



Skerne Park
Academy

EYFS

Curriculum

2025-2026

The Characteristics of Effective Learning describe behaviours children use in order to learn. To learn well, children must approach opportunities with ***curiosity, energy and enthusiasm***. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.

Playing and Exploring

Engagement

- Finding out and exploring
- playing with what they know
- being willing to 'have a go'

Active Learning

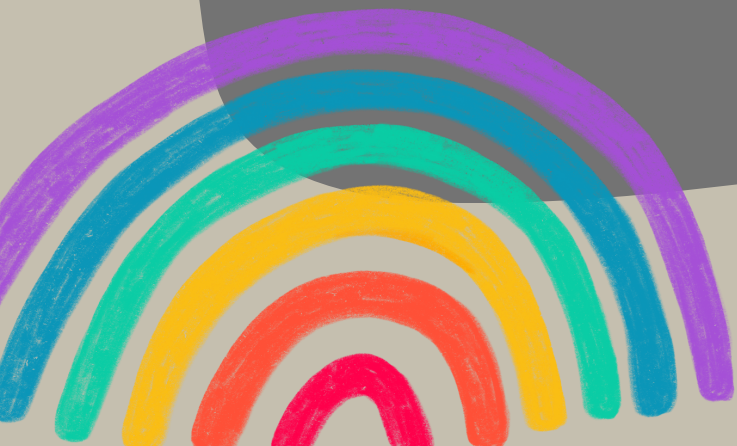
Motivation

- Being involved and concentrating
- Keep trying
- Enjoy achieving what they set out to do

Creative and Critical Thinking

Thinking

- Having their own ideas
- making links
- working with ideas



The characteristics of effective learning underpin all learning

Over the year we will explore...



Autumn

All about me!

Starting Nursery/School

My body

Where I live

Autumn

What happens to the weather?

What might I find?

Animals

Christmas

How we celebrate

Why do we celebrate?

What happens to the weather?

We will celebrate...

Harvest

Halloween/Bonfire night

Diwali

Remembrance day

Spring

Winter

What happens to the weather?

North and South Pole

Once Upon a Time...

Traditional Tales: Characters,

Setting and story structure

Spring

What happens to the weather?

What might I see?

Easter

We will celebrate...

Pancake Day

Chinese New Yea

Ramadan

Mothers Day

Easter

Summer

Spring

Spring time in the garden: Animals and Plants

Animals

Animals from around the world

Animals at the Farm

Summer

What happens to the weather?

What might I do?

Moving on

We will celebrate...

Fathers Day

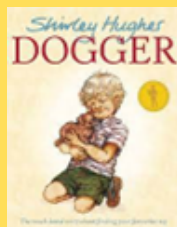
Nursery

Autumn 1

PSED

Jigsaw: Being me in my world: Myself, Feelings, Being gentle, Rights, Responsibilities

PSED underpins how we function as human beings thus, underpinning all that we do on a daily basis. It is through our quality interactions, conversations, teaching and generally pedagogy that we create children who can manage emotions, develop a sense of self, have confidence in their own abilities and make positive relationships.



CL

Language underpins all seven areas of learning and will be developed through play, interactions, stories, teaching of key vocabulary and reading.

See vocab at the end of this document for subject soecific vocabulary.

PD

Physical development is worked on daily through a carefully planned environment. Provocations may be set up to enhance or work on a particular skill..

PE sessions are taught weekly (see separate planning),

Daily sessions of dough disco/ squiggle whilst you wiggle.

Oral Health is discussed as part of everyday routines.

L

As readers and writers we will...

- Immures ourselves in songs linked to the season of Autumn
- Music bring stories to life
- It supports phonetical mouth movements and sounds
- Gains in phonological awareness skills
- Improves auditory discrimination
- Supports sequencing and oral story telling
- Supports physical development
- Allows the learning of new language/oracy
- Supports self-regulation
- Repetition-short term to long term memory (builds synapses)
- Sensory
- Builds relationships (connections)
- Supports stopping and starting
- Improves rhythm
- Improves rhyming skills
- Pre-literacy skills involved in music are; Auditory skills, receptive language skills, vocabulary, expressive language, phonological awareness, speech and physical development ready for writing-all linked to Launchpad.

- Explore our key rhyme 'head, shoulders, knees and toes'.
- Read lots of stories (reading spine and seasonal)

UTW

As historians we will...

- To understand that as humans we grow.
- Understand that some special days repeat annually (birthdays, Christmas etc)
- To be able to talk about something they did in the past. Teacher to model vocabulary *yesterday, last week.*
- To be able to talk about the future. Teacher to model vocabulary *tomorrow, next week, at the weekend, on Monday etc.*

As geographers we will...

- Understand, describe and talk about where they live and the local area
- Know and talk about special places on Skerne Park. (human/physical features)
- Explore maps and globes

As scientists we will...

- Look at similarities and differences of different peoples appearances. Gather and record data-eye colour etc
- Name and locate simple parts of the body (head, arms, hands, fingers, legs, feet, toes, eyes, ears nose)
- Observe and describe changes in the seasons
- Explore the properties of Autumn objects and describe them (hard, shiny etc)



EAD

As artists and designers we will...

- Use the seasons to explore different techniques including; drawing, painting, printing, collage, design, modelling/sculpture
- We will also develop a range of different formal art elements such as; colour, pattern, texture, line, shape, form and space

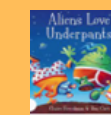
As musicians we will...

- Launchpad Curriculum: Rhythm and Syllable
- Nursery rhymes
- Number songs

M

As mathematicians we will...

