

# EYFS Long Term Curriculum Overview 2022-2023

Our topics provide a basis of themed learning that is then guided by the children's interests and experiences.

Let's Celebrate		Our Wonderful World		Let's Explore!	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Enquiry Questions</b></p> <p>1. Who am I? 2. What does Lapal look like? 3. Who is in my family? 4. Where do I live? 5. What season is it? 6. How do I feel today? 7. What do I look like? 8. How do they help me? (Family and school)</p> <p>1. How have I grown and changed? 2. What do you celebrate? 3. How do you celebrate? 4. In what ways do you keep safe? 5. What are the features of our school site? 6. How are you independent? 7. How are some trees changing? 8. What clothes should I wear as the weather changes?</p> <p>1. How can I be a safe pedestrian? 2. What is in our local area? (occupations, shops etc.) 3. Why do some animals sleep in the daytime? 4. What festivals are celebrated in Spring? 5. How does your house look different at night time? 6. How does our local area look different at night time? 7. What is your bedtime routine? 8. How has this season impacted you and the natural world?</p> <p>1. What is the lifecycle of a chick? 2. How do I care for living things? 3. What is the life cycle of a bean? 4. How is a farm different to our local area? 5. Can you match the adult animals to their young? 6. Where does food come from? 7. Do all animals live on a farm? 8. What should you eat for a healthy, balanced diet?</p> <p>1. What do people do during Ramadan? 2. What is the lifecycle of a butterfly? 3. Where is the habitat of a...? 4. Can you describe the mini beast? 5. Do all forests look the same? 6. What is a hero? 7. Can you compare this environment to our local area? 8. How has this season impacted you and the natural world?</p> <p>1. How can you stay safe in summer? 2. What are your memories of Reception? 3. Where would you like to visit in the world? 4. What role would you take on at the circus? 5. Do all beaches look the same? 6. What impact did this hero have? 7. In what ways have I grown? How will I continue to change? 8. What do you want to achieve in Year 1?</p>					
<p><b>Key Vocabulary</b></p> <p><b>Seasons:</b> Spring, Summer, Autumn, Winter <b>Body:</b> Facial features including nose, mouth, ears, eyes, eyebrows, eye lashes, freckles, chin, cheeks, forehead, hair, curly, straight, wavy, <b>Senses:</b> senses, touch, taste, smell, sight, hear <b>Types of structures:</b> Lapal, school, home, pre-school, nursery, library, classroom, hall, compare, similar, different <b>Lapal:</b> staff members names, caretaker, teacher, head teacher, secretary, cook, dinner supervisor. <b>Birthday:</b> cake, candles, party, invitation, celebrate, card. <b>Time periods:</b> past, present, future <b>Emotions:</b> regulated, down-regulate, up-regulate, grumpy, worried, nervous, excited, focused, annoyed, embarrassed, proud. <b>Family:</b> sister, brother, cousin, daughter, son, uncle, auntie, grandmother, grandfather, adopt, foster, step/half.</p> <p><b>Seasons:</b> Autumn, deciduous, evergreen, acorn, conker, leaves, crunchy, soggy, foggy, weather types, <b>Body:</b> head, neck, shoulder, arm, hand, fingers, chest, stomach, thigh, knee, calf, ankle, foot, toes. <b>Properties of materials:</b> hard, soft, smooth, rough, crunchy, bendy, solid, liquid, melt, waterproof <b>Lapal Environment:</b> carpark, pavement, field, building. <b>Periods of growth:</b> Baby, Toddler, Child, Teenager, Adult <b>Christmas:</b> Jesus, Mary, Joseph, shepherds, star, gold, frankincense, myrrh, Bethlehem, camels, kings <b>Diwali:</b> Rama, Sita, light, Diwali, rangoli, mehndi, Hindu, Sikh, diva, gurdwara, <b>Remembrance:</b> hero, peace, poppy, soldiers, remember, 11 o'clock, 2 minutes silence, <b>Bonfire Night:</b> bonfire, flames, Guy Fawkes, sparkler, Gunpowder Plot, Houses of Parliament, fireworks, bang, pop, sizzle, flicker, glow</p> <p><b>Seasons:</b> Winter, frost, ice, snow, temperature, cold, cool, <b>Easter:</b> Shrove