



**St Mary's C.E.
Primary School**

Every Child Flourishing...

St Mary's C of E Primary School

Foundation Stage Scheme of Learning

Our Curriculum


The curriculum: what we want children to learn

- The curriculum is a top-level plan of everything the early years setting wants the children to learn.
 - Planning to help every child to develop their **language** is vital.
- The curriculum needs to be **ambitious**. Careful sequencing will help children to build their learning over time.
 - Young children's learning is often driven by their interests. **Plans need to be flexible.**
- Babies and young children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line.
 - **Depth in early learning is much more important than covering lots of things in a superficial way.**

Reception Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ten Books for Story Times	<ol style="list-style-type: none"> The Tiger Who Came for Tea The Gruffalo Where the Wild Things are The Three Little Pigs Gorilla The Little Red Hen/Chicken Licken We're Going on a Bear Hunt Elmer Meg and Mog Goldilocks and the Three Bears 		<ol style="list-style-type: none"> Each Peach Pear Plum The Jolly Postman The Shopping Basket The Elves and the Shoemaker Noah's Ark Emperor's New Clothes Cinderella The Gingerbread Man Puss in Boots Little Red Riding Hood 		<ol style="list-style-type: none"> Jack and the Beanstalk The Very Hungry Caterpillar Duck in the Truck The Enormous Turnip The Three Bully Goats Gruff Rumepstiltskin Handa's Surprise Not Now Bernard Hairy Maclary The Day Crayons Quit 	
Traditional Rhymes	<p>This Little Piggy Diddle Diddle Georgie Porgie Once I Caught A Fish Alive This Old Man Five Little Ducks Five Little Speckled Frogs Pat A Cake One, Two, Buckle my Shoe Rain, Rain Go Away</p>	<p>The Grand Old Duke of York I'm a Little Teapot Little Bo Beep Little Miss Muffet London Bridge Hey Diddle Diddle Hickory Dickory Dock Ring O'Roses Here We Go Round The Mulberry Bush The Queen of Hearts Oranges and Lemons</p>	<p>Wind the Bobbin Up Rock a Bye Baby Five Little Monkeys Twinkle Twinkle Little Star Heads, Shoulders, Knees and Toes If You're Happy and You Know It It's Raining, It's Puring Old King Cole Pussy Cat, Pussy Cat Sing a Song of Sixpence</p>	<p>Old Macdonalds Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels on the Bus The Hokey Cokey Hot Cross Buns Humpty Dumpty Horsie Horsie She'll Be Coming Round the Mountatin</p>	<p>Little Boy Blue Mary Had a Little Lamb Mary, Mary, Wuite Contrary Old MacDonald Had a Farm Little Tommy Tucker Pop Goes the Weasel Old Mother Hubbard Wee Willy Winkie Two Little Dickie Birds Polly Put the Kettle On</p>	<p>Jack be Nimble Jack and Jill See Saw, Margert Daw Simple Simon Three Blind Mice Frere Jaques There Was an Old Woman Who Lived in a Shoe Five Little Men in a Flying Saucer Girls and Boys Come out to Play</p>
High Frequency Words	<p>Is It In An I And On Not Into Can No Go</p>	<p>To Get Got The Put If Off Big Had His Him But</p>	<p>Back Of Dad Mum Up He We Me Be Will Was Are</p>	<p>You This That Then With They See My Look For Too Now</p>	<p>Down She Her All Said So Went From Have Like Its Just</p>	<p>Some Come There Help When What Children Were Little One Do Out</p>

Mathematics	Numbers to 5 Sorting Comparing Groups Change Within 5 Time	Numbers to 5 Number to 10 Addition to 10 Shape and Space	Exploring Patterns Count on and Back Numbers to 20 Numerical Patterns Measure
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Early Learning Goal	Characteristics of Effective Learning	Traditional Tales – Materials
<p>Understanding the World</p> <ul style="list-style-type: none"> Understand some important processes in the natural world around them including the seasons and changing states of matter <p>Creating with Material</p> <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. 	<p>Playing and Exploring</p> <ul style="list-style-type: none"> Showing curiosity about objects Using senses to explore the world around them <p>Active Learning</p> <ul style="list-style-type: none"> Showing high levels of energy and fascination Paying attention to details Persisting when challenged occur Showing a belief that more effort or a different approach will pay off <p>Creating and thinking critically</p> <ul style="list-style-type: none"> Thinking of ideas Making predictions Testing their ideas Planning, making decisions about how to approach a task, solve a problem and reach a goal Checking how well their activities are going Changing strategy as needed Reviewing how well the approach worked 	<p><u>Protecting the Environment</u></p> <p>Know that it is important for us to look after our environment and the wider world. Know that we can help by doing the following:</p> <ul style="list-style-type: none"> Not wasting water - turning taps off after use or while brushing teeth Not wasting electricity Not throwing litter on the floor Looking after animals and providing them with places to live Help to recycle - putting the correct rubbish in the correct bins Reuse plastic bags <p>Use plastic water bottles many times (compared to throwing them away after one use) Learn the phrase 'Reduce - Reuse - Recycle'</p> <p>Know that reduce means not using as much of something as you might normally do Know that reuse means to use things again and again rather than throwing away Know that recycle means to turn one thing into another Know that we can recycle lots of things made with glass, plastic and paper.</p> <p>Know the recycle symbol.</p>  <p>Know how to find the recycle symbol on a range of products</p>

Materials

Know a range of common objects that are made of **plastic, wood, metal** and **glass** and sort them.

Know how to describe materials using the following words - **hard, soft, smooth, rough, opaque, transparent** (use 'see-through' alongside more scientific terms - transparent), **flexible**.

Know that plastic is useful because it keeps things fresh, is waterproof, can be shaped and moulded into different shapes, it can be made in lots of different colours.

Know that plastic can be harmful to living things because it does not **decompose** like vegetables, fruit and meat. Plastic is **toxic** (which means it is dangerous to eat which can also be described as poisonous)

Know that decompose means to **rot** away naturally. (Observe a piece of fruit or vegetable rotting) Know that often it has to be buried in the ground in **landfill** sites when it has been used.

Sometimes small pieces of plastic go into the sea and animals eat them and can become ill and die.

Know that it is our **responsibility** to look after the planet and the animals and plants that live on it.

Three Little Pigs

Know what a material is and that materials have different **properties**

Know about **similarities** and **differences** between materials such as sticks, bricks and straw

Know about basic functions of materials such as **floating** and **sinking**

Know that materials can have different levels of **strength**

Know that we use brick to build houses and buildings (our school)

Know and identify different materials such as brick, wood, plastic, straw, metal, glass, rock

Know that some materials can be light (straw, paper and feathers) and some materials can be heavy (bricks, wood) not metal

Know that some objects can be **bendy**

Know why we use bricks instead of sticks and straw to build houses

Know that some materials we have to make ourselves and some materials the World makes for us

Technology	Green screen – making their own stories
Personal, Social and Emotional Development	<p>Know how to initiate conversations with others and be able to take account of what others say</p> <p>Know how to take steps to resolve conflicts</p> <p>Beginning to negotiate and solve problems in provision</p> <p>Be confident to talk to others about own needs, wants, interests and opinions</p> <p>Be able to describe themselves in positive terms</p>
Physical Development	<p>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>Use a range of small tools, including scissors, paint brushes and cutlery</p> <p>Demonstrate strength, balance and coordination when playing</p>
Expressive Art and Design	<p>Know that Andy Goldsworthy is an artist who uses natural objects to create art including stone, sand, snow, ice, water, leaves, flowers, berries, feathers and twigs.</p> <p>Know the difference between natural and man-made objects.</p> <p>Know that he makes art sculptures in nature, using nature and then photographs them to record them forever.</p> <p>Know that a sculpture is a work of art that is produced by carving or shaping stone, wood, clay, or other materials.</p> <p>Know that he makes art with nature because he wants to show people how beautiful nature is and remind them to protect and look after it.</p> <p>Know that this is known as 'land art'</p> <p>Know that he takes photos of his sculptures over time to show how they change after being left alone in their natural surroundings</p> <p>Know that Andy Goldsworthy said "we often forget that we are nature". Know that he wants humans to connect with nature. Look at the following pieces of art by Andy Goldsworthy -</p>



Outcome: Produce a piece of art work using natural objects e.g. leaf printing, twig, leaf and stone sculptures

Music

Charanga: Everyone!

Wind the Bobbin Up

Rock-a-bye Baby

Five Little Monkeys Jumping on The Bed

Twinkle Twinkle

If You're Happy and You Know It

Head, Shoulders, Knees and Toes

Festival and Celebrations

Chinese New Year

Know that **Chinese New Year** is celebrated in January or February each year after our new year begins on January 1st

Know that this year it is celebrated on February 1st 2022.

Know that the **festival** lasts for 15 days

Know that 2022 is the year of the **tiger** according to Chinese **zodiac**

Know how to locate China on a map of the world

Know that China is one of the world's biggest countries and has the most people living there.



Know the Chinese New Year story.

Know that the **Jade Emperor** decided there should be a way to measure time.

Know that the animals had to compete in a race

Know that the first 12 animals would be rewarded by having a year named after them.

Know that on the day of the race they lined up at the river.

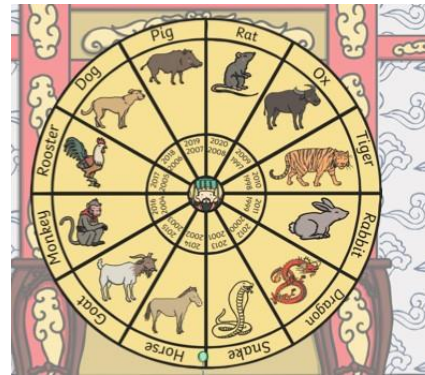
Know that the rat and cat were worried because they weren't good at swimming so they asked the **ox** to carry them on his back.

