

EYFS Cycle 1 2021-22

Topic Title History/Geography/Science	Aut 1 What makes me special?	Aut 2 Why do we celebrate and who do we appreciate?	Spr 1 What would life have been like for a dinosaur?	Spr 2 How do living things grow, change and stay safe?	Sum 1 Have you been down to the woods today?	Sum 2 Why do different animals live in certain places?
<p><i>Your mission is to find out what makes you, you!</i></p> <p><u>PSE, CL, PD, Understanding the World- History and Science focus</u></p> <p><u>Prime Area Focus</u> <u>Baseline children</u></p> <p>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</p>	<p><i>Your mission is to find out what a celebration is and why we have them</i></p> <p><u>RE, CL, Understanding the World- Geography focus</u></p> <p><u>Prime Area Focus</u> By the end of this mission children will have learnt about several world celebrations e.g. Diwali, Remembrance, Bonfire Night, Harvest/ Thanksgiving, and Christmas, Eid, Muharram</p> <p>Learning power: Be collaborative</p>	<p><i>Your mission is to find out which dinosaurs lived on Earth and what the Earth was like at this time in history.</i></p> <p><u>Understanding the World-Science and History, CL, PD and EAD</u></p> <p>Children will use their imagination to explore possibilities and learn from secondary sources</p> <p>Learning power: Be resourceful</p>	<p><i>Your mission is to find out how to nurture and protect living things</i></p> <p><u>Science, EAD, CL, Understanding the World- Science and History, EAD, British Values</u></p> <p>Children will learn about new life, growth and change. They will also understand how they are kept safe</p> <p>Learning power: Be resilient</p>	<p><i>Your mission is to find out about life in the natural environment</i></p> <p><u>CL, understanding the world- Science and Geography</u></p> <p>Children will appreciate the natural world and begin to understand how to care for the environment</p> <p>Learning power: Be ambitious</p>	<p><i>Your mission is to learn about animals and their habitats around the World</i></p> <p><u>Understanding the world- Science, CL, Eco-schools</u></p> <p>Children will begin to explore the concept of responsibilities and consequences The children will have an appreciation for protecting the animal kingdom.</p> <p>Learning power: Be reflective</p>	
Potential Visits	<p>Parental opportunity: Stay and Play, outdoor reading picnic, reading meeting</p> <p>Experience: Mrs Hunt's talk- being a Dentist and the importance of brushing your teeth</p>	<p>Chartwells to visit- healthy plate St Mary's Church (Christmas Service) Local post box Local Fire Station visit Parental opportunity: Christmas production</p>	<p>Library Workshop- Visit to School</p> <p>Parental opportunity: Stay and Play</p> <p>Experience: Science dinosaur tents</p>	<p>St Mary's (Easter) Parental opportunity: Easter Bonnet Parade School visitors- Community POs Visit- Temple Newsam/ Lotherton</p>	<p>Parental opportunity: Stay and Play</p> <p>Experience- Pets at home talk</p>	<p>Parental opportunity: Stay and Play transition</p> <p>Visit- The Deep/ Filey Beach</p>
RE	Parental talks encouraged throughout the year					
	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 & Expressive Arts and Design)	The Human Body (Understanding development from being a baby to age 4/5,	Exploring Materials using our Senses (Creating using different materials and looking at	Making Observations	Planting and Living Things	The Natural World Around Us	Exploring Materials for Purpose (Natural verses man-made, den building,

exploring changes as we grow over time, exploring the human skeleton and body parts/ organs, keeping safe and looking after our bodies- including oral health)	similarities and differences e.g., cooking/ baking, sculptures, exploring different textures, hot and cold exploration) Explore how things work. Explore and talk about different forces they can feel. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	(Exploring artifacts, fossils, bones etc- dinosaur themed) Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live.	(Cress, beans, flowers, plants, herbs etc) Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Explore the natural world around them.	(Environmental Issues, Eco-Schools, exploring woodland) Begin to understand the need to respect and care for the natural environment and all living things. Explore the natural world around them, making observations and drawing pictures of animals and plants.	encouraging wildlife, habitats) Talk about the differences between materials and changes they notice. 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.
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Seasonal Changes is throughout
Understand the effect of changing seasons on the natural world around them.

