

EYFS Understanding the world— Natural world	This is me Healthy Eating and Staying Safe/ Autumn	Under the sea and over the waves Traditional tales	Pashley Pets Our World
	T1 and T2	T3 and T4	T5 T6
National Curriculum Coverage	ELG- 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		
Lesson Objectives	<ul style="list-style-type: none"> I can describe what I can see, hear and feel outside I can describe my own environment and local area 	<ul style="list-style-type: none"> I can describe animals and plants (both from photos and real life experiences) I can talk about the weather linked to seasonal change I can talk about changes e.g. freezing, melting (linked to baking, paint mixing, mud play, etc.) 	<ul style="list-style-type: none"> I can explore the natural world I can make observations of animals and plants and use these observations to draw pictures I can contrast the natural world around me with different environments
Knowledge taught	<ul style="list-style-type: none"> The weather changes during the different seasons. The days are shorter in Autumn/have less daylight We are in the Autumn season In Autumn leaves fall off of the trees In Autumn the leaves change colours Evergreen trees keep their leaves all year round Deciduous trees leaves change colours and fall off. The five senses are see, taste, hear, smell, feel. 	<ul style="list-style-type: none"> I know a range of sea creatures living in the sea e.g. Barracuda, whale, starfish The weather is beginning to change. The days are getting longer/have more daylight. The weather will begin to get warmer. A variety of animals are born in spring such as lambs and birds. Materials can feel different such as rough, smooth, soft etc. You need to water and look after seeds/plants to help them grow. Leaves begin to grow back on trees during spring time Chickens have feathers, a wattle, a comb 	<ul style="list-style-type: none"> We look after our pets by feeding them, giving them shelter, love exercise (SHELF) Rabbits eyes are on the side of their heads so they can see all around them for danger Guinea pigs eyes are on the side of their heads so they can see all around them for danger We have foxes, badgers, butterflies and birds living in our woodland. Other animals live in different habitats such as polar bears who live in the arctic, desert foxes live in the desert. The weather is getting warmer The days are getting longer/more daylight We need to water the plants we have grown to keep them alive
Vocabulary to be retained	Touch , taste , smell , hear , feel , weather , evergreen , deciduous , senses , emergency , Autumn , seasons	Sea creature/animals , weather , warm , seeds , plants , sunlight , environment , rough , smooth , soft , fluffy , prickly , spikey	Rabbit , guinea pig , duck , chickens , environment , habitat Environment , insects , summer , hot , sun cream , water , habitat , hydration ,
Useful links		Billy's Bucket	https://kids.nationalgeographic.com/nature/habitats RAYSTEDE visit Drusillas visit
Assessments	Pupil voice Tapestry		

EYFS Understanding the world People and communities	This is me Healthy Eating and Staying Safe	Under the sea and over the waves Traditional tales	Pashley Pets Our World
	T1 and T2	T3 and T4	T5
National Curriculum Coverage	People, culture and communities. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps		
Learning Objectives	<ul style="list-style-type: none"> I can start to use stories and pictures to talk about differences in life in other countries I can talk about how different people celebrate I can share occasions when things have happened to make me feel special. I can talk about how Hindu's and Sikhs celebrate Diwali 	<ul style="list-style-type: none"> I can draw information from a simple map I can talk about special places for people in our and other communities I can say why God is important to Christians I can talk about how Hindu's celebrate HOLI 	<ul style="list-style-type: none"> I can describe the school environment using what I know from: <ul style="list-style-type: none"> -Observation -Discussion -Stories/non-fiction -Maps I know some similarities and differences between cultures and communities in this country. I can talk about what is the same and different in life in this country and other countries. I can identify a sacred text
Knowledge taught	<ul style="list-style-type: none"> I can name different parts of my immediate environment e.g. adventure playground, farm, allotment etc... I know that Diwali is the Hindu and Sikh festival of light. I know that each person is unique and special Christians believe that children are special to God. 	<ul style="list-style-type: none"> I know a map is a representation of an area or land showing things like road I know Christians worship in church I know that HOLI is the Hindu festival of colour I know that God is important to Christians 	<ul style="list-style-type: none"> I know some similarities and differences between life in this country and in other countries through looking at stories, non-fiction texts and maps. I know Christians believe in the Bible
Vocabulary to be retained	Senses, taste, touch, smell, hear, see, Diwali, Hindu, special, Christians, God	Map, church, holi	Cold, hot, mountain, desert, bible
Useful links			Augustus and his smile.
Assessment	Pupil voice Tapestry	Map making Pupil voice Tapestry	Pupil voice Tapestry