- Counting – focusing on the counting principles (numbers to 4)
- Colour
- Sorting in a variety of ways, Inc. colour, size and other category's.
- Pattern



Enrichment opportunities

- Autumn walk to the park.
- Walk around Skerne Park looking at human and physical features
- Visit from people who help us (police, firemen, nurse etc).

Reception

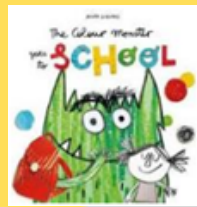
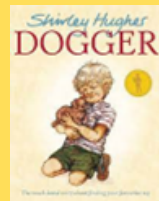
Autumn 1

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Jigsaw: Being me in my world: Myself, Feelings, Being gentle, Rights, Responsibilities



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L

As readers and writers we will...

- Explore our key text 'The Gingerbread Man' by creating story maps, retelling, rehearsing, roleplaying
- Explore our key rhyme 'one finger, one thumb'
- Read lots of stories at story time (reading spine and seasonal)

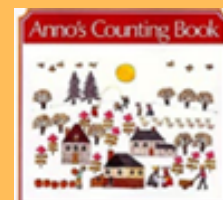
- Make marks for purpose
- Begin to read and write sounds inline with our phonics teaching.
- Copy own name



M

As mathematicians we will... explore the unit

- Match, sort and compare.
- Talk about measure and patterns
- Explore Numbers 1,2,3!



UTW

As historians we will...

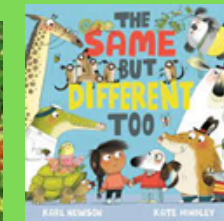
- To understand that as humans we grow. Baby, child, adolescent, adult.
- Understand that some special days repeat annually(birthdays, Christmas etc)
- To be able to talk about something they did in the past. Teacher to model vocabulary *yesterday, last week.*
- To be able to talk about the future. Teacher to model vocabulary tomorrow, next week, at the weekend, on Monday etc.

As geographers we will...

- Understand and talk about where they live (Skerne park/Darlington/England)
- Talk about special places in Skerne Park and Darlington (human and physical features)
- Explore maps and globes. Be able to describe what they see (road, house, water, land)

As scientists we will...

- Observe how the body changes when you do different activities
- Name different parts of the body and their functions (head, arms, hands, fingers, legs, feet, toes, eyes, ears nose)
- Look at the properties of Autumn objects and describe and sort them in different ways them (shiny/ hard)
- Explore changes in the state of materials when wet. Predict, observe and explain (GBM river)
- Observe and describe the changes in the seasons



EAD

As artists and designers we will...

- Use the seasons to explore different techniques including; drawing, painting, printing, collage, design, modelling/sculpture
- We will also develop a range of different formal art elements such as; colour, pattern, texture, line, shape, form and space

As musicians we will...

- Launchpad Curriculum: Rhythm and Syllable
- Nursery rhymes
- Number songs

Enrichment opportunities

- Autumn walk to the park.
- Walk around Skerne Park/Darlington looking at human and physical features.
- Visit from people who help us (police, firemen, nurse etc)
- Making GBM

Nursery

Autumn 2

PSED

Jigsaw: Celebrating Difference: Talents, Families, Home, Friends, Standing up for myself

PSED underpins how we function as human beings thus, underpinning all that we do on a daily basis. It is through our quality interactions, conversations, teaching and generally pedagogy that we create children who can manage emotions, develop a sense of self, have confidence in their own abilities and make positive relationships.



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L

As readers and writers we will...

- Immures ourselves in songs linked to the season of Autumn and the first Christmas

·Music bring stories to life

·It supports phonetical mouth movements and sounds

·Gains in phonological awareness skills

·Improves auditory discrimination

·Supports sequencing and oral story telling

Supports physical development

·Allows the learning of new language/oracy

Supports self-regulation

·Repetition-short term to long term memory (builds synapses)

·Sensory

Builds relationships (connections)

·Supports stopping and starting

·Improves rhythm

·Improves rhyiming skills

·Pre-literacy skills involved in music are; Auditory skills, receptive language skills, vocabulary, expressive language, phonological awareness, speech and physical development ready for writing-all linked to Launchpad.

- Explore our key songs linked to our' Nativity'
- Read lots of stories at story time (reading spine and seasonal)

UTW

As historians we will...

- To understand that the Nativity story happened in the past
- Understand that some special days repeat annually(birthdays, Christmas etc)
- To be able to talk about something they did in the past. Teacher to model vocabulary *yesterday, last week.*
- To be able to talk about the future. Teacher to model vocabulary tomorrow, next week, at the weekend, on Monday etc.

As geographers we will...

- Know that the Christmas story did not happen in our country and gain understanding that the world is big and made of lots of different countries
- Explore maps and globes

As scientist we will...

- Identify and name animals you might see in Autumn in the local area. Ask questions, identify and classify (animals with soft fur, spikes, lives in a tree etc)
- Observe and describe the changes in the seasons

EAD

As artists and designers we will...

- Use the seasons to explore different techniques including; drawing, painting, printing, collage, design, modelling/sculpture
- We will also develop a range of different formal art elements such as; colour, pattern, texture, line, shape, form and space
- Artist: Kandinsky
- key skill: printing



As musicians we will...

- Launchpad Curriculum: Rhythm and Syllable
- Nursery rhymes
- Number songs

M

As mathematicians we will...

