

TERM	Spring 2023 EYFS & Y1			
Whole School Theme	WATER			
	What does this mean to me? Why does this matter?			
Year Group	EYFS N1	EYFS N2	EYFS YR	National Curriculum Y1
Books to lead learning	Sharing Shell		Lost and Found	Storm Whale
Further texts	Tiddler Commotion in the Ocean		The Lighthouse Keepers Lunch, The biggest thing in the ocean, Clumsy Crab.	
NATURAL WORLD	Explore materials with different properties.	Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.	Leading into Science Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies
PAST AND PRESENT	Make connections between the features of their family and other families.	Begin to make sense of their own life-story and family's history. Show interest in different occupations.	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Compare and contrast characters from stories, including figures from the past.	Leading into History The lives of significant individuals in the past who have contributed to national and international achievements. Shackleton/ Grace Darling/ RNLI
PEOPLE AND PLACES	Explore and respond to different natural phenomena in their setting and on trips.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Draw information from a simple map	Leading into Geography Locational knowledge: name and locate the world's seven continents and five oceans Human and physical geography: Identify seasonal and daily weather patterns in the United Kingdom
DT	Make simple models which express their ideas.	Develop their own ideas and then decide which materials to use to express them.	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Leading into DT POAP Y1/2 Mechanisms Focus: Sliders and levers

ART AND DESIGN	Express ideas and feelings through making marks, and sometimes give meaning to the marks they make.	Draw with increasing complexity and detail, such as representing a face with a circle and including detail. Create closed shapes with continuous lines, and begin to use these shapes to represent objects, Explore colour and colour-mixing.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	leading into Art Painting Exploring watercolour
<i>Experiences and opportunities will be...</i>				Leading into COMPUTING Grouping data
SOUNDS AND MUSIC	Explore a range of sound-makers and instruments and play them in different ways.	Sing the pitch of a tune sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Sing in a group or on their own, increasingly matching the pitch and following the melody.	leading into MUSIC Composing using your imagination Sharing Musical Experiences
GROSS MOTOR SKILLS/ DANCE AND MOVEMENT	Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Move and dance to music	GMS Start taking part in some group activities which they make up for themselves, or in teams. Dance and movement Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.	GMS - Progress towards a more fluent style of moving, with developing control and grace. Combine different movements with ease and fluency. GMS - 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. Develop overall body-strength, balance, co-ordination and agility.	leading into PE Spring 1 Skill – developing balance Sport – gymnastics Spring 2 Skill – running Sport – rugby
CULTURE AND COMMUNITIES	Notices difference between people.	Continue developing positive attitudes about the differences between people	Understand that some places are special to members of their community	leading into RE Christianity – The Bible, why is it important? The sacred text. Christianity – The 4 aspects of how we celebrate Easter.