> <i>From caterpillar to butterfly</i> <i>One is a snail ten is a crab</i>
Vocabulary (including but not limited to)	Adult, child, baby, family, community, brother sister, parent, respect, unique	Star sun moon universe Celebrate festival	Story setting character first next finally fiction non-fiction	Past, future, yesterday, last year, last week, memories, tradition	diet, camouflage, habitat, predator, prey, animal names	Plant, tree, seed, seedling, germinate, root, stem, leaf, petal, habitat, nectar, proboscis, antennae, chrysalis, metamorphosis
Key values (whole school)	Positivity Integrity	Peace Love	Thankfulness Trust	Forgiveness	Perseverance Truthfulness	Respect Courage

KEY KNOWLEDGE

AUTUMN 1	SPRING 1	SUMMER 1
<ul style="list-style-type: none"> Special people include anyone important in a person's life. It could be parents, grandparents, brothers, sisters, friends or teachers. There are people in our community who help us including doctors, nurses, the police and fire service. All families are unique, some things we do are similar and some are different. Everyone is unique, different and special. There might be things that make them similar or different to others, including their appearance or things they like to do. It is important to wash your hands throughout the day, including before eating and after going to the toilet. Brushing teeth twice daily and avoiding sugary drinks and snacks help keeps teeth healthy. Healthy lifestyle choices include eating fruit and vegetables, drinking water, limiting sugary snacks, regular exercise, a good sleep routine, sensible amounts of screen time and good hygiene. Class rules are there to keep everyone happy and safe. It is important to follow the rules. Schools are places where we come to learn and make new friends. Adults in school are there to help us and keep us safe. 	<ul style="list-style-type: none"> Stories, books and pictures give us information about the past. Kings and queens are known as royalty. Some kings and queens are real people and some are characters in stories. A story is also known as "fiction" A book that tells us facts is called "non-fiction" Ice is the solid form of water. Water turns to ice when the temperature is very cold (below freezing). When ice melts, it becomes liquid water again. Heat causes ice to melt. Some animals need us to feed them during winter. There are four seasons in the UK. They are spring, summer, autumn and winter. Each season has typical weather associated with it, including sun, rain, wind and snow. 	<ul style="list-style-type: none"> A habitat is the natural home for plants and animals. Camouflage is an animal's natural colouring or pattern that enables it to blend in with its surroundings. Many wild animals, such as lions, elephants and giraffes live in Africa. Plants and animals are living things. Animals need food, water, air and shelter to survive. A map is a picture or drawing of an area of land or sea. A predator is an animal that hunts/eats other animals. Prey are animals that are hunted/eaten by a predator. Animals eat different kinds of food, including other animals, plants or both animals and plants (their diet)
AUTUMN 2	SPRING 2	SUMMER 2
<ul style="list-style-type: none"> Christmas is a winter celebration. Christmas is a Christian celebration that celebrates the birth of Jesus, who Christians believe is the son of God. Shiny materials reflect light. Non-shiny objects do not reflect light. The Moon can normally be seen in the night sky The Moon is always in the sky but the Sun's bright light normally hides it in the daytime. Dark is the absence of light. It is dark at night because that part of Earth is not facing the Sun. It is light in the day because that part of Earth is facing the Sun. People travel into space in space shuttles. An owl is a type of bird. Most owls are nocturnal. Owls have special features, such as large eyes and sharp talons Nocturnal animals are awake during the night and sleep in the day. Nocturnal animals have special features that help them in the dark, such as excellent hearing or sense of smell. <i>Diwali is a Hindu celebration that takes place in Autumn</i> <i>During Diwali people decorate their houses with lights called divas.</i> 	<ul style="list-style-type: none"> Grandparents are your parents' parents. All families are unique. The past is made of events that have already happened. Memories are things we remember from the past. The way that people lived in the past is not the same as the way that we live now. There have been changes to schools, play activities, toys, food, transport and clothes. Antiques are often valuable objects from the past. Words that help us to describe the passage of time include yesterday, last week, before and then. Your history is all the events that have happened in your life. People grow from being babies to adults. As people grow older, they look different and can do different things. Nursery rhymes are traditional children's songs or rhymes. Safety rules include always listening carefully and following simple instructions, using equipment only for the tasks they are designed for and washing hands before touching food. 	<ul style="list-style-type: none"> Plants and trees are living things. Plants need water, sunlight and air to survive. Parts of a plant include the roots, stem, leaves, flowers and petals. Flowers are brightly coloured to attract insects. A sunflower is a type of plant. A habitat is a place where living things live. Local habitats include woodlands, gardens and ponds. Plants draw up water through their roots. Butterflies feed on nectar from flowers. They suck the nectar through a long tongue called a proboscis, which they unroll. The primary colours are red, yellow and blue. Insects have 6 legs. A butterfly is a type of insect.