- Counting-focus on the counting principles.
- Pattern
- Size – big, small etc.
- Sorting in a variety of ways.
- 2D Shape

Enrichment opportunities

- Visit to local care home to sing carols
- Trip to see Santa
- Parent Christmas craft afternoon
- Tasting different foods (Diwali)
- Making own Diwali food/decorations

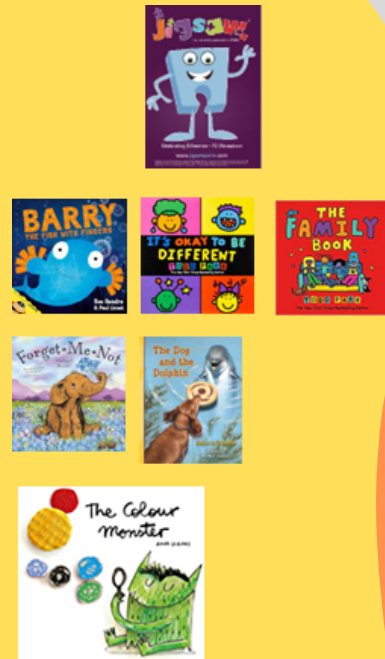
Reception

Autumn 2

PSED

Jigsaw: Celebrating Difference: Talents, Families, Home, Friends, Standing up for myself

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L

As readers and writers we will...

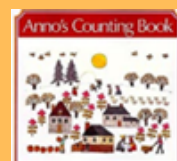
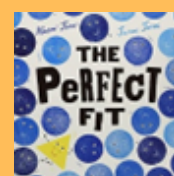
- Explore our key text 'The Three Little Pigs' by creating story maps, retelling, rehearsing, roleplaying
- Explore our key songs linked to our 'nativity'
- Read lots of stories at story time (reading spine and seasonal)
- Make marks for purpose
- Begin to read and write sounds inline with our phonics teaching
- Write simple cvc words



M

As mathematicians we will explore the unit...

- Circles and triangles
- Numbers 1,2,3,4,5
- Shapes with 4 sides.



UTW

As historians we will...

- To understand that the Nativity story happened in the past. Talk about some differences that they notices about then and now
- Understand that some special days repeat annually(birthdays, Christmas etc)
- To be able to talk about something they did in the past. Teacher to model vocabulary *yesterday, last week*
- *To be able to talk about the future. Teacher to model vocabulary tomorrow, next week, at the weekend, on Monday etc.*

As geographers we will...

- Name physical features of the outdoor environment where you might find autumn animals (hedge/bush/cave)
- To know that the Christmas story did not happen in England but in Jerusalem and discuss the human and physical differences between the two countries
- Explore maps and globes. Be able to describe what they see (road, house, water, land)

As scientists we will... .

- Understand the word hibernate and name some animals that do
- Observe and describe the changes in the seasons
- Explore the properties of materials to build houses and which is strong enough to sustain wind (linked to TLP).

EAD

As artists and designers we will...

- Use the seasons to explore different techniques including; drawing, painting, printing, collage, design, modelling/sculpture
- We will also develop a range of different formal art elements such as; colour, pattern, texture, line, shape, form and space
- Artist: Kandinsky
- key skill: printing

As musicians we will...

- Launchpad Curriculum: Rhythm and Syllable
- Nursery rhymes
- Number songs



Enrichment opportunities

- Visit to local care home to sing carols
- Trip to see Santa
- Parent Christmas craft afternoon
- Tasting different foods (Diwali)
- Making own Diwali food/decorations



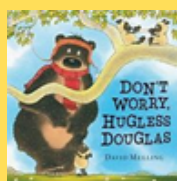
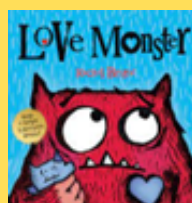
Nursery

Spring 1

PSED

Jigsaw: Dreams and Goals: Challenges, Perseverance, Jobs, Help

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L

As readers and writers we will...

- **Immures ourselves in songs linked to traditional tales and winter**

- Music bring stories to life
- It supports phonetical mouth movements and sounds
- Gains in phonological awareness skills
- Improves auditory discrimination
- Supports sequencing and oral story telling

Supports physical development

Allows the learning of new language/oracy

Supports self-regulation

·Repetition-short term to long term memory (builds synapses)

·Sensory

Builds relationships (connections)

·Supports stopping and starting

·Improves rhythm

·Improves rhyming skills

·Pre-literacy skills involved in music are; Auditory skills, receptive language skills, vocabulary, expressive language, phonological awareness, speech and physical development ready for writing-all linked to Launchpad.

- Explore our key rhyme ' Here we go round the Mulberry bush'

UTW

As historians we will...

- To know that 'once upon a time' means in the past
- Understand that some special days repeat annually(birthdays, Christmas etc)
- To be able to talk about something they did in the past. Teacher to model vocabulary *yesterday, last week*
- *To be able to talk about the future. Teacher to model vocabulary tomorrow, next week, at the weekend, on Monday etc.*
-

As geographers we will...

- Know that some places around the world are predominantly snow and make simple comparisons to Skerne Park
- Locate the snowy countries on a map/globe
- To understand the language town/forest/farm/village/city. Be able to explain some similarities and differences

As scientists we will...

- Observe and describe the changes in the seasons
- To name simple animals that live in the north and south pole (Polar Bear, Seal, Reindeer, snowy owl, Penguin).
- Explore different materials and their properties such as wood, plastic metal, rock, glass (linked to Literacy songs.)
- Investigate which material is the strongest for a house to sustain wind (linked to Literacy songs)

EAD

As artists and designers we will...

