



EYFS Curriculum at Peaslake Free School

<p>Area of Study</p> <p><b>Communication and Language</b></p> <p>Listening Attention and Understanding</p>	<p><b>IMPACT</b></p> <p>ELG Descriptor</p> <ul style="list-style-type: none"> <li>● Listen attentively and respond to what they hear with relevant questions, comments and actions when</li> <li>● Being read to and during whole class discussions and small group interactions.</li> <li>● Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>● Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>
	<p><b>INTENT</b></p> <p>Knowledge and Skills</p> <p>To know what qualities a good listener has.</p> <p>To know I need to listen then think in order to understand what is being said to me.</p> <p>To know that listening to others shows respect to my friends and the adults around me.</p> <p>To know what giving my full attention may look like.</p> <p>To understand that non verbal cues can help me become a good listener, such as nodding my head, giving eye contact, saying phrases such as I know, I see.</p> <p>To know that if I listen more I will understand more.</p> <p>To know that being a good listener can keep me safe.</p>
<p>How is this going to happen during my time in Pine Class?</p>	<p><b>IMPLEMENTATION</b></p> <p>Language rich environment with adults that engage with me and use open ended questions and materials that help me make links with previous learning.</p> <p>Daily stories being read to me by adults and my friends.</p> <p>Collaborating with my friends on activities within the classroom such as building with the construction kits, exploring the sand and water, drawing, playing games outside and in our role play area.</p> <p>Visits from experts throughout the year to teach us new knowledge and skills.</p> <p>Listening and following daily instructions inside and outside and when on school trips and when swimming and at forest school.</p> <p>Daily short carpet times for adult led sessions that may include listening not only to adults but to our friends.</p> <p>Listening to rhymes and music.</p> <p>Following our good learning visuals in the classroom, Good sitting, good, listening, good looking.</p>



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<p>Area of Study <b>Communication and Language</b></p> <p>Speaking</p>	<p><b>IMPACT</b></p> <p>ELG Descriptor</p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>
	<p><b>INTENT</b></p> <p>Knowledge and Skills</p> <p>To know new words and to use these new words in meaningful contexts.</p> <p>To know how to join in on a back and forth conversation with a friend or adult.</p> <p>To know I need to take my time when expressing my ideas or offering explanations about something important.</p> <p>To know that I can use conjunctions such as and, so, next , because to connect my ideas.</p> <p>To know how to ask questions and use words such as what, when, why, how?</p> <p>To know how to initiate conversations with a friend or adult.</p> <p>To know how to speak in well formed sentences.</p> <p>To Know some key stories and to be able to retell them.</p> <p>To become aware and to begin to know how to change words depending on the tense.</p> <p>To know we can alter the tone of our voice to show interest and to convey meaning.</p>
<p>How is this going to happen during my time in Pine Class?</p>	<p><b>IMPLEMENTATION</b></p> <p>Language rich environment where adults model and facilitate conversations</p> <p>An environment where I'm encouraged and taught to explain my thinking by giving reasons and making suggestions.</p> <p>Collaborating with my friends on activities within the classroom such as building with the construction kits, exploring the sand and water, drawing, playing games outside and in our role play area.</p> <p>Visits from experts to teach us new knowledge and skills and opportunities to contribute to discussions.</p> <p>Opportunities to show and tell and to ask questions such as sharing summer journals and bringing a pet to school.</p> <p>Showcasing our learning in parent assemblies.</p> <p>Connection times such as snack time and plenaries where I can reflect on my learning.</p> <p>Forest school activities that give me opportunities to collaborate with the whole school.</p> <p>TFW key texts that include role play and daily rhymes and songs.</p>



