



**ST THOMAS
MORE**
VC ACADEMY

EYFS Curriculum



Intention

At St Thomas More our Early Years curriculum has the Characteristics of Effective Learning at the core. It reflects our belief that children learn best through play, exploration, and meaningful interactions. We aim to nurture confident, curious, and resilient learners who develop a lifelong love for learning.

Our Approach

- Playing and Exploring: We encourage children to be independent learners who explore and investigate the world around them. They are given time and space to follow their interests, make choices, and learn through hands-on experiences both indoors and outdoors.
- Active Learning: We support children to stay motivated and engaged, celebrating their efforts and perseverance as they take on new challenges and develop their confidence.
- Creating and Thinking Critically: We foster creativity, problem-solving, and curiosity by encouraging children to express their ideas, test their thinking, and make connections in their learning.

Outdoor Learning

We value outdoor learning as a vital part of our setting. The outdoors provides rich opportunities for exploration, physical development, and connection with the natural world. Children develop independence, resilience, and collaboration as they engage in meaningful play in all weathers.

Following the Children's Interests

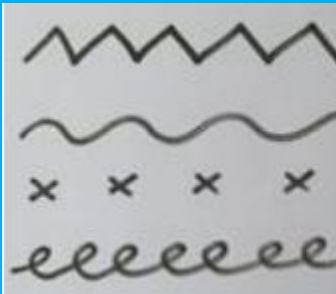
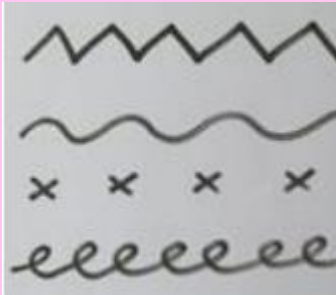
Our planning is flexible and responsive. We follow the children's interests and adapt our plans to meet their needs, ensuring learning remains relevant, exciting, and purposeful. Through observation and reflection, we continuously shape experiences that build upon what children know and can do.


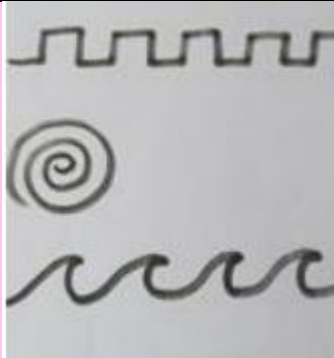
Quality Interactions and Relationships

At the heart of everything we do are positive, nurturing relationships. We value high-quality interactions between staff and children, promoting language development, emotional wellbeing, and mutual respect. Throughout the year, we actively promote love, care, and kindness - helping children to form strong friendships and a deep sense of belonging within our classroom and school community.

Area	Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme		Starting School	Fantastic Food	Difference	Journeys	Changing creatures	Amazing Oceans
Enquiries		Myself/ interests Starting school People who help us	(Nativity) Where our food comes from	Exploring Materials Water to ice Experiments Frozen Flowers	Observations/ testing materials and movement	Planting / gardening/ changes/ Life cycles	Looking after our environment/ world.
Hook / Hands on experiences		Visit from Fire brigade / Visit from police	Making Soup/ bread Nativity Performance Trip to Panto	A-Colour dress up day B – Trip to Densholme Farm	-Hunt for Bears/ Penguins A- Scrap Store visit Visit to the local shops (Anlaby) use a map to show us the way.	Live Caterpillars / frogspawn	-Rubbish everywhere -Litter picking A- Visit from Beverly Bee Keeper Trip to East Riding Forest school
Calendar events		Starting school Hull Fair	Bonfire night, Remembrance day, Diwali, Eid, Christmas, Hannukah	Chinese New Year, Valentines Father's Day	Pancake day, Easter, Mother's day	Ramadan	Sports day, Transition

