

Content: Celebrations		Understanding the World – RE, PSHE, RSHE			National Curriculum
EYFS Educational Programme (DfE 2023)	Tier 3 VOCABULARY	Opportunities to TEACH & EXPERIENCES	Opportunities in PROVISION	Opportunities to USE	Builds knowledge and understanding so children can access KS1
	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.				
<p><b>ELG: Understanding the World: People, Culture and Communities</b></p> <p>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.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps</p> <p><b>The Staffordshire Agreed Syllabus for Religious Education</b></p> <p><i>In the Early Years Foundation Stage pupils should have the opportunity to develop a growing sense of awareness of self and their own community. They should encounter the diversity of faiths and world views represented in their own community and in Great Britain. Giving young children familiarity with the presence of major faiths, world views and a wide religious vocabulary raises awareness of the diverse nature of the world around them and provides a structure in which to develop their learning.</i></p>	<p>Celebration – when you do something special for an important event, occasion or holiday</p> <p>Festival – a gathering of people to celebrate something</p> <p>Decoration, symbol, occasion, feast, meal, gathering, tradition, culture</p> <p>Religions: Christian, Jewish, Hindu, Islam</p> <p>Christianity: God, Jesus, bible, church, pew, altar, stained glass window, cross, vicar, priest, lectern, harvest, Christmas, star, angel, Shrove Tuesday, Lent, Easter, palm leaves, resurrection, Wedding, promise, bride, groom</p> <p>Judaism: Rosh Hashana, Yom Kipper, forgiveness, fast, pray, synagogue, shofar, kippah, rabbi, torah, new year</p> <p>Hinduism: Diwali, Diya lamp, Rama, Sita, mehndi, fireworks, rangoli, Lakshmi, mandir</p> <p>Islam: Qur'an, imam, Eid, mecca, Muslims, hijab, salat, mosque, Ramadan</p> <p>Birthday, anniversary, Mother's Day, Father's Day, Bonfire Night, Halloween, Valentines Day, Chinese New Year, Midsummer, summer solstice</p>	<p>Visit to local church – St James Autumn Term – inside a church, Christian symbols, celebrating Christmas</p> <p>Spring Term – celebrating weddings, making promises</p> <p>Sharing celebrations on Tapestry (online journal)</p> <p>Photographs of how their family celebrates throughout the year</p> <p>Autumn: Harvest, Halloween, Bonfire Night</p> <p>Winter: Christmas, New Year, Valentines Day</p> <p>Spring: Pancake Day, Easter, Mother's Day</p> <p>Summer: Father's Day Birthdays (and any other cultural celebrations)</p> <p>Photographs of weddings (parents, grandparents, weddings of family members or attended weddings)</p> <p>Food – Diwali – make and taste traditional sweets Chinese New Year – taste traditional foods</p> <p>Pancake Day – make and chose toppings</p> <p>Mother's/Father's Day – make and share cakes with parents</p>	<p>Home Corner – updated with decorations for each celebration, children can decorate the home corner to recreate celebrations, food packaging related to celebration</p> <p>Role Play – costumes for each of the celebrations</p> <p>Construction – build different places of worship</p> <p>Play dough – create food for the different celebrations, cakes for birthdays and weddings, pancake, easter eggs, cultural food</p> <p>Mark Making – cards for the different celebrations</p> <p>Creative – use clay to make diva lamps (Diwali), create Easter baskets by weaving, Christmas ornaments – other traditional/cultural crafts</p> <p>Small World – characters from religious stories, characters as themselves and families to role-play celebrations, props to support celebrations, building for places of worship</p> <p>Mud kitchen – prepare a feast for each of the celebrations</p> <p>Loose parts – make patterns/symbols relating to celebrations</p> <p>Music – recreate music / songs heard at celebrations</p>	<p>Vocabulary modelled by staff during teaching of the celebrations – repeated use of new vocabulary within areas of provision – encourage children to use within their play</p> <p>Children to use vocabulary they have learnt during visits to the local church – St James – name parts of the church and use vocabulary to describe what happens during special celebrations</p> <p>Children can share their own personal experiences of celebrations through photographs and videos shared on Tapestry – encouraged to used vocabulary relating to the celebration which has been taught or modelled</p> <p>Use taught vocabulary to discuss the similarities and differences between the celebrations we have learnt about</p> <p><b>Knowledge:</b></p> <p>I know about how and why people celebrate religious or cultural celebrations</p> <p>I know and can talk about how my family celebrate occasions</p> <p><b>Skill:</b></p> <p>I can tell you about a celebration which happens in autumn/winter/spring/summer</p>	<p><b>Relationships and Health Education: Families and people who care for me</b></p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p><b>The Staffordshire Agreed Syllabus for Religious Education</b></p> <p><i>At key stage one, schools should focus their study on Christianity and one other faith. Islam is the suggested other faith. The choice will be determined by the local context.</i></p> <p><b>Practices and Ways of Life</b></p> <p>Explore the preparations for and find out about the celebration of festivals <b>1.2b</b></p> <p><b>Expressing Meaning</b></p> <p>Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies - <b>1.3b</b></p> <p><b>Identity, Diversity and Belonging</b></p> <p>Find out about ceremonies in which special moments in the life cycle are marked -<b>1.4c</b></p> <p><b>Values and Commitments</b></p> <p>Reflect on examples of care and concern shown by believers in religious communities and non-religious ways of life and explores reasons for these actions -<b>1.6b</b></p> <p>Explore stories from religious traditions and find out about attitudes to the natural world -<b>1.6c</b></p>

Content: Seasons		Understanding the World – Science, Geography			National Curriculum
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	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.				