Tuesday, pancakes, lent, Easter eggs, church, Christian, cross, Jesus, <b>Chinese New Year:</b> Spring festival, paper lantern, chopsticks, dragon, lion, Chinese zodiac, lucky money envelope, good luck. <b>Local environment:</b> shop, road, pelican crossing, traffic lights, zebra crossing, pedestrian, park, church, mosque, hair salon, bridal shop, supermarket, urban, rural beauticians, restaurant, pub, vets, bakery <b>Occupations:</b> hairdresser, beautician, baker, vet, paramedic, firefighter, <b>Animals:</b> nocturnal, diurnal, owl, fox, hedgehog, badger, hibernate, <b>Night time:</b> reflective, shadow, moon, stars, planet, routine <b>Historical technology:</b> Communication – letters, turn dial telephones, landlines. Music – CD player, tape player. Lighting – candle, torch, lamp, electricity</p> <p><b>Seasons:</b> Spring, growth, rain, warm, tulips, daisies <b>Growth:</b> lifecycle, water, sunlight, nutrients, soil, <b>Plants:</b> seed, shoot, leaf, stem, bud, flower, root, blossom, <b>Chicken:</b> egg, hatch, chick, egg tooth, shell, feathers, claws, beak, chicken, hen, rooster, incubator, <b>Animals:</b> cow, calf, goat, kid, sheep, lamb, horse, foal, goose, gosling, duck, ducking <b>Farm:</b> tractor, farmer, field, hedge <b>Food:</b> healthy, unhealthy, fruit, vegetables, sugar, balanced, <b>Historical household items:</b> Washday - washing machine, dryer, mangle, dolly and stick.</p> <p><b>Seasons:</b> Summer, sunshine, storms, long days, green leaves, <b>Eid:</b> Muslim, Islam, Ramadan, prayer, fasting, mosque, <b>Characters:</b> hero, villain, good, bad, evil <b>Minibeasts:</b> habitat, names of minibeasts and life cycle stages including caterpillar, eggs, chrysalis, butterfly, ladybird, beetle. <b>Habitats:</b> trees, grassland, underground, meadow, micro-habitat, tropical rainforest, <b>Gymnastics:</b> pencil jump, tuck jump, star jump, pencil roll, forwards roll, land, balance.</p> <p><b>Seaside environment:</b> sand, shingle, beach, coast, sea, waves, tide, harbour, lighthouse, <b>Circus:</b> tent, perform, trapeze artist, lion tamer, acrobat, tightrope walker, <b>Holiday:</b> hotel, cottage, tent, campervan, caravan, campsite, aeroplane, suitcase, airport, <b>Seaside safety:</b> 'Slip, slap, slop', sunglasses, sunhat, sun cream., lifeguard <b>Historical travel and transport:</b> cars, boats, trains and aeroplanes (relating to farming and food travel)</p>					
<p>Each year, we gather further information from our parents/carers via a pre-entry questionnaire 'Curriculum Development' to understand the experiences children have had before they begin school and tailor our curriculum to the cohorts needs.</p> <p><b>Cohort 2022:</b> 30/45 parents responded to the questionnaire. All children had attended a pre-school setting and experienced a range of activities there including art, mark making, dressing up and role play. Children had limited experience of Forest School and outdoor woodland sessions (5/30) despite their enjoyment of the outdoors, as did musical/drama groups (8/30) and sporting groups (7/30). Children have had a wide range of experiences, for example riding public transport, holidaying in the UK and visiting parks. The areas of less experience which we can impact upon are as follows: theatre (18/30), museum/art gallery (11/30), library (20/30).</p>					
<p><b>Visitors/Experiences:</b> Hot seating: Head Teacher, caretaker, lunch time supervisors</p>		<p><b>Visitors/Experiences:</b> Theatre Trip School Nurse: Oral hygiene</p>		<p><b>Visitors/Experiences:</b> A walk to our local shops including visiting a shop and road safety</p>	
<p><b>Visitors/Experiences:</b> EYFS Mother's Day Assembly World Poetry Day</p>		<p><b>Visitors/Experiences:</b> Eid visitors (including, parents/carers, staff members)</p>		<p><b>Visitors/Experiences:</b> Preparing and eating vegetables that we have grown.</p>	