Know that the ox agreed and they jumped on his back. The ox took the lead.

Know that the **rat** pushed the **cat** into the water and jumped on the bank to finish first!

Know that the Emperor named the first year after the rat. The poor ox was tricked into second place and so the second year of the **Zodiac** was named after him.

Know that the **tiger** was second place who fought the **currents**
 Know that the **rabbit** was third place who floated across on a log
 Know that the **dragon** was fifth place, who didn't fly so he could help the other animals
 Know that the **snake** was sixth place who slithered past the horse
 Know that the **horse** was seventh place
 Know that not long afterwards, a raft arrived carrying the monkey, the **rooster** and the **goat**.
 They explained how they had worked as a team to get across. The Emperor was very pleased.
 The goat would be the eighth year, the monkey the ninth and the rooster the tenth.
 Know that the **dog** was the eleventh year because he decided to have a bath along the way
 Know that the **pig** was twelfth due to eating and falling asleep



Know that the Chinese zodiac is a repeating cycle of 12 years, with each year being represented by an animal



Know that people from China celebrate Chinese New Year with

1. dragon dances
2. house cleaning (to sweep away bad fortunes)
3. lighting lanterns
4. eating different foods (e.g. special dumplings)
5. setting off firecrackers/fireworks
6. exchanging red envelopes containing money

St Valentine's Day

Know that Valentine's day is celebrated on the 14th February each year.

Know that we send cards to the people that we love

Shrove Tuesday

Know that Shrove Tuesday is also known as **Pancake** day

Know that it's the last day before **lent**

Know that lent is the **Christian period** leading up to **Easter**




Know that in the past, people were not allowed to eat foods such as eggs, so had to use them before Lent began, people would mix them with other rich foods such as milk, flour and butter to make pancakes. Know how to make pancakes with **flour**, eggs and milk

Additional Experiences

Continuous Provision Opportunities

- Creative area – sorting boxes for different materials. Opportunities for children to choose their materials to build and construct with a purpose in mind
- Playdough area – exploring and experimenting with materials
- Construction – testing the strength of materials, using a range of materials (heavy and light)
- Water area – investigating materials that float and sink, exploring with a range of materials their texture and form e.g. rocks and shells
- Den building – functions of materials, strength of materials, building using different materials

Direct Teaching of Vocabulary

	 Anchor words	(not too easy, not too hard, just right)  Goldilocks words	 Step on words
nouns	Wood, metal, glass	Fabric, bricks, plastic	Properties
verbs	Make, build	Float, sink	Testing, construct
adjectives	Hard, soft	Strong, bendy, stretchy, rough, smooth	Man-made, natural

Early Learning Goal	Characteristics of Effective Learning	Plants
<p>Understanding the World</p> <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. 	<p>Playing and Exploring</p> <ul style="list-style-type: none"> • Respond to new experiences that you bring to their attention. <p>Active Learning</p> <ul style="list-style-type: none"> • Use a range of strategies to reach a goal they have set themselves. <p>Creating and thinking critically</p> <ul style="list-style-type: none"> • Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. 	<p>Know that plants need energy to live, just like people do</p> <p>Know that a habitat is a home for a living thing</p> <p>Know that plants get their energy from the sun and from the soil</p> <p>Know and recall the different parts of a plant; roots, petals, stem and leaves</p> <p>Make observations of plants and know the purpose of: roots, petals and stem</p> <p>Understand and observe how plants change and grow over time</p> <p>Know that some plants look, feel and smell different and notice similarities and differences between plants and seeds</p> <p>Understand that plants grow in different places and different seasons</p> <p>Identify which plants are in their own immediate environment and how this is different in other environments</p> <p>Know that plants grow from seeds or bulbs</p> <p>Know how to plant seeds and provide them with water regularly.</p> <p>Know that seeds don't grow unless they have warmth, air, water and soil to grow in.</p> <div data-bbox="981 820 1487 1158" data-label="Image"> <p>The diagram shows a green leaf attached to a stem. Labels with lines pointing to specific parts include: 'Axil' at the junction of the leaf and stem, 'Vein' running through the leaf, 'Tip' at the end of the leaf, 'Stipule' at the base of the leaf on the stem, 'Petiole' (the leaf stalk), and 'Blade' (the main part of the leaf). The title 'LEAF PART NAMES' is at the top.</p> </div> <p>Exploring autumn leaves - collect leaves and study.</p> <p>Name the different parts of the leaf - vein, tip and blade.</p> <p>Know how to look through a magnifying glass to look closely at leaves.</p> <p>Using songs to recall different parts of plants https://www.youtube.com/watch?v=cRhG0dqWlIo</p>
<p>Technology</p>		<p>Use kiddle search engine to find out answers to questions around the topic</p> <p>Focus on safe searching and safety</p>

Personal, Social and Emotional Development	<p>Know how to initiate conversations with others and be able to take account of what others say</p> <p>Know how to take steps to resolve conflicts</p> <p>Know how to negotiate and solve problems when working in school</p>
Physical Development	<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>Begin to show accuracy and care when drawing</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p>
Expressive Art and Design	<p>Know how to use watercolours and mix water colours appropriately</p> <p>Know how to describe different shades of colour using the terms 'light' and 'dark' e.g. light blue, dark green.</p> <p>Know how to mix colours with white to make them lighter</p> <p>Know that sunflowers grow from May</p> <p>Know that sunflowers turn to face the Sun</p> <p>Know that at night time, the Sun will turn East, waiting for the Sun to rise again</p> <div data-bbox="981 730 1279 1098" data-label="Image"> </div> <div data-bbox="1323 879 1910 914" data-label="Caption"> <p>Georgia O'Keeffe – Sunflower (watercolours)</p> </div>
Music	<p><u>Charanga: Our World!</u></p> <p>Old Macdonald</p> <p>Incy Wincy Spider</p> <p>Baa Baa Black Sheep</p> <p>Row, Row, Row Your Boat</p> <p>The Wheels on the Bus</p> <p>The Hokey Cokey</p>
Festival and Celebrations	<p><u>St George's Day</u></p> <p>Know that St George's day is on April 23rd</p> <p>Know that St George is the patron saint of England</p>

Know that there is a famous story about him killing a dragon to save a princess ([video clip](#) and [PDF of story](#))



Study the painting of St George and the Dragon by Raphael c1506

Mother's Day

Know that Mother's Day, or Mothering Sunday, is a time when children pay respect to their mothers.

Know that Mother's Day is always on a Sunday

Know that children often give their mothers a gift and a card




Know that Mother's Day is celebrated on different days and for different reasons in many countries around the world but the central idea of honouring your mother is universal.

Additional Experiences

Continuous Provision Opportunities

- Creative area – boxes of plant pots to make own plants split into different parts of plants
- Playdough area – different size seeds to compare
- Phonics area – letter sounds on seeds to make words
- Construction area – how tall can you build a beanstalk?
- Water area – key words to fish out on stones
- Maths area – measuring heights of plants, weight and size of seeds
- Observation area – weather reports
- Planting area – planting beans, sunflower seed challenge, watching the growth of plants
- Investigation area – ‘I see, I think, I wonder’
- Literacy area – templates to label parts of the plant
- Outdoor area – opportunities to observe, compare and discuss plants, environments and habitats

Direct Teaching of Vocabulary

	 Anchor words	(not too easy, not too hard, just right)  Goldilocks words	 Step on words
nouns	Soil Leaves seeds	Habitat Roots Petals Stem	Energy Season environment
verbs	Look Feel smell	Measure plant	Observe
adjectives	small big	beautiful colourful	Fragrant

Early Learning Goal	Characteristics of Effective Learning	All about me / Real life Superheroes
<p>Understanding the World – Past and Present</p> <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Talk about the lives of the people around them and their roles in society; - <p>Communication and Language</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; 	<p>Playing and Exploring</p> <ul style="list-style-type: none"> Showing curiosity about objects Using senses to explore the world around them <p>Active Learning</p> <ul style="list-style-type: none"> Showing high levels of energy and fascination Paying attention to details Persisting when challenged occur Showing a belief that more effort or a different approach will pay off <p>Creating and thinking critically</p> <ul style="list-style-type: none"> Thinking of ideas Making predictions Testing their ideas Planning, making decisions about how to approach a task, solve a problem and reach a goal Checking how well their activities are going Changing strategy as needed Reviewing how well the approach worked 	<p><u>Our school and my route to school</u> Know where I live, name of street and door number Know what I see on my way to school and able to talk about it Know some directional language when talking about my route to school including left, right, forwards, straight, backwards</p> <p><u>My past, present, future</u> Know who my family members are from the past and present and be able to talk about them by looking at photographs Know that the future is time to come Know about past and present events in their own lives and the lives of family members</p> <p><u>Families - parents, grandparents and beyond</u> Know about members of their family in regard to brother, sister, son, daughter, father (dad/daddy), mother (mum/mummy), grandmother (grandma), grandfather (grandad), aunt (auntie), uncle, cousin, niece and nephew Know who their parents are and be able to talk about them Know who their grandparents are and are able to talk about them Know about the similarities they have between them and their friends in relation to religion, family, appearance, communities, traditions and interests and are able to talk about them confidently Know about how they are different to their friends in relation to religion, family, appearance, communities, traditions and interests and are able to talk about them confidently</p> <p><u>All about me</u> Know the parts of the body including head, shoulders, arms, legs, stomach, back, hands, fingers, feet, knee, toes, elbow, wrist, neck, chest, ankle, shin. Know the following facial features - face, nose, ears, forehead, eyes, cheeks, chin, mouth. Know the following internal organs - brain (where we think), lungs (fill up with air when we breath), heart (pumps blood around our bodies). Know that blood flows around our bodies. When we cut our skin blood may come out but it soon stops as the blood becomes sticky and then stops other blood from escaping. Know the five senses - touch, taste, smell, sight, hearing.</p>