<p><b>ELG: Understanding the World: The Natural World</b> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p> <p><b>ELG: Understanding the World: People, Culture and Communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>Autumn – cool, cold, rain, sun, leaves, change, colour, hedgehog, pinecone, conkers, harvest, tractor, rustling, hibernate, bonfire</p> <p>Winter – snowflake, snow, frozen, ice, icicles, cold, frost, sledging, skiing, slippery, fog</p> <p>Spring – hatch, grow, blossom, flowers, buds, daffodils, ducklings, frogspawn, tadpoles, chicks, lambs</p> <p>Summer – suncream, hot, temperature, thunderstorms, butterflies, insects, daisies, sweating, holidays, aeroplane</p>	<p>Seasonal sensory welly walks – children will follow the same route each time they go on a welly walk and notice how the things they see, hear, touch and smell change over time – noticing how the environment changes through the seasons – spotting signs of each season</p> <p>Seasonal display which will develop over the year with children adding artwork and vocabulary</p> <p>Natural materials in the classroom to represent the different seasons</p>	<p>Home Corner – updated with decorations for each season – blankets in winter, flowers in spring, sunglasses and hats in summer etc.</p> <p>Role Play – accessories relating to each season – hats, gloves, sunglasses, umbrellas etc.</p> <p>Construction – use the logs and materials to create seasonal pieces of loose part artwork, addition of flowers during spring, cotton wool for snow during winter etc.</p> <p>Play dough – add in materials collected from seasonal welly walks</p> <p>Mark Making – cards for the different seasons, vocabulary writing for different seasons</p> <p>Creative – seasonal crafts modelled first, coloured paper and materials relating to the seasons</p> <p>Small World – animals and insects link to seasons, plants, flowers and trees to highlight season changes</p> <p>Mud kitchen – add in materials collected from seasonal welly walks Loose parts – make seasonal pictures using the loose parts and natural materials Music – recreate music / songs / nursery rhymes relating to each season</p>	<p>Staff will model seasonal vocabulary whilst on the welly walk – discussing things they can see, hear, smell and touch – encourage the children to use similar vocabulary</p> <p>By following the same route on the welly walk, children will begin to see and experience more as they are thinking less about where to walk</p> <p>Ipads and cameras to be taken on the seasonal welly walks, along with clipboards and paper – children can record their observations and note down any seasonal changes – these can then be revisited in the classroom and vocabulary modelled and used by the children to describe what they saw, heard or felt</p> <p>Children can share their own personal experiences of the seasons (playing in the snow, holidays etc.) through photographs and videos shared on Tapestry – encouraged to use vocabulary relating to the season which has been taught or modelled</p> <p>Use taught vocabulary to discuss the similarities and differences between the seasons</p> <p><b>Knowledge:</b> I know the names of the 4 seasons and what happens during autumn, winter, spring and summer to the weather, plants, trees and animals</p> <p><b>Skills:</b> I can spot signs of the different seasons</p>	<p><b>Science Y1: Seasonal Change</b></p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p><b>Geographical Skills and Fieldwork KS1</b></p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Use simple compass directions (North, South, East, West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p>

Content: Weather		Understanding the World – Geography			National Curriculum
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	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.				