- Use the seasons to explore different techniques including; drawing, painting, printing, collage, design, modelling/sculpture

- We will also develop a range of different formal art elements such as; colour, pattern, texture, line, shape, form and space

- Artist: Mondarin
- Key skill: Printing

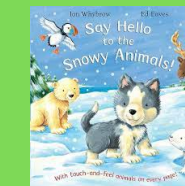
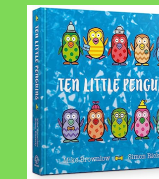
As musicians we will...

- Launchpad Curriculum: Rhythm and Syllable
- Nursery rhymes
- Number songs

M

As mathematicians we will...

- Counting – focus on counting principles
- Number – Introduce one number every week linked to Number Blocks
- Incorporate aspects of SSM to weekly number e.g. money, 2D shape, time
- 2D Shape
- Pattern



Enrichment opportunities

- Winter walk to the park
- Visit from local Author

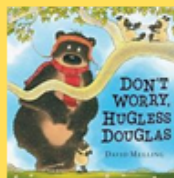
Reception

Spring 1

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UTW

As historians we will...

- Introduce the children to a key historical figure 'Earnest Shakleton'
- To know that 'once upon a time' means in the past
- Understand that some special days repeat annually(birthdays, Christmas etc)
- To be able to talk about something they did in the past. Teacher to model vocabulary yesterday, last week
- To be able to talk about the future. Teacher to model vocabulary tomorrow, next week, at the weekend, on Monday etc.

As geographers we will...

- Talk about similarities and differences between England and the polar regions
- Identify key physical features of the polar regions (snow, ice, water, few houses)
- Use a world map and globes to locate the poles
- Know the key attributes of a forest, town, village and city (linked to Literacy text)
- To know that a creek is like a river and be able to describe where crocodiles live. Make comparisons to England and the Poles

As scientists we will...

- Investigate ice and what happens to its change of state-predict, observe and ask questions
- Observe and describe the changes in the seasons
- Name polar animals (Polar Bear, Penguin, Seal, Reindeer, Arctic Hare, Arctic Fox, Snowy Owl).
- Be introduced to the language carnivore, herbivore, omnivore. when talking about animals (polar bears/crocodiles ect)
- Investigate the properties of materials and what happens when wet (linked to Literacy tests)



L

As readers and writers we will...

- Explore our key text 'Lets Creep Through Crocodile Creek' by creating story maps, retelling, rehearsing, roleplaying
- Explore our key rhyme 'Little Jacki Jack Frost'.
- Read lots of stories at story time (reading spine and seasonal).
- Write for purpose,
- Begin to read and write sounds inline with our phonics teaching.
- Write simple cvc word.



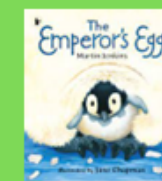
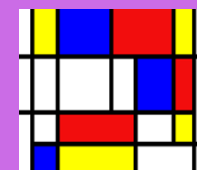
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As artists and designers we will...

- Use the seasons to explore different techniques including; drawing, painting, printing, collage, design, modelling/sculpture
- We will also develop a range of different formal art elements such as; colour, pattern, texture, line, shape, form and space
- Artist: Mondarin
- Key skill: Printing

As musicians we will...

- Launchpad Curriculum: Rhythm and Syllable
- Nursery rhymes
- Number songs



Enrichment opportunities

- Winter walk to the park
- Visit from local Author

M

As mathematicians we will explore the unit...

- Alive in 5
- Mass and capacity
- Growing 6,7,8



Nursery

Spring 2

PSED

Jigsaw: Healthy Me: Exercise, Healthy food, Physical activity, Sleep, Clean

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- It supports phonetical mouth movements and sounds
- Gains in phonological awareness skills
- Improves auditory discrimination
- Supports sequencing and oral story telling
- Supports physical development
- Allows the learning of new language/oracy
- Supports self-regulation
- Repetition-short term to long term memory (builds synapses)
- Sensory
- Builds relationships (connections)
- Supports stopping and starting
- Improves rhythm
- Improves rhyming skills
- Pre-literacy skills involved in music are; Auditory skills, receptive language skills, vocabulary, expressive language, phonological awareness, speech and physical development ready for writing-all linked to Launchpad.
- Explore our key rhyme 'Mary Mary'
- Read lots of stories at story time (reading spine and seasonal)

UTW

As historians we will...

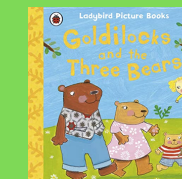
- To know that 'once upon a time' means in the past
- To further develop that concept of time through the caterpillar life cycle
- Understand that some special days repeat annually(birthdays, Christmas etc)
- To be able to talk about something they did in the past. Teacher to model vocabulary *yesterday, last week*
- *To be able to talk about the future. Teacher to model vocabulary tomorrow, next week, at the weekend, on Monday etc.*

As geographers we will...

- To understand the language town/forest/farm/village/city/jungle. Be able to explain some similarities and differences
- Explore maps and globes

As scientists we will...

- Observe and describe the changes in the seasons
- **Observe caterpillars and ask questions**



EAD

As artists and designers we will...

- Use the seasons to explore different techniques including; drawing, painting, printing, collage, design, modelling/sculpture
- We will also develop a range of different formal art elements such as; colour, pattern, texture, line, shape, form and space
- Artist: Mark Rothko
- Key skill: painting/ colour mixing

As musicians we will...

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- Number songs

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As mathematicians we will...

- Counting – focus on counting principles
- Number – Introduce one number every week linked to Number Blocks.
- Incorporate aspects of SSM to weekly number e.g. money, 2D shape, time.
- 2D Shape
- Pattern

Enrichment opportunities

- Trip to butterfly world
- Purchase real caterpillars to observe life cycle
- Spring walk to the park

Reception

Spring 2

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Jigsaw: Healthy Me: Exercise, Healthy food, Physical activity, Sleep, Clean

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PD

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Daily sessions of dough disco/ squiggle whilst you wiggle.

