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|  |  | **Links to the EYFS and National Curriculum** | **Intent:**  **What knowledge do we want children to gain?** | **Outcome** |
| **Autumn 1** | All About Me | Understanding the World, PSED, History | * Children see themselves as a valuable (PSED) * Which behaviours are acceptable and not acceptable (PSED) * Have confidence to try new activities (PSED) * To be able to know how to express their feelings and consider the feelings of others (PSED) * Explore a wide range of vocabulary around emotions such as ‘delighted’, ‘excited’, ‘outraged’, ‘determined’. * Can talk about their homelife, likes and dislikes and culture (PSED) / (UW) * How to be like our Eden Park Value Superheroes (PSED) * Can notice and comment on similarities and differences between things in the past relate it to how they live now (UW) | Biscuits and Books   * Parents to join us in the classroom to look at the children’s books, share stories and biscuits whilst meeting other parents and chatting to the staff |
| **Autumn 2** | Celebrations | Expressive Arts and Design, Understanding the World, Music, RE | * Sing in a group and is able to match pitch and melody (EAD) * How to perform / act / become a character on stage. * Understands similarities and differences between different religious and cultural communities. E.g. visiting a place of worship (UW) * Can explain similarities and differences between life in this country and in other countries (UW) * Can explore and engage in music making and dance performing solo or in groups (EAD) * Listen attentively to a variety of music whilst exploring movement and being able to comment on the music and express how it makes them feel (EAD) | Nativity   * Parents join us to watch the children perform in their Nativity * Children will also perform at the church |
| **Spring 1** | Everyday Heroes | Understanding the World, PSED | * Can talk about people who are familiar to them e.g. police, doctors, teachers etc. (UW) * Talk confidently to adults and peers about their family and local community (UW) * Name and describe people who are familiar to them (UW) * Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers (UW) * Understands the importance of being a good listener towards adults and peers (PSED) * Responds to what they hear with relevant questions, comments and actions. (C&L) * Compare and contrast characters from stories  |  | | --- | |  | | No outcome (trips)   * Parents are invited throughout the half term to join us for a trip to the fire station and the hospital * Parents are invited in to share their ‘Everyday Hero’ occupations |
| **Spring 2** | Come and Tell Me a Story | Literacy, Expressive Arts and Design, Literacy, DT | * To identify and discuss key features of a story (L) * Draw on common themes from stories, such as bravery, kindness, hygiene etc. * Understands what has been read to them by retelling stories in their own words (L) * Can predict key events in stories (L) * Compare and contrast characters from stories, including figures from the past * Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. * Understands the past through settings, characters and events from books read in class and storytelling. (UW) * Refines previous knowledge on joining materials and artistic effects – cold glue guns, paper clips, split pins, & hole punch with treasury tags (EAD) | Come and tell me a story   * Parents are invited in to watch the children perform their very own class story on the stage and view the children’s stories and story boxes |
| **Summer 1** | Get Set Grow | Understanding the World, Science | * Explore the natural world around them (UW) * Learn how to care for their environment (UW) * Describe what they see, hear and feel whilst outside. (UW) * *Can explain why things might happen (C&L)* * Uses new vocabulary in different areas and contexts throughout the day. * *Can express their ideas and feelings about their experiences. Can confidently hold a conversation with their teacher and peers. (C&L)* * *Explores the natural world around them, making observations and drawing pictures of animals and plants. (UW)* * *Understands how to care for the natural world. (UW)* * Understands the effects of changing seasons (UW) | Get Set Grow   * Parents are invited to join us in the garden for outdoor learning activities including making fruit kebabs, painting flowers, planting cress seeds |
| **Summer 2** | Brixham and Beyond | Understanding the World, Geography | * Recognise similarities and differences between life in this country and life in other countries (UW) * About the animals that live wild in this country and the animals that live in the wild in other countries * Can draw information from a simple map (UW) * *Understands how to care for the natural world, specifically their own town Brixham and their beaches. (UW)* * Learn how to care for their environment (UW) | Afternoon Tea Party   * Parents are invited in to view the children’s books, taste some of the children’s wonderful baking and relax in the garden; celebrating the end of the year |
| ***All Learning Experiences have a huge drive and focus on Communication and Language. Our environment, well-chosen high-quality texts, adult interactions and adult inputs always have a communication and language focus and it is at the forefront of our minds with everything we do.*** | | | |  |