



Cycle A – Autumn- Time Travellers

Year	Reception	Skills	Knowledge	ELG	Activities
Childhood	<p>Long Ago D1- My History Long Ago</p> <p>D3- Step Back in Time</p>	<p>Discuss simple changes as they have grown from being a baby.</p> <p>Recognise and discuss how they have changed from when they were babies.</p> <p>Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.</p> <p>Explore and talk about pictures, stories and information books on the theme of royalty.</p> <p>Describe some similarities and differences between things in the past and the present.</p> <p>Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life.</p>	<p>People change as they grow and have changed since they were babies, both in their appearance and what they are able to do.</p> <p>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.</p> <p>Kings and queens are known as royalty. Some kings and queens are real people and some are characters in stories.</p> <p>Objects from the past can look different to objects from the present.</p> <p>Everyday objects, like clothes, vehicles and toys, tell us about the past. They also change over time.</p>	<p>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>Be confident to try new activities and show independence. Resilience and perseverance in the face of a challenge.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>.Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>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</p>	<p>Comparing photos- Baby to now- family photos-m who are they.</p> <p>Parents and grandparents toys</p> <p>Comparing life a long time ago to know.</p> <p>Sharing stories from a long time ago.</p> <p>Traditional tales</p> <p>Clothes in the past</p> <p>How has life changed?</p>



				<p>making use of conjunctions, with modelling and support from their teacher.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p>	
<p>Shade and Shelter</p> <p>Everyday Materials</p>	<p>Build it up</p>	<p>Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences.</p> <p>Sort and group materials and resources and talk about how they are similar or different.</p> <p>Compare and group objects and materials according to simple given criteria</p>	<p>Objects can be compared and grouped according to their shape, colour, material or use.</p>	<p>Share their creations, explaining the process they have used.</p> <p>Explore a variety of materials and tools, experiment with texture, form and function.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories when appropriate.</p>	<p>Construction role play</p> <p>Opportunities to explore, sort and classify materials.</p> <p>Design and make a shelter/house for an old teddy</p>



Human senses	Move it! I	Talk about what constitutes a healthy lifestyle	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.	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	Identifying and labelling body parts
Our Wonderful World	Let's Explore D3- Where shall we go?	<p>Take photographs, draw simple picture maps and collect simple data during fieldwork activities.</p> <p>Describe how the weather, plants and animals of one place is different to another using simple geographical terms.</p> <p>Begin to notice and talk about the different places around the world, including oceans and seas.</p>	<p>We are part of a community.</p> <p>A community is a group of people who live together or share a space.</p> <p>Maps and plans represent areas and show their features, including roads.</p> <p>Fieldwork includes going on walks and visits to collect information about the environment.</p> <p>Globes and maps can show us the location of different places around the world.</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>Where they live, journey to school, maps.</p> <p>Photos from holidays/days out</p> <p>Local area</p> <p>Countries- globe</p>



	<p>Big Wide World Engage- Let's travel</p> <p>Big Wide World D1- All around the world</p>	<p>Begin to notice and talk about the different places around the world, including oceans and seas.</p> <p>Talk about stories and make connections with events in their own lives or other familiar stories.</p> <p>Construct simple structures and models using a range of materials</p> <p>Describe how the weather, plants and animals of one place is different to another using simple geographical terms.</p> <p>Begin to notice and talk about the different places around the world, including oceans and seas.</p>	<p>Globes and maps can show us the location of different places around the world.</p> <p>Different materials have different properties and can be used for different purposes.</p> <p>A globe is a 3-D model of the Earth.</p> <p>Maps show 2-D images of places.</p> <p>Globes and maps can show us the location of different places around the world.</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>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Safely use and explore a variety of materials, tools and techniques. experimenting with colour, design, texture, form and function.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Share their creations, explain the process they have used.</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>Oceans and seas- transport, animals, where are they?</p> <p>Transport for their holiday- plan and create Habitats</p> <p>Maps</p> <p>Countries</p> <p>Travel</p> <p>Buildings and land (physical and human features)</p>
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Cycle A – Spring – Capital Chaos