Literacy	Week 1	1	Goldilocks	Pumpkin Soup	Elmer	Going on a Bear Hunt	The Very Hungry Caterpillar	Someone swallowed Stanley
			Size, bear, capacity, Friendship, Porridge, soft, sweet, hot, cold, big, chased, rumbled small, medium, large, delicious, comfortable, family, full, empty, pieces, definitely, angry, scared,	Pumpkin, stir, slice, chop, boil, murmured, squeaked, snapped, wailed, scoffed, muttered, yelped	Different, celebrate, patchwork, Herd, young, old, patchwork, jungle, canopy, climate	bear river forest snowstorm cave Stumble Trip Tiptoe Squelch Swishy grass Snowstorm Cave Bear	Change, metamorphosis, week days, fruits, time, light. Moon, warm, egg, tiny, week days, plums, strawberry, orange, pickle, salami, watermelon, big, small, weeks, cocoon, pushed.	Plastic, pollution, animals, Jellyfish Stripes, tentacles floated, bobbed, sank Terrible Swallowed, slimy, throat Vast Rough hummed Coughing, spluttering, choke Beak, flapped, squawking Ripped, scruffy, torn Paddle-shaped flippers, shell, wrinkly Scared, shore, breathe Tugged

		<p>Nursery- Enjoy listening to stories and can remember much of what happens. Name the different parts of a book Make and describe marks Listen to and talk about stories to build familiarity and understanding. Mark making for a purpose</p> <p>Make marks on large gross motor and small scale as they draw and paint using a range of tools.</p> <p>Understand that print has meaning</p> <p>Holds a crayon/brush/pencil/chalk to make marks, making connections to movement and marks they make.</p>	<p>Nursery- Mark making for a purpose</p> <p>Make marks on large gross motor and small scale as they draw and paint using a range of tools.</p> <p>Phonics: Aspect 1 – General sound discrimination – environmental Aspect 2 – General sound discrimination – instrumental sounds Aspect 3 – General sound</p>	<p>Nursery-Mark making for a purpose</p> <p>Hold a tripod to make marks with more controlled movements, closed shapes, lines, circles in large and small motor scale.</p> <p>Curved and Changing Lines</p>  <p>More complex lines</p>	<p>Nursery-Mark making for a purpose</p> <p>Hold a tripod to make marks with more controlled movements, closed shapes, lines, circles in large and small motor scale.</p> <p>Curved and Changing Lines</p>  <p>More complex lines</p>	<p>Nursery-Mark making for a purpose. Oral retell</p> <p>Hold a pencil between 2 fingers and their thumb and use it with good control.</p> <p>Copy some letters e.g. from their name. Write some letters accurately.</p> <p>Phonics: Recognise several GPCs grapheme/phone me correspondences Aspect 7 – Oral blending and segmenting Phonics intent for teaching sequence of Phase 2 phonemes Begin to form some</p>	<p>Nursery-Mark making for a purpose. Oral retell</p> <p>Hold a pencil between 2 fingers and their thumb and use it with good control.</p> <p>Copy some letters e.g. from their name. Write some letters accurately.</p> <p>Phonics: Recognise several GPCs grapheme/phone me correspondences Aspect 7 – Oral blending and segmenting Phonics intent for teaching sequence of Phase 2 phonemes Begin to form some recognisable</p>
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		<p>Point to writing/letters in a book</p> <p>Find their name card - recognise their first name</p> <p>Pointing to words on a walk around setting in areas</p> <p>During book talk adults modelling explicitly text, pictures, left to right</p> <p>Phonics:</p> <p>Aspect 1 – General sound discrimination – environmental</p> <p>Aspect 2 – General sound discrimination – instrumental sounds</p> <p>Aspect 3 – General sound discrimination – body percussion</p> <p>Aspect 4 – Rhythm and rhyme</p> <p>Reception- Oral retell. Label pictures – mark</p>	<p>discrimination – body percussion</p> <p>Aspect 4 – Rhythm and rhyme</p> <p>Holds a crayon/brush/pencil/chalk to make marks, making connections to movement and marks they make.