



Brookside Primary School
Learn Together - Achieve Together

What do the Wider Curriculum
Subjects look like in Hoot Owls?

What does **Art** look like in the EYFS Hoot Owls?

Expressive Arts and Design

Early Learning Goal - Fine Motor

Begin to show accuracy and care when drawing.

Use a range of small tools, including scissors, paintbrushes and cutlery.

Creating with Materials - Early Learning Goal

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

Share their creations, explaining the process they have used.

Example of Art in Hoot Owls

<p><u>Planned Whole Class Teaching</u></p> <p>Art teaching using Kapow as a basis</p> <p>Show whole class how to use split pins - modelling the process</p> <p>How to paint using just enough water on the paint brush</p>	<p><u>Incidental Conversations</u></p> <p>Drawing pictures of favourite characters eg Stitch</p> <p>Suddenly deciding to make a mask but not knowing how to fix it round their head - leads to showing them how to tape or glue paper together etc.</p> <p>Draw a picture of something they choose - a trip to the park or just a rainbow!</p>	<p><u>Continuous Provision</u></p> <p>Creative Area - continuous access to drawing, cutting and sticking provision</p> <p>Different types of scissors, joining materials</p> <p>Exploration of paints</p> <p>Construction Area and Small World - block play, lego, duplo, mobilo etc</p>
<p><u>Responding to current events</u></p> <p>Coronation / Jubilee - making crowns</p> <p>Remembrance Day - Split Pin poppies / printing poppies</p> <p>Birthdays / Christmas - cards etc</p>	<p><u>Example texts:</u></p> <p>The Art Book for children</p> <p>The Artist</p> <p>Doodlenest</p> <p>Matisse's Garden</p> <p>The Big Book of Nature Art Artists</p>	<p><u>Home/School links</u></p> <p>Children may go home and make their own creations eg their own Supertato with googly eyes etc</p> <p>Parents share children's own creative models etc from home for Show and Tell.</p>
<p><u>Enhancements</u></p> <p>Hammer and pins sets</p> <p>Nuts and bolts etc</p>	<p><u>Building Blocks</u></p> <p>Children need lots of experience threading, building with blocks and construction toys such as lego.</p>	<p>Art in the EYFS</p>

The **EYFS framework** is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. The areas of learning are: Communication and Language, Physical Development and Personal, Social and Emotional development (Prime areas) and Literacy, Mathematics, Understanding the World and Expressive Arts and Design (Specific areas).

Underpinning all Areas are the '**Characteristics of Effective Teaching and Learning**' which describe how a child learns, thinks and interacts with the curriculum.

The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects. In EYFS we provide lots of opportunities to develop the children's understanding of the world. We have different activities in our continuous provision, discrete carpet sessions and lots of incidental conversations for example; sharing the children's experiences or through stories.

Characteristics of Effective Learning

The characteristics of effective learning are a key element in the early year's foundation stage. They detail the ways in which children learn from their environment, experiences and activities. When completing the 'All About Me' document and summarising an individual child's learning and development use the questions and ideas below as guidance as well as referring to [Development Matters](#).

Playing and exploring	Active Learning	Creativity and critical thinking
<p>Finding out and exploring What am I curious about? What experiences do I prefer? How do I use all of my senses to explore the world around me? How do I engage with open-ended activities? Am I able to play by myself and extend my play using different materials without the support of an adult? Do I return to this play throughout the day or week?</p> <p>Playing with what I know Do I act out experiences with others or alone? What roles do I like to take on in pretend play indoors and outdoors? How do I use objects to support my play? e.g. a brick for a phone? What examples can you give? Do I use ideas from home, books and / or stories in my play?</p> <p>Being willing to 'have a go' Do I like to try new ideas or stay with something I am familiar with? Am I adventurous and happy to explore? Do you see me keep on trying when things get difficult? Do I work best with an adult or am I happy to explore activities independently?</p> <p>Key words Motivation, curious, fascination, concentration, persistence, engage, determination, pretend, act, interest, initiate, seek, try, challenge, preference, take risks, familiarity, have a go, can do.</p>	<p>Being involved and concentrating Do I show high levels of focus when playing with things that interest me? Am I able to keep focused on a self-initiated activity without being distracted? Do I show fascination and high levels of energy in my play? Do I use my observations skills to notice detail, similarities and differences in things I am interested in?</p> <p>Keeping on trying Do I show persistence even when I find things difficult? Do I enjoy challenges and am able to rebound from setbacks? Do I like to do things for myself and be given time to problem solve before adults helps me? Do I like to reflect with adults about what I have learnt from challenging and new experiences? What strategies do I use when things don't go to plan? Do I concentrate, try different approaches, persist, solve problem, and have new ideas?</p> <p>Enjoying achieving what I set out to do Do I show satisfaction with what I have done; Do I want to show / tell people about my achievements? How do I show enjoyment and pride in mastering a new skill and achievement? Am I motivated to try something new and/ or achieve things for myself rather than for rewards or praise?</p> <p>Key words: Energy, fascination, motivated, persistent, challenge, concentrate, satisfied, initiate, deeply involved, curious, learnt, maintained focus, paid attention, not distracted, recovered, changed, reflective, accomplished, achieved</p>	<p>Having their own ideas Do I have my own ideas rather than follow what someone else has done? Do I ask questions (verbally and non-verbally)? How do I approach challenges and problem solving? Am I able to find new ways to do things? Do I like to explain my thinking and talk about my ideas? Do I use thinking words such as 'ideas, make sense, idea, figure out, plan, find out, tried, trying to we could... let's try...?'</p> <p>Making links Do I use my previous experiences to support my learning and play? Do I try out and test new ideas? Do I make predictions and look for patterns?</p> <p>Choosing ways to do things Do I change my strategy when needed? Am I reflective on how well my activity is going? Do I describe the challenges I encounter and suggest ways to solve the problem? Do I talk about what I am doing, how I plan to do it, what worked well and what I would do differently next time? Can I make my own decisions? Do I plan and develop my ideas? Do I challenge and extend my own learning?</p> <p>Key words Plan, decide, predict, review, adapt, test, patterns, think, link, problem solve, ideas, interests, initiate, challenge, thought, wondered, described, created, met a challenge, explored new ways to do things, cause and effect, developed ideas, decision, achieved.</p>

Educational Programme: Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Year Group	Area of Learning	Development Matters Statements
Reception	Physical Development	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination and agility.
	Expressive Arts and Design	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning,

		refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.
ELG Physical Development - Fine Motor	<p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	
ELG Expressive Arts and Design - Creating with Materials	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>	

Art Teaching in Hoot Owls

In Hoot Owls the children are always provided with a wide range of resources with which to create and design their own art. Most children's exploration of materials comes from their own interests when making in Continuous Provision, for example a child decides that they want a telescope and they decide to use paper and tape to achieve this end. Other children then also want to make one and so more and more improvements are added, with the children learning from each other. Adults interact in the play and suggest a solution - have you tried glue instead of tape? What if you roll the paper in this way? Children are therefore constantly designing, making and evaluating in self-initiated play. Staff will sometimes do some directed teaching - observational drawing, mixing colours, how to load the paintbrush with the right amount of paint, etc and then the child can use that skill in their own projects.

Teacher led Art

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Autumn 1 Drawing - Marvelous Marks	Mark making with wax crayons.	Mark making with felt tips.	Mark making with chalk.	Observational pencil drawing.	Drawing faces.	Drawing faces in colour.

Autumn 2 Painting and mixed media	Finger painting	Outdoor painting	Painting to music	Collage and transient art	Landscape collage	Group art
Spring 1 3D Sculpture Creation Station.	Clay	Playdough	3D Landscape Art	Designing Animal Sculptures	Creating Animal Sculptures	Painting Animal Sculptures
Summer 1 Craft and Design	Cutting Skills	Threading Skills	Joining Materials	Paper Snakes	Flower Designs	Tissue Paper Flowers

Area of Art	Vocabulary	
Grawing Marvellous Marks	Hard Long Rough Soft Smooth Short Thick Straight	Line Squiggly Zig Zag Chalk Drawing Felt Tips Marks Wax Crayons

	Wavy Soft Thin Circle Curved	Observational Mark Making Picture Self-portrait Oil Pastel Artist
Painting and Mixed Media	Dab Dot Shiny Silky Slimy Slippery Smooth Squelchy Stcky Wet Happy Sad Excited Worried	Sleepy Fast Slow Loud Quiet Hue Shade Flick Glide Splat Splatter Stroke Swish Wipe
Sculpture and 3D Creation Station	Pinch Roll Squash Sticky Stretch Twist Bend Chop Cut Pinch Roll Slice 3D Bark Collage Landscape	Leaves Petal Seed pods Twigs Carving Mosaic Flatten Join Pinch Clay Sculpture Evaluate Mode; Plan Reflect

Craft and Design	Blade Handle Scissors Snip Wave Down Over Pattern Pinch Pull Push Thread Through Under Up Fix Flange Glue	Slot String Sturdy Tape Tie Sturdy Fold Bend Crease Wrap Strip Cut Template Plan Design Create Scrunch Tear

Progression and links to next year in **Art** - what will our learning look like **next year**?

Year 1 Snowy Owls Art

Drawing: Make you Mark

To know how to create different types of lines.

To explore line and mark making to draw water.

To draw with different media.

To apply features of abstract art.

To develop an understanding of mark making.

To apply an understanding of drawing materials and mark making to draw from observation.

Sculpture and 3D: Paper Play

To roll paper to make 3D structures.

To shape paper to make a 3D drawing.

To apply paper-shaping skills to make an imaginative sculpture.

To work collaboratively to plan and create a sculpture - *Giant Spider*

To apply painting skills when working in 3D.

Painting and mixed media: Colour Splash

To investigate how to mix secondary colours.

To explore line and mark making to draw water.

To explore colour when printing.

To experiment with paint mixing to make a range of secondary colours.

To apply their painting skills when working in the style of an artist - *Clarice Cliff*

What does DT look like in the EYFS Hoot Owls?

Expressive Arts and Design

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Creating with Materials - Early Learning Goal

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

Share their creations, explaining the process they have used.

Example of DT in Hoot Owls

<p><u>Planned Whole Class Teaching</u></p> <p>Show whole class how to use split pins - modelling the process DT lessons following the Brookside DT planning - also using Kapow to support teaching. DT techniques taught in provision eg different ways to join materials.</p>	<p><u>Incidental Conversations</u></p> <p>Child wanting to make a container for something. Talk about size and depth. Show child how to measure size needed. A child deciding to make a mask but not knowing how to fix it round their head - leads to showing them how to tape or glue paper together etc.</p>	<p><u>Continuous Provision</u></p> <p>Creative Area - continuous access to drawing, cutting and sticking provision Different types of scissors, looped Construction Area and Small World - lego, duplo, mobilo etc</p>
<p><u>Responding to current events</u></p> <p>Coronation / Jubilee - making crowns Remembrance Day - Split Pin poppies /printing poppies Birthdays / Christmas - cards etc</p>	<p><u>Example texts:</u></p> <p>Children are usually inspired by stories, play or the environment around them. An example of this may be reading Amazing Pirates, then children making treasure maps, boats, telescopes in the Creative Area.</p>	<p><u>Home/School links</u></p> <p>In Show and Tell children bring in models from home to show the class eg lego Children may go home and make their own creations eg their own Colour Monster etc</p>
<p><u>Enhancements</u></p> <p>Nuts and bolts Tap it Woodwork - hammers and nails into wood</p>	<p><u>Building Blocks</u></p> <p>Children need lots of experience threading, building with blocks and construction toys such as lego.</p>	<p>DT in the EYFS</p>

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Year Group	Area of Learning	Development Matters Statements
Reception	Physical Development	Progress towards a more fluent style of moving, with developing control and grace. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
	Expressive Arts and Design	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning,

		refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.
ELG Physical Development - Fine Motor		Use a range of small tools, including scissors, paintbrushes and cutlery.
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also want to make one and so more and more improvements are added, with the children learning from each other. Adults interact in the play and suggest a solution - have you tried glue instead of tape? What if you roll the paper in this way? Children are therefore constantly designing, making and evaluating in self-initiated play. Staff will sometimes do some directed teaching - observational drawing, mixing colours, how to load the paintbrush with the right amount of paint, etc and then the child can use that skill in their own projects.