Oral Health is discussed as part of everyday routines.

L

As readers and writers we will...

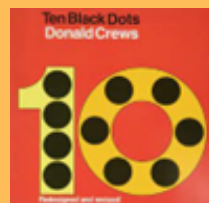
- Explore our key text 'Something Else' 'by creating story maps, retelling, rehearsing, roleplaying
- Explore our key rhyme 'There's a Worm at the Bottom of my Garden.'
- Read lots of stories at story time (reading spine and seasonal)
- Write for purpose
- Read and write sounds inline with our phonics teaching
- Write simple cvc word and sentences



M

As mathematicians we will explore the unit...

- Length, Height, Time
- Building 9 and 20
- Explore 3-D shapes



UTW

As historians we will...

- To know that 'once upon a time' means in the past
- Understand that some special days repeat annually(birthdays, Christmas etc)
- To be able to talk about something they did in the past. Teacher to model vocabulary *yesterday, last week*
- *To be able to talk about the future. Teacher to model vocabulary tomorrow, next week, at the weekend, on Monday etc.*

As geographers we will....

- Be able to identify key human and physical features of different story settings (woods, city, town, village)
- Explore maps and globes. Be able to describe what they see (road, house, water, land)

As scientists we will...

- Observe and describe the changes in the seasons

EAD

As artists and designers we will...

- Use the seasons to explore different techniques including; drawing, painting, printing, collage, design, modelling/sculpture
- We will also develop a range of different formal art elements such as; colour, pattern, texture, line, shape, form and space
- Artist: Mark Rothko
- Key skill: painting/ colour mixing

As musicians we will...

- Launchpad Curriculum: Rhythm and Syllable
- Nursery rhymes
- Number songs



Enrichment opportunities

- Spring walk to the park
- Easter parent craft sessions
- Visit to a church

Nursery

Summer 1

PSED

Jigsaw: Family life, Friendship, Falling out

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As readers and writers we will...

Immures ourselves in songs linked to summer

- Music bring stories to life
- It supports phonetical mouth movements and sounds
- Gains in phonological awareness skills
- Improves auditory discrimination
- Supports sequencing and oral story telling
- Supports physical development
- Allows the learning of new language/oracy
- Supports self-regulation
- Repetition-short term to long term memory (builds synapses)
- Sensory
- Builds relationships (connections)
- Supports stopping and starting
- Improves rhythm
- Improves rhyming skills
- Pre-literacy skills involved in music are; Auditory skills, receptive language skills, vocabulary, expressive language, phonological awareness, speech and physical development ready for writing-all linked to Launchpad.

- Explore our key rhyme 'Down in the Jungle'
- Read lots of stories at story time (reading spine and seasonal)

UTW

As historians we will...

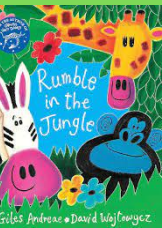
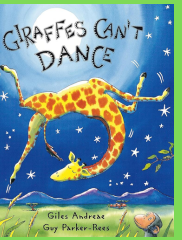
- Understand that some special days repeat annually(birthdays, Christmas etc)
- To be able to talk about something they did in the past. Teacher to model vocabulary *yesterday, last week*
- Further develop their understanding of change over time by matching baby animals to adult animals (zoo)
- To be able to talk about the future. Teacher to model vocabulary tomorrow, next week, at the weekend, on Monday etc

As geographers we will...

- Know that some animals come form different parts of the world (jungle) but we look after them in zoos.
- Be able to make simple comparisons between Darlington and jungle
- Explore maps and globes

As scientists we will...

- Understand what a plant need to grow
- Name some parts of the plant (leaf, flower)
- Show an interest in mini-beasts and be able to name some. Observe and ask questions.
- Observe and describe the changes in the seasons



EAD

As artists and designers we will...

- Use the seasons to explore different techniques including; drawing, painting, printing, collage, design, modelling/sculpture
- We will also develop a range of different formal art elements such as; colour, pattern, texture, line, shape, form and space
- Artist: Jackson Pollock
- Key skill: Painting/Colour mixing

As musicians we will...

- Launchpad Curriculum: Rhythm and Syllable
- Nursery rhymes
- Number songs

As mathematicians we will...

- Counting – focus on counting principles
- Number – Introduce one number every week linked to Number Blocks.
- Incorporate aspects of SSM to weekly number e.g. money, 2D shape, time.
- 2D Shape
- Pattern



Enrichment opportunities

- Crafty critters/ visit to a zoo
- Plant seeds and bulbs

Reception

Summer 1

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L

As readers and writers we will...

- Explore our key text 'Clem and Crab' 'by creating story maps, retelling, rehearsing, roleplaying
- Explore our key rhyme 'Old Macdonald had a Farm'
- Read lots of stories at story time (reading spine and seasonal)
- Write for purpose
- Read and write sounds inline with our phonics teaching
- Write simple words and sentences



M

As mathematicians we will explore the unit...

- To 20 and beyond
- How many now?
- Manipulate, compose, and decompose



UTW

As historians we will...

- To observe change over time in relation to plants and life cycle
- Understand that some special days repeat annually(birthdays, Christmas etc)
- To be able to talk about something they did in the past. Teacher to model vocabulary yesterday, last week
- To be able to talk about the future. Teacher to model vocabulary *tomorrow, next week, at the weekend, on Monday etc.*

As geographers we will...

