



2021-22

EYFS Themes for learning and core books **CYCLE 2**

Autumn I - My world						Autumn II - Transport				
Science						DT & History				
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5 & 6	WEEK 7 & 8	WEEK 1	WEEK 2 & 3	Week 4 & 5	WEEK 6	WEEK 7
<p>Text: I can fly</p>	<p>Me</p> <p>Text: I can fly</p>	<p>Toys</p> <p>Text: Toy Story (visual lit)</p>	<p>Special/ meaningful objects</p> <p>Text: Toy Story (visual lit)</p>	<p>Homes around the world</p> <p>Text: Who is in my family? by Robie H Harris</p>	<p>Text: Hair Love</p>	<p>How do you get around (local area)</p> <p>Text: Bear Hunt</p>	<p>Local transport</p> <p>Text: Mr Gumpy's car</p>	<p>Going Abroad</p> <p>Text: Bobo Road</p>	<p>Construction vehicles</p> <p>Text: Rosie revere engineer</p>	<p>Christmas</p> <p>Text: Rosie revere engineer</p>
<p>Art of learning IPC topic</p>	<p>Intro week Chn settling Routines etc</p> <p>- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p>	<p>- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>- compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>- distinguish between an object and the material from which it is made</p> <p>- describe the simple physical properties of a variety of everyday materials</p> <p>- compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>- Have an awareness of the past using common words and phrases relating to the passing of time</p>	<p>-Design purposeful, functional, appealing products for themselves and others based on design criteria</p>	<p>-Begin to use a range of tools and equipment to perform practical tasks.</p> <p>-Use a range of materials creatively to design and make products</p>	<p>-Design purposeful, functional, appealing products for themselves and others based on design criteria</p> <p>-Begin to use a range of tools and equipment to perform practical tasks.</p> <p>-Use a range of materials creatively to design and make products</p> <p>- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p> <p>Evaluate their ideas and products against design criteria</p>	<p>- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p> <p>- Evaluate their ideas and products against design criteria</p>		
Spring I - Space						Spring II - I'm Alive				

Science, DT & Art					Science & DT				
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5 and 6	WEEK 1	WEEK 2	WEEK 3 and 4	WEEK 5	Week 6
The Earth Text: Toys in space	Stars Text: Toys in space	Moon Text: How to catch a star	Planets Text: How to catch a star	Astronauts/ Rockets Text: Look up!	Fish/ Birds Text: The Rainbow fish	Reptiles/ Amphibians Text: The Rainbow fish	Mammals Text: Tiger who came to tea	Minibeasts Text: Super worm	Plants Text: Super worm
-observe changes across the four seasons -observe and describe weather associated with the seasons and how day length varies.	Art Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -Begin to use a range of art and design techniques using colour, texture, pattern, line, form, shape and space	Art Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Begin to use a range of art and design techniques using colour, texture, pattern, line, form, shape and space		D&T - Design purposeful, functional, appealing products for themselves and other users based on design criteria - Evaluate - evaluate their ideas and products against design criteria	-variety of common animals including fish, amphibians, reptiles, birds and mammals -describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	-variety of common animals including fish, amphibians, reptiles, birds and mammals -describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) -identify and name a variety of common animals that are carnivores, herbivores and omnivores	-variety of common animals including fish, amphibians, reptiles, birds and mammals -identify and name a variety of common animals that are carnivores, herbivores and omnivores -describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) -identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. - D&T - cooking Know the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from.	structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	-identify and name a variety of common wild and garden plants, including deciduous and evergreen trees -identify and describe the basic structure of a variety of common flowering plants, including trees.
Summer I - Environments					Summer II - Jobs				
Geography					History				
WEEK 1	WEEK 2	WEEK 3 & 4		WEEK 5 & 6	WEEK 1 & 2		WEEK 3 & 4	WEEK 5 & 6	WEEK 7
The UK Text: Ruby red shoes goes to London	Seasons in the UK Text: Ruby red shoes goes to London	Local area and European City Text: Elmer the elephant		Maps/ Atlas' Text:	Leaders Text: Dream big little leaders Nelson Mandela		Medical professions Text: Zog and the flying doctors	Explorers Text: Amelia Earhart- Little people, big dreams	Transition Text: Amelia Earhart- Little people, big dreams
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas - use world maps, atlases and globes to identify the United Kingdom and its countries, as	-identify seasonal and daily weather patterns in the United Kingdom	-understand geographical similarities and differences of a small area of the United Kingdom, and of a small area in a contrasting non-European country		- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage -name and locate the world's 7	-Understand the lives of significant individuals in the past who have contributed to national and international achievements (and how it impacts us today) Identify significant people in their own	-Understand the lives of significant individuals in the past who have contributed to national and international achievements (and how it impacts us today) - Identify similarities and	-Have an awareness of the past using common words and phrases relating to the passing of time -Identify significant people in their own locality (and how it impacts us today) -Discuss where significant people fit within a chronological framework	-Have an awareness of the past using common words and phrases relating to the passing of time -Identify significant people in their own locality (and how it impacts us today) -Discuss where significant people fit within a chronological framework	

<p>well as the countries, continents and oceans studied at this key stage</p>			<p>continents and 5 oceans</p> <ul style="list-style-type: none">-use locational and directional language [for example, near and far, left and right],-Describe the location of features and start to plan routes	<p>locality (and how it impacts us today)</p>	<p>differences between ways of life in different periods</p>			
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