

EYFS Cycle 2 2020-21

Topic Title History/Geography/Science	Aut 1 What makes me special? <i>Your mission is to find out what makes you, you!</i> <u>PSE, CL, PD and Science focus</u> <u>Prime Area Focus</u> <u>Baseline children</u> Settling in Following class rules Sharing and caring Discovering your talents and areas to develop Building relationships Understanding new routines Knowledge about how the body works and self-care Learning power: Be collaborative	Aut 2 Why do we celebrate and who do we appreciate? <i>Your mission is to find out what a celebration is and why we have them</i> <u>RE, CL Geography and Understanding the World focus</u> Rec: Focusing on the 40-60 months statements. By the end of this mission children will have learnt about several world celebrations e.g. Diwali, Thanksgiving, and Christmas. Learning power: Be collaborative	Spr 1 If you had a rocket, where would you go? <i>Your mission is to find out what exists out in space and imagine having adventures</i> Science, History, <u>CL, PD and EAD</u> Rec: Focusing on the ELG (beginning) statements. Children will use their imagination to explore possibilities Learning power: Be reflective	Spr 2 Superheroes really do exist! <i>Your mission is to find out how heroes might save the world using their super powers</i> Science, <u>EAD, CL, understanding the world, EAD, British Values</u> Rec: Focusing on the ELG statements. Children will talk about problems and how to overcome them Learning power: Be resilient	Sum 1 Why do we like to be beside the seaside? <i>Your mission is to find out how different holiday destinations have changed over time</i> History, <u>CL, understanding the world</u> Rec: Focusing on the ELG (secure) exceeding statements. Children will appreciate the natural world and begin to understand caring for the environment Learning power: Be resourceful	Sum 2 Which special people help us in our lives? <i>Your mission is to discover the people who help make you in your life</i> <u>Understanding the world, CL, Science, Eco-schools</u> Rec: Focusing on the exceeding statements. Children will begin to explore the concept of responsibilities and consequences The children will have an appreciation for people who help them stay safe in their daily lives. Learning power: Be ambitious
Potential Visits	Parental opportunity: Stay and Play & Outdoor Reading Picnic	Chartwells to visit- healthy plate St Mary's Church (Christmas Service) Local post box Parental opportunity: Christmas production	Library Workshop- Visit to School Parental opportunity: Stay and Play	St Mary's Church (Easter Service) Cycling workshop Parental opportunity: Easter Bonnet Parade	School trip to Filey beach Parental opportunity: Stay and Play	Visit to Garforth Fire Station School visitors- Community Police Officers Parental opportunity: Stay and Play
Parental talks encouraged throughout the year						

RE	Where do we live and who lives there?	How do Christians celebrate CHRISTMAS?	What makes a good helper?	New beginnings The story of EASTER	What can we see in our wonderful world?	Who and what are special to us?
Science (Understanding the World)	The Human Body (Understanding babies, growing up, the human skeleton, keeping safe and looking after our bodies- health)	Materials (Icing Poppy biscuits, clay sculptures of Diva lamps, ice exploration activity)			Environmental Issues and Eco-Schools	
	Seasonal Changes is throughout					
<u>Reading spine</u>	Goodnight Moon Six Dinner Sid Owl Babies Handa's Surprise	SHHH! The Gruffalo	Whatever Next	Mrs Armitage on Wheels Rosie's Walk	Mr Gumpy's Outing	On the way home Farmer Duck
PE	Developing gross motor skills Negotiating space Moving in a variety of ways Exploring movements under and over Dance- Diwali, African		Increasing controlling (patting, throwing, pushing, kicking) Improving balance Cycling workshop Dance- superhero moves		Skipping and hopping skills Team games Sports Day Dance- under the sea	
Geography <u>Key Areas</u> Locational knowledge Place Knowledge Human and physical geography Geographical skills and fieldwork	Houses and homes Changing seasons (Autumn) Picture News topics (various)	St Mary's church route (mapping) Route to the local post box	Caring for a planet and the environment	St Mary's church route	Seaside environment – taking care Life in a seaside town verses our town Home and abroad holidays	Fire station route (mapping)
	*I can name of the place I live, e.g. Garforth or Micklefield *I can ask questions about the place I live.	*I can name some of the amenities in the local area of the school, including regularly visited shops, the parish	*I can talk about how human actions can impact on the natural environment.		*I can identify at least one similarity and one difference between where I live and another community,	*I can name some of the amenities in the local area of the school, including regularly visited shops, the