Teacher led DT

DT	Lessons and Learning Objectives
<p>Christmas Sliding Santa Chimney</p>	<p>Lesson 1</p> <p>LO - To create a picture with a simple sliding mechanism.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>ELG: Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>ELG: Creating with Materials: Share their creations, explaining the process they have used.</p>

ELG: Creating with Materials: Make use of props and materials when role playing characters in narratives and stories.

Gather a small group at the focus activity table and show them the sliding Santa chimney picture that you have already created using the Kapow Activity: *Sliding Santa chimney* or your own.

Pupils must first draw and create their Santa. Using the A6 paper, ask them to draw a picture of Santa and colour him in using crayons, wax crayons or felt tips (you may like to provide some books and images for them to work from).

When the drawing is finished, ask them to cut their Santa out. They can leave some space around him and cut in an oval or rectangle, making him more sturdy and easier to cut out.

Stick the craft stick to the back of the Santa drawing. Discuss with pupils the best way to join these two elements together. Look at what you have available in the classroom and decide which may be the most effective. Do we need it to be a permanent or temporary join?

Lesson 2

Now create the chimney. Give each pupil a piece of black A5 (or A4) sugar paper and a piece of plain white paper. The white paper will form the chimney, so pupils must now decide on the length and shape of theirs, considering how much of the sky they would like to show,

	<p>whether they want to add additional details (like the roof of the house) and most importantly, how wide it will need to be to fit their sliding Santa and the length of the craft stick upon which their Santa sits. Remind pupils that if they are using glue to attach the chimney to the sky, they will need to make the chimney wider than their Santa so they have space to glue.</p> <p>When the chimney has been cut, pupils must attach it to the black paper behind, leaving space for their Santa to slide up and out.</p>
	<p>Lesson 3</p> <p>When this is complete, it's time to decorate! Allow pupils to use their creativity to decorate their chimney and surrounding sky using collage, colouring or elements from your junk modelling area.</p> <p>When the pictures are finished, allow pupils the time to test their sliding picture. Do they encounter any problems? Can they suggest a way to fix them if so?</p>
<p>Snowman Sewing</p>	<p>Lesson 1</p> <p>LO - To use sewing as a method to join materials.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>

	<p>ELG: Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children learn to complete a running stitch by weaving in and out or the pre-cut holes with a plastic needle and thread.</p>
	<p>Lesson 2</p> <p>Children learn to complete a running stitch by weaving in and out or the pre-cut holes with a plastic needle and thread.</p>
	<p>Lesson 3</p> <p>Children use felt and a variety of materials to add hat, scarf, eyes, nose, buttons etc to their Snowman.</p>
<p>Cooking and Nutrition Soup</p>	<p>Lesson 1</p> <p>Fantastic Fruits and Vegetables</p> <p>To explore fruits and vegetables and the differences between them.</p> <p>To use adjectives to describe how fruits and vegetables look, feel, smell and taste.</p> <p>Today the pupils are going to learn all about fruits and vegetables. Ask the pupils if they can name any that they know of.</p> <p>Ask the pupils to sit in a circle and lay your vegetables (either real, plastic or the picture cards provided in <i>Activity: Vegetable matching game</i>) in the centre.</p> <p>Make sure the vegetable name cards are in the feely bag and then call up one child at a time</p>

to pull a name card out of the bag. Read it as a group and then ask the child to place the name card next to what they believe is the correct vegetable. Ask the group - are they right? If not, decide together where the label should go. Repeat for all name cards.

Now face the interactive whiteboard to play the game using the *Interactive presentation: Fruit or Vegetable?*

Break off into small groups to have a closer look at the real whole vegetables and fruits that you have brought in. Together with the pupils, talk about what the fruit or vegetable looks like on the outside and how it grows on the plant or which part of the plant it is. Now cut into it and open it out. Pass it around the circle and encourage each child to talk about what they can see and how it feels and smells.

Give each pupil the chance to try some of the fruits and vegetables that you have cut and prepared ahead of time (if necessary). Ask them to describe what they can taste. Support with descriptive vocabulary (adjectives) such as sweet or sour.

Bring the class back together and talk about all the fruits and vegetables that they tasted. Which fruits and vegetables did they like and dislike? Say the name of each food item aloud and ask children to vote if they liked it by putting their hands up. Count and record how many children liked each one. Which fruit or vegetable was the most popular?

Lesson 2

Pumpkin Soup

To listen to and recall elements from the story 'The Best Pumpkin Soup.'

To read the story *Teacher resource: 'The Best Pumpkin Soup'* see *Classroom resources*.

After you have read the story, ask the children:

- What is soup?
- Have you ever tasted soup before?
- Can you remember the ingredients the animals needed to make their soup?
- Can you think of any other fruits or vegetables that might make a tasty soup?
- Is a pumpkin a fruit or a vegetable? How do you know?

Split the children into pairs or small groups. Give each group a pot and a spoon and ask them to re-enact the story by pretending to make the soup and adding each ingredient. Can they remember the story? Ask questions such as, 'What do you need to make it the best soup you've ever tasted?'

Now ask the children to sit in a circle and pass the whole pumpkin around. As you do so, encourage them to describe the way it feels.

Next, the pupils are going to explore the inside of the pumpkin. Working in small groups,

	<p>invite them to the tuff tray activity you have already set up. Encourage the children to explore the inside and outside of the pumpkin with their hands and the tools provided, using their senses to describe what they are experiencing.</p> <p>Explore a pumpkin and describe it using the five senses</p>
	<p>Lesson 3 Designing Soup To design a fruit and vegetable soup recipe.</p> <p>Recall the story <i>Presentation: 'The Best Pumpkin Soup'</i>. What ingredients did the animals add to make their perfect pumpkin soup?</p> <p>Tell the pupils that today they are going to be designing their own soup recipes. Can they name any vegetables they think would be tasty in a soup? Recall the difference between fruits and vegetables.</p> <p>Hand out the <i>Activity: Soup design</i> to each child. Ask them to think carefully about the vegetables (or fruits) they think would taste good in a soup, then draw them in the bowl and colour them in. Label the ingredients used. More able pupils can use their phonics knowledge to write their own labels while teachers can scribe for other pupils. Pupils with SEND may find it more accessible to cut and stick pictures of vegetables or fruits onto</p>

	<p>their bowl using the <i>Activity: Fruits and vegetables pictures</i>.</p> <p>Ask the pupils if they would like to add any other ingredients to their soup, such as cream or stock (recall the ingredients used in the story). Write the pupils additional ingredients at the bottom of the sheet.</p> <p>When the soup designs are finished, call the pupils back to the carpet and choose a few children to stand up and share their designs.</p> <p>Work together as a class to pull together everyone's ideas and create a group soup recipe, adding the most popular vegetables to the design. The teacher can record this either on the worksheet via the interactive whiteboard or on a large piece of paper. Save the design to refer back in lesson five.</p>
	<p>Lesson 4 Fine Motor Skills</p> <p>To practise cutting with a knife.</p> <p>To learn how to use a knife safely.</p> <p>Working in small groups, sit at a table and hand out chopping boards to each child. Tell them that today we are going to be practising our fine motor knife-cutting skills.</p>

Reinforce knife safety rules before starting, demonstrating with a knife (use the same tool as the children will use) when needed:

- Knives are a tool, not a toy.
- Carefully look around you before you begin cutting to make sure nothing is in the way, including your fingers.
- Always cut with the sharp end of the knife facing away from you.
- Never walk around with a knife in your hand.

Hand each child a ball of playdough and a knife (plastic or child-safe cutlery knives). Show them how to hold the knife correctly and safely. Ask them to explore chopping and slicing the playdough, using the knife. Children may also wish to use the fork secure method to practise cutting.

Remind the pupils of the knife safety rules as they explore, and make sure that they are aware to hold the playdough still with one hand as they cut with the other, keeping their fingers are out of the way.

This is an open-ended activity, so follow the pupils' lead. Remember that knife skills take a lot of practice, so do not expect pupils to master cutting in this one lesson.

Making Soup

To observe and help (where appropriate) with the use of tools to prepare ingredients.

To describe the finished product and evaluate the process.

As a class, look at the recipe you designed together at the end of lesson 3 and talk through each ingredient, showing the whole raw fruits and vegetables, including any other ingredients, to the pupils as you do so.

Call the children to the preparation table, one group at a time, so they can observe you preparing a parboiled, softened or partially-prepared ingredient.

Remind the pupils of how to safely use a knife and discuss the techniques they learnt in the last lesson:

- Knives are a tool, not a toy.
- Carefully look around you before you begin cutting to make sure nothing is in the way, including your fingers!
- Always cut with the sharp end of the knife facing away from you.
- Never walk around with a knife in your hand.
- Hold whatever you are cutting with your knife-free hand, making sure you keep your

fingers out of the way of the blade.

- Cut slowly and carefully.

Model to each child as they begin - how to cut and prepare each parboiled, softened ingredient (you may like to support their hands with your hands over the top initially until they are more confident to have a go by themselves) or task them with a non-cutting activity, such as removing the contents of a pumpkin.

Move the chopping board, knife and food, or the non-cutting activity around each pupil in the group so they all have a turn.

When all the ingredients have been chopped and prepared, call the class and ask them to gather around you in a circle so they can all see.

Add the chopped ingredients to a saucepan and then measure out and pour in the correct amount of water (refer to our soup recipe for measurements). The fruits and vegetables will now need to be cooked away from the pupils - this will take approximately 15 minutes.

When the fruits and vegetables are tender, and the pan has been removed from the heat and has cooled down, tip them into the jug blender and put on the lid. Ask pupils to gather around again, this time take it in turns with the children to turn the jug blender on and off.

	<p>Finish the soup by adding the milk or the cream and blending it in.</p> <p>Decant a small amount of the soup into the cups and pass each one to a pupil so that they can taste it.</p> <p>As the pupils are drinking the soup, encourage them to talk about their opinions and the way that it tastes.</p> <ul style="list-style-type: none">○ <i>Is it smooth or lumpy?</i>○ <i>Is it sweet or salty?</i>○ <i>Is it bitter?</i>○ <i>Is it creamy?</i>○ <i>What do they think about it?</i>
	<p>Lesson 6 Designing Soup Packaging To design food packaging.</p> <p>Tell the pupils that today they are going to be package designers, creating the packaging for the class soup that you made last lesson.</p> <p>As a group, look at the different tins and soup packages that you have brought into class, passing them around the circle so that pupils can explore the way they look and feel. As you do so, discuss:</p> <ul style="list-style-type: none">○ Why soup might come in a tin versus a bottle or carton. What is better about the bottle or carton? What is better about

the tin? Why might someone prefer soup that comes in a lidded cardboard cup?

- What they can see on the packaging (images, ingredients, barcode etc.)
- What the different packages are made from and why this might be beneficial e.g. easy to recycle or lightweight.

Give the pupils a few minutes to decide what they might like their packaging to look like. Remind them that they might like to include: a picture of the soup or the ingredients used in the soup, the ingredients and any allergens, a barcode and the name of the soup.

Hand out the *Activity: Soup packaging design* to each pupil and explain that they need to start by drawing the outline of the packaging and then fill in the front and the back. You may like to demonstrate this first on the interactive whiteboard so that you can answer any common questions. Show the pupils that their designs can be simple but effective (a picture of the soup or vegetables on the front and the ingredients written on the back).

Place a few examples of different soup packages in the middle of each table and allow pupils to move around the room to look at others if they need to.

