



Unsworth
Primary School

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EYFS Curriculum



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Primary School

The Unsworth EYFS Curriculum (A.Newton Reception Class Teacher)

Intent

Our EYFS curriculum at Unsworth ensures that children have opportunities to learn during their play, as well as teacher led learning. We identify the key knowledge and vocabulary that children will learn, and ensure they are exposed to this through a variety of experiences and opportunities.

Our EYFS staff are highly skilled at supporting children's early development, creating a language rich environment and ensuring progress and success for all children.



The EYFS offer combines the EYFS framework, as well as preparing children to access the National Curriculum when they move into Year 1. The subject areas within EYFS do not always match the traditional subjects taught through the National Curriculum, but links are made where possible to ensure that there is clear progression for children to be able to build on their knowledge as they move through school. We believe that this EYFS curriculum offers a strong foundation for this to happen.

EYFS Curriculum – Long Term Plan 2024-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Broad theme	Let's Explore	Once Upon a Time & Sparkle and Shine	Long Ago	Ready Steady Grow	Animal Safari	On the Beach (Mini Project for transition – Moving On)
Suggested Key Texts	The Colour Monster The Colour Monster Goes to School	Goldilocks Three Billy Goats Gruff Little Red Riding Hood	The Growing Story Rosie's Hat Owl Babies	Handa's surprise Jack and the Beanstalk Jasper's Beanstalk	The Lion Inside by Rachel Bright Baby Goes to Market	The Sea Saw by Tom Percival Billy's Bucket



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	We're Going on a Bear Hunt In Every Street In Every House Leaf Man	Three Little Pigs Pumpkin Soup Room on the Broom Binny's Diwali Little Glow The Nativity			Dear Zoo Monkey Puzzle	Tiddler The snail and the Whale Commotion in the Ocean The Pirates Next Door
Possible interests and events	Autumn walk Apple Crumble using home grown apples	Brush bus Halloween Diwali Bonfire night Remembrance day Christmas Trip to bakery Season changes Post box – posting letters for Xmas	Winter season changes Freezing and melting	Easter Spring Cooking Growing food New life Visit to local church	Trip to the zoo Animal visit in school – Curious Critters Balance ability	Growing up Changes Transition Summer weather changes
Children will have special events and experiences throughout the year linked to their learning, interests and the natural rhythm of the year.						
Parent engagement	Phonics meetings Stay and play Seesaw introduction meeting Meet the teacher	Parents evening Stay and read Nativity – sing along	Stay and count Grandparent visit Mystery reader Parent visit with younger sibling	Stay and create Planting and growing Gardening	Stay and write	Beach party day Stay and celebrate
Assessment opportunities	Reception government baseline On track/not on track Wellcomm assessments Writing and pencil grip Phonics tracker Autumn 1 expectations in cluster	Phonics tracker	Wellcomm assessments On track/not on track Cluster – expectations for spring term Phonics tracker	Cluster expectations for summer term.	Wellcomm assessments Cluster Moderation Phonics tracker	EYFS profile Transition Moderation with Yr 1
Prime areas – Communication and Language	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. (Development Matters)</p>					
	Listening, Attention and Understanding (3 and 4 year olds) Enjoy listening to longer stories and can remember much of what happens.		Listening, Attention and Understanding (Reception) Understand how to listen carefully and why listening is important.		Listening, Attention and Understanding ELG	



	<p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Speaking</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p> <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Engage in story times.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Speaking</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Learn rhymes, poems and songs.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases.</p>	<ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Understand humour more readily e.g. nonsense rhymes/jokes <p>Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. <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>Prime Area Physical Development</p> <p>Key PE (Mr Bigger)</p>	<p><i>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy, and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination, 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. (Development Matters)</i></p>		
	<p>Gross Motor Skills (3,4 year olds)</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>Gross Motor Skills (Reception)</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions 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>Gross Motor Skills ELG</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>Fine Motor Skills</p> <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>



