Ditcheat EYFS Curriculum Overview
(LTP)

Ditcheat Primary School's Vision

Inspiring a Love of Learning for Life.

Ditcheat Primary School's Intent, Implementation, Impact - how well does EYFS align?

EYFS YR Intent

Ditcheat Primary School's EYFS Curriculum intends to provide ambitious, diverse and inspiring learning opportunities to ***all*** children that will provoke their thinking and develop their understanding.

EYFS YR Implementation

Ditcheat Primary School's EYFS Curriculum is implemented alongside the Ditcheat Primary School's Curriculum for KS1 and KS2. It has to be closely aligned with KS1 as Reception and Year 1 are taught in the same class.

EYFS YR Impact

Ditcheat Primary School's EYFS Curriculum will ensure that: **all** children are prepared for their learning in KS1; **all** children will have made progress through appropriate support and challenge; **all** children will have learnt through a balance of adult directed and child initiated learning opportunities; **all** children will have become more effective and independent as learners.

EYFS - YR LTP Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key question/Topic:	We are all unique and special.	What is celebrated and why?	Animals - How do things change and grow?	Plants - How do things grow and change?	Seaside: What have we found?	Seaside: What do we leave behind? (Respect, Recycle, Reuse).
Experiences, Events	Halloween Bonfire night Diwali	Hanukkah, Christmas	Visit from Dimitri with exotic animals.	Growing seeds Planting Forest School	Sealife centre/beach	Recycling plant-Carymore
Key Texts	The Tails of the Somerset Dragon. The Huge Bag of Worries (Fiction) The Smeds and the Smoos (Fiction) Diplal's Diwali (Non-Fiction)	The Scarecrows Wedding- Julia Donaldson (Fiction). The Twelve days of Christmas- George Buchanan(Poem) Festivals and celebrations-Pam Robson. (Non-Fiction)	The Very Hungry Caterpillar (Fiction) Tabitha's Tadpole (Fiction) The Tale of the Tadpole (Non-Fiction).	Jack and the Beanstalk (Fiction) Oliver's Vegetables (Fiction)	The Lighthouse Keeper's Lunch (Fiction) Lost at the Beach (Fiction)	Journey of a Plastic Bottle (Non-Fiction) Dinosaurs and all that Rubbish (Fiction, Literacy Curriculum).
Communication and Language Listening, Attention and Understanding	Baseline I understand how to listen carefully and know why listening is important. I engage in story time, listen, join in and I can answer questions. I can talk about the plot, characters and setting.		I engage in class/group discussion, I listen, join in and I can answer questions. I engage in story time, listen, join in and I can answer questions. I can retell a story or repeat/relay instructions from what I have heard.		I can listen to others' points of view and show understanding of their ideas and explanations. I can hold a conversation and use back and forth exchanges with adults and my peers. I can make comments and ask questions about the things I have heard to clarify my own understanding.	
Speaking	Baseline I am learning and using new vocabulary throughout the day. I can articulate my thoughts and needs using well formed sentences. I am beginning to use a variety of social phrases- Good morning, How are you? Etc. I can take on various roles in imaginative play using relevant conversation and interacting appropriately.		I am learning and using new vocabulary throughout the day. I can articulate my thoughts, ideas and needs using well formed sentences and can use questioning to further my understanding. I can use descriptive language to demonstrate my own understanding and to inform others learning.		I am learning and using new vocabulary throughout the day. I can use appropriate language and Vocabulary to question, develop knowledge, in social interaction and to resolve conflict. I can use past, present and future tense when engaged in conversation. I can use conjunctions to extend and link what I am saying.	
Personal, Social and Emotional Development Self-Regulation Managing Self Building Relationships	My healthy self: How can we look after our emotions?	Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online?	Citizenship: How can I help others and the environment?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?
Physical Development Gross Motor Skills PE Planning	Baseline PE- Multi Skills/Netball I can use climbing and balancing equipment with some confidence.		PE- Football/Gymnastics I can balance confidently and use more complex climbing apparatus.		PE- Ball Games-Fine and motor/ Athletics I can confidently use a variety of equipment to balance, climb and move in various ways, combining multiple skills such as an assault course or gym apparatus.	

