






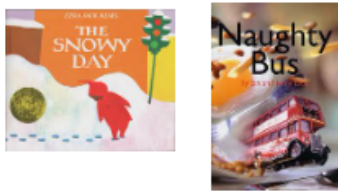









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| <p>EYFS Units Cycle B</p> <p>Seasons: N - Use all their senses in hands-on exploration of natural materials - Talk about what they see, using a wide vocabulary. R - Explore the natural world around them. - Understand the effect of changing seasons on the natural world around them. - Describe what they see, hear and feel whilst outside.</p> | <p>All About Me/ My School Community/ Autumn</p> | <p>People and Places/Pets/ Christmas</p> | <p>Winter/Transport</p> | <p>Spring/Materials</p> | <p>Minibeasts/Food/ Plants and Growing (healthy eating)</p> | <p>Country Study/ Summer/ How I've grown</p> |
| <p>empowerED theme</p> |  |  |  |  |  |  |
| <p>'My Voice' runs throughout</p> | | | | | | |
| <p>Rights Respecting</p> |  |  |  |  |  |  |
| <p>Core Texts</p> |  |  |  |  |  |  |
| <p>Supplementary Texts</p> |  |  |  |  |  |  |

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| <p>Non-fiction book links</p> |  |  |  | | | |
| <p>Traditional Tales (regular reads)</p> |  | | | | | |
| <p>Core Rhymes & Songs</p> | <ul style="list-style-type: none"> If you're happy and you know it Heads, Shoulders, Knees and Toes Hey Diddle Diddle | <ul style="list-style-type: none"> Teddy Bear, Teddy Bear Teddy Bear Picnic The Leaves on the Tree Autumn Leaves are Falling Down | <ul style="list-style-type: none"> The Wheels on the Bus Five Little Snowmen Icy Toes | <ul style="list-style-type: none"> Old MacDonald had a Farm The Farmers in the Den | <ul style="list-style-type: none"> Incy Wincy Spider | <ul style="list-style-type: none"> Once I Caught a Fish Alive |
| <p>Festivals & Celebrations</p> | <p>Diwali, Black History</p> | <p>Bonfire Night Christmas Harvest</p> | <p>Chinese New Year NYE – New Beginnings Valentines Day</p> | <p>Easter World Book Day</p> | <p>Eid al Fitr May Day EYFS Sustainability Week</p> | <p>International Mud Day STEAM (whole school)</p> |
| <p>Expressive Arts and Design</p> | <ul style="list-style-type: none"> Make party hats | <ul style="list-style-type: none"> Make Christmas ornaments | <ul style="list-style-type: none"> Collage a winter scene | <ul style="list-style-type: none"> Butterfly symmetry painting Mould and paint clay Easter eggs | <ul style="list-style-type: none"> Observational paintings of plants Minibeast photography | <ul style="list-style-type: none"> Make a wire & papier mache fish Close observational drawings of fish |
| <p>Artists</p> | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> |
| <p>Core Experiences</p> | <ul style="list-style-type: none"> Having a pretend birthday party Making playdough Show and tell Play musical statues Create a self-portrait | <ul style="list-style-type: none"> Holding a sparkler Having a class bear that goes home Making Christmas decorations Making and tasting gingerbread men | <ul style="list-style-type: none"> Touching and feeling ice All children ride a wheeled bike Construct a bus Build a train track Junk modelling | <ul style="list-style-type: none"> Tasting a range of fruit and vegetables Looking after caterpillars & having a butterfly release party Colour mixing | <ul style="list-style-type: none"> Closely observe minibeasts Throw a 'Bug Ball' – prepare food and make hats/ decorations Planting a seed Taste foods that we've grown and express preferences | <ul style="list-style-type: none"> Summer planting and taking plants home Recite a poem or song Dip toes in a paddling pool to cool off |
| <p>Trips/Visitors</p> | <ul style="list-style-type: none"> Go on a listening walk Going on an Autumn walk | <ul style="list-style-type: none"> Meeting a vet | <ul style="list-style-type: none"> Bus station | <ul style="list-style-type: none"> Ridley Road market Hackney City Farm | <ul style="list-style-type: none"> Visit from Zoo Lab | <ul style="list-style-type: none"> Aquarium |

- Parent sign up for cooking once a term
- Parent sign up for sharing a song/rhyme/story from own culture once a term

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| <p>Understanding the World Past and Present People, Culture and Communities The Natural World</p> | <p>Nursery:</p> <ul style="list-style-type: none"> - Begin to make sense of their own life-story and family's history - Learn each other's names - Can say what is the same and different between families and communities - Talk positively about different appearances - Uses their senses in hands-on exploration of natural materials Explore collections of materials with similar and/or different properties -Talk about what they can see using wide vocabulary <p>Reception:</p> <ul style="list-style-type: none"> - Comment on images of familiar situations in the past. - Talk about members of their immediate family and community. - Name and describe people who are familiar to them. - Draw information from a simple map - Know the name of the road and location of our school - Look at aerial views of the school commenting on what they notice, | <p>Nursery:</p> <ul style="list-style-type: none"> - Show interest in different occupations. - Can say what is the same and different between families and communities - Begin to understand the need to respect and care for all living things. <p>Reception:</p> <ul style="list-style-type: none"> - Name and visit places of worship - Understand that some places are special to members of the community - Compare and contrast characters from stories including figures from the past - Recognise that people have different beliefs and celebrate times in different ways - Draw information from a simple map. - Recognise some environments are different to the one in which they live e.g. beach, village. | <p>Nursery:</p> <ul style="list-style-type: none"> - Know there are different countries in the world - Talk about how they are different drawing on their own experience, photographs and books - Talk about the differences between materials and changes they notice. - Talk about what they can see using wide vocabulary <p>Reception:</p> <ul style="list-style-type: none"> - Can say what is the same and what is different when looking at objects/pictures from the past - Explore the natural world around them. - Describe what they see, hear and feel whilst outside. - Recognise some environments are different to the one in which they live | <p>Nursery:</p> <ul style="list-style-type: none"> - Uses their senses in hands-on exploration of natural materials - Begin to understand the need to respect and care for the natural environment and all living things. <p>Reception:</p> <ul style="list-style-type: none"> - Recognise that people have different beliefs and celebrate times in different ways - Recognise some environments that are different to the one in which they live. - Close observational drawings of animals and plants - Draw a map from an imaginary story setting | <p>Nursery:</p> <ul style="list-style-type: none"> - Plant seeds and care for growing plants. - Explore and talk about different forces they can feel. - Understand the key features of the life cycle of a plant and an animal. - Understand how we need to care for the natural environment and all living things - Talk about the differences between materials and changes they notice. <p>Reception:</p> <ul style="list-style-type: none"> - Name and visit places of worship - Understand that some places are special to members of the community - Compare and contrast characters from stories - Draw a simple map of the immediate environment - understand how we care for the natural world around us - Close observational drawings of animals and plants | <p>Nursery:</p> <ul style="list-style-type: none"> - Begin to make sense of their own life-story and family's history - Develop positive attitudes about the differences between people - Understand the key features of the life cycle of a plant and an animal. - Understand how we need to care for the natural environment and all living things - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <p>Reception:</p> <ul style="list-style-type: none"> - Order events using basic chronology e.g. recognising that things hap[pened before they were born - Recognise some similarities and differences between life in this country and life in other countries. - Can explain how life is similar and how life is different in relation to travel to school, what they eat, where they live etc. |
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| | recognising buildings, open space, roads and other simple features | | | | | | - Close observational drawings of animals and plants |
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