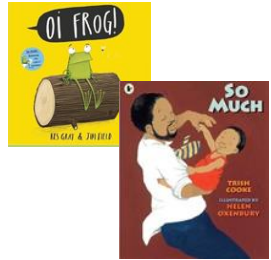






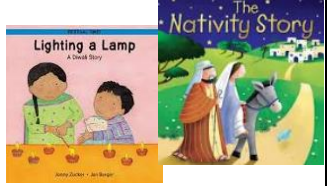


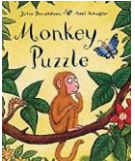







## Lawrence View Primary and Nursery School overview EYFS 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Focus	Ourselves and our families	Festivals Environmental Art	Penguins	Fairy Tales Space	Minibeasts	Africa
Lead Question	What makes me unique?	What do we celebrate? What do we know about Andy Goldsworthy?	Why don't penguins fly? What is Chinese new year?	What will Red Riding Hood see in the wood? What can we see when we look up?	Where do our minibeasts live?	What could I see in Africa?
Key Knowledge (UTW)	<ul style="list-style-type: none"> <li>I can name and point to parts of my- head, toes, legs, wrists waist hips shoulders, ankle, shin knees, tummy back, eyes shins ears</li> <li>I can name who is in my family- e.g. parents, brothers sisters, grandparents, aunt, cousins</li> <li>I can talk about the changes that have happened to me from being born.</li> <li>I can know and can use the words past, now (present), future.</li> <li>I know that we are all people and are different / same to each other.</li> <li>I know our school is in Eastwood</li> <li>I know that Eastwood is in the U.K and the U.K is surrounded by water.</li> </ul>	<ul style="list-style-type: none"> <li>I know that natural materials are found and grow and are not made.</li> <li>I can name 5 natural materials- e.g. wood stone clay leaves shells.</li> <li>I know that materials can- break, change shape, bend etc</li> <li>I can name the landmarks in Eastwood- Fire station, library, police station, church.</li> <li>I know Diwali is a religious festival of light (Hindus)</li> <li>I can retell the story of Rama and Sita</li> <li>I know that Christmas is a religious festival celebrating the birth of Jesus</li> <li>I can retell the Christmas story</li> <li>I can talk about Andy Goldsworthy's work.</li> </ul>	<ul style="list-style-type: none"> <li>I know the colours in the rainbow.</li> <li>I can make/ talk about shadows.</li> <li>I know that water is a liquid that can be frozen to make ice and that ice melts.</li> <li>I know a penguin is a bird that can not fly.</li> <li>I know that a penguin lays eggs</li> <li>I know that Antarctica is a cold place with lots of ice.</li> <li>I can retell the bible story of Noah's ark.</li> <li>I know about the Chinese New Year festival and can talk about some traditions.</li> </ul>	<ul style="list-style-type: none"> <li>I know that we live on earth which is a planet and that we have a sun, moon and stars.</li> <li>I know there is a solar with lots of planets.</li> <li>I know that some people have travelled in a space rocket to the moon.</li> <li>I know that a wood has lots of trees.</li> <li>I can name 4 animals which live in a wood e.g. owl, squirrel, fox, mice.</li> <li>I can draw a map of a journey.</li> <li>I know that Easter is a religious festival and can retell the Easter story.</li> </ul>	<ul style="list-style-type: none"> <li>I can name and locate some plants in our school environment e.g. tree, grass, flower.</li> <li>I can name and locate animals in our school environment (mini beasts and school pets)</li> <li>I can name and identify 5 mini beasts- spider, worm, snail, ladybird and slug.</li> <li>I know that some plants provide homes and food for some animals.</li> <li>I know that to grow a plant from a seed we will need water and light.</li> <li>I can name some fruits and vegetables that we can grow in our environment- e.g. strawberries, carrots, lettuce.</li> <li>I can retell the story of the feeding of the 5000.</li> </ul>	<ul style="list-style-type: none"> <li>I can name some animals from African habitats</li> <li>I can name some animals from habitats in the UK.</li> <li>I can name habitats- e.g. Woodland, fresh water.</li> <li>I know an animal habitat is a place where animals have shelter, food and look after their young (babies)</li> <li>I can name all four season and describe the weather in each.</li> <li>I can name some things that you would find in a church.</li> </ul>