		<p>Know that senses are the way we learn about the world.</p> <p>Know that some people do not have all 5 senses and must learn about the world with the other senses e.g. someone who is deaf or blind. Know that they might be born this way or that this might happen as a result of being injured in some way.</p> <p><u>Real Life Superheroes</u></p>
Technology		<p>Know how to use the different types of technology (iPads, cameras, beebots).</p> <p>Technology through the ages – comparing and links to past and present</p> <p>Walkie Talkies – focus on communication and language</p>
Personal, Social and Emotional Development		<p>Know that when we play with our friends we should share resources by taking turns.</p> <p>Know that it's good to listen to each other and this helps us to form good relationships with friends and adults.</p> <p>Know about the boundaries and behavioural expectations in the setting and what we need to do to follow them (sharing, being kind).</p> <p>Know that in play you need to develop the confidence to talk to others.</p> <p>Know that it's okay to ask for help.</p>
Physical Development		<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>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>Know about spacial awareness and its ability to be aware of oneself in a space (proprioception)</p> <p>Know about coordination and that it is the ability to use different parts of the body together smoothly and efficiently</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Start eating independently and learning how to use a knife and fork.</p> <p>Know how to work in a team</p> <p>Know how to take turns</p>

Know how to follow **rules**

Know how to **run, roll, balance, jog, jump, hop, gallop, skip**

Expressive Art and Design

Know the following colours - **red, orange, yellow, green, blue, red, purple, black, white, pink, grey**. Know that many colours can be made from mixing the three primary colours - red, yellow and blue Know that red + blue = purple

Know that yellow + red = orange

Know that blue + yellow = green

Know that red, blue and yellow = brown

Know that white + black mixed = grey

Know how to describe different **shades** of colour using the terms '**light**' and '**dark**' e.g. light grey, dark red etc... Know how to mix colours with white to make them **lighter**. Know that a **portrait** is a painting of a person.

Study the following portraits amongst others –



Picasso



Andy Warhol

Music

Charanga: Me

Learn to sing nursery rhymes and action songs:

- Pat-a-cake
- Happy being me
- One finger one thumb
- Miss Polly
- Head, shoulders, knees and toes
- 1, 2, 3, 4, 5, Once I Caught a Fish Alive
- This Old Man
- Five Little Ducks
- Name Song
- Things for Finger

Musical learning focus

- Listening and responding to different styles of music
- Embedding foundations of the interrelated dimensions of music
- Learning to sing or sing along with nursery rhymes and action songs
- Improvising leading to playing classroom instruments
- Share and perform the learning that has taken place

Festival and Celebrations




Additional Experiences

Range of visitors for real life superheroes including dentist to promote oral hygiene

Continuous Provision Opportunities

- Creative area –
- Playdough area –
- Construction –
- Water area –
- Den building –

Direct Teaching of Vocabulary – All about me

	 Anchor words	(not too easy, not too hard, just right)  Goldilocks words	 Step on words
nouns	Mum, dad, brother, sister, grandparents (step)	head, shoulders, arms, legs, stomach, back, hands, fingers, feet, knee, toes, elbow, wrist, neck, chest, ankle, shin	Skeleton, heart, brain, lungs
verbs	Run, jump, hop, skip, crawl	Touch, taste, sight, hear, smell	Breathe, pump, flows
adjectives	Happy, sad	Angry, worried, excited, surprised	Embarrassed, pleased, calm

Direct Teaching of Vocabulary – Real life Superheroes

(not too easy, not too hard, just right)



Anchor words



Goldilocks words



Step on words

nouns	Family, teacher, doctor, police officer	Superhero, school, Royston	Barnsley, station, map, equipment,
verbs	Help,	Job,	Protect,
adjectives	Hard, easy,	Safe, dangerous	Rewarding, incredible

Early Learning Goal	Characteristics of Effective Learning	Harvest / Autumn
<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants; - • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • Reception: understand that some places are special to members of their community 	<p>Playing and Exploring</p> <ul style="list-style-type: none"> - Plan and think ahead about how they will explore or play with objects. - Respond to new experiences that you bring to their attention. <p>Active Learning</p> <ul style="list-style-type: none"> - Use a range of strategies to reach a goal they have set themselves. <p>Creating and thinking critically</p> <ul style="list-style-type: none"> - Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup. - Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets. 	<p><u>Autumn</u></p> <p>Know that there are 4 seasons in a year, spring summer autumn and winter and be able to identify key features / festivals that happen within each. E.g. it is hotter in summer and we go on holiday. In Autumn the wind blows and the leaves fall from some trees.</p> <p>Know that the days get shorter in the Autumn and the weather is colder and windier.</p> <p>Make observations of own outdoor environment and the changes they see in the woodland area</p> <p>Understand some animals change their behaviour in the autumn, prepare for hibernation, migrate and name some of these animals.</p> <p><u>Harvest</u></p> <p>Know that a farm is a place where plants are grown for food and animals kept from food and other things such as wool from sheep.</p> <p>Know that crops are plants such as wheat or potatoes that are planted by the farmer in fields to make food that they then sell to other people.</p> <p>Know that wheat has seeds and that these seeds are ground up to make flour that can be used to make bread. (Little Red Hen)</p> <p>Understand the concept of harvest as a gathering in of many crops once they have ripened as the summer ends. Recognise photographs of farms and fields before and after the harvest.</p> <p>Understand and start to use the basic vocabulary related to farms: field, harvest, season, weather, rain, wind, farmer.</p> <p>Know that a farm is an area of land used for growing crops or raising animals, usually in order to sell them. Know that people who work on a farm are called farmers.</p> <p>Know that farmers can be men or women.</p> <p>Know that farmers have an important job to provide food for us to eat.</p> <p>Know that some farms have animals, some grow crops and some have both.</p> <p>Know that in some countries, farmers only produce food for their families to eat but in the UK, farmers grow things to sell so that lots of people can eat them.</p> <p>Know that farmers grow food, harvest it when it is ripe and then often sell it to large companies who turn it into food that we can buy from a supermarket.</p> <p>Know that, for example, farmers in England grow wheat. This is sold to large companies who turn it into flour which is sold in supermarkets. Some flour is sold to companies who make bread with it.</p> <p>Know that UK farmers also grow oats, potatoes, vegetables and fruits.</p> <p>Know that plants grow from seeds or bulbs</p>

Reviewing how well the approach worked

Know how to plant seeds and provide them with water regularly.
Know how to closely observe a seed growing into a plant over time.
Know that seeds don't grow unless they have **warmth, air, water and soil** to grow in.

Know the following vegetables grown in the UK by appearance – **carrots, beetroot, cabbage, onions, leeks, turnips, parsnips, broccoli, cauliflower and courgettes.**
Know the following fruits grown in the UK by appearance and their taste: **apples, strawberries, pears, cherries, blueberries and plums**

Know that fruits and vegetables are good for you and help you to be **healthy**.
Know that we should eat at least 5 **portions** of these each day (a portion being defined as a handful)

Know that farmers in England may keep the following animals – **horse, rabbit, goat, cow, sheep, duck, goose, hen, pig, donkey, bull/cow, turkey**

Know that farmers keep animals in order to produce the following:

- **Meat** from cows, sheep, chicken, turkeys and pigs
- **Eggs** from ducks and geese
- **Wool** from sheep
- **Milk** from cows

Know the following meat sources:

- **Pork** comes from a pig
- **Beef** comes from a cow
- **Lamb** comes from a sheep

Know that cows produce milk which is stored in their **udders**.
Know that in the past farmers milked cows by hand by pulling the udders.
Know that farmers now milk cows using **machinery** which is faster than doing so by hand.

Know that **exotic** fruits can be grown on farms in hot countries.

Know that if we want to buy some food it can only come from **foreign countries**, such as bananas. Know that exotic fruits include **pineapples, coconuts, pomegranate, kiwi** and **mango**.

Know what these fruits look and taste like.

Know that we get food from farms all over the world. The food is **harvested** and then **transported** in large ships across the world.

Know that, in the past, farms were run by many people but now big **machines** do a lot of the work so fewer farm workers are needed.

Know the following machines used on a farm -

1. **Tractor** - a farm vehicle that is used to pull farm machinery and to provide the energy needed for the machinery to work.
2. **Combine Harvester** - a large machine which is used on farms to cut, sort, and clean **grain**.

Know that fruit farms often **employ** lots of people when it is harvest time to collect the fruit because machines can **damage** fruit.