</p> <p>Point to writing/letters in a book</p> <p>Find their name card - recognise their first name</p> <p>Pointing to words on a walk around</p>	 <p>Phonics:</p> <p>Aspect 5 – Alliteration</p> <p>Aspect 6 – Voice sounds</p> <p>Aspect 7 – Oral blending and segmenting Identify some sounds that are similar – hard sounds p/d, h discriminates auditory g from a y.</p> <p>Assessment - can they discriminate those letters that are the same and not the same? (Create simple diagnostic assessment.)</p> <p>Begin phase 2 first set of sounds s,a,t,i,p,n.</p> <p>Begin to ascribe some meaning to marks they make.</p>	 <p>Phonics:</p> <p>Aspect 5 – Alliteration</p> <p>Aspect 6 – Voice sounds</p> <p>Aspect 7 – Oral blending and segmenting Identify some sounds that are similar – hard sounds p/d, h discriminates auditory g from a y.</p> <p>Assessment - can they discriminate those letters that are the same and not the same? (Create simple diagnostic assessment.)</p> <p>Begin phase 2 first set of sounds s,a,t,i,p,n.</p>	<p>recognisable letters (linked to name/taught phonics)</p> <p>Understand print goes from left to right</p> <p>Write recognisable letters of own name (first name)</p> <p>Name tracing/writing daily</p> <p>Labelling their name on learning, drawings/painting s</p> <p>Form correct grapheme to match a noun's initial sound e.g. sound bag object e.g. s for sock, sausage, sun.</p> <p>Reception- Oral retell Draw and write to retell. Innovate the story.</p>	<p>letters (linked to name/taught phonics)</p> <p>Understand print goes from left to right</p> <p>Write recognisable letters of own name (first name)</p> <p>Name tracing/writing daily</p> <p>Labelling their name on learning, drawings/paintings</p> <p>Form correct grapheme to match a noun's initial sound e.g. sound bag object e.g. s for sock, sausage, sun.</p> <p>Reception- Oral retell Draw and write to retell. Innovate the story. Short sentences.</p>
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			<p>making & initial sounds. Read some individual letters by saying the sounds for them (following Bug Club) Begin to form some lower case and upper case letters correctly</p>	<p>setting in areas</p> <p>During book talk adults modelling explicitly text, pictures, left to right</p> <p>Understand that print has meaning</p> <p>Reception- Oral retell Draw & label pictures- initial sounds and captions</p>	<p>Orally model and trace/practise name writing, forming letters Pupils add marks to label/name their learning</p> <p>Large gross motor and fine motor with different writing implements chalk, water with a large brush, paint, in the sand, tripod pen/pencil...</p> <p>Reception- Oral retell Draw and write to retell. Innovate the story</p>	<p>Begin to ascribe some meaning to marks they make.</p> <p>Orally model and trace/practise name writing, forming letters Pupils add marks to label/name their learning</p> <p>Large gross motor and fine motor with different writing implements chalk, water with a large brush, paint, in the sand, tripod pen/pencil...</p> <p>Reception- Oral retell Draw and write to retell. Innovate the story</p>	Short sentences	
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	Non-fiction		All about me Families Community	Instructions Making soup/bread	Seasons Jungle facts	Fact File Penguins/ Bears / Seasons Maps	Life cycles	Fact File Environment Sea Sea creatures
Reading	Nursery	3 and 4 year olds will be learning to: Develop their phonological awareness, so that they can: <ul style="list-style-type: none">• spot and suggest rhymes• count or clap syllables in a word• recognise words with the same initial sound, such as money and mother Understand the five key concepts about print: <ul style="list-style-type: none">• print has meaning• print can have different purposes• we read English text from left to right and from top to bottom• the names of the different parts of a book• page sequencing Engage in extended conversations about stories, learning new vocabulary.						
	Bug Club		S -k Phase 2	Ck - x Phase 2 and 3	Y - ng Phase 3	ai - oi Phase 3	ear – air Phase 3	Phase 4

