

Long Row Primary School – EYFS Curriculum Overview

Spring Term 2024-2025

<u>Enquiry questions:</u>		1. Where am I? 2. What is a map?	3. What can I see from my window? 4. Who do I share my world with?	5. Where in the world could I visit? 6. Is everywhere like Belper?
Characteristics of Effective Learning				
<u>Active learning</u> Children investigate and experience things, and 'have a go'		<u>Active learning</u> Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements		<u>Active learning</u> Children have and develop their own ideas, make links between ideas, and develop strategies for doing things
Area of Learning	Activities & Outcomes		Children in Nursery will learn to...	Children in Reception will learn to...
Communication & Language:				
Listening, Attention & Understanding Speaking	<u>Nursery:</u> Giving simple instructions. Encouraging conversations with familiar adults, peers and friends. Providing opportunities for the children to use a variety of equipment daily. Modelling good quality ‘talk’ within play. <u>Reception:</u> Encouraging children to join in with stories and talk about what has been read to them (and begin to talk about books they have read). Introducing new vocabulary through play and through stories, information texts, songs and poems – Drawing Club. Providing opportunities for the children to talk about their interests - through play or specific sharing times in a small group or 1:1 with an adult. Meet and greet children each day – converse with each child daily. Adults modelling quality talk and use of vocabulary taught.		Listen to adults and peers in a small group for a short amount of time. Follow a simple instruction when their name is called. Listen to familiar stories Talk about familiar books Start a conversation with an adult and a friend Use talk to organise themselves in their play: ‘Let’s go on a bus... you sit there... I’ll be the driver.’ Understand the use of different objects (e.g. scissors, cutlery, pencils)	Listen to a story and recall the main parts or a part they enjoyed. Almost always stops what they are doing on a familiar signal. Ask a variety of questions in different contexts. Begin to use new vocabulary when playing. Talk in an organised sequence with intention.
	Vocabulary		Listen, take turns, chat, talk, together, wait + verbs relating to activities and stories	Listening vocabulary- listen, hear, ears, quiet, attention. Beginning, middle, end, story, retell, characters, predict/guess, sequence & order Question words- why, how, who, what, where.

Personal, Social and Emotional Development:			
Self-Regulation Managing Self Building Relationships	Nursery: Modelling ways to calm down - stopping and taking deep breaths/rainbow breathing, raindrops on their head (gentle tapping), taking time out in a quiet place e.g. book corner or sensory area. Providing puppets, circle time activities and modelling using our Colour Monster display to help the children articulate their feelings. Providing opportunities to share within continuous provision and model sharing with others and finding solutions to problems. Providing lots of opportunities for the children to take part in pretend play – model and use the role play in a specific way to support learning. Following the interests of the children and giving value to their ideas. Reception: Implement PSHE Scheme: Relationships and Being Me – Spring 1 Diversity Matters – Spring 2 Modelling positive behaviour and narrating out loud times when children have demonstrated this – ‘I’ve noticed that... Send home a Long Row postcard or Long Row Hero Certificate. Encouraging children to express their feelings through stories and role play, helping them to reflect and self-evaluate their learning. Planning dedicated times to encourage talk about feelings and emotions. Providing books which celebrate and promote diversity. Interacting when children need help, but also validate the learning process. Following the interests of the children and give value to their ideas.	Talk about their feelings - if they are happy or sad and why. Play with more than one child, extending and elaborating play ideas. Takes part in pretend play. Builds upon two-way conversations (listening and responding to others). Takes risks and tries new things	Continue managing their own needs. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Can talk about what they can do well and what they need help with. Shows confidence choosing the resources they need for activities.
Vocabulary		Group, community, belong, rules (Be Ready, Be Safe, Be Respectful) Feelings words- see above.	Friends, relationships, care, trust, respect, feelings words, toilet, hygiene, healthy/unhealthy, exercise, body, fit, strong