	<p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Fine Motor</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p>		<p>Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Fine Motor Skills</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>		<p>Games Awareness</p>	<p>Unsworth Primary School</p>
<p>Prime Areas PSED</p>	<p>‘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.’(Development Matters)</p>					
	<p>Self – Regulation (3,4 year olds)</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Managing Self</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive.</p> <p>Building Relationships</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p> <p>Understand gradually how others might be feeling.</p>		<p>Self – Regulation (Reception)</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.</p> <p>Managing Self</p> <p>Manage their own needs. - personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing; - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian</p> <p>Building Relationships</p> <p>Build constructive and respectful relationships.</p> <p>See themselves as a valuable individual.</p>		<p>Self – Regulation (ELG)</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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>Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of 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, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others’ needs.</p>	
<p>PSED (SCARF)</p>	<p>Me and my relationships</p> <p>All about me What makes me special Me and my</p>	<p>Valuing difference</p> <p>I am special, you’re special Same and</p>	<p>Being my best</p> <p>Bouncing back when things go wrong Yes I can!</p>	<p>Keeping myself safe</p> <p>What’s safe to go onto my body Keeping myself safe</p>	<p>Rights and responsibilities</p> <p>Looking after money</p>	<p>Growing and changing</p> <p>Seasons Life stages/plants animals human s Life</p>



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	special people Who can help me My feelings My feelings (2) Name and describe people who are familiar to them.	different Same and different families Same and different homes Kind and caring Kind and caring (2)	Healthy eating (1) Healthy eating (2) Move your body A goodnights sleep	What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe		stages; human life stage- who will I be Where do babies come from? Getting bigger Me and my body - girls and boys
English writing	Writing 3,4 year olds. Write name correctly Use some of their print and letter knowledge in their early writing Begin to form lower-case letters correctly Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs s,a,t,p,l,n,d,m		Writing (Reception) Form most lower-case and capital letter correctly Spell words by identifying the sounds and then writing the sound with letter/s. (letters the children have been taught) Write captions/phrases and begin to write simple sentences. Re-read what they have written to make sure it makes sense.		Writing ELG Write recognisable letters (lower case and capital) most of which are formed correctly Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs Write simple phrases and sentences that can be read by others	
English writing activities	Writing names with lots of different medias e.g. paint, glitter, sand, pens, pencils. Drawing self portraits Following simple handwriting patterns. Write initial sounds e.g. shopping list	Labels, captions, posters, lists, cards, cvc words Goldilocks – card Red Riding Hood – poster Retelling stories Sequencing stories Labelling characters Writing Christmas cards	2 & 3 word captions Word captions to match pictures Recount – events and experiences Diaries and messages Lists	Recipes Seed packet writing Potions and perfumes Shopping lists Food labels Instructions	Recount – animal visit sequencing stories Postcards Safari journals Animal poster (PurpleMash)	Postcards (PurpleMash) Maps and short messages Story retelling
English reading	Reading: Comprehension / Word Reading <ul style="list-style-type: none">Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary.Begin to re-read books to build up their confidence in word reading,their fluency and their understanding and enjoymentUnderstand the five key concepts about printContinue to develop aspect 7 phonological awarenessRead individual letters by saying the sounds for themBlend sounds into words, so that they can read short words made up of known GPCsBegin to read a few common exception words matched (SSPF)Begin to read simple phrases / sentences		Reading: Comprehension / Word Reading <ul style="list-style-type: none">Begin to use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role playBegin to anticipate - where appropriate - some key events in storiesRe-read books to build up their confidence in word reading, their fluency and their understanding and enjoymentBegin to read words consistent with their phonic knowledgeRead some common exception words matched to the school's phonic programme<ul style="list-style-type: none">Read simple phrases / sentences		Reading: Comprehension / Word Reading <ul style="list-style-type: none">Demonstrate an understanding of what has been read to them byretelling stories and narratives using their own words and recently introduced vocabularyAnticipate-where appropriate-key events in stories.Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.Say the sound for each letter of the alphabet and for at least 10 digraphsRead words consistent with their phonic knowledge by sound-blendingRead aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words	