	I am beginning to use good coordination when moving about using different techniques and when using scooters and trikes. I am beginning to run, jump and skip with confidence.	I can confidently coordinate and combine different movements in dance. I can run, jump and skip combining all three. .	I can negotiate space and obstacles safely with consideration to others around me. I can run, jump, skip and perform simple dances.
Fine Motor Skills	Baseline Show preference for a dominant hand. I am beginning to form lower case letters. I am beginning to draw recognisable pictures. I can use a comfortable grip with good control when using mark making materials, including pencils.	I can form lower case letters, most of which are formed correctly. I can form capital letters, most of which are formed correctly.	I can form letters, most of which are formed correctly. I can form letters that are size relevant to each other.
Literacy Comprehension	Baseline I can listen attentively to a story. I can suggest how a story might end. I can talk about the characters, events and settings.	I can begin to anticipate some key events in stories or suggest an alternative event or ending. I can retell familiar stories in the correct order and describe the characters and their roles within the story. I can demonstrate some understanding of new vocabulary and begin to use it appropriately during discussion and play.	I can anticipate key events in stories. I can demonstrate understanding of what is read to me by retelling stories or narratives in my own words. I can use and I understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Literacy-Writing	Baseline I am beginning to orally segment for spelling. I show preference for a dominant hand. I am beginning to form lower case letters. I can spell simple CVC words identifying each sound for writing. I can write simple phrases sometimes remembering finger spaces.	I can form lower case letters, most of which are formed correctly. I can form capital letters, most of which are formed correctly. I can write simple sentences and I am beginning to use -finger spaces, full stops and capital letters correctly. I can use my phonic knowledge to segment for spelling. I am beginning to write more complex sentences.	I can form letters, most of which are formed correctly. I can form letters that are size relevant to each other. I can use finger spaces and simple punctuation- Capital letters, full stops. I can construct more complex sentences and use my phonic knowledge to segment for spelling.
Word Reading Phonics	Baseline Phonics-Unlocking Letters and sounds. Guided Reading. I can recognise my own name. I can recognise and say phase 2 phonemes. I can blend sounds into words (VC, CVC). I am beginning to read some simple words in books that match my phonics scheme and knowledge. I am beginning to use some fluency and enjoy reading.	Phonics-Unlocking Letters and sounds. Guided Reading I can recognise and say phase 3 phonemes. I can read some common exception words (I, go, to, the, no). I am beginning to read simple sentences and more complex worded books which match the phonics scheme and I can re-read them to build up confidence, fluency and enjoyment.	Phonics-Unlocking Letters and sounds. Guided Reading I can recognise and read phase 4 words. I can say a sound for each letter in the alphabet and at least 10 digraphs. I can read words with consistent phonic knowledge by sound blending. I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.
SPAG Text structure Sentence construction Word Structure/Language	Planning tool-story map/story mountain. Discuss setting, plot and character. Whole class retelling of the story. Simple factual sentences based around a theme. Simple sentences	Retell a simple story: Once upon a time First/ Then/ Next/ Finally….happily ever after. Simple factual sentences based around a theme. Say a sentence, write and read it back to check it makes	“Twist” a story, create own story using known structures. Non-Fiction: Factual writing closely linked to a story (recount using first, then, next) Rhyming words and creating simple rhyming sentences.