	<p>Give pupils time to complete their designs and add colour using coloured pencils.</p> <p>NB. Before carrying out practical activities involving tools, equipment and food, please check the schools' policies and guidance, including any dietary requirements within your class.</p>
<p>Structures - Boats</p>	<p>Lesson 1 Waterproof Materials To understand what waterproof means and to test whether materials are waterproof.</p> <p>Gather the pupils on the carpet and tell them that today they will become scientists! They are going to investigate and learn all about waterproof materials. Ask pupils if they know what waterproof means - can they explain? Discuss their answer and talk about any familiar objects that may be waterproof (raincoats, wellington boots, umbrellas, rubber gloves etc.) Why might it be helpful to have waterproof material?</p> <p>Tell or show the pupils that you have set up a waterproof material testing station next to the water tray. Their mission is to test and discover which materials are waterproof and which are not. Discuss how they could do this - can any pupils volunteer any ideas?</p> <p>Look through the different materials you have provided. Discuss that you need to make the experiment fair so all the materials have been cut</p>

to the same size. The amount of water poured onto the materials must also be the same. Can any of the pupils suggest how to ensure this? (You could use a small measuring tube filled to the top each time). The variable - the thing we are changing - in this experiment is the material that is used to line the sieve.

Put the pupils into small groups or pairs and ask them to look again at the materials and decide which they think will be the most waterproof (letting through the least amount of water) and which will be the least waterproof (letting through the most water). Give the groups a few minutes to decide, and then ask each group to share their predictions.

Pupils will now need to work in small groups to test each material. Depending on your classroom setup, this may happen as a whole class activity or throughout the course of the session (see teacher notes for guidance). We would suggest making sure an adult is present to support the investigation.

To test each material, ask the pupils to place it into the sieve so that it lines the mesh. Then, slowly pour the water from the measuring tube onto the material, watching to see if it permeates the surface or not.

As the pupils experiment, encourage them to share what they notice. They may see that the water on the waterproof materials creates water beads on the surface, whereas the water absorbs into the non-waterproof materials. How can they tell if a material is waterproof or not? Does the water leak

	<p>through? Is the underside of the material wet or dry? Is the water absorbed?</p> <p>You can also take this time to identify other waterproof items in the water area. The plastic or silicone jugs, glass cups or anything else that may hold water for pouring.</p> <p>Ask the pupils to record their findings for each material on the <i>Activity: Testing materials</i> for this lesson. Keep these worksheets safe, as they will need to be referred back to in lesson 5.</p> <p>Call the pupils back to the carpet at the end of the session and discuss the findings. Did all groups discover the same thing?</p>
	<p>Lesson 2 Floating and Sinking To test and make predictions for which materials float or sink.</p> <p>As carried out in lesson 1, today pupils are going to become investigators again as they explore floating and sinking materials. Ask pupils if they can explain what floating and sinking mean. Can they give any examples of things that may float and sink? They may be able to talk about bath toys that have these properties.</p> <p>Show pupils the tray of items that you have brought to test. Explain that they are first going to make predictions about whether each object will float or sink and then test their</p>

theories. *If it floats, what will we see? If it sinks, what will we see?* Create a simple table on the board, writing down each object name and then leaving a space next to it where you will write the pupils' predictions.

Place your pieces of paper, one with 'float' written onto it and the other with 'sink' at opposite ends of the carpet or the room, making sure the space between them is free for movement. The children should be sitting in between the two signs.

Now hold up one of the items from your tray and ask the pupils to individually decide whether they think it will float or sink. They must move to stand next to the sign which indicates their answer. Choose some pupils to explain their thinking. As a class, look at whether float or sink has the majority vote and then mark this answer onto the predictions table you created on the board.

Repeat for each item until your predictions table is complete. Save this to look at during the plenary.

Pupils will now need to work in small groups to test each of the objects. Depending on your classroom setup, this may happen as a whole class activity, or throughout the course of the session (see teacher notes for guidance).

To test each object, ask the pupils to gently place it into the water. As the pupils experiment, encourage them to share what

they notice. *How do we know it has sunk?*
Were you right in your prediction?

Ask each pupil to record their findings for each object on the *Activity: Floating and sinking* worksheet for this lesson. Keep the worksheets safe as they will need to be referred back to during the plenary.

Repeat until all the objects have been tested and findings have been recorded.

Bring the pupils back to the carpet, making sure that they each keep hold of their floating and sinking worksheets. Now go through each object, first looking at the class prediction that you recorded on the board at the start of the lesson, and then asking pupils to look at their recordings. Were the class right? Did they think something different than the majority? Were they right?

Lesson 3

Boats

To compare the uses of boats.

Using the *Presentation: All about boats*, discuss what boats are used for and look at the different types of boats. (See teacher notes for information on boats.)

Slide 1: Talk to the children about boats and ships. A boat travels on water. Ships also travel on water. A ship is bigger than a boat.

Slide 2: Ask the children:

- Have you ever been on a boat or a ship?
- Why did you travel on a boat or ship?
- Where were you going, or what were you doing?

Slide 3: Explain that boats and ships usually carry things across the water. They carry people, animals, other vehicles and even food across the world. There are lots of different types of boats.

Slide 4: Ask children about the Queen Mary 2:

- Is it a big boat or a small boat? How do you know? (Big, it has many windows that many people can look through.)
- What do you think the Queen Mary 2 is for? (Moving people across the ocean.)
- Do you think it carries many people? (Yes, it is big, so lots of people can fit on it.)

Slide 5: Sing row, row, row your boat.

Slide 6: Ask children if they have ever heard of pirates and discuss how they use boats (see Teacher information). Use the slide to perform some actions to do with pirates.

Presentation: All about boats

Display on your interactive whiteboard.

Play a boat matching game. Invite some children to stand at the front. Provide them with the items to dress up in or hold. One child is going on holiday, another is dressed as a pirate, another is wearing a helmet or lifejacket to show they are doing something sporty, and a final child is holding a fishing net or rod to show they are a fisherman. Give the remaining children an image from the *Activity: Different boats*. The illustrations are of a cruise ship, a pirate ship, a kayak and a fishing boat. Ask children to move and sit with the person best suited to their boat.

3. With the children in their groups, ask one or two children why they sat with that person. Explain that different boats and ships are useful in different ways and designed for different purposes.

4. Bring the class back together and talk about what you learned today. Can they name any different types of boats? Can they name a famous boat that they have learned about?

Lesson 4

To investigate how the shape and structure of boats affects the way they move.

Next to the water tray, set up the different types of boats and containers that you have collected.

Invite pupils to come and explore the different boats and containers through play. Encourage them to think about:

	<ul style="list-style-type: none">- if the container is waterproof.- if it floats well.- if it is able to carry cargo or passengers (e.g. small world figures).- which floats the best.- if they are able to move smoothly or whether they tip over. <p>Can any of the pupils remember any of the boat/ship terminology from lesson 3? Encourage them to use the terminology in their play, for example: "Oh no! The captain has slipped over on the deck!".</p> <p>Pupils may suggest adding additional features onto their boats e.g.masts and sails or rudders. You can support this using your junk modelling area.</p> <p>Back on the carpet, invite the pupils to share their findings with the class. Hold up each of the boats or containers in turn and ask pupils to say whether they found them to be waterproof and float well. Can they say which was their favourite or least favourite and why? Which shape is the best for a boat?</p>
	<p>Lesson 5 Designing Boats To design a boat.</p> <p>Today, the pupils are going to be designing their own boats. Start the lesson by playing the <i>Activity: Boat bingo cards</i> game from lesson 3. How many boat features can they</p>

remember? Briefly review what each different part of the boat does.

Discuss the fact that a boat has to float and be made from waterproof material. Recall the findings from lesson 4. Which container was the most successful? Why?

Discuss the materials that would make a good boat. Talk about what pupils have access to in the classroom (in the junk modelling area) or what you could provide e.g. cling film or plasticine.

Hand out a piece of paper and pencil to each child so that they can create their boat design. Encourage them to think about the shape of their boat, recalling the best shapes from last lesson's investigation. You may also like to give them their waterproof investigation worksheets from lesson 1 so that they can review the best materials to use. Remind them that they can use the junk modelling resources in a variety of ways, e.g. tin foil may be moulded into the shape of a boat but it could also be used to cover a cardboard box and make it waterproof.

When the designs are finished, ask pupils to label the different parts of their boat, using some of the terminology they have learnt, along with material names. Pupils that are not confident writers can dictate to an adult who can record these for them.

Put the pupils into pairs and ask them to share their designs with their partner, talking

through the different features. Encourage them to ask questions about each others' designs, while remaining kind and encouraging:

- How will you make that?
- What will you use to join those?
- What are you going to make it from?
- Is that part going to float?
- How do you know it's waterproof?

Keep the finished designs somewhere safe so that pupils can refer to them in the next lesson.

Lesson 6

Creating and Testing Boats

To create a boat based upon their own design.

Hand out the pupils' designs from lesson 5 so that they can recall what they want to create. Ask them to turn to the person next to them and talk through the materials they will need for their design.

When the pupils have had a chance to familiarise themselves with their designs, they can start to create their boat. As they create, encourage them to keep looking back at their plan to see what they wanted their boat to look like and the materials they hoped to use.

Encourage pupils to discuss problems and how they might be solved as they arise.

	<p>When each pupil has finished, ask them to look over their design and their finished model to see if there is anything they have missed out. If they can't follow their design exactly, can they explain why?</p> <p>When each pupil has finished their boat, it's time to test it on the water! You could either do this in the main water tray or in individual water trays if it is easier. Pupils may also like to add some 'cargo' such as plastic building bricks, to see if their boat can carry a load.</p> <p>Ask the pupils to verbally evaluate their boats as they test them. Does it float? Does it repel the water? If there is a problem, could it be solved?</p>
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Area of DT	Vocabulary	
Christmas Sliding Santa Chimney	sliding mechanism sliding picture Christmas Santa Father Christmas chimney collage	wide long width length permanent join temporary join
Snowman Sewing	Needle Wool	Thread Join

	In Out Under Sew Stitch	Felt
Nutrition and Cooking - Soup	seeds roots leaves stem plant flower bud juicy carrot sweetcorn garlic onion potato leek saucepan blender knife chopping board hob boil blend mix packaging tin carton pouch lidded cup barcode	sweet sour dry wet bitter chewy watery spinach peas pumpkin butternut squash broccoli soup creamy sweet sour dry wet watery delicious ingredients cardboard metal plastic recyclable reusable
Structures - Boats	waterproof material	prediction variable

	absorb leak wet dry prediction variable fair test experiment boat cruise ship fishing boat kayak ocean liner sail anchor hull mast rudder helm poop deck deck crow's nest	fair test experiment investigation investigation float sink pirate ship ship watercraft waterproof boat ship watercraft junk reeds waterproof float sink types of boats and ships e.g. fishing boat, canoe, cruise ship
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Progression and links to next year in **DT** - what will our learning look like **next year**?

Year 1 Snowy Owls DT

Autumn

Structures: Constructing a windmill

To create a stable structure.

To use tools and equipment accurately to make part of a structure.

To join parts of a structure.

To evaluate a structure.

Spring

Textiles: Puppets

To join fabrics together using different methods.

To use a template to create my design.

To join two fabrics together accurately.

To embellish my design using joining methods.

Summer

Cooking and nutrition: Smoothies

To identify fruits.

To describe where fruits and vegetables grow.

To practise food preparation skills.

To select ingredients for a recipe.

To apply food preparation skills to a recipe.

To evaluate against the design brief.

What does **Geography** look like in the EYFS Hoot Owls?

Understanding the World

Early Learning Goal

People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

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.

The Natural World

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><u>Planned Whole Class Teaching</u></p> <p>Geography Focus - locating Sea/land, North and South Pole, China/India etc Facts about what habitat and climate is like in different locations Directly teach - we go to school in High Lane, live in England, London is our capital city. Locate England on map of UK, the globe.</p>	<p><u>Incidental Conversations</u></p> <p>Where children have been on holiday - world map and globe. When places come up in stories, find them on the world map eg Africa</p>	<p><u>Continuous Provision</u></p> <p>Role Playing - maps, boats etc Map drawing in provision Masking tape grid on carpet, direct each other through using arrows Tales Toolkit - stories with different settings Giving directions on obstacle courses Use of geographical language in Forest School - hill, meadow</p>
<p><u>Responding to current events</u></p> <p>Remembrance Day Royal events eg Coronation - where is London?</p>	<p><u>Example texts:</u></p> <p>We're going on a bear hunt Lost and Found The Stickman - settings</p>	<p><u>Home/School links</u></p> <p>Opportunities to share in Show and Tell, Magnificent Me etc Holidays Days out with family Special places - share photos</p>
<p><u>Enhancements</u></p> <p>World Book Day - discussion about different settings or countries. Pirate Day - maps Lyme Park - environment, landmarks, woodland etc Mystery Guest - places of work, maps</p>	<p><u>Building Blocks</u></p> <p>Before children can get a sense of place, they need to know where they are, in relation to objects and places in their environment.</p>	<p>Geography in the EYFS</p>

The **EYFS framework** is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. The areas of learning are: **Communication and Language, Physical Development and Personal, Social and Emotional development (Prime areas)** and **Literacy, Mathematics, Understanding the World and Expressive Arts and Design (Specific areas)**.