	<p>Exploring where we live in the local area- looking on a map to see which towns are close to us. Discussions about where we have visited and who lives there.</p> <p>Key Questions: What is the name of the town you live in? What other towns, near to you, have you visited? Can you recognise your town on a map? What do you know about your town?</p>	<p>church and the fire station.</p> <p>Discussions about amenities near school, buildings and special places we have visited before e.g. when shopping, walking, visited</p> <p>Discuss and map how we will get to the local post box and church Discuss important landmarks along the way (gate, alley, road)</p> <p>Key Questions: What does your town have in it? What places do you usually visit in your town? Where are the shops/the church/ the fire station? How would we get there? What happens inside a church?</p>	<p>Discussions about caring for our planet- looking after the natural world (land and water) Discussions around consequences of our actions (focus on the natural world)</p> <p>Key Questions: How do you help to look after your home? How do we take care of our classroom? What jobs have to be done to take care of the school? How do we look after our pets? How can we look after wildlife (e.g. birds)? How can we help to keep the countryside tidy?</p>		<p>including in another country. *I can explore simple maps to find given places.</p> <p>Discussions and map exploration- where we have visited? Studying our photos and brochures. Using secondary evidence- including artefacts.</p> <p>Key Questions: Which seaside town have you visited? What country is it in? What is a holiday like abroad- how is it the same and different to the British seaside?</p>	<p>parish church and the fire station.</p> <p>Discuss how to get to the fire station Map how we will get to the station and back Discuss important landmarks along the way (shops, buildings, fields, church spire)</p> <p>Key Questions: Where is the fire station? Can you describe how to get there? What happens inside this building?</p>
<p>Vocabulary: environment, natural, local, map, home, direction, world, seaside, beach, town, shop, place</p>						
<p>History Key Concepts Time, Change, Chronology Reasons and Results Interpretations Historical Evidence</p>	<p>Memories within our own lives Discussing their aspirations for the future (When I Grow Up)</p>	<p>Bonfire Night The story of Thanksgiving Remembrance Day (Where the Poppies Now Grow) The Christmas Nativity</p>	<p>An introduction to space exploration and imagining possible opportunities in the future</p>		<p>The history of the British Seaside and development of holidays abroad</p>	
	<p>*I can show awareness of similarities and differences between the past and the present.</p> <p>*I can begin to understand changes over time.</p> <p>*I can begin to understand the order that things happen within their own lifetime</p>	<p>*I can begin to understand the order that things happen within their own lifetime and become aware of the past beyond their own lifetime.</p> <p>*I can talk about why an event happened</p> <p>Talk about what happens at Bonfire Night Explore pictures of Thanksgiving celebrations</p>	<p>*I can talk about my own understanding of historical events.</p> <p>Exploring pictures and facts about travelling into space</p> <p>Key Questions: What planet do we live on? Are there any more planets out in space? How do we know? Can you name some and</p>		<p>*I can collect information from a single picture or artefact.</p> <p>Compare and contrast different seaside environments Map work Using secondary artefacts to infer what life was like in the past</p> <p>Key Questions: Have you ever been to the seaside? What can you do</p>	

	<p>Looking at how we have changed over time (baby, toddler, infant) Exploring family members and how life has been different for them, over time (three generations) Pets over time Talking about how our home makes us feel <u>Key Questions:</u> How did/do you behave when you were a baby/ toddler/ infant? Which family members are special to you? How are they the same/ different? How does our home make us feel? Can you imagine moving home? What would you miss?</p> <p>Black History Month: Exploring African Culture – food, art, music. <i>This Jazz Man</i> by Karen Ehrhardt</p> <p>*I can begin to understand how the actions of people from a variety of backgrounds can influence historical changes.</p> <p><u>Key Questions:</u> What is jazz? How does the music make you feel? What instruments can you see/ hear? What is the same/ different about the musicians? What famous musicians do you know?</p>	<p>Explore Remembrance The birth of Jesus</p> <p><u>Key Questions:</u> What do people do when it's Bonfire Night? What is Thanksgiving? How do some people celebrate? Why do we wear a poppy- who are we remembering? What happened to the soldiers? Who was Jesus? What was he like and how do we know? Can you remember some parts of the story about his birth?</p>	<p>facts about them? Has anyone ever been to the moon? Where would you like to visit and why?</p>		<p>at the seaside? Where is the seaside on a map? Have you ever travelled a really long way to get to the seaside? Has the seaside changed over time?</p>	
	<p>Vocabulary: Today, yesterday, tomorrow, day, week, month, past, future, old, new, long ago, lifetime</p>					
<p>Art Key Concepts</p>	<p>Self portraits Autumn pictures (using natural resources) Leaf rubbings</p>	<p>Sculpting with clay (Diwali-lamps) Rangoli patterns Firework splat art</p>	<p>Papier Mache planets Space pictures from circles</p>	<p>Create props for a superhero costume</p>	<p>Tissue paper aquariums</p>	<p>Painting, printing and colour mixing</p>