Quality text Literacy Tree	Oi Frog and So Much 	Where the Wild things 	The Magic Paintbrush and The Night Pirates 	Look Up and Little Red 	The extraordinary Gardener and the Tiny Seed 	Bringing in the rain to Kapiti and Willy The Wimp 
Additional Quality Text (UTW)	 Head to toes, Peepo The colour monster Oi Cat, Some dogs do.	Lighting the lamp Christmas story 		Red Riding hood. Easter Story 	The very busy spider. Snail Trail. 	The hungry caterpillar Monkey puzzle 
Wow Starter/ experiences	Handling school pets. Teeth cleaning. Taking healthy food to the food bank for harvest.	Making porridge Environmental bare foot walk. Making clay divas.	Fire engine visit Nurse visit Police visit Visit Library	Walk to Morrison's to look at healthy food & purchase. Trip to the church to see Easter celebrations.	Making the bug house.	Caterpillars to observe grow and release as butterflies.
Enrichment	<b>FOREST SCHOOLS</b> Visiting baby Grandparents day Caring for our school pets. Ask pets at home to bring pets to us? History resource boxes	Visit cenotaph– take poppy wreath. Songs around Christmas tree outside the library & library visit. Church visit and post Christmas letter. Panto	Using chop sticks to eat Chinese food. Making Chinese fortune cookies. Visits from fire, nurse police History resource boxes	Walk to Morrison's, look at healthy food, purchase& taste – fruit kebabs. Trip to the church to see Easter celebrations. Plant primroses, observe daffodils.	Finding mini beasts in our school environment. Visiting animal man History resource boxes	Caterpillars to observe Family trip to Collier's wood. Walk to Heron to buy ice lollies for beach day. Beach day. Sports day. History resource boxes
Community links	Family visit to join at local library. Take food parcels to foodbank	Nativity play for parents. Visit to Xmas tree & library. Church visit. Visit OAP home to sing.	Dragon dance Nurse, police, fire person invited into school Visit local library.	Reading café for World book day. Spring sing for parents. Parent's Easter craft session Visit Morrison's	Family visit to the library. Family outdoors/ garden day.	Happy goodbyes and sing a long for parents. Family trip to Colliers wood Walk to Heron to buy ice lollies. Transition visits to year 1.
School values	Respect – respect for everyone around us and people's belongings.	Resilience - learning how to become a resilient learner – link to belongings.	Kindness – showing kindness and consideration for others like	Curiosity – develop question and wonder for the things around us	Kindness – showing care for the environment, people, animals and insects within it.	Aspirations – for the places around us and the opportunities in life we could have and for the

		Rama not giving up on the kingdom.	police, nurse, fire people who all work to help us stay safe.	in our local area and in other areas.		things we will achieve – link to moving to year 1.
British values	The Rule of the Law	Rule of the Law	Individual Liberty	Mutual Respect	Democracy	Tolerance
Understanding the World						
Science Ongoing (UTW)	Play and explore outside in all seasons and in different weather Observe living things throughout the year Learn about how to take care of themselves. Listen for sounds/ Explore shadows Explore forces					
Science (UTW)	Know the season is Autumn -The related weather -The signs of Autumn	Know the season is winter -The related weather -The signs of winter -That it is the coldest season		Know the season is spring -The related weather -The signs of spring		Know the season is summer. -The related weather -The signs of summer -Sun safety
	<b>Humans</b> Describe people who are familiar to them Learn about how to take care of themselves	<b>Materials including changing materials</b> Explore a range of materials, including natural materials Make objects from different materials, including natural materials Compare how materials change over time and in different conditions Observe, measure and record how materials change when heated and cooled	<b>Light and Sound</b> Explore shadows Explore rainbows Make sounds. Listen outside and identify the source	<b>Forces</b> Explore how to change how things work Explore how the wind /water can move objects <b>Earth and Space</b> Learn about the Earth, Sun, Moon, planets and stars/space travel	<b>Living things and their habitats</b> Describe different habitats Explore the plants in the surrounding natural environment Explore the animals in the surrounding natural environment	<b>Animals excluding Humans</b> Name and describe animals that live in different habitats. Explore plants and animals in a contrasting natural environment
Geography ongoing	Know some features of seasons. Observe the related signs of each season and the weather. Explore and use maps Explore a variety of environments					
Geography Fieldwork (UTW)	Know that our school is in the town of Eastwood Know that we live in England in the UK and that we are surrounded by water. Create own maps (messy map)  <b>A1 What can I do in different areas of the classroom?</b> <i>Messy maps of the classroom/outdoor area?</i>	Know that we have a fire station, library, shops and a church. In Eastwood. Know that a globe is a model of the world. Know that atlases show the world and countries within it. Start to locate India on a map of the world. <b>A2 How do we know that our school is in Eastwood?</b>	Start to locate the UK, Antarctica and on a map. Know that Antarctica is cold and can have ice all year round.	Know the features of a wood. Draw a map of a place which is familiar to them. Compare maps of 2 different journeys.	Build a home for mini-beasts. Use and read simple maps.	Know features of our environment and other places in the world can be different. Start to locate the UK, Africa and on a map.