<p><b>ELG: Understanding the World: The Natural World</b> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p> <p><b>ELG: Understanding the World: People, Culture and Communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>Weather</p> <p>Weather forecast</p> <p>rain rainy rain cloud thunderstorm storm stormy hailstone snow ice icy frost frozen fog freezing sun sunny sunshine clouds cloudy</p> <p>temperature hot warm cold cool</p> <p>Days of the week – Monday, Tuesday, Wednesday, Thursday, Friday Weekend – Saturday, Sunday</p> <p>Months of the year – January, February, March, April, May, June, July, August, September, October, November</p>	<p>Seasonal sensory welly walks – children will experience welly walks in all weather, wearing appropriate clothing</p> <p>Daily weather chart in the classroom to record the weather and see how it changes throughout the different seasons</p> <p>The weather will determine what types of provision we can have outside – the children can help to organise this and know which activities would best be done in the rain/sun/fog etc.</p>	<p>The provision outside will change according to the weather and the different things we can do outside in certain types of weather</p> <p>We can collect rain water, freeze water when it is cold, melt ice during hot weather and notice changes in states of matter with the help of the weather</p> <p>Home Corner – updated with decorations for each season – blankets in winter, flowers in spring, sunglasses and hats in summer etc. - accessories relating to the current weather – hats, gloves, sunglasses, umbrellas etc.</p> <p>Mathematics – daily weather recording on a chart (5 frame for the 5 days that week at school) - how many days did we have rain/sun/clouds? Opportunities for mathematical discussions – also days of the week</p>	<p>Staff will introduce the children to different language to talk about the weather and use descriptive language where appropriate – children can use this language in their play to describe what they can see, hear and feel</p> <p>We will check the weather forecast each day before home time and see if it is the same the next day, we can predict what might happen to the weather with our knowledge of the seasons</p> <p>Using knowledge of days of the week, we can talk about today, yesterday and tomorrow using the names of the days, we can use past, present and future tenses</p> <p>Use taught vocabulary to discuss the similarities and differences between weather in our country and weather in another country (hot or cold climate)</p> <p><b>Knowledge:</b> I know the names of the 4 seasons and what happens during autumn, winter, spring and summer to the weather, plants, trees and animals</p> <p><b>Skills:</b> I can spot signs of autumn/ winter/ spring/ summer</p>	<p><b>Geography KS1: Human and Physical Knowledge</b></p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South Poles.</p>

Content: Plants and Trees		Understanding the World – Science			National Curriculum
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	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.				
<p><b>ELG: Understanding the World: The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>Plant, flower, leaves, stem, beans, seeds, buds, shoots, pollen, nectar, roots, petals</p> <p>Grow, fruit, vegetables, planter, soil, compost</p> <p>Sun, sunlight, rain, water, watering can, hose pipe, sprinkler</p> <p>Thorns, spikes, sting, nettles, weeds</p> <p>Tree, roots, branches, leaves, bark, conkers, acorns, nests, squirrel, birds, fruit, blossom, buds</p>	<p>Seasonal sensory welly walks – children will follow the same route each time they go on a welly walk and notice how the things they see, hear, touch and smell change over time – noticing how the plants and trees changes through the seasons</p> <p>Planting in our outdoor classroom – children will have the opportunity to plant seeds at different times of the year and help to care for these plants</p> <p>In our woodland area, children can look closely at the different trees and plants we have on our school grounds, we can see how they change throughout the year, we can see which trees may be home to animals or insects</p>	<p>Outdoor classroom – planters – plant seeds at different times of the year – look after these plants to make sure they have enough water during the warmer seasons and enough sunlight to grow</p> <p>Planting fruits and vegetables – we will create our own growing planter and see which fruits or vegetables we can grow from seeds – thinking about the time of year and which may be best to grow</p> <p>We will look after plants within the classroom and see how they grow – we will make sure they have enough water and sunlight</p> <p>Home corner – add in real flowers each week for the children to look at learn the parts of the flowers</p> <p>Role play – add in gardening equipment and tools for the children to use in their play</p> <p>Mark Making / Creative – make observations of plants by drawing, labelling, painting etc.</p>	<p>Staff will model vocabulary whilst on the welly walk – discussing things they can see, hear, smell and touch – encourage the children to use similar vocabulary relating to the plants and trees they see</p> <p>We can use our knowledge of plants to look after them in our environment and use the correct language when talking about parts of the plant</p> <p>We can talk about why plants and trees are important for our environment and link this learning to our knowledge of different animals and insects, as well as the seasons (discussing how plants/trees change during the different seasons)</p> <p>Use taught vocabulary to discuss the similarities and differences between the different plants and trees we see</p> <p><b>Knowledge:</b></p> <p>I know the names of the 4 seasons and what happens during autumn, winter, spring and summer to the weather, plants, trees and animals</p> <p>I know how to care of our environment (where we live) through listening to what has been read to me</p> <p>I understand why it is important to look after where we live</p> <p>I know ways in which we can help other environments (not just where we live) - such as recycling, not littering, planting trees etc.</p> <p><b>Skills:</b></p> <p>I can make observations of plants and animals</p> <p>I can talk about ways to protect and care for our environment</p>	<p><b>Science Y1: Plants</b></p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><b>Science Y2: Plants</b></p> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>

Content: Animals and Insects		Understanding the World – Science, Geography			National Curriculum
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	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.				