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<p>Area of Study</p> <p><b>Personal, social and emotional development</b></p> <p>Self Regulation</p>	<p><b>IMPACT</b></p> <p>ELG Descriptor</p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• Give focused attention to what the teacher says, respond appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>
	<p><b>INTENT</b></p> <p>Knowledge and Skills</p> <p>To know I am a valuable individual who has strengths and can do things for myself.</p> <p>To know how to be patient.</p> <p>To know about strategies that I can use to calm myself down.</p> <p>To know that it's ok not to always win games.</p> <p>To know that being resilient can help me to get better at things.</p> <p>To be able to recognise how I'm feeling in relation to zones of regulation.</p>
<p>How is this going to happen during my time in Pine Class?</p>	<p><b>IMPLEMENTATION</b></p> <p>An environment where I feel happy and safe and where adults encourage me to try new activities.</p> <p>A day that has structure and routine to it and where a visual timetable is shared with me and my peers.</p> <p>Experiences that involve waiting such as cooking, playing parachute games, playing on the bikes, turn taking games, lining up to go to lunch.</p> <p>Discussions on how we can help ourselves to calm down such as using the comfy sofa in the classroom as a place to be calm and go to when feeling out of sorts. Discussions on zones of regulation.</p> <p>Adults in the class that will scaffold activities for me if needed to meet my goals.</p> <p>Having my teardrop in my tray to let an adult know I'm feeling sad/upset.</p>



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<p>Area of Study <b>Personal, social and emotional development</b> Managing self</p>	<p><b>IMPACT</b> ELG Descriptor</p> <ul style="list-style-type: none"><li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li><li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li><li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li></ul>
	<p><b>INTENT</b> Knowledge and Skills</p> <p>To know I can make choices at school to develop my ideas. To know the routine of the day in Pine Class. To be aware of what contributes to a healthy balanced diet. To be able to turn my clothes the correct way and to put my own coat, shoes and wellies on. To know why and when we need to wash our hands. To know it's ok to take risks and to try new activities. To know that if I persevere I can overcome challenges. To know we must follow the school/Class rules and the reason why these rules are important.</p>



## EYFS Curriculum at Peaslake Free School

How is this going to happen during my time in Pine Class?

### **IMPLEMENTATION**

An environment where I feel happy and safe and where adults encourage me to try new activities.  
A day that has structure and routine to it and where a visual timetable is shared with me and my peers.  
Dedicated carpet sessions focussed on personal and social development using the scheme 'Jigsaw'.  
Visits from a dentist and a doctor to talk to us about how to be healthy.  
Preparing and making some healthy food choices such as a healthy pizza and pasta.  
Dedicated carpet sessions focussed on the importance of exercise, food and sleep in order to keep us healthy.  
Regular reminders from adults about washing hands, using the toilet, catching our coughs and sneezes.  
Promotion of discussion around healthy foods and snack time and lunch time.  
Daily reminders about class and school rules and rewards of gold stars for good behaviour and resilience.  
Being taught the phrase " I can't do it yet!"  
Activities scaffolded if necessary ,to help me manage my own personal needs such as flipping my coat over my head.



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<p>Area of Study <b>Personal, social and emotional development</b></p> <p>Building relationships</p>	<p><b>IMPACT</b> ELG Descriptor</p> <ul style="list-style-type: none"><li>• Work and play cooperatively and take turns with others.</li><li>• Form positive attachments to adults and friendships with peers.</li><li>• Show sensitivity to their own and to others' needs.</li></ul>
	<p><b>INTENT</b> Knowledge and Skills</p> <p>To know that if I speak clearly and can recognise verbal and non verbal cues it will help me to make friends. To know I need to listen and share when working with my friends and when working with my learning partner. To try and solve friendship problems when they happen. To help others feel part of a group. To know how to be respectful to others. To know how to help themselves and others when feeling hurt. To know and show what makes a good relationship..</p>
<p>How is this going to happen during my time in Pine Class?</p>	<p><b>IMPLEMENTATION</b></p> <p>Plenty of opportunities to collaborate with my friends on activities within the classroom such as building with the construction kits, exploring the sand and water, drawing, playing games outside and in our role play area. Adults break down friendship problems into steps so I can understand what went wrong and why and how I can fix it. Adult led focussed sessions through use of Jigsaw and story books to help me understand how to be a good friend.</p>



