

SCIENCE

<p>You may see Science through</p>	<p>Understanding the World: The Natural World ELG</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>Personal, Emotional and Social development: Managing Self ELG</p> <ul style="list-style-type: none"> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>In Nutgrove you will see....</p>	<p>All about me. Where I live. Comparing myself to when I was a baby and now (growth). Family Tree.</p> <p>Learning about the physical development of our bodies from when we were babies to now. (Hold a pencil, use scissors, drawing etc.)</p> <p>Exploring the different textures of media - natural / found objects and other craft media.</p>	<p>Comparing Winter / Autumn.</p> <p>Material to build houses (link to three little pigs). How can we build a strong house?</p> <p>Observing the effects of physical activity on our bodies: Looking at how our breathing changes and feeling our heartbeat.</p> <p>Fruit and Vegetables - Tasting different foods.</p>	<p>Investigating what happens to a block of ice when it is left in a warm room/outside?</p> <p>How is milk made - link to farm animals.</p> <p>Floating and sinking - link to sea creatures.</p> <p>Changes in the world around us Exploring the world around us and comparing environments. Particularly environment of different animals.</p>	<p>Comparing Spring to Autumn / Winter (patterns and change).</p> <p>Investigating what makes the best boat, plane and shape for a wheel.</p> <p>Healthy Eating - finding healthy and non-healthy foods.</p>	<p>New life: investigating new animals coming out of hibernation in different environments.</p> <p>The lifecycle of a butterfly and frog. Making observations of caterpillars changing into butterflies.</p> <p>Growing plants and looking at what they need to grow.</p> <p>Monitoring the effects of exercise on our bodies.</p>	<p>Comparing Summer to the other seasons - temperature, weather, growth.</p> <p>Investigating shiny and dull and magnetism - link to alien space ship investigation.</p> <p>Looking at the planets in the solar system.</p> <p>Looking at materials and changes to them - gloop, shaving foam etc. for alien slime.</p> <p>Looking after ourselves in the hot weather.</p>

HISTORY

You may see History through	Understanding the World: Past and Present ELG <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
In Nutgrove you will see....	<p>Ourselves and our families - Special experiences that we have had. And family celebrations / traditions.</p> <p>Looking at baby photographs of themselves and identifying change over time.</p> <p>Time lines - identifying old and young people in their family.</p>	<p>Looking back at the changes in the environment around us (seasonal)</p> <p>RE link - the first Christmas.</p>	<p>Past and present events in their own lives and in the lives of family members.</p> <p>Dinosaur link - timeline to show that dinosaurs lived a long long time ago.</p> <p>Chinese New Year - looking back to how Chinese New Year began.</p> <p>RE link - Stories Jesus heard and told.</p>	<p>Transport topic - look at cars, trains and aeroplanes from the past through literacy link and non-fiction texts. Identifying and ordering cars from oldest to most modern. Identifying the changes.</p> <p>RE link - the first Easter.</p>	<p>Changes over time - life cycles: Butterfly and frog.</p> <p>Timelines of events - ordering in events in their day in order of them happening.</p> <p>Past and present events in their own lives and in the lives of family members.</p> <p>RE link - Special Times</p>	<p>Space topic - Look at the first moon landing.</p> <p>Comparing the seaside 'then' to the seaside 'now'.</p> <p>Comparing toys 'then' to the toys 'now'.</p> <p>Looking back to September and how much we have changed. Identify changes from photographs and growth from measurement taken on first day. Recall their favourite memory from EYFS.</p>

Geography

You may see	Understanding the World: People, Culture and Communities ELG <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
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<p>Geography through</p>	<ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. 					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>In Nutgrove you will see....</p>	<p>Our local setting: Home and school. Where I live.</p> <p>Discussing the natural materials found around our local area.</p>	<p>Walk to the Library and look at the landscape around us.</p> <p>Autumn - looking at environmental changes with the seasons.</p> <p>Harvest topic - where in the world does our food come from?</p>	<p>Chinese New Year topic - where s China? Differences between China and the UK.</p> <p>Compare the landscape of where different animals live.</p>	<p>Looking at the areas in which we live and visit: Comparing the natural / found objects.</p> <p>Transport links - Why do we have roads? Where would we like to travel to? Look at a map and identify where we live.</p> <p>Draw own simple maps of our journey - field trip round local area.</p>	<p>Mini beast topic - Look at the environment the mini beasts live in.</p> <p>Plants - what do they need to help them to grow.</p> <p>Field work to go round school grounds to find mini beasts.</p>	<p>Environment on the moon and other planets. How is this different to earth?</p> <p>Look at a world map (link to globe and how the world is seen from space) and identify England and other countries the children know.</p> <p>Look at the landscape of the seaside - compare to where we live.</p>