<p><b>ELG: Understanding the World: The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>Animals – mammals, reptiles, birds, amphibians, fish, insects</p> <p>Herbivores, omnivores, carnivores</p> <p>Habitat – woodland, farmyard, arctic, desert</p> <p>Pet, vet, care</p> <p>Nocturnal, hibernate, hibernating</p> <p>Insects, minibeasts, caterpillars, butterflies, bees, nectar, flowers, pollen, antenna</p> <p>Wriggle, slither, scuttle, scurry, crawl, fly, wiggle</p> <p>Environment, protect, recycle, pollution</p> <p>Endangered, extinct</p>	<p>Seasonal sensory welly walks – spotting animals that live nearby (horses, rabbits, birds, cows) - how does the environment change throughout the seasons, how will this impact the animals and insects?</p> <p>Pets – visits from pets we own, including Mr Hatton's parrot, Mrs Timmis' dog, Miss Bathew's goats and tortoise</p> <p>Visit from Andy - Hoglets – wildlife expert – meet a hedgehog and owl and learn more about nocturnal and hibernating animals</p> <p>Visit to a local farm / have a local farmer visit us – what new life can we see during spring</p> <p>Caterpillars from insect lore – watch them turn to butterflies</p> <p>Visit to Peak Wildlife park to consolidate our knowledge of animals from hot and cold countries</p>	<p>Home Corner – add in pet bowls, leads, toys, soft toys, beds, food – children to role play taking care of pets within their home</p> <p>Role Play – costumes for vets, farmers, wildlife experts, zoo keepers</p> <p>Construction – build homes for animals and insects using knowledge of habitats</p> <p>Mark Making – lists for taking care of pets, labelling pets, pet name tags, labelling animals and their habitats, create a map of the zoo</p> <p>Small World – animals and insects added into their play, create homes using knowledge of habitats</p> <p>Outside – create homes for minibeasts, search for animals on welly walks, look for animal homes in our environment (nests, rabbit warrens, ant hills), take care of the environment by recycling, planting flowers and looking after these</p>	<p>Staff will teach the children the names of animals and their classification, vocabulary linked to the animals will be repeated and used within children's play</p> <p>We can apply our knowledge of other concepts within our learning about animals and insects (such as plants/trees, seasonal) - which season do some animals hibernate? Which seasons are lambs and chicks born in?</p> <p>We can use our knowledge of animals and insects within our play, taking care of animals/pets/the environment linking our PSED knowledge and skills</p> <p>Children can share their personal experiences of pets and animals and share this with their friends – Tapestry can be used to share experiences</p> <p>Use taught vocabulary to discuss the similarities and differences between the different habitats we learn about</p> <p><b>Knowledge:</b> I know the names of the 4 seasons and what happens during autumn, winter, spring and summer to the weather, plants, trees and animals</p> <p><b>Skills:</b> I can make observations of plants and animals</p>	

Content: Ourselves and Our Families		Understanding the World – History, Science, RSHE, RE			National Curriculum
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	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>				
<p><b>ELG: Understanding the World: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>Myself, family, mother, father, parents, grandparents, daughter, son, brother, sister, sibling, cousin, aunt, uncle, grandchildren, niece, nephew</p> <p>Past, weekend, yesterday, last week, last year, previously</p> <p>Home, house, garden, street, village, city, country, Stoke-on-Trent, England, United Kingdom</p> <p>Celebrations, occasions, gifts, feast, meal, party, birthday, anniversary, Mother's Day, Father's Day, Bonfire Night, Halloween, Valentines Day, Christmas</p> <p>Baby, babies, toddler, born, pregnant, age, older, progress, skills, crawling, weaning, babbling, grow, develop</p> <p>Nativity, Christmas, Christians, angel, star, wise men, stable, innkeeper, manger, Bethlehem, gold, frankincense, myrrh, camel</p>	<p>Sharing all about me boxes – children to create a box with their family before they start school – share these with their class or in small groups – opportunity for communication and language skills to be observed</p> <p>Sharing weekend news – each week we ask parents to add 'weekend news' to Tapestry – children can share these with their class and talk about the past</p> <p>Tapestry – share experiences and celebrations – we can use our online platform to share celebrations</p> <p>Family photographs – use family photographs to discuss who is in our family and develop our vocabulary around family</p> <p>Photographs of themselves as babies to think about how we have changed</p> <p>Mother's Day workshop Father's Day workshop</p> <p>Nativity performance – each of the children will choose a part for the