Reading spine	Cycle 1 2021/22	Me	Celebrations	Dinosaurs	Growth	Have you been down to the woods today?	Animals
R	T4W The Gingerbread Man Zog Room on a Broom Squash and a Squeeze	T4W Handa's Surprise T4W Not Now Bernard The Snowman Father Christmas	Six Dinner Sid Harry and the Bucketful of Dinosaurs	T4W Jack and the Beanstalk	T4W Little Red Riding Hood Hansel and Gretel - Morpurgo On the Way Home Sssh - Naughton	T4W Six Dinner Sid Charlie Cook's favourite book Dogs Highway Rat The Great Pet Sale	
N	T4W Nursery Rhymes The Gruffalo Monkey Puzzle	T4W Nursery Rhymes The Gruffalo's Child The Snowman Father Christmas	T4W The Dinosaur Who Lost His Roar That's Not My Dinosaur	T4W Titch T4W Jasper's Beanstalk	T4W We're Going on a Bear Hunt T4W The Three Little Pigs Brown Bear Brown Bear what do you see?	T4W Can't you Sleep Little Bear? T4W Goldilocks and the Three Bears Hairy Maclary Smelly Louie - E Garrett Owl Babies	

PE	<p>Developing gross motor skills Negotiating space Moving in a variety of ways Exploring movements under and over Dance- Diwali, African, Christmas production</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>Increasing controlling (patting, throwing, pushing, kicking) Improving balance Dance- dinosaur and from a seed to a tree</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>Combine different movements with ease and fluency.</p>	<p>Skipping and hopping skills Team games Sports Day</p> <p>Dance- Bear hunt and animal movements</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
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	Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.				
	<p>Generic Skills to be developed through play in Nursery: Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. /Go up steps and stairs, or climb up apparatus, using alternate feet. / Skip, hop, stand on one leg and hold a pose for a game like musical statues. /Use large-muscle movements to wave flags and streamers, paint and make marks. /Start taking part in some group activities which they make up for themselves, or in teams. /Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p>					
<p>Geography Key Areas</p> <p>Locational knowledge Place Knowledge Human and physical geography Geographical skills and fieldwork</p>	<p>Houses and homes (Locational knowledge) Changing seasons (Autumn) Picture News topics (various)</p>	<p>St Mary's church route (mapping fieldwork) Route to the local post box (mapping fieldwork) Celebrations from around the World</p>	<p>Changing seasons (Spring) Changing landscapes over time (Human and physical)</p>	<p>St Mary's church route Urban verses rural natural life (Human and physical)</p>	<p>Changing seasons (Summer) Exploring the woodland (skills and fieldwork)</p>	<p>Fire station route (mapping) Exploring animal habitats (locational knowledge)</p>
	<p>*I can name of the place I live, e.g., Garforth or Micklefield *I can name some of the amenities in the local area of the school, including regularly visited shops, the parish church and the fire station. *I can ask questions about the place I live.</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>*I can name some of the amenities in the local area of the school, including regularly visited shops, the parish church and the fire station. *I can explore simple maps to find given places.</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? Understand that some places are special to members of their community.</p>	<p>*I can identify at least one similarity and one difference between where I live and another community, including in another country.</p> <p>Key Questions: How has the World changed since the dinosaurs roamed the Earth? Recognise some environments that are different to the one in which they live.</p>	<p>*I can talk about how human actions can impact on the natural environment.</p> <p>Key Questions: What can we do to help look after living things around us? (e.g. pets, plants, gardens)</p>	<p>*I can identify at least one similarity and one difference between where I live and another community, including in another country. *I can explore simple maps to find given places.</p> <p>Key Questions: How can we help to look after wildlife (e.g. birds)? How can we help to keep the countryside and woodlands tidy? Recognise some environments that are different to the one in which they live.</p>	<p>*I can identify at least one similarity and one difference between where I live and another community, including in another country. *I can talk about how human actions can impact on the natural environment.</p> <p>Key Questions: What could people do to try to protect the animals in our World? Recognise some similarities and differences between life in this country and life in other countries.</p>

		<p>Recognise some similarities and differences between life in this country and life in other countries.</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>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>
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Generic Skills to be developed through play in Nursery:
 Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. /Begin to understand the need to respect and care for the natural environment and all living things. /Draw information from a simple map.

