



The Halifax Academy

EYFS

“Let the wild rumpus start.”

Where the Wild Things Are by Maurice Sendak

While our curriculum is adapted each year according to the specific needs of the cohort, the approach always centres around our belief that high levels of engagement produce high levels of attainment. In light of this, we provide an engaging curriculum that maximises the opportunity for meaningful cross-curricular links and learning experiences, as well as promoting the unique child by offering extended periods of play and sustained thinking. As well as encouraging new ones, we also follow children’s ideas and interests, fostering a lifelong love of learning in and out of school.

Our curriculum enables children to succeed through collaborative learning principles, so there’s a strong emphasis on the Prime Areas of learning: Physical Development, Personal, Social and Emotional Development and Communication and Language, including oracy. We support children to become independent learners engaged in sustained play and developing their own lines of enquiry, helping them acquire courage and independence, belief in themselves, focus and concentration, physical and mental stamina, and the judgement to take play-based risks.

Staff encourage oracy from an early age through talking stories, retelling stories and scaffolding conversations during continuous provision and class discussions. We also recognise that oracy doesn’t just improve academic outcomes: it’s an essential skill that ensures success in wider life and future employment. Oracy develops children’s thinking and understanding, which in turn promotes self-confidence, resilience and empathy, together which support the child’s overall well-being. Right from day one, our enabling environments, secure routines and warm, skilful adult interactions guide the children’s development

The characteristics of effective learning come alive with animated characters like **Proud Peacock, Reflecting Rhino and Go for It Gorilla**. This gives children the opportunity to understand and talk about their learning experiences using words such as perseverance, concentration and reflection. By the end of Reception, our intent is that every child makes at least ‘good’ progress from their starting points, and all are equipped with the skills and knowledge to have a smooth transition into Year 1.



Phase 1

EYFS Development Matters- Literacy NC English

	Term 1	Term 2	Term 3
Phonics	<p>Firm Foundations Aspects 4 – Rhythm and Rhyme Aspects 5 – Alliteration Aspects 6 – Voice Sounds Aspects 7 – Oral Blending and Segmenting</p> <p>The Basics 2 Group 1 – s,a,t,p Group 2 – i, n, m, d Group 3 – g,o,c,k Group 4 – ck,e,u,r Group 5 – h,b,f,l</p>	<p>Recap The Basics 2 Group 6 ll,ff,ss The Basics 3 Group 1 – j,v,w,x – Group 2 – y, z, zz, qu - Group 3 – ch, sh, th, ng – Group 4 – ai, ee, igh, oa –</p>	<p>The Basics 3 Group 5 – oo, oo, ar, or – Group 6 – ur, ow, oi, er – Group 7 – ure, ear, air –</p> <p>Recap the Basics 3 Some children may be ready for The Basics 4</p>
Key Texts	<p>Pete the cat -walking in my school shoes Goldilocks and the Three Bears The Gingerbread Man Owl Babies</p>	<p>Jack Frost Mr Wolf’s Pancakes Cinderella Millie’s Chickens</p>	<p>On Sudden Hill The Train Ride The Rain Handa’s Surprise/Handa’s Hen</p>
Poetry Basket	<p>Chop, chop Cup of tea Falling apples A basket of apples Wise old owl Leaves are falling Breezy weather Shoes Mice</p>	<p>Popcorn Let’s Put on Our mittens I Can Build a snowman Carrot Nose Pancakes Spring Wind Stepping Stones Mrs Bluebird A Little Seed</p>	<p>Dance Sliced bread Pitter Patter Thunderstorm I have a little frog Under a stone If I was so very tall Monkey babies A little shell</p>
Focus	<p>Drama/Re-telling traditional Tales/creating posters/lists/ Christmas writing/labelling/ recipe writing/cards/lists</p>	<p>Familiar settings/character descriptions/re-telling stories/ writing list/instructions/facts about chickens/writing own story/character descriptions and setting descriptions</p>	<p>labelling/Character descriptions/Write own version of stories/writing fact files on animals/Instructions/recount of trip to the seaside</p>
Writing	<p>Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship .Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.</p>	<p>Use appropriate letters for initial sounds Orally compose a sentence and hold it in memory before attempting to write it. Build words using letter sounds in writing. Begin to write simple sentences with support</p>	<p>Continue to build on knowledge of letter sounds to build words in writing. Use familiar words in their writing. Write a simple sentence with known letter-sound correspondence using a full stop and beginning to use a capital letter Begin to show an awareness of the different audience for writing. Begin to write different text forms for different purposes (e.g. lists, stories, instructions. Begin to discuss features of their own writing e.g. what kind of story have they written.</p>