performance, have a line to say and songs to perform</p> <p>Transition – during the summer term we will become year 1 ready, we will spend time getting to know our year 1 teacher during our whole school transition morning</p>	<p>Home Corner - role play their home life and family scenarios, share details of their home life through play, add family photographs to the home corner</p> <p>Role Play – costumes to take on the roles of our families – links to community concept (jobs)</p> <p>Small World – dolls house toys, children to have their own mini me character to use within the small world – create their own narratives with their friends and teachers</p> <p>Mark Making – writing their first and last name, writing the names of their family members, making cards during celebrations for family members, making birthday cards for each other</p> <p>Construction / Creative – build/make their houses – use a picture for inspiration – select the tools and resources they will need</p> <p>Opportunities in provision for children to share their interests with their friends – added resources relating to children's interests to help develop their own personal knowledge and skills</p>	<p>Staff will model the correct use of the past tense to children and repeat their language using the correct past tense</p> <p>Children can use Tapestry to share their experiences and use vocabulary related to what they are sharing, they will use the past tense when talking about things they have done</p> <p>Use taught vocabulary to discuss the similarities and differences between families and ourselves</p> <p>Develop our communication and language skills through our play, sharing our interests and using taught vocabulary to explain our thoughts and ideas</p> <p><b>Knowledge:</b> I share my weekend news by talking about things I have done and who with I know that I was once a baby I know that babies change a lot and I can talk about ways in which I have changed I know and can talk about how my family celebrate occasions</p> <p><b>Skills:</b> I can use the past tense correctly can tell you about a celebration which happens in autumn/winter/spring/summer</p>	

Content: Our Community		Understanding the World – Geography, RE, PSHE			National Curriculum
EYFS Educational Programme (DfE 2023)	Tier 3 VOCABULARY	Opportunities to TEACH & EXPERIENCES	Opportunities in PROVISION	Opportunities to USE	Builds knowledge and understanding so children can access KS1
	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.				
<p><b>ELG: Understanding the World: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p><b>Understanding the World: People, Culture and Communities</b></p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>	<p>Community, local area, village, town, city, country, Stoke-on-Trent, England, United Kingdom, map, symbol, key, left, right, above, below</p> <p>School, home, library, church, garage, shops, care home, post office, post box</p> <p>Jobs – fire fighter, police officer, doctor, nurse, postal worker, lollipop person, vet, teacher, teaching assistant, office worker, lunchtime assistant, mechanic, care take, paramedic, librarian, dentist, refuse collector, builder, carer</p> <p>church, pew, altar, stained glass window, cross, vicar, priest, lectern, bible</p> <p>Environment, protect, recycle, pollution</p>	<p>Visits from people within our school community to teach us about their jobs – lollipop man, caretaker, headteacher, kitchen staff, office staff</p> <p>Visit from local farmer with their tractor</p> <p>Fire engine visit</p> <p>Visit to the local library and local car garage</p> <p>Walk to the post box and visit from a local postal worker – post our Christmas cards home to our families – opportunity to talk about where we live</p> <p>Videos and photographs shared on Tapestry of jobs within our families</p> <p>Visit to the local Church – St James</p> <p>Visit to a local care home</p> <p>Caring for insects / animals – protecting and caring for our environment – litter picking - planting</p> <p>Sports day – school community – work as a team to collect points, celebrate each other as a team</p>	<p>Home corner - take on the roles of people in our community</p> <p>Role play – costumes for different jobs, role play jobs they know or have learnt about</p> <p>Small world – characters and settings relating to a variety of workplaces</p> <p>Construction – construction site, design sheets, photographs of buildings from our community and other famous landmarks or buildings we have learnt about</p> <p>Mark Making – drawing maps of the local area, school, welly walk, journey to school</p> <p>Take care of the school environment, pick up litter from the playground, planting, recycling paper in the classroom</p>	<p>Staff will teach the children names of jobs and related vocabulary, we will role play these and learn about different roles within our community</p> <p>Children can share their families' jobs using photographs