COMMUNICATION AND LANGUAGE

Half term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Project	Me and my community	Starry night <i>(Sparkle and shine)</i>	Once upon a time <i>(Winter wonderland)</i>	Long ago	Animal Safari	Sunshine and sunflowers Ready Steady Grow Creep, crawl and wriggle
Educational Programme	The development of children's spoken language underpins all seven areas of learning and development. Children's back- and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
Our Curriculum Goal	To be an effective communicator , who can listen carefully in different situations, hold a conversation with friends and adults and who has a rich vocabulary.					
Term specific provision	All about me books Wellcomm assessments	Sharing photos of our celebrations Nursery rhyme week	Story telling	Asking questions to a visitor	Asking questions about zoo visits. talking about what we know	Butterfly hatching-questions and answers
Ongoing provision throughout the year	High quality interactions		Developing new vocabulary, engaging in conversation, sharing ideas, modeling language and listening skills, extended time to play and interact, puppets, small world play, roleplay activities			
	Daily routines		Sociable snack time, lunch time, carpet times throughout the day			
	Drawing Club		Learn and practise new vocabulary (4 words a week), listen to and talk about stories, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts			
	Story/song time		Learn new vocabulary, engage in and talk about books, learn rhymes, poems and songs			

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Half term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Project	Me and my community	Starry night <i>(Sparkle and shine)</i>	Once upon a time <i>(Winter wonderland)</i>	Long ago	Animal Safari	Sunshine and sunflowers Ready Steady Grow Creep, crawl and wriggle
Educational Programme	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
Our Curriculum Goals	To become an Independent Individual who can set simple goals and persevere to achieve them, select their own resources and manage their own personal needs. To become a Fantastic Friend who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others' ideas and feelings.					
Term specific provision	All about me books Rules in school and class Taking turns Using the toilet and washing hands Jigsaw PSHE Being me in my world	Books about different beliefs and communities Jigsaw PSHE Celebrating difference	Understanding how characters feel in stories, developing empathy Jigsaw PSHE Dreams and goals	How we are different to when we were younger- think about what we are good at Jigsaw PSHE Healthy me	Respect and care for other people and animals Jigsaw PSHE Relationships	Welcoming new intake for next year Being good role models Jigsaw PSHE Changing me
Ongoing provision throughout the year	High quality interactions		Model respect and empathy, developing friendships, turn taking, perseverance and resilience, developing independence through easily accessible resources			
	Daily routines		Self-registration, book voting, 'choose it, use it, put it away' when using resources, change into water clothes and wellies, use toilets independently, snack time, lunchtimes, getting ready for home			
	Drawing Club		Build relationships with others, see themselves as a valued individual, give focused attention and follow instructions			
	Story/song time		Learn new vocabulary, engage in and talk about books, learn rhymes, poems and songs			