		Walk around Eastwood to find signs that says we are in Eastwood. On the walk to the war memorial/Christmas tree/food bank to deliver harvest food <b>A2 What can we see, hear, touch and smell in our school grounds? A journey stick of what we can see/hear/smell.</b>				
<b>History ongoing</b>	Describe main story settings, events and principal characters Talk about past and present events in their own lives and/or in lives of family members Uses everyday language related to time such as now, next, today, tomorrow, yesterday Order and sequence familiar events. Be curious about people and show interest in stories Answer 'how' and 'why' questions...in response to stories or events Explain own knowledge and understanding asking appropriate questions Know that information can be retrieved from books and computers Record using marks they can interpret and explain					
<b>History (UTW)</b>	Know what has happened in their life in the past. Talk about events that happened in school or at home in their recent past. Make predictions and talk about things that are going to happen in the future. Develop an understanding of growth, deterioration and changes over time.	Know that Guy Fawkes lived long ago before their grandparents were born. Know that we celebrate bonfire night because Guy Fawkes tried to kill the king. Know that in the past soldiers fought wars.				
<b>RE (UTW)</b>	Can articulate what festivals others celebrate and begin to explain in more detail Comments on pictures of a range of celebrations- Harvest Festival  Know who are our friends Know how are babies and pets cared for Know about families Know what the bible is Know that there are lots of religions.	Can articulate what festivals others celebrate and begin to explain in more detail Comments on pictures of a range of celebrations- Diwali, Christmas, Year  Visit a local church and the local church artefacts.	Can articulate what festivals others celebrate and begin to explain in more detail Comments on pictures of a range of celebrations – Chinese New Year <b><u>Old testament stories</u></b> Moses as a baby Noah's ark Daniel- the fiery furnace and the lion's den <i>Retelling the one of the stories and talk about how God showed his love</i>	Can articulate what festivals others celebrate and begin to explain in more detail Comments on pictures of a range of celebrations- Easter <b>Easter celebrations</b> <i>What happened to Jesus at Easter?</i> <b><u>Jesus' stories</u></b> <b>The lost sheep</b> What stories did Jesus tell? What happened in the story of the lost sheep? <b>Wise and foolish builders</b> <b>Good Samaritan</b>	Can articulate what festivals others celebrate and begin to explain in more detail Comments on pictures of a range of celebrations- Eid <b>Jesus' Miracles</b> <b>Blind man healed</b> <i>What would it have felt like to be healed by Jesus?</i> <b>Water into wine</b> <i>What happened at the wedding in Cana?</i> <b>Paralysed man walks-</b> <i>What happened when he was lowered to Jesus by his friends?</i> <b>Feeding of the 5000</b>	<b>Exploring the area around our school</b> <i>What sort of buildings are there?</i> <b>Introducing the local church-artefacts</b> <i>What does it feel like? Why is it a special place for Christians?</i> I can make my own special place and talk about it Visit to a church

