

<p>Art</p> <p>Rotation of medias each day:</p> <ul style="list-style-type: none"> - Oil Pastels - Poster Paints - Dabbers - Watercolours - Paint sticks <p>Junk modelling is a permanent feature in EYFS.</p>	<p><i>All about me:</i> Self-portraits, with a focus on facial features and colours we use. Do we all look the same (links with PSHE).</p> <p>Andy Goldworthy Art – art plans</p>	<p>Colour Mixing – primary and secondary colours.</p> <p>Andy Goldworthy Art – art plans</p>	<p>Van Gough – Starry Night (focus on patterns).</p>	<p>Van Gough – Sunflowers (focus on shapes, colours, observational drawings, repeated patterns).</p>	<p>The children are revisiting learning from the previous terms in outdoor and indoor learning opportunities.</p> <p>Revisit – colour mixing.</p> <p>Clay work: creation of mini-beasts.</p>	<p>The children are revisiting learning from the previous terms in outdoor and indoor learning opportunities.</p> <p>Revisit – Create a self-portrait and see progression.</p>
<p>D & T</p>	<p>Throughout the year (linked to Understanding the World):</p> <p>Cause and Effect: Rolling balls, studying shadows, making different bubbles, building with different sized blocks, junk modelling (designing, improving and sharing their creations), weight compared to size, textured materials, junk modelling.</p>					
<p>Science</p> <p>(Linked to Understanding the World)</p> <p>We encourage every child to explore, problem solve, observe, predict, think, make decisions and talk about the world around them.</p>	<p>Autumn: Observe the changes in the season, the seeds that we discover on different trees, why some leaves change colour and fall and other don't.</p> <p>Exploring with magnets:</p>	<p>Hibernation: Hedgehogs – discover why hedgehogs hibernate (hedgehog house in Forest School).</p> <p>RSPB – The Big Garden Birdwatch (linked with Year 4).</p>	<p>Teeth Cleaning/Oral Hygiene: *Sorting Activity – healthy/not healthy? *Healthy lunchbox *Visit: Dental hygienist & Nurse</p> <p>PANTS (Linked with PSHE): *Body awareness *Design own pants</p>	<p>Spring: Observe the changes in the season: buds on trees, bulbs growing, changes in the weather etc.</p>	<p>Mini-Beats: *Class trip to Hinchbrooke Park *The lifecycle of tadpoles (frog spawn brought into EYFS). *Mini-beast hunting in Forest School (and creation of clay models). *The importance of Bees and</p>	<p>Outdoor Water Play: Floating and sinking</p> <p>Holiday: Clothing you'd wear for a summer holiday. What fabric would you choose?</p> <p>Year 4 – Science Experiment: link with EYFS</p>

	<p>What's magnetic and what's not?</p> <p>Little Red Hen: -Baking Bread and watching the change in state. Talking about the texture of the ingredients used.</p>		<p>Looking after our bodies – the effect of exercise: *Linked to Jo Wicks and creating our own Joe Wicks workouts.</p> <p>Ice: Sea Creatures What is ice?</p>		<p>which bees produce honey? *Creation of bug hotel (sustainable, safe place for mini-beasts).</p> <p>Sowing & Growing: Observing the changes over time.</p>	
<p>History</p>	<p><i>Throughout the year (to know the difference between past, present and future):</i></p> <p>*The children talk about their families and those significant in their lives right now (present). We talk to the children about their families following the home visits.</p> <p>*To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (use of language: today, yesterday and tomorrow).</p> <p>*We read many stories and can make predictions about when this story was written from: the language used and the characters.</p>					
<p>Geography</p>	<p><i>Throughout the year (Linked to Understanding the World):</i></p> <p>Where do we live?</p> <p>*The children complete a sign hunt around the local area, also recognising print.</p> <p>*Ashley Bear (our class mascot) goes home with the children at the weekend. Makes links to travel, near and far etc.</p> <p>*During our visit to the library, photos are taken of the local area and cellotaped to wooden bricks so the children can create their own town.</p> <p>*Comparison of where we live to cities children have visited and London (often linked to current affairs). How is a city different from where we live (look at photos and videos).</p> <p>* Book focus: When reading books, we look at creating maps for treasure, walks, treasure hunts etc. This may link to creating a map of the children's walk to school.</p> <p>Importance of Recycling:</p> <p>*What do we recycle and why?</p> <p>*Creation of our own recycling station.</p>					

	* Models using junk modelling/outdoor area (designed, created, arranged, connected, deconstructed... re-designed, re-created, re-arranged and re-connected) always building on previous learning.					
Music	Harvest Songs Singing Hands – Makaton (Good Morning) Nursery Rhymes - daily	Christmas Songs Singing Hands – Makaton (We wish you a Merry Christmas) Nursery Rhymes - daily	Singing Hands – Makaton (Give a Little Smile) Nursery Rhymes - daily	Easter Songs – I’m a spring chicken Singing Hands – Makaton Nursery Rhymes - daily	Singing Hands – Makaton Nursery Rhymes - daily	Ash Class Assembly: Mini-Beast songs (Out of the Ark) Nursery Rhymes – daily
RE We expose the Early Years children to the celebrations from our diverse faith calendar. We focus on faiths within our setting and also expose children to religions they may not be aware of.		Christmas (Christian Celebration) *The Christmas Story *Small world – nativity Diwali (Hindu Festival)	Chinese New Year – Year of the Dragon Shrove Tuesday and Ash Wednesday (Christian Celebrations)	Ramadam – Holy Month (Starts 11 th March) – Muslim Festival Holi (Hindu Holy Day) – 25 th March Easter 31 st March - (Christian Festival)	Eid 9 th -12 th April (Muslim Celebration)	Hanukah (Jewish Festival) Eid al adha 17 th – 20 th June (Muslim Celebration)
PSHE (Many links made throughout the planning frame.)	Think Equal: (weekly sessions) – Activities are also provided in the continuous provision. Emotion Station: We have an emotion in the classroom which supports children in recognising their emotions. We focus on the story ‘The Colour Monster’ for the first half term and many children link their feeling to a colour. We have emotion pebbles, fans, colour monster teddies, books, writing/drawing templates to support them in this area. PSE – Personal, Social and Emotional Development is a Prime Area in the EYFS Framework.					

	Life Education Bus: All about my body.
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