	<p>A walk around the school grounds: KS1, KS2, library, kitchen, playground, field, offices.</p> <p>Class mascot taken home (From autumn onwards)</p> <p><u>Afterschool</u>: School disco.</p> <p><b>Parental Engagement Opportunities:</b> Phonics workshop School library visit with parents</p>	<p>Church visits for Harvest Diwali visitors (including, parents/carers, staff members) World Nursery Rhyme week. Christmas Production <u>Afterschool</u>: Evening with Santa</p> <p><b>Parental Engagement Opportunities:</b> Dough Disco workshop</p>	<p>Chinese New Year dancers and food tasting. Shrove Tuesday pancake making. Church visit for Easter bonnet parade Easter egg hunt Show and Tell (ongoing from Spring 1)</p> <p><b>Parental Engagement Opportunities:</b> Mathematics workshop</p>	<p>Dohl drumming for Vaisakhi Living Eggs Growing Beans</p> <p><b>Parental Engagement Opportunities:</b> Share a story afternoon</p>	<p>Minibeast hunt Butterfly hatching Theatre visit</p> <p><b>Parental Engagement Opportunities:</b> Share a story afternoon</p>	<p>RNLI visitor Lapal Sports Day EYFS Graduation ceremony Transition to Year 1</p> <p><b>Parental Engagement Opportunities:</b> Transition to Year 1 workshop</p>
<u>Personal, Social and Emotional Development</u>	<p><b>Relationships: Feelings and Emotions</b> Understand and follow rules of the setting Make secure relationship with key staff in setting and key peer or small group of peers Label and describe emotions, recognising causes and physical signs in themselves and others.</p>	<p><b>Relationships: Valuing Differences</b> Recognise that people have different beliefs and celebrate special times in different ways. <b>Health and Wellbeing: Keeping Safe</b> Understand and discuss the different factors that support overall health and wellbeing, including bonfire safety, oral hygiene.</p>	<p><b>Living in the Wider World: Rights and Responsibilities</b> Understanding what it means to be a member of a community and my responsibilities in that community, including following and understanding rules. <b>Health and Wellbeing: Keeping Safe</b> Understand and discuss the how to be a safe pedestrian. Understand and discuss the different factors that support overall health, including having a good sleep routine and oral hygiene.</p>	<p><b>Health and Wellbeing: Healthy Lifestyles</b> Know and talk about the different factors that support their overall health and wellbeing, including the importance of regular physical activity and healthy eating, including the origins of food. <b>Living in the Wider World: Taking Care of Our World:</b> Begin to understand the need to respect and care for the natural environment and all living things, for example, recycling.</p>	<p><b>Relationships: Valuing Differences</b> Building constructive relationships with our peers and knowing that you are a valuable individual. <b>Living in the Wider World: Rights and Responsibilities</b> Understanding what it means to be a member of a community and my responsibilities in that community, including following and understanding rules.</p>	<p><b>Health and Wellbeing: Growing and Changing.</b> Year 1 transition. <b>Health and Wellbeing: Keeping Safe</b> Understand and discuss the different factors that support overall health and wellbeing including water safety, sun safety.</p>
<u>Communication and Language</u>	<p><b>Oracy Skills</b> Physical: Posture, eye contact, pace of speech. Cognitive: Content of answers Linguistic: Speaking in sentences, Structure and organisation of talk Social and Emotional: Maintaining focus on task</p>	<p><b>Oracy Skills</b> Physical: Posture, eye contact, pace of speech Cognitive: Content of answers Linguistic: Speaking in sentences Structure and organisation of talk Social and Emotional: Maintaining focus on task</p>	<p><b>Oracy Skills</b> Physical: Voice projection, pace of speech Cognitive: Seeking information through questioning Linguistic: Speaking in sentences, vocabulary choices Social and Emotional: Turn taking, listening actively</p>	<p><b>Oracy Skills</b> Physical: Voice projection, pace of speech Cognitive: Seeking information through questioning Linguistic: Speaking in sentences, vocabulary choices Social and Emotional: Responding appropriately</p>	<p><b>Oracy Skills</b> Physical: Clarity of pronunciation Cognitive: Giving reasons Linguistic: Speaking in sentences, vocabulary choices Social and Emotional: Responding appropriately</p>	<p><b>Oracy Skills</b> Physical: Clarity of pronunciation Cognitive: Giving reasons Linguistic: Speaking in sentences, vocabulary choices Social and Emotional: Self-assurance / Confidence</p>
