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Curriculum	n Intent	Curriculum Implementation		
Physical Development: Health and Self- Care	 30-50 months To observe the effects of physical activity on their bodies. 	Dance lessons Gymnastics lessons Timetabled outdoor exercise (such as climbing)	During dance and outdoor exercise, we stop to feel our heart rate increase and decrease, we discuss that the blood is moving faster around our bodies bringing oxygen from the air we breathe in, we look at red faces and sweaty hair. We discuss ways to cool down and what the body needs, e.g. drink of water.	
	 To eat a healthy range of foodstuffs and understand a need for variety in food. To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. 	Snack Time Lunch Time Senses	We have a guided snack time in both Nursery and Reception. Different types of fruit are available and staff encourage pupils to eat them and teach about their importance to the body. IWB and books are used to teach about nutrition and improve knowledge around health. Pupils are shown how to open, peel, deseed fruit and are encouraged to develop independence. Before we go into the dining room, we show the children the meal they are having on the IWB. We talk about which food is the protein part that will fill you up, which part is the vegetables providing vitamins and minerals, etc. A number of health and self-care sessions are taught during the lunch hour every half term, ranging from learning how to put on jumpers, pulling up zips and putting socks and shoes on, to learning about sleep and how important it is. We use the book 'Supertato' in Literacy and this generates lots of discussion around vegetables. The children are encouraged to buy and decorate a superhero vegetable.	
	To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.	School Rules	See above for exercise, diet and health. Safe – We teach the children about school safety in detail in the first term. We have 3 school rules, ready, respectful and safe. We link this to the whole school planning and everyone's right to an education. We teach how to be safe in the classroom, e.g. closing doors, not opening them for strangers, only using the resources put out by adults, not running inside, how to carry scissors, etc. We teach behaviours for learning, e.g. good looking, good listening and good sitting, which promote a safe environment for young children to learn.	

Understanding	30-50 months	Senses	The children explore the 5 senses and carry out experiments with smell, sight,
the World: The	To comment and ask		sound and texture (touch). Children talk briefly about natural and man-made
World	questions about aspects of		objects/textures. Children are supported to create links and recognise
	their familiar world, such		similarities, e.g. slimy and smooth, and they are supported to identify
	as the place where they		differences. This learning feeds into the next topic of houses and homes, where
	live or the natural world.		children talk about the different materials used to build houses. The children
	To talk about some of the		are then asked to recognise similarities and differences between materials, e.g.
	things they have observed,		glass is smooth and wood can be smooth, but bricks and sticks are rough and
	such as plants, animals,		sharp.
	natural and found objects.	All About Me	Using mirrors children explore their own features and then compare
	 To talk about why things 		themselves with peers, identifying similarities and differences, e.g. gender, skin
	happen and how things		colour, eye colour, hair colour, etc. Children use a non-fiction text looking at
	work.		different people from around the world. Children talk about features that
	To develop an		can/cannot be changed, e.g. we can dye our hair, but we cannot change our eye
	understanding of growth,		colour.
	decay and changes over		We teach about lifecycles and how the physical appearance of humans changes
	time.		over time. We also teach the technical vocabulary used to label these
	To show care and concern		ages/stages, e.g. teenager.
	for living things and the	Celebrations & Festivals	Children are encouraged to share their cultural experiences. They are taught
	environment.		about several different cultural festivals and experiences, e.g. Diwalli dancing,
			painting diva lamps, African mask painting, Eid prayer times, Chinese dragon
			dancing and food tasting from many countries/cultures. Children can dress up
			and use role-play resources to engage in first-hand experiences.
		Houses and Homes	Children are taught technical names for houses and are asked to describe their
			own homes, e.g. semi-detached. They look at cultural homes from around the
			world and identify the materials used to create them. They compare houses
			from different climates, e.g. houses built from mud in hot countries to keep
			cool and houses painted white to deflect the suns heat.
		Cold Places & Weather	Many experiments are carried out into water and the changes that can occur,
			e.g. freezing, melting, and evaporation. We use the water cycle display in the
			playground and the outdoor water wall to model aspects of the water cycle.
			The children learn about animals living in cold places, such as penguins and
			identify features that allow them to survive in freezing conditions. We cover
			few aspects of adaptation and how a penguin uses flippers to swim fast in the
			cold water. The children learn some technical vocabulary and can name
			different types of penguins and recognise similarities and differences between
			species. We focus here on the natural world, a different environment, a