Underpinning all Areas are the '**Characteristics of Effective Teaching and Learning**' which describe how a child learns, thinks and interacts with the curriculum.

The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects. In EYFS we provide lots of opportunities to develop the children's understanding the world. We have different activities in our continuous provision, discrete carpet sessions and lots of incidental conversations for example; sharing the children's experiences or through stories.

Characteristics of Effective Learning

The **characteristics of effective learning** are a key element in the early year's foundation stage. They detail the ways in which children learn from their environment, experiences and activities. When completing the 'All About Me' document and summarising an individual child's learning and development use the questions and ideas below as guidance as well as referring to [Development Matters](#).

Playing and exploring	Active Learning	Creativity and critical thinking
<p>Finding out and exploring What am I curious about? What experiences do I prefer? How do I use all of my senses to explore the world around me? How do I engage with open-ended activities? Am I able to play by myself and extend my play using different materials without the support of an adult? Do I return to this play throughout the day or week?</p> <p>Playing with what I know Do I act out experiences with others or alone? What roles do I like to take on in pretend play indoors and outdoors? How do I use objects to support my play? e.g. a brick for a phone? What examples can you give? Do I use ideas from home, books and / or stories in my play?</p> <p>Being willing to 'have a go' Do I like to try new ideas or stay with something I am familiar with? Am I adventurous and happy to explore? Do you see me keep on trying when things get difficult? Do I work best with an adult or am I happy to explore activities independently?</p> <p>Key words Motivation, curious, fascination, concentration, persistence, engage, determination, pretend, act, interest, initiate, seek, try, challenge, preference, take risks, familiarity, have a go, can do.</p>	<p>Being involved and concentrating Do I show high levels of focus when playing with things that interest me? Am I able to keep focused on a self-initiated activity without being distracted? Do I show fascination and high levels of energy in my play? Do I use my observations skills to notice detail, similarities and differences in things I am interested in?</p> <p>Keeping on trying Do I show persistence even when I find things difficult? Do I enjoy challenges and am able to rebound from setbacks? Do I like to do things for myself and be given time to problem solve before adults helps me? Do I like to reflect with adults about what I have learnt from challenging and new experiences? What strategies do I use when things don't go to plan? Do I concentrate, try different approaches, persist, solve problem, and have new ideas?</p> <p>Enjoying achieving what I set out to do Do I show satisfaction with what I have done, Do I want to show / tell people about my achievements? How do I show enjoyment and pride in mastering a new skill and achievement? Am I motivated to try something new and/ or achieve things for myself rather than for rewards or praise?</p> <p>Key words: Energy, fascination, motivated, persistent, challenge, concentrate, satisfied, initiate, deeply involved, curious, learnt, maintained focus, paid attention, not distracted, recovered, changed, reflective, accomplished, achieved</p>	<p>Having their own ideas Do I have my own ideas rather than follow what someone else has done? Do I ask questions (verbally and non-verbally)? How do I approach challenges and problem solving? Am I able to find new ways to do things? Do I like to explain my thinking and talk about my ideas? Do I use thinking words such as 'ideas, make sense, idea, figure out, plan, find out, tried, trying to we could... let's try...?'</p> <p>Making links Do I use my previous experiences to support my learning and play? Do I try out and test new ideas? Do I make predictions and look for patterns?</p> <p>Choosing ways to do things Do I change my strategy when needed? Am I reflective on how well my activity is going? Do I describe the challenges I encounter and suggest ways to solve the problem? Do I talk about what I am doing, how I plan to do it, what worked well and what I would do differently next time? Can I make my own decisions? Do I plan and develop my ideas? Do I challenge and extend my own learning?</p> <p>Key words Plan, decide, predict, review, adapt, test, patterns, think, link, problem solve, ideas, interests, initiate, challenge, thought, wondered, described, created, met a challenge, explored new ways to do things, cause and effect, developed ideas, decision, achieved.</p>

Educational Programme: Understanding the World

'Understanding the World' involves guiding children to make sense of their physical world and their community.

The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.

In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Year Group	Area of Learning	Development Matters Statements
Reception	Understanding the World	Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live.
ELG	Understanding the World - People, Culture and Communities	

	<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>
ELG	<p>Understanding the World - The Natural World</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>

Teacher led Geography

Geography - Learning Opportunities	Provision - Indoor and Outdoor examples include
<p><u>Hoot Owls</u></p> <p>Autumn 1 - Where do I live?</p> <p>Daily morning routine, days of the week and weather chart</p> <p>Becoming familiar with our new setting/ classroom/ outside/ dining hall / external building</p> <p>Name Brookside Primary School</p>	<p>Weather chart</p> <p>Map</p> <p>Globe</p> <p>Photos</p>

<p>Getting to know each other - Are there any children who have family who live in another country or who speak another language</p> <p>Discussions around Summer holidays and where they may have been on their holidays</p> <p>Harvest - Where does our food come from?</p> <p>Look at farming of crops</p> <p>Understand the difference between a path, road and street.</p> <p>Name the road or street where they live.</p> <p>Name the village of High Lane or the place they live.</p> <p>Share photographs of where they live and discuss.</p> <p>Name the different types of buildings people live in.</p> <p>My house, family and local surroundings</p> <p>Naming and describing people who are familiar.</p> <p>Explain some similarities and differences between life in this country and life in India (Diwali), drawing on knowledge from stories, nonfiction texts and - when appropriate -maps.</p> <p>Autumn 2 - Where do I live?</p> <p>Draw simple plans of an area of the classroom compared to an aerial photograph.</p> <p>Learn about special people in the community</p> <p>Walk around the local community to identify topographical features documented by photographs to use as discussion prompts.</p> <p>Seasonal Changes - explore the changes that Autumn brings</p> <p>Exploring different settings - a river, snowy plains, forests and caves (Tales Toolkit)</p> <p>Use Google Earth to travel to the North Pole from Brookside Primary - What is it like there?</p> <p>Spring 1 - Why do we need maps?</p>	<p>Internet</p> <p>Google</p> <p>Small world Houses</p> <p>India (Diwali) resources</p> <p>Atlases</p> <p>Tales Toolkit settings</p> <p>Local maps</p> <p>Treasure maps</p> <p>Chinese resources</p> <p>Non-fiction books on India/China</p> <p>Photos of Brazil</p>
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Maps from imaginary story settings such as 'We're going on a Bear Hunt', 'Rosie's Walk'
Draw map of local area /roads/ familiar journeys e.g. Journey to school
Children to use the school grounds to create story sticks and draw sketch maps within the provision.
Explain some similarities and differences between life in this country and life in **China**, drawing on knowledge from stories, nonfiction texts and - when appropriate -maps

Spring 2 - Why do we need maps?

Understand that some places are special to members of their community
Recognise some similarities and differences between life in this country and other countries with a focus on **Denmark, Norway and Germany** traditions.

Summer 1 - How are places around the world different?

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.

Summer 2 - How are places different around the world?

Creation of treasure maps - pirates
Learn about **Brazil** looking at **Mardi Gras** celebrations and stories.

Area of Geography

Vocabulary

Locational knowledge	Sea Ocean Lake River Pond Hill Field Building Road House Old
Place knowledge	
Human and physical Geography	Spring Summer Autumn Winter
Geographical skills and fieldwork	Near Far Next To Close Behind

Progression and links to next year in **Geography** - what will our learning look like **next year**?

Year 1 Snowy Owls

Location Knowledge

Locate 2 of 7 continents on world map

Locate Atlantic and Pacific Ocean on world map

Show which continent they live in

Name Europe and Asia

Know that a continent is a group of countries

Know they live in the continent of Europe

Know that an ocean is a large body of water

Know the names of the Atlantic and Pacific oceans

Human and Physical Geography

Describe how the weather changes with each season in the UK

Describe the daily weather patterns in the local area

Confident using the vocabulary 'season' and 'weather'

Know the 4 seasons of the UK

Know the weather refers to the conditions outside at a particular time

Know that different parts of the UK experience different weather

Know that a weather forecast is when someone tries to predict what the weather will be like in the future

Know that weather conditions can be measured and recorded

Recognise some physical features in locality

Know that a physical feature is on the Earth naturally

Recognise human features in locality

Know that a human feature was built by humans

Place Knowledge

Name some similarities between local area and a small contrasting non-European country

Name some differences between local area and a small contrasting non-European country

Know that life elsewhere in the world is different to ours

Know that life elsewhere in the world is similar to ours

Geographical Skills and Fieldwork

Use an Atlas to locate the UK

Use a map of the UK to locate 4 countries

Begin to use an Atlas to locate 4 capital cities of the UK

Use a world map and globe to locate 2 of the world's 7 continents

Use an Atlas to locate the Atlantic and Pacific oceans

Use directional language to describe the location of objects in the classroom and playground

Use directional language to describe features on a map in relation to other features

Respond to instructions using directional language following routes

Begin to use the compass points NESW to describe location of features on a map

Recognise local landmarks on ariel photos

Recognise human features on ariel photos

Draw freehand maps using simple pictures and symbols

Draw a simple sketch map of the classroom and playground using simple pictures, colours or symbols to represent features

Add labels to sketch maps

Use simple picture maps and plans to move around school

What does **History** look like in the EYFS Hoot Owls?

Understanding the World

Early Learning Goal

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.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

<p><u>Planned Whole Class Teaching</u> Daily calendar/date Yesterday we did ... Next week we will be ... Last week we looked at ... Visual timeline to sequence the day History Focus - eg Baby Photos - sequencing own chronology Revisiting - we revisit concepts and vocabulary constantly over the year Sticky Knowledge Jar</p>	<p><u>Incidental Conversations</u> Magnificent Me presentations using past tense On your last birthday you were 3...next you will be 4! In three sleeps it will be your birthday. Children respond to something they see in black and white, picture, You Tube video etc. Harvest - look at the machines harvesting the corn</p>	<p><u>Continuous Provision</u> Role Playing - different community roles - police / builders / doctors etc Recounts - writing about what they did in holidays / at Christmas / Eid Day ... Magnificent Me presentations - talking about special items from the past</p>
<p><u>Responding to current events</u> Coronation / Jubilee Remembrance Day Birthdays / Christmas</p>	<p><u>Example texts:</u> Jack and The Flum Flum Tree How to Babysit a Grandad Once There were Giants Fairy Tales Mr Wolf's Pancakes / Pig in the Pond / Peepo - changes in transport, houses, shops etc</p>	<p><u>Home/School links</u> Celebrations shared during Show and Tell Special Things / People - send in photos Photos sent in as baby etc Ask Parents / Grandparents what life was like when they were little</p>
<p><u>Enhancements</u> Set of old toys brought in by a Grandma from 70 years ago Parent / Grandparent questions at home.</p>	<p><u>Building Blocks</u> Before children can compare similarities and differences they have to be able to match and spot matching items - this starts in Maths</p>	<p>History in the EYFS</p>

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Characteristics of Effective Learning

The characteristics of effective learning are a key element in the early year's foundation stage. They detail the ways in which experiences and activities. When completing the 'All About Me' document and summarising an individual child's learning and development below as guidance as well as referring to [Development Matters](#).