<u>Physical Development</u>	<p><b>Fine Motor Skills:</b> Palm and finger strength, comfortable mark maker grip, directionality of movements to form letters. <b>Gross Motor Skills:</b> Get Moving, Yoga. <b>P.E.:</b> Moving and Travelling, Circle Games</p>	<p><b>Fine Motor Skills:</b> Pincer grip development, directionality of movements to form letters. <b>Gross Motor Skills:</b> Yoga, balance bikes, <b>P.E.:</b> Dance key skills leading to EYFS Christmas Spectacular dances and including bhangra, firework display dance.</p>	<p><b>Fine Motor Skills:</b> Pincer grip development, directionality of movements to form letters. <b>Gross Motor Skills:</b> Balance bikes. <b>P.E.:</b> Gymnastics key skills including balances, rolls, jumps leading to a three-step routine.</p>	<p><b>Fine Motor Skills:</b> Static tripod grip development, movement from wrist. <b>Gross Motor Skills:</b> <b>P.E.:</b> Ball skills including foot and hand control.</p>	<p><b>Fine Motor Skills:</b> Static tripod grip development, movement from wrist. <b>Gross Motor Skills:</b> <b>P.E.:</b> Gymnastics key skills including use of apparatus.</p>	<p><b>Fine Motor Skills:</b> Development of dynamic tripod grip, encouraging movement from fingertips. <b>Gross Motor Skills:</b> <b>P.E.:</b> Athletics key skills including running and throwing, leading to participation in school sports day.</p>

<b>Key Texts (not limited to)</b>	<b>Fiction</b>	<b>Fiction</b>	<b>Fiction</b>	<b>Fiction</b>	<b>Fiction</b>	<b>Fiction</b>	
	Elmer, Ruby’s Worry, Ravi’s Roar, Oi, Frog series, It’s Okay to be Different, The Family Book, Spot’s Birthday, The Three Little Pigs, The Gingerbread Man, We’re Going on a Bear Hunt, The Large Family collection, Monkey Puzzle, The Alfie Out of Doors Storybook.	Rama and Sita, The Nativity Story, The Jolly Christmas Postman, Funny Bones, The Topsy and Tim Collection including Safety First, The New Baby,	Mr Wolf’s Pancakes, The Runaway Chapatti, The Great Race, Peace at Last, Whatever Next!, How to Tuck in your Sleepy Lion, Topsy and Tim at the Hospital, Aliens love Underpants, One Snowy Night, Emergency!, Bear Snores On, Funny Bones, Jack Frost, The Alfie Out of Doors Storybook.	Handa’s Surprise, The Complete Farmyard Tales (including The Naughty Sheep, The Silly Sheepdog), What the Ladybird Heard, Dinosaur Farm, The Rescue Party, The Enormous Turnip, Jack and the Beanstalk, Oliver’s Vegetables, Supertato	The Very Hungry Caterpillar, Superworm, Argh Spider, The Very Quiet Cricket, The Very Grumpy Ladybird, Spider Sandwiches, Hansel and Gretel, Jaspers Beanstalk, The Gruffalo, The Alfie Out of Doors Storybook.	The Singing Mermaid, Sharing a Shell, We’re Going on a Lion Hunt, Spot goes to the Circus, Shirley Hughes Outdoors, Brining the Rain to Kapiti Plain, Grandma Bird, Barnaby Bear Goes to the Seaside,	
	<b>Non-Fiction</b>	<b>Non-Fiction</b>	<b>Non-Fiction</b>	<b>Non-Fiction</b>	<b>Non-Fiction</b>	<b>Non-Fiction</b>	<b>Non-Fiction</b>
People Who Help Us (in school), Let’s Celebrate, My First Festivals,	People who help us, Let’s Celebrate, My First Festivals, Why Do Leaves Fall from Trees?	My First Chinese New Year, Let’s Celebrate, My First Festivals Chinese New Year, Ambulance, Nocturnal Animals, People Who Help Us, The Big Book of the UK	The Lifecycle of a Chick, From Chick to Egg, From Grain to Bread, My Beanstalk, The Easter story, My First Festivals Easter, Duck, The Big Book of the UK, Plants Around the World,	From Caterpillar to Butterfly, Bugs A-Z, National Geographic Kids insect collection, My First Ramadan, Let’s Celebrate, My First Festivals Eid-al-Fitr, Nature Detectives,	Little People Big World series, Big Picture Atlas, National Geographic country collection, RNLI information,		