	Know that places of worship are special places			What happened in these stories? What does it help to think about us?	
<b>Expressive Arts and Design</b>					
<b>Art Ongoing</b>	Use the knowledge of their new experiences to create their own artwork. Cut with some accuracy Can independently select additional tools to improve their art work Know the names of colours- mix colours and alter colour shade.				
<b>Art (EAD)</b>	<p><b>Paint</b>          Explores what happens when mixing colours.          Know names of colours.          Know that adding white or black paint to alter tint or shade          Can colour matching to a specific colour and shade          Can hold a paintbrush using a tripod grip          Know what effects different thicknesses of brushes can make.          Learn how to use paint area.          Experiment with primary colours and mixing own secondary colours.          Be able to paint or draw a face with simple features.</p> <p><b>Drawing</b>          Be able to paint or draw a face with simple features.          Use equipment effectively to create a desired effect.</p>	<p><b>Environmental art.</b>          Manipulate a range of materials to create different effects to produce a final outcome.</p> <p>Look at a range of Art give an opinion and describe what can be seen- Andy Goldsworthy,</p> <p>Explore with his techniques e.g. lines, circles, spirals using chalks, printing, and adding natural objects.</p> 	<p><b>Pastels &amp; wax crayons.</b>          Manipulate a range of materials to create different effects to produce a final outcome. (oil pastels and wax crayons- wax resit)</p> <p><b>Paint</b>          Explores what happens when mixing colours.          Know names of colours.          Know that adding white or black paint to alter tint or shade</p>	<p><b>Art skills –</b>          Manipulate a range of materials to create different effects to produce a final outcome-bubble painting, marble painting, string printing-,</p> <p><b>Paint</b>          Explores what happens when mixing colours.          Know names of colours.</p>	<p><b>Printing –</b>          Manipulate a range of materials to create different effects to produce a final outcome.          Understand and practise the technique of printing          Print with a variety of objects to create lines, curves, circles, various shapes.</p> <p><b>Mixed Media</b>          Manipulate a range of materials to create different effects to produce a final outcome          Use a variety of paper – tissue, crape, sugar for collage and add details with a range of media.</p> <p>Look at a range of Art give an opinion and describe what can be Eric Carle</p>  <p>Look at a range of Art give an opinion and describe what can be seen Maria Naita – a famous African artist – sculptor and painter.</p> 
<b>D.T Ongoing</b>	Build and join 3D structures using a range of materials for a specific purpose Experiment with colour, design, texture and function Uses a wide range of tools with greater accuracy to shape, assemble and join materials – glue, tape, scissors, string, staples, clips, weaving- Use scissors along straight and curved shape Sort materials by colour and texture				

<b>DT (EAD)</b>	<b>Skills –</b> Joining materials together. Cutting. Spreading Mixing <b>Food</b> <b>DME-</b> Toast toppings	<b>Skills-</b> Manipulating mold-able materials Joining materials Cutting Mixing <b>Clay/Food/Card</b> <b>DME-</b> Cards/Lamps/Sandwiches	<b>Skills –</b> Joining materials together. Cutting. <b>Food</b> Follow a recipe	<b>Skills –</b> Joining materials together. Cutting. <b>Food</b> <b>Mechanisms</b> Follow a recipe <b>Design and make cards</b> <b>DME-</b> Moving model-levers/slider	<b>Skills-</b> Joining materials together. Cutting. Mechanisms <b>3d shapes-recycled materials</b> <b>DME-</b> Moving models (minibeast) fixed wheels and axels	<b>Skills-</b> Joining materials together. Cutting. <b>Textiles</b> <b>Paper (evaluate paper types and purpose)</b> <b>DME-</b> sunglasses/Hats
<b>ICT ongoing</b>	<b>On line safety</b> Using technology Know to ask an adult before using iPad or computers or any electronic device. Know to tell an adult if they see anything worrying.					
<b>ICT (EAD)</b>	<b>Using technology</b> Learn how to use equipment within school – CD player, iPads to take photographs of their work and for programmes. Learn how to use remote control cars and listening centre.	<b>Algorithms</b> Programme a toy to move in a desired way – beebots.	<b>Using technology beyond school.</b> Know that information can be retrieved from computers – use a search engine to research. Talk about uses for ICT at home and school.	<b>Algorithms</b> Programme a toy to move in a desired way- beebots.	<b>Create Programmes</b> Create, store and retrieve digital content.	
<b>Music (EAD)</b>	<b>Listen/compare and appraise</b> Classical and pop Me. Listen and Respond. Explore and Create -using voice then instruments. Singing - nursery rhymes and action songs <b>Share and Perform</b> Pat-a-cake 1, 2, 3, 4, 5, Once I Caught This Old Man Five Little Ducks Name Song Things for Fingers	<b>Listen/compare and appraise</b> Rock and Roll and Hindustani (Indian)  <b>My stories</b> Listen and Respond. Explore and Create -using voice then instruments. Singing - nursery rhymes and action songs <b>Share and Perform</b> I'm a little tea pot The Grand old Duke of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	<b>Listen/compare and appraise</b> Traditional Chinese and country and western everyone. Listen and Respond. Explore and Create -using voice then instruments. Singing - nursery rhymes and action songs <b>Share and Perform</b> Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping Twinkle Twinkle If You're Happy & You Know It Head, Shoulders, Knees	<b>Listen/compare and appraise</b> Scottish bagpipes and heavy metal. <b>Our world</b> Listen and Respond. Explore and Create -using voice then instruments. Singing - nursery rhymes and action songs <b>Share and Perform</b> Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hockey Cokey	<b>Listen/compare and appraise</b> Calypso (Caribbean) and Opera  <b>Big Bear funk.</b> Transition Unit preparing children for their musical learning in Y 1.  Listen and Appraise a different piece of Funk music week.  Explore and Create- voices and classroom instruments <b>Share and Perform</b> Sing and Play Big Bear Funk and revisit a selection of nursery rhymes and action songs	<b>Reflect, rewind and replay</b>  Consolidates learning. Revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.
<b>Physical Development</b>						
<b>Physical D ongoing</b>	<b>Fine Motor</b> Develops pencil grip Can use scissors, small tweezers, smaller nuts and geo boards etc					