- To understand that positional language and directions tell us where to go. Know that they can be followed and lead to different locations. Know that they can be verbal, pictorial or written (link to Literacy text)
- Explore maps and globes. Be able to describe what they see (road, house, water, land)

As scientists we will...

- Find out what animals live in a rockpool
- Observe mini-beasts making predictions, observing and asking questions
- Name simple parts of the plant (flower, stem, leaf, root)
- know the basic things flowers need to grow (water/ sunlight)



EAD

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As musicians we will...

- Launchpad Curriculum: Rhythm and Syllable
- Nursery rhymes
- Number songs

Enrichment opportunities

- Visit to beach
- Planting and growing
- Tadpoles

Nursery

Summer 2

PSED

Jigsaw: Changing me: Bodies, Respecting my body, Fun, Fears, Growth

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- Supports physical development
- ·Allows the learning of new language/oracy
- Supports self-regulation
- ·Repetition-short term to long term memory (builds synapses)
- ·Sensory
- Builds relationships (connections)
- ·Supports stopping and starting
- ·Improves rhythm
- ·Improves rhyming skills
- ·Pre-literacy skills involved in music are; Auditory skills, receptive language skills, vocabulary, expressive language, phonological awareness, speech and physical development ready for writing-all linked to Launchpad.
- Read lots of stories at story time (reading spine and seasonal)

UTW

As historians we will...

- Understand that some special days repeat annually(birthdays, Christmas etc)
- To be able to talk about something they did in the past. Teacher to model vocabulary *yesterday, last week*
- *To be able to talk about the future. Teacher to model vocabulary tomorrow, next week, at the weekend, on Monday etc.*

As geographers we will...

- Understand that they do not live at the coast and be able to make comparisons to a coastal town
- Explore maps and globes

As scientists we will...

- Observe and describe the changes in the seasons
- .Sort different objects that are found at the beach

EAD

As artists and designers we will...

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 - 2D Shape
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Enrichment opportunities

- Summer walk to the park
- Trip on the train to the beach

Reception

Summer 2

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UTW

As historians we will...

- Explore what happened to the dinosaurs and be introduced to the word 'extinct'
- Understand that some special days repeat annually(birthdays, Christmas etc)
- To be able to talk about something they did in the past. Teacher to model vocabulary *yesterday, last week*
- *To be able to talk about the future. Teacher to model vocabulary tomorrow, next week, at the weekend, on Monday etc.*
- To explore change over time by comparing old and new vehicles

As geographers we will...

- Explore maps and globes. Be able to describe what they see (road, house, water, land)

As scientists we will...

- Investigate floating and sinking (linked to transport *why don't cars float?*). Conduct comparative and fair tests.
- Investigate movement and force. Conduct comparative and fair tests *which vehicle will travel the fastest on different surfaces?*
- Observe and describe the changes in the seasons.



L

As readers and writers we will...

- Explore our key text 'Romeosaurus and Juliet Rex' 'by creating story maps, retelling, rehearsing, roleplaying
- Explore our key rhyme '1,2,3,4,5 once I caught a fish alive'
- Read lots of stories at story time (reading spine and seasonal)
- Write for purpose
- Read and write sounds inline with our phonics teaching
- Write simple words and sentences



EAD

As artists and designers we will...

- Use the seasons to explore different techniques including; drawing, painting, printing, collage, design, modelling/sculpture
- We will also develop a range of different formal art elements such as; colour, pattern, texture, line, shape, form and space

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Enrichment opportunities

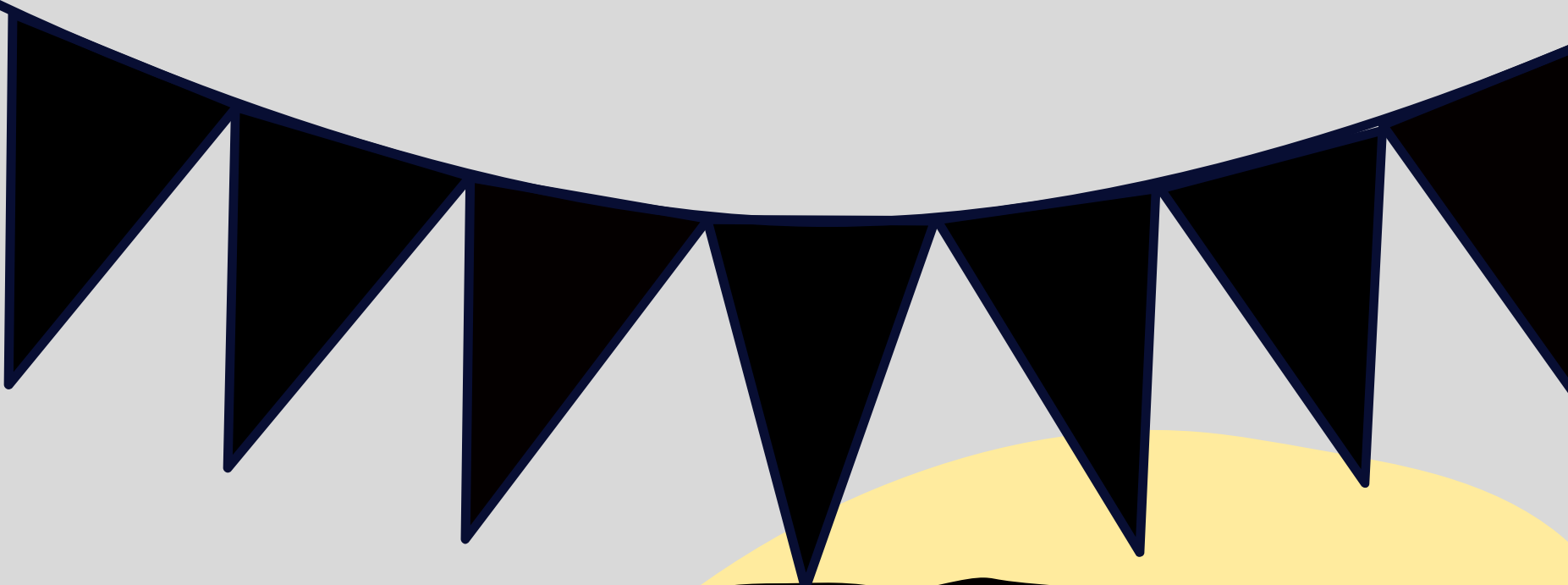
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Key Vocabulary