	Reading Spine	<p>FS1 Fiction Maisy goes to nursery Where's Spot Shark in the Park Hug Brown bear, Brown bear Where oh where are Rosie's Chicks?</p> <p>FS2 Fiction Starting School The Gruffalo Rocket Girl Hair Love Chicken Licken Non-Fiction Brush Brush Brush Goodbye Summer, Hello Autumn What can you see in Autumn?</p>	<p>FS1 Fiction Hairy Maclary from Donaldson's dairy Goodnight Moon</p> <p>FS2 Fiction The Tiger who came to tea Good Night Moon, Stick Man, Birthdays Non-Fiction Goodbye Autumn, Hello Winter. What can you see in Winter? The Nativity (various versions)</p>	<p>FS1 Fiction Pants Blue Penguin Calm Down Boris Peace at Last</p> <p>FS2 Fiction Mr Wolves Pancakes Six Dinner Sid On the way home Shh Whatever Next!</p> <p>Non-Fiction Winter Which Food will you Choose?</p>	<p>FS1 Fiction Ketchup on your cornflakes Oi Frog (series of books) Chocolate Mousse for Greedy Goose</p> <p>FS2 Fiction Mrs Armitage Duck in a Truck Mr Gumpy's Outing Mr Gumpy's Motor Car When Julian was a mermaid</p> <p>Non- Fiction Goodbye Winter, hello Spring Seed in Need Egg Hunt Odd Egg Eating Well What can you see in Spring? Cars, cars, cars Easter Stories (various bible retellings)</p>	<p>FS1 Fiction 10 Little Rubber Ducks (Eric Carle) 10 Tiny Tadpoles Come on Daisy!</p> <p>FS2 Fiction The Bad Tempered Ladybird This is our House Non- Fiction I am the Seed That Grew the Tree Snails Worms Bug Hotel The Life cycle of the Seed Butterflies- life cycle Going to the Dentist Staying Healthy</p>	<p>FS1 Fiction You Choose Each Peach Pear Plum How loud is a lion?</p> <p>FS2 Fiction Commotion in the Ocean Handa's Surprise Oliver's Vegetables Oliver's Fruit Salad Supertato</p> <p>Non-Fiction Goodbye Spring, Hello Summer Summer Why should I brush my teeth?</p>
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		1. reading sessions Daily story telling – with questions and prompts Opportunities to predict, sequence and discuss stories Sequence familiar stories Books in different areas of the provision Opportunities to innovate stories New vocabulary discussed					
Maths	NURSERY	Number names to 5. 1-1 Correspondence to 3. Counting irregular arrangements and 3 from a larger group. Subitising to 3. Match numbers 1-3 to amounts. Recognise that arrangements don't change the amount.	Recognise groups with more and less objects up to 3 Vocab: More than Fewer than Recognise when 2 or more groups have the same things Compare 2 amounts	Number names to 10 Correspondence to 5 Recognise numbers in bigger groups. Counting back from 5 Opportunities to explore a range of ways to partition a whole number – making a total. Explore how numbers can be partitioned in different ways. Recall number bonds to 3 Select and manipulate shapes. Compose and decompose shapes Understand position through words alone	Number names to 10 1. correspondence to 3 counting irregular arrangements Count out from a larger group to 3 Subitising to 3 Match number 1 2 3 to correct amounts Recognise that amounts don't change if it has just been rearranged to 3 Counting irregular arrangements Count out from a larger group to 3 Subitising to 3 Match number 1 2 3 to correct amounts Recognise that amounts don't change if it has just been rearranged to 3 Recognise one more, one less up to 3	Number names to 20 1. corresponden ce to 5 counting irregular arrangements count out from a larger group to 5 Subitising to 5 Match number 1 2 3 to correct amounts Recognise that amounts don't change if it has just being re arranged to 5 Recognise 1 more, 1 less to 5	Number names to 20 2. corresp onden ce to 5 counting irregular arrangements count objects up to 5 from a larger group Subitising to 5 Match number 1 2 3 to correct amounts Recognise that amounts don't change if it has just being re arranged to 5 Recognise 1 more, 1 less to 5