Physical Development:			
Gross Motor Skills Fine Motor Skills	Nursery: Provide opportunities for warm ups, dance and movement to songs – shake up, wake up and dough disco. Free flow indoors and out to facilitate large body movements and play. Using a variety of construction toys to build and balance. Providing a well-resourced ‘Funky Finger’ area - Inset puzzles, peg boards and tweezer activities to support fine motor development. Providing a variety of tools for dough and malleable play. Large loose parts outdoors – planks, tyres & crates. Supporting children to use the apparatus to climb, balance and move independently in different ways. Singing finger rhymes to begin developing pencil grip. Reception: Encouraging children to take risks when ready by climbing higher, running a little faster, jumping from different heights or moving across equipment in different ways etc. Allowing time for stillness and reflection – sitting still, lying in a den, looking up at the clouds or tummy time to read. Providing a range of wheeled resources for the children to balance, sit, ride on, pull and push – two wheeled balance bikes and pedal bikes, wheelbarrows, prams & carts are all good options. Giving the children time to follow modelled drawing activities. Using nip, flip and grip to develop an effective pencil hold. Teaching and modelling the correct letter formation (SSPF). Providing areas for sitting that are quiet and purposeful. Giving children regular reminders about correct posture when needed – chair under the table, bottom back into the chair and feet flat. Plan in time to discuss healthy lifestyles – screen time and safety, exercise, oral health, good sleep, healthy food choices and road safety.	Begin to skip, hop, stand on one leg and hold a pose during games and activities. Follow a simple movement pattern (such as warm up to music). Move in different ways - slither along a plank, balance on the planks or climb the ladder etc. Begin to develop use of one-handed tools – tweezers, large pipettes, press, stamps, rollers and mark making tools etc. Take risks and attempt new things.	Progress towards a more fluent style of moving with developed control and grace. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Continue to develop the foundations of an efficient handwriting style.
	Vocabulary	Hop, skip, jump, move, kick, together, carry, support, safe, grip/hold, write	Roll, crawl, walk, run, jump, hop, skip, climb, control, safe, muscles, straight, comfortable, throw, aim, catch, kick, pass, bat

Literacy:			
Comprehension Word Reading Writing	Nursery: Continue with SSPF Sessions: - Firm Foundations Texts: Where O Where is Rosie's Chick? The Foggy Foggy Forest The Magic Porridge Pot Don't Wake the Bear, Hare! The Very Hingry Caterpillar The Very Busy Spider The Very Lazy Ladybird The Egg Reception: Continue with SSPF Sessions: - Basics 3 Texts/Animation/Tales: The Magic Roundabout – <i>animation Drawing Club</i> The Runaway Wok The Runaway Pancake – <i>tale Drawing Club</i> What the Ladybird Heard – <i>text Drawing Club</i> Hattie Peck Martha maps it out Button Moon – <i>animation Drawing Club</i> Jasper's Beanstalk The Little Red Hen – <i>tale Drawing Club</i> Rosie's Walk – <i>text Drawing Club</i> Bread recipe A Chick's Life <i>Lots of familiar stories and rhymes – repetitive.</i> <i>Make changes to familiar rhymes.</i> <i>Opportunities for mark making and emergent writing using different resources.</i> <i>Modelling writing for a purpose – names, lists, making story maps, writing letters and making notes/messages.</i>	Sing songs and rhymes. Listen to simple poems. Identify and talk about their favourite rhymes, songs and stories. Recognise familiar logos / signs. Enjoy rhythmic and musical activities and accompany using clapping and playing musical instruments with the beat. Begin telling and creating their own stories <i>Enjoy drawing and writing on paper and in sand, playdough, mud and playground chalking etc.</i> <i>Begin making up stories, play scenarios, drawings in response to stories they know or places they have been. Use some of their print and letter knowledge in their early writing - writing a letter that starts at the top of the page, writing 'm' for mummy or writing a list with words under each other.</i>	Know that print carries meaning from left to right and top to bottom. Recognise a rhyming string. Know the difference between a letter and a word. Begin to recognise digraphs. Blend sounds to read VC and CVC words. Begin reading some high frequency words. Talk about events in stories which are read to them. Recognise a rhyming string. Begin to break the flow of speech into words. Recognise spelling for the sound (GPC) – SSPF Basics 3 Know the difference between a letter and a word. Begin to segment the sounds in simple words to write them down. Link sounds to letters - write initial sounds and some middle/final sounds. Use a developed pencil grip. Continue developing letter formation using SSPF Handwriting – half formed correctly. Begin to recognise finger spaces and full stops. Write their name confidently and with a capital letter. Build up vocabulary reflecting breadth of experiences & texts read.
Vocabulary		Print, books, text, reading, where do we start? Which direction do we read in?	Blend, segment, read, sound out, write, phonics/ sounds, digraph, trigraph, phonics and letter names, spell, story,