Year 1	Reception	Skills	Knowledge	ELG	Activities
Bright Lights Big City	Let's Explore D3- Where shall we go?	<p>Take photographs, draw simple picture maps and collect simple data during fieldwork activities.</p> <p>Describe how the weather, plants and animals of one place is different to another using simple geographical terms.</p> <p>Begin to notice and talk about the different places around the world, including oceans and seas.</p>	<p>We are part of a community.</p> <p>A community is a group of people who live together or share a space.</p> <p>Maps and plans represent areas and show their features, including roads.</p> <p>Fieldwork includes going on walks and visits to collect information about the environment.</p> <p>Globes and maps can show us the location of different places around the world.</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>Planning trips to see the Queen</p> <p>Significant events</p>
Taxi!	Marvellous Machines D2- Moving machines	<p>Identify products that use electricity to make them work.</p> <p>Use pictures, interests and experiences to inspire their creations.</p> <p>Explore and describe electrical and non-electrical light sources.</p> <p>Use writing to communicate thoughts, ideas, experiences and events</p> <p>Describe some similarities and differences between things in the past and the present.</p> <p>Talk about the different occupations that familiar adults and members of their community have.</p>	<p>Many appliances at home and school need electricity to work. The appliances need to be attached to electricity through a plug and socket, or use batteries.</p> <p>A machine is a man-made device.</p> <p>Machines need power to make them move or perform an action.</p> <p>Some light sources need electricity or batteries to work, such as a torch, and some do not, such as candles.</p> <p>Batteries power electrical devices, such as torches and toys.</p> <p>A battery is a store of electric power.</p>	<p>Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion.</p> <p>Write simple phrases and sentences that can be read by others</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher</p> <p>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>Talk about the lives of the people around them and their roles in society.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Look at machines at how things work.</p> <p>Changes in transport</p> <p>Emergency vehicles</p> <p>Making vehicles</p>



		Explore, build and play with a range of resources and construction kits with wheels and axles.	<p>Vehicles are machines that transport people or goods.</p> <p>The emergency services include fire and rescue, police, RNLI and the ambulance service.</p> <p>Vehicles and machines have wheels and axles to help them move.</p>	<p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Share their creations, explaining the process they have used.</p>	
Seasonal Changes	Puddles and Rainbows	<p>Describe simply how weather changes as the seasons change.</p> <p>Record observations about the way the local environment changes throughout each season.</p> <p>Use technology to record their work and ideas.</p> <p>Use age-appropriate software to create images and record sounds and videos</p> <p>Sing well-known songs and nursery rhymes in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Explore ways to create simple rhythms and sound effects using found objects, percussion instruments and their voices.</p>	<p>Ways to describe daily weather include sunny, rainy, windy, cloudy, warm or cold. Weather is warmer in the summer with more sunshine and colder in the winter with more snow, hail and rain.</p> <p>Spring is one of the four seasons. You can get all types of weather in the spring.</p> <p>There are four seasons in the United Kingdom: spring, summer, autumn and winter. Each season has typical weather patterns.</p> <p>Spring is one of the four seasons. You can get all types of weather in the spring. Different types of springtime weather include rain, sun, wind, hail, sleet and snow.</p> <p>We live in the United Kingdom. Maps can be used to see where we live and where the United Kingdom is in the world. The different sounds that instruments make can be used to represent feelings, images or stories.</p>	<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Sing a range of well known nursery rhymes and songs.</p> <p>Explore playing a variety of percussion instruments.</p>	<p>Welly walk</p> <p>Rainbows</p> <p>Weather forecasts</p> <p>Singing – I can sing a rainbow</p> <p>Wild flower garden</p> <p>Weather music</p>
Rain and Sunrays					



Cycle A –Summer – What was it like?

Year 1	Reception	Skills	Knowledge	ELG	Activities
School Days	Long Ago D2-My Heritage	<p>During small group or one to one discussions, ask questions to find out more and understand what has been said to them.</p> <p>Talk about past and present events in their own lives and those who are important to them.</p>	<p>Your grandparents are your parents' parents.</p> <p>All families are unique. They can be of different sizes and have different values, beliefs and traditions. Our families give us our heritage</p>	<p>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>Be confident to try new activities and show independence. Resilience and perseverance in the face of a challenge.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>.Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>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>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p>	<p>Our grandparents- school</p> <p>Family history</p> <p>Looking at how schools have changed</p>