Playing and exploring	Active Learning	Creativity
<p>Finding out and exploring What am I curious about? What experiences do I prefer? How do I use all of my senses to explore the world around me? How do I engage with open-ended activities? Am I able to play by myself and extend my play using different materials without the support of an adult? Do I return to this play throughout the day or week?</p> <p>Playing with what I know Do I act out experiences with others or alone? What roles do I like to take on in pretend play indoors and outdoors? How do I use objects to support my play? e.g. a brick for a phone? What examples can you give? Do I use ideas from home, books and / or stories in my play?</p> <p>Being willing to 'have a go' Do I like to try new ideas or stay with something I am familiar with? Am I adventurous and happy to explore? Do you see me keep on trying when things get difficult? Do I work best with an adult or am I happy to explore activities independently?</p> <p>Key words Motivation, curious, fascination, concentration, persistence, engage, determination, pretend, act, interest, initiate, seek, try, challenge, preference, take risks, familiarity, have a go, can do.</p>	<p>Being involved and concentrating Do I show high levels of focus when playing with things that interest me? Am I able to keep focused on a self-initiated activity without being distracted? Do I show fascination and high levels of energy in my play? Do I use my observations skills to notice detail, similarities and differences in things I am interested in?</p> <p>Keeping on trying Do I show persistence even when I find things difficult? Do I enjoy challenges and am able to rebound from setbacks? Do I like to do things for myself and be given time to problem solve before adults helps me? Do I like to reflect with adults about what I have learnt from challenging and new experiences? What strategies do I use when things don't go to plan? Do I concentrate, try different approaches, persist, solve problem, and have new ideas?</p> <p>Enjoying achieving what I set out to do Do I show satisfaction with what I have done; Do I want to show / tell people about my achievements? How do I show enjoyment and pride in mastering a new skill and achievement? Am I motivated to try something new and/ or achieve things for myself rather than for rewards or praise?</p> <p>Key words: Energy, fascination, motivated, persistent, challenge, concentrate, satisfied, initiate, deeply involved, curious, learnt, maintained focus, paid attention, not distracted, recovered, changed, reflective, accomplished, achieved</p>	<p>Having their own ideas Do I have my own ideas? Do I ask questions? How do I approach things? Am I able to find my own solutions? Do I like to explain things? Do I use thinking skills to figure out, plan, find a solution...?'</p> <p>Making links Do I use my previous experiences? Do I try out and test my ideas? Do I make predictions?</p> <p>Choosing ways to solve a problem Do I change my strategy? Am I reflective on my actions? Do I describe the problem? Do I talk about what worked well and what didn't? Can I make my own decisions? Do I plan and develop my ideas? Do I challenge myself?</p> <p>Key words Plan, decide, predict, link, problem solve, think, wonder, explore, new ways, ideas, decision, achieve</p>

Educational Programme: Understanding the World

'Understanding the world' involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will

foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Year Group	Area of Learning	Development Matters Statements
Reception	Understanding the World	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past. Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>
ELG	<p>Understanding the World - People, Culture and Communities</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>	
ELG	<p>Understanding the World - The Natural World</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</p>	

	environments, drawing on their experiences and what has been read in class;
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Teacher led History

History - Learning Opportunities	Provision - Indoor and Outdoor examples include
<p><u>Hoot Owls</u></p> <p>Autumn 1 - Living Memory - Who Am I? Look at own life since birth (with photos) - personal chronology Talk about self and own family Name members of own family Looking at photos of our immediate family Knowing that not all families are the same. Transition and making friends - playing games which allowing us to get to know the children Our School - Having a walk around the school and spotting key people eg: Caretaker, Headteacher, Cook etc. Seasonal Changes</p> <p>Autumn 2 - Living Memory - Who am I? Remembrance Sunday - why do we wear poppies? Explain favourite celebrations each year linked to social and cultural events.</p>	<p>Photos</p> <p>Internet</p> <p>Google</p> <p>Tales Toolkit</p> <p>Non-fiction books on the past</p> <p>Photos from the past</p> <p>Remembrance Day items eg</p>

<p>Retelling a story in the past - eg sequencing The Bear Hunt story</p> <p>Spring 1 - Beyond Living Memory - What was different long ago?</p> <p>During stories focus on images of familiar situations in the past eg- a ball (a disco), going to market (going to the shop)</p> <p>Understand the past through settings, characters and events in storytelling and Tales Toolkit eg: There was a princess long ago</p> <p>Look at key characters in different texts eg: Cinderella, Jack, Rapunzel and discuss their lives in more detail</p> <p>Look at lives of people around them and their roles in society - women's rights</p> <p>Learn about Rosa Parks</p> <p>Know some similarities and differences bet things past and now (through books)</p> <p>Spring 2 - Beyond Living Memory - What was different long ago?</p> <p>Exploration of the world has had positive and negative effects eg trading of goods, war, sharing knowledge - space exploration</p> <p>Learn about Neil Armstrong and Stan Lee whose stories have had a huge impact on the community.</p> <p>The way people lived in the past not the same as now - changes to food, toys, food, transport, clothes, school (objects look different)</p> <p>Summer 1 - Living Memory - What do we know about the Royal Family?</p> <p>The Royal Family - Who are they and what do they do?</p> <p>Name King Charles as our King</p> <p>What significant events have taken place during King Charles's life?</p> <p>London - the King / Royal Family / landmarks</p>	<p>medals, poppies</p> <p>Book about Rosa Parks</p>
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<p>Naughty Bus - London Bus/ Transport in the past - comparing photos</p> <p>Summer 2 - Living Memory - What do we know about the Royal Family?</p> <p>Name Queen Elizabeth</p> <p>What significant events have taken place whilst she was alive?</p> <p>Learn about her achievements</p> <p>Start to understand what the monarchy is</p>	
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Area of History	Vocabulary	
<p>Living Memory - Who am I?</p>	<p>Grow Birthday Memory Birth Baby Dad Photograph Auntie Uncle Sister</p>	<p>Age Past Family Mum Brother Grandma Grandad Family Tree Grandparents</p>
<p>Beyond Living Memory - What was different Long Ago?</p>	<p>Last week Last year Long ago Past Present Yesterday Afternoon After that</p>	<p>First Last Morning Next Order Then Time Many</p>

	Finally Different Old	Years ago Oldest
Living Memory - What do we know about the Royal Family	King Charles 11 Queen Elizabeth 11 Queen King Buckingham Palace London Royal Now Past Present Then Different King Prince Princess	Royal Similar After that First Next Timeline Photography Compare Difference Similarity Same Castle Crown Royal

Progression and links to next year in History - what will our learning look like next year ?
Year 1 Snowy Owls
<p>Living Memory - How am I Making History?</p> <p>Personal Chronology and finding out about the past within living memory - own family members</p> <p>Investigating chronology by examining photographs and asking questions</p> <p>Look at a simple timeline extending back before they were born</p>
<p>Beyond Living Memory - How have toys changed?</p> <p>Using objects to discuss and sort toys and sequence into a physical timeline both within and beyond living memory</p>

Investigating artefacts from the past and beginning to pose questions

Investigating ancient toys from Egypt, Rome and Greece to think about how children used them and to start to develop a sense of periods of time

Study the change in toys from the introduction of television which influenced a new era of modern toys and link to present day

Ole Kirk Christiansen

Significant People - How have explorers changed the world?

Finding out about events and people beyond living memory, particularly thinking about explorers and what makes them significant

Creating a timeline and investigating where they explored then comparing explorers

Discussing ways in which these significant people could be remembered

Use simple texts to find out about people who lived a long time ago

Pose simple questions to find out about the past

Compare the lives and legacies of famous historical figures

Know that life was very different in the past to how it is today

Know that people knew less about the world in the past than we know today

Understand that some people's achievements and discoveries changed the world - **Christopher Columbus, Abu Battuta, Neil Armstrong**

Distinguish between different periods in time using simple markers such as inventions

Know that explorers in the past set up trade routes/networks which traded in goods and people

Explain what slavery is.

What does **Music** look like in the EYFS Hoot Owls?

Expressive Arts and Design

Being Imaginative and Expressive

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.

Examples of Music in Hoot Owls.

<p><u>Planned Whole Class Teaching</u></p> <p>SMS Agreed Syllabus taught</p> <p>Chinese/Indian music and dancing</p> <p>Christmas Extravaganza - singing and performing songs</p> <p>EYFS Show in July for parents - singing, speaking and performing.</p> <p>Nursery Rhymes and songs sang during day- to- day teaching eg Ten in a Bed - 1 less in maths.</p> <p>Shine Time - opportunities for children to perform a song, dance, poem etc in front of class.</p>	<p><u>Incidental Conversations</u></p> <p>Favourite music artists discussed eg Taylor Swift</p> <p>Spontaneous singing of class rhymes and songs</p> <p>TV programmes eg Britain's Got Talent - involving music</p>	<p><u>Continuous Provision</u></p> <p>Music Area with a variety of percussion instruments - moving on to copying red/yellow patterns and then writing own music cat/monkey to play.</p> <p>Music played for children to dance and sing to.</p>
<p><u>Responding to current events</u></p> <p>Concerts on TV</p> <p>Royal Events eg bands, concerts, ceremonies</p> <p>Famous singers eg Taylor Swift</p>	<p><u>Example texts:</u></p> <p>Animal Music</p> <p>Kitchen Disco</p> <p>Emma and the fabulous orchestra</p> <p>The animal orchestra plays Mozart</p> <p>Let's play an Instrument</p>	<p><u>Home/School links</u></p> <p>Mystery Guest - opportunity for parent to come in and play an instrument</p> <p>Opportunities for parents to watch their children perform</p>
<p><u>Enhancements</u></p> <p>Brookside's Got Talent</p> <p>BBC Philharmonic</p> <p>Orchestra visit school</p> <p>School Band - watch</p>	<p><u>Building Blocks</u></p> <p>In order to use patterns in Music the children need to be able to complete a 2 colour or shape pattern. This begins in Maths.</p>	<p>Music in the EYFS</p>

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Playing and exploring	Active Learning	Creativity and critical thinking
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Educational Programme: Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Year Group	Area of Learning	Development Matters Statements
Reception	Communication and Language	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.
	Physical Development	Combine different movements with ease and fluency.
	Expressive Arts and Design	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.

		<p>Create collaboratively sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.</p>
ELG	<p>Expressive Arts and Design - Being Imaginative and Expressive</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</p>	

Term	Music Vocabulary
Autumn	Duration Pitch Forte Cat/monkey Red/yellow Start/stop
Spring	Dynamics

	Tempo Pitch Duration Notation
Summer	Pitch Duration Dynamics Forte (loud/quiet) Tap, shake, scrape Conductor Cat/monkey Red/yellow Start/stop

Teaching led Music

Term/Week	SMS Agreed Syllabus - Learning Objective
Autumn 1	
Week 1	To tap a pulse, keep the beat and say the names in time. To clap red and yellow patterns.
Week 2	To sing alone and as part of a group. To say name in time. To create and perform rhythm patterns. To move to a pulse, noticing changes in tempo.
Week 3	To perform rhythm patterns. To sing alone and as part of a group.
Week 4	To play untuned percussion. To maintain tempo - keep a steady beat. To follow a conductor.
Week 5	To sing with increasing confidence. To use untuned percussion instrument to play rhythm patterns.

Week 6	To sing and play with increasing confidence.
Autumn 2 Christmas	Children will take part in a Christmas Extravaganza involving singing and performing various Christmas songs for their parents.
Spring 2	
Week 1	To tap a pulse, keep the beat and say names in time. To explore instruments and see what sounds they can make.
Week 2	To explore more instruments but this time focusing on the sounds they make. To learn how to control the sounds we are making.
Week 3	To identify specific sounds and perform the rhythm of their name. To create seasonal word rhythms.
Week 4	To introduce tuned percussion. To keep a steady beat.
Week 5	Work as a class to perform our word patterns on tuned and untuned percussion instruments.
Week 6	Work as a class to perform our word patterns on tuned and untuned percussion instruments.
Summer 1	
Week 1	To create a soundscape

	To understand what dynamics are and use these in the pieces.
Week 2	To recreate the sound of a train using rhythm tags. To keep a steady tempo.
Week 3	To compose music to accompany a story.
Week 4	To listen and respond to sounds in our local environment.
Week 5	To work as a class to create short soundscapes to represent a picture. To understand of what pitch is and use it in the pieces created.
Week 6	To compose music to accompany a story. You must include changes in dynamics, pitch and tempo.