Know the names of the following baby animals on the farm -

Adult	Young
Sheep	Lamb
Cow	Calf
Duck	Duckling
Goat	Kid
Chicken	Chick
Pig	Piglet
Horse	Foal

Technology

Talking clipboards – record messages

<p>Personal, Social and Emotional Development</p>	<p>Know that when we play with our friends we should share resources by taking turns</p> <p>Know that it's good to listen to each other and this helps us to form good relationships with friends and adults</p> <p>Know about the boundaries and behavioural expectations in setting and that we need to follow them (sharing, being kind)</p> <p>Know that in play you need to develop the confidence to talk to others</p> <p>Know that it's okay to ask for help</p>
<p>Physical Development</p>	<p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</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>Expressive Art and Design</p>	<p>Continuous Provision Provocation</p> <p>Know how to carefully observe real life objects and identify variations in colour</p> <p>Draw own 'still life' paintings of bowls of fruit.</p> <p>Study the following paintings -</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div data-bbox="887 890 1361 1118" style="text-align: center;">  </div> <div data-bbox="1373 1054 1756 1086" style="text-align: center;"> <p>Still Life by Caravaggio (c. 1599)</p> </div> <div data-bbox="904 1166 1335 1422" style="text-align: center;">  </div> <div data-bbox="1368 1166 1787 1422" style="text-align: center;">  </div> </div>

Paul Cezanne - Basket of Apples (1895)

Paul Cezanne - Curtain, Jug and Fruit (1894)



Still Life with Lemons, Oranges and a Rose by Francisco de Zurbarán (1633)

Music

Learn the following songs and poems:

- I can sing a rainbow
- Cauliflowers fluffy
- This is the way we cut the corn
- Dingle dangle scarecrow
- 5 little conkers

Charanga:

- 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

Festival and Celebrations

Harvest Festival

Know that **harvest** is the main time when farmers gather in the things they have grown to sell.

Know that a long time ago people used to have big celebrations and **feasts**.

Know that we celebrate in school by bringing in food from home to share with people who may not have enough food




Additional Experiences

- Trip to church
- Collecting for the local food bank

Continuous Provision Opportunities

- Investigation station – Magnifying glasses, autumn books, colour swatches for autumnal colours.
- Small world – farm with soil and real vegetables
- Literacy – books to promote harvest and autumn – Little red hen, Handa’s surprise, Supertato. / leaf man / information books /
- Creative – autumnal colours - open ended opportunities to develop pictures.
- Paint – colour mixing for own fruit and vegetables
- Maths -autumnal objects to count, sort and weigh– conkers / pine cones

Direct Teaching of Vocabulary

	 Anchor words	(not too easy, not too hard, just right)  Goldilocks words	 Step on words
nouns	farm fields rain wind farmer	crops harvest weather	season
verbs	pick hunt	gather explore collect	hibernation migrate
adjectives	Red Yellow Brown Orange	crunchy shiny cosy breezy	scattered whistling

Early Learning Goal	Characteristics of Effective Learning	INCARNATION
<ul style="list-style-type: none"> • 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; • 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>Playing and Exploring</p> <ul style="list-style-type: none"> - Plan and think ahead about how they will explore or play with objects. - Respond to new experiences that you bring to their attention. <p>Active Learning</p> <ul style="list-style-type: none"> - Use a range of strategies to reach a goal they have set themselves. <p>Creating and thinking critically</p> <ul style="list-style-type: none"> - Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup. - Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets. Reviewing how well the approach worked 	<p>Understand that Christmas is a birthday celebration everyone can join in. However, Christians want to celebrate the faith aspects of the festival.</p> <p>Unpack a special Christmas box and find things inside which indicate the importance of Christmas. – Cards with nativity scenes, decorations, party food, Father Christmas, special food. (importance of acting out the nativity play / singing carols included in this.)</p> <p>Mary and Joseph travelled to Egypt with baby Jesus and he was safe.</p> <p>Know that in the UK we have a number of Christmas traditions. These include</p> <ul style="list-style-type: none"> • Decorating home with holly, ivy and mistletoe • Putting up a decorated Christmas tree often with lights • Singing Christmas carols • Exchanging gifts • Eating a special meal including Turkey and Brussel Sprouts • Listen to the Queen's speech • Watching a pantomime <p>Know that Christmas day is on the 25th December and that the day after Christmas (26th December) is called Boxing Day. This is because long ago people collected donations in church for the poor in boxes and gave them out on this day.</p> <p>Know how to sing the following Christmas carols - Silent night, Rudolph the Red Nosed Reindeer, Jingle Bells, Away in a manger, Frosty the snowman, Santa Claus is coming to town. (Using original lyrics and traditional music where possible)</p> <p>Read the Christmas Story by Ian Beck</p> <p><u>Advent & Christmas</u></p> <p>Know the Christmas story (including the information set out below)</p> <p>The Angel Gabriel visited Mary and told her that she was going to have a baby called Jesus. The baby would be God's son.</p> <p>Mary and Joseph had to travel to Bethlehem to register in a census. An innkeeper in Bethlehem let Mary and Joseph stay in his stable for the night. Baby Jesus was born in the stable.</p>

At the same time, an angel appeared to some **shepherds**.

The angel told them that the son of God had been born in Bethlehem.

The shepherds walked to Bethlehem to visit the baby Jesus.

Far away in the East, 3 **wise men** saw a bright star in the sky. They knew it meant that a new king had been born and followed the star.

On the way they came to King **Herod's** palace. Herod was curious about the new king: he asked the wise men to tell him where the baby was.

The wise men reached Bethlehem.

They gave Jesus gifts of **gold, frankincense and myrrh**. (Know that gold is a precious metal, frankincense and myrrh are made from plants and are burned to produce a sweet smell often in religious ceremonies)

That night, the wise men had a dream warning them not to tell King Herod where Jesus was.

They did not return to King Herod's palace.

Herod began to search for the baby Jesus. He ordered that all the baby boys in Bethlehem be killed.

Joseph had a dream where an angel told him to take Mary and Jesus to **Egypt**.

Know that each **adult** was once a **baby**. ... all adults to bring in baby photos. Can children draw themselves as a baby / bring in baby pictures.

Know special stories about Jesus. – say what happened in each one. Jesus healed a little girl. **Jesus** stopped a storm at sea / Jesus fed a great crowd / Jesus taught people about **God**

Establish the figures in the **Nativity**. Know who they are and what they represent. Able to retell the story. Able to discuss the importance of the figures. Find **Christmas** cards with scenes from the nativity and talk about who's who.

Talk about what people might do nowadays if they heard a very important person had been born. (Link this to what their families did when they were born)

Retell the nativity. Understand why **Christians** retell the Christmas story.

Know why giving presents is important for Christians at Christmas. Learn that Christians also try to do good deeds at Christmas e.g. helping the needy or poor.




Listen to **carols** that tell about the nativity.

Technology	<p>Know about the different types of technology in and around school (computers, iPads, cameras, beebots, microwave, oven, toaster, fridge, telephone).</p> <p>Know about the different types of technology in the home (computers, tablets, cameras, beebots, microwave, oven, toaster, fridge, telephone, Hoover, dishwasher, barbecue, blender)</p>
Personal, Social and Emotional Development	<p>Know that when we play with our friends we should share resources by taking turns.</p> <p>Know that it's good to listen to each other and this helps us to form good relationships with friends and adults.</p> <p>Know about the boundaries and behavioural expectations in the setting and what we need to do to follow them (sharing, class charter, being kind).</p> <p>Know that in play you need to develop the confidence to talk to others.</p> <p>Know that it's okay to ask for help.</p>
Physical Development	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</p>
Expressive Art and Design	<p>Continuous Provision Opportunities:</p> <ul style="list-style-type: none"> • Creative – peg dolls to make nativity figures • Paint – printing of nativity figures • Christmas cards and decorations
Music	<p>Christmas Songs and Performances – Nativity performance</p> <p><u>Charanga:</u> Find the pulse as one of the characters from the song Copy-clap the rhythm of small phrases from the songs Explore high pitch and low pitch in the context of the songs Invent a pattern to go with a song using one note.</p>
Festival and Celebrations	<p>Christmas celebration at church Christmas Service</p>
Additional Experiences	<p>Christmas pantomime in school Nativity performance in church with Year 6</p>

Continuous Provision Opportunities

- Investigation station – Tessa and Toms special Christmas box.
- Small world – nativity – set up by children
- Literacy – Christmas story / stories about Jesus.
- Creative – peg dolls to make nativity figures
- Paint – printing of nativity figures
- Home corner – range of dressing up / Christmas cards with nativity scenes on them.
- Music – opportunities to listen to Christmas carols

Direct Teaching of Vocabulary

	 Anchor words	(not too easy, not too hard, just right)  Goldilocks words	 Step on words
nouns	Jesus God Present stable	nativity Christians carols	Advent Figures (good) Deeds
verbs	Give sing	Celebrate Decorate pray	worship
adjectives	Long ago poor	Past wise	Heavenly

Early Learning Goal	Characteristics of Effective Learning	WINTER
<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants; - • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. • 	<p>Playing and Exploring</p> <ul style="list-style-type: none"> - Plan and think ahead about how they will explore or play with objects. - Respond to new experiences that you bring to their attention. <p>Active Learning</p> <ul style="list-style-type: none"> - Use a range of strategies to reach a goal they have set themselves. <p>Creating and thinking critically</p> <ul style="list-style-type: none"> - Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup. - Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets. Reviewing how well the approach worked 	<p>Know the key features of Winter – the days get shorter, colder and it is dark early. Know that in winter there is ice and snow, morning frost around the playground and explore these as they occur. Know that ice occurs when water freezes and ice melts as it get warmer.</p> <p>Recap that there are 4 seasons in the year. Know that Winter is the season that follows Autumn and explore Winter in their own environment.</p> <p>Learn about animals and birds and how they survive in winter and how we can look after them.</p> <p>Key Questions</p> <ul style="list-style-type: none"> - What is the weather like in Winter? - What clothes do you need to keep you warm? - How does snow feel, why does it melt? - How is ice formed and why does it melt again? - How do we protect animals in the winter? Bird feeders - Where else is it cold. What animals live in cold environments? Polar bears and penguins <p>Know that there are four seasons – autumn, winter, spring, summer Know that winter includes the months of – December, January and February Know that in Winter, the weather is usually cold and wet When the temperature falls bellow 0 degrees Celsius, then water freezes (turns solid) Know what a thermometer looks like and how you read one Know what ice feels like and observe it melting Know that ice melts when the temperature rises</p> <p>Know that there may be frost on your windows (e.g. in the car) in the mornings and at night and the pavement or road may be slippery</p>

Know that snow sometimes falls in winter. Know that snow is frozen water.
 There are fewer daylight hours in Winter which means there is more darkness. Understand that it is darker for longer in the morning and darker more quickly in the evening.