	<p>Let's Explore D2- Where we live</p>	<p>Take photographs, draw simple picture maps and collect simple data during fieldwork activities.</p> <p>Make and use simple maps in their play to represent places and journeys, real and imagined.</p>	<p>Fieldwork includes going on walks and visits to collect information about the environment.</p> <p>We are part of a community.</p> <p>A community is a group of people who live together or share a space.</p> <p>Maps and plans represent areas and show their features, including roads.</p> <p>A map is a picture or drawing of an area of land or sea.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>Where we live</p> <p>Our home town</p> <p>Journeys / maps to school</p>
<p>Plant Parts</p>	<p>Ready Steady Grow! D1 Let's Grow</p>	<p>Name and describe basic features of plants</p> <p>Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next.</p> <p>With support, observe, record and talk about materials and living things</p> <p>Describe some ways that plants or animals should be cared for in order for them to survive.</p> <p>Recognise that it is possible to change and alter their designs and ideas as they are making them.</p> <p>Adapt and refine their work as they are constructing and making.</p>	<p>Parts of plants and trees include trunk, branch, twig, roots, stem, flowers and leaves.</p> <p>Beans are edible seeds that grow on plants in pods.</p> <p>Seeds need water, air and warmth to germinate.</p> <p>Plants need water, sunlight, air and warmth to grow.</p> <p>Some plants produce seeds so that they can grow new plants.</p> <p>Plants and animals are living things. Plants need water, sunlight and air to survive. Animals need food, water, air and shelter to survive.</p> <p>Seeds are part of a flowering plant and can grow into other plants.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion.</p> <p>Share their creations, explaining the process they have used.</p>	<p>Jack and the beanstalk</p> <p>Growing beans</p> <p>Growing veg scraps</p> <p>Sorting seeds</p> <p>Making seed shakes</p>



<p>Animal Parts</p>	<p>Animal Safari</p>	<p>Identify common features for different groups of animals, including wild and domestic animals.</p> <p>Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences.</p> <p>Describe how the weather, plants and animals of one place is different to another using simple geographical terms.</p> <p>Describe ways to look after the immediate environment.</p>	<p>Different animal groups have some common body parts, such as birds have wings and fish have fins.</p> <p>Mammals are animals that breathe air, have warm blood and give birth to live babies.</p> <p>Reptiles are animals that breathe air, have dry, scaly skin and lay eggs.</p> <p>Birds are animals that breathe air, have beaks and feathers and lay eggs.</p> <p>Animals eat different kinds of food, including other animals, plants or both animals and plants.</p> <p>Carnivores are animals that eat other animals.</p> <p>Herbivores are animals that eat plants.</p> <p>Omnivores are animals that eat plants and other animals.</p> <p>Animals build homes to provide shelter from the elements and other animals.</p> <p>Litter has a harmful effect on the areas where we live, work and play. People need to put their rubbish into the bin and not throw it on the ground.</p> <p>Conservation is the prevention of wasteful use of resources and how to preserve, protect or restore the natural environment and wildlife.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</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>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Share their creations, explaining the process they have used.</p>	<p>Finding out about different animals.</p> <p>Food chains- what animals eat</p> <p>Where do animals live?</p> <p>Making animal homes</p> <p>Animal masks</p> <p>Animals around the world- rainforests</p> <p>How to look after animals</p>
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<p>Street View</p>	<p>Let's Explore D2- Where we live</p>	<p>Use primary and other coloured paint and a range of methods of application.</p>	<p>The primary colours are red yellow and blue.</p> <p>Different types of art include painting, drawing, collage, textiles, sculpture and printing.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Share their creations, explaining the process they have used.</p>	<p>Create house artwork</p>
<p>Chop, Slice, Mash</p>	<p>Ready Steady Grow! D2 Being Healthy</p>	<p>Suggest healthy ingredients that can be used to make simple snacks.</p>	<p>There are healthy and unhealthy foods. Fruit and vegetables are an important part of a healthy diet.</p> <p>We need to eat at least five portions of fruit and vegetables a day.</p>	<p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>Open sandwich</p>



Cycle B – Autumn- What's your Superpower?

		Skills	Knowledge	ELG	Activities
Movers and Shakers	Long Ago- Engage As time goes by	Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures	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.	<p>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>Talk about the lives of the people around them and their roles in society.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</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>	Stories from the past (suggests The tiger who came to tea- use stories they can relate to)
Human Survival	Long Ago- D1 Look how you've grown	<p>Discuss simple changes as they have grown from being a baby.</p> <p>Recognise and discuss how they have changed from when they were babies.</p>	People change as they grow and have changed since they were babies, both in their appearance and what they are able to do.	<p>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>Be confident to try new activities and show independence. Resilience and perseverance in the face of a challenge.</p>	Comparing photos- Baby to now
	Ready Steady Grow!- D2 Is it Healthy?	Look after basic hygiene and personal needs and talks about the importance of good oral health.	<p>Brushing teeth twice daily and avoiding sugary drinks and snacks help keeps teeth healthy.</p> <p>Sugar can cause tooth decay.</p> <p>It is important to brush your teeth twice a day.</p>	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	Healthy and unhealthy foods