Progression and links to next year in Music - what will our learning look like next year ?	
Year 1 Snowy Owls	
Learning Objectives	
Autumn (6 weeks)	Rhythm and Composition Storytime To feel a pulse and be able to move in time to music. To recognise rhythm tags.

	<p>To identify and name a selection of instruments.</p> <p>To use our singing voice with increasing confidence.</p> <p>To keep a steady pulse.</p> <p>To use rhythm tags.</p> <p>To listen to and join in with a song.</p> <p>To use rhythm tags.</p> <p>To compose a short character pattern and perform.</p> <p>To move in time to music.</p> <p>To play untunes percussion correctly.</p> <p>To perform rhythm patterns.</p> <p>To use rhythm and tags and play on tuned percussion.</p> <p>To understand the concept of pitch. High and low.</p> <p>To move in time to music.</p> <p>To sing with expression.</p> <p>To compose a 4-bar rhythm pattern with dynamics.</p>
<p>Spring (6 weeks)</p>	<p>Introduction to the Glockenspiel</p> <p>To recognise high and low pitches</p> <p>To keep a steady pulse</p> <p>To compose 4 beat rhythm patterns using cat, monkey and rest.</p> <p>To play your rhythm pattern on the glockenspiel on the note C.</p> <p>To play and perform with an online backing track.</p> <p>To play and perform as a class with an online backing track.</p> <p>To improvise on the note C.</p> <p>To create a word pattern and speak it in time.</p> <p>To play your pattern to a backing track.</p> <p>To play a scale of C on the glockenspiel.</p>
<p>Summer (6 weeks)</p>	<p>Sounds Interesting</p> <p>To explore rhythm and pulse.</p> <p>To know and use the term ostinato.</p> <p>To explore and describe a range of sounds</p>

To learn what **timbre** means and to be able to pick out an instrument that plays a particular sound.

To keep a steady pulse.

To learn about dynamics and structure.

To understand tempo and improvise a short piece that is either slow or fast.

To understand texture and to create spooky soundscape as a class.

What does PE look like in the EYFS Hoot Owls?

Expressive Arts and Design

Personal, Social and Emotional Development

Manage their own needs.

Physical Development

Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping - climbing

Progress towards a more fluent style of moving, with developing control and grace.

Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Combine different movements with ease and fluency.

Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.

Develop overall body strength, balance, coordination and agility.

Know and talk about the different factors that support overall health and wellbeing: - regular physical activity

Expressive Arts and Design

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Create collaboratively, sharing ideas, resources and skills

Listen attentively, move to and talk about music, expressing their feelings and responses.

Watch and talk about dance and performance art, expressing their feelings and responses.

Explore and engage in music making and dance, performing solo or in groups.

Example of PE in Hoot Owls

<p><u>Planned Whole Class Teaching</u></p> <p>UK Sports Coaching - Dance Multiskills Gymnastics Outdoor Provision Forest School</p>	<p><u>Incidental Conversations</u></p> <p>Favourite sports, football teams Clubs the children are in Achievements outside school Places the children have been eg trampoline park, Go Ape Walks taken by the family</p>	<p><u>Continuous Provision</u></p> <p>Opportunities outdoors for gross motor... Slack line Tree climbing Tyres Wheelbarrows Using sports equipment to play games Aiming games Balls - throwing and catching Climbing rock</p>
<p><u>Responding to current events</u></p> <p>Olympics - hold obstacle course Bike Ability visit to school</p>	<p><u>Example texts:</u></p> <p>Sports Day I really want to win Joe Wicks - The Burpee Bears Ready Steady Mo! Let's Go for a Walk Wiggle and Stretch The Busy Body Book Get Moving!</p>	<p><u>Home/School links</u></p> <p>Shine Time demonstrations of Gymnastics, Dance etc Show and Tell - show certificates My Little Star- parent opportunity to say what a child has achieved at home eg can ride their bike</p>
<p><u>Enhancements</u></p> <p>Sports Day After School Gymnastics Football team</p>	<p><u>Building Blocks</u></p> <p>Children must be given plenty of opportunity to gain core strength and develop co-ordination before commencing more complex activities.</p>	<p>PE in the EYFS</p>

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<p>Finding out and exploring What am I curious about? What experiences do I prefer? How do I use all of my senses to explore the world around me? How do I engage with open-ended activities? Am I able to play by myself and extend my play using different materials without the support of an adult? Do I return to this play throughout the day or week?</p> <p>Playing with what I know Do I act out experiences with others or alone? What roles do I like to take on in pretend play indoors and outdoors? How do I use objects to support my play? e.g. a brick for a phone? What examples can you give? Do I use ideas from home, books and / or stories in my play?</p> <p>Being willing to 'have a go' Do I like to try new ideas or stay with something I am familiar with? Am I adventurous and happy to explore? Do you see me keep on trying when things get difficult? Do I work best with an adult or am I happy to explore activities independently?</p> <p>Key words Motivation, curious, fascination, concentration, persistence, engage, determination, pretend, act, interest, initiate, seek, try, challenge, preference, take risks, familiarity, have a go, can do.</p>	<p>Being involved and concentrating Do I show high levels of focus when playing with things that interest me? Am I able to keep focused on a self-initiated activity without being distracted? Do I show fascination and high levels of energy in my play? Do I use my observations skills to notice detail, similarities and differences in things I am interested in?</p> <p>Keeping on trying Do I show persistence even when I find things difficult? Do I enjoy challenges and am able to rebound from setbacks? Do I like to do things for myself and be given time to problem solve before adults helps me? Do I like to reflect with adults about what I have learnt from challenging and new experiences? What strategies do I use when things don't go to plan? Do I concentrate, try different approaches, persist, solve problem, and have new ideas?</p> <p>Enjoying achieving what I set out to do Do I show satisfaction with what I have done; Do I want to show / tell people about my achievements? How do I show enjoyment and pride in mastering a new skill and achievement? Am I motivated to try something new and/ or achieve things for myself rather than for rewards or praise?</p> <p>Key words: Energy, fascination, motivated, persistent, challenge, concentrate, satisfied, initiate, deeply involved, curious, learnt, maintained focus, paid attention, not distracted, recovered, changed, reflective, accomplished, achieved</p>	<p>Having their own ideas Do I have my own ideas rather than follow what someone else has done? Do I ask questions (verbally and non-verbally)? How do I approach challenges and problem solving? Am I able to find new ways to do things? Do I like to explain my thinking and talk about my ideas? Do I use thinking words such as 'ideas, make sense, idea, figure out, plan, find out, tried, trying to we could...let's try...?'</p> <p>Making links Do I use my previous experiences to support my learning and play? Do I try out and test new ideas? Do I make predictions and look for patterns?</p> <p>Choosing ways to do things Do I change my strategy when needed? Am I reflective on how well my activity is going? Do I describe the challenges I encounter and suggest ways to solve the problem? Do I talk about what I am doing, how I plan to do it, what worked well and what I would do differently next time? Can I make my own decisions? Do I plan and develop my ideas? Do I challenge and extend my own learning?</p> <p>Key words Plan, decide, predict, review, adapt, test, patterns, think, link, problem solve, ideas, interests, initiate, challenge, thought, wondered, described, created, met a challenge, explored new ways to do things, cause and effect, developed ideas, decision, achieved.</p>

Educational Programme: Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁶. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development

of a child's strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Year Group	Area of Learning	Development Matters Statements
Reception	Personal, Social and Emotional Development	Manage their own needs.
	Physical Development	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping - climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace</p> <p>Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions</p>

		<p>and other physical disciplines, including dance, gymnastics, sport and swimming.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</p> <p>Develop overall body strength, balance, coordination and agility.</p> <p>Know and talk about the different factors that support overall health and wellbeing: - regular physical activity</p>
	<p>Expressive Arts and Design</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>

		<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>
<p>ELG</p> <p>Managing Self</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing.</p>	
<p>ELG</p> <p>Building Relationships</p>	<p>Work and play cooperatively and take turns with others.</p>	
<p>ELG</p> <p>Gross Motor Skills</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	
<p>ELG</p> <p>Being Imaginative</p>		

and Expressive	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
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PE Teaching in Hoot Owls

In Hoot Owls the children are always provided with a wide range of resources with which to create and design their own art. Most children's exploration of materials comes from their own interests when making in Continuous Provision, for example a child decides that they want a telescope and they decide to use paper and tape to achieve this end. Other children then also want to make one and so more and more improvements are added, with the children learning from each other. Adults interact in the play and suggest a solution - have you tried glue instead of tape? What if you roll the paper in this way? Children are therefore constantly designing, making and evaluating in self-initiated play. Staff will sometimes do some directed teaching - observational drawing, mixing colours, how to load the paintbrush with the right amount of paint, etc and then the child can use that skill in their own projects.

Example of how PE is taught in Hoot Owls

KS1	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Recepti on Hoot	Fundamentals	Dance	Fundamentals/ SAQ	Dance	Fundamentals/ SAQ	Gymnastics	Fundamentals/ SAQ Basic handling skills	Gymnastics	Forest School	Fundamentals/SAQ Basic handling skills	Forest School	Fundamentals/SAQ Foot Skills

What does PSED and RSE look like in the EYFS Hoot Owls?

<p><u>Planned Whole Class Teaching</u></p> <p><u>RSE Scheme</u> - Caring Friendships, Being Kind, Families</p> <p><u>PSHE-1</u> Decision, Think Equal, Restorative Stars</p> <p>Anti-bullying Internet Safety Restorative Stars Zones of Regulation - Colour Monster</p>	<p><u>Incidental Conversations</u></p> <p>Circle time discussions about topics that arise during the week. Restorative approach used for problems between children</p>	<p><u>Continuous Provision</u></p> <p>Restorative Stars Timer available - sharing Rules displayed in classroom visually Tidy up rocket - high expectations for tidying up</p>
<p><u>Responding to current events</u></p> <p>Internet Safety Death of Queen Change in circumstances in class eg hearing aids, parent break up etc</p>	<p><u>Example texts:</u></p> <p>Two places to call home All about families The great big book of families The same but different The family book What makes a family? Sharing a Shell What makes me a me? All Are Welcome Billy's Bucket Incredible You</p>	<p><u>Home/School links</u></p> <p>Strong connection between home and school - update from parents if any issues at home. Good communication with parents regarding behaviour or concerns about children.</p>
<p><u>Enhancements</u></p> <p>Restorative Stars Stickers Certificates Tidy up rocket Star of the Day Awards Assembly Tokens Jar of Kindness</p>	<p><u>Building Blocks</u></p> <p>Children must feel safe and secure in the classroom and school environment in order for them to develop their emotional and behavioural regulation.</p>	<p>PSHE/RSE in the EYFS</p>

PSED/RSE Learning in Hoot Owls

The **EYFS framework** is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. The areas of learning are: Communication and Language, Physical Development and Personal, Social and Emotional development (Prime areas) and Literacy, Mathematics, Understanding the World and Expressive Arts and Design (Specific areas).

Underpinning all Areas are the '**Characteristics of Effective Teaching and Learning**' which describe how a child learns, thinks and interacts with the curriculum.

The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects. In EYFS we provide lots of opportunities to develop the children's understanding the world. We have different activities in our continuous provision, discrete carpet sessions and lots of incidental conversations for example; sharing the children's experiences or through stories.

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The characteristics of effective learning are a key element in the early year's foundation stage. They detail the ways in which children learn from their environment, experiences and activities. When completing the 'All About Me' document and summarising an individual child's learning and development use the questions and ideas below as guidance as well as referring to [Development Matters](#).

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Educational Programme: Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Year Group	Area of Learning	Development Matters Statements
Reception	Communication and Language	Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen. Develop social phrases.
	Personal, Social and Emotional Development	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.

		<p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs.</p>
	Physical Development	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian <p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> - lining up and queueing - mealtimes - personal hygiene
	Understanding the World	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>

<p>ELG C&L - Listening, Attention and Understanding</p>	<p>Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</p>
<p>C&L - Speaking</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>PSED - Self Regulation</p>	<p>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.</p>
<p>PSED - Managing Self</p>	<p>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.</p>
<p>PSED - Building Relationships</p>	<p>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.</p>

Physical Development - Gross Motor	Negotiate space and obstacles safely, with consideration for themselves and others.
Understanding the World - Past and present	Talk about the lives of people around them and their roles in society.