<b>Poetry</b>	<b>Poetry</b>	<b>Poetry</b>	<b>Poetry</b>	<b>Poetry</b>	<b>Poetry</b>	<b>Poetry</b>	
Nursery rhymes (based on cohort knowledge), Heads, shoulders, knees and toes, Days of the Week, If You’re Happy and you know it, Tommy Thumb, Brown Bear Brown Bear, Five Current Buns in the Bakers Shop, Five Little Speckled Frogs	Twinkle, Twinkle, Diwali Light, Here We Go Round the Christmas Tree, Shake Shake the Apple Tree, Autumn Leaves are Falling Down,	Chinese Dragon, Five Little Men in a Flying Saucer, Are You Sleeping (Frere Jaques), Hey Diddle Diddle, Star Light Star Bright, Months of the Year,	Farmers in his Den, Little Bo Peep, Baa Baa Black Sheep, Three Blind Mice, Mary had a Little Lamb, Mary Mary Quite Contrary,	Mad About Minibeasts, There’s a Worm at the Bottom of the Garden, Incy Wincy Spider, I went to the Animal Fair,	Commotion in the Ocean, Rumble in the Jungle, Once I Caught A Fish Alive, A Sailor Went to Sea, Seaside Poems,		
<b>Mathematics</b>	<b>Number</b>		<b>Number</b>		<b>Number</b>		
	<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>Identify when a set can be subitised and when counting is needed</li> <li>Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame</li> <li>Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills</li> <li>Spot smaller numbers ‘hiding’ inside larger numbers</li> <li>Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</li> <li>Hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number</li> <li>Develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds</li> <li>Compare sets of objects by matching</li> <li>Begin to develop the language of ‘whole’ when talking about objects which have parts.</li> </ul>		<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</li> <li>Begin to identify missing parts for numbers within 5</li> <li>Explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame</li> <li>Focus on equal and unequal groups when comparing numbers</li> <li>Understand that two equal groups can be called a ‘double’ and connect this to finger patterns</li> <li>Sort odd and even numbers according to their ‘shape’</li> <li>Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern</li> <li>order numbers and play track games</li> <li>Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers</li> </ul>		<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>Continue to develop their counting skills, counting larger sets as well as counting actions and sounds</li> <li>Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</li> <li>Compare quantities and numbers, including sets of objects which have different attributes</li> <li>Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2</li> <li>Begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10</li> <li>Continue to identify when sets can be subitised and when counting is necessary</li> <li>Develop conceptual subitising skills including when using a rekenrek</li> </ul>		

	<p><b>Shape, Space and Measure</b> Understand position through words alone, describe a familiar route, discuss words and locations, using words like ‘in front of’ and ‘behind’</p> <p><b>Exploring Pattern</b> Extend and create ABAB patterns Notice and correct an error in repeating pattern</p>	<p><b>Shape, Space and Measure</b> Make comparisons between objects relating to size, length, weight and capacity Select shapes appropriately</p> <p><b>Exploring Pattern</b> Describe a sequence of events</p>	<p><b>Shape, Space and Measure</b> Combine shapes to make new ones and identify the patterns around them, using informal language like pointy, spotty, blobs etc</p>	<p><b>Shape, Space and Measure</b> Talk about and explore 2D shapes (for example circles, rectangles and cuboids) using informal and mathematical language (sides, corners, straight, flat, round)</p> <p><b>Exploring Pattern</b> Continue and create repeating patterns</p>	<p><b>Shape, Space and Measure</b> Select, rotate and manipulate shapes in order to develop spatial reasoning skills Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</p>	<p><b>Shape, Space and Measure</b> Compare length, weight and capacity</p>