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English reading	Wordless books for first half term will be sent home.	1:1 reading books – books will be sent home that match children’s phonics ability.	Guided reading to begin with those children who are ready for it.			
Phonics	We use the Supersonic Phonic Friends scheme, and children are taught phonics every morning. Children are assessed at the end of every half term to monitor progress, and reading books are matched to the sounds they are confident with.					
	Review Basics 1 Firm Foundations Basics 2 s a t p i n m d	Basics 2 g o c k c k e u r h b f l l f f s s	Basics 3 j v w x y z z z q u c h s h t h n g a i e e	Basics 3 i g h o a o o o o a r o r u r o w o i e r	Basics 3 u r e e a r a i r	Basics 2 and 3 Recap and revision
Maths	We use White Rose Maths to identify key learning objectives, and use their resources primarily but supplement with other appropriate materials and models.					
	Number Recite numbers to 10 Count objects, actions and sounds Subitise 3 / 4 objects (quick recall without counting) Link the number symbol (numeral) with its cardinal number value to 5 Compare quantities up to 5 Understand ‘one more/less than’ to 5 Explore the composition of numbers to 5 Begin to explore number bonds to 5 Shape, Space & Measure Select, rotate and manipulate shapes in order to develop spatial reasoning skills Continue, copy and create repeating patterns Begin to compare length, weight and capacity	Number Count objects, actions and sounds. Subitise up to 4. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the ‘one more than/one less than’ relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10. Shape, space and Measure Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity		Numerical Pattern / Number ELG • Have a deep understanding of number to 10, including the composition of each number • Subitise (recognise quantities without counting) up to 5 • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. • Verbally count beyond 20, recognising the pattern of the counting system • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Shape, Space & Measure • Select, rotate and manipulate shapes in order to develop spatial reasoning skills • Compose and decompose shapes within practical activities • Continue, copy and create more complex repeating patterns • Compare length, height, weight and capacity • Measure and compare short periods of time		
	Measure and Patterns Numbers 1-5 Shape One more/one less		Numbers 6-10 3D shapes Composition Measure – length, height, time, mass, capacity		Composition of numbers up to 10 Manipulation and composition Sharing and grouping Patterns	



Specific Areas: Understanding the world	Past and Present Begin to make sense of their own life-story and family's history Begin to comment on images of familiar situation in the past People, Culture and Communities Talk about member of their immediate family and community. Name and describe people who are familiar to them Begin to understand that some places are special to members of their community Begin to recognise that people have different beliefs and celebrate special times in different ways Natural World Explore the natural world around them Describe what they can see,hear and feel when outside Begin to understand the effect of changing seasons		Past and Present Comment on images of familiar situations in the past People, Culture and Communities Talk about member of their immediate family and community. Name and describe people who are familiar to them Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways Recognise some similarities and differences between life in this country and other countries. Draw information from a simple map. Natural World Explore the natural world around them Describe what they can see,hear and feel when outside Understand the effect of changing seasons		<div>Unsworth Primary School</div> Past and Present (UW ELG) <ul style="list-style-type: none">▪ 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. People, Culture & Communities <ul style="list-style-type: none">▪ 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 in class <ul style="list-style-type: none">▪ 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. Natural World <ul style="list-style-type: none">▪ 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.	
	History	How are things different now than the past? <i>Famour explorer – Amelia Earhart and her journey</i> <i>Compare photographs of children as babies and children.</i>	Remembrance day Bonfire Night – fireworks Exploring castles, kings and queens – Who is King Charles?	What has changed in our lifetimes? Looking at photographs, toys. <i>Compare and contrast characters from stories including figures from the past.</i> <i>Family history</i>	Comparing how farms/farming has changed.	
RE		(Multi-faith week) <i>Diwali</i> <i>Christmas nativity</i> <i>All are welcome here (story share)</i> <i>Good to be different story</i> <i>Visiting church</i>		Shrove Tuesday	Easter story Signs of new life Spring Ramadam	Eid