Teacher led PSED/RSE

A u t u m n 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<p>Personal Hygiene - handwashing/toilets/ increased indep</p> <p>1Decision - Pink Goes to School</p> <p>Think Equal - Marvellous Me same and different</p>	<p>Personal Hygiene handwashing/toilets / increased indep</p> <p>1Decision -Pink Misses Mummy</p> <p>Think Equal- These Feelings - Managing Feelings</p>	<p>Class Rules Playground Rules Star of the Day Calendar</p> <p>1Decision-Red needs the Toilet</p> <p>Think Equal-The Weather inside me</p>	<p>Jar of Kindness Tidy Up Rocket</p> <p>1Decision -Rainbow feels angry</p> <p>Think Equal-Group Agreements Kindness</p>	<p>Tokens Zones of Regulation- Colour Monster</p> <p>1Decision-Blue learns to share</p> <p>Think Equal - Ted the Lion Tamer</p>	<p>Think Equal - the secret adv of Anonymous e</p>

Autumn 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<p>Think Equal - Curly the Chameleon</p> <p>1Decision - Yellow wants to play with Orange</p>	<p>Think Equal- Practising Kindness</p> <p>1Decision - Rainbow helps at home</p>	<p>Think Equal- Ahmed's Journey</p> <p>1Decision- Blue Explores Road Safety</p> <p>Road Safety</p>	<p>Think Equal- Faisal's not himself</p> <p>1Decision -Dilemma Drops Road Safety</p>	<p>Think Equal- Biyu the Brave Pea</p> <p>Restorative Stars - Circle time intro. What is it? How does it work?</p>	<p>Think Equal- Thambo and the Trees</p> <p>Restorative Stars - circle time about sharing</p>
Spring 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<p>1Decision - Green's Daddy Moves Out</p> <p>Think Equal - Exploring Sensation</p>	<p>1Decision -Red Goes Swimming</p> <p>Think Equal- Help Now</p>	<p>1Decision - Blue Gets Lost</p> <p>Think Equal - Help Now. Activities 3 and 4</p>	<p>1Decision -Orange Sleeps Over</p> <p>Think Equal -</p>	<p>1Decision on- Why does Purple play differently?</p>	<p>1Decision - Green stays in hospital</p> <p>Think Equal-</p>

	<p>Restorative Stars - friendship. What is a good friend? Circle</p> <p>1Decision-Friendship-Rainbow can only choose 1 friend</p>	<p>activities 1 and 2</p> <p>Restorative Stars - Recap of our agreed rules for class and playground.</p>	<p>Restorative Stars - cooperation and working as a team</p>	<p>Passing Clouds</p> <p>Restorative Stars-first star. Role Play questions</p>	<p>Think Equal - Yoshi is different</p> <p>Review of first week of Restorative Stars - second star</p>	<p>Nisha and the Tiger</p>
Spring 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<p>1Decision-Green's Greens</p> <p>Think Equal-Help Now act 5 and 6</p> <p>Oral Health - Dentist</p>	<p>1Decision -Dilemma Drop Learning to Share</p> <p>Think Equal-Help Now 7 and 8</p>	<p>1Decision-Green's brother gets a new PC</p> <p>Think Equal-see learning D review</p> <p>RSE - Session 1 Caring Friendships</p>	<p>1Decision -dilemma drops Making Friends</p> <p>Think Equal-Zelda goes on Holiday</p> <p>RSE- Session 2 - Being Kind</p>	<p>1Decision-Caring for others</p> <p>Think Equal-The Monster in the Smoke</p> <p>RSE - Session 3 - Families</p>	<p>1Decision-Purple's best friend moves out</p> <p>Think Equal-Nothando's Journey</p> <p>Pants</p>

S u m m e r 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<p>Think Equal- My Amazing Brain A</p> <p>1Decision- Pink's Screen Time Storybook</p> <p>Sun Safety</p>	<p>Think Equal- The Tiny Seed</p> <p>1Decision- Safeguarding decision card- playing at the park</p>	<p>Think Equal- My amazing brain B</p> <p>1Decision- Green stays in hospital</p> <p>Internet Safety - Digiduck</p>	<p>. Think Equal - Our Home</p> <p>1Decision- Yellow;s bedtime</p>	<p>Think Equal- Gokul's Game</p> <p>1Decision- Pink has a new brother</p>	<p>Think Equal- My Dream in the Drawer</p> <p>1Decision- Red's Nut Allergy</p>
S u m m e r 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<p>1Decision- Rainbow visits the seaside</p> <p>Think Equal- Sydney the Seahorse</p> <p>Transition</p>	<p>1Decision -Red feels angry</p> <p>Think Equal- Deji and Nnedi and the very large Cushion</p>	<p>1Decision- Rainbow is moving up a year story</p> <p>Transition</p> <p>Sports Day- taking part is fun!</p>	<p>1Decision -Worry discussion card</p> <p>Circle time- moving classes.</p> <p>Any worries?</p>	<p>This is an opportunity to have discussions and individual support for children who are nervous about the class changes.</p> <p>Choose activities to help with coping with changes or add further transition times if necessary.</p>	

		Transition		Discuss positives.	
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What does RE look like in the EYFS Hoot Owls?

Understanding the World

Early Learning Goal

Past and Present - Talk about the lives of the people around them and their roles in society.

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. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories and non-fiction texts.

Understanding the World - RE

<p><u>Planned Whole Class Teaching</u></p> <p>RE Focus from Locally Agreed Syllabus -</p> <ul style="list-style-type: none"> Which stories are special and why? Which places are special and why? Where do we belong? What times are special and why? Which people are special and why? What is special about our world? Think Equal - Diverse cultures represented. Decision - animated stories and dilemmas 	<p><u>Incidental Conversations</u></p> <p>Opportunities to share their own experiences -</p> <ul style="list-style-type: none"> I went to a christening yesterday ... I went to the Mosque at the weekend ... On Sunday I went to Sunday School Where do you think this character is from? (Link all stories / anecdotes / religions back to the characters from the RE Scheme.) 	<p><u>Continuous Provision</u></p> <p>Retell story of Rama and Sita'</p> <ul style="list-style-type: none"> Retell the Christmas Nativity Story Making Rangoli patterns Chinese Dragon Dance Birthday cake in playdough. Role Play - celebrations Book Area - selection of non-fiction books linked to Diwali, Muslims, Christians, Chinese New Year
<p><u>Responding to current events</u></p> <ul style="list-style-type: none"> Diwali / Christmas Chinese or Lunar New Year Remembrance Day Birthdays 	<p><u>Example texts:</u></p> <ul style="list-style-type: none"> Rama and Sita Peppa Pig's Diwali / Peppa Pig Chinese New Year The Kindest Red Chopsticks The Best Diwali Ever. Stories Jesus Told / Beginners Bible etc Qur'an Think Equal Text - diverse cultures represented 	<p><u>Home/School links</u></p> <ul style="list-style-type: none"> Celebrations shared in Show and Tell Special Things / People - send in photos Parents in to watch Nativity Performance Mystery Guest - religion/cultural link
<p><u>Enhancements</u></p> <ul style="list-style-type: none"> Diwali celebration Church Visit Mosque Nativity Performance Christians in Schools Visits eg puppets Chinese Dragon Dance and ribbon dancing 	<p><u>Building Blocks</u></p> <p>Before children can compare other cultures, they need to understand their own sense of self and family.</p>	<p>RE in the EYFS</p>

Learning in Hoot Owls

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Playing and exploring	Active Learning	Creativity and critical thinking
<p>Finding out and exploring</p> <p>What am I curious about?</p> <p>What experiences do I prefer?</p> <p>How do I use all of my senses to explore the world around me?</p> <p>How do I engage with open-ended activities?</p> <p>Am I able to play by myself and extend my play using different materials without the support of an adult?</p> <p>Do I return to this play throughout the day or week?</p> <p>Playing with what I know</p> <p>Do I act out experiences with others or alone?</p> <p>What roles do I like to take on in pretend play indoors and outdoors?</p> <p>How do I use objects to support my play? e.g. a brick for a phone? What examples can you give?</p> <p>Do I use ideas from home, books and / or stories in my play?</p> <p>Being willing to 'have a go'</p> <p>Do I like to try new ideas or stay with something I am familiar with?</p> <p>Am I adventurous and happy to explore?</p> <p>Do you see me keep on trying when things get difficult?</p> <p>Do I work best with an adult or am I happy to explore activities independently?</p> <p>Key words</p> <p>Motivation, curious, fascination, concentration, persistence, engage, determination, pretend, act, interest, initiate, seek, try, challenge, preference, take risks, familiarity, have a go, can do.</p>	<p>Being involved and concentrating</p> <p>Do I show high levels of focus when playing with things that interest me?</p> <p>Am I able to keep focused on a self-initiated activity without being distracted?</p> <p>Do I show fascination and high levels of energy in my play?</p> <p>Do I use my observations skills to notice detail, similarities and differences in things I am interested in?</p> <p>Keeping on trying</p> <p>Do I show persistence even when I find things difficult?</p> <p>Do I enjoy challenges and am able to rebound from setbacks?</p> <p>Do I like to do things for myself and be given time to problem solve before adults helps me?</p> <p>Do I like to reflect with adults about what I have learnt from challenging and new experiences?</p> <p>What strategies do I use when things don't go to plan?</p> <p>Do I concentrate, try different approaches, persist, solve problem, and have new ideas?</p> <p>Enjoying achieving what I set out to do</p> <p>Do I show satisfaction with what I have done; Do I want to show / tell people about my achievements?</p> <p>How do I show enjoyment and pride in mastering a new skill and achievement?</p> <p>Am I motivated to try something new and/ or achieve things for myself rather than for rewards or praise?</p> <p>Key words:</p> <p>Energy, fascination, motivated, persistent, challenge, concentrate, satisfied, initiate, deeply involved, curious, learnt, maintained focus, paid attention, not distracted, recovered, changed, reflective, accomplished, achieved</p>	<p>Having their own ideas</p> <p>Do I have my own ideas rather than follow what someone else has done?</p> <p>Do I ask questions (verbally and non-verbally)?</p> <p>How do I approach challenges and problem solving?</p> <p>Am I able to find new ways to do things?</p> <p>Do I like to explain my thinking and talk about my ideas?</p> <p>Do I use thinking words such as 'ideas, make sense, idea, figure out, plan, find out, tried, trying to we could... let's try...?'</p> <p>Making links</p> <p>Do I use my previous experiences to support my learning and play?</p> <p>Do I try out and test new ideas?</p> <p>Can I make predictions and look for patterns?</p> <p>Choosing ways to do things</p> <p>Do I change my strategy when needed?</p> <p>Am I reflective on how well my activity is going?</p> <p>Do I describe the challenges I encounter and suggest ways to solve the problem?</p> <p>Do I talk about what I am doing, how I plan to do it, what worked well and what I would do differently next time?</p> <p>Can I make my own decisions?</p> <p>Do I plan and develop my ideas?</p> <p>Do I challenge and extend my own learning?</p> <p>Key words</p> <p>Plan, decide, predict, review, adapt, test, patterns, think, link, problem solve, ideas, interests, initiate, challenge, thought, wondered, described, created, met a challenge, explored new ways to do things, cause and effect, developed ideas, decision, achieved.</p>

Educational Programme: RE - Understanding the World

'Understanding the world' involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Year Group	Area of Learning	Development Matters Statements
Reception	Understanding the World - People, Culture and Communities	Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.
ELG	Understanding the World - 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.	