<u>Understanding the World</u>	<p><b>Past and Present</b> <b>Personal focus:</b> My family, my school community (Then and Now) <b>Historical figure:</b> Marcus Rashford <b>Historical rhyme:</b> Jack and Jill</p> <p><b>People, Culture and Communities</b> My preferences and home, and those of my friends.</p> <p><b>The Natural World</b> Lapal School</p>	<p><b>Past and Present</b> <b>Personal focus:</b> My family celebrations and traditions (Generational History). <b>Historical figure:</b> Malala Yousafzai <b>Historical rhyme:</b> Polly Put the Kettle on</p> <p><b>People, Culture and Communities</b> The celebrations of my local community.</p> <p><b>The Natural World</b> The impact of seasonal change on my world and me.</p>	<p><b>Past and Present</b> <b>Historical Focus:</b> Comparing everyday objects within my lifetime (Then and Now) <b>Historical figure:</b> Martin Luther King Jr <b>Historical rhyme:</b> Wee Willie Winkie</p> <p><b>People, Culture and Communities</b> The celebrations of my local community including places of worship.</p> <p><b>The Natural World</b> Exploring and map making of our local area including the Lapal high street. Nocturnal animals. The impact of seasonal change on my world and me, including clothing, nature and wildlife.</p>	<p><b>Past and Present</b> <b>Historical Focus:</b> Comparing everyday objects within my family’s lifetime (Generational History) <b>Historical figures:</b> Amelia Earhart, Mary Anning,</p> <p><b>People, Culture and Communities</b> The celebrations of my local community, including places of worship. Comparing food production and eating in the UK and that of other countries.</p> <p><b>The Natural World</b> Understand and describe the key features of two simple lifecycles – chicks (Living Eggs) and beans. Planting edible and non-edible seeds (cress, flowers) and caring for plants. Map making of a farmyard.</p>	<p><b>Past and Present</b> <b>Historical Focus:</b> My leisure time memories and historical travel. <b>Historical figure:</b> David Attenborough</p> <p><b>People, Culture and Communities</b> The celebrations of my local community, including places of worship.</p> <p><b>The Natural World</b> Exploring the natural world including looking for mini beasts and habitats. Comparing my own local environment including woodlands and animals, to that of other countries.</p>	<p><b>Past and Present</b> <b>Personal focus:</b> Transition to Year 1. <b>Historical figure:</b> Greta Thunberg</p> <p><b>People, Culture and Communities</b> Personal holiday experiences, including visiting the United Kingdom and comparisons to focus countries.</p> <p><b>The Natural World</b> The impact of seasonal change on my world and me, including clothing, nature and wildlife. Comparing my own local environment to that of British and other countries coasts.</p>
<u>Links to other Cultures and Communities</u>	<p>Throughout our topics, comparisons to other communities, cultures and countries are made to focus learning areas, for example, <i>our own home to homes and in other countries</i>. Our cultures and countries are reflective of the cohort (see below) and focus upon, but are not exclusive to, Nepal, Canada and the Carribean. <i>Cohort 2022: Parent/carers originate from or have the hertiage of: Greece, Ghana, China, Kosvo, India, Pakistan, Ireland,</i></p> <p>Key Questions include: 1. Where am I in the world? 2. Where is this country located? 3. What languge is spoken? How do they greet each other? 4. What clothes do they wear and why? 5. Is there a traditional food? 6. Is this festival celebrated there? How is it celebrated? 7. What does the environment look like? (climate, structures, landscape).</p>					