EYFS Understanding the world— Past and present	This is me Healthy Eating and Staying Safe	Under the sea and over the waves Traditional tales	Pashley Pets Our world
	T1 and T2	T3 and T4	T5 and T6
National Curriculum Coverage	ELG - Talk about the lives of people around them and their role 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 and storytelling		
Learning Objectives	<ul style="list-style-type: none"> I can talk about the different jobs people do I can talk about changes that have happened to me throughout my life. I can talk about my family and people in the community and their roles. I am becoming more aware of the past linked to myself and my family. I can talk about what I can see in pictures of the past. 	<ul style="list-style-type: none"> I can comment on images from the past I can begin to organise events using basic chronology I can recognise similarities and differences between things and ways of life at times in the past and now. I can talk about the roles of significant members of society. Moved to term 5 2023 due to Kings Coronation.	<ul style="list-style-type: none"> I can talk about the lives of people I am familiar with I can give similarities and differences between the past and now I can talk about the past using images and artefacts
Knowledge taught	<ul style="list-style-type: none"> The people who work for emergency services are nurses, doctors, paramedics, police etc. I know to call 999 in an emergency. I can talk about who is in my family (using green holiday books as support) I know that some toys from the past that are different to what we have now (dolls, wooden toys.) I know that houses in the past were different e.g. outdoor toilets, open fires, tin baths. 	<ul style="list-style-type: none"> A coronation is a ceremony where a new king or queen is crowning A monarch is a king or queen. Monarchs wear crowns as a symbol of power. I know that Queen Elizabeth II was on the throne before King Charles III 	<ul style="list-style-type: none"> I know that some local buildings were different to those now. I can talk about when my grandparents were children
Vocabulary to be retained	Family, Police, firefighter, doctor, nurse, toys, pharmacist, Emergency, past, safety,	Crown, king, queen, monarch, prince, princess, gold, silver, jewels, power, authority, King Charles III	Past, present, old, new,
Useful links	Peepo The toymaker	Photos of kings and queens Coronation footage	Photos of Eastbourne past and present Photos from Grandparents https://www.flickr.com/photos/28976636@N07/13519232255/in/photostream/
Assessment	Pupil voice Tapestry		

EYFS EAD	This is me Healthy Eating and Staying Safe	Under the sea and over the waves Traditional tales	Pashley Pets Our world
	T1 and T2	T3 and T4	T5 T6
National Curriculum Coverage	<p>ELG- Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations explaining the processes they have used Make use of props and materials when role playing characters in narratives and stories</p> <p>Being Imaginative Sing a range of well known songs and nursery rhymes Perform songs, rhymes, poems and stories with others and try to move to music.</p>		
Lesson Objectives	<ul style="list-style-type: none"> I can use various tools for artwork and design e.g. playdough tools I can select my own art and design materials to create with I can tell others what my artwork is and signal key parts e.g. this is mummy, this is her hair etc I am starting to recreate familiar stories (with adult support) I know some simple songs and can sing when supported by an adult. I can listen and respond to sounds 	<ul style="list-style-type: none"> I can use scissors and one handed tools to create art safely and more accurately (playdough tools, paintbrushes etc.) I am able to combine different techniques e.g. collage, paint, crayon, clay to create art I can talk about my artwork or designs- linked to some of the materials/ techniques I used I can use materials and props to retell stories and create imaginary situations linked to what I know I can sing well know songs in a group or alone and match the pitch or melody I can listen carefully to music and start to move to it. I can join in with singing and dancing. 	<ul style="list-style-type: none"> I can safely use tools e.g. scissors I can explore using materials and techniques I can design art/ a product thinking about colour, texture and function I can explain what I have made I can talk about how I made it I can use props and materials when I am role playing familiar stories I can sing well know nursery rhymes I can sing some familiar songs I can perform songs, rhymes, poems and stories alone and with others. I can try to move in time with music
Knowledge taught	<ul style="list-style-type: none"> Tools you can use to join materials together are cello tape, masking tape, string, glue stick etc. The primary colours are red, blue and yellow If you mix these together you can make different colours How to make basic shapes to replicate what they are painting such as circle for the head etc. We can make puppets to use in our play Collage is a piece of art made by <u>sticking</u> various different materials such as photographs and pieces of paper or fabric on to a backing. Music can touch your feelings I know 10 nursery rhymes 	<ul style="list-style-type: none"> I know how to independently access tools such as paintbrushes for paint, cutters and rollers for playdough etc. I know 15 nursery rhymes by heart I know that we can move to the pulse of the music I know what claves are 	<ul style="list-style-type: none"> I know how to effectively use tools such as paintbrushes, cutters etc. I know how to use scissors accurately to cut along a line Continue to build upon knowledge of creating puppets, backgrounds, objects for their play To create things for a purpose I know blue and yellow make green, red and yellow make orange and blue and red make purple. A performance is sharing music I know what a glockenspiel is.
Vocabulary to be retained	Paint, tape, glue, string, apron, collage, material, joining, primary colours, beat, pulse	Paint brush, collage, puppet, character, cutter, roller, tools, pitch	Performance, rap,
Useful links	Charanga music scheme	Charanga music scheme	Charanga music scheme
Assessment	Examples of work Pupil voice		