		words, sentences, pages, front cover, back cover	what happens next? Beginning, middle, end, fiction/non-fiction
Mathematics			
Number Numerical Patterns	Follow white Rose Reception scheme: - Alive in 5 - Mass and Capacity - Growing 6,7,8 - Length, height, and time - Building 9 and 10 - Explore 3D Shapes Separate weekly planning for Nursery and Reception	Show an awareness of and recognise numerals in the environment. Count using their fingers Use mathematical language – more, lots & the same Understand near and far away Notice patterns and join in with action and sound patterns – repeat back to an adult. Begin exploring size through play – length, mass and capacity. Begin exploring shape through play.	Introduce zero. Develop conceptual subitising to 5 and beyond. Further develop, through comparison and exploration, capacity and mass. Find a balance. Find & represent numbers 6-10: say number verbally, match to correct numeral, count objects. Match numerals to correct quantity (0 to 10). Explore and understand composition of numbers to 10. Continue 1 more and 1 less. Make pairs – odd & even. Double to 10 – find a double. Double to 10 – make a double. Combine 2 groups to find a total. Follow and give simple instructions/directions. Explore and compare length & height. Talk about time in everyday life – yesterday, tomorrow, morning, afternoon, evening. Bonds to 10 – 2 parts Bonds to 10 – 3 parts Further explore doubling and odd & even Make own models, talking about shapes and objects used: recognise and name 2D shapes, find 2D shapes within 3D shapes and find 3D shapes in the environment. Spot and identify more complex patterns.
Vocabulary		Numbers to 5, count, numeral, more/fewer/less than, shape language-see above, route/journey, positional language. (Geography link)	One more/ one less, next, before, combine, makes, fit together, shape names, long/short/far/near, heavy/light/heavier/lighter, full, empty, half, tall, short, add, subtract, equal, double, half (Length link to distance- geography)

