

Early Years Planning – Term 3-6

Term 3	EYFS	Unit: Where are they?
Core experience: Local wintery walk, Science experiment – freezing /melting, an election in class		
Core Texts/Rhymes:		Intentional Vocabulary:
<p>Winter Owl babies – Martin Waddell Stick man, Gruffalo Child – Julia Donaldson The very noisy night – Diana Hendry One snowy night, Percy the Parkeeper– Nick Butterworth Goodbye Autumn, Hello Winter - Kenard Pak Winter is here - Kevin Henkes Jack Frost - Kazuno Kohara An English Year – Tania McCatney & Tina Snerling The Wild Woods – Simon James The owl who was afraid of the dark – Jill Tomlinson Tree – Patricia Hegarty</p> <p>London Ruby red shoes goes to London - Kate Knapp Maisy goes to London - Lucy Cousins Mr Men in London - Roger Hargreeves A walk in London - Salvatore Rubbino Katie in London - James Mayhew The Queen’s knickers - Nicholas Allan Paddington at the palace – Michael Bond Coming to England – Floella Benjamin</p> <p>Provide role-play areas with a variety of resources reflecting diversity. Share stories that reflect the diversity of children’s experiences. Provide stories that help children to make sense of different environments.</p>		<p>Seasons, Winter, Spring, Summer, Autumn, temperature, evergreen, deciduous, scientist, experiment, thaw, expand, contract, daylight</p> <p>Native, habitat, nocturnal, environment Squirrel, foxes, hedgehogs, badgers, deer, frog, newt, fish, duck, swan (As a minimum. Please add as appropriate)</p> <p>Country, England, city, feature, London, capital, manmade, natural, monarchy, government, elect, royal, parliament, politician, prime minister, densely populated, business district, culture, tourist, tradition, laws.</p>

Declarative Knowledge:	Enabling Environments:
<p>Winter</p> <ul style="list-style-type: none"> • I know that there are 4 seasons • I know that now we are in Winter • I know that there is less daylight • I know that it is the coldest season • I know that some trees are evergreen/deciduous • I know that ice is frozen water • I know that ice melts when it is warmed <p>Animals in England</p> <ul style="list-style-type: none"> • I know that native means your natural environment • I know some of the animals native to England – land and water • I know what a habitat is • I know some animals that are nocturnal <p>London</p> <ul style="list-style-type: none"> • I know that I live in the country called England • I know that London is a city • I know some features of a city • I know that London is the capital city • London is manmade. The river is natural • I know that the Queen sometimes lives in Buckingham Palace • I know that we have a monarchy and it is not elected • I know that the Prime Minister lives in No 10 Downing Street and works in the Houses of Parliament. • I know who the Prime Minister is and that he is elected. 	<p>Take small groups of children on local walks, taking the time to observe what involves the children’s interest.</p> <p>Provide opportunities to observe things closely through a variety of means</p> <p>Explore different habitats outdoors</p> <p>Give opportunities to record and creatively represent findings by, e.g. drawing, writing, making a model or photographing, through music, dancing or dressing up.</p> <p>Provide first-hand experiences to support children in making sense of micro-environments, the specific conditions which enable each plant or animal to live and thrive.</p> <p>Teach skills and knowledge in the context of practical activities, e.g. observing ice outdoors.</p> <p>Use the local area for exploring both the built and the natural environment. Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes.</p> <p>Give opportunities to design practical, attractive environments, for example, planting and taking care of flower and vegetable beds or organising equipment outdoors.</p> <p>Provide play maps and small world equipment for children to create their own environments as well as represent the familiar environment.</p> <p>Invite children and families with experiences of living in other countries to bring in photographs and objects from their home cultures including those from family members living in different areas of the UK and abroad.</p>
Future Learning:	Resources:
<p>Year 1 – Term 2 – science – Arctic Explorers</p> <p>Year 1 – Term 3 and 4 – science – World Changers Throughout History</p> <p>Year 1 – Term 5 and 6 – geography – The Great Fire of London</p> <p>Year 1 - Term 5 and 6 – history – The Great Fire of London</p> <p>Year 4 – Term 5 and 6 – geography - Mountains, River and Oceans</p> <p>Year 4 – Term 5 and 6 – history - Mountains, River and Oceans</p>	