Technology



Photography – cameras, Ipads – focus on creating effects with images

Personal, Social and Emotional Development

Know how to initiate conversations with others and be able to take account of what others say
 Know how to take steps to resolve conflicts
 Beginning to negotiate and solve problems in provision
 Be confident to talk to others about own needs, wants, interests and opinions
 Be able to describe themselves in positive terms

Physical Development




Progress towards a more fluent style of moving, with developing **control** and **grace**
 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.
 Know about the different the different types of **balances** that develop core body strength
 Begin to show accuracy and care when drawing
 Negotiate **space** and **obstacles** safely, with consideration for themselves and others

<p>Expressive Art and Design</p>	<p>Know that photography is a form of art Know how to use cameras and add effects to create their piece of art Explore the artistic effects and be able to express our ideas and feelings Know how a piece of art can retell a story Know what the difference is between fantasy and reality Know that modern artist and modern art is work that is quite new, not from a long time ago</p>  <p>Jane Lazenby</p>
<p>Music</p>	 <p>"I made myself a snowball, as perfect as could be. I thought I'd keep it as a pet, and let it sleep with me. I made it some pyjamas, And a pillow for its head. Then last night, it ran away. But first, it wet the bed."</p> <p>Listen to music from: Vivaldi and Piano Guys</p>
<p>Festival and Celebrations</p>	<p>New Year Resolutions</p>
<p>Additional Experiences</p>	

Continuous Provision Opportunities

- Investigation station – ice investigations – ice sculptures, dinosaurs trapped in ice, ice on a string with food colouring.
- Small world – polar animals and facts about North and South Pole.
- Literacy – Winter stories
- Creative – Winter scenes. Snow painting,
- Paint – Winter snow trees / Polar bears
- Home corner – range of dressing up for cold weather and warm weather to sort. Warm fire place. Winter / snow on the window.
- Music – Vivaldi winter and frozen – piano guys.

Direct Teaching of Vocabulary

	 Anchor words	(not too easy, not too hard, just right)  Goldilocks words	 Step on words
nouns	Cloud, Snow, Ice	Frost, Winter, temperature, icicles	Thermometer, Celsius,
verbs	Throw, slip	Sledge, ski, skate	Freeze, melt, hibernate
adjectives	Cold, dark	Chilly, Crunchy	Sparkling, overcast, slippery,

Early Learning Goal	Characteristics of Effective Learning	SALVATION
<ul style="list-style-type: none"> • 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; • 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>Playing and Exploring</p> <ul style="list-style-type: none"> - Plan and think ahead about how they will explore or play with objects. - Respond to new experiences that you bring to their attention. <p>Active Learning</p> <ul style="list-style-type: none"> - Use a range of strategies to reach a goal they have set themselves. <p>Creating and thinking critically</p> <ul style="list-style-type: none"> - Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup. - Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets. Reviewing how well the approach worked 	<p>Know that Easter is an important time for Christians</p> <p>Understand the key events in the week leading up to Easter Sunday; Palm Sunday, Good Friday, Easter Saturday and Easter Sunday, and what they mean to Christians.</p> <p>Talk about how people feel at different parts of the Easter story. Act out these feelings.</p> <p>Retell the Easter story. Understand why Christians retell the Easter story.</p> <p>Know why giving presents is important for Christians at Christmas. Learn that Christians also try to do good deeds at Christmas e.g. helping the needy or poor.</p> <p>Listen to and join in songs to celebrate Easter</p> <p>Understand that Easter is a celebration everyone can join in. However, Christians want to celebrate the faith aspects of the festival.</p> <p>Enjoy Easter Egg hunts – link to the resurrection of Jesus and new life.</p> <p>Children will reflect on what the cross stands for – Jesus died so people could be forgiven. The cross acting as a bridge between the people and God. (link the bridge of the 3 Billy Goats Gruff so they could cross to the other side)</p> <p><u>Easter</u></p> <p>Know all about The Easter Story</p> <p>Know that Jesus arrived in Jerusalem on Palm Sunday</p> <p>Know that a palm tree has large leaves</p> <p>Know that people were happy to see Jesus and they waves palm branches</p> <p>Know that some important people were jealous of how the people loved Jesus</p> <p>Know that Judas was one of Jesus' special friends called disciples</p>

Know that the important people gave Judas money to tell them where Jesus was so they could **arrest** him.

Know that Jesus had a special dinner called a **Passover** meal with his friends. This meal is now known as the **Last Supper**.

Know that Leonardo Da Vinci created a famous painting of this scene



Leonardo Da Vinci - The Last Supper (1490s)

Know that Judas told important people where Jesus was
Jesus was arrested

Know that Jesus was nailed onto a large wooden cross – this was called the **crucifixion**

Know that Jesus died on the cross

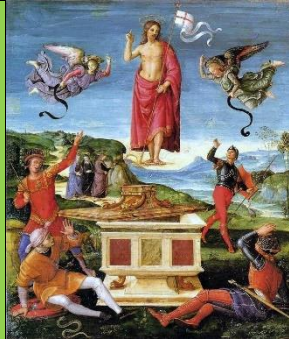
His family and friends were very sad

Know that Jesus' body was put into a **tomb**. A large, heavy stone was out in front of the entrance

Know that a tomb is a large grave that is above ground and that usually has a sculpture or other decoration on it.

Know that on the third day, Mary and some of Jesus' other friends went to the tomb. Jesus' body wasn't there and the stone had been rolled away. An angel told them that Jesus had risen from the dead. Know that this is called the **resurrection** - when Jesus came back to life.

Know that a painter named Raphael was inspired to paint this picture - 'Resurrection of Christ' showing Jesus rising from his tomb. Know that **Christ** is an alternative name for Jesus - the son of God.



Resurrection of Christ - Raphael (1499-1502)

Know that Easter is celebrated at the end of March or in April each year

Know that many Christians will celebrate Easter by going to church on Easter Sunday Know that many Christians and non-Christians will exchange Easter eggs.

Know that eggs **symbolise** new life, as Jesus began his new life after his resurrection on Easter Sunday.

Know that cracked eggs are **symbolic** of an empty tomb.

Know that a roast **lamb** is a common meal on Easter Sunday. Know that a lamb is a young sheep.

Mothering Sunday

Know that Mother's day is celebrated in March each year.

Know that Mother's day, or Mothering Sunday, is a time when children **pay respect** to their mothers. Know that Mother's day is always on a Sunday

Know that children often give their mothers a gift and a card

Know that Mother's Day is celebrated on different days and for different reasons in many countries around the world but the central idea of **honouring** your mother is **universal**.

Technology

Know about the different types of technology in and around school (computers, iPads, cameras, beebots, microwave, oven, toaster, fridge, telephone).




Know about the different types of technology in the home (computers, tablets, cameras, beebots, microwave, oven, toaster, fridge, telephone, Hoover, dishwasher, barbecue, blender)

Personal, Social and Emotional Development	<p>Know how to initiate conversations with others and be able to take account of what others say</p> <p>Know how to take steps to resolve conflicts</p> <p>Know how to negotiate and solve problems when working in school</p>
Physical Development	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</p> <p>Combine different movements with ease and fluency</p> <p>Demonstrate strength, balance and coordination when playing</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others</p>
Expressive Art and Design	<p>Continuous Provision Opportunities:</p> <ul style="list-style-type: none"> - Opportunities to create their own Easter garden - Stencil work to support story telling - Printing of palm leaves
Music	<p><u>Charanga:</u></p> <p>Wind the Bobbin Up</p> <p>Rock-a-bye Baby</p> <p>Five Little Monkeys Jumping on The Bed</p> <p>Twinkle Twinkle</p> <p>If You're Happy and You Know It</p> <p>Head, Shoulders, Knees and Toes</p>
Festival and Celebrations	<p>Easter service at church</p>
Additional Experiences	<p>Easter Egg competitions</p>

Continuous Provision Opportunities

- Investigation station – Tessa and Toms Easter box.
- Small world – Easter story – set up by children
- Literacy – Hosanna words
- Creative – peg dolls to make figures / palm crosses
- Paint – printing of palm leaves
- Home corner – range of dressing up
- Music – opportunities to listen to Easter songs - Hosanna
- Feelings – Act out / show feelings linked to the Easter story
- Construction (indoors and outdoors) – bridge building

Direct Teaching of Vocabulary

	 Anchor words	(not too easy, not too hard, just right)  Goldilocks words	 Step on words
nouns	Jesus God	Easter Palm Cross	Tomb Hosanna
verbs	Sing hunt	Celebrate die pray live	Resurrect Deny forgive
adjectives	Sad happy	Worried thoughtful	elated