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<p>Area of Study <b>Physical Development</b> Gross Motor Skills</p>	<p><b>IMPACT</b> ELG Descriptor</p> <ul style="list-style-type: none"> <li>● Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>● Demonstrate strength, balance and coordination when playing.</li> <li>● Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul>
	<p><b>INTENT</b> Knowledge and Skills</p> <p><b>PE</b> To perform balances such as a static balance on one leg, a seated balance, a good stance dynamic balance and a counter balance. To develop coordination skills that include sending and receiving, footwork and ball skills. To improve agility when reacting and responding and chasing a ball.</p> <p><b>Dance</b> To perform with balance and control when holding a balance. To perform a wide range of standing and floor shapes. To move smoothly and fluently. To move in time to the music To maintain balance when jumping, moving, turning and landing To develop a sequence of movements with a partner</p> <p><b>Swimming</b> To develop water confidence To understand water safety and dangers around water. To know basic leg and arm strokes with/without arm bands and with floats.</p>
<p>How is this going to happen during my time in Pine Class?</p>	<p><b>IMPLEMENTATION</b> In Pine Class we have PE sessions once a week throughout the whole year and a dance session once a week in the Spring first half term. We also go swimming every Thursday morning. The children have access to our outdoor and playground area all day, every day and go to forest school every Friday. In the playground children have access to various PE equipment and large heavy objects such as tyres and wooden bricks. They also use the trim trail on a regular basis. We regularly play parachute games and circle games that encourage listening to instructions and</p>



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	working as a team.
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<p>Area of Study <b>Physical Development</b> Fine Motor Skills</p>	<p><b>IMPACT</b> ELG Descriptor</p> <ul style="list-style-type: none"> <li>● Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>● Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>● Begin to show accuracy and care when drawing.</li> </ul>
	<p><b>INTENT</b> Knowledge and Skills</p> <p>To know how to use a pencil with a tripod grip, two frogs legs and a log underneath. To know how to use scissors with the thumb up when cutting along a straight line or a zig zagged line. To know the direction of how letters are formed. To know how to hold a paintbrush correctly. To be able to form an anticlockwise circle and to be able to retrace lines. To know how to use a knife safely to chop.</p>
<p>How is this going to happen during my time in Pine Class?</p>	<p><b>IMPLEMENTATION</b></p> <p>I will be able to access resources freely from the Creative trolley in the classroom. I will have opportunities and time to explore materials and to experiment cutting these materials. Adults will scaffold my cutting skills if needed by offering help and using alternative scissors such as loop scissors. Opportunities to strengthen fingers such as squeezing, pouring, mixing and spreading when cooking and flattening, rolling and pinching playdough. I will experience construction kits that need twisting, pushing and pulling available on a daily basis. Longer times given to us during the day to master activities such as independently putting shoes on, doing up buttons and zips Daily finger rhymes</p>





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Opportunities to thread and weave

Outdoor opportunities for mark making with paintbrushes and chalks.

Daily handwriting opportunities early morning and during phonic sessions.

I will access sharper tools in forest school and will strengthen my chopping and slicing skills when preparing ingredients for cooking.



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<p>Area of Study</p> <p><b>Literacy</b></p> <p>Comprehension</p>	<p><b>IMPACT</b></p> <p>ELG Descriptor</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</li> </ul>
	<p><b>INTENT</b></p> <p>Knowledge and Skills</p> <p>To know how to open a book and turn the pages in the correct order.</p> <p>To know where to find the title of the book and the blurb on the back of the book.</p> <p>To know and to be able to track print from left to right.</p> <p>To know and to become very familiar with our core texts, rhymes and songs.</p> <p>To orally retell chosen stories with tone and expression.</p> <p>To know and begin to use story language such as once upon a time, one morning, unfortunately, luckily, finally.</p> <p>To know and understand and begin to use new vocabulary in real life experiences.</p> <p>To know that Non fiction books give us information and fiction books tell us stories.</p> <p>To know and join in with repeated phrases.</p>
<p>How is this going to happen during my time in Pine Class?</p>	<p><b>IMPLEMENTATION</b></p> <p>Daily stories being read to me by an adult and a friend.</p> <p>Time in the day to talk about stories we enjoy and time to revisit them.</p> <p>Good modelling of tone and expression from the adult when reading to the children.</p> <p>Good interaction between myself and the adults when sharing a story.</p> <p>Stories being brought to life with small world and story sack resources.</p> <p>Well organised book corner where children can begin to know different types of books such as nonfiction and fiction.</p> <p>Daily group reads three times a week, one read being based on comprehension</p> <p>Core books to be revisited and encouragement of children joining in with familiar phrases.</p> <p>Explanation and display of new vocabulary encountered in books.</p> <p>Celebration of World Book day</p>