Generic skills to be developed in Reception:
 Understand the effect of changing seasons on the natural world around them. /Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Vocabulary: environment, natural, local, map, home, direction, world, seaside, beach, town, shop, place

<p>History</p> <p>Key Concepts</p> <p>Time, Change, Chronology</p> <p>Reasons and Results</p> <p>Interpretations</p> <p>Historical Evidence</p>	<p>Memories within our own lives</p> <p>Discussing their aspirations for the future (When I Grow Up)</p> <p>Black History</p>	<p>Bonfire Night</p> <p>The story of Thanksgiving Remembrance Day (Where the Poppies Now Grow)</p> <p>The Christmas Nativity</p>	<p>An introduction to prehistoric life - exploration and imagining possible scenarios</p> <p>Exploration of secondary sources</p>	<p>Exploring societal changes since their grandparents (e.g. increased use of plastics) and recent/ future green issues</p> <p>Garforth Wombles!</p>	<p>Exploring local woodlands and issues around protection of trees</p> <p>Who was Robin Hood?</p>	<p>Exploring animal adaptations/ endangered species over time and conservation issues</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</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>*I can talk about my own understanding of historical events.</p> <p>*I can talk about why an event happened</p> <p>*I can collect information from a single picture or artefact.</p>	<p>*I can begin to understand changes over time.</p> <p>Key Questions: How has your seed changed? What did you do to help it grow? What can</p>	<p>*I can collect information from a single picture or artefact.</p> <p>Key Questions: Have you ever been to the woods? How did it make you feel? What could you see/ hear/</p>	<p>*I can begin to understand changes over time.</p> <p>*I can show awareness of similarities and differences between the past and the present.</p> <p>*I can collect information from a single picture or artefact.</p>

	<p>that things happen within their own lifetime</p> <p>Key Questions: 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>Key Questions: How does jazz music make you feel? What instruments can you see/ hear? What famous musicians do you know? Begin to make sense of their own life-story and family's history. Comment on images of familiar situations in the past. Compare and contrast characters from stories,</p>	<p>*I can talk about my own understanding of historical events.</p> <p>Key Questions: How do we celebrate important events and festivals at home? What do some people do when it's Bonfire Night? What is Thanksgiving and how do people celebrate? How do some people celebrate Eid and why? How do some people celebrate Christmas and why? How do some people celebrate Diwali and why? Why do some people wear a poppy- who are they remembering? What happened to the soldiers of the past? How do people celebrate a new year?</p> <p>Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. 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</p>	<p>Key Questions: How has planet Earth changed since the dinosaurs? How did dinosaurs grow and change over time? Where have all the dinosaurs gone? Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>humans do to encourage wildlife? Understand the key features of the life cycle of a plant and an animal. Comment on images of familiar situations in the past. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>smell/ taste? Have you ever seen trees been chopped down- what happens to them? Why do people plant new trees? Comment on images of familiar situations in the past. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Key Questions: Which animals are now extinct? How do animals grow and change over time? What could we do in the future to try and protect them? 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.</p>
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Vocabulary: Today, yesterday, tomorrow, day, week, month, past, future, old, new, long ago, lifetime

Art
Key Concepts
Exploring and Using Media and Materials
Being Imaginative
Evaluating and Developing Art with Inspiration

Self portraits
Autumn pictures (using natural resources)
Leaf rubbings



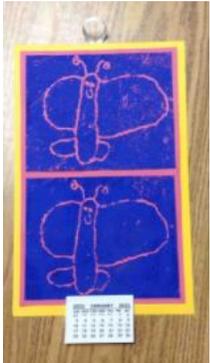
Branch and twig large weaving – ribbons, yarn, fabric strips, natural materials etc




Sculpting with clay (Diwali-lamps)
Rangoli patterns – lentils, beans set in salt dough
Firework splat art
Mehndi Painting
Bonfire natural pictures
Christmas cards – printing sponge trees



Calendars – printing design using foam and pens to indent – rollers



Shadow drawing




Collage backgd and shadow dinosaurs

Easter cards – marbling inks, cut egg shapes and put in hay 'nest'



Vincent van Gogh-




Almond tree blossom/Pink peach tree: watercolour, wax relief and oil pastel on top.