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<p>Geography</p>	<p>What is a community?</p> <p>Drawing houses Journeys to school Looking at local area on google maps <i>creating maps for - Bear Hunt</i></p> <p><i>Talk about members of their immediate family and community.</i></p> <p><i>Exploring school grounds.</i></p> <p><i>Share summer holiday trips and link to explorer - Amelia Earhart</i></p>	<p>Christmas around the world – how do people celebrate?</p> <p>Diwali – where is India?</p> <p>Gingerbread Man – maps – links to journeys autumn 1.</p>		<p>Maps linked to key texts e.g. Jack and Beanstalk, Rosie's Walk</p>	<p>Where is Africa?</p> <p><i>(Recognise differences between life in this country and life in other countries)</i></p> <p><i>Handa and Baby Goes to Market</i></p>	<p>What is at the seaside?</p> <p><i>(Recognise some environments are different to the one in which they live)</i></p> <p><i>Treasure maps</i></p>
<p>Science</p>	<p>Autumn walk and season changes Using school apple tree to make apple crumble.</p> <p>Let's Explore – human body.</p>	<p>Exploring natural objects such as pumpkins and vegetables exploring our senses. Freezing and Melting linked to weather change Materials</p>	<p>Exploring winter weather changes – comparing autumn to winter</p>	<p>Planting, growing and life cycles. Animals and their babies</p> <p>Healthy eating – sorting foods.</p>	<p>Safari animals</p> <p>Animals – comparing and looking at differences e.g. birds, reptiles scales, fur.</p> <p>Look at how animals help humans e.g. guide dogs.</p> <p>Vets role play – how to look after animals.</p>	<p>Sea creatures and their habitats Seaside and rockpools Seas and oceans. Sinking and floating</p>
<p>Possible linked technology</p>	<p>Home corner resources Telephone Beebots Torches Children will be introduced to Seesaw. Using tools on Seesaw camera Pens Eraser</p>	<p>Ipads uploading to Seesaw Activities set on Seesaw Camera through Seesaw – picture perfect Sand timers Purplemash paint projects introduced – tools pen/eraser.</p>	<p>Thermometers Timers Introduction to PurpleMash – General computing skills taught. Touchpad/mouse/typing, sorting/matching. Technology in the home – linked to past and present</p>	<p>Digital/ measuring scales. Timelapse beanstalks growing Revisiting Beebots – plan a route Making music on PurpleMash</p>	<p>Animal posters using paint and typing.</p> <p>Logging on using individual accounts.</p>	<p>Beach post cards – 2email Barnaby Bear</p> <p>Poster how to look after the ocean</p> <p>Logging on using individual accounts.</p>



Seasons and weather changes to run throughout the year -
Describe what they see, feel and hear when outside.
Explore natural world around them.