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EYFS Development Matters- Literacy NC English

	Term 1	Term 2	Term 3
GPC and Vocabulary	Segmenting CVC words, identifying and writing initial sounds in words, verbal construction of a simple sentence	Segmenting words containing some digraphs / writing CVC digraph words and phrases, writing some irregular common exception words, using finger spaces between words, verbal construction of a complex sentence	Writing words containing some digraphs/trigraphs, write some irregular common exception words, write a simple sentence to be read by themselves and others, begin to use a capital letters and full stop to start and end a sentence

EYFS Development Matters- Personal and Social Development NC English

	Term 1	Term 2	Term 3
	Character Curriculum All about me Valuing differences	Character Curriculum Keeping myself safe Rights and responsibilities	Character Curriculum Being my best Growing up

	Term 1	Term 2	Term 3
Personal, Social and Emotional Development	<p>Au 1 To talk about feelings. Welcome distractions when upset. Increasingly follow rules. Know likes and dislikes. Independently organise belongings in the morning. Manage personal hygiene. Build constructive and respectful relationships.</p> <p>Au 2 Beginning to express their feelings and consider the perspectives of others. Begin to take turns and share resources. Independently choose where they would like to play. Continue to build constructive and respectful relationships</p>	<p>Spr 2 Show pride in achievements. Understand behavioural expectations of the setting. Explain right from wrong and try to behave accordingly. Manage their own needs. Identify kindness. Seek others to share activities and experiences.</p> <p>Sp 2 To make choices and communicate what they need. Begin to show persistence when faced with challenges. To keep play going by co-operating, listening, speaking, and explaining. Reflect on the work of others and self-evaluate their own work.</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.</p> <p>Su 1 Beginning to know that children think and respond in different ways to them. Talk about their own abilities positively. Confident to try new activities Show resilience and perseverance.</p> <p>Su 2 Able to identify and moderate own feelings. See themselves as a unique and valued individual. Seek out a challenge and enjoy the process. Show sensitivity to others' needs and feelings.</p>
Throughout the Year	Develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way.		



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	Term 1	Term 2	Term 3
Physical Development	<p>Use the muscles in their hands and arms to make big movements and bring together hand and eye movements Begin to mix sand and water together using large and small tools Explore one handed tools to create changes in materials Draws freely using lots of circles, lines and to and fro scribbles Sit on a balance bike and ride up and down Squiggle whilst you wiggle</p> <p>PE lessons Setting routines for PE and following commands Remember movements and positions Balancing use different body parts Travelling in a variety of ways Negotiating space</p>	<p>Mix flour and water together to achieve the correct consistency to make play dough using smaller tools with confidence. Begin to use techniques such as mix, spread and knead Move and rotate lower arms and wrists Begin to develop ball skills including Begin to draw with increasing complexity and details, such as representing a face with a circle, including details that are important to them Begin to confidently use one handed tools to create changes in materials included scissors and sticks in mud and sand Balance and ride scooters and balance bikes stopping and starting and not crashing into things</p> <p>PE lessons Learn to accurately throw and catch a large ball standing still and throwing a catching with a friend. Throw and catch at a target developing aim Copy moves and positions, moving in response to music, movement to communicate mood, sequencing movements</p>	<p>Combine a range of movements with ease and accuracy Sit at a table using core muscles to establish the correct posture ready for writing Use a range of large and small apparatus indoors and outdoors To represent pictures, showing their own interests Use one handed tools with confidence Ride a two wheeled bike Hold a pencil using tripod grip Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>PE lessons Safety balancing on a range of equipment, travelling across equipment at varying heights, jumping and landing Throwing and catching objects of different shapes and sizes Running distances Negotiating objects</p>
Throughout the Year	<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>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 spoon.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility.</p> <p>Understand the importance of oral hygiene by brushing teeth daily.</p>		



