

Early Years

Curriculum Overview

Reception

At Red Lane we believe that learning should be based on the children's interests. We endeavour to make learning active, hands on and most importantly fun within a play-based curriculum. We recognise that real experiences are vital and we have developed our curriculum to ensure our children are exposed to new topics and experiences that they may not have already seen.



Spring 1

Long Term Plan

Amazing animals

This topic focuses upon developing the children's knowledge of different animals around the world. Children will begin to explore hot and cold places and distinguish between which animals live in each place. The children will begin to identify similarities and differences between life in this country and life in other countries. This topic will also explore seasonal changes as winter begins.

Key Question	Amazing animals	
Key concept to learn and remember	<ul style="list-style-type: none"> • Hot and cold places/ seasonal changes • Name the 4 seasons • Talk about spring and how the weather has changed • Observe changes to plants and trees during each season. • Know what a solid and liquid is. • Know that ice will melt and become water when it is heated. • Know that water can freeze and becomes ice when it is frozen. • Know which animals live in hot places and which animals live in cold places and why. • Explain some similarities and differences between life in this country and life in other countries. • Talk about the differences in weather in hot and cold places. • Talk about Chinese New Year. • Recognise how life in China is different to life in this country. • Recall the key events within the story of the Great Race. 	
Possible Quality Texts – Story Time	Rumble in the jungle Giraffes can't dance The lonely giraffe Chapatti moon Mama Panayas Pancakes Night monkey day monkey Dear zoo Theres an Oraguntan in my bedroom.	
Talk for Writing/ Book Talk session	The tiger who came to tea. Monkey puzzle Be brave little penguin Poles apart The Great Race Dragons in the City	
Rhyme Time Session	Hey diddle diddle	
Key experiences	Create a video of an invasion in our classroom. Have animal prints left in the classroom and outdoor area. Who has invaded our classroom? Take part in a Chinese New Year Parade around school.	
Prime Areas		
PSED	Think Equal Scheme of Learning Feelings themed books Northando's Journey Gokul's game Ahmed's journey Monster in the smoke Secret adventures of annoymouse	
Communication and Language	Please see Vocabulary Progression Document.	
Vocabulary Development		
Physical Development PE	Gross Motor	Fine Motor
	Refine different ways of moving around.	Form letters accurately.
	PE focus Gymnastics – balancing and moving on and over and under equipment	
Specific Areas		
Literacy – Reading and Phonics	Blend sounds to read words Read short photocopiable ditty stories Read set 1 diagraphs known as special friends	
Literacy – Writing	Record words Spell using fred fingers Form letters accurately Transcription of dictated captions using known GPCs	
Mathematics	White Rose Hub – See Maths Scheme of Learning <ol style="list-style-type: none"> 1. Alive in 5 2. Mass and capacity 3. Growing 6,7,8 4. Length height and time 	
Understanding the World	History Throughout the year pupils will study content which will develop their chronological understanding through the units of Changes all around me; grow with me and journeys though time.	

In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the past and how things are similar and different now. This allows children to understand the past through settings, characters and events encountered in books read in class. Discussions will take place in the moment and will vary depending on the children's interests and their prior knowledge.

Teachers will develop chronological understanding within conversations as opportunities arise

Science

Amazing animals – changing states

The aim of this unit is for pupils to:

1. Know what a solid and liquid is.
2. Know that ice will melt and become water when it is heated.
3. Know that water can freeze and becomes ice when it is frozen.

The purpose of this unit is for children to begin to learn about the different states of matter. Children will learn what a solid and what a liquid is. They will explore ice play and talk about how it can melt. Children will discover what makes ice melt. They will also explore how water can be frozen in the freezer to make ice. This is built upon in year 4 when children study states of matter again. In Year 4 children will learn that materials can change state depending on their temperature (heated or cooled), by taking measurements to determine the temperature at which this happens.

End of Unit Outcome: Children can talk about melting and freezing. They know that something will melt when it is heated and it will freeze when it cools.

Working scientifically:

1. Comparative and fair testing
2. Identifying and classifying
3. Observing over time
4. Pattern seeking
5. Research using secondary sources.

How can we get the animals out of the ice?

Freeze some animals inside blocks of ice. Present them to the children. Allow them to watch the ice for a period of time. What do they notice is happening? Talk to the children about what we could do to get the animals out? Discuss how we can melt the ice.

