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|  | **EYFS** | **Autumn 1** | **Autumn 1** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Science**  **In EYFS Development matters.** | **-Understanding the world**  **the world**  30-50m and  40-60m  **Physical Development:**  **Health and Self care**  30-50m and  40-60m  **Expressive Arts and Design:**  **Exploring and Using Media and Materials**  30-50m and  40-60m | All about me: **How am I special?**  Where I live  Comparing myself to when I was a baby and now (growth)  Learning about the physical development of our bodies from when we were babies to now: **What Can I do by myself now?**  (Hold a pencil, use scissors, drawing etc)  Exploring the different textures of media – natural / found objects and other craft media. | Changes in the world around us  **Looking**Exploring the world around us, looking for signs of Autumn. | **How can we help the world when we recycle?**  How litter affects living things around us. Re-using to create models and pictures.  Comparing Winter / Autumn – **what changes can we see?**  (investigating frost / ice and water)  Outdoor games / Team games in PE -  **Why is exercise important?**  Observing the effects of physical activity on our bodies:  Looking at how our breathing changes and feeling our heartbeat. | **Why do we get so many new flowers in spring?**  Comparing Spring to Autumn / Winter (patterns and change)  New life: investigating new animals coming out of hibernation in different environments. Animals and their young.  The lifecycles of living creatures.  Fruit and Vegetables -  Creating a healthy lunch. | Plants: **How can I make a plant grow?**  -the needs of a plant for healthy growth.  -planting seeds and growing plants  -Experimenting with removing the needs of a plant.  Minibeasts/  insects: **Why are insects helpful for our garden?**  . | Sunflower competition.  Comparing Summer to the other seasons – temperature, weather, growth.  Looking after animals / pets in the hot weather.  **How do we adapt our behaviour and clothing to suit the different seasons?** |

**Early Years subject links- long term curriculum overview 2020**

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| Science  EYFS F2 | **Understanding the World: The World**  30-50mths  • Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.  • Talk about some of the things they have observed, such as plants, animals, natural and found objects.  • Talk about why things happen and how things work.  • Develop an understanding of growth, decay and changes over time.  • Show care and concern for living things and the environment.  40-60mths  Look closely at similarities, differences, patterns and change.  ELG  • **Know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.** | **Physical Development: Health and Self Care**  30-50mths  Observe the effects of physical activity on their bodies.  40-60mths  Eat a healthy range of foodstuffs and understand a need for variety in food.  • Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to  Good health.  **ELG**  **Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.** | **Expressive Arts and Design: Exploring using media and materials**  30-50mths  • Begin to be interested in and describe the texture of things. |