Term 4	EYFS	Unit: Here and Now
<p>Core experience: Observe lifecycle in class (e.g. tadpole to frog, caterpillar to butterfly) Local spring walk Make/taste celebratory food, Butterfly Farm visit Stratford upon Avon</p>		
Core Texts/Rhymes:		Intentional Vocabulary:
<p>Spring We're going on an egg hunt - Laura Hughes Goodbye Winter, Hello Spring - Kenard Pak Tad - Benji Davies The Very hungry caterpillar - Eric Carle The crunching munching caterpillar - Sheridan Cain Oscar and the frog - Geoff Waring When butterflies cross the sky – Sharon Ktaz Cooper Sea – Patricia Hegarty</p> <p>Provide role-play areas with a variety of resources reflecting diversity. Share stories that reflect the diversity of children's experiences.</p>		<p>Season, Autumn, Winter, Spring, Summer, daffodil, (Depending on the life cycle you choose, please add appropriate vocabulary)</p> <p>England, country, United Kingdom, Island, Scotland, Wales, Ireland, climate, temperate</p> <p>Easter, (crucifixion,) resurrection, tomb, Good Friday, new beginnings, prayer, Christian, Christianity.</p>
Declarative Knowledge:		Enabling Environments:
<p>Spring</p> <ul style="list-style-type: none"> • I know that there are 4 seasons • I know that now we are in Spring • I know that the weather becomes warmer • I know that Deciduous trees begin to grow leaves • I know that some plants including daffodils begin to flower in spring • I know what a life-cycle is <p>England</p> <ul style="list-style-type: none"> • I know that England is part of the UK. • I know the countries of the UK • I know that an Island is land surrounded by water. • I know that the UK is a collection of Islands and I know how land and sea are shown on the map? • I know what climate is (the weather conditions over a period of time) • I know that England has a temperate climate 		<p>Take small groups of children on local walks, taking the time to observe what involves the children's interest.</p> <p>Provide opportunities to observe things closely through a variety of means</p> <p>Give opportunities to record and creatively represent findings by, e.g. drawing, writing, making a model or photographing, through music, dancing or dressing up.</p> <p>Provide stories that help children to make sense of different environments.</p> <p>Provide first-hand experiences to support children in making sense of micro-environments, the specific conditions which enable each plant or animal to live and thrive.</p> <p>Explore different habitats outdoors</p>

<p>Easter</p> <ul style="list-style-type: none"> • I know that Easter is a Christian festival that celebrates the resurrection of Jesus • I know some of the traditions associated with Easter 	<p>Give opportunities to design practical, attractive environments, for example, planting and taking care of flower and vegetable beds or organising equipment outdoors.</p> <p>Provide play maps and small world equipment for children to create their own environments as well as represent the familiar environment.</p> <p>Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes.</p> <p>Invite children and families with experiences of living in other countries to bring in photographs and objects from their home cultures including those from family members living in different areas of the UK and abroad.</p> <p>Provide ways of preserving memories of special events, e.g. making a book, collecting photographs, sound or video recording, drawing and writing.</p>
<p>Future Learning:</p>	<p>Resources:</p>
<p>Year 1 – Term 5 and 6 – science - The Great Fire of London – materials and seasons</p> <p>Year 1 – Term 5 and 6 – geography – The Great Fire of London</p>	

Term 5	EYFS	Unit: Around the world
Core experience: Cotswold Wildlife Park		
Core Texts/Rhymes:		Intentional Vocabulary:
<p>Around the World Hot and Cold - Eric Carle The Emperor’s egg - Martin Jenkins Poles apart - Jeanne Willis One day so many ways – Laura Hill & Loris Hora Tinga Tales (‘Just so’ stories) Giraffes can’t dance – Giles Andreae</p> <p>Provide role-play areas with a variety of resources reflecting diversity. Share stories that reflect the diversity of children’s experiences. Provide stories that help children to make sense of different environments.</p>		<p>World, globe, atlas, country, continent, ocean, equator, feature, native, climate, explorer, discover</p> <p>As a minimum: Cold Climate – Polar bear, Penguin, Snow Leopard, Narwhal, Walrus, Beluga Whale Hot Climate – Lion, Meerkat, Crocodile, Dung beetle, Elephant, Giraffe, tiger shark, hammer head, tropical fish, turtle, sting ray</p>
Declarative Knowledge:		Enabling Environments:
<p>Around the World</p> <ul style="list-style-type: none"> • I know that England is part of the world • I know that there are other countries in the World • I know that the world is made of land and sea • I know where the equator is on a globe • I know that some places have a hot climate and some have a cold climate • I know some of the features of a cold climate • I know some of the features of a hot climate • I know some of the animals native to cold climates – land and water • I know some of the animals native to hot climate - land and water • I know that an Explorer discovers new places 		<p>Invite children and families with experiences of living in other countries to bring in photographs and objects from their home cultures including those from family members living in different areas of the UK and abroad.</p> <p>Ensure the use of up-to-date, appropriate photographs of parts of the world that are commonly stereotyped and misrepresented.</p> <p>Teach skills and knowledge in the context of practical activities, e.g. learning about the characteristics of liquids and solids by involving children in melting chocolate or cooking eggs, or observing ice outdoors.</p> <p>Provide play maps and small world equipment for children to create their own environments as well as represent the familiar environment.</p>
Future Learning:		Resources:
<p>Year 1 – Term 2 – Science – Arctic Explorers Year 1 – Term 3 and 4 – science – World Changers Throughout History Year 2 – Term 3 and 4 – history – The Great Rainforests Year 2 – Term 3 and 4 – geography – The Great Rainforests</p>		