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Communication and Language	<p>Vocabulary Learn and use new vocabulary throughout the day Use vocabulary in different contexts Starting school, Myself, Feelings, Diwali, Autumn, Bonfire Night, Christmas</p>	<p>Vocabulary Learn and use new vocabulary throughout the day Use vocabulary in different contexts Winter, people who help us in the community, Spring, Luna New Year, Our local environment, Farm Animals, Lifecycle of a Hen (hatching chicks), Ramadan/Eid</p>	<p>Vocabulary Learn and use new vocabulary throughout the day Use vocabulary in different contexts Summer, Journeys, Transport, Animals around the world, The wider world, Growing vegetables</p>
	<p>Au 1 Understand how to listen carefully and why listening is important. Engage in story times, rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions. Understand 'why' questions. Use talk to organise play.</p> <p>AU 2 Listen in familiar & new situations. Engage in story times. Maintain attention in new situations. Follow instructions with 2 parts in a familiar situation.</p>	<p>Spr 1 Listen attentively in a range of situations. Maintain attention during appropriate activity. Engage in non-fiction books. Consider the listener and take turns. Use talk to organise/stand for something else in play.</p> <p>Spr 2 Understand why listening is important. Maintain attention in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p>Sum 1 Listen and understand instructions whilst busy with another task. Maintain activity while listening. Understand how, why, where questions.</p> <p>Sum 2 Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.</p>
	<p>Oral Sentence structure Develop Social Phrases Use sentences of 4-6 words</p> <p>Au 2 Ask questions to find out more and to check they understand what has been said to them. Start a conversation with peers and familiar adults and continue for many turns.</p>	<p>Oral Sentence structure Begin to use past tense. Begin to recount past events.</p> <p>Sp 2 Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Ask questions to find out more and check understanding. Articulate their ideas and thoughts in well-formed sentences. Begin to connect one idea or action to another using a range of connectives. Describe events in some detail.</p>	<p>Oral Sentence structure Describe events in some detail. Express ideas about feelings and experiences. Articulate their ideas and thoughts in well-formed sentences. Use language to reason.</p> <p>Su 2 Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas. Speak in well-formed sentences with some detail. Make comments and clarify thinking with questions</p>



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Communication and Language	<p>Poetry Basket Autumn 1 -Poetry Basket chop, chop, cup of tea, falling apples, basket of apples Autumn 2 -Poetry Basket wise old owl, leaves are falling, breezy weather, shoes, mice SUBJECT TO CHANGE DEPENDING ON CHILDREN'S INTERESTS</p>	<p>Poetry Basket Spring 1 - Poetry Basket popcorn, lets put on our mittens, I can build a snowman, carrot nose Spring 2 - Poetry Basket pancakes, spring wind, stepping stones, Mrs Bluebird, Little seed SUBJECT TO CHANGE DEPENDING ON CHILDREN'S INTERESTS</p>	<p>Poetry Basket Summer 1 _ Poetry Basket Dance, sliced bread, pitter patter, thunderstorm, I have a little frog Summer 2 - Poetry Basket Under a stone, if I was so very tall, monkey babies, a little shell SUBJECT TO CHANGE DEPENDING ON CHILDREN'S INTEREST</p>
	<p>Reading Focus on Five favourites books Highlighted (favourite five) Au 1 Goldilocks and the three bears Pete the cat - I love my white shoes We're going on a bear hunt The colour monster goes to school Same, same but different Au 2 There's no dragon in this story We are family Rhyme Crime The Gruffalo A handful of buttons</p>	<p>Reading Focus on Five favourites books Highlighted (favourite five) Spr 1 The Elves and the shoemaker Where's my Teddy Can I join your club? Same, same but different Spr 2 Jack and the Beanstalk Flood We're going on a bear hunt Kindness is my superpower Coming to England</p>	<p>Reading Focus on Five favourites books Highlighted (favourite five) Summ 1 There's no dragon in this story Pete the cat - I love my white shoes The very hungry caterpillar The Gruffalo Same, same but different Summ 2 There's no dragon in this story Handa's surprse We're going on a bear hunt Ravi's Roar One day, so many ways</p>
Literacy	<p>Comprension Au 1 Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.</p>	<p>Comprehension Sp 1 Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play). Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations</p>	<p>Comprehension Su 1 Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.</p>