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	different place to live, a different way to hunt and eat, and how humans survive
	in the cold, as well as animals.
Dinosaurs	The children learn names of dinosaurs, they learn about what they looked like,
	what they ate and what they did. They learn about the physical features of a
	dinosaur and how they became adaptable, e.g. the Ankylosaurus had armoured
	plates all over its back. Also the children will then learn to make links to animals
	and creatures we have on the planet today, e.g. crocodiles and armadillos have
	the same type of bony plates on their body, which protect them against
	predators. We talk about the lifecycle of a dinosaur and that they come from an
	egg.
Spring lifecycles	We then make comparisons to other lifecycles that have eggs, e.g. chicks,
Spring inceycles	ducks, frogs, etc.
	In school every spring, we look after chick or duck eggs and observe them as
	they hatch into babies. We teach the lifecycle in detail and the children produce
	writing and draw pictures to show it. The environment is rich with resources to
	support role-play and hands on science. A huge focus on care and concern for
	living things is achieved whilst we house living animals at school. Children are
	taught how to how the animals, how to provide food and water for them and
	how to clean their environment.
Food & Growth	In this topic, the children grow beans and sunflowers. They follow the lifecycle
	and complete a diary drawing pictures and writing about the scientific process.
	Children will learn what the best conditions are for growth, by following a
	science experiment. Some of this will be evident in Reception writing books.
	The children will also experience all year round growing and planting in the
	EYFS playground, where we have a nursery planter and a Reception planted.
	Each year we grow vegetables, such as potatoes and carrots. The children will
	be involved with planting, farming, cooking and eating the vegetables.
The World - Space	Children learn about space. They learn about getting to space using rockets and
	they can identify the features of a rocket and design their own models. They
	learn about astronauts and the features of a space suit. They find out about
	moon landings, Neil Armstrong and how astronauts function in space, e.g. how
	they drink, brush their teeth etc. They learn about the force gravity and how
	people walk on the moon.
	Children focus on different light sources and identify why we have darkness
	(absence of light). Explore shadows and create shadow puppet shows.
Minibeasts	
Iviinibeasts	Exploration at forest school and in the EYFS playground allows children the
	freedom to explore minibeasts independently and with support. Using the
	textbook in Literacy children learn many facts about minibeasts and recognise

	The Environment	similarities and differences in physical features. We have a wide range of resources, such as butterfly nets, the butterfly tower, a bug hotel, magnifying boxes, etc. available to enhance learning. Children talk about where the find minibeasts and different habitats. During this topic, we use books to teach the lifecycle of a butterfly and we purchase caterpillars to provide a live experience. Children are available to draw and write about the lifecycle. This topic focuses on recycling different materials and ways to save the planet. There are more opportunities to teach children about care and concern for the environment, litter picking and making posters to encourage people to throw their rubbish in the correct recycling bins. We teach about other countries and their access to running water, etc. Children learn how we can make changes in our own lives to make a difference to the planet, such as, use less water, use less plastic – reusable bags, recycle at home.
	Journeys & Holidays	During this topic, the children learn about pirates and modes of transport. Looking at ships, the children learn about floating, sinking, and waterproof materials. The children make their own modes of transport that must float on water. Children learn about how and why things work/don't work.
40-60 months		water. Crimaren rearri about now and why trimigs worky don't work.
 To look closely at similarities, differences, patterns and change. 		
ELG		
To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.		

Expressive Arts & Design: Exploring and	30-50 months To begin to be interested	Senses	Whilst exploring the 5 senses, children are exposed to many different materials and are supported to describe textures, e.g. rough, smooth, slimy, etc. This is usually evident in the Reception writing books.
Using Media and Materials	in and describe the texture of things.	Houses and Homes	Children use the story 'The Three Little Pigs' to discuss materials. The children learn which materials are stronger and which would be best for building different things.
		Dinosaurs	Children learn about the different types of dinosaurs and how the texture of their body/skin played an important part in their survival.
		The World – Space	Children learn about the features of different planets. They need to know about hot planets, cold planets, rocky planets, etc. They create models using balloons and paper Mache to show the different textures/surfaces of different planets.
		The Environment	Identifying the different materials for recycling – textures. Throughout each of these topics the children are encouraged to design and build in the creative area using a wide range of textured resources.
	EYFS - School Trip	Imagine That!	Our end of year trip is at Imagine That! In Liverpool. It is a Science and Discovery Museum with a range of fun, hands on activities for children to explore in a well-designed education centre.