Understanding the World:			
Past and Present People, Culture & Communities The Natural World	Nursery: Look at animals we see around Belper and in England. Look at animals found in different climates/ places around the world – hot and cold climates. Look at baby animals and how they change – link to prior learning from last term (baby-child) Find out where different animals live/sleep – create linked small world play. Children to care for our pet fish and feed the birds in our outdoor area. Whole School Science Week – look after and explore chick eggs/caterpillars (or similar). <i>Forest School linked activities.</i> Observing and interacting with natural processes – ice melting, chocolate melting/solid, floating & sinking. Observe changes throughout the year linked to seasons and weather. Reception: Look at pictures of the local area which the children have visited and talk about what they did when they went there. Use Google Earth and Google maps to find familiar places. Encourage children to bring in pictures/ souvenirs from trips they have been on. Pictures of places that children have visited- the beach, mountains, forests etc. children to report on what they did whilst visiting different places. Compare to Belper and the surrounding area – link to prior learning last term – Belper in the past/changes. Read ‘Poles Apart’ – about a journey from North Pole to South Pole – visiting many countries in between. Look at maps, globes, atlases and picture books about different places. Focus on Japan as a comparison and look at/find other countries related to our children e.g. Ukraine, India, Nigeria, Poland, Spain & Italy (places/countries relevant to cohort). Use maps as part of our weather forecast role play. What is the countryside like over there? (from the playground/classroom) Weather? (keep a chart and weather map) Seasons? (books and displays) Look at different places around the UK (in prep for Yr.1) and how they are similar and different to where we live – seaside resort and a big city e.g. London (in prep for Yr.1)	Show an interest in different occupations – families, friends, important people in our local community and other important people in their lives Recognise differences between themselves and others and be sensitive and respectful to these. Know that animals belong to different groups. Understand that humans and animals grow and change. Notice and talk about the changes in the seasons/weather – changes in state. Begin to understand the need to respect and care for the natural environment and all living things.	Draw information from a simple map. Create their own simple maps. Explore the natural world around them and describe the different features and changes that occur. Recognise that some environments are different to the one in which they live – climate, town, big city, country/ or coastal. Recognise some similarities and differences between life in this country and life in other countries. Recognise some similarities and differences between life in Belper town and life in a coastal town (familiar seaside resort). Explore the natural world around them and describe the different features and changes that occur. Recognise that they belong to different communities and social groups. Scientific Enquiry: - Ask questions - Say what we think will happen - Record what we see by drawing

	During our topic work, children to be encouraged to work with an adult to use Google world and maps to answer their questions about the world, other countries and our local area. Observing and interacting with natural processes – ice melting, chocolate melting/solid, sound causing a vibration, light travelling through transparent material, shadows, magnets, floating & sinking and investigations linked to capacity work in maths. Cooking, baking, making dough using our dough station (changes in state). Whole School Science Week – look after and explore the lifecycle of a hen with chick eggs/ lifecycle of a butterfly with caterpillars. Beebots in continuous provision to explore maps and movement. Taking photographs to share with others.		
Vocabulary		Place names, travel, visit, holiday, trip, stay United Kingdom, England, Derbyshire, Derby, Belper, local place names hot/cold, season names, animal names, different, same Explore, look, watch, observe, sense names, different/same, change	Place names, holidays, breaks, trips, tour, visit, stay, seaside, mountains, forest, wood, journey, hotel, camping, caravan. Map, country, world, village, town, city, local, far, near, travel, aeroplane, train, boat, world, planet, Earth United Kingdom, England, Derbyshire, Derby, Belper, Japan, Honshu, Tokyo, island, water, polar, arctic, antarctica season names, weather words, different, same, similar, hot, cold, opposite Technology, find out/explore, search, pictures/images, maps, interactive, move, directions, order, logical
Including: Celebrations/ RE focus (Reception)	<u>Which stories are special and why?</u> What is your favourite story? What do you like about it, and why? What stories do you know about Jesus? What do you think Jesus was (is) like? Do you know any Bible stories? What stories do you know that are special to Christians (or other faiths)? Who are the stories about? What happens in the story? What stories do you know that tell you how you should behave towards other people? What are the similarities and differences between different people's special stories?		
	<u>Where do we belong?</u> How do we show respect for one another? Who do you care about? How do we show care/how do I know I am cared for? How do you know what people are feeling? How do we show people they are welcome? Where do you belong? How do you know you belong? What makes us feel special about being welcomed into a group of people?		