Art

Line: Straight, curved, long, short, wavy, thick, thin, scribble, zigzag

Colour: primary, secondary, bright, colour mixing

Texture: rough, smooth, bumpy, soft, hard

French

France, French,
Paris- capital of France
Bonjour- Hello!
Au revoir- Goodbye
Merci- Thank you

DT

Design, make, evaluate

cut, stick, join, scrunch, fold, bend, curl, fringe, label, link, hole punch, rip, tie,

Music

perform, listen to, review and evaluate

sing, rhyme, pitch, tempo

History

Old, new past, ago, family tree, parent, grandparent, today, yesterday, tomorrow

Computing

Computer, screen, keyboard, mouse.
Image, audio
Pattern

Science

Working Scientifically: Children are to be able to explain what they can see in the world around them linked to their level of development. We want them to be able to compare objects, decide how to group objects, make observations and possibly notice any patterns. Natural children will ask questions and they should be exposed to simple tests where they record their findings appropriately.

Plants: Root, stem, leaf, flower, soil, bulb, seed, trunk, branches

Animals Including Humans

Parts of the human body: head, body, arms, legs, hands, feet, face, ears, hair, mouth, teeth, knees, elbows
Know the names of different animals and their habitats (this is carefully linked to the organisation of the small world toys, the different themes covered in the curriculum and the outside environment)

Animals that live on a farm (cow, pig, horse, sheep, chicken, duck, donkey)

Animals that live in the jungle (lion, tiger, cheetah, snake, monkey, elephant, giraffe, hippo, rhinoceros, crocodile)

Animals that live in the polar regions (penguin, polar bear, snowy owl, arctic hare, seal, reindeer, walrus)

Pets (Dog, cat, rabbit, hamster, goldfish)

Minibeasts (caterpillar, ladybird, spider, woodlice, ant, centipede)

Everyday Materials: Wood, plastic, glass, metal, water, rock. Children might be able to describe and sort different everyday things by their properties.

Seasonal Changes: Autumn, Winter, Spring, Summer

Children will have some seasonal knowledge and be able to talk about why the seasons are different.

Other: Children may cover other scientific vocabulary as they explore their own interests. For example, space, forces, magnets.

Geography

Human features: Building, town, farm, road, park, path, people, street, school, house, church

Physical features: Beach, sea, lake, river, desert, mountain, hill, countryside, forest, wood, weather, seasons

Map, local, place, globe

RE

Harvest: Autumn, Farm, combine harvester
Diwali: Hindu, Festival of light, celebration

Christmas: celebration, Nativity story (and characters names), Church
Chinese New Year: Celebration, year of the...

Easter: celebration, the Easter story (and characters names), Church
Eid and Ramadan: Celebration, Muslim, Mosque

Nouns, verbs and concepts: Nursery

Nursery Vocab NVC				
		Nouns	Verbs	Linguistic concepts
Nursery rhymes	Humpty dumpty	King Wall Humpty dumpty	Sat fall	
	Jack Windy spider	Spider Spout	Climbed Down Up	
	If your happy and you know it	Hands Feet	Clap Stamp Wiggle	Happy
	Old MacDonald	Farm animal		Fam animal noises
	The wheels on the bus	Bus Wipers Horn People	Round Chatter Up/down	Swish Beep
Autumn	All the leaves are falling down	leaves	Falling Jump	Swirling Crunch
	Blow winds blow	Leaves wind	Blow Round	
	At Autumn Time	Autumn Leaves Fireworks	Jumping see	Orange Red
	Conkers falling	Conkers Fireworks	Falling whooshing	Thud bang
	Dingle dangle scarecrow	Scarecrow arms legs	Sleeping Jumps Shake	
	Its raining its pouring		Raining	
	Falling		Falling	
	Witches Brew	Witch Eyeball Rat Snail Bat Nail Frog	Stir	Spooky
	I'm a little firework	Firework Sky	Sitting fly Watch	Straight
	The owl song	Owl Tree Moon	Sitting looking	Swoops sweeps

Winter	Lets go crunching	Snow Sledge Snowball Snow angel	Crunching sledging	
	Friendly happy snowman	Snowman Hat	Jumps	Friendly Happy chubby
	Icy toes chilly nose	Toes Nose Teeth Winter	Chatter	
Traditional Tales	Three bears	Bears Porridge	cooks	
	When goldilocks went to the house of the bears	Bowl Chair Bed bear	see	Huge Small Tiny growl
	Huff huff	Straw Sticks Bricks	Blow	1 st , 2 nd , 3 rd
	The princess and the frog	Princess Prince Frog	Playing dropped Cry	Golden
	Jack and the beanstalk	Beanstalk/ beans Harp Goose Giant	Threw crept hid	top
	Run run as fast as you can	Gingerbread man	Run Jump	Fast friendly
	Troll is hiding under a bridge	Troll Goat	Under Over Across	Tiny Medium Biggest
	Skip skip skip through the woods	Journey	Skip Prowl	Big Sharp
Spring	Spring time	Flowers Blossom Birds nests Butter flies Bees	see	
	Worm at the bottom of the garden	Worm	Wiggly	
	Tiny caterpillar on a leaf	Caterpillar Leaf Cocoon Butterfly	Wiggle Munch spinning	Tiny

