

Stanton-in-Peak Church of England Primary School

EYFS

“Life in all its fullness.” John 10:10

Topic Overview EYFS

Cycle 1

| | Autumn 1 and 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Topic | Dinosaurs | Japan | The Big City (UK – Sheffield) | Stanton (about me) | France |
| Wider Opportunities | Community- art gallery Enterprise- art gallery | Investigate- how the weather affects the environment and seasonal change | Investigate- planning a trip Possibility- opportunities around the w | Community - community museum Learning about the local community Enterprise- community museum, children to create tickets for the event to sell to visitors from community | Community- art gallery Enterprise- art gallery Investigate- different animals Possibility- career opportunities- invite professionals to speak to the children to discuss their roles |
| SMSC | Moral- what is climate change? What can humans do to help the environment? | Spiritual- discussing feelings at different points of the year Moral- what is climate change? What can humans do to help the environment? | Spiritual- curiosity about a contrasting cultures around the world <ul style="list-style-type: none"> Explore Christian beliefs and traditions- Easter Cultural- This project teaches children about the global community to which they belong and explores how living things, communities and climates differ around the world. | Moral - how to look after our immediate environment Community- litter picking in the village and school grounds Learning about the lives of people in our community Spirituality- learn to see themselves as individuals and talk about themselves in positive terms Explore rules | Moral- animal shelters Social- working collaboratively to create animal shelters |
| Understanding the world- links to Science | In this project children explore changing states of matter by freezing some dinosaur toys in ice. Place the frozen dinosaurs in different places around the setting to see where dinosaurs can escape the ice age the quickest and why. | In this project, children explore and discuss how weather affects the environment. They learn about seasonal changes. | In this project, children identify common features of animals, building on prior learning. They are introduced to the term 'habitat' and explore habitats worldwide. | | In this project, children build their knowledge of animals ready for the project Ready Steady Grow. They explore how animals survive in the wild and understand what all animals need to survive. They observe the features of animals and learn about the similarities and differences between different animal groups. They learn about unfamiliar animals worldwide and understand the term 'habitat'. |
| Understanding the world- links to Geography | In this project, children explore world maps and globes and use Google Earth to view places worldwide, including the United Kingdom. They make sketch maps to depict journeys and analyse maps and photographs to learn about a contrasting environment to where they live, comparing similarities and differences between the two places. They build on the knowledge of climates around the world and explore locations and find out how the weather, plants and animals are different. They develop their knowledge of looking after their immediate environment introduced in | In this transition project, children explore and discuss how weather affects the environment. They learn about seasonal changes. | In this project, children explore world maps and globes and use Google Earth to view places worldwide, including the United Kingdom. They make sketch maps to depict journeys and analyse maps and photographs to learn about a contrasting environment to where they live, | In this project, children learn about communities and conduct fieldwork to explore the school environment. Children learn to look after their immediate environment and are introduced to maps as pictorial representations of places and journeys. They make sketches of familiar | In this project, children carry out fieldwork to explore the plants and animals in their local environment. They build on their knowledge of worldwide locations from the project Let's Explore and compare and contrast unfamiliar environments to their own |

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| | Me and My Community and learn about the importance of recycling and making their classroom environmentally friendly. | | comparing similarities and differences between the two places. They build on the knowledge of climates around the world and explore locations and find out how the weather, plants and animals are different. They develop their knowledge of looking after their immediate environment introduced in Me and My Community and learn about the importance of recycling and making their classroom environmentally friendly. | routes and journeys. Children are introduced to positional language, such as forwards, backwards, next to, in front of, behind and under. | |
| Understanding the world-links to History | Use books to help children understand the past. Share with the children what the world looked like during the Jurassic era. Allow the children time to discuss and explore what is similar/different. | In this project, children use the vocabulary of time to describe events and memories from their lives and school year so far. | In this project, children learn about significant figures. They explore how life and transport were different in the past. Children continue to learn about their family history first explored in Me and My Community and are introduced to the concept of heritage | In this project, children explore their family history and look at how they have changed since being babies. Children are introduced to the vocabulary of time, such as yesterday and last week. They learn about the lives of people in their community and their role in society, such as emergency service workers. | |
| Art and Design | Tone - print | | Colour and texture - collage | | Colour and texture - pastels |
| Design & Technology | Slides and leavers | Food | | Jewelry | |
| Music | Charanga scheme – Me/Nativity | My Stories | Our World | Big Bear Funk | Introducing Beat |
| PSHE | Being Healthy Relationships | Exploring Emotions | Difference and Diversity | Being Responsible | Growing up |
| PE | Me and Myself – Movement and Development | Throwing and Catching | Ball Skills | Fun Games | Working with Others |