Expressive Arts & Design:				
• Creating with Materials • Being Imaginative & Expressive	Nursery: Listen and understand what children want to create before offering ideas. Use landmarks and features of Belper as inspiration for creations e.g. building a model of the mill using wooden blocks. Small world play, farm animals, jungle animals, adult and baby animals. Provide glue, masking tape, string, glue, paperclips, split pins and fasteners. Focus on teaching the children basic joins – tabs, hole punch & tie, and split pins (ALL). Talk to the children about differences between colours.		Develop their own ideas and then decide which materials to use to express them Explore colour and colour mixing. Respond to sounds they have heard with thoughts and feelings. Use blocks and construction kits to make cities, buildings, parks & other own imaginary worlds. Create closed shapes with continuous lines and uses these shapes to represent objects.	Observe items and copy them in a drawing. Listen attentively and move to music, expressing their feelings. Sing on their own or in a group matching to pitch (high/low) and following the melody. Develop storylines in their pretend play. Plan and make items themselves.
	Reception: Modelling how to mix powder paints to a good consistency and continue exploring with colour mixing. Provide a range of materials and tools and teach independence as they use them. Explore an artist’s work and technique – Jackson Pollock Explore art in different styles (abstract, observational) Painting a picture of the River Gardens. Sketching the church from the playground. Create a model of the school using junk modelling. Model to children how to build with intent- places around Belper- create stories with people. Charanga music scheme to explore musicality, singing, music and movement. Watch musicians play and see how the instruments make their sounds. Introduce music from different parts of the world – how they are similar/different. Sing lots of songs.			
	Vocabulary			Feelings words (PSED link), feel, play, story, imagination, build, create, park, house, castle etc. Sing, listen.

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Characteristics of Effective Learning				
<u>Active learning</u> Children investigate and experience things, and 'have a go'		<u>Active learning</u> Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements		<u>Active learning</u> Children have and develop their own ideas, make links between ideas, and develop strategies for doing things
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Communication & Language:				
Listening, Attention & Understanding Speaking	<u>Nursery:</u> Giving simple instructions. Encouraging conversations with familiar adults, peers and friends. Providing opportunities for the children to use a variety of equipment daily. Modelling good quality ‘talk’ within play. <u>Reception:</u> Encouraging children to join in with stories and talk about what has been read to them (and begin to talk about books they have read). Introducing new vocabulary through play and through stories, information texts, songs and poems – Drawing Club. Providing opportunities for the children to talk about their interests - through play or specific sharing times in a small group or 1:1 with an adult. Meet and greet children each day – converse with each child daily. Adults modelling quality talk and use of vocabulary taught.		Listen to adults and peers in a small group for a short amount of time. Follow a simple instruction when their name is called. Listen to familiar stories Talk about familiar books Start a conversation with an adult and a friend Use talk to organise themselves in their play: ‘Let’s go on a bus... you sit there... I’ll be the driver.’ Understand the use of different objects (e.g. scissors, cutlery, pencils)	Listen to a story and recall the main parts or a part they enjoyed. Almost always stops what they are doing on a familiar signal. Ask a variety of questions in different contexts. Begin to use new vocabulary when playing. Talk in an organised sequence with intention.
	Vocabulary		Listen, take turns, chat, talk, together, wait + verbs relating to activities and stories	Listening vocabulary- listen, hear, ears, quiet, attention. Beginning, middle, end, story, retell, characters, predict/guess, sequence & order Question words- why, how, who, what, where.