	Rhyming words and creating simple rhyming sentences. Determiners- the a my an Prepositions- up down in into out Adjectives-eg old, little, big, small, quiet Pronouns- I, he, she, me		sense. Compound sentences using conjunctions 'and'. Determiners-your this that Prepositions- to onto next to between Adjectives-eg old, little, big, small, quiet Pronouns- her, we, you		Say a sentence, write and read it back to check it makes sense. Compound sentences using conjunctions 'and'. Determiners-Her some all Prepositions- under on behind in front of Adjectives-eg old, little, big, small, quiet Pronouns-they, it, him	
Mathematics *WhiteRose Scheme* *Number Sense Scheme.* *B* Number Numerical Patterns	**Baseline-** Getting to know you (2 weeks). **Match, Sort and Compare.** Match objects. Match pictures and objects. Identify a set. Sort objects to a type. Explore sorting techniques. Create sorting rules. Compare amounts. **Talk about Measure and Patterns.** Compare size. Compare mass. Compare capacity. Explore simple patterns. Copy and continue simple patterns. Create simple patterns. **It's Me 1,2,3.** Find 1, 2 and 3. Subitise 1, 2 and 3. Represent 1, 2 and 3. 1 more. 1 less. Composition of 1, 2 and 3. **Circles and Triangles.** Identify and name circles and triangles. Compare circles and triangles. Shapes in the environment. Describe position. **1,2,3,4,5.** Find 4 and 5. Subitise 4 and 5. Represent 4 and 5. 1 more. 1 less. Composition of 4 and 5. Composition of 1 - 5. **Shapes with 4 Sides.** Identify and name shapes with 4 sides. Combine shapes with 4 sides. Shapes in the environment. My day and night.		**Alive in 5!** Introduce zero. Find 0 to 5. Subitise 0 to 5. represent 0 to 5. 1 more. 1 less.Composition. Conceptual subitising to 5 **Mass and Capacity** Compare mass. Find a balance. Explore capacity. Compare capacity **Growing 6, 7, 8.** Find 6, 7 and 8. Represent 6, 7 and 8. 1 more. 1 less. Composition of 6, 7 and 8. Make pairs-odd and even. Double to 8 (find a double). Double to 8 (make a double). Combine 2 groups. Conceptual subitising. **Length, Height and Time.** Explore length. Compare Length. Explore Height. Compare Height. Talk about Time. Order and sequence time. **Building 9 and 10.** Find 9 and 10. Compare numbers to 10. Represent 9 and 10. Conceptual subitising to 10. 1 more. 1 less. Composition to 10. Bonds to 10 (2 parts). Make arrangements of 10. Bonds to 10 (3 parts). Doubles to 10 (find a double). Doubles to 10 (make a double). Explore even and odd. **Explore 3D Shapes** Recognise and name 3-D shapes. Find 2-D shapes within 3-D shapes. Use 3-D shapes for tasks. 3-D shapes in the environment. Identify more complex patterns. Copy and continue patterns. Patterns in the environment.		Subitising, counting, composition, sorting, matching, comparing and ordering feature across the summer term. **Twenty and Beyond.** Build numbers beyond 10 (10 -13) Continue patterns beyond 10 (10-13 Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns **How Many Now**? Add more. How many did I add? Take away How many did I take away? **Manipulate,compose and Decompose** Select shapes for a purpose. Rotate shapes Manipulate shapes. Explain shape arrangements Compose shapes. Decompose shapes Copy 2-D shape pictures. Find 2-D shapes within 3-D shapes **Sharing and Grouping** Explore sharing. Sharing Explore grouping. Grouping. Even and odd sharing Play with and build doubles **Visualise, Build and Map.** Identify units of repeating patterns Create own pattern rules, Explore own pattern rule Replicate and build scenes and constructions Visualise from different positions. Describe positions.Give instructions to build. Explore mapping.Represent maps with models. Create own maps from familiar places.Create own maps and plans from story situations **Make connections** Deepen understanding. Patterns and relationships.	
UtW Past and Present History	Baseline Events beyond living memory: The Gunpowder Plot Remembrance day.		Changes in Living memory-**Changes in Living memory**-Fashion through the ages 1920-2024		Lives of significant others-Mary Anning. Fossils	
UtW People Culture and Communities Geography	Location knowledge Our local area in comparison to a town or city.		Maps and atlases of four countries and the capital cities of the UK - What do maps tell us? How do I use an atlas?		7 continents 5 oceans - UK, continents. Introduce all terminology & wider world through stories, games & context. non-European country - Zambia	
UtW People Culture and Communities RE	Time to celebrate harvest. Kapow	Why are some things special? Kapow link to church visit.	What makes us special? Kapow	Why are some stories special? Kapow link to bible in Ditcheat church.	Why are some places special? Kapow-link to Ditcheat church.	What makes the world special? Kapow.

UtW The Natural World Science	Baseline Working scientifically - can I carry out an experiment?		Animals including humans Animals - How do things change and grow? Identification of animals Life Cycles	Plants - How do things grow and change?	Living things and their habitats Fossils	Everyday materials Plastic Pollution
Expressive Arts and Design Creating with Materials Art Kapow	Baseline Formal elements of art I can use a variety of media to create a picture-paint, chalk, pencils and charcoal. I know how to use a paintbrush and keep colours separate.		Sculptures and collages (Theme: Living things) I can create a clay animal sculpture. I can recreate Vincent Van Gogh's Sunflowers using a variety of media.		Landscapes using different media (Themes: The seaside, Castles) I can create a seaside collage. I can use watercolours to paint a beach scene.	
DT Kapow	Baseline I can use junk modelling. I can design and carve a pumpkin lantern.	I can create Christmas cards I can create Christmas decorations. Fruit and vegetables I can make a moving storybook.	Textiles: I can design and make a puppet.. I can make a kite.		I can build a model which has Axels and Wheels I can use junk modelling. I can make a wooden bug house.	
Being Imaginative and Expressive Music and Drama	Baseline I can sing nursery rhymes. I can engage in role play and develop a narrative.	I can learn and sing Christmas songs and act in our nativity. I can engage in role play and develop a narrative.	I can play a variety of musical instruments thinking about rhythm, pitch and tempo. I can engage in role play and demonstrate my understanding of both fictional and real life characters.		I can use call and response songs and chants. I can engage in role play, become different characters and develop a narrative.	