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Literacy	<p>Comprehension Au 2 Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Begin to respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book Sequence two events from a familiar story, using puppets, pictures from book or role-play.</p>	<p>Comprehension Sp 2 Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books Innovate a well-known story with support</p>	<p>Comprehension Su 2 Act out stories through role play activities, Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p>
	<p>Word reading Firm Foundations Aspects 4 – Rhythm and Rhyme Aspects 5 – Alliteration Aspects 6 – Voice Sounds Aspects 7 – Oral Blending and Segmenting</p> <p>The Basics 2 Group 1 – s,a,t,p Group 2 - i, n, m, d Tricky words l is Group 3 – g,o,c,k Tricky words the to Group 4 – ck,e,u,r Tricky words go no Group 5 - h,b,f,l, Tricky words his, has, as</p>	<p>Word reading Recap The Basics 2 Group 6 ll,ff,ss Tricky words of into</p> <p>The Basics 3 Group 1 – j,v,w,x – Tricky words her was you Group 2 – y, z, zz, qu -Tricky words he, she, we, me, be Group 3 – ch, sh, th, ng – Tricky words they, my, Group 4 - ai, ee, igh, oa - Tricky words are, all</p> <p>Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.</p>	<p>Word reading Recap groups 3-5 The Basics 3 Group 5 - oo, oo, ar, or - Tricky words some, come Group 6 – ur, ow, oi, er – Tricky words so do Group 7 – ure, ear, air – Tricky words little, out</p> <p>Recap all The Basics 3 Some children may be ready for The Basics 4</p> <p>Basics 4 Group 1 – cvcc – Tricky words – were, what, like have Group 2 cvcc and polysyllabic words – Tricky words there, here, said, one Group 3 – cvcc – Tricky words house, when, our, your Group 4 – ccvc polysyllabic words – love, school Group 5 – ccvcc, cccvcc, polysyllabic words – then, them, that, this Write more graphemes from memory and write a simple sentence using phonic knowledge. Write longer sentences using phonic knowledge, write digraphs and trigraphs.</p>



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Literacy	<p>Text for Writing Pete the Cat - Walking in my school shoes Goldilocks and the Three Bears The Gingerbread Man Owl Babies</p>	<p>Text for Writing Jack Frost Mr Wolf's Pancakes Cinderella Millie's Chickens</p>	<p>Text for Writing On Sudden Hill The Train Ride The Rain Handa's Surprise/Handa's Hen</p>
	<p>Emergent Writing Au 1 Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory. Composition Use talk to organise describe events and experiences. Au 2 Emergent writing Copies adult writing behaviour e.g. writing on a whiteboard, writing messages Makes make marks and drawings using increasing control. Know there is a sound/symbol relationship Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words. Composition Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p>	<p>Emergent Writing Spr 1 Use appropriate letters for initial sounds Composition Orally compose a sentence and hold it in memory before attempting to write it. Spr 2 Emergent Writing Build words using letter sounds in writing. Composition Orally compose a sentence and hold it in memory before attempting to write it</p>	<p>Emergent Writing Sum 1 Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. Composition Write a simple sentence Sum 2 Emergent writing Begin to show an awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences beginning to use a capital letter and full stop Composition Write a simple/short narrative in short sentences with known letter-sound correspondences Write different text forms for different purposes (e.g. lists, stories, instructions). Begin to discuss features of their own writing e.g. what kind of story have they written.</p>