	Reception		<p>This half term we will be learning to finish and create different patterns and learn about the numbers 0- 4, understanding what the value of those numbers means. We will use the language of comparison, including 'more than' and 'fewer than'. To compare sets 'just by looking'.</p>	<p>This half term we will continue from first half term subitise within 5, perceptually and conceptually, depending on the arrangements. We will compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.</p>	<p>This half term we will increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements. We will continue to compare sets by matching, identifying when sets are equal.</p>	<p>This half term we will explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. compare numbers, reasoning about which is more, using both an understanding of the 'how manyness' of a number, and its position in the number system.</p>	<p>This half term we will subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10. We will be encouraged to identify when it is appropriate to count and when groups can be subitised.</p>	<p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different number</p>
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Shape / patterns		Explore shapes and patterns in provision. Become familiar with daily routines and verbal positional day to day language.	Explore size – compare sizes Introduce the language for the properties of shapes Decomposition of shape – recognising shapes within shapes	Select and combine shapes Compare length/ height/ mass/ capacity Decomposition of shape Prepositional language highlighted	Select and combine shapes Compare properties of 3d & 2d shapes Select rotate and manipulate shapes to explore the space they can occupy	Select and combine shapes Notice and extend repeating patterns Describe a sequence of events Compare objects relating to Size, length, weight, capacity.	Select and combine shapes Notice and extend repeating patterns Describe a sequence of events Compare objects relating to Size, length, weight, capacity.
		Seasons/ change/ growth					
Science	Knowledge and Understanding	New vocab: melting, shadow, attract, magnet, float, bark, seeds, rock, magnifying glass	New vocab: seed, bulb, decay, core, mouldy, season, change, natural	New vocab: life cycle, caterpillar, icy, stormy, heatwave, chilly, temperature, breezy, damp,	New vocab: record, weather forecast, autumn, winter, spring, summer, changing, autumnal, map, warmth, layers, clothing, shadowy	New vocab: words for animal's young	New vocab: push, pull, stretch, elastic, twig, metal, magnetic

			<p>Nursery 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.</p> <p>Continue developing positive attitudes about the differences between people. RE link. Names of our friends, naming body parts, how are we the same? Learn about different bears and the climate they live in.</p>	<p>Nursery Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Make soup / bread Hands on exploration of the food and discussions about how to grow the foods.</p>	<p>Nursery Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Experiment with colour</p>	<p>Nursery 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 and hear, using a wide vocabulary, bud, leaf, bird song, blossom- Use ipads with the children so they can document (photograph) signs of Spring as we go for a walk around the school grounds.</p> <p>Explore and talk about different forces they can feel – push and pull</p> <p>Opportunities for observational drawing of spring flowers</p>	<p>Nursery Understand the key features of the life cycle of an animal by observing live caterpillars or frogspawn. Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Nursery Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Using texts of dear zoo, How loud is a lion, Handa's surprise look at different animals in the world and ask wondering questions about where they might be found.</p>
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			<p>Reception</p> <p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. RE link. Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p> <p>Learn about various bears and their environment making comparisons to our environment.</p>	<p>Reception</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Make soup / bread – where did the ingredients come from/ how does it grow? How do the ingredients change when cooked?</p> <p>Model language related to seasonal change. Share texts and education</p>	<p>Reception</p> <p>Understand the effect of changing seasons on the natural world around them through song and discussion.</p> <p>Ice experiment - make predictions Solid/ liquids/ change</p> <p>Experiment with colours</p> <p>To celebrate and experience Chinese New Year and to experience shrove Tuesday, Ash Wednesday and the start of Lent</p>	<p>Reception</p> <p>understand the effect of changing seasons on the natural world around the- Looking at UK climate (trough spring walks) compared to other climates (south Pole).</p> <p>Create a map of our local area and of a fictional, familiar story setting.</p> <p>Experiment with materials when making a vehicle</p>	<p>Reception</p> <p>Explore the natural world around them. Make predictions and diaries about the metamorphosis of butterfly or the life cycles a frog.</p> <p>Explore the life cycles of humans.</p>	<p>Reception</p> <p>Taking care of the environment – littering – Litter picking</p> <p>Recognise some similarities and differences between life in this country and life in other countries. Using the texts Handa's surprise and Oliver's vegetables ask the children to comment and notice changes in the environments and the food collected by the children in both book</p> <p>F1- Show interest in different occupations. Visit from firefighters, police, nurse. F2- Name and describe people who are familiar to them. Learn the</p>
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			<p>al videos relating to seasonal change. Collect natural found resources relating to Autumn to create collage. Describe what they see hear and smell outside using appropriate vocabulary</p> <p>Recognise that people have different beliefs and celebrate special times in different ways. Children to experience different</p>				<p>names and meet of Y1 teachers and staff. Discuss different jobs/occupations that people have. What do people do? Who helps us in different situations? Visit from firefighters, police, nurse F1 - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Using texts of dear zoo, How loud is a lion, Handa's surprise look at different animals in the world and ask wondering questions about where they might be found. F2- Recognise some similarities and differences between life in this country and life in other countries.</p>
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			celebrations through texts, video, food, decorations looking for similarities and differences between different cultural celebrations.				Using the texts Handa's surprise and Oliver's vegetables ask the children to comment and notice changes in the environments and the food collected by the children in both books.
Geography		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.	Draw information from a simple map	Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live.	Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live.