EYFS PSED	This is me Healthy Eating and Staying Safe <i>Links to scheme</i>	Under the sea and over the waves Traditional tales <i>Links to scheme</i>	Pashley Pets Our world <i>Links to scheme</i>
	T1 and T2	T3 and T4	T5 T6
National Curriculum Coverage	<p>Self regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>Managing self Explain the reasons for rules, know right from wrong and try to behave accordingly Manage own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p>Building relationships Form positive attachments to adults and friendships with peers Show sensitivity to their own and others needs</p>		
Learning Objectives	<ul style="list-style-type: none"> <i>I can identify comfortable and uncomfortable feelings</i> <i>I can describe my feelings</i> <i>I can manage uncomfortable feelings</i> <ul style="list-style-type: none"> I am starting to be aware of rules in the school and class-room <i>I can identify ways to keep clean.</i> <i>I know when it is important to wash my hands</i> <i>I know how to wash my hands</i> <ul style="list-style-type: none"> I am starting to form good relationships with the familiar adults in my class 	<ul style="list-style-type: none"> I can follow the school and class rules I can talk about what is right and wrong <ul style="list-style-type: none"> I can show friendly behaviour in the classroom and around school I am developing friendships with lots of different people I can identify how others feel and respond to them appropriately <ul style="list-style-type: none"> <i>I know that there are some ways that people can be the same as each other.</i> <i>I know that there are some ways that people can be different to each other.</i> <i>I know that everyone should be ok to be themselves</i> <i>I can say what I like and don't like.</i> <i>I have thought about things I like</i> <i>I have thought about things that I dislike</i> <i>I have considered how to make a difficult choice, listening to other people's opinions.</i> 	<ul style="list-style-type: none"> I can say how I and others are feeling I can show my understanding of feelings by changing my behaviour <ul style="list-style-type: none"> I can show I know right from wrong by my behaviour I can manage my own basic hygiene and personal needs e.g. toileting and dressing <ul style="list-style-type: none"> I can form good relationships with the adults in the classroom and around school I have lots of friends and positive friendships I know what my own needs are and can share them I am sensitive to the needs of others <ul style="list-style-type: none"> <i>I know what private means</i> <i>I know that some things are done in private</i> <i>I know that other people need to be private sometimes</i> <i>I know the people that are special to me</i> <i>I know what makes people special to each other</i> <i>I know how special people look after each other.</i> <i>I know that people are special to me</i> <i>I know what makes people special to each other</i> <i>I know how special people look after each other</i>
Knowledge taught	<p>I know some uncomfortable feelings e.g. worried, sad, angry, scared, tired</p> <p>I know some comfortable feelings e.g. happy, excited, pleased, calm</p> <p>I know some ways to calm down e.g. have a cuddle, deep breathing, having some time out.</p> <p>I know the rules in my classroom</p> <p>I know to wash my hands after going to the toilet, stroking an animal, sneezing, coughing, playing outside and before eating and going to hospital.</p> <p>I know some ways to keep clean e.g. washing hands, bath, shower</p> <p>I know the stages to wash my hands—use soap, rub palm to palm with fingers, rub back of hands, rub each wrist, rinse you hands and dry your hands.</p>	<p>I can identify some similarities and differences between people.</p> <p>I know that these similarities and differences are ok and are to be celebrated.</p> <p>I know my favourite colour.</p> <p>I know that we all like different things and that's ok.</p> <p>I know the school rules.</p> <p>I know how to share and take turns with others.</p> <p>I know how to make choices about my favourite colour.</p> <p>I recognise that we like different colours and that this is ok.</p> <p>I can maker choices about which materials I dislike the feel of.</p> <p>I recognise that we all dislike different materials and that this is ok.</p> <p>I know a range of safe responses to given difficult situations.</p>	<p>I know that some places are private and some are public</p> <p>I know that some activities are private and some are public</p> <p>I know some situations where people have a right to privacy.</p> <p>I can identify some people that are special to me</p> <p>I know some ways that people who are special care for each other and that this helps them experience positive emotions</p> <p>I know some ways in which we can show people that they are special to us.</p> <p>I know how to do my coat up and put my jumper on.</p> <p>I know what zone of regulation I am in.</p>
Vocabulary to be retained	<i>Feelings, uncomfortable, comfortable, hygiene</i>	<i>Same, similar, different, like, dislike, difficult</i>	<i>Private, special</i>
Useful links	Colour Monster		
Assessment	Paper plate faces Pupil voice	Pupil voice Observations at playtimes and in class	Pupil voice Observations at playtimes and in class