Term 6	EYFS	Unit: Looking Beyond
Core experience: Planting and growing seeds. Litter pick. Re-use materials – e.g. make a bird feeder, junk modelling. Shared seaside experiences		
Core Texts/Rhymes:		Intentional Vocabulary:
<p>Space How to catch a star – Oliver Jeffers The way back home – Oliver Jeffers Winnie in space – Valerie Thomas Whatever Next? - Jill Murphy Professor Astro cat’s solar system - Ben Newman Toys in Space - Mini Grey Man on the moon - Simon Bartram Night Monkey, Day Monkey – Julia Donaldson Moon – Patricia Hegarty The darkest dark – Chris Hadfield</p> <p>Taking care of the planet The Polar Bear’s home - Lara Bergen Fever at the poles - Stephen Aitken 10 things I can do to help my world - Melanie Walsh Big earth, little me - Scholastic Why should I...? - Jen Green The tiny seed – Eric Carle Don’t let them disappear – Chelsea Clinton Bee – Patricia Hegarty Walking through the jungle – Debbie Harter</p> <p>Provide role-play areas with a variety of resources reflecting diversity. Share stories that reflect the diversity of children’s experiences. Share stories related to pollution, climate change, habitat erosion, etc. Provide stories that help children to make sense of different environments.</p>		<p>Seasons, Autumn, Winter, Spring, Summer, Root, stem, seed, petal, flower, temperature</p> <p>Sphere, earth, planet, solar system, Astronaut. Environment, global warming, pollution, climate change, temperature, re-use, reduce, recycle, litter, solar panels, electric cars, food waste</p>

Declarative Knowledge:	Enabling Environments:
<p>Summer</p> <ul style="list-style-type: none"> • I know that there are 4 seasons • I know that now we are in Summer • I know that there is more daylight • I know that this is our warmest season • I know that seeds need water, sunlight and warmth to grow <p>Space</p> <ul style="list-style-type: none"> • I know that we live on earth • I know that the earth is spherical • I know that the earth is a planet in the solar system • The sun is a star and at the centre of the solar system • The sun gives us all light and heat • I know that from earth I can see the moon • I know that people have travelled to the moon and walked on it. • I know that space explorers are called Astronauts <p>How can we take care of the planet?</p> <ul style="list-style-type: none"> • I know that the planet is warming and one impact is that the ice caps will melt. • I know that plastic is polluting the oceans • I know some of the ways that humans are damaging our world • I know that animals and humans will be affected. • I know some ways that I can help our world • I know some ways I will help my world 	<p>Take small groups of children on local walks, taking the time to observe what involves the children’s interest.</p> <p>Provide opportunities to observe things closely through a variety of means</p> <p>Explore different habitats outdoors, e.g. scent, colour and shape of flowers attracting bees, making a wormery, planning bird feeding on the ground and higher level.</p> <p>Provide play maps and small world equipment for children to create their own environments as well as represent the familiar environment.</p> <p>Give opportunities to record and creatively represent findings by, e.g. drawing, writing, making a model or photographing, through music, dancing or dressing up.</p> <p>Provide first-hand experiences to support children in making sense of micro-environments, the specific conditions which enable each plant or animal to live and thrive.</p> <p>Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes.</p> <p>Give opportunities to design practical, attractive environments, for example, planting and taking care of flower and vegetable beds or organising equipment outdoors.</p> <p>Plan extra time for helping children in transition, such as when they move from one setting to another or between different groups in the same setting.</p>
Future Learning:	Resources:
<p>Year 1 – Term 5 and 6 – science - The Great Fire of London – materials and seasons</p> <p>Year 2 – Term 3 and 4 – geography – The Great Rainforests</p> <p>Year 5 – Term 6 – science – Earth and Space</p> <p>Year 5 – Term 6 – history – Earth and Space</p> <p>Year 5 – Term 6 – geography – Earth and Space</p>	

