

TERM	Summer 2023 EYFS & Y1			
Whole School Theme	POWERFUL PEOPLE			
	<i>What does this mean to me? Why does this matter?</i>			
Year Group	EYFS N1	EYFS N2	EYFS YR	National Curriculum Y1
Books to lead learning		What Makes me a me?	The Jolly Postman	Once upon an ordinary school day
Further texts		Super Duper You, Only One You, You Be You, Remixed, All about Families	Little Red Hen, Tiny Little Seed, Farmer Duck, The Farmer's in his Den, Five Little Peas, Oliver's Vegetables	Here we are
NATURAL WORLD	Explore materials with different properties.	Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. <b>ELG</b> <b>Explore the natural world around them, making observations and drawing pictures of animals and plants.</b> <b>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.</b> <b>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</b>	<b>leading into Science</b> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals  Identify and name a variety of common animals that are carnivores, herbivores and omnivores
PAST AND PRESENT	Make connections between the features of their family and other families.	Begin to make sense of their own life-story and family's history. Show interest in different occupations.	Compare and contrast characters from stories, including figures from the past. <b>ELG</b> <b>Talk about the lives of the people around them and their roles in society.</b> <b>Know some similarities and differences between things in the past and now, drawing on their</b>	<b>Leading into History</b> Significant historical events, people and places in their own locality. Fire of Nantwich/ Elizabeth I Events beyond living memory that are significant nationally or globally: Great Fire of London.

			<p>experiences and what has been read in class.  <b>Understand the past through settings, characters and events encountered in books read in class and storytelling.</b></p>	
<b>PEOPLE AND PLACES</b>	<p>Explore and respond to different natural phenomena in their setting and on trips.</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p><b>ELG</b>  <b>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</b>  <b>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.</b></p>	<p><b>Leading into Geography</b>          Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>
<b>DT</b>	<p>Make simple models which express their ideas.</p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p>	<p>Create collaboratively, sharing ideas, resources and skills.  <b>ELG</b>  <u><b>Creating with Materials</b></u>  <b>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b>  <b>Share their creations, explaining the process they have used.</b></p>	<p><b>Leading into DT</b>          POAP Textiles –          Templates and joining techniques          (Making glove/finger puppets)</p>
<b>ART AND DESIGN</b>	<p>Express ideas and feelings through making marks, and sometimes give meaning to the marks they make</p>	<p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.          Explore colour and colour-mixing.          Develop their own ideas and then decide which materials to use to express them</p>	<p>Create collaboratively, sharing ideas, resources and skills.  <b>ELG</b>  <u><b>Creating with Materials</b></u>  <b>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b>  <b>Share their creations, explaining the process they have used</b></p>	<p><b>leading into Art</b>          Simple printing</p>
	<p><i>Experiences and opportunities will be...</i></p>			<p><b>leading into COMPUTING</b>          Robot algorithms</p>
<b>SOUNDS AND MUSIC</b>	<p>Explore a range of sound-makers and instruments and play them in different ways.</p>	<p>Create their own songs, or improvise a song around on they know.          Play instruments</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.          Explore and engage in</p>	<p><b>leading into MUSIC</b>          Having Fun with Improvisation           Explore Sound and Create</p>

	Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.	with increasing control to express their feelings and ideas.	music making, performing solo or in groups. <b>ELG</b> <b><u>Being Imaginative and Expressive</u></b> <b>Sing a range of well-known nursery rhymes and songs.</b> <b>Perform songs, rhymes, poems and stories with others</b>	a Story
<b>GROSS MOTOR SKILLS/ DANCE AND MOVEMENT</b>	GMS Learn to use the toilet with help, and then independently.  Move and dance to music	Match their developing physical skills to tasks and activities in the setting. Choose the right resources to carry out their own play. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.  Move and dance to music.	GMS - Develop overall body-strength, balance, co-ordination and agility. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. <b>ELG –Gross Motor Skills</b> <b><i>Negotiate space and obstacles safely, with consideration for themselves and others</i></b> GMS - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. <b>ELG – Gross Motor -</b> <b><i>Demonstrate strength, balance, coordination when playing</i></b> <b><i>Move energetically, such as running, jumping, hopping, skipping and climbing.</i></b> <b><u>Dance and Movement</u></b> Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in dance, performing solo or in groups. <b>ELG</b> <b><u>Being Imaginative and Expressive</u></b> <b>Perform songs and (when appropriate) try to move in time with music.</b>	<b>leading into PE</b> Summer 1 Skill – Jumping Sport – Athletics
				Summer 2 Skill – throwing and catching Sport – striking and fielding
<b>CULTURE AND COMMUNITIES</b>	Notices difference between people.	Continue developing positive attitudes about the differences between people	<b>ELG</b> <b>Know some similarities and differences between different religious and cultural communities in this country, drawing on</b>	<b>leading into RE</b> Judaism – What does the Torah teach about creation.

			<b>their experiences and what has been read in class.</b>	Christianity – Significant people Moses and Joseph.
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