Early Learning Goal	Characteristics of Effective Learning	Minibeasts and Animals
<p>Understanding the World</p> <p>--</p> <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. 	<p>Playing and Exploring</p> <ul style="list-style-type: none"> Respond to new experiences that you bring to their attention. <p>Active Learning</p> <ul style="list-style-type: none"> Use a range of strategies to reach a goal they have set themselves. <p>Creating and thinking critically</p> <ul style="list-style-type: none"> Know more, so feel confident about coming up with their own ideas. Make more links between those ideas 	<p>Know that animals need energy to live.</p> <p>Know that a habitat is a home for a living thing</p> <p>Know where different minibeasts live and make observations of their habitats.</p> <p>Know and name the different minibeasts in the foundation stage environment.</p> <p>Know and recall the different parts of an insect head, body, tail, wings, legs.</p> <p>Make observations of minibeasts and know how they help the environment. What role do they have?</p> <p>Understand and observe how animals change and grow over time e.g. caterpillars</p> <p>Notice similarities and differences between different minibeasts</p> <div data-bbox="887 555 1323 842" data-label="Image"> <p>A top-down diagram of a ladybird on a brown surface. Labels with arrows point to: Antennae (top left), Head (top right), Thorax (middle right), Abdomen (bottom right), and 6 Legs (bottom left).</p> </div> <p>Explore the natural world to use a variety of materials</p> <p>Know that a life cycle shows the changes in an animal or plant throughout its life.</p> <p>Know the life cycle of a butterfly as egg – caterpillar – pupa - butterfly</p> <p>Observe live caterpillars turning into pupae and then butterflies</p> <div data-bbox="904 995 1541 1356" data-label="Diagram"> <p>A circular diagram on a light green background showing the stages of a butterfly's life cycle. Stage 1: 'egg' (a cluster of small dots on a leaf). Stage 2: 'larva' (a green caterpillar on a leaf). Stage 3: 'pupa' (a brown chrysalis hanging from a leaf). Stage 4: 'butterfly' (a colorful butterfly). Arrows connect the stages in a clockwise cycle.</p> </div>

Know how to identify the following **species** of UK butterfly -

Large White



Peacock



Red Admiral



Swallowtail



Know that **Large Whites, Red Admirals and Peacocks** are common but **Swallowtail** butterflies are very rare.

Technology

Beebots – focus on early coding

<p>Personal, Social and Emotional Development</p>	<p>Know how to share resources by taking turns Know how to make friends by taking turns in conversation Know how to listen to each other Know how to be sensitive to the needs and feelings of others Know how to talk about their own behaviour Know how to talk about friends' behaviour Know about behaviour and consequences Know how to confidently talk about their ideas and how to choose resources for chosen activities</p>
<p>Physical Development</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility Use a range of small tools, including scissors, paint brushes and cutlery Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p> <p>Dance: Know how to find a space. Know how to move with confidence, imagination and safety. Know and remember repeated movements, phrases and patterns. Know how to change and vary actions. Be able to copy and perform simple movements. Know that dance is active and that changes occur in their bodies.</p>
<p>Expressive Art and Design</p>	<p>Know that a collage is where material is added to create a picture and this can be done by sticking it on Know that to create a collage, we can use different shapes and different sizes of material Use a range of small tools such as: scissors, paint, brushes and cutlery. Know how to create minibeasts in the style of Matisse's Snail collage Know that Henri Matisse was a French artist, which means he is from France, and that he loved to create collages with lots of (vivid) bright colours</p>



Matisse's Magical Trail



Matisse – The Snail

Music

Traditional Rhymes:

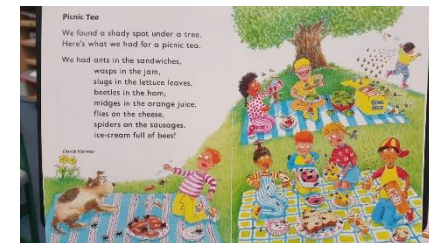
Happy being me

Incy Wincy Spider

There's a worm at the bottom of the garden

The ants go marching

Can you move with me?



Charanga:

Big Bear Funk – Transition

Enjoy playing patterns using a combination of any of the three notes C, D and E

Add pitched notes to the rhythm of the words or phrases in the song.

Keep the beat of the song with a pitched note




Copy-clap 3 or 4 word phrases from the song.

Festival and Celebrations	
Additional Experiences	

Continuous Provision Opportunities

- Creative area – spider web weaving / natural minibeast making
- Playdough area – mini beast parts to make own minibeasts.
- Phonics area – Mini beast sentences
- Construction area – Can you build a home for a minibeast.
- Water area – Looking at pond insects and animals. Models in water area.
- Maths area – ladybirds – spots to double. Outdoor maths area – mini beast themed trays
- Observation area – weather reports
- Investigation area – ‘I see, I think, I wonder’ / mini beast hunts
- Literacy area – floor book – our mini beasts.
- Outdoor area – opportunities to observe, compare and discuss insects, environments and habitats

Direct Teaching of Vocabulary

	 Anchor words	(not too easy, not too hard, just right)  Goldilocks words	 Step on words
nouns	Soil, bug, wing	Habitat, insect	Energy, season, environment
verbs	Fly, walk	Double, Creep, crawl	Observe, cocoon, emerge

adjectives	Small, big	Slimy, smooth, spotty, striped,	Poisonous, speckled, patterned
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Early Learning Goal	Characteristics of Effective Learning	Pirates and Journeys						
<p>Understanding the World</p> <p>--</p> <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 	<p>Playing and Exploring</p> <ul style="list-style-type: none"> Respond to new experiences that you bring to their attention. <p>Active Learning</p> <ul style="list-style-type: none"> Use a range of strategies to reach a goal they have set themselves. <p>Creating and thinking critically</p> <ul style="list-style-type: none"> Know more, so feel confident about coming up with their own ideas. Make more links 	<p><u>Describing places in our local area</u></p> <p>Know what they can find in their local area - shops, houses, park etc. Know that local means near to where you live.</p> <p>Know that they live in the country of England</p> <p>Know that Barnsley is a town in Yorkshire of England</p> <p>Know that a map is a drawing of an area from above (as if a bird was flying over and looking down - this is known as a bird's eye view)</p> <p>Know how to find Barnsley on a map of the UK</p> <p>Know how to find the UK on a map of the world</p> <p><u>Transport</u></p> <p>Know that the word transport refers to any vehicle that you can travel in or carry goods in.</p> <p>Know that transport has changed over time.</p> <p>Know and identify the following forms of transport</p> <table border="1" data-bbox="703 863 1919 1171"> <tbody> <tr> <td data-bbox="703 863 949 991">Land Transport</td> <td data-bbox="949 863 1919 991">Car, truck, van, lorry, motor bike, chariot (horse and cart), train, bus, coach, tram, bicycle, tractor</td> </tr> <tr> <td data-bbox="703 991 949 1082">Water Transport</td> <td data-bbox="949 991 1919 1082">Boat, ship, canoe, raft, submarine, hovercraft</td> </tr> <tr> <td data-bbox="703 1082 949 1171">Air Transport</td> <td data-bbox="949 1082 1919 1171">Jumbo Jet, helicopter, hang glider, hot air balloon.</td> </tr> </tbody> </table> <p>Know that in the past people had to walk everywhere then they began riding horses and built carts for the horses to pull behind them.</p> <p>Know that in the past trains were powered by steam.</p> <p>Know that steam is the hot mist that forms when water boils</p> <p>Know what a steam engine looks like</p>	Land Transport	Car, truck, van, lorry, motor bike, chariot (horse and cart), train, bus, coach, tram, bicycle, tractor	Water Transport	Boat, ship, canoe, raft, submarine, hovercraft	Air Transport	Jumbo Jet, helicopter, hang glider, hot air balloon.
Land Transport	Car, truck, van, lorry, motor bike, chariot (horse and cart), train, bus, coach, tram, bicycle, tractor							
Water Transport	Boat, ship, canoe, raft, submarine, hovercraft							
Air Transport	Jumbo Jet, helicopter, hang glider, hot air balloon.							

processes and changes in the natural world around them, including the seasons and changing states of matter.

between those ideas



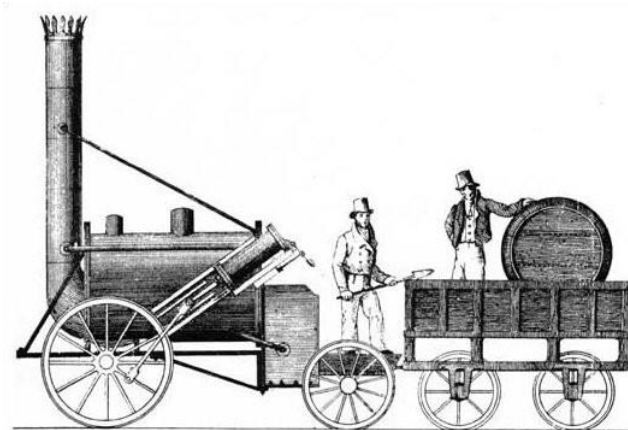
Steam Engine

Know that The Rocket was one of the first steam trains and it was designed by an Englishman called Robert Stevenson
Know that steam engines work by using coal to create fire and then water is poured on to the coal to make steam. This powers the engine.

Know that coal is a type of rock made from dead plants and animals that has been squashed together over thousands of years. It is very good for burning but creates a lot of smoke.

Know how to join in with the poem The Engine Driver by Clive Sansom

<https://rhymings.com/clive-sansom/the-engine-driver/>



Stevenson's Rocket (1830s)

Know the following transport vocabulary -

Road, street, pavement, motorway, canal, path, tramline, train tracks, tarmac

Know the following sequence of land transport through history Walking, riding a horse, horse and cart, steam engine, bicycle, cars

Know that **public** transport is a type of transport that anyone can use if they can buy a ticket. Examples include buses, trains, planes, taxis.

Road signs and road safety

Know common road signs -



Maximum speed



Manually operated temporary STOP and GO signs



No entry for vehicular traffic



School crossing patrol



Road works

Know that we measure long journeys in miles.