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	Term 1	Term 2	Term 3
Literacy	<p>Spelling Au 1 Orally segment sounds in simple words.</p> <p>Spelling Au 2 Orally spell VC and CVC words by identifying the sounds. Write own name.</p>	<p>Spelling Sp 1 Spell to write VC and CVC words independently using basics 2 graphemes.</p> <p>Spelling Sp 2 Spell to write VC, CVC and CVCC words independently using basics 2 and some basics 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently.</p>	<p>Spelling Su 1 Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p>Spelling Su 2 Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown Spell irregular common (tricky) words e.g., he, she, we, be, me independently</p>
	<p>Handwriting Au 1 Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.</p> <p>Au 2 Form letters from their name correctly. Recognise that after a word there is a space.</p>	<p>Handwriting Spr 1 Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</p> <p>Spr 2 Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p>	<p>Handwriting Su 1 Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.</p> <p>Su 2 Use a pencil confidently to write letters that can be clearly recognised.</p>
Mathematics	<p>Early Mathematical experiences Classifying, comparing, matching and ordering</p> <p>Pattern and Early Number Recognise, describe, copy and extend colour and size patterns, Count and represent the numbers 1 to 3, Estimate and check by counting</p> <p>Numbers within 6 Count up to six objects, One more or one fewer, Order numbers 1 -6, Conservation of numbers within six</p> <p>Addition and subtraction within 6 Explore zero, Explore addition and subtraction Measures and time Estimate, order compare, discuss and explore capacity, weight and lengths</p> <p>Calendar and time Days of the week, seasons, Sequence daily event</p>	<p>Shape and sorting Describe and sort 3-D shapes, Describe position accurately</p> <p>Numbers within 10 Count up to ten objects, Represent, order and explore numbers to ten, One more or fewer, one greater or less</p> <p>Addition and Subtraction within 10 Explore addition as counting on and subtraction as taking away</p> <p>Grouping and Sharing Counting and sharing in equal groups, Grouping into fives and tens Relationship between grouping and sharing</p> <p>Number patterns within 15 Count up to 15 objects and recognise different representations, Order and explore number patterns to 15 One more or fewer</p>	<p>Doubling and Halving solve problems, including doubling, halving and sharing, Explore the relationship between doubling and halving</p> <p>Shape and Pattern Describe/sort shapes; recognise continue and create patterns</p> <p>Securing Addition and Subtraction facts Commutativity; comparing two amounts, doubling and halving</p> <p>Number Patterns with 20 Count up to 10 and beyond with objects Represent, compare and explore numbers to 20, One more or fewer</p> <p>Money and Measures Compare/describe coins capacities, volumes, weights and lengths</p> <p>Exploration of patterns withing number Explore numbers and strategies, Recognise and extend patterns, Apply number, shape and measures knowledge, Count forwards and backwards</p>



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<p>Features of own immediate environment- focusing on school and school grounds. Look at ariel views of the school setting, children to comment on things that they recognise. Look at and follow simple maps of the school inside and out</p> <p>Begin to understand chronology, stages of human growth from a baby to an elderly Find out about key historical events and why they are celebrated today - Guy Fawkes/ Remembrance Day Know about some familiar situations in the past e.g starting school, toys at Christmas Observe and describe changes in the natural world from Autumn into Winter</p> <p>Know that freezing cooling and heating can change materials and that sometimes this can be reversed including water/ice, chocolate and baking bread.</p> <p>Know that we can use simple equipment such as magnifying glasses to find out more about that natural world</p>	<p>Name the town that they live in, their street name and house number Locate Halifax on a UK map Name familiar features of their local environment including Wainhouse Tower, Shibden Hall, people park, ASDA, post office and the outback Compare living in Halifax to Pakistan in relation to climate/housing/food/clothing Know that some places are special to the local community</p> <p>Know and comment on changes to local area by exploring sources of evidence e.g videos, black and white photos, newspapers Understand the past through settings, characters and events encountered in books read in class – Cinderella – linked to trip to Shibden Hall Describe ways in which things are different in Shibden Hall to their own home Live things do not stay the same over time – chick-hen Observe and describe changes in the natural world from Winter-Spring</p> <p>Know that some things can be recycled at home and at school. Know that some materials are magnetic and others are not Know that animals change as they grow and that some young animals are named differently from the adult including cow-calf horse-foal, duck-ducking Know that there are lots of different animals in the world, naming and increasing number Know, identify and describe farm animals Know that some specialist equipment can help us to understand the natural world and enhance our experiences including an incubator</p>	<p>Begin to understand that the world is made up of different countries. Know the name of the country that they live in and at least one other Name some animals and plants that can be found in the local area as well as well as others that live in either hot or cold parts of the world Observe and describe changes in the natural world from Spring-Summer Know that living things change over time – tadpole-frog Organise events using basic chronology – timeline of the school year – link to transition Recount an event orally/pictorially with/out caption Understand the past through settings, characters and events encountered in books read in class Know that some animals change in different ways as they grow through observing the life-cycles of frogs and butterflies Know that plants and have a lifecycle through planting and observing seeds/fruits and vegetables – know that a plant needs sun and water to grow and begin to talk about why Know that there are lots of different plants in the world and that some of these can provide us with food</p> <p>The world is made up of different animals and plants – name, identify and describe</p>