<p>Exploring and Using Media and Materials Being Imaginative</p> <p>Evaluating and Developing Art with Inspiration</p>	<p>Vincent van Gogh- Landscape with Trees</p>	<p>Mehndi Painting Bonfire natural pictures Christmas cards – printing with paint Decorating a Christmas tea light holder Paperchain decorations Snowflake decorations</p>	<p>Wassily Kandinsky</p>		<p>Terrace at the Seaside by Claude Monet</p>	
<ul style="list-style-type: none"> • I can select a colour for purpose. • I can explore different media independently (e.g. crayon, paint, junk modelling). • I can create pattern using rubbings and simple prints (e.g. corks, sponges or vegetables.) • I can talk about the pieces I create. • I can say what I like and dislike about the art I see. <p>Vocabulary: artist, experiment, painting, sculpture, colour, drawing, pencil, shape, size, pattern</p>						
<p>Art equipment in continuous provision (including malleable materials e.g. playdough, shaving foam, jelly, pasta & messy play)</p>						
<p>DT</p>	<p>Plan, draw and record (possibly label) designs (e.g. construction, sand, malleable) Cake designs</p>	<p>Calendars – using different media (sewing, stamping, glitter, collage) Designing a healthy eating plate</p>	<p>Create a large rocket from construction materials (outdoors)</p>	<p>Baking Easter buns</p>	<p>Create a class sea freeze</p>	<p>Split pin people who help us</p>
<ul style="list-style-type: none"> • I can talk about what I want to make. • I can explore how to use different tools and equipment to change materials, e.g. by cutting and shaping. • I can explore a range of materials e.g. construction materials, textiles and ingredients. • I can talk about the things I make, saying what I like about them and begin to consider how I might improve them. • I can name a range of fruits and vegetables beyond those I eat at home. • I understand that much of the food I eat is made up of different ingredients. <p>Vocabulary: tools, cutting, joining, ingredients, materials</p>						
<p>Children encouraged to design and record their ideas in continuous provision areas and talk about what they've made and how, to others</p>						
<p>Music</p>	<p>Songs about me e.g. Dem Bones, When I grow up Listening games to promote identification of individual sounds</p>	<p>Christmas production to learn and perform to parents Listening to a variety of Christmas music- past and present</p>	<p>Creating a piece of music to match their space adventure (tuned)</p>	<p>Easter bonnet songs to learn and perform to parents Messiah- Handel (Hallelujah) (Classical)</p>	<p>Songs about seaside, creatures of the deep and mindfulness (ocean sounds)</p>	<p>Songs about people in the community who help us (Out of the Ark- People who help us)</p>

	(building on phase 1 phonics)	The Snow is Dancing by Claude Debussy (Classical)	The Planets- Gustav Holst (little snap shot of each one)			
	<ul style="list-style-type: none"> I can use my voice expressively and creatively by singing songs and speaking chants and rhymes. I can listen to and begin to talk about music. I can play a non-tuned instrument, such as maracas and tambourines. I can follow a musical pattern using the instruments I am familiar with. I can keep a steady beat (pulse) <p>Vocabulary: syllable, woodwind, percussion, strings, soundscape, higher, lower, pitch, lyric, rhythm</p>					
	Children explore making music in continuous provision areas					
<p>Computing Key Areas</p> <p>Computer Skills/ Word Processing</p> <p>Programming</p> <p>E-Safety</p>	Beebots Letterland Clevtouch (drawing) Technikons (after school club)		Using a digital camera Laptops (Letterland) Clevtouch (drawing)		Bebeto Story Station Equipment CD player stories	
	<ul style="list-style-type: none"> I can navigate an application on a tablet or interactive board I can turn a camera on and off and use it to take pictures I can use a mouse pad to move around a screen and click I can program simple algorithms into a robot, e.g. beebot I can ask an adult when pop-ups appear on a device <p>Vocabulary: Lock and unlock, click, select</p>					
	IT equipment available for children to access in continuous provision					
<p>PSHE and RSE</p>	PSE strand of DM	The characteristics and mental and physical benefits of an active lifestyle.	What constitutes a healthy diet (including understanding calories and other nutritional content)	That for most people the internet is an integral part of life and has many benefits. Children can describe ways to keep safe – road, internet	Understand how we can look after our environment and why this is important world wide – current themes.	Children can describe what bullying is – physical, emotional, online.
	<p>British Values work is throughout</p> <p>Specific Circle time lessons are at least once a week</p>					