Physical Development

Half term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Project	Me and my community	Starry night (<i>Sparkle and shine</i>)	Once upon a time (<i>Winter wonderland</i>)	Long ago	Animal Safari	Sunshine and sunflowers Ready Steady Grow Creep, crawl and wriggle
Educational Programme	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
Our Curriculum Goals	To become an Amazing Athlete who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment. To become a Talented Tool User who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.					
Term specific provision	Sweeping/brushing Using large rollers, water spray and squeegee Ribbons and scarves- anticlockwise and vertical movements Using hammers and screwdrivers Threading Screwing/unscrewing Using tweezers Holding scissors Using scissors to snip and to cut straight lines Using outdoor play equipment- balancing		Using screwdrivers Using scissors - curved lines and regular shapes Sewing on binca Use Japanese saw Using tools- enhance and consolidate previous skills as needed Ball skills Using fire pole		Sewing with felt Using scissors – irregular shapes Using tools- enhance and consolidate previous skills as needed Funky finger activities Using apparatus in hall Using traversing wall	
Ongoing provision throughout the year	Funky Fingers	Daily activities to help develop all the children’s pivot points – shoulder, elbow, wrist, distal (fingers) to support pencil grip and writing				
	Playdough gym	Playdough activities focusing on arm, hand and finger strength.				
	Drawing Club	Hold a pencil effectively, develop accuracy and care when drawing and writing				
	Lunch time	Hold and use a knife and fork correctly, understand about healthy eating, opening snack and lunch boxes				
	Busy Learning	Revise and refine fundamental movement skills, develop strength, balance, agility and co-ordination, refine and develop fine motor skills, use a range of tools competently and safely, combine movements, develop ball skills, using range of bikes and scooters, using climbing equipment, den making, range of PE equipment accessible, woodwork, large construction, using tools in craft area, encouraging to do own clothes fastening				

Literacy						
Half term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Me and my community	Starry night (<i>Sparkle and shine</i>)	Once upon a time (<i>Winter wonderland</i>)	Long ago	Animal Safari	Sunshine and sunflowers Ready Steady Grow Creep, crawl and wriggle
Educational Programme	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
Our Curriculum Goals	<p>To become a Brilliant Bookworm who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt).</p> <p>To become a Wow Writer who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others.</p>					
Term specific provision	Bug Club Phonics Phase 1 Rhythm and rhyme, Alliteration, Voice sounds, Oral blending and segmenting Phase 2: reading and spelling cvc words Letter formation Learn to read and spell Letter formation <u>Drawing Club</u> Writing secret symbols, initial sounds	Bug Club Phonics Phase 2: Reading and spelling cvc words Letter formation Learn to read and spell phase 2 Tricky Words <u>Drawing Club</u> Name copying and writing Writing secret symbols, initial sounds, CVC words	Bug Club Phonics Phase 3: Reading and spelling cvc words containing phase 3 digraphs and trigraphs Letter formation Learn to read and spell phase 3 Tricky Words <u>Drawing Club</u> Writing phonetically decodable words, phrases and captions	Bug Club Phonics Phase 3: Reading and spelling cvc words containing phase 3 digraphs and trigraphs Letter formation Learn to read and spell phase 3 Tricky Words <u>Drawing Club</u> Writing phonetically decodable words, phrases and captions	Bug Club Phonics Phase 3 and Phase 4: Reading and spelling cvc words containing phase 3 digraphs and trigraphs Reading and Spelling ccvc, cvcc and cvcc words Learn to read and spell phase 4 Tricky Words <u>Drawing Club</u> Writing phonetically decodable words, simple sentences	Bug Club Phonics Phase 4: Reading and Spelling ccvc, cvcc and cvcc words Learn to read and spell phase 4 Tricky Words <u>Drawing Club</u> Writing phonetically decodable words, simple sentences

Ongoing provision throughout the year	Drawing Club	Learn and practise new vocabulary (4 words a week), listen to and talk about stories, read and write passwords and codes
	Busy Learning (CP)	Use message centres to create secret symbols/sounds/words/phrases/sentences to make things happen Writing in role play activities, construction, wood work Reading and following recipes when baking A range of fiction and non-fiction books available A range of mark making resources available
	Reading	Reading with staff and volunteers in school, online BugClub activities set, reading books and library books sent home to share
	Phonological awareness	Orally blend and segment, identify rhyme and continue a rhyming string, count syllables, discriminate between sounds
	Story/song time	Learn new vocabulary, engage in and talk about books, anticipate key events, learn rhymes, poems and songs, re-reading favourite books