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<p>Area of Study <b>Literacy</b> Word Reading</p>	<p><b>IMPACT</b> ELG Descriptor</p> <ul style="list-style-type: none"><li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li><li>• Read words consistent with their phonic knowledge by sound-blending.</li><li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li></ul>
	<p><b>INTENT</b> Knowledge and Skills</p> <p>To know words carry meaning To hear and to distinguish sounds To recognise my name in print To know the direction of print To know all phase 2 and 3 sounds. To know all tricky words for phase 2 and 3 To blend sounds to read words. To be aware of strategies that can help me read longer words such as ‘chunking’</p>
<p>How is this going to happen during my time in Pine Class?</p>	<p><b>IMPLEMENTATION</b></p> <p>Daily action, rhymes stories and songs Daily self registration in the mornings. Sound games such as counting syllables in names, alliteration games, phonic games, tongue twisters Wordless books to encourage children to make up their own sentences to go with pictures Exploration of new words from books, signs, labels. Daily formal phonic sessions following Little Wandle Phonics scheme. Group reads three times a week focussing on decoding, prosody and expression.</p>



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<p>Area of Study <b>Literacy</b></p>	<p><b>IMPACT</b> ELG Descriptor</p> <ul style="list-style-type: none"><li>• Write recognisable letters, most of which are correctly formed.</li><li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li><li>• Write simple phrases and sentences that can be read by others.</li></ul>
<p>Writing</p>	<p><b>INTENT</b> Knowledge and Skills</p> <p>To know words communicate meaning. To know the direction of print. To be able to hold a pencil correctly To know some directional language, up, down, anticlockwise, around To write familiar letters with correct formation To know how to write my name. To know I need to segment words in order to spell them</p>
<p>How is this going to happen during my time in Pine Class?</p>	<p><b>IMPLEMENTATION</b></p> <p>Environment that promotes strengthening fine and gross motor skills as mentioned in the physical development area. Opportunities to write in all areas of the environment Variety of different papers and pens to write with Modelling and encouragement to use writing in role play areas eg, writing orders, writing names, shopping lists etc. Scribing children's ideas and stories Daily phonic sessions Grapheme mats available for children to embed their writing skills. Morning handwriting sessions.</p>



## EYFS Curriculum at Peaslake Free School

<p>Area of Study <b>Mathematics</b></p> <p>Number Numerical Patterns</p>	<p><b>IMPACT</b> ELG Descriptor</p> <ul style="list-style-type: none"><li>• Have a deep understanding of number to 10, including the composition of each number.</li><li>• Subitise (recognise quantities without counting) up to 5.</li><li>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts</li></ul> <p>Numerical Patterns</p> <ul style="list-style-type: none"><li>• Verbally count beyond 20, recognising the pattern of the counting system</li><li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li><li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li></ul>
	<p><b>INTENT</b> Knowledge and Skills</p> <p>I will know when a set can be subitised. I will be able to talk about what I can see when looking at different arrangements of numbers. I will be able to compare sets and say which is greater/fewer/equal, unequal. I will develop my counting skills knowing that the last number in the count tells me how many. I will develop my language of whole when talking about objects that have parts. I will be able to identify odd, even and double numbers. I will be able to verbally count to 20 and above. I will be able to identify which numbers are a lot more than some numbers and know which numbers are just a little bit more. I will develop my conceptual subitising skills using a rekenrek.</p>
<p>How is this going to happen during my time in Pine Class?</p>	<p><b>IMPLEMENTATION</b> Children will be taught numbers during four sessions each week. We teach using the Mastering Number approach which means the sessions last about 20 minutes and involve practical activities and games and sometimes video clips including Numberblocks.. There are opportunities throughout the week to embed the learning through continuous provision and small group sessions.</p>



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<p>Pattern and shape and space.</p>	<p>At Peaslake Free School we also spend time on pattern and shape and space. We follow the typical progression of key ideas related to both and offer practical ways to explore these concepts. Lots of our continuous provision offers opportunities to explore these concepts such as making AB patterns with loose parts and exploring shape through building with blocks and construction kits. Day 5 of our maths sessions focuses on pattern and shape and space.</p>
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EYFS Curriculum at Peaslake Free School