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	Term 1	Term 2	Term 3
Throughout the Year	<p>Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside. Use the past tense with increasing accuracy Explore the natural world around. Understand the need to respect and care for the natural environment and all living things. Understand that some places are special to members of the community – Visit the local church/ library/Mosque Recognise that people have different beliefs and celebrate special times in different ways - Christmas/Diwali/Lunar New Year/Ramadan-Eid Engages with religious and non religious festivals (Diwali, Christmas) learning where in the world they originate and how they are celebrated and look at any religious/non religious stories There are days of the week/months of the year that repeat and go in order The times of the day go in order and repeat everyday e.g. morning is before lunch time</p>		
Expressive arts and design	<p>Develop storylines in pretend Play Artist Study Andy Goldsworthy Art & Design Observe their own facial features and those of others Create a self portrait using lines to enclose spaces where needed Collect, observe and describe a range of natural resources including leaves, twigs and fir cones Print to create a pattern Experiments and explores with shapes and materials on different scales – uses trial and error Understands masking tape can be drawn on and glue and tape can join Know that natural resources can be used to create patterns and pictures linked to artist study: Andy Goldsworthy</p> <p>Music Begin to sing the entire songs of Nursery rhymes and familiar songs; express ideas, thoughts and feelings through music. Sing in a group matching pitch and following the melody. Sing call and response songs matching the pitch. Begin to experiment with musical instruments</p> <p>Autumn 1 Charanga Songs - ME! Pat-a-cake, 1, 2, 3, 4, 5, Once I Caught a Fish Alive, This Old Man, Five Little Ducks, Name Song, Things For Fingers Autumn 2 - My Stories I'm a little teapot, Not too difficult, The Grand Old Duke of York, I'm a little Teapot, Ring O Roses, Hickory Dickory Dock</p>	<p>Develop storylines in pretend Play Artist Study Jackson Pollock Art & Design Identify and name colour names Mix paints to create secondary colours through experimentation Know how to create and improve models through using a variety of materials and different ways including to scrunch, twist, fold, bend, roll. Experiment with thick and thin brushes and describes the marks they make Combines boxes using different tapes Decides whether PVA or pritt stick is the best glue for a purpose Put tape on the edge of the table before cutting it Explore different ways of applying paint, including brushes of different sizes, rollers and sticks linked to artist study: Jackson Pollock</p> <p>Music Play instruments with increasing control improvise a song around one that they know</p> <p>Spring 1 - Everyone Charanga Songs Wind the bobbin up, Rock a bye baby, Five Little Monkeys, Twinkle, Twinkle, Happy and you know it, Head shoudlers, knees and toes , Charanga Songs - Our World Old McDonald, Incy, wincy spider, Baa, Baa, Black sheep, Row row, row your boat, Wheels on the bus, Hockey Cokey</p>	<p>Develop storylines in pretend Play Artist Study Paul Klee Art & Design Mix own paint independently, using the correct amount of water and paint. To add black and white paint to alter the tint or shade. Begin to colour match to a specific colour or shade Paint/draw a picture with a primary focus as well as other details including their own interests such as rainbows, houses etc Use trial and error when creating and understands the need to sometimes second draft Understands a model is a representation of something that they are created Uses string and ribbon for a purpose Select collage materials to stick onto wet paint or by using glue artist study: Paul Klee</p> <p>Music Play instruments with control, explore and engage in music making and dance, keeping a steady beat performing solo or in groups, singing in a group or on own Sing call and response songs matching the pitch and following the melody</p> <p>Summer 1 - Big Bear Funk Big Bear Funk, Hickory, Dickory Dock, ABC song, Twinkle Twinklw little star, Head Shoulders Kneeds and Toes, If your happy and your know it, Five little monkeys, Summer 2 - Reflect, Rewind and Reply Review of the year</p>