Yarn wrapped seasonal trees

<https://www.pinterest.co.uk/pin/388646642850289235/>



Stained glass collage fish – tissue paper pva/laminated sheets and then cut around template



Father's Day cards:



	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make. /Develop their own ideas and then decide which materials to use to express them. /Join different materials and explore different textures.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make. /Develop their own ideas and then decide which materials to use to express them. /Join different materials and explore different textures.</p> <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>Explore provision Plan, draw and record (possibly label) designs (e.g. construction, sand, malleable) Birthday cake designs – decorate biscuits with repeating patterns</p>	<p>Designing a healthy eating plate/ fruit skewer</p>	<p>Design and make a large 3D dinosaur for provision Cardboard boxes, papier mache, junk modelling etc</p> 	<p>Baking Easter biscuits Shredded wheat choc nests with mini eggs</p> <p>Mother's Day lolly stick photo frames: http://goplanetearth.blogspot.com/2013/05/how-to-mothers-day-picture-frames.html</p> 	<p>Designing and building dens Tie dye T shirts https://www.happinessishomemade.net/tips-tricks-for-tie-dyeing-with-kids/ squirt dye on damp white t shirt</p> 	<p>Creating and building bug hotels</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>Explore different materials freely, in order to develop their ideas about how to use them and what to make. /Develop their own ideas and then decide which materials to use to express them. /Join different materials and explore different textures.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make. /Develop their own ideas and then decide which materials to use to express them. /Join different materials and explore different textures.</p> <p>Vocabulary: artist, experiment, painting, sculpture, colour, drawing, pencil, shape, size, pattern</p>						

<p>Music</p>	<p>Charanga Songs about me e.g. Dem Bones, When I grow up (musical) Listening games to promote identification of individual sounds (building on phase 1 phonics)</p>	<p>Christmas production to learn and perform to parents Listening to a variety of Christmas music- past and present The Snow is Dancing by Claude Debussy (Classical)</p>	<p>Charanga Creating a piece of music to match their dinosaur’s movements/ activities Exploring pulse and rhythm</p>	<p>Easter bonnet songs to learn and perform to parents Messiah- Handel (Hallelujah) (Classical)</p>	<p>Traditional tales: musical effects to match parts of the story (explore pitch and dynamics)</p>	<p>Charanga Exploring songs about the natural world and animals Carnival of the Animals – Saint Saens</p>
<p>All children have opportunities during free flow provision to experiment with percussion instruments and create their own music/ perform Listen with increased attention to sounds. /Respond to what they have heard, expressing their thoughts and feelings. /Remember and sing entire songs. Sing the pitch of a tone sung by another person (‘pitch match’). /Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. /Create their own songs or improvise a song around one they know. /Play instruments with increasing control to express their feelings and ideas. Listen attentively, move to, and talk about music, expressing their feelings and responses. /Sing in a group or on their own, increasingly matching the pitch and following the melody. /Explore and engage in music making and dance, performing solo or in groups. Sing a range of well-known nursery rhymes and songs. /Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. Vocabulary: syllable, woodwind, percussion, strings, soundscape, higher, lower, pitch, lyric, pulse, rhythm</p>						
<p>Children explore making music in continuous provision areas</p>						
<p>Computing Key Areas Computer Skills/ Word Processing Programming E-Safety</p>	<p>Beebots Letterland/ phonics play Clevartouch (drawing) Using IT in play (sound buttons, headphones, metal detectors, torches)</p>	<p>Exploring recording equipment (microphones, magnifying observations) Clevartouch (exploring new apps)</p>	<p>Independent use of iPad Exploring Story Station Equipment CD player to select and listen to music</p>			
<ul style="list-style-type: none"> • I can navigate an application on a tablet or interactive board (firstly with help, then independently) • I can use an iPad to take pictures and manipulate recording equipment • I can use a touch screen to manipulate a programme • I can program simple algorithms into a robot, e.g. beebot • I can talk to an adult about e-safety • I can begin to recognise the upper-case letters on a keyboard and use them to communicate in writing <p>Vocabulary: Lock and unlock, click, select</p>						
<p>IT equipment available for children to access in continuous provision</p>						
<p>PSHE and RSE Taught through stories, the GLAM curriculum, First News and everyday classroom discussions DAILY</p>	<p>Build constructive and respectful relationships. See themselves as a valuable individual. Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Express their feelings and consider the feelings of others. Understand that some places are special to members of their community. Recognise that people have different beliefs and</p>	<p>Form positive attachments to adults and friendships with peers.</p>	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and</p>	<p>Show sensitivity to their own and to others’ needs.</p>	

celebrate special times in different ways.

what has been read in class.

British Values work is throughout

Develop their sense of responsibility and membership of a community. /Begin to understand the need to respect and care for the natural environment and all living things. /Continue developing positive attitudes about the differences between people.