	<p>Can use other small one-handed tool such as screwdrivers and hammers.          Develops control further and is able to replicate patterns, letters and numbers with ease          Child recognises their preference for a dominant hand          Develops the foundations of a handwriting style which is fast, efficient and accurate  <b>Gross Motor skills</b>          Running, walking, skipping, hopping and jumping. Large arm movements. Increasing control of movements  <b>Independence</b>          Use a knife and fork with precision          Puts on gloves and coats independently          Tidies up, takes jumper off if hot and puts it on if cold          Further develop the skills needed to manage the school day successfully          Toilets independently</p>					
PE	<b>Moving and balancing</b> Can walk, run, crawl, climb, hop, jump and skip with increasing control Can demonstrate different types of balances and use various body parts to balance Remembers sequences and patterns to music without words	<b>Games</b> Understands games have rules to follow Can walk, run, crawl, climb, hop, jump and skip with increasing control	<b>Ball skills</b> Can throw a variety of balls and PE equipment. Can throw a ball at a given target Can throw items from longer distances	<b>Gymnastics and dance</b> Can walk, run, crawl, climb, hop, jump and skip with increasing control Can demonstrate different types of balances and use various body parts to balance Climbs apparatus, going up forwards, over and coming down backwards Walks along a beam Remembers sequences and patterns to music without words	<b>Ball skills.</b> Can balance a ball on a bat Can throw a variety of balls and PE equipment. Can throw a ball at a given target Can throw items from longer distances	<b>Athletics.</b> Can walk, run, crawl, climb, hop, jump and skip with increasing control Can throw a variety of balls and PE equipment. Can throw a ball at a given target Can throw items from longer distances Rides a balance bike, scooter or bike with or without stabilisers
<b>Personal Development</b>						
P.D ongoing	All aspects of PD from development matters interwoven everyday through all topics play stories and conversations- everyday FS life- See PD overview Cosmic kids yoga, Zumous etc sun safety current affairs, health and wellbeing internet safety.					
P.D	<b>Families and responsibilities</b> To describe the people in their family and discuss the relationship between them. To show an awareness that not all families are the same. To describe simple cultural beliefs and rituals Know how people and other living things have different needs; about the responsibilities of caring	<b>Caring friendships</b> To show the ability to form positive attachments to adults and develop friendships with peers. To show sensitivity to their own and others needs To describe simple cultural beliefs and rituals  To understand the need to work and play cooperatively and take turns with others.	<b>Respectful relationships and personal safety</b> Be able to name some people that help us including police, nurse, firefighters, doctors and explain how they help us.  Know what stop, drop and roll means and how this will help if you are on fire.  Know that 999 is the emergency number and what occasions we might need to ring it.	<b>Safety in and around the home</b> To talk about the lives of people in society and the roles they play in keeping them safe Stranger danger-LRRH Recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private. To start to develop some awareness of road safety/sun safety	<b>Community</b> Start to have an understanding about things they can do to help look after their environment.	<b>Changing and growing Economic wellbeing</b> Know about money Name body parts Know the basic life cycle of a human-baby,child adult

	Know how to recognise the ways they are the same as, and different to, other people To give reasons for rules, know right from wrong and try to behave accordingly.			To develop an awareness of the importance of staying with trusted adults within a safe space. To develop a simple understanding of online safety		
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