MUSIC

You may see Music through	Expressive Arts and Design: Being Imaginative and Expressive ELG <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with music. 			Expressive Arts and Design: ELG <ul style="list-style-type: none"> • 		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
In Nutgrove you will see....	Nursery rhymes. Finding a beat. Playing rhythm games. Group singing.	Christmas singing. Exploring the sounds of different instruments.	Using instruments to make different sounds and out together to make music.	Making up our own songs and musical rhythms. Reviewing music and talking about our likes, dislikes and favourite songs/instruments. Expressing our emotions using instruments.		
Skills	<ul style="list-style-type: none"> • Learn to sing or sing along with nursery rhymes and action songs • Improvise leading to playing classroom instruments • Share and perform the learning that has taken place • Use voices expressively and creatively • Play tuned and un-tuned instruments • Listen with concentration and understanding to a range of music • Experiment with, create, select and combine sounds • Play and perform in solo and ensemble contexts • Improvise and compose music • Listen with attention to detail and recall sounds • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality music • Develop an understanding of the history of music 					

Art/DT						
<p>You may see Art/DT through</p>	<p>Expressive arts and design: Creating with materials ELG</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; • Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories 			<p>Physical Development: Fine Motor Skills ELG</p> <ul style="list-style-type: none"> • Use a range of small tools, including scissors, paint brushes and cutlery; • Begin to show accuracy and care when drawing. 		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>In Nutgrove you will see....</p>	<p>Artist - Pablo Picasso - Woman in a Hat and Fur Collar - paint and paint sticks.</p>		<p>Artist - Wassily Kandinsky - Squares with concentric circles - mixing colours.</p>		<p>Artist - Vincent Van Gogh - Sunflowers - observational drawings and paint, scrunched up tissue paper.</p>	
	<p>A variety of Art/Dt topics are available to the children every session in Continuous Provisions. Taught elements are shown through the progression of skills below.</p> <p>Drawing</p> <ul style="list-style-type: none"> • Create simple representation of events, people and objects • Holds a pencil correctly • Choose particular colours for a purpose <p>Painting</p> <ul style="list-style-type: none"> • Explore and talk about what happens when colours are mixed • Choose particular colours for a purpose • Experiments to create different textures, adding in saw dust, glue , tissue to paints <p>Collage</p> <ul style="list-style-type: none"> • Experiment to create different textures • To explore materials by tearing, scrunching and rolling to make a collage picture <p>Sculpture</p> <ul style="list-style-type: none"> • Manipulate materials to achieve a planned effect • Using materials to build and construct their own model <p>Print</p> <ul style="list-style-type: none"> • To use objects, body parts, nature, to print to make patterns, make a picture 					

PE						
<p>You may see PE through</p>	<p>Physical Development: Gross Motor Skills ELG</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 			<p>Expressive Arts and Design: Being Imaginative and Expressive ELG</p> <ul style="list-style-type: none"> Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with music. 		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>In Nutgrove you will see....</p>	<p>All about me - Moving in different ways - Gross Motor skills. Manipulate their bodies to create different ways of moving. Look at heart and how/why we need it.</p>	<p>Dance - basic co-ordination skills and performance. Link movements together to create short dance routines. Create and share ideas to perform a dance.</p>	<p>Ball games - develop ability to control a ball. Practice and develop skills including controlling, rolling, throwing, bouncing, kicking and striking a ball. Learn how to play simple games and be part of a team.</p>	<p>Gymnastics - including large apparatus. Moving under, through and over small and large apparatus. Creating own sequence by experimenting with different ways of moving.</p>	<p>Games - Playing a variety of games. Develop basic movement skills - running, hopping, skipping, jumping. To use special awareness while attacking and defending.</p>	<p>Athletics- attempt track and field disciplines - developing control. Gross motor control when running, jumping and throwing. Start to challenge themselves to improve.</p>