<p>Area of Study</p> <p><b>Understanding the World</b></p>	<p><b>IMPACT</b> <b>ELG Descriptor</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
<p>Past and present</p>	<p><b>INTENT</b> <b>Knowledge and Skills</b> <b>Chronological understanding</b> To use everyday language related to time. To be able to order and sequence familiar events. <b>Historical Knowledge</b> To talk about past and present events in their own lives and family members <b>Historical Enquiry</b> To be curious about people and events in the past. To be able to answer how and why questions. To know that information can be retrieved from books, computers and artefacts.</p>
<p>How is this going to happen during my time in Pine Class?</p>	<p><b>IMPLEMENTATION</b> <b>Autumn</b> Opportunities and time to look at photographs from the past and to recognise similarities and differences from the past to the present day. Sorting photographs into past and present and being encouraged to talk about my thoughts. Hearing vocabulary that relates to time such as a long time ago, old, new. Having the opportunity to create my own timeline so I can recognise the order of events. <b>Spring</b> Opportunity to consider toys from the past that they may have played with compared to the toys they play with now. Books that show toys from a long time ago. Invite of a grandparent to talk about the toys they may have played with a long time ago. <b>Summer</b> Discussions on members of the family and creating a family tree to begin the concept of generations.</p>



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	Recognition that kings and queens are powerful people.
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EYFS Curriculum at Peaslake Free School

<p>Area of Study</p> <p><b>Understanding the World</b></p>	<p><b>IMPACT</b>            ELG Descriptor            Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • 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.</p>
<p>People, culture and Communities</p>	<p><b>INTENT</b>            Exploration of the following key questions.            Who am I and where do I belong? Why do we have celebrations? What makes a place special? What can we learn from stories? What makes something special? What makes our world wonderful?</p> <p><b>Locational knowledge</b>            To know what features surround our school and to consider what we like/dislike about our environment.            To talk about how environments may vary from one to another.</p>
<p>How is this going to happen during my time in Pine Class?</p>	<p><b>IMPLEMENTATION</b></p> <p><b>Autumn Term</b>            Children bring in Summer journals for children to share and discuss. These are left at school so children can return to them when they want.            Picking apples off our school apple tree and making apple crumble to take home.            Making bread for Harvest breakfast.            Learning songs for Harvest celebration.            Taking part in Harvest celebration at the local church and eating harvest breakfast back at school.            Visit to the local park twice in the term to discuss what we like about our surroundings focussing on the park.            Children practically make props to go alongside model of school to show features that surround our school.            Visitor to teach indian dance to children to celebrate Diwali. Making of Diva lamps and use of video clips.            Through books and stories and video clips children learn about the christmas story and why it is important to Christians . Through discussion they will find out that maybe not all children in the school celebrate Christmas and maybe that we celebrate in different ways.            Children take part in the Nativity at the local church and in role play in the classroom.</p> <p><b>Spring Term</b>            Fundraising for Sports relief/rednose day. Discussion on how we are all different and how our lives may differ to others.</p>



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Visit from clergy or visit to the church to find out about Easter.  
Visit to synagogue to consider what makes a special place?  
Children take part in traditional egg rolling.

### **Summer**

Consider what life is like in Africa compared to UK. Use books handa's surprise and Anna Hibiscus to discuss and maps, video clips and photographs to compare. Connection with Uganda.



EYFS Curriculum at Peaslake Free School

<p>Area of Study</p> <p><b>Understanding the World</b></p>	<p><b>IMPACT</b> ELG Descriptor</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
<p>The Natural World</p>	<p><b>INTENT</b> Knowledge and Skills</p> <p><b>Seasonal changes</b> To know that there are four seasons. To be able to compare the seasons by thinking about the change in weather, the clothes they wear and the plants they see.</p> <p><b>Plants</b> To know how to plant bulbs and seeds, potatoes and to identify what they need in order to grow. To know what wildlife lives around my school and how this compares to a different environment.</p> <p><b>Animals including humans</b> To know the different body parts of animals. What are the differences between animals?</p> <p><b>Working Scientifically</b> To know that some objects float and some might sink. To know about the transformation of solids to liquid and back again.</p>
<p>How is this going to happen during my time in Pine Class?</p>	<p><b>IMPLEMENTATION</b> Throughout the year through seasonal walks and forest school children become familiar with the seasons and begin to compare the changes that happen. Encouraging children to ask questions, making observations and carrying out simple tests lay good foundations for the children to access the science curriculum year 1.</p> <p><b>Autumn</b> Children plant bulbs. Children become aware of our wildlife through visitors, local walks, video clips and pictures.</p> <p><b>Spring</b></p>



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Investigations into ice, where can we put ice to melt quickly? What happens when we add salt/hot water, food dye to the ice?