EYFS - YR LTP Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key question:	**Farming through the ages. (History based)**	**What makes a home? (Geography based)**	**How does the weather and seasons affect our world?**	**Kings and Queens (History based)**	**Knights,Castles and Dragons.**	**Where in the World? (Geography based)**
Experiences, Events	Rural Life Museum-Farming through time.			Carymoor Visit-Plants.		Dunster Castle/Nunney Castle visit.
Key Texts	Farmer Duck (Fiction) What the Ladybird Heard (Fiction). Look at Farm animals (Non-Fiction).	The Three Little Pigs (Fiction) Let's build a house-Mick Manning (Non Fiction)	Bringing the Rain to Kapiti Plain (Fiction, Literacy Curriculum). A stroll through the seasons-Kay Barnham. (Fiction) Poems- Rain rain go away.. North wind doth blow…	The Queen's Knickers. (Fiction) Little people-Big dreams-King Charles (Non-Fiction).	Meerkat Mail (Fiction) Handa's Surprise (Fiction).	The Knight Who wouldn't Fight. (Fiction) In the castle (Non-Fiction). There was an old Dragon who swallowed a knight (Fiction/Rhyming).

Communication and Language Listening, Attention and Understanding	Baseline I understand how to listen carefully and know why listening is important. I engage in story time, listen, join in and I can answer questions. I can talk about the plot, characters and setting.		I engage in class/group discussion, I listen, join in and I can answer questions. I can retell a story or repeat/relay instructions from what I have heard.		I can listen to others' points of view and show understanding of their ideas and explanations. I can hold a conversation and use back and forth exchanges with adults and my peers. I can make comments and ask questions about the things I have heard to clarify my own understanding.	
Speaking	Baseline I am learning and using new vocabulary throughout the day. I can articulate my thoughts and needs using well formed sentences. I am beginning to use a variety of social phrases- Good morning, How are you? Etc. I can take on various roles in imaginative play using relevant conversation and interacting appropriately.		I am learning and using new vocabulary throughout the day. I can articulate my thoughts, ideas and needs using well formed sentences and can use questioning to further my understanding. I can use descriptive language to demonstrate my own understanding and to inform others learning.		I am learning and using new vocabulary throughout the day. I can use appropriate language and Vocabulary to question, develop knowledge, in social interaction and to resolve conflict. I can use past, present and future tense when engaged in conversation. I can use conjunctions to extend and link what I am saying.	
Personal, Social and Emotional Development Self-Regulation Managing Self Building Relationships	Exercise	Safe Relationships Self care	Give to others	Keeping Safe Connect with Others	Challenge Yourself Growing and Changing/Safe Relationships	Embrace The moment
Physical Development Gross Motor Skills PE Planning	Baseline PE- Multi Skills/Netball Football/Dodgeball I can use climbing and balancing equipment with some confidence. I am beginning to use good coordination when moving about using different techniques and when using scooters and trikes. I am beginning to run, jump and skip with confidence. I am beginning to throw and catch with control. I can negotiate space and obstacles.		PE-Hockey/Fitness Gymnastics/rounders I can balance confidently and use more complex climbing apparatus. I can confidently use a variety of equipment to balance, climb and move in various ways, combining multiple skills such as an assault course or gym apparatus. I can negotiate space and obstacles safely with consideration to others around me. I can run, jump and skip combining all three. I can demonstrate ball control when using apparatus. .		PE- Tennis/Dance Swimming/Athletics I can confidently coordinate and combine different movements in dance. I can run, jump, skip and perform simple dances. I can hit a ball with a racket. I can demonstrate controlled foot work. I can use hand/eye coordination.	
Fine Motor Skills	Baseline Show preference for a dominant hand. I am beginning to form lower case letters. I am beginning to draw recognisable pictures. I can use a comfortable grip with good control when using mark making materials, including pencils.		I can form lower case letters, most of which are formed correctly. I can form capital letters, most of which are formed correctly.		I can form letters, most of which are formed correctly. I can form letters that are size relevant to each other.	