Know basic road safety about crossing a road which is known as the Green Cross Code ●

find a safe place to cross (e.g. a **zebra crossing** indicated by black and white stripes)

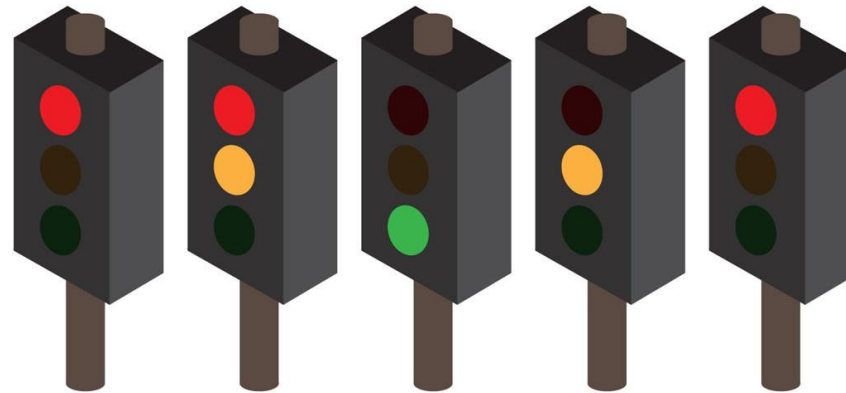
- stand on the pavement near the kerb
- look all round for traffic and listen
- if traffic is coming - let it pass then look all round again
- when there is no traffic near, walk straight across the road
- keep looking and listening for traffic while crossing

Know that wearing bright **reflective** clothes can help you to stay safe. Look at reflective strips and use torches to show reflection.

Know that reflection is when light bounces off an object and enters our eyes. This can make smooth objects look shiny.

Traffic lights

Know the sequence of traffic lights and what they mean (see diagram below)



**Red:
Stop**

**Red/Amber:
Get ready**

**Green:
Go**

**Amber:
Stop if safe**

**Red:
Stop**

Technology

Interactive World Globe – using technology to find out information about the world
Know how to turn a computer on and off safely

Personal, Social and Emotional Development

Transition to Year 1

Know about the changes in Year 1 (no continuous provision and knowing that you sit at the table to complete most of your work)
Know the names of the new teachers in year 1.
Know where my new classroom will be
Know where the toilets are
Know the new routines/timetable
Know where to go at playtime and dinnertime

Physical Development

Progress towards a more fluent style of moving, with developing **control** and **grace**
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**
Combine different movements with **ease** and **fluency**
Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
Move **energetically**, such as **running, jumping, dancing, hopping, skipping** and **climbing**

<p>Expressive Art and Design</p>	<p>Know that a sculpture is a 3D model representation and this is a work of art created by carving or chiselling</p> <p>Know that sculptures can either look figurative (real) or be abstract (something that doesn't look real)</p> <p>Compare different sculptures of the same representation to discuss similarities and differences</p> <p>Know that Barbara Hepworth was a famous sculptor that was born near Royston in Wakefield.</p> <p>Know that Barbara Hepworth was famous for abstract sculptures</p> <div data-bbox="714 320 987 563" data-label="Image"> </div> <div data-bbox="1016 352 1346 384" data-label="Caption"> <p>Barbara Hepworth – Family</p> </div>
<p>Music</p>	<p>Charanga: Reflect, Rewind and Replay Revision of all previous songs learned.</p> <p>This Unit of Work consolidates the learning that has occurred during the year.</p> <p>All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.</p> <div data-bbox="698 879 1122 1161" data-label="Text"> <p>Songs:</p> <p>When I was one The wheels on the bus Row, row, row your boat The big ship sails on the ally-ally oh This is the way we cross the road The train – tickerty track I'm the captain of the aeroplane</p> </div> <div data-bbox="1263 879 1666 991" data-label="Text"> <p>What shall we do with the lazy pirate? What shall we do with the lazy pirate? What shall we do with the lazy pirate? So early in the morning!</p> </div> <div data-bbox="1263 1018 1675 1129" data-label="Text"> <p>Walk the plank and splash in the water Walk the plank and splash in the water Walk the plank and splash in the water Early in the morning!</p> </div>
<p>Festival and Celebrations</p>	<p><u>Father's Day</u></p> <p>Know that Father's Day is celebrated on Sunday 21st June 2020</p> <p>Know that the celebration is always held on the third Sunday in June to honour fathers</p> <p>Know that children often give their fathers a gift and a card</p> <p>Know that Father's Day is celebrated on different days and for different reasons in many countries around the world but the central idea of honouring your father is universal.</p>




Know that all families are different and some families do not have a father living at home.
 Know that it is OK to honour someone else on Father's Day who looks after you e.g. a grandparent or Uncle.

Additional Experiences
 Local area walk, road safety

Continuous Provision Opportunities

- Creative area – map making
- Playdough area – vehicles to make track patterns
- Phonics area – sentence fact checking
- Construction area – city/town building
- Water area – float or sink
- Maths area – measuring distance
- Investigation area – unknown modes of transport pictures in curiosity cube
- Literacy area – fathers day card/someone special card
- Outdoor area – different vehicles outside bikes,cars etc with traffic lights

Direct Teaching of Vocabulary

	 Anchor words	(not too easy, not too hard, just right)  Goldilocks words	 Step on words
nouns	Car Truck Bike Traffic Road	Vehicle Neighbourhood	Steam Engine Community County
verbs	Moving Driving	Transporting Travelling	Exploring Discovering
adjectives	Fast Slow	Smooth Rough Bumpy	Indescribable

Early Learning Goal	Characteristics of Effective Learning	Colour and Light
<p>Understanding the World</p> <p>--</p> <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. 	<p>Playing and Exploring</p> <ul style="list-style-type: none"> Respond to new experiences that you bring to their attention. <p>Active Learning</p> <ul style="list-style-type: none"> Use a range of strategies to reach a goal they have set themselves. <p>Creating and thinking critically</p> <ul style="list-style-type: none"> Know more, so feel confident about coming up with their own ideas. Make more links between those ideas 	<p><u>Light and shadows</u></p> <p>Know that light enables us to see</p> <p>Know that darkness is the absence of light</p> <p>Know that the following are natural sources of light - Sun, Fire, Lightning</p> <p>Know that the following are man-made sources of light - Lightbulb, television screen</p> <p>Know that a source is where the light begins or comes from.</p> <p>Electricity is used to power man-made light sources. The electricity is created in a power station and carried in wires to our houses.</p> <p>Electricity can be stored in batteries to be used in a torch</p> <p>A long time ago people used candles to light their homes.</p> <p>Know that the sun is a ball of fire in the sky and provides us with our daylight and our heat. The sun's light shines on the moon and makes it look as if it is shining. The moon is not a source of light. Know that light travels in a straight line (demonstrate with a torch) Know that a shadow occurs when the light is blocked.</p> <p>Know how to make different shadows with your hand in torchlight.</p> <p>Know that moving your hand nearer the source of light makes the shadow larger.</p> <p>Know that moving your hand further away from the torch makes the shadow smaller.</p> <p>Diwali</p> <p>Know that Diwali is the Hindu festival of lights.</p> <p>Know that Hindus are people who follow Hinduism which is an Indian religion.</p> <p>Know that they celebrate the story of Rama and Sita and the goddess Lakshmi (the goddess of wealth)</p> <p>Read Rama and Sita: The Story of Diwali by Malachy Doyle</p> <p>Know that people celebrate by spring cleaning, decorating the house with lights, wearing new clothes, exchanging presents, eating special food and having a firework display.</p>

Know that people light lots of small oil lamps called **Diya** or Diwa lamps and place them around their home to remember how Rama and Sita were welcomed home. Hindus believe that lighting the lamps means Lakshmi will visit them and bring them wealth.



Diya or Diwa lamps

In India, people leave their doors and windows open to let Lakshmi come in
Know that **Rangoli** (patterns) are drawn on the floors of the houses including the **lotus flower**
Know that the lotus flower is a special and sacred flower for Hindus (meaning that it is believed to be holy and connected to god)

Technology

Using Google Maps to identify areas in which celebrate Diwali
Know that Diwali is not just celebrated in these places and that people in different countries will celebrate this

Personal, Social and Emotional Development

Know that when we play with our friends we should **share** resources by **taking turns**.
Know that it's good to listen to each other and this helps us to form good relationships with friends and adults.
Know about the boundaries and behavioural expectations in the setting and what we need to do to follow them (sharing, class charter, being kind).
Know that in play you need to develop the confidence to talk to others.
Know that it's okay to ask for help.

Physical Development

Revise and refine the fundamental movement skills they have already acquired:
rolling - crawling - walking - jumping - running - hopping - skipping – climbing
Use a **comfortable grip** with good control when holding pens and pencils

Expressive Art and Design

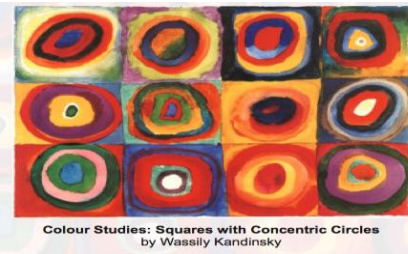
Exploring line: Kandinsky

Know that Wassily Kandinsky was a painter from **Russia** (identify Russia on a map)



Wassily Kandinsky 1866- 1944

Know that when he was 30 he went to **art school** to learn how to paint and draw.
Know that Kandinsky thought a lot about what colours mean and how they make people feel. He believed that colours had a **soul**.
Know that he was one of the first painters to stop painting pictures of objects and instead paint just using colours and shapes.
He believed that this let him paint honestly about his **feelings**.
Know that Kandinsky would often listen to music while he painted and try to paint what he heard. He was friends with a **composer** called Arnold Schoenberg and listened to his music to help him paint (Listen to Schoenberg's Piano Concerto <https://www.youtube.com/watch?v=JEY9ImCZblc>)
Know that other painters learned a lot from Kandinsky's ideas. Look at the following pieces of art by Wassily Kandinsky



Colour Studies: Squares with Concentric Circles
by Wassily Kandinsky

Know that line art or line drawing is any image that consists of **distinct straight or curved lines**.