Mathematics

Half term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Me and my community	Starry night (<i>Sparkle and shine</i>)	Once upon a time (<i>Winter wonderland</i>)	Long ago	Animal Safari	Sunshine and sunflowers Ready Steady Grow Minibeasts Butterfly life cycle
Educational Programme	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
Our Curriculum Goal	To become a Master of Maths who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5.					
Term specific provision	<u>White Rose Maths</u> Getting to know you Match, sort and compare Talk about measure and patterns: size, mass, capacity	<u>White Rose Maths</u> It's me 1, 2, 3! Find, subitise, represent 1 2 3 1 more 1 less Composition of 1 2 3 Circle and triangles 1,2,3,4,5 Find, subitise and represent 4 and 5 1 more 1 less Composition of 1-5 Shapes with 4 sides	<u>White Rose Maths</u> Alive in 5! Introducing zero Find, subitise and represent 0-5 1 more 1 less Composition of 4 and 5 Conceptual subitising to 5 Mass and Capacity Growing 6,7,8 Find and represent 6, 7 and 8 1 more 1 less Composition of 6,7,8 Making pairs Double to 8 Combining 2 groups Length, height and time	<u>White Rose Maths</u> Length, height and time Building 9 and 10 Find, compare and represent 9 and 10 Conceptual subitising to 10 1 more 1 less Composition to 10 Bonds to 10 Make arrangements of 10 Explore 3D shapes Recognise and name 3D shapes Use 3D shapes Find 2D shapes within 3D shapes Patterns	<u>White Rose Maths</u> To 20 and beyond Building numbers beyond 10 Counting patterns beyond 10 Verbal counting beyond 20 How many now? Add more How many did I add? Take away How many did I take away? Manipulate, compose and decompose Select shapes for a purpose Rotate, manipulate, compose and decompose shapes	<u>White Rose Maths</u> Sharing and Grouping Doubling, sharing and grouping Even and odd Visualise, build and map Create and explore own pattern rules Build scenes and constructions Describe positions Explore mapping

Ongoing provision throughout the year	Daily routines	Self-registration (10-frames), calendar, seasonal birthday display, visual timetable, book voting, stamp cards (10-frames) counting, comparing, sharing, subitising, measuring time, snack time
	Drawing Club	Use mathematical language when drawing, count, subitise, compare numbers and amounts, recall number bonds, draw 2D shapes, read and write secret passcodes
	Busy Learning	Practise taught skills, use and apply taught skills in real-life situations, use message centres to create secret symbols/passcodes to make things happen, "What can you see, how do you see it?" Board games and resources to make our own, Roleplay opportunities- tills, money, subitising, writing numerals Woodwork- measuring, comparing, shapes, patterns, positional language Craft area- patterns, shapes, positional language Maths shelves- tape measures, timers, pedometers, calculators, counters, numicon, cubes, numerals, natural resources, Small world and construction- shape, size, comparing, subitising, distance Water- range of containers to explore capacity and shapes, water trays at various heights, Mud kitchen- patterns and counting with natural resources, range of containers and utensils to explore capacity,
	Story/song time	Practise taught skills, "What do you notice?", "What can you see, how do you see it?" Number rhymes and songs

Understanding the World

Half term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Me and my community	Starry night (<i>Sparkle and shine</i>)	Once upon a time (<i>Winter wonderland</i>)	Long ago	Animal Safari	Sunshine and sunflowers Ready Steady Grow Minibeasts Butterfly life cycle
Educational Programme	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
Our Curriculum Goals	To become an Exceptional Explorer who explores and discovers the world around them, asking questions and investigating the answers. To become a Compassionate Citizen who is a responsible member of the community with an understanding of diversity.					
Term specific provision	RE Theme: Special People Key Question: What makes people special? Harvest Me, my family and my school Explore magnets Seasonal changes – Autumn Walk	RE Theme: Christmas Key Question: What is Christmas? Bonfire Night Remembrance Day Diwali Advent/Christmas Explore light and colour	RE Theme: Celebrations Key Question: How do people celebrate? New Year Celebrations (Holi) Seasonal changes - Winter Explore changing states of matter	RE Theme: Easter Key Question: What is Easter? Mothering Sunday Holi Compare times – looking at differences in houses, clothes, transport, toys Seasonal changes – Spring	Theme: Story Time Key Question: What can we learn from stories? Seasonal changes - Spring walk Animals	RE Theme: Special Places Key Question: What makes places special? Growing – animals Use digital microscope
Ongoing provision throughout the year	Drawing Club	Draw and talk about characters and settings, draw simple maps				
	Busy Learning (CP)	Learn and practise new vocabulary, create small world environments, read and draw simple maps, look at books containing images from the past or different cultures/countries, explore the natural world around them, describe what they can see, hear and feel when outside, explore different scientific concepts, growing plants, visits to church Access to beebots, computer, using purple mash, ipads for photos				
	Story/song time	Experience, explore and talk about different people and occupations, comment on images from the past or different cultures/countries. carefully chosen books showing a diverse range of characters				