Literacy Comprehension	Baseline I can listen attentively to a story. I can suggest how a story might end. I can talk about the characters, events and settings.	I can begin to anticipate some key events in stories or suggest an alternative event or ending. I can retell familiar stories in the correct order and describe the characters and their roles within the story. I can demonstrate some understanding of new vocabulary and begin to use it appropriately during discussion and play.	I can anticipate key events in stories. I can demonstrate understanding of what is read to me by retelling stories or narratives in my own words. I can use and I understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Literacy-Writing	Baseline I am beginning to orally segment for spelling. I show preference for a dominant hand. I am beginning to form lower case letters. I can spell simple CVC words identifying each sound for writing. I can write simple phrases sometimes remembering finger spaces.	I can form lower case letters, most of which are formed correctly. I can form capital letters, most of which are formed correctly. I can write simple sentences and I am beginning to use -finger spaces, full stops and capital letters correctly. I can use my phonic knowledge to segment for spelling. I am beginning to write more complex sentences.	I can form letters, most of which are formed correctly. I can form letters that are size relevant to each other. I can use finger spaces and simple punctuation- Capital letters, full stops. I can construct more complex sentences and use my phonic knowledge to segment for spelling.
Word Reading Phonics	Baseline Phonics-Unlocking Letters and sounds. Guided Reading. I can recognise my own name. I can recognise and say phase 2 phonemes. I can blend sounds into words (VC, CVC). I am beginning to read some simple words in books that match my phonics scheme and knowledge. I am beginning to use some fluency and enjoy reading.	Phonics-Unlocking Letters and sounds. Guided Reading I can recognise and say phase 3 phonemes. I can read some common exception words (I, go, to, the, no). I am beginning to read simple sentences and more complex worded books which match the phonics scheme and I can re-read them to build up confidence, fluency and enjoyment.	Phonics-Unlocking Letters and sounds. Guided Reading I can recognise and read phase 4 words. I can say a sound for each letter in the alphabet and at least 10 digraphs. I can read words with consistent phonic knowledge by sound blending. I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.
SPAG Text structure Sentence construction Word Structure/Language	Planning tool-story map/story mountain. Discuss setting, plot and character. Whole class retelling of the story. Simple factual sentences based around a theme. Simple sentences Rhyming words and creating simple rhyming sentences. Determiners- the a my an Prepositions- up down in into out Adjectives-eg old, little, big, small, quiet Pronouns- I, he, she, me	Retell a simple story: Once upon a time First/ Then/ Next/ Finally….happily ever after. Simple factual sentences based around a theme. Say a sentence, write and read it back to check it makes sense. Compound sentences using conjunctions ‘and’. Determiners-your this that Prepositions- to onto next to between Adjectives-eg old, little, big, small, quiet Pronouns- her, we, you	“Twist” a story, create own story using known structures. Non-Fiction: Factual writing closely linked to a story (recount using first, then, next) Rhyming words and creating simple rhyming sentences. Say a sentence, write and read it back to check it makes sense. Compound sentences using conjunctions ‘and’. Determiners-Her some all Prepositions- under on behind in front of Adjectives-eg old, little, big, small, quiet Pronouns-they, it, him
Mathematics *WhiteRose Scheme* *Number Sense Scheme.* *B* Number Numerical Patterns	**Baseline-** Getting to know you (2 weeks). **Match, Sort and Compare.** Match objects. Match pictures and objects. Identify a set. Sort objects to a type. Explore sorting techniques. Create sorting rules. Compare	**Alive in 5!** Introduce zero. Find 0 to 5. Subitise 0 to 5. represent 0 to 5. 1 more. 1 less.Composition. Conceptual subitising to 5 **Mass and Capacity** Compare mass. Find a balance. Explore capacity. Compare capacity **Growing 6, 7, 8.**	Subitising, counting, composition, sorting, matching, comparing and ordering feature across the summer term. **Twenty and Beyond.** Build numbers beyond 10 (10 -13) Continue patterns beyond 10 (10-13 Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns