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| **EYFS** | | **Autumn 1** | **Autumn 2** | **Spring 1** | | **Spring 2** | | | **Summer 1** | **Summer 2** |
| History  EYFS | | **Ourselves and our families –**  Special experiences that we have had. To know that we are unique and talk about what is the same or different to our friends.  And family celebrations / traditions, past and present events in their own lives and in the lives of family members.  **Focus then ongoing throughout the year.**  People who help us - different occupations through stories, hospital/vets role play (Funny Bones)  **Comparing past and present.**  **Focus then ongoing throughout the year** | | People who help us - different occupations through stories,  Shop keeper/Train Station with café. **Comparing past and present.**  **Focus then ongoing throughout the year** | | People who help us and our heroes – different occupations and ways of life  Week of non-fiction book focus on people who help us. Organised visits in class with e.g. Doctor, police.  **Comparing past and present.**  Changes over time – life cycles:  Plants and chicks. | | | Growth and decay - changes over time. Focus the World around us.  Palaeontologist –linked to dinosaurs. | Growth and decay - changes over time- focus ourselves. Looking at what we could do/looked like at the start of Foundation Two and comparing to now – link with transition to Year 1. |
|  | | **Understanding the World: People and the communities**  30-50mths  • Show interest in the lives of people who are familiar to them.  • Remember and talk about significant events in their own experiences.  • Recognise and describe special times or events for family or friends.  • Show interest in different occupations and ways of life.  • Know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family.  **ELG**  **Talk about past and present events in their own lives and in**  **the lives of family members. To know about similarities and differences between themselves and others, and among families, communities and**  **traditions**. | | | | | **Understanding the World: The World**  30-50mths  • Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.  • Talk about some of the things they have observed, such as plants, animals, natural and found objects.  • Talk about why things happen and how things work.  • Develop an understanding of growth, decay and changes over time.  40-60mths  •Look closely at similarities, differences, patterns  and change.  **ELG**  **Know about similarities and differences in relation to places,**  **objects, materials and living things. Talk about the features**  **of their own immediate environment and how environments**  **might vary from one another.** | | | |
| **EYFS** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | | | **Summer 1** | | |
| Geography | Our local setting:  Home and school | | Comparing the environment of our school and other areas –  Discussing the natural materials found around our local area and using them for collage materials. Recycling - How can litter affect our local wildlife and nature around us? | Looking at our local area – change in environment.  Similarities and differences of places around our school and how they change with the seasons. | | | Looking at the areas in which we live and visit:  Comparing the natural / found objects.  Why do we have roads? Looking at Maps of the world, Britain, and the local area. Creating maps or our walk to school.  Are there any changes in the local environment around you? Why? | | |
| EYFS | **Understanding the World: People and Communities**  **ELG**  **• Talk about past and present events in their own lives and in**  **the lives of family members. Know about similarities and differences between themselves and others, and among families, communities and**  **traditions.** | | | | | **Understanding the World: The World**  30-50mths  Comment and ask questions about aspects of their familiar  world, such as the place where they live or the natural world.  • Talk about some of the things they have observed, such as  plants, animals, natural and found objects.  • Talk about why things happen and how things work.  • Develop an understanding of growth, decay and changes  over time.  • Show care and concern for living things and the  Environment.  40-60mths  • Look closely at similarities, differences, patterns  and change.  **ELG**  **Know about similarities and differences in relation to**  **places, objects, materials and living things. They talk about**  **the features of their own immediate environment and how**  **environments might vary from one another.** | | | |

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| **EYFS** | **Autumn 1** | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | **Summer 2** |
| **Music**  You may see this through... | Leaps and Bounds introduction to music. | | Nursery rhymes  Finding a beat / syllables  Group singing  Expressing our emotions using instruments | Learning Christmas songs to perform.  Exploring the sounds of different instruments | Using instruments to make sound scapes for pictures / art, stories and expression of feelings. | | Making up our own songs and musical rhythms.  Reviewing music and talking about our likes, dislikes and favourite songs/instruments. | | |
| **Skills:**  -Listen and respond to different styles of music  Learn to sing or sing along with nursery rhymes and action songs  -Improvise leading to playing classroom instruments  -Share and perform the learning that has taken place | | | **Skills:**  -Use voices expressively and creatively  -Play tuned and un-tuned instruments  -Listen with concentration and understanding to a range of music  -Experiment with, create, select and combine sounds | | **Skills:**  -Play and perform in solo and ensemble contexts  -Improvise and compose music  -Listen with attention to detail and recall sounds  -Use and understand staff and other musical notations  -Appreciate and understand a wide range of high-quality music  -Develop an understanding of the history of music | | | | |
| **EYFS** | **Expressive Arts and Design: Exploring media and materials**  30-50mths  • Sing a few familiar songs.  • Imitate movement in response to music.  • Tap out simple repeated rhythms.  • Explore and learn how sounds can be changed.  40-60mths  • Begin to build a repertoire of songs and dances.  • Explore the different sounds of instruments.  **ELG**  **• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.** | | | | **Expressive Arts and Design: Being Imaginative**  30-50mths  • Develop a preference for forms of expression.  • Notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.  • Sing to self and make up simple songs.  • Make up rhythms.  • Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.  40-60mths  • Create simple representations of events, people and objects.  **ELG**  **• Use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.** | | | | |