After the experiment talk about how we could get them back in ice?

Geography

Amazing animals – Hot or Cold

The aim of this unit is for pupils to:

1. Know which animals live in hot places and which animals live in cold places and why.
2. Explain some similarities and differences between life in this country and life in other countries.
3. Talk about the differences in weather in hot and cold places.

This unit will build upon the knowledge and understanding of land and sea animals taught in Nursery. Children should be able to name farm animals and the sounds they make and distinguish between which animals live on land and which animals live under the sea. This unit introduces children to the wider world and similarities and differences between the two places. Children will experience different weather types and describe the weather in hot and cold places. This is deliberately planned for Spring 1 as children will talk about Santa and the North Pole at Christmas and build upon their knowledge of snow. The children may have real experiences of cold weather and snow and ice at this time of year. Ultimately, this unit is designed to give pupils an opportunity to begin to develop an understanding of different places around them. This topic begins to raise awareness of the wider world in preparation for the Year 2 Continents and Oceans topic where children will begin to name and locate the continents and oceans. It is then built upon in the Year 3 Polar Region topic where children will discuss the key climatic features of the Polar Regions, including tundra biomes, including the life supported by these and how global warming is impacting these places.

	<p>End of Unit Outcome: Children can talk about the similarities and differences in hot and cold places. The children will know which animals live in hot places and which live in cold places.</p>	
	<p>Computing Computer Science – begin to explore unplugged algorithms. Talk to the children about instructions and how they need to be clear. Explore directional language. Digital literacy – teach children how to use simple software on the computer e.g. using paint/ purple mash to draw pictures.</p>	
	<p>RE Which places are special and why?</p>	
<p>Expressive Arts and Design</p>	<p>Art No Art due to DT unit.</p>	
	<p>Music Charanga Music – Unit 3 Everyone</p>	
	<p>DT Create our own Great Wall to protect against the other Reception class entering! Discuss the materials to use and why.</p>	
<p>Creative Opportunities Activities to take place during the carousel or continuous provision</p>	<p>Create animal masks from paper plates. Make their own instruments using different materials over a tin/ tub.</p>	<p>Use ink to practise writing Chinese symbols. Create Chinese paper dragons. Make their own lantern to parade with.</p>

SCHEME OF WORK: SCIENCE

Term:	Reception – Spring 1	Key Text(s):	Poles Apart
Unit Title:	<p>Amazing animals – Changing States</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 4. Know what a solid and liquid is. 5. Know that ice will melt and become water when it is heated. 6. Know that water can freeze and becomes ice when it is frozen. <p>The purpose of this unit is for children to begin to learn about the different states of matter. Children will learn what a solid and what a liquid is. They will explore ice play and talk about how it can melt. Children will discover what makes ice melt. They will also explore how water can be frozen in the freezer to make ice. This is built upon in year 4 when children study states of matter again. In Year 4 children will learn that materials can change state depending on their temperature (heated or cooled), by taking measurements to determine the temperature at which this happens.</p> <p>End of Unit Outcome: Children can talk about melting and freezing. They know that something will melt when it is heated and it will freeze when it cools.</p>		
<p><u>Prior Knowledge Requirements</u></p> <ul style="list-style-type: none"> • Know what the weather is • Experience different types of weather • Name different types of weather. • Explored floating and sinking 	<p><u>Key Vocabulary for the Unit:</u></p> <p>Solid – a hard object which is firm and stable in shape. Liquid – a substance that flows freely. Ice – frozen water Iceberg – a large floating mass of ice that has been carried out to sea. Water – a liquid that forms the seas, rivers and rain. Melting – becoming a liquid from being heated Freezing – below 0°c Heated – made hot Frozen – Being turned to ice as a result of cold temperatures. Hot – a high temperature Cold – a low temperature</p>		
<p><u>Composite – The Big Idea</u></p> <p>There are four seasons – Autumn, Winter, Spring and Summer. Each season has different weather and plants and trees change during each season.</p>	<p><u>Components – Sequence of Learning</u></p> <ol style="list-style-type: none"> 1. Retrieval of previous learning – Talk to the children about the weather. What do they already know? Has anyone been outside before in the rain or snow? 2. Teach new Vocabulary 		