Outdoor learning/forest school	Seasons and weather changes to run throughout the year - Describe what they see, feel and hear when outside. Explore natural world around them.						Unsworth Primary School	
Specific Area - Expressive Arts and Design	Children will have access to a variety of materials to explore during continuous provision and skills will be developed and enhanced to meet the needs of the children’s next steps.							
	Creating with Materials <ul style="list-style-type: none">▪ Draw with increasing complexity and detail, such as representing a face with a circle and including details▪ Show different emotions in drawings and paintings▪ Continue to explore colour and colour mixing.▪ Safely use and explore a variety of materials and tools▪ Explore new techniques▪ Talk about new creations▪ Begin to return to and build upon previous learning Being Imaginative & Expressive <ul style="list-style-type: none">▪ Take part in simple pretend play▪ Begin to develop complex stories using small world equipment▪ Begin to develop storylines in their pretend play – including those linked to focus text▪ Begin to listen attentively, move to and talk about music, expressing their feelings and responses▪ Begin to watch and talk about dance and performance art▪ Sing in a group or on their own▪ Begin to explore and engage in music making and dance			Creating with Materials <ul style="list-style-type: none">▪ Explore and use 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. Being Imaginative & Expressive <ul style="list-style-type: none">▪ 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.▪ Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. <ul style="list-style-type: none">▪ Explore and engage in music making and dance, performing solo or in groups.			Creating with Materials <ul style="list-style-type: none">▪ 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▪ Make use of props and materials when role playing characters in narratives and stories. Being Imaginative & Expressive <ul style="list-style-type: none">▪ Invent, adapt and recount narratives and stories with peers and their teacher;▪ 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.	
DT	Preparing and making apple crumble. Healthy eating – linked to snack. Exploring joining techniques and materials to make houses.	Making junk modelling – 3 Little Pigs Houses Designing and making crowns for kings, queens. Making porridge. Exploring wheels and axels linked to Cinderella Clay – diva lamps Autumn nature crowns Baking Gingerbread men Tasting and making porridge	Exploring sculptures – with ice – linked to UW seasons changes. Making toys from the past – peg dolls	Seed shaker instruments Fruit salad and smoothies Spring nature crowns.	Animal homes/bug hotel Animal masks - exploring with patterns.	Making boats – junk modelling		



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<p>Art</p>	<p>Drawing and painting self portraits</p> <p>Explore colours can be mixed to make a new one.</p> <p>Printing with autumn materials e.g. leaves, sticks, conkers, sponges.</p>	<p>Exploring collage – pumpkins</p> <p>Firework pictures – marble rolling.</p> <p>Christmas cards and decorations</p> <p>Designing and making their own junk modelling gingerbread men.</p> <p>Loose parts (sparkle and shine – 3D picture)</p>	<p>Daffodil painting / observational drawings.</p> <p>Creating their own black and white photos -</p> <p>Black, white grey colouring mixing lesson (stamps)</p> <p>Portraits (famous art work)</p> <p>Exploring textures and creating pictures using tea/coffee</p>	<p>Observational drawings with fruit and characters from story. Artist - Giuseppe Arcimboldo – drawing fruit.</p> <p>Flora and fauna with mixed media – creating flowers with paint and tissue paper (ripping, tearing, cutting, folding)</p> <p>Fruit printing</p>	<p>Drawing skills are revisited in enhanced provision – through animal drawings.</p> <p>Artist – Henri Matisse – tearing and ripping to create snails.</p> <p>Animal printing and collages.</p>	<p>Henri Matisse – Seaside Scene paintings – linked to primary colour mixing.</p> <p>Treasure maps</p> <p>Paper plate underwater creatures.</p> <p>Sand paintings.</p>
<p>Music</p>	<p>I've Got A Grumpy Face T</p>	<p>The Sorcerer's Apprentice</p>	<p>Bird Spotting: Cuckoo Polka</p>	<p>Shake My Sillies</p>	<p>Down There Under The Sea</p>	<p>Musical Elements: Singing/Performing Listening/Appraising Untuned Percussion</p>



