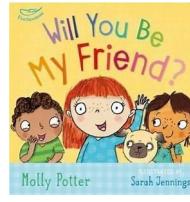
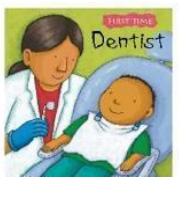
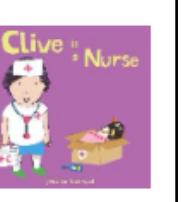
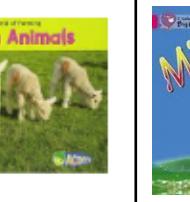
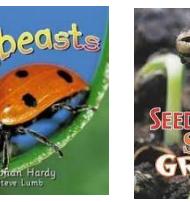
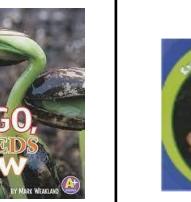
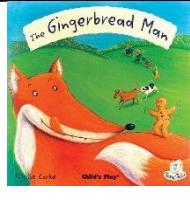
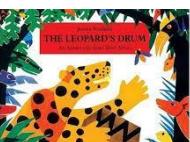
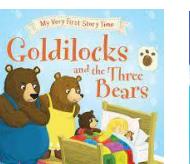
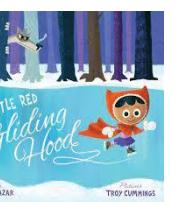
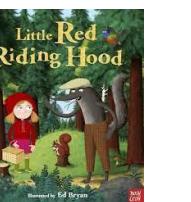
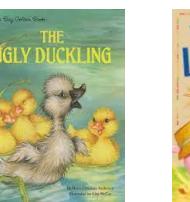
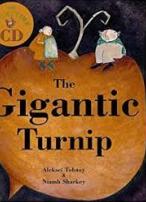




EYFS Units Cycle B	All About Me/ My School Community/ Autumn	People and Places/Pets/ Christmas	Winter/Transport	Spring/Materials	Minibeasts/Food/ Plants and Growing (healthy eating)	Country Study/ Summer/ How I've grown
Seasons: N - Use all their senses in hands-on exploration of natural materials - 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.						
'My Voice' runs throughout						
Rights Respecting	 	 	 			
Core Texts	 	 	 	 	 	
Supplementary Texts	 	 		 	 	

Non-fiction book links	           					
Traditional Tales (regular reads)	          					
Core Rhymes & Songs	<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
Festivals & Celebrations	Diwali, Black History	Bonfire Night Christmas Harvest	Chinese New Year NYE – New Beginnings Valentines Day	Easter World Book Day	Eid al Fitr May Day EYFS Sustainability Week	International Mud Day STEAM (whole school)
Expressive Arts and Design	<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
Artists	<ul style="list-style-type: none"> 			<ul style="list-style-type: none"> 		
Core Experiences	<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
Trips/Visitors	<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

					<ul style="list-style-type: none"> • Parent sign up for cooking once a term • Parent sign up for sharing a song/rhyme/story from own culture once a term
<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 <p>Explore collections of materials with similar and/or different properties</p> <p>-Talk about what they can see using wide vocabulary</p> <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 <p>Reception:</p> <ul style="list-style-type: none"> - 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. <p>Reception:</p> <ul style="list-style-type: none"> - 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>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.

	recognising buildings, open space, roads and other simple features					- Close observational drawings of animals and plants
--	--	--	--	--	--	--