	<ol style="list-style-type: none"> 3. Read a story – Poles Apart. Talk about the snow and ice. Explore the geography elements with the children first. See Geography progression document. Some children may know that the icebergs are melting. Discuss this if the children bring it up. 4. Allow the children time to play with water and ice. Set up two small world trays so they can explore freely. Discuss floating and sinking. Will ice float or sink? 5. Teach the children about melting and freezing. 6. Set up a scientific enquiry – how can we get the animals out of the ice? 7. Outcome – children can name the 4 seasons by the end of the year and talk about how the environment changes. <p><i>Please note – the same structure will be applied during the other seasons but children will be taught at the appropriate time of the year so they can experience the seasons as they happen.</i></p>
<p><u>Scientific Enquiry:</u></p>	<p><u>Working scientifically:</u></p> <ol style="list-style-type: none"> 1. Comparative and fair testing 2. Identifying and classifying 3. Observing over time 4. Pattern seeking 5. Research using secondary sources. <p>How can we get the animals out of the ice? Freeze some animals inside blocks of ice. Present them to the children. Allow them to watch the ice for a period of time. What do they notice is happening? Talk to the children about what we could do to get the animals out? Discuss how we can melt the ice. After the experiment talk about how we could get them back in ice?</p>
<p><u>Maths Links:</u></p>	<p>Capacity – full and empty discussions. Mass – heavy and light</p>
<p><u>Developing a sense of the natural world</u> Throughout the year pupils will study discrete scientific content through the units of Changes all around; traditional tales and grow with us.</p> <p>In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the wider world around them. Discussions will take place in the moment and will vary depending on the children’s interests and their prior knowledge.</p> <p>Teachers will develop scientific knowledge and scientific enquiry within conversations as opportunities arise for example children will seek out patterns whilst playing in the maths area or in the water tray. Children will notice changes</p>	<p><u>Books:</u> Poles Apart</p> <p>Links to further study: Year 4 – Chemistry States of Matter</p>

by observing over time when playing in the outdoor provision. Staff will draw children's attention to these things as they play.

Continuous provision plays a huge part in learning in Reception. The environment will be set up to allow children to learn through play. Carefully planned role play areas will provide experiences to expose children to science. For example playing in the water tray, playing outside in the cold snowy weather and through scientific experiments planned for them.

Direct Links to the EYFS Early Learning Goals

ELG: The Natural World

Children at the expected level of development will:

- 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.

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Other wider curriculum links to the EYFS Early Learning Goals

This also links to other areas of learning within the Early Learning Goals including:

ELG: Listening, attention and understanding.

ELG: Speaking

ELG: Comprehension

ELG: Past and present

SCHEME OF WORK: GEOGRAPHY

Term:	Reception – Spring 1	Key Text(s):	The tiger who came to tea. Monkey puzzle Be brave little penguin Poles apart
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Amazing animals – Hot or Cold

The aim of this unit is for pupils to:

1. Know which animals live in hot places and which animals live in cold places and why.
2. Explain some similarities and differences between life in this country and life in other countries.
3. Talk about the differences in weather in hot and cold places.

This unit will build upon the knowledge and understanding of land and sea animals taught in Nursery. Children should be able to name farm animals and the sounds they make and distinguish between which animals live on land and which animals live under the sea. This unit introduces children to the wider world and similarities and differences between the two places. Children will experience different weather types and describe the weather in hot and cold places. This is deliberately planned for Spring 1 as children will talk about Santa and the North Pole at Christmas and build upon their knowledge of snow. The children may have real experiences of cold weather and snow and ice at this time of year. Ultimately, this unit is designed to give pupils an opportunity to begin to develop an understanding of different places around them. This topic begins to raise awareness of the wider world in preparation for the Year 2 Continents and Oceans topic where children will begin to name and locate the continents and oceans. It is then built upon in the Year 3 Polar Region topic where children will discuss the key climatic features of the Polar Regions, including tundra biomes, including the life supported by these and how global warming is impacting these places.

End of Unit Outcome: Children can talk about the similarities and differences in hot and cold places. The children will know which animals live in hot places and which live in cold places.

