

## Latimer Curriculum Information for Parents: Year: EYFS

| Subject             | Autumn Term  | Spring Term   | Summer Term   |
|---------------------|--|---|---|
| Science             | <p><b>All about me!</b><br/>This term is all about us getting to know your child and the special people in their life. Helping them to understand and know their own personal features and what makes them unique. We will also be talking about their own likes and dislikes and recognising we are all different.<br/>We will also be looking into what the weather is like in Autumn - looking at the trees and noticing the temperature. Children will be thinking of how to dress for this weather.</p>   | <p>Children are given chances to explore what happens to ice as it is warmed; being introduced to early changes in state.<br/><br/>The children will observe the seasons and take part in discussions about how the seasons have changed throughout the year. They will consider what they wear to stay well and healthy during different seasons.</p>  | <p><b>Plants and animals!</b><br/>Children will look at the lifecycles of plants and animals. They will plant seeds and care for them as they grow and will talk about how they change. They will talk about why it is important to respect and care for the natural environment and all living things. They will explore the natural world around them and will make observations of the plants and animals within this. They will describe what they see, hear and feel when outside.<br/>During this term, the children will continue to observe and describe the changing seasons.</p>                                    |
| PSHE                | <p><b>All about me!</b><br/>As they begin to get to know their new environment, we will support the children in feeling safe at school and in developing their confidence to talk to and play with unfamiliar children. They will learn to share toys and equipment and to play fairly, such as making sure they follow the rules in games.<br/>We will spend time talking about feelings using words such as: happy, sad, angry and worried. The children will talk about their feelings and will begin to think about how we know what others are feeling.<br/>This term, children will also begin to think about communities and talk about the communities they belong to.</p>   | <p><b>Our Heroes</b><br/>During this term, the children will develop their sense of responsibility and membership of the school community.<br/>They will learn about some of the roles' adults have, and how important these are in keeping us safe.<br/>Children will also think about how they can be a good friend and what to do when faced with conflict, such as wanting the same toy or feeling that something is unfair. They will start to find resolutions for these problems.<br/>The children will continue to learn about being resilient and to persevere, even when they find something tricky.</p>  | <p>Throughout the year, the children are supported to identify and meet their personal needs. Over the Summer children are increasingly encouraged to do this independently. This includes managing their own basic hygiene such as dressing, toileting, handwashing and understanding the importance of healthy food choices.<br/>They will continue to learn strategies for finding resolutions to problems and will be encouraged to use these independently.<br/>The children will continue to develop understanding their own feelings and that of others. They will learn about how their actions make others feel.</p> |
| PE                  | <p><b>Introduction to PE</b> - The children will begin to learn how to control their movements and respond to instructions, safely finding and using a 'space', stopping safely, freezing on demand, using and sharing equipment. They will start to develop a range of movements such as running, jumping, skipping. They will play simple games and begin to understand and use rules.<br/><b>Dance</b> - Children will explore movement to music. They will copy and repeat movements to music, create their own responses and will try out the ideas of others.<br/><b>Gymnastics</b> - The children will explore and create shapes using their body. They will learn balancing techniques and how to jump safely. They will have a go at putting together simple.</p> | <p><b>Fundamentals</b> -The children will continue to practise balancing, running, changing direction, jumping, hopping and travelling with increasing in control. They will learn how to stay safe by following the rules and listening carefully to instructions. They will practise this through a range of games.<br/><b>Dance</b> - Develop their expressive movement through exploring actions, shapes and balances. The children choose their own actions to respond to music.<br/><b>Gymnastics</b> - Children will show increasing control and coordination. They will explore creating shapes and balances and will practise different jumps and rolls. They will copy, create, remember and repeat very short sequences.</p> | <p><b>Games</b> - The children will have the chance to take part in playing a range of games, with partners and in small groups. They will consider fair play and why everyone needs to play safely. Take turns and follow the rules. We will talk about what being part of a team means.<br/><b>Ball skills</b> - Children will continue developing their control and coordination over equipment such as balls. They practise the skills of rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling and kicking.</p>   |
| Computing           | <p>Children will be taught that the internet can be used to find information. Together, we will use functions such as Google Earth to find out about different environments and will listen to sound clips, linked to the 'Amazing World' topic. They will also use programs to play maths and early phonics games. We will talk about how to use the internet safely.</p>   | <p>Children will learn problem solving skills to solve problems and fix things that have broken (LEGO / DUPLO etc). They will learn to sequence actions to reach an outcome, and will consider what they may do differently another time, to improve. (Debugging).</p>  | <p>Robotic toys are used in the continuous provision and children will be taught to control and direct them. They will use language such as first, next, forward, backwards.<br/>Children are taught about healthy living and that sensible screen time are important life choices. They will also use a microscope to explore plants more closely.</p>   |
