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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
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| **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
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| **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

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 | 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
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| **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
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| **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
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| **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
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| ***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.*** |  |