	amounts. **Talk about Measure and Patterns.** Compare size. Compare mass. Compare capacity. Explore simple patterns. Copy and continue simple patterns. Create simple patterns. **It's Me 1,2,3.** Find 1, 2 and 3. Subitise 1, 2 and 3. Represent 1, 2 and 3. 1 more. 1 less. Composition of 1, 2 and 3. **Circles and Triangles.** Identify and name circles and triangles. Compare circles and triangles. Shapes in the environment. Describe position. **1,2,3,4,5.** Find 4 and 5. Subitise 4 and 5. Represent 4 and 5. 1 more. 1 less. Composition of 4 and 5. Composition of 1 - 5. **Shapes with 4 Sides.** Identify and name shapes with 4 sides. Combine shapes with 4 sides. Shapes in the environment. My day and night.		Find 6, 7 and 8. Represent 6, 7 and 8. 1 more. 1 less. Composition of 6, 7 and 8. Make pairs-odd and even. Double to 8 (find a double). Double to 8 (make a double). Combine 2 groups. Conceptual subitising. **Length, Height and Time.** Explore length. Compare Length. Explore Height. Compare Height. Talk about Time. Order and sequence time. **Building 9 and 10.** Find 9 and 10. Compare numbers to 10. Represent 9 and 10. Conceptual subitising to 10. 1 more. 1 less. Composition to 10. Bonds to 10 (2 parts). Make arrangements of 10. Bonds to 10 (3 parts). Doubles to 10 (find a double). Doubles to 10 (make a double). Explore even and odd. **Explore 3D Shapes** Recognise and name 3-D shapes. Find 2-D shapes within 3-D shapes. Use 3-D shapes for tasks. 3-D shapes in the environment. Identify more complex patterns. Copy and continue patterns. Patterns in the environment.		**How Many Now**? Add more. How many did I add? Take away How many did I take away? **Manipulate,compose and Decompose** Select shapes for a purpose. Rotate shapes Manipulate shapes. Explain shape arrangements Compose shapes. Decompose shapes Copy 2-D shape pictures. Find 2-D shapes within 3-D shapes **Sharing and Grouping** Explore sharing. Sharing Explore grouping. Grouping. Even and odd sharing Play with and build doubles **Visualise, Build and Map.** Identify units of repeating patterns Create own pattern rules, Explore own pattern rule Replicate and build scenes and constructions Visualise from different positions. Describe positions.Give instructions to build. Explore mapping.Represent maps with models. Create own maps from familiar places.Create own maps and plans from story situations **Make connections** Deepen understanding. Patterns and relationships.	
UtW Past and Present History	Baseline Farming through the ages.		Significant other-Queen Elizabeth II		Historical Event- Battle of Hastings	
UtW People Culture and Communities RE	Time to celebrate harvest. Kapow	Why are some things special? Kapow link to church visit.	What makes us special? Kapow	Why are some stories special? Kapow link to bible in Ditcheat church.	Why are some places special? Kapow-link to Ditcheat church.	What makes the world special? Kapow.
UtW Geography	Baseline Where do I live? I can name the place where I live and describe the features of my house. Fieldwork & Investigation- Maps and atlases Use compass directions		Rainfall investigation What's the weather like today? What about in other parts of the UK?		**Antarctica, the deserts.** **North & South Poles, Equator, oceans but revisit everything.**	
UtW The Natural World Science	Baseline Uses of everyday materials. I can identify everyday materials. What material could I use to make a parachute?		I know and can talk about the seasonal changes. I can describe and talk about the different weathers.	Plants Identification Parts of a plant.	Animals including humans. Animal classification.	

Expressive Arts and Design Creating with Materials Art Kapow	Baseline I can create Self-Portraits using mixed media. I can draw patterns. Sculpture clay house tiles.		Formal elements of art I can use a variety of media to create a picture-paint, chalk, pencils and charcoal. I know how to use a paintbrush and keep colours separate.	Sculpture and mixed media I can create a collage of a castle. I can paint/draw my favourite animals from each class.
DT Kapow	Baseline I can use junk modelling. I can make a model windmill.	I can create Christmas cards I can create Christmas decorations.	I can design and make a Moving monster.	I can make a superhero pouch. I can create a junk model animal
Being Imaginative and Expressive Music and Drama	Baseline I can sing nursery rhymes. I can engage in role play and develop a narrative.	I can learn and sing Christmas songs and act in our nativity. I can engage in role play and develop a narrative.	I can sing a variety of songs about the weather and use musical instruments to represent different weathers. I can engage in role play and demonstrate my understanding of both fictional and real life characters.	I can use call and response songs and chants. Kapow-Superhero music.

Useful Links:
Statutory Framework:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

Non Statutory Development Matters
https://www.gov.uk/government/publications/development-matters--2

Non Statutory Birth to 5
https://www.birthto5matters.org.uk/

Somerset EYFS Support Services
https://www.supportservicesforeducation.co.uk/Services/3526

OFSTED EYFS
https://www.gov.uk/government/publications/ofsted-eif-inspections-and-the-eyfs/the-eyfs-in-schools