| RE                  | <p>Children will begin to consider how people might have different views, likes and dislikes and that this is ok. They will talk about what is important to them and find out about what is important to others. They will begin to learn that people have different beliefs and culture. They will have early conversations about Christianity and will find out about Diwali.</p>  | <p>The children will continue to develop understanding about the lives of others and to respond to these differences in positive ways. They will look at ways that families may celebrate in different ways. We will talk why and how some Christians celebrate Easter.</p>   | <p>The children will continue to learn about the lives of others and how they may be similar or different from their own. They will find out about the different religions and use their own experiences and what has been read in class. In particular, we will be learning about Eid and Vaisakhi.</p>  |
| Geography           | <p><b>Our Amazing World</b><br/>The children will explore and describe their immediate environment using knowledge from observations, discussions and maps. Together, they will draw key features on a single map. Using their experiences, photos, books and video clips, the children will look at different countries around the world. They will identify similarities and differences between life in this country between life in other countries.</p>   | <p>The children will continue to explore the world around them and will be encouraged to comment on their observations.</p>   | <p><b>Under the Sea</b><br/>The children will continue their exploration of the world and consider how it would be different to live there. The children will start to look at simple maps, finding out about different countries around the world.</p>   |
| History             | <p><b>Latimer School 100 Years Ago</b><br/>The children will explore our school and will find out what it would have been like to go to school here in the past. They will make early comparisons between what schools were like then and what they are like now.</p>  | <p>The children will think about how we know about the past. They will look at old photos to compare similarities and differences between things in the past and now.</p>   | <p>The children will consider how they have changed over their year in EYFS. They will look at photographs as evidence of what they were like in the past. The children will use past and present tense when making comparisons.</p>  |
| Art & Design        | <p><b>Circles</b><br/>The children will learn about shape. They will explore using continuous lines to make shapes and to represent objects. They will use drawing, painting and colour to demonstrate different emotions.</p>   | <p><b>Simple Print-making</b><br/>The children will explore simple ways to make print. They will use line, shape, colour and texture to explore pattern making. They will safely use and explore a variety of materials, tools and techniques.</p>  | <p><b>3D Simple Collage</b><br/>The children will safely use and explore a variety of materials, tools and techniques, experimenting with the use of colour and texture to make a scene. They will share their creations with others and will talk about what they have done to create their picture.</p>   |
| Design & Technology | <p><b>Junk modelling a house.</b><br/>The children will explore the shape of 'junk' objects and how these can be attached to create a model. They will be supported to develop their own ideas and to think about which piece of 'junk' will be best for the job. They will learn about how to safely use and explore a variety of tools, materials and techniques.</p>  | <p><b>Create a superhero puppet</b><br/>The children will continue to explore different materials to design and make a puppet. They will talk through their ideas and be supported in thinking about which materials they want to use, and which will be the best for the job. They will share their ideas and creation with others and will talk about what they did and why they made some of their choices.</p>  | <p><b>Make a Healthy Pizza</b><br/>The children will learn about healthy and unhealthy foods. They will then use ingredients grown in farms to design and create their own pizzas. They will consider the process and skills they have used to create their pizza.</p>  |
| Music               | <p><b>Pulse &amp; Voice</b><br/>The children will listen to and copy a steady pulse by clapping, tapping and marching. They will move their bodies in response to music. Children will also explore short and long sounds, composing their own short pieces of music. They will explore different types of sounds they can make using their voice and will sing a variety of songs.</p>  | <p><b>Rhythm</b><br/>The children learn about tempo, pulse and rhythm. They will compose their own sequences and look at ways to record this using pictures.<br/><b>Pitch</b><br/>The children will explore and create rhythms. They will explore pitch by carrying out physical movement and experimenting with their voices. They will follow pictorial images to change the pitch of their voice (early note reading). The children will also play games that explore the skills taught and practise being a conductor.</p>  | <p><b>20<sup>th</sup> Century music</b><br/>The children will listen to a range of music genres such as country, big band and beat boxing. They will talk about these music styles and their key features. They will explore these by creating their own 20<sup>th</sup> century style composition.</p>   |