Personal, Social and Emotional Development:			
Self-Regulation Managing Self Building Relationships	Nursery: Modelling ways to calm down - stopping and taking deep breaths/rainbow breathing, raindrops on their head (gentle tapping), taking time out in a quiet place e.g. book corner or sensory area. Providing puppets, circle time activities and modelling using our Colour Monster display to help the children articulate their feelings. Providing opportunities to share within continuous provision and model sharing with others and finding solutions to problems. Providing lots of opportunities for the children to take part in pretend play – model and use the role play in a specific way to support learning. Following the interests of the children and giving value to their ideas. Reception: Implement PSHE Scheme: Relationships and Being Me – Spring 1 Diversity Matters – Spring 2 Modelling positive behaviour and narrating out loud times when children have demonstrated this – ‘I’ve noticed that... Send home a Long Row postcard or Long Row Hero Certificate. Encouraging children to express their feelings through stories and role play, helping them to reflect and self-evaluate their learning. Planning dedicated times to encourage talk about feelings and emotions. Providing books which celebrate and promote diversity. Interacting when children need help, but also validate the learning process. Following the interests of the children and give value to their ideas.	Talk about their feelings - if they are happy or sad and why. Play with more than one child, extending and elaborating play ideas. Takes part in pretend play. Builds upon two-way conversations (listening and responding to others). Takes risks and tries new things	Continue managing their own needs. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Can talk about what they can do well and what they need help with. Shows confidence choosing the resources they need for activities.
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Physical Development:			
Gross Motor Skills Fine Motor Skills	Nursery: Provide opportunities for warm ups, dance and movement to songs – shake up, wake up and dough disco. Free flow indoors and out to facilitate large body movements and play. Using a variety of construction toys to build and balance. Providing a well-resourced ‘Funky Finger’ area - Inset puzzles, peg boards and tweezer activities to support fine motor development. Providing a variety of tools for dough and malleable play. Large loose parts outdoors – planks, tyres & crates. Supporting children to use the apparatus to climb, balance and move independently in different ways. Singing finger rhymes to begin developing pencil grip. Reception: Encouraging children to take risks when ready by climbing higher, running a little faster, jumping from different heights or moving across equipment in different ways etc. Allowing time for stillness and reflection – sitting still, lying in a den, looking up at the clouds or tummy time to read. Providing a range of wheeled resources for the children to balance, sit, ride on, pull and push – two wheeled balance bikes and pedal bikes, wheelbarrows, prams & carts are all good options. Giving the children time to follow modelled drawing activities. Using nip, flip and grip to develop an effective pencil hold. Teaching and modelling the correct letter formation (SSPF). Providing areas for sitting that are quiet and purposeful. Giving children regular reminders about correct posture when needed – chair under the table, bottom back into the chair and feet flat. Plan in time to discuss healthy lifestyles – screen time and safety, exercise, oral health, good sleep, healthy food choices and road safety.	Begin to skip, hop, stand on one leg and hold a pose during games and activities. Follow a simple movement pattern (such as warm up to music). Move in different ways - slither along a plank, balance on the planks or climb the ladder etc. Begin to develop use of one-handed tools – tweezers, large pipettes, press, stamps, rollers and mark making tools etc. Take risks and attempt new things.	Progress towards a more fluent style of moving with developed control and grace. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Continue to develop the foundations of an efficient handwriting style.
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Literacy:			
Comprehension Word Reading Writing	Nursery: Continue with SSPF Sessions: - Firm Foundations Texts: Where O Where is Rosie's Chick? The Foggy Foggy Forest The Magic Porridge Pot Don't Wake the Bear, Hare! The Very Hingry Caterpillar The Very Busy Spider The Very Lazy Ladybird The Egg Reception: Continue with SSPF Sessions: - Basics 3 Texts/Animation/Tales: The Magic Roundabout – <i>animation Drawing Club</i> The Runaway Wok The Runaway Pancake – <i>tale Drawing Club</i> What the Ladybird Heard – <i>text Drawing Club</i> Hattie Peck Martha maps it out Button Moon – <i>animation Drawing Club</i> Jasper's Beanstalk The Little Red Hen – <i>tale Drawing Club</i> Rosie's Walk – <i>text Drawing Club</i> Bread recipe A Chick's Life Lots of familiar stories and rhymes – repetitive. Make changes to familiar rhymes. Opportunities for mark making and emergent writing using different resources. Modelling writing for a purpose – names, lists, making story maps, writing letters and making notes/messages.	Sing songs and rhymes. Listen to simple poems. Identify and talk about their favourite rhymes, songs and stories. Recognise familiar logos / signs. Enjoy rhythmic and musical activities and accompany using clapping and playing musical instruments with the beat. Begin telling and creating their own stories <i>Enjoy drawing and writing on paper and in sand, playdough, mud and playground chalking etc.</i> <i>Begin making up stories, play scenarios, drawings in response to stories they know or places they have been. Use some of their print and letter knowledge in their early writing - writing a letter that starts at the top of the page, writing 'm' for mummy or writing a list with words under each other.</i>	Know that print carries meaning from left to right and top to bottom. Recognise a rhyming string. Know the difference between a letter and a word. Begin to recognise digraphs. Blend sounds to read VC and CVC words. Begin reading some high frequency words. Talk about events in stories which are read to them. Recognise a rhyming string. Begin to break the flow of speech into words. Recognise spelling for the sound (GPC) – SSPF Basics 3 Know the difference between a letter and a word. Begin to segment the sounds in simple words to write them down. Link sounds to letters - write initial sounds and some middle/final sounds. Use a developed pencil grip. Continue developing letter formation using SSPF Handwriting – half formed correctly. Begin to recognise finger spaces and full stops. Write their name confidently and with a capital letter. Build up vocabulary reflecting breadth of experiences & texts read.
Vocabulary		Print, books, text, reading, where do we start? Which direction do we read in?	Blend, segment, read, sound out, write, phonics/ sounds, digraph, trigraph, phonics and letter names, spell, story,