or videos on Tapestry – use taught vocabulary to describe roles</p> <p>After visiting various workplaces within our community, children can use their knowledge and taught vocabulary to role play</p> <p>Use taught vocabulary to discuss the similarities and differences between our community and others that we learn about</p> <p><b>Knowledge:</b></p> <p>I know about the jobs in our local community through books, experiences and talking to visitors</p> <p>I know how to care of our environment (where we live) through listening to what has been read to me</p> <p>I understand why it is important to look after where we live</p> <p>I know ways in which we can help other environments (not just where we live) - such as recycling, not littering, planting trees etc.</p> <p><b>Skills:</b></p> <p>I can tell you about jobs within our local community</p> <p>I can talk about ways to protect and care for our environment</p>	

All Concepts		Expressive Arts & Design - Art, Design Technology, Music			National Curriculum
EYFS Educational Programme (DfE 2023)	Tier 3 VOCABULARY	Opportunities to TEACH & EXPERIENCES	Opportunities in PROVISION	Opportunities to USE	Builds knowledge and understanding so children can access KS1
	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>				
<p><b>ELG: Expressive Arts &amp; Design</b></p> <p><b>Creating with Materials</b> 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.</p> <p><b>Being Imaginative</b> 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.</p>	<p>Join, stick, attach, glue, tape, fasten, hole punch, string, loop, fix</p> <p>Materials, texture, soft, hard, thick, thin</p> <p>Colours – names of all colours</p> <p>Drawing, sketch, outline, detail, features, copy, shape, line, curved, straight, wavy, zig-zag</p> <p>Tools, pencils, crayons, pens, chalk markers, paint, stamps, watercolours, scissors, stapler, hole punch</p> <p>Paintbrush, paint pallet, mix</p> <p>Pinch, sequins, glitter, gems, paper, tissue paper, sugar paper, cardboard, card, envelope</p> <p>Artist, art, gallery, sculptures, paintings, drawings, sketches</p> <p>Music, pulse, beat, fast, slow, high pitch, low pitch, sound, listen, feelings, instruments, glockenspiel, notes, musical patterns</p>	<p>Staff will teach the children how to join a variety of materials and model other aspects of design technology which children can then practice within provision – opportunities will be provided for children to explore a variety of materials and joining techniques to create objects which have a purpose</p> <p>Staff will model artistic elements and teach specific skills which children will have the opportunity to practice and develop within provision</p> <p>Staff will follow the Charanga planning for Music and allow children time in provision to develop the skills taught</p>	<p>Home corner – listen to a variety of music in the home corner, relating to different celebrations, listen to songs from other cultures, display art from other cultures</p> <p>Role play – sing a variety of songs and nursery rhymes within their role play</p> <p>Small world – re-enact stories using small world characters, use puppets and characters to perform nursery rhymes, songs and stories</p> <p>Construction / Recycling – construct using a variety of recycled materials, design buildings and creations, create toys that move by pushing, pulling or spinning, learn how to join a variety of materials, explore different textures</p> <p>Mark Making / Creative – use a variety of tools to create pieces of artwork, use thick and thin paintbrushes, mix colours, select appropriate colours, follow instructions for drawing</p> <p>Music – play a variety of musical instruments within their play, experiment with loud, quiet, high pitch and low pitch sounds, tap along to the pulse of music, play a simple tune</p>	<p>Children can use the knowledge taught to develop their artistic skills – applying the skills learnt within the autumn term to be able to design with purpose, add details and select the appropriate tools and techniques</p> <p>Children will be able to share the processes they have use with their peers after this has been modelled by staff</p> <p>Staff will talk about art/music and how it makes them feel, modelling vocabulary</p> <p>Use taught vocabulary to discuss how music makes them feel, the pitch of the music and the tempo (speed) / dynamics (loud/quiet)</p> <p>See Knowledge &amp; Skills for Expressive Arts &amp; Design (EYFS Curriculum 2024)</p>	<p>Art KS1 To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>Design Technology KS1 Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts (for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment). When designing and making, pupils should be taught to: Design Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria Technical knowledge Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products.</p> <p>Music Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>