Can we find the best place to leave our Evil peas so they freeze again. What does a balanced diet look like?

How can we look after our teeth? Brushing teeth at school experiment.

Visits from dentist and doctor.

Children feel and touch vegetables and chop them to make ratatouille.

Children grow potatoes from seed potatoes.

### **Summer**

Discussion and investigation in wondering if an item will float or sink. Experiment with changing the shape of plasticine and making it into a boat. Can it hold marbles?

What lives in a beach environment and compared to forest environment.

Watching real caterpillars turning into butterflies in the classroom and discussing different stages through observation and drawing. Show different stages through dance.

Looking at animals that live in the jungle compared to animals that live in our own environment in the forest.



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<p>Area of Study</p> <p><b>Expressive Arts and Design</b></p>	<p><b>IMPACT</b>            ELG Descriptor</p> <ul style="list-style-type: none"> <li>● Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>● Share their creations, explaining the process they have used.</li> <li>● Make use of props and materials when role playing characters in narratives and stories</li> </ul>
<p>Creating with materials</p>	<p><b>INTENT</b>            Knowledge and Skills</p> <p>I know I can make simple prints with string paper and paint.            I know how to make green, orange and purple by mixing primary colours.            I know I can use my imagination and work on a miniature scale.            I know I can create texture and different shapes by pinching and moulding clay and playdough.            I know how to hold a paintbrush and how to clean my brush.            I know I can make different marks and different effects using materials such as chalk, wax crayons, soft pencils.            I know that careful observation can help me to get better at drawing.</p>
<p>How is this going to happen during my time in Pine Class?</p>	<p><b>IMPLEMENTATION</b></p> <p><b>Autumn Term</b>            Direct teaching of how to use a paint brush and how to clean the brush before dipping into another paint.            Painting to be in cp so children can regularly revisit this.            Observation drawings using chalks, wax crayons and pencils of shells.            Imaginative drawings of shells.            Using clay to mould and pinch into diva lamps.</p> <p><b>Spring term</b>            Making simple prints with string in three different ways.            Investigation of primary colours using different mediums            Investigating mixing of primary colours.            Creating props for favourite toy such as a hat, suitcase or jacket.</p> <p><b>Summer Term</b>            Direct teaching of colour mixing. Opportunities to revisit this during CP.            Colour mixing for painting of jungle animals for TFW.            Making my own world using large matchboxes.</p>



EYFS Curriculum at Peaslake Free School

<p>Area of Study</p> <p><b>Expressive Arts and Design</b></p>	<p><b>IMPACT</b> ELG Descriptor</p> <ul style="list-style-type: none"> <li>● Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>● Sing a range of well-known nursery rhymes and songs.</li> <li>● Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>
<p>Being Imaginative and expressive</p>	<p><b>INTENT</b> Knowledge and Skills</p> <p>I know that I can retell well known stories with confidence. I know how to adapt well known stories and how to invent my own versions. I know a selection of rhymes and poems. I can suggest alternative words for songs and rhymes I know different ways of moving my body using my imagination.</p>
<p>How is this going to happen during my time in Pine Class?</p>	<p><b>IMPLEMENTATION</b> We follow the Talk for Writing approach where children get to know a selection of texts in detail and over time learn how to adapt these stories and invent their own. The books are set out as below.</p> <p>Autumn Term Children focus on the story Three Billy Goats Gruff</p> <p>Spring Term TFW focus on Whatever Next</p> <p>Summer term A walk in the jungle and senses a poem and splash Anna Hibiscus. Children have opportunities to retell these stories to an audience in our parent assemblies. Children will be taught a variety of poems and rhymes that have been selected for our current reception cohort. These will be a selection of number rhymes, rhymes from different cultures, modern poems, story poems, traditional rhymes and circle rhymes. Throughout the year children have free access to dressing up in clothes, small world and role play resources to encourage imagination. Through the year we follow the Creative Steps scheme</p>