<u>Expressive Arts and Design</u>	<p><b>Music</b> Sing rhymes (see poetry above) matching the melodic shape and pitch match.</p> <p><b>Drama</b> (including role plays and small world) Our Home – including roles from home, birthday party, Our Community – including school kitchen</p>	<p><b>Music</b> Sing song including poetry (see above) and Christmas rhymes including Rudolph the Red Nose Reindeer, Jingle Bells, We Wish You a Merry Christmas, When Santa Got Stuck Up the Chimney,</p> <p><b>Drama</b> (including role plays and small world)</p>	<p><b>Music</b> Perform songs including 5 Little Men in a Flying Saucer, Improvise songs around known songs/poems, including Brown Owl Brown Owl What Do You See,</p> <p><b>Drama</b> (including role plays and small world)</p>	<p><b>Music</b> Perform songs including I’m a Spring Chicken. Improvise songs around known songs, including Old McDonald, Baa Baa Black Sheep.</p> <p><b>Drama</b> (including role plays and small world) Our Home – including famer’s kitchen,</p>	<p><b>Music</b> Perform songs and recite poetry including The Ugly Bug Ball, The Ants Go Marching, There’s A Tiny Caterpillar on a Leaf Experience and reflect upon: Flight of the Bumble Bee,</p> <p><b>Drama</b> (including role plays and small world)</p>	<p><b>Music</b> Perform songs and recite poetry including You’ve Got a Friend in Me, There’s a Hole in the Bottom of the Sea, The Waves on the Sea (variation of Wheels on the Bus), Experience and reflect upon:</p> <p><b>Drama</b> (including role plays and small world)</p>

<p>The Three Little Pigs</p> <p><b>Art:</b> Self Portrait</p> <p><b>Sculpture:</b> Pressing and cutting with ready-made soft dough.</p> <p><b>Drawing:</b> Facial features</p> <p><b>Paint:</b> Exploring ready-made colours</p> <p><b>Texture:</b> Exploring layering paper</p>	<p>Our Home – festival decorated homes including Diwali, Halloween, Christmas.</p> <p>Our Community – including dental practise, hair salon.</p> <p>Goldilocks and the Three Bears</p> <p>Santa’s Elf Workshop</p> <p><b>Art:</b> Decoration</p> <p><b>Sculpture:</b> Pressing and cutting with ready-made salt dough</p> <p><b>Drawing:</b> The human body</p> <p><b>Paint:</b> Exploring sponge printing and brush sizes.</p> <p><b>Texture:</b> Exploring layering materials including sequins, sticks etc.</p>	<p>Our Home – including houses at night, Our Community – including doctors' surgery, fire station, shoe shop, opticians,</p> <p><b>Art:</b></p> <p><b>Sculpture:</b> Using tools to manipulate dough for a desired outcome.</p> <p><b>Drawing:</b> Still life sketching including animals and plants.</p> <p><b>Paint:</b> Using different types of paint including watercolours, poster paint, powder paint.</p> <p><b>Texture:</b> Using tearing, cutting and glue to collage paper.</p>	<p>Our Community – including cafe Farm shop, Jack and the Beanstalk home,</p> <p><b>Art:</b> Still Life</p> <p><b>Sculpture:</b> Using dough and adding materials (sticks, sequins etc.) for a desired outcome</p> <p><b>Drawing:</b> Still life sketching including animals and plants.</p> <p><b>Paint:</b> Using different types of painting tools.</p> <p><b>Texture:</b> Using tearing, cutting and glue to collage materials e.g. wool, sequins.</p>	<p>Our Home – including Percy’s Hut. Bug investigation centre, jungle look out post and safari,</p> <p><b>Art:</b></p> <p><b>Sculpture:</b> Refining tool skills to manipulate dough for a desired outcome.</p> <p><b>Drawing:</b> Refining pencil skills including colouring and line work for a desired outcome.</p> <p><b>Paint:</b> Refining brush skills to create texture.</p> <p><b>Texture:</b> Refining collaging skills to combine materials for a desired outcome.</p>	<p>Our Home – including holiday homes Seaside shop, travel agents, aeroplane, circus ticket office, lifeguard station</p> <p><b>Art:</b></p> <p><b>Sculpture:</b> Refining tool skills to manipulate dough for a personal outcome.</p> <p><b>Drawing:</b> Refining pencil skills including colouring and line work for a personal outcome.</p> <p><b>Paint:</b> Refining paint skills for a personal outcome.</p> <p><b>Texture:</b> Refining collaging skills to combine materials for a personal outcome.</p>
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