Teacher led RE - Agreed Syllabus

Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
What stories are special and why?	Talk about favourite stories that we enjoy sharing.	Stories from the Bible - Noah's Ark	Stories from the Bible - Jesus parts the waves	Children re-cap stories and create a picture of either	Story special to Muslims.	The Holy book for Muslims
Autumn 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Which places are special and why?	Talk about special places - what makes somewhere special?	Invite parents to share places special to their children	Caleb has a special place - it is called a Church. Look at photos of local churches. What may happen there?	Churches - what happens inside a church	Zara is a Muslim - what is her special place?	Mosques - share some pictures. What happens in a Mosque?
Spring 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Where do we belong?	What is special about us? Everyone is special in different ways.	A story for Caleb - Jesus blesses the children	What groups do we belong to? Families, rainbows, football - involve parents.	Religious groups - Zara belongs to Muslim faith, Ravi to Hindu faith, Caleb to	How are babies welcomed into a Christian family? Caleb - new sibling - a Christening	Have any of the children been Christened? Or had a naming ceremony? Share

				Christian faith		
Spring 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
What times are special and why?	Celebrations - Diwali / Christmas / birthdays / Chinese New Year / Eid - these are all special times for different groups of people - a recap. Choose a different celebration to remember who it was special for and what we do in celebrations.				Caleb are Christians - talk about Easter being a special time for Christians.	
Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Which people are special and why?	Who am I? Looking at A3 collages about ourselves and what we like.	Who is special to me? Friends and Family in my life that are special to me.	A special person: A special class. We are all special, what makes the class special	Which people are special to us at Brookside? People who have different roles. People who help us.	What is special to us? Invite children to share objects that are special to them. (split over 2 weeks)	
Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
What is special about our world?	Discovery table of natural objects to explore natural world	A special world - many people of religious faiths believe God is the creator - create	What story do Christians tell us about how the world is created?	What story do Muslims tell us about how the world is created?	Recap the similarities and differences of creation stories.	What do you think is a special thing in our world? Share ideas.

		things ourselves				
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What does Science look like in the EYFS Hoot Owls?

Understanding the World

The Natural World - Early Learning Goal

Explore the natural world around them, making observations and drawing pictures of animals and plants.

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.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

<p><u>Planned Whole Class Teaching</u></p> <p>Daily weather / Talk about Seasons - what season are we in, what signs of that season can we see around us?</p> <p><u>Science Focus</u></p> <p>Plants- Why do trees look different in the Autumn? Materials-How can we sort different materials? States of Matter - Why does chocolate melt? Plants - Why won't it grow? Oral Hygiene Animals including Humans - How does a chicken grow? Forces - How can I make a boat float?</p>	<p><u>Incidental Conversations</u></p> <p>Noticing the changes in the trees on the way out to the playground. Properties of materials as we are talking about what we notice ... Talk about what we observe, notice, think about what we see and what is happening.</p>	<p><u>Continuous Provision</u></p> <p>Experiment with materials and explore their properties - inside and outside, junk modelling, construction area, crates and planks and gutters</p> <p>Experiment with construction - ramps, shapes that roll etc.</p> <p>Water/Sand trays - capacity, floating/sinking</p> <p>Minibeasts - magnifiers, Minibeast Hotel</p>
<p><u>Responding to current events</u></p> <p>Respond to weather - windy days, snowy days</p>	<p><u>Example texts:</u></p> <p>The Very Hungry Caterpillar What the Ladybird Heard The Tiny Seed Jasper's Beanstalk Non -Fiction books about lifecycles Egg to Chick Lifecycles</p>	<p><u>Home/School links</u></p> <p>BBC Big Bird Watch Photos sent in as baby etc Tasks to try at home - freeze a character in ice</p>
<p><u>Enhancements</u></p> <p>Autumn Welly Walk Melting Ice / Freeze animals in outdoor area Christmas baking Pancake Day</p>	<p><u>Building Blocks</u></p> <p>Before children can carry out experiments, they need to be able to explore the world around them using all their senses.</p>	<p>Science in the EYFS</p>

The **EYFS framework** is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. The areas of learning are: **Communication and Language, Physical Development and Personal, Social and Emotional development (Prime areas) and Literacy, Mathematics, Understanding the World and Expressive Arts and Design (Specific areas).**

Underpinning all Areas are the '**Characteristics of Effective Teaching and Learning**' which describe how a child learns, thinks and interacts with the curriculum.

The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects. In EYFS we provide lots of opportunities to develop the children's understanding the world. We have different activities in our continuous provision, discrete carpet sessions and lots of incidental conversations for example; sharing the children's experiences or through stories.

Characteristics of Effective Learning

The **characteristics of effective learning** are a key element in the early year's foundation stage. They detail the ways in which children learn from their environment, experiences and activities. When completing the 'All About Me' document and summarising an individual child's learning and development use the questions and ideas below as guidance as well as referring to [Development Matters](#).

Playing and exploring	Active Learning	Creativity and critical thinking
<p>Finding out and exploring What am I curious about? What experiences do I prefer? How do I use all of my senses to explore the world around me? How do I engage with open-ended activities? Am I able to play by myself and extend my play using different materials without the support of an adult? Do I return to this play throughout the day or week?</p> <p>Playing with what I know Do I act out experiences with others or alone? What roles do I like to take on in pretend play indoors and outdoors? How do I use objects to support my play? e.g. a brick for a phone? What examples can you give? Do I use ideas from home, books and / or stories in my play?</p> <p>Being willing to 'have a go' Do I like to try new ideas or stay with something I am familiar with? Am I adventurous and happy to explore? Do you see me keep on trying when things get difficult? Do I work best with an adult or am I happy to explore activities independently?</p> <p>Key words Motivation, curious, fascination, concentration, persistence, engage, determination, pretend, act, interest, initiate, seek, try, challenge, preference, take risks, familiarity, have a go, can do.</p>	<p>Being involved and concentrating Do I show high levels of focus when playing with things that interest me? Am I able to keep focused on a self-initiated activity without being distracted? Do I show fascination and high levels of energy in my play? Do I use my observations skills to notice detail, similarities and differences in things I am interested in?</p> <p>Keeping on trying Do I show persistence even when I find things difficult? Do I enjoy challenges and am able to rebound from setbacks? Do I like to do things for myself and be given time to problem solve before adults helps me? Do I like to reflect with adults about what I have learnt from challenging and new experiences? What strategies do I use when things don't go to plan? Do I concentrate, try different approaches, persist, solve problem, and have new ideas?</p> <p>Enjoying achieving what I set out to do Do I show satisfaction with what I have done; Do I want to show / tell people about my achievements? How do I show enjoyment and pride in mastering a new skill and achievement? Am I motivated to try something new and / or achieve things for myself rather than for rewards or praise?</p> <p>Key words: Energy, fascination, motivated, persistent, challenge, concentrate, satisfied, initiate, deeply involved, curious, learnt, maintained focus, paid attention, not distracted, recovered, changed, reflective, accomplished, achieved</p>	<p>Having their own ideas Do I have my own ideas rather than follow what someone else has done? Do I ask questions (verbally and non-verbally)? How do I approach challenges and problem solving? Am I able to find new ways to do things? Do I like to explain my thinking and talk about my ideas? Do I use thinking words such as 'ideas, make sense, idea, figure out, plan, find out, tried, trying to we could... let's try...?'</p> <p>Making links Do I use my previous experiences to support my learning and play? Do I try out and test new ideas? Do I make predictions and look for patterns?</p> <p>Choosing ways to do things Do I change my strategy when needed? Am I reflective on how well my activity is going? Do I describe the challenges I encounter and suggest ways to solve the problem? Do I talk about what I am doing, how I plan to do it, what worked well and what I would do differently next time? Can I make my own decisions? Do I plan and develop my ideas? Do I challenge and extend my own learning?</p> <p>Key words Plan, decide, predict, review, adapt, test, patterns, think, link, problem solve, ideas, interests, initiate, challenge, thought, wondered, described, created, met a challenge, explored new ways to do things, cause and effect, developed ideas, decision, achieved.</p>

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Year Group	Area of Learning	Development Matters Statements
Reception	Understanding the World	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.
ELG	Understanding the World - The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting	

	<p>environments, drawing on their experiences and what has been read in class;</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>
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Teacher led Science

<p>Science - Learning Opportunities</p> <p>Each half term presents lots of opportunities for exploring Science concepts such as floating and sinking / forces (cars and ramps, guttering and boats, magnets) as part of Continuous Provision / Outdoor Play.</p>	<p>Provision - Indoor and Outdoor examples include</p>
<p><u>Hoot Owls</u></p> <p>Autumn 1 - Plants</p> <p>Why do trees look different in the Autumn?</p> <p>Name, describe and sort animals that live in different habitats</p> <p>Describe different habitats</p> <p>Know about similarities and differences in relation to living things and places</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p>	<p>Ipad for photos</p> <p>Magnifying glasses</p> <p>Minibeast Hotel</p> <p>Incubator Eggs</p>

<p>Show care and concern for living things and the environment.</p> <p>Autumn 2 - Materials How can we sort different materials? Explore a range of materials, including natural materials. Make objects from different materials including natural materials. Shape and join materials.</p> <p>Spring 1 - State of Matter Why does chocolate melt? Combine and mix ingredients Change materials by heating and cooling</p> <p>Spring 2 - Plants Why won't it grow? Help to grow and take care of a plant Show care and concern for a living thing and the environment. Name common plants they see around school/ in Forest School including Daisy Buttercup Daffodil Sunflower Apple tree Pear tree</p> <p>Summer 1 - Animals including humans. How does a chicken grow? Learn about the life cycle of animals Observe how baby animals change over time Show care and concern for living animals and the environment Compare adult animals to babies</p>	<p>Caterpillars</p> <p>Non-Fiction books</p>
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<p>Learn to take care of themselves Know the importance of good health, physical exercise and a healthy diet. Talk about ways to keep healthy and safe. Learn about senses. Summer 2 - Forces How can I make a boat to float? Explore how to change how things work Explore how the wind can move objects Feel forces Explore shadows Explore rainbows</p>	
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Area of Science	Vocabulary	
Plants - Why do trees look different in Autumn?	Animal Names Land Water Jungle Desert North Pole South Pole Sea	Hot Cold Wet Dry Snow Ice
Materials - How can we sort different materials?	Wood Paper Plastic Water Ice hard	Dull Shiny Bendy Stiff

	Soft Materials	
States of matter - Why does chocolate melt?	Hot Cold Melt Wet Dry	Change Change back Solid Liquid
Plants - Why won't it grow?	Seed Plant Flower Soil Water Sun Leaf/leaves Apple tree Pear tree	Fruit Petal Bud Blossom Stem Daisy Buttercup Daffodil Sunflower
Animals including humans - How does a chicken grow?	Egg Chick Bird Caterpillar Cocoon Chrysalis	Butterfly Grow Change Die
Forces - How can I make a Boat to Float?	Wind Air Blow Fast	Slow Turn Spin

Progression and links to next year in **Science** - what will our learning look like **next year**?

Year 1 Snowy Owls

Animals including humans - Who am I?

Identify, name, draw and label the basic parts of the human body.

Say which part of the body is associated with sense.

Materials - Celebrations

Distinguish between an object and the material from which it's made.

Identify and name a variety of everyday materials, wood, plastic, glass, metal, water and rock.

Describe the physical properties of a variety of everyday materials.

Identify and describe the basic structure of a variety of common plants including trees.

Animals including Humans - On Safari

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.

Describe and compare the structure of common animals, fish, amphibians, reptiles, birds and mammals - including pets.

Living Things - Plants and Animals

Identify and name a variety of common wild and garden plants including deciduous and evergreen trees.

Identify and describe the basic structure of a variety of common flowering plants including trees

Wild plants - clover, poppies, bluebells

Garden plants - crocus, water, lily

Deciduous trees - Oak, Rowan, Willow, Cherry, Horse Chestnut
Evergreen trees - Bamboo, Cedar, Fir, Ivy

Animals including Humans - Polar Places

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.

Pond - pond skater, backswimmer, dragonfly,

Forest School - ladybird, woodlouse, slug, snail, ant, spider, fox, caterpillar to butterfly.

Birds - Robin, Blue tit, Magpie, Pigeon

Pets - cat, dog, rabbit, hamster

Animals Including Humans - Holiday

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.

Describe and compare the structure of common animals, fish, amphibians, reptiles, birds and mammals - including pets.

Distinguish between an object and the material from which it is made

Identify and name a variety of everyday materials, wood, plastic, glass, metal, water and rock.

Describe the simple properties of a variety of everyday materials.