<p>Habitats</p>	<p>Creep, Crawl Wiggle E- minbeats safari D- Snail trail</p>	<p>Observe and describe living things and their habitats within the local environment.</p> <p>Make and use simple maps in their play to represent places and journeys, real and imagined.</p>	<p>A habitat is a place where living things live. Local habitats include woodlands, gardens and ponds. Other habitats include hot places, such as deserts, and cold places, such as the Arctic.</p> <p>Minibeasts is another name for invertebrates, such as insects, spiders and snails.</p> <p>A map is a picture or drawing of an area of land or sea.</p> <p>Snails are invertebrates from the mollusc family.</p> <p>They have soft bodies and a spiral shell.</p>	<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>Mini beast hunt</p>
<p>Remarkable Recipes</p>	<p>Ready Steady Grow!- D2 Can I eat a rainbow</p>	<p>Suggest healthy ingredients that can be used to make simple snacks.</p>	<p>There are healthy and unhealthy foods. Fruit and vegetables are an important part of a healthy diet.</p> <p>We need to eat at least five portions of fruit and vegetables a day.</p>	<p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>Making a fruit salad</p>
<p>Let's Explore the World</p>	<p>Let's Explore D1- Where we live, Marvellous maps D3- Where have you been? World explorers</p>	<p>Take photographs, draw simple picture maps and collect simple data during fieldwork activities.</p> <p>Describe how the weather, plants and animals of one place is different to another using simple geographical terms.</p> <p>Begin to notice and talk about the different places around the world, including oceans and seas.</p>	<p>We are part of a community.</p> <p>A community is a group of people who live together or share a space.</p> <p>Maps and plans represent areas and show their features, including roads.</p> <p>Fieldwork includes going on walks and visits to collect information about the environment.</p> <p>Globes and maps can show us the location of different places around the world.</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>Where they live, journey to school, maps.</p> <p>Photos from holidays/days out</p>



	<p>Big Wide World Engage- Let's travel</p>	<p>Begin to notice and talk about the different places around the world, including oceans and seas.</p> <p>Talk about stories and make connections with events in their own lives or other familiar stories.</p> <p>Construct simple structures and models using a range of materials</p>	<p>Globes and maps can show us the location of different places around the world.</p> <p>Different materials have different properties and can be used for different purposes.</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>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Safely use and explore a variety of materials, tools and techniques. experimenting with colour, design, texture, form and function.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Share their creations, explain the process they have used.</p>	<p>Postcards</p> <p>Holidays</p> <p>Transport for their holiday-plan and create</p>
	<p>Big Wide World D1- All around the world</p>	<p>Describe how the weather, plants and animals of one place is different to another using simple geographical terms.</p> <p>Begin to notice and talk about the different places around the world, including oceans and seas.</p>	<p>A globe is a 3-D model of the Earth.</p> <p>Maps show 2-D images of places.</p> <p>Globes and maps can show us the location of different places around the world.</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>Habitats</p> <p>Maps</p> <p>Countries</p> <p>Travel</p>
	<p>On the Beach D2- Coral reefs to icy seas</p>	<p>Describe how the weather, plants and animals of one place is different to another using simple geographical terms</p>	<p>The polar regions, the Arctic and Antarctic, are always cold and icy.</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>Hot and cold climates</p>
<p>Mix it</p>		<p>Use primary and other coloured paint and a range of methods of application.</p>	<p>The primary colours are red yellow and blue.</p> <p>Different types of art include painting, drawing, collage, textiles, sculpture and printing.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Share their creations, explaining the process they have used.</p>	<p>Book- Mix it up</p> <p>Colour wheels</p>