		words, sentences, pages, front cover, back cover	what happens next? Beginning, middle, end, fiction/non-fiction
Mathematics			
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Vocabulary		Numbers to 5, count, numeral, more/fewer/less than, shape language-see above, route/journey, positional language. (Geography link)	One more/ one less, next, before, combine, makes, fit together, shape names, long/short/far/near, heavy/light/heavier/lighter, full, empty, half, tall, short, add, subtract, equal, double, half (Length link to distance- geography)

Understanding the World:			
Past and Present People, Culture & Communities The Natural World	Nursery: Look at animals we see around Belper and in England. Look at animals found in different climates/ places around the world – hot and cold climates. Look at baby animals and how they change – link to prior learning from last term (baby-child) Find out where different animals live/sleep – create linked small world play. Children to care for our pet fish and feed the birds in our outdoor area. Whole School Science Week – look after and explore chick eggs/caterpillars (or similar). <i>Forest School linked activities.</i> Observing and interacting with natural processes – ice melting, chocolate melting/solid, floating & sinking. Observe changes throughout the year linked to seasons and weather. Reception: Look at pictures of the local area which the children have visited and talk about what they did when they went there. Use Google Earth and Google maps to find familiar places. Encourage children to bring in pictures/ souvenirs from trips they have been on. Pictures of places that children have visited- the beach, mountains, forests etc. children to report on what they did whilst visiting different places. Compare to Belper and the surrounding area – link to prior learning last term – Belper in the past/changes. Read ‘Poles Apart’ – about a journey from North Pole to South Pole – visiting many countries in between. Look at maps, globes, atlases and picture books about different places. Focus on Japan as a comparison and look at/find other countries related to our children e.g. Ukraine, India, Nigeria, Poland, Spain & Italy (places/countries relevant to cohort). Use maps as part of our weather forecast role play. What is the countryside like over there? (from the playground/classroom) Weather? (keep a chart and weather map) Seasons? (books and displays) Look at different places around the UK (in prep for Yr.1) and how they are similar and different to where we live – seaside resort and a big city e.g. London (in prep for Yr.1)	Show an interest in different occupations – families, friends, important people in our local community and other important people in their lives Recognise differences between themselves and others and be sensitive and respectful to these. Know that animals belong to different groups. Understand that humans and animals grow and change. Notice and talk about the changes in the seasons/weather – changes in state. Begin to understand the need to respect and care for the natural environment and all living things.	Draw information from a simple map. Create their own simple maps. Explore the natural world around them and describe the different features and changes that occur. Recognise that some environments are different to the one in which they live – climate, town, big city, country/ or coastal. Recognise some similarities and differences between life in this country and life in other countries. Recognise some similarities and differences between life in Belper town and life in a coastal town (familiar seaside resort). Explore the natural world around them and describe the different features and changes that occur. Recognise that they belong to different communities and social groups. Scientific Enquiry: - Ask questions - Say what we think will happen - Record what we see by drawing