EYFS Units Overview

Unit title	Let's Explore	Long Ago	Moving On (Mini Project)
	<p>Key knowledge:</p> <ul style="list-style-type: none"> • How they have changed as they have grown from being a baby. • Talk about changes they can recall from memories • Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life. • Some people in history are significant because they did important things that changed the world or how we live. <p>Begin to name different man-made features in the immediate environment, including the school grounds, local streets and the place they live.</p> <ul style="list-style-type: none"> • 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. • Describe the changes in the natural world around them, including the seasons, eg. autumn leaves changing colour, winter and frost on the floor • Know ways to care for their local environment. <p>Key vocabulary:</p> <p>Change, now, past, present, then time, compare, different, new, old, photograph, same, Amelia Earhart, explorer. Famous, Marco Polo, ask, answer, question, map, man-made, natural, local street, school, local environment, journey, weather, seasons, autumn, winter, community</p> <p>Historical analysis/Skill:</p> <ul style="list-style-type: none"> • Share stories and talk about significant people who lived in the past <p>Key Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> • use simple maps in their play to represent places and journeys, real and imagined. 	<p>Key knowledge:</p> <ul style="list-style-type: none"> • make sense of their own life story and family history by talking about significant events, such as birthdays or other celebrations. • The way that people lived in the past is not the same as the way that we live now. There have been changes to schools, play activities, toys, food, transport and clothes. • Objects from the past can look different to objects from the present. <p>Key vocabulary:</p> <p>Artefact, historian, archaeologist, timeline, change over time, last week, last year, long ago, memory, modern day, past, present, Victorian, yesterday, afternoon, after that, finally, first, last, morning, next, order, then, time, many years ago, different, compare, modern, old, oldest, family tree, grandparents, remember</p> <p>Historical analysis/Skill:</p> <ul style="list-style-type: none"> • Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures. • Explore and talk about pictures, stories and information books on the theme of royalty. • Put familiar events in chronological order, using pictures and discussion. 	<p>Key knowledge:</p> <ul style="list-style-type: none"> • make sense of their own life story and family history by talking about significant events, from the year, including their birthdays or other celebrations. <p>Key vocabulary:</p> <p>Year, January, February, March, April, May, June, July, August, September, October, November, December</p> <p>Key vocabulary:</p> <p>Now, past, present, then, different, similar, after that, first, next, timeline</p> <p>Photography, compare, difference, similarity, same</p> <p>Castle, crown, king, prince, princess, queen, royal</p> <p>Historical analysis/Skill:</p> <ul style="list-style-type: none"> • Explore and talk about pictures, stories and information books on the theme of royalty. • Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures <p>Memory, past, present, special event, remember</p> <p>Historical analysis/Skill:</p> <ul style="list-style-type: none"> • Talk about past and present events in their own lives and those who are important to them. • Put familiar events in chronological order, using pictures and discussion. • Recognise and begin to talk about how their lives have changed as they have grown.



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Unit title	Animal Safari	On the Beach	
	<p>Key knowledge: A habitat is a place where living things live. Maps show the sea/land – begin to identify each. The world has lots of different places and maps show different countries around the world. Living things, including plants and animals, live in our school grounds. Different animal groups have some common body parts, such as birds have wings and fish have fins. Paw is the name for an animal's foot. Whiskers are the long hairs that grow out of an animal's face. Pets are domestic or tamed animals. Eggs are laid by female birds and are surrounded by a shell. Zoos are places that have collections of wild animals for study, conservation and public display.</p> <p>A habitat is a place where living things live. Local habitats include woodlands, gardens and ponds. Other habitats include hot places, such as deserts, and cold places, such as the Arctic. Know some similarities and differences between the natural world around them and contrasting environments.</p> <p>Key vocabulary:</p> <p>Habitat, wings, fins, paw, whiskers, domestic, tame, shell, deserts, the Arctic, Environment, habitats, land, sea, ocean, polar regions, grasslands, woodland, forest, jungles, weather, climate, natural</p> <p>Key Geographical skills and fieldwork:</p> <ul style="list-style-type: none">• use maps to see where in the world different types of habitats are/where animals	<p>Key knowledge:</p> <ul style="list-style-type: none">• Describe/talk about different places that they have been to or seen in photographs• develop an awareness of other places in the world – photographs, listen to stories• Understand some important processes and changes in the natural world around them, including the seasons eg. summer and hot weather <p>Key vocabulary: weather, climate, natural, journey, travel, maps, seasons, summer</p> <p>Key Geographical skills and fieldwork:</p> <ul style="list-style-type: none">• Use globes/maps and identify the land/sea• use simple maps in their play to represent places and journeys, real and imagined.	



Unit title	Ready Steady Grow		