Graveley Primary
School

EYFS Curriculum

Cycle A- 2023-2024

Cycle B – 2024-2025





Cycle B – Spring – On the Beach

		Skills	Knowledge	ELG	Activities
Coastline	<p>On the Beach</p> <p>E- remembering experiences, holidays in the past</p> <p>D1- Who lives on the seashore? Looking after our beaches</p> <p>D2- Seas and oceans</p> <p>D3- sea investigations</p>	<p>Order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then.</p> <p>Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.</p> <p>Describe how the weather, plants and animals of one place is different to another using simple geographical terms.</p> <p>Describe ways to look after the immediate environment.</p> <p>Begin to notice and talk about the different places around the world, including oceans and seas.</p> <p>Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next.</p>	<p>Words that help us to describe the passage of time include yesterday, last week, before and then.</p> <p>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.</p> <p>The seashore is an area of sandy, stony or rocky land bordering and level with the sea.</p> <p>Litter has a harmful effect on the areas where we live, work and play. People need to put their rubbish into the bin and not throw it on the ground.</p> <p>Leaving litter on beaches can potentially kill marine life.</p> <p>Globes and maps can show us the location of different places around the world.</p> <p>The ocean is the body of salt water that covers over two thirds of the Earth's surface.</p> <p>An ocean is a large expanse of water.</p> <p>The polar regions, the Arctic and Antarctic, are always cold and icy.</p> <p>Something that keeps water out is waterproof.</p>	<p>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>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>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>Recalling trips to the beach</p> <p>Holidays in the past</p> <p>Animals/habitats</p> <p>Looking after the environment</p>



<p>Flower Head</p>	<p>On the Beach E – Beach art</p>	<p>Use digital devices to take digital images or recordings of their creations to share with others.</p>	<p>Digital devices can be used to share information about creations with others.</p> <p>Objects like shells, beach glass and driftwood are carried onto the beach by waves.</p>	<p>Share their creations, explaining the process they have used.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p>	<p>Beach art</p>
<p>Beach Hut</p>	<p>On the beach D3- sea investigations. Boat builders (or beach huts like yr1)</p>	<p>Construct simple structures and models using a range of materials</p>	<p>Boats are vessels for travelling over water, which are propelled by oars, sails, or an engine.</p> <p>Different materials have different properties and can be used for different purposes.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Share their creations, explaining the process they have used.</p>	<p>Making boats or beach huts</p>
<p>Uses of Materials</p>	<p>Build it Up! D1- building sites, Homes for the pigs</p>	<p>Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences.</p> <p>Sort and group materials and resources and talk about how they are similar or different.</p> <p>Compare and group objects and materials according to simple given criteria</p>	<p>Objects can be compared and grouped according to their shape, colour, material or use.</p>	<p>Share their creations, explaining the process they have used.</p> <p>Explore a variety of materials and tools, experiment with texture, form and function.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories when appropriate.</p>	<p>Construction role play</p> <p>Opportunities to explore, sort and classify materials.</p> <p>Homes for the 3 little pigs</p>



<p>Plant Survival</p>	<p>Sunshine and Sunflowers-</p> <p>E- outside explorers, changes, raising butterflies</p> <p>D1 – sunflowers, flower art</p>	<p>Observe and describe living things and their habitats within the local environment.</p> <p>Notice and begin to describe patterns of weather in summer and winter.</p> <p>Explore the natural world around them and give simple descriptions, following observation, of changes.</p> <p>Explore artwork by famous artists and talk about their likes and dislikes.</p> <p>Put words in order to make a simple phrase or sentence.</p>	<p>A habitat is a place where living things live. Local habitats include woodlands, gardens and ponds. Other habitats include hot places, such as deserts, and cold places, such as the Arctic.</p> <p>The weather can change throughout the day, week and month. The weather is different at different times in the year.</p> <p>Living things change over time. This includes growth and decay.</p> <p>Parts of plants and trees include trunk, branch, twig, roots, stem, flowers and leaves.</p> <p>A sunflower is a type of plant.</p> <p>Parts of a plant include the roots, stem, leaves, flowers and petals.</p> <p>Plants need air, sunlight, warmth, water and nutrients from soil to grow</p>	<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Plant hunt</p> <p>Seasons</p> <p>Planting seeds- sunflowers</p>
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Cycle B – Summer- Tiaras and Turrets

		Skills	Knowledge	ELG	Activities
Magnificent Monarchs	Once Upon a Time D3 Royal tales	<p>Suggest what might happen at different points in a story.</p> <p>Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.</p> <p>Explore and talk about pictures, stories and information books on the theme of royalty.</p>	<p>Knowing what a rule is.</p> <p>Kings and queens are known as royalty. Some kings and queens are real people and some are characters in stories.</p>	<p>Anticipate – where appropriate – key events in stories.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Work and play cooperatively and take turns with others.</p>	<p>Cinderella</p> <p>Making rules</p> <p>Role play</p> <p>Kings and queens</p>