	During our topic work, children to be encouraged to work with an adult to use Google world and maps to answer their questions about the world, other countries and our local area. Observing and interacting with natural processes – ice melting, chocolate melting/solid, sound causing a vibration, light travelling through transparent material, shadows, magnets, floating & sinking and investigations linked to capacity work in maths. Cooking, baking, making dough using our dough station (changes in state). Whole School Science Week – look after and explore the lifecycle of a hen with chick eggs/ lifecycle of a butterfly with caterpillars. Beebots in continuous provision to explore maps and movement. Taking photographs to share with others.		
Vocabulary		Place names, travel, visit, holiday, trip, stay United Kingdom, England, Derbyshire, Derby, Belper, local place names hot/cold, season names, animal names, different, same Explore, look, watch, observe, sense names, different/same, change	Place names, holidays, breaks, trips, tour, visit, stay, seaside, mountains, forest, wood, journey, hotel, camping, caravan. Map, country, world, village, town, city, local, far, near, travel, aeroplane, train, boat, world, planet, Earth United Kingdom, England, Derbyshire, Derby, Belper, Japan, Honshu, Tokyo, island, water, polar, arctic, antarctica season names, weather words, different, same, similar, hot, cold, opposite Technology, find out/explore, search, pictures/images, maps, interactive, move, directions, order, logical
Including: Celebrations/ RE focus (Reception)	<u>Which stories are special and why?</u> What is your favourite story? What do you like about it, and why? What stories do you know about Jesus? What do you think Jesus was (is) like? Do you know any Bible stories? What stories do you know that are special to Christians (or other faiths)? Who are the stories about? What happens in the story? What stories do you know that tell you how you should behave towards other people? What are the similarities and differences between different people's special stories?		
	<u>Where do we belong?</u> How do we show respect for one another? Who do you care about? How do we show care/how do I know I am cared for? How do you know what people are feeling? How do we show people they are welcome? Where do you belong? How do you know you belong? What makes us feel special about being welcomed into a group of people?		

Expressive Arts & Design:				
• Creating with Materials • Being Imaginative & Expressive	Nursery: Listen and understand what children want to create before offering ideas. Use landmarks and features of Belper as inspiration for creations e.g. building a model of the mill using wooden blocks. Small world play, farm animals, jungle animals, adult and baby animals. Provide glue, masking tape, string, glue, paperclips, split pins and fasteners. Focus on teaching the children basic joins – tabs, hole punch & tie, and split pins (ALL). Talk to the children about differences between colours.		Develop their own ideas and then decide which materials to use to express them Explore colour and colour mixing. Respond to sounds they have heard with thoughts and feelings. Use blocks and construction kits to make cities, buildings, parks & other own imaginary worlds. Create closed shapes with continuous lines and uses these shapes to represent objects.	Observe items and copy them in a drawing. Listen attentively and move to music, expressing their feelings. Sing on their own or in a group matching to pitch (high/low) and following the melody. Develop storylines in their pretend play. Plan and make items themselves.
	Reception: Modelling how to mix powder paints to a good consistency and continue exploring with colour mixing. Provide a range of materials and tools and teach independence as they use them. Explore an artist’s work and technique – Jackson Pollock Explore art in different styles (abstract, observational) Painting a picture of the River Gardens. Sketching the church from the playground. Create a model of the school using junk modelling. Model to children how to build with intent- places around Belper- create stories with people. Charanga music scheme to explore musicality, singing, music and movement. Watch musicians play and see how the instruments make their sounds. Introduce music from different parts of the world – how they are similar/different. Sing lots of songs.			
	Vocabulary			Feelings words (PSED link), feel, play, story, imagination, build, create, park, house, castle etc. Sing, listen.