Cycle 2

| | Autumn 1 and 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Topic | Space | South Africa | The Coast | The Countryside | Australia |
| Wider Opportunities | Community - community museum Enterprise- community museum, children to create tickets for the event to sell to visitors from community Christmas tree decorations - | Community- art gallery Enterprise- art gallery Investigate- different animals Possibility- career opportunities- invite professionals to speak to the children to discuss their roles | Community- gallery Enterprise- gallery Investigate- exploring vehicles conduct fieldwork in a contrasting environment when they visit (create) a beach | Community - community museum Learning about the local community Enterprise- community museum, children to create tickets for the event to sell to visitors from community Christmas tree decorations | Investigate- planning a trip |
| SMSC | Moral - how to look after our immediate environment | Moral- animal shelters Social- working collaboratively to create animal shelters | Cultural- links to Literacy- lives of pirates past and present Contrasting environment (beach) Social- under the sea sculpture gallery | Moral - how to look after our immediate environment Community- litter picking in the village and school grounds Learning about the lives of people in our community Spirituality- learn to see themselves as individuals and talk about themselves in positive terms explore rules | Spiritual- curiosity about a contrasting cultures around the world Explore Christian beliefs and traditions- Easter Cultural- This project teaches children about the global community to which they belong and explores how living things, communities and climates differ around the world. |

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| Understanding the world- links to Science | Create a 'moon rocks' investigation box. Inside a cardboard box, place some pebbles (real or salt dough) along with magnifying glasses, tweezers and bowls. Cut holes in the side of the box for children to place their hands through and investigate the moon rocks. | In this project, children build their knowledge of animals ready for the project Ready Steady Grow. They explore how animals survive in the wild and understand what all animals need to survive. They observe the features of animals and learn about the similarities and differences between different animal groups. They learn about unfamiliar animals worldwide and understand the term 'habitat'. | In this seasonal project, children develop their knowledge of animals learned in Animal Safari as they learn about marine animals and compare their features. They are introduced to the phenomena of floating and sinking and extend their knowledge of materials and their properties as they carry out investigations to discover waterproof fabrics. | | In this project, children identify common features of animals, building on prior learning. They are introduced to the term 'habitat' and explore habitats worldwide. |
| Understanding the world- links to Geography | In this project, children explore world maps and globes and use Google Earth to view places worldwide, including the United Kingdom. They make sketch maps to depict journeys and analyse maps and photographs to learn about a contrasting environment to where they live, comparing similarities and differences between the two places. They build on the knowledge of climates around the world and explore locations and find out how the weather, plants and animals are different. They develop their knowledge of looking after their immediate environment introduced in Me and My Community and learn about the importance of recycling and making their classroom environmentally friendly. | In this project, children carry out fieldwork to explore the plants and animals in their local environment. They build on their knowledge of worldwide locations from the project Let's Explore and compare and contrast unfamiliar environments to their own | In this seasonal project, children conduct fieldwork in a contrasting environment when they visit a beach. They further develop their knowledge of locations worldwide from Animal Safari as they locate seas and oceans using maps, globes and online maps. Children continue to learn how to look after plants and animals. They develop their positional language as they follow trails and routes and make maps to enhance their play experiences. | In this project, children learn about communities and conduct fieldwork to explore the school environment. Children learn to look after their immediate environment and are introduced to maps as pictorial representations of places and journeys. They make sketches of familiar routes and journeys. Children are introduced to positional language, such as forwards, backwards, next to, in front of, behind and under. | In this project, children explore world maps and globes and use Google Earth to view places worldwide, including the United Kingdom. They make sketch maps to depict journeys and analyse maps and photographs to learn about a contrasting environment to where they live, comparing similarities and differences between the two places. They build on the knowledge of climates around the world and explore locations and find out how the weather, plants and animals are different. They develop their knowledge of looking after their immediate environment introduced in Me and My Community and learn about the importance of recycling and making their classroom environmentally friendly. |
| Understanding the world- links to History | In this project, children learn about significant figures (Mary Anning). | | In this seasonal project, children continue to develop their understanding of life in the past as they learn about seaside holidays and compare them with their experiences of visiting the beach. | In this project, children explore their family history and look at how they have changed since being babies. Children are introduced to the vocabulary of time, such as yesterday and last week. They learn about the lives of people in their community and their role in society, such as emergency service workers. | In this project, children learn about significant figures. They explore how life and transport were different in the past. Children continue to learn about their family history first explored in Me and My Community and are introduced to the concept of heritage |
| Art and Design | Observation and shape – sculpture | | Shape and texture - Drawing | | Colour – Paint – Aboriginal art |
| Design & Technology | Wheels and pulleys | Textiles | | Woodwork | |
| Music | Charanga scheme – Me/Nativity | My Stories | Our World | Big Bear Funk | Introducing Beat |
| PSHE | Being Healthy Relationships | Exploring Emotions | Difference and Diversity | Being Responsible | Growing up |
| PE | Me and Myself – Movement and Development | Throwing and Catching | Ball Skills | Fun Games | Working with Others |