Vocabulary linked to NC subjects (including but not limited to)	RE	belief, faith, Christian, Christianity, God, Jesus, bible, church, cross, Christening, Hindu, Hinduism, temple, Jew, Judaism, synagogue, Muslim, Islam, Allah, mosque
	History	present, past, now, then, yesterday, today, time, day, week, month, year, remember, same, different, similar, castle, king, queen, monarch, royal, ancestor
	Geography	polar, desert, rainforest, jungle, beach, park, village, town, city, country, world, globe, earth, map, path, street, road, bridge, building, sea, river, lake, stream, forest, wood, weather, seasons
	Science	question, answer, explore, test, experiment, investigate, predict, sort, group, record, compare, describe, force, magnetic, non-magnetic, freeze, melt, boil, change, sink, float, plant, grow, flower, tree, soil, roots, stem, stalk, leaves, petals, trunk, branches, seed, bud, blossom, life-cycle, body parts, baby, adult, human, wood, metal, plastic, glass, rock, hard, rough, smooth
	Computing	internet, iPad, app, camera, switch, website, mobile phone, computer, laptop, mouse, keyboard, click, open, close, program, type, record, play, headphones, speaker, volume

Expressive Arts and Design						
Half term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Me and my community	Starry night (<i>Sparkle and shine</i>)	Once upon a time (<i>Winter wonderland</i>)	Long ago	Animal Safari	Sunshine and sunflowers Ready Steady Grow Minibeasts Butterfly life cycle
Educational Programme	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>					
Our Curriculum Goals	<p>To become a Dynamic Designer who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it.</p> <p>To become a Proud Performer who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.</p>					
Term specific provision	<p>SingUp music:</p> <p>Timber, beat, pitch contour Loud/quiet, fast/slow</p>	<p>SingUp music:</p> <p>Call and response songs Beat, pitch and timbre Christmas songs</p> <p>Perform in Christmas concert</p>	<p>SingUp music:</p> <p>Active listening, beat, pitch, vocal play, timbre, tempo,</p>	<p>SingUp music:</p> <p>Pitch contour rising and falling, classical music, Timbre, tempo, structure (call-and-response), active listening.</p>	<p>SingUp music:</p> <p>Timbre, structure, active listening, tune moving in step (stepping notes), soundscape, dynamics,, musical storytelling, improvising and composing, exploring instruments.</p>	<p>SingUp music:</p> <p>Music in 3-time, beat, composing and playing, active listening, instrumental accompaniment.</p>
Suggested artists	Georges Seurat (pointillism)	John Dyer (fireworks) Van Gogh, the starry night	Barbara Hepworth (sculpture)	Andy Goldsworthy	Wassily Kandinsky	Henri Matisse (Matisse’s magical trail)

Ongoing provision throughout the year	Drawing Club	Develop drawing skills, add increased detail to drawings, use imagination, develop storylines
	Busy Learning (CP)	Learn and practise new vocabulary, sing, dance, make music and perform on their own and in a group, musical instruments available, practise and use a range of artistic techniques and skills, use a range of tools, create collaboratively, develop storylines in pretend play, use imagination, role-play, use playdough, clay, range of paints and paint techniques, designing and making woodwork, sewing
	Story/song time	Sing a range of songs/nursery rhymes, storytelling
Key vocabulary linked to NC subjects (including but not limited to)	Art	paint, draw, colour, mark-make, lines, circles, shapes, colour, mix, primary colour, texture, form, sculpt, shape, print, technique, pattern, artist, thread
	DT	appearance, design, make, build, model, cut, join, shape, create, decorate, tools, ingredients, recipe
	Music	song, chorus, verse, tune, percussion instrument names, rhythm, beat, pitch, tempo, dynamic, compose, dance, move, perform, style

Notes:

Drawing Club, Message Centre - Greg Bottrill, Can I Go and Play Now

“What do you notice?”, “What can you see, how do you see it?” – Karen Wilding, EYMaths