	<p>Long Ago D3- Step back in time</p>	<p>Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.</p> <p>Explore and talk about pictures, stories and information books on the theme of royalty.</p> <p>Describe some similarities and differences between things in the past and the present.</p> <p>Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life.</p>	<p>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.</p> <p>Kings and queens are known as royalty. Some kings and queens are real people and some are characters in stories.</p> <p>Objects from the past can look different to objects from the present.</p> <p>Everyday objects, like clothes, vehicles and toys, tell us about the past. They also change over time.</p>	<p>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>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>.Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>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>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p>	<p>Comparing life a long time ago to know.</p> <p>Sharing royal tales</p> <p>Clothes in the past</p> <p>How has life changed?</p>
<p>Animal Survival</p>	<p>Sunshine and Sunflowers D2 Garden Explorers</p>	<p>Explore the natural world around them and give simple descriptions, following observation, of changes.</p>	<p>Living things change over time. This includes growth and decay.</p> <p>A butterfly is a type of insect.</p> <p>Butterflies lay eggs on plants. Caterpillars hatch from the eggs.</p>	<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Hungry caterpillar- Butterfly lifecycles</p>



			<p>Caterpillars eat until they are fully grown, then they become a pupa.</p> <p>A caterpillar pupa is called a chrysalis.</p> <p>A butterfly emerges from a chrysalis</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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>Write simple phrases and sentences that can be read by others.</p>	
<p>Creep, Crawl and Wiggle</p> <p>D- looking after nature, same and different</p> <p>Innovate</p>	<p>Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next.</p> <p>Identify common features for different groups of animals, including wild and domestic animals.</p> <p>Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.</p>	<p>Different animal groups have some common body parts, such as birds have wings and fish have fins.</p> <p>Insects are invertebrates.</p> <p>They have six legs, three body parts, antennae and most have one or two pairs of wings.</p> <p>Woodlice are invertebrates from the crustacean family.</p> <p>Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>What do mini beasts want? investigation</p> <p>Compare mini beasts</p> <p>Clay mini beasts</p>	
<p>Signs of Spring</p> <p>Froggy fun</p>	<p>Explore the natural world around them and give simple descriptions, following observation, of changes</p>	<p>Living things change over time. This includes growth and decay.</p> <p>An adult frog lays eggs called frogspawn.</p> <p>Tadpoles hatch out of frogspawn.</p>	<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing</p>	<p>Tadpoles</p>	



			Over time, tadpoles grow legs, and their tails shrink and disappear. They are then known as a froglet.	on their experiences and what has been read in class.	
Portraits and Poses	Long Ago D3- Step back in time	Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.	Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire.	Hold a pencil effectively. Begin to show accuracy and care when drawing. Use a range of small tools, including scissors, paint brushes and cutlery. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Portraits- drawing and clay
Cut, Stitch and Join	Puppets and Poppers	Listen carefully in a range of situations and is aware of the importance of listening. Talk about the characters, events and settings in stories they have listened to, using props and materials for role play Construct simple structures and models using a range of materials. Explore a range of tools and equipment to perform practical tasks safely, for example, cutting and joining. Choose and explore appropriate tools for simple practical tasks.	A puppet is a moveable model of a person or animal. Puppets can be moved by strings, rods or by a hand. A person who works a puppet is called a puppeteer. Different materials have different properties and can be used for different purposes.	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Make use of props and materials when role playing characters in narratives and stories.	Making puppets and pop up books
Push and Pull		Use age-appropriate software to create images and record sounds and videos		Hold a pencil effectively. Begin to show accuracy and care when drawing.	



				<p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p>	
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Computing is taught in reception through teaching and provision activities. This focusses on the skills needed to access the Year 1 Teach Computing curriculum. See Computing progression and skills document alongside the two yearly planning cycle.

Graveley Primary
School

EYFS Curriculum

Cycle A- 2023-2024

Cycle B – 2024-2025



Early Learning Goals

The following ELG are not covered as frequently through the projects and will be covered during specific subjects and CIL throughout the year.

Communication and Language (Every lesson)

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- 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.

Personal, Social and Emotional Development (PSHE inc SRE)

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Physical Development (PE)

Gross Motor Skills

- 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.

Physical Development (busy fingers, English/topic based lesson)

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension (English lessons, reading practice, topic lessons, story time)

- 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.

Word Reading (English lessons, phonics, reading practice, topic lessons)

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing (English lessons, phonics, reading practice, topic lessons, handwriting practice)

- 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.

Mathematics (Maths lessons and fluency sessions)

Number

- Have a deep understanding of number to 10, including the composition of each number; 14.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World (RE, PSHE inc SRE)

Past and present

- 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;

People, culture and communities

- 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.

Expressive arts and design (English and Music)

Being imaginative and expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- 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.