Prior Knowledge Requirements:

- Name farm animals and the sounds they make. (Nursery Spring 1)
- Distinguish between land and sea animals (Nursery Spring 1)
- Use positional vocabulary such as near, far, forwards and backwards, left and right to describe where the animals live. (Rec Aut 1)
- Know that Santa lives in the North Pole which is a cold place. (Rec Aut 2)
- Explored snow and ice in their own garden where the weather allows.

Key vocabulary for the unit:

Hot – a high temperature which usually feels warm on the skin.
Cold – a cool temperature which usually feels cold on the skin.
Same – two or more things which are identical.
Different – things that are not the same as each other.
Penguin – a large flightless seabird which lives in the South Pole.
Polar bear – a large white bear which lives mainly on the ice and is found in the North Pole.
Whale – a very large mammal which lives in the ocean.
Walrus – a large marine mammal related to seals which has two large downward- pointing tusks and is found in the North Pole.
Seal – a mammal which lives in the cold seas.
Tiger – a large solitary cat with yellow/brown coat and black stripes. It is native to Asia but becoming increasingly rare.
Lion – a large cat that lives in a pride found usually in Africa and north-western India.

Monkey – a small to medium sized primate that has a long tail and lives in trees in tropical countries.
 Elephant – the largest living land animal. It is a plant-eating mammal with a trunk, ivory tusks and large ears, native to Africa and southern Asia.
 Giraffe – the tallest living land animal. It is a large African mammal with a very long neck.

Composite – The Big Idea

Animals live in lots of different places around the world. Different animals need different things to survive. Some animals are suited to hot places whilst others live in cold places.

Components

1. Retrieval of prior learning: Talk about different types of animals. Discuss land and sea animals. Talk about farm animals and where they live. Discuss the weather and the seasons changing to Winter now. Talk about their experiences of snow and ice. Draw upon their knowledge of Santa living in the North Pole.
2. Vocabulary – introduce new vocabulary.
3. Read a story – Read the story “The tiger who came to tea” and “monkey puzzle.” Talk about where tigers and monkeys live. Draw upon their knowledge of the home and how tigers do not live there. Discuss the animals seen in the jungle.
4. Introduce the concept of hot places. Discuss which animals would live in hot places. Teach the children the difference between lions and tigers which is a common misconception. Talk about how this differs to where we live.
5. Read a story – Read the story “be brave little penguin” and “poles apart.” Talk about how these are cold places and draw upon their knowledge of Santa living in the North Pole.
6. Introduce the concept of cold places. Discuss which animals would live in cold places. Teach the children that polar bears live in the North Pole along with Santa and his reindeers and penguins live in the South Pole along with walruses. Talk about how this differs to where we live.
7. Compare – talk about the similarities and differences between where we live and hot and cold places.
8. Fieldwork – If weather permitting, take the children outside on the school field to explore the snow and ice. Discuss how it feels and what happens to the ice when we touch it. (If not snowy and icy outside, offer opportunities for ice play inside to allow the children to discuss what it feels like.)
9. Outcome – discussion about what hot and cold places look like, which animals live there and how it differs to our country.

Developing a sense of place

Throughout the year pupils will study discrete geographical content through the units of Changes all around me; amazing animals and journeys though time.

In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the wider world around them. Discussions will take place in the moment and will vary depending on the children’s interests and their prior knowledge.

Teachers will develop geographical awareness within conversations as opportunities arise for example countries will be identified during other topics such as the Arctic and Antarctica but the children will not be expected to name or locate them on the map.

Continuous provision plays a huge part in learning in Reception. The environment will be set up to allow children to learn through play. Carefully planned role play areas will

Books:

The tiger who came to tea.
 Monkey puzzle
 Be brave little penguin
 Poles apart

Links to further study:

Year 2 – Autumn 2 - Continents and Oceans
 Year 3 – Autumn 2 - Russia – Polar Regions & Tundra Biome.

provide experiences to expose children to Geography for example by setting up a jungle the children can be exposed to features in a jungle such as leaves and trees whilst not being directly taught the content.

Direct Links to the EYFS Early Learning Goals

ELG: People, Culture and Communities

Children at the expected level of development will:

- 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.

ELG: The Natural World

Children at the expected level of development will:

- 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.

Other wider curriculum links to the EYFS Early Learning Goals

This also links to other areas of learning within the Early Learning Goals including:

ELG: Listening, attention and understanding.

ELG: Speaking

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ELG: Past and present