History					<p>Nursery Continue to develop positive attitudes about the differences between people.</p> <p>Reception Talk about members of their immediate family and community</p> <p>Compare and contrast characters from stories.</p>	<p>Nursery Spend time with children talking about photos, memories. Encourage children to retell what their parents told them about their life story and family.</p> <p>Reception Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p>	<p>Reception Compare and contrast characters from stories.</p>	
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PSED		<p>During their time in Nursery, children will be given the opportunity to:</p> <ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Develop confidence in new social situations. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. <p>Reception will be given opportunities to:</p> <ul style="list-style-type: none"> • Think about the perspectives of others. • See themselves as a valuable individual. • Express their feelings and consider the feelings of others. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Manage their own needs. 					

Expressive Arts and Designs		<p>Know many rhymes, be able to talk about familiar books and be able to tell a long story.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Reception Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Listen with increased attention to sounds</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Learn rhymes poems and songs</p> <p>Reception Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Sing the melodic shape (moving melody, such as up and down and up) of familiar songs.</p> <p>Reception Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Sing the pitch and tone sung by another person.</p> <p>Reception Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Reception Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Reception Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>
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			Understand how to listen carefully and why listening is important.	Sing in a group or on their own, increasingly matching the pitch and following the melody.				
Physical			Get Set PE Introduction to PE	Get Set PE Ball Skills	Get Set PE Dance	Get Set PE Fundamentals	Get Set PE Games	Get Set PE Gymnastics

<p>Understanding of past and present</p>	<p>1. How have I changed since I was a baby? 2. Why do we wear different clothes during the year? 3. What are our favourite celebrations each year?</p> <p>Coverage of these three units should be covered across the year to link with the cross curricular nature of the EYFS and to support pupils understanding of chronology and passing of time e.g. seasons as they change.</p> <p>These units will help develop their historical understanding by supporting understanding of:</p> <p>Changes over time</p> <p>Talking about the lives of the people around them and their roles in society. Knowing some similarities and differences between things in the past and now, drawing on their experiences and what has been read class.</p> <p>Understanding the past through settings, characters and events encountered in books read in class and storytelling. Children will develop their understanding and ability to communicate about their recent chronology through the use of a class time line which is referred to throughout the year</p> <p>Age related expectations</p> <p>F1 - Begin to make sense of their own life-story and family's history.</p> <p>F2- Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p>How have I changed since I was a baby? What are our favourite celebrations each year? Why do we wear different clothes during the year?</p> <p>There are certain key ideas that are important for children of all ages and abilities to acquire, namely:</p> <ul style="list-style-type: none"> ▪ Time passes in sequential order. ▪ There is key vocabulary associated with the passage of time. ▪ Time changes us all. <p>Some children in FS2 will be able to demonstrate a more in-depth understanding of understanding of past and present by:</p> <ul style="list-style-type: none"> ▪ Having more independence in exploring artefacts and using them in their own imaginative play. ▪ Being able to sequence stories. ▪ Developing the concept of cause and consequence to moderate their own behaviour and see how their behaviour can impact on others.
	<p>Discussions about healthy lifestyles/ choices will form regular discussions throughout the year.</p> <p>A 'brush your teeth' song will be a regular feature.</p>