	Hop little bunny	Bunny Duck Lamb Bee daffodil	Hop Swim Jump Buzz swish	Spring time
	The children plant the seed	Seed Sun Rain Roots Stem	Plant Gardening Below Grow	
	Mom went the little green frog	Frog		
	Shoo fly	Fly	Bother	Buzz
Spring cont The seaside/Pirates				
	Out in the ocean	Ocean Pirate Thigh	Sail Looking	Slap
	The pirate walks the plank	Plank	Jump	Frightened
	Pirates in the boat	Pirates Bay Island Lagoon Doubloons	Rowing	Bobbing
	Keep on swimming		Swimming Turn	
	The pirate sails	Pirate	Sails Looking	
Dinosaurs	Keep on stomping	Dinosaur	Stomping Swishing	Big
	Dinosaur hunt	Egg Bone Footprint Dinosaur cave		Huge, small, tiny Big eyes
	Them bones	Bones thigh bone Jaw bone Tail bone	Dig	Big
	They'll be small dinosaurs		Tall Small Wide Thin	Roar Bite

Nouns, verbs and concepts: Reception



Nouns	Verbs	Linguistic Concepts (describing words)
Gingerbread man, baker, horse, pig, cow, dog, cat, fox, river, oven, bridge,	bake, jump, run, catch, chase, eat	Old, little, Fast, Gingerbread, Hungry



Nouns	Verbs	Linguistic Concepts (describing words)
crab, explorer, protector, sand, shells, beach, waves, rockpools, plastic, rock, water, Clem, bucket, adventure	collects, provides, floats, moves, scuttles, hides, crawls walk,	Big, happy, bright, small, slowly, happily,



Nouns	Verbs	Linguistic Concepts (describing words)
Crocodile, Creek, Friends, Jungle, Trees, Mud, Sounds	Creep, Sneak, Watch, Hide, Jump, Whisper,	Sneaky, Quiet, Big, Scary, Faster, Creepier, Biggest, Quietest



Nouns	Verbs	Linguistic Concepts (describing words)
Pig, wolf, straw, sticks, bricks, pot, chimney, forest, field	Scurried, leaped, shivered, galloped, trembled, growling,	Beady eyes, teeny tiny,



Nouns	Verbs	Linguistic Concepts (describing words)
Something else, Friends, Forest, home, footsteps, shadows	Walk, run, look climb, sit,	Lonely, <u>Happy</u> , Fear, Friendship, sad, big, small, angry



Nouns	Verbs	Linguistic Concepts (describing words)
Romeosaurus, Juliet Rex, Parents, Friends, Castle, Garden, love, conflict	Love, run, fight, kiss, hide, chase, cry, whisper	Loud, beautiful, angry, brave, lonely, happy, fearful, hopeful, excited, big, small

Water

Nouns

- containers (jugs, bottles, cylinders)
- loose parts (shells, stones, sticks)
- pipettes
- table spoons, teaspoon, serving spoons, ladles
- different sea creatures
- funnel
- syringe
- sponges
- plastic/metal containers

Verbs

- pour
- tip
- fill
- measure
- squeeze
- scoop
- to empty
- splash
- stir
- mix

Concepts

- hot
- cold
- wet
- full
- empty
- half-full
- nearly empty/nearly full
- measure
- heavy
- light
- float
- sink

Sand

Nouns

- loose parts (shells, stones, sticks)
- table spoons, teaspoon, serving spoons, ladles
- different sea creatures
- funnel
- plastic/metal containers
- diggers

Verbs

- pour
- tip
- fill
- measure
- scoop
- to empty
- stir
- mix
- tap

Concepts

- dry
- wet
- full
- empty
- half-full
- nearly empty/nearly full
- measure
- heavy
- light
- big
- small
- *shapes*

Studio

Nouns

- glue stick
- PVA glue
- celloptape
- masking tape
- brown tape
- tissues paper
- cardboard
- plastic
- boxes
- paint-powder, water colour, ready made

Verbs

- to paint
- pour
- scoop
- spread
- stick
- attach

Concepts

- describing things by *size, shape, texture, colour*
- positional language
- directional words-*up, down, across, round, diagonal*

Construction

Nouns

- *different animal names*
- Duplo
- Lego
- Loose parts (cable reel, wooden discs, tubes, planks)
- blocks
- 3D shapes

Verbs

- to build
- balance
- enclose

Concepts

- tall
- short
- long
- wide
- narrow
- big
- small
- heavy
- light
- *colours*
- *materials descriptions*
-

Home Corner

Nouns

- *names different appliances*
- *names of different utensils*
- *names different foods*
- *names of different brands*

Verbs

- cook
- scoop
- pour
- tip
- mix
- share
- count

Concepts

- big
- small
- smooth
- rough
- *other words linked to foods*
- heavy
- light
- more
- fewer
- the same

Garden

Nouns

- *names of mini-beasts*
- *names of plants*
- tree
- flowers
- stem
- roots
- petal
- path
- grass
- *names of equipment*

Verbs

- run
- climb
- ride
- walk
- balance
- throw
- catch
- roll
- kick

Concepts

- big
- small
- smooth
- rough
- heavy
- light
- fast
- slow
- *prepositions*