Know that line art can represent two- or three-dimensional objects.

Know line art can consist of different colours



SH Raza 1992 - 2016

Know that SH Raza is a famous Indian artist and is famous for painting with shapes and colour.



Music

Sung to the original tune of 'Twinkle Twinkle little star'

Twinkle twinkle lamps so bright
All around us giving light.
Flickering, dancing around the
room
Send away the dark and gloom
Twinkle twinkle lamps so bright
Celebrate with us tonight.

Twinkle twinkle little light
Glowing strongly, small but bright
Tell the tale of long ago -
Rama and Sita coming home.
Twinkle twinkle little light
Diwali's here and starts tonight!

Compile a class playlist of class favourite music to support with our art work linked back to what Kandinsky would do.

Festival and Celebrations

Bonfire Night

Know that Bonfire Night happens on 5th November

Know that we **celebrate** this event on this day because we remember when **Guy Fawkes** tried to blow up the **houses of parliament** and King James I a long time ago and was caught before he could do it. Know that we celebrate this by lighting bonfires, burning a '**guy**' and setting off fireworks. Know the following firework safety rules

1. Never throw fireworks
2. Keep fireworks in a closed box
3. Always wear gloves with sparklers
4. Keep pets indoors
5. Stand well back
6. Never go back to a lit firework

Remembrance Sunday

Know that Remembrance Day is on the 11th November every year

Know that it is an event that commemorates the end of World War 1, which ended on 'the 11th hour of the 11th day of the 11th month' in 1918.

Know that we remember the people who have died in wars on Remembrance Sunday.




Know that the **poppy** is used as a symbol of the day because they grew on the battlefields after World War 1 when many people died over a hundred years ago.

Know that a poppy is a red flower

Additional Experiences**Continuous Provision Opportunities**

- Creative area – bonfire pictures
- Playdough area – diva lamps
- Phonics area – rangoli pattern phonics
- Construction area – repeating patterns with colour
- Maths area – subitising
- Observation area – artefacts from divali in curiosity cube
- Investigation area – colour matching
- Literacy area – cvc words
- Outdoor area – firework paintings

Direct Teaching of Vocabulary

	 Anchor words	(not too easy, not too hard, just right)  Goldilocks words	 Step on words
nouns	Bonfire Firework Colour	Remembrance Day Poppy Divali	Diva Lamp Lotus Flower
verbs	Celebrate Enjoy	Spring Cleaning	Shadow casting
adjectives	Colourful Bright Hot	Beautiful Traditional Respectful	Fascinating Intriguing

Additional Ideas:

Volcanoes

Know that a **mountain** is a very high area of land with steep sides.

Know that often a **volcano** looks like a mountain that can erupt and throw out **lava** and hot **gas**.

Know that when this happens it is called an **eruption**.

Know that lava comes from beneath the surface of the earth.

Know that lava is hot melted rocks.

Know that lava comes out of a volcano when it erupts.

Know that a volcanic eruption is known as a **natural disaster**.



A volcano erupting

Dinosaurs

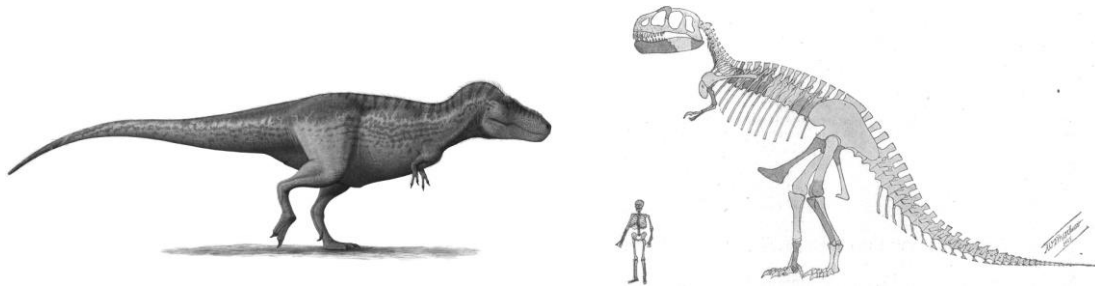
Know that a long time ago there were no humans on earth and there were just animals such as **dinosaurs**.

Know that dinosaurs were large **reptiles** which lived many thousands of years ago.

Know that some species of reptile still exist now such as **lizards** but dinosaurs do not.

Know the names and appearance of the following dinosaurs - Tyrannosaurus Rex, diplodocus, brontosaurus, triceratops, stegosaurus

Know that people have used the bones of the skeletons they have found to predict what the dinosaurs might have looked like but nobody knows for sure as there were no people at the time to see them.



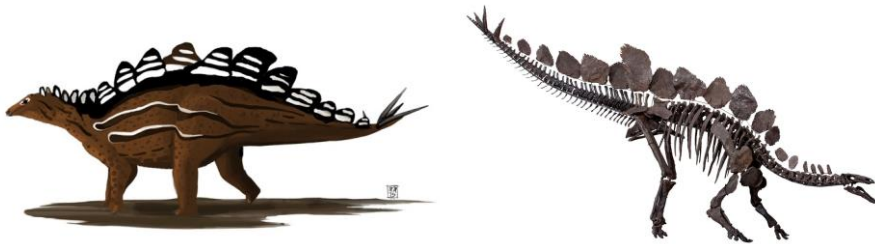
Tyrannosaurus Rex (and skeleton)



Diplodocus (and skeleton)



Brontosaurus (and skeleton)



Stegosaurus (and skeleton)

Know that the dinosaurs became **extinct** and later on humans began to live on the earth. (Be clear that dinosaurs and humans did not coexist)
Know that 'extinct' means that no more of those animals exist anymore.

The Ice Age

Know that after the dinosaurs lived, there was a period of time called the **Ice Age**.

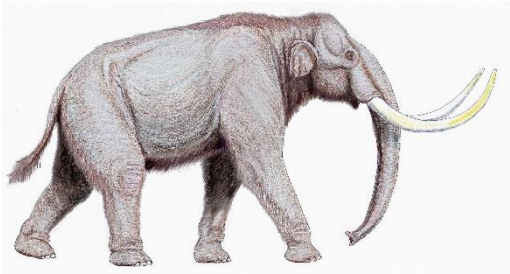
This was a very cold time when lots of the land across the earth was covered in thick snow and ice.

Know that, in the ice age, animals such as **mammoths**, **dodos**, **sabre-toothed tigers** and **giant ground sloths** existed.

Know that these animals are now **extinct** - there are no more of them left alive.

Know that people have tried to work out what they might have looked like from bones and frozen remains they have found.

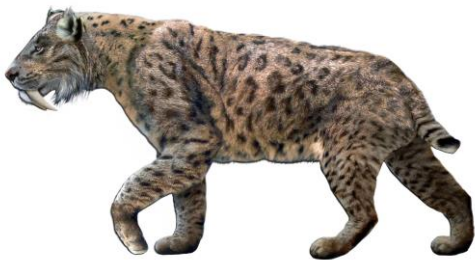
Know that no photos exist of these animals as humans were not alive in the ice age



Mammoth



Dodo



Sabre Tooth Tiger



Giant Ground Sloth

Know that the dodo is a bird that survived the ice age but became extinct later on. Read the book 'Dodos' by Melissa Higgins

Learn about moveable festivals include Ramadan and Eid

Know that Ramadan is celebrated by Muslims.

Know that Ramadan lasts for 29 or 30 days.

Know that followers of Islam are called Muslims.

Know that Muslims believe there is one true god called Allah.

Know that Ramadan is in the ninth month of the Islamic calendar.

Know that Muslims believe that the Quran was given in this month.

Know that the Quran is the important holy book for Muslims.

Know that during Ramadan Muslims give up bad habits.

Know that during Ramadan Muslims pray and read the Quran.

Know that during Ramadan adult Muslims fast from sunrise to sunset.

Know that fasting is one of the most important things that happens in Ramadan.

Know that fasting means that adult Muslims do not eat or drink from sunrise to sunset.

Know that young children, elderly and people with medical issues do not have to fast.

Know that, after sunset, families all eat together and that this special meal is called 'iftar'.

Know that Eid al-Fitr is the festival at the end of Ramadan. It celebrates the end of 29 or 30 days of fasting.

Know that 'Eid' means festival or celebration, 'al fitr' means breaking of the fast.

Know that Eid Mubarak is a greeting often used during the festival. It means 'Have a blessed Eid'.

Know that Muslims celebrate Eid al-Fitr by putting on new clothes.

Know that, during Eid, Muslims enjoy sharing meals with family and friends. They prepare all different kinds of foods like samosas, pakoras and kebabs. Know that, during Eid, homes are decorated with colourful decorations and lanterns.

Know that, during Eid, Muslims read their holy book, the Quran and go to the Mosque to pray.

Know that, during Eid, Muslims visit their families and friends. They give greeting cards and children may receive gifts of money, clothes and toys. Know that women and girls decorate their hands with mehndi patterns.

Know that mehndi is made from crushed henna leaves mixed with oils and other liquids such as lemon juice, water or tea.

Know that Eid al-Fitr is a time for Muslims to thank Allah for the strength that he has given them to have self-control during Ramadan. It is a time to celebrate with family and friends. Understand examples of self-control.