





EARLY YEARS APPROACH -CURRICULUM





MARVELLOUS ME- HISTORY DRIVER

Mini-drivers- Science, RE, SMSC, Geography

-  Understand the past through settings, characters and events encountered in books read in class and storytelling. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
-  Understanding that we are all different and importance of individuality.
Direct teaching of past and present terms, making links to own experiences.
Developing and understanding of what they like and don't like and how this differs to others.
-  Provision linked to identity and understanding individuality; exploring stories that reflect personal experiences and emotions.
-  **History-** words and phrases linked to passing of time. Exploring evidence in photos. Changes within living memory.
- RE-** Learning about themselves, their families facilitates learning 'belonging to a faith community.'
- Science-** 'Animals, including humans' in KS 1 Science through Learning about main body parts, how we are similar/different. Identifying and classifying. 'Seasonal Changes'- observing and describing changes.





HELPING HANDS- HISTORY & GEOGRAPHY DRIVER

Mini-drivers- DT

-  Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now. Safely use and explore materials, tools, techniques.
-  Inspirational visits and talks from people in the community who help us (nurse, police officer, school cook). Making use of props and materials when role playing.
-  Provision strongly linked to role play for children to take on the role of the various jobs people do to help us.
-  **D&T-** Using a range of tools and equipment to perform practical tasks. Select and use a wide range of materials/components including construction materials and ingredients.
- Geography-** use basic human geographical vocab.
- History-** Chronological time line of significant events and figures beyond living memory. Learning about the lives of significant individuals. Ways we can find out about the past.





TIME TO CELEBRATE- HISTORY & RE DRIVER

Mini-drivers- Art, DT, music

-  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. Understand the past through settings, characters and events encountered in books read in class and storytelling. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
-  Making explicit links between how key events and festivals are celebrated in a range of cultures and communities. Planned visitors using faith hub.
-  Provision linked to commonalities between celebrations, creatively expressing themselves in a range of ways.
-  **RE-** Learning about the celebration of Xmas and the reason Feeds into 'Why does Xmas matter to Christians?'
- Art-** Use a range of materials and techniques. Developing experience of use of colour, shapes, line, pattern to feed into CP provision activities.
- History-** Learning about People in history (G.Fawkes) -'Gun powderplot'- Events beyond living memory.
- Music-** Singing songs and playing untuned instruments. Experimenting with sounds.
- DT- Food & Nutrition-** food hygiene and cooking/baking skills





WHAT A WONDEFUL WORLD- SCIENCE & GEOG DRIVER

Mini-drivers- Art

-  Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Experiment with colour, texture, form and function.
-  Direct teaching and providing experiences of lifecycles and healthy eating. Visit to Devonport Dome and Paignton Zoo. Teaching about different homes, clothing and ways of life.
-  Provision linked to children observing first hand changes to plants and animals and exploration in the outside environment. Use of the Spinney for exploration. Provision linked to differences in places in the world, explore clothing, food, homes, environments.
-  **Geography-** understanding geographical similarities and differences between contrasting places. Using world maps to identify where they live and a contrasting place in the world.
- Science-** Identifying changes, close observations, describing how plants grow.





WINTER WONDERLAND- GEOGRAPHY & SCIENCE DRIVER

Mini-drivers- art

-  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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
-  Distinguishing between fictitious and real life heroes (using Pandemic as familiar experience)
-  Provision linked to exploration of a contrasting environment; inspiring an awe and wonder for the world.
-  **Geography-** Naming, locating and identifying characteristics of countries and using maps in. Features of environments and identify similarities and differences between environments. Seasonal weather patterns in hot and cold places in the world. Introducing basic Geographical language for physical and human geography. Simple fieldwork skills (school site, local community) using plans and aerial photographs. Familiarity of world maps.
- Science-** Yr 4 states of matters, observing changes.
- Art-** Drawing, painting and sculpture to share ideas.

WE'RE ALL GOING ON A SUMMER HOLIDAY- GEOGRAPHY, HISTORY AND SCIENCE DRIVER

Mini-drivers- DT

-  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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
-  Explicit teaching to define local environments and countries. (Map it!) Introduce google maps to establish sense of where in the world the locations are and the scale of the world and geographical physical features.
-  **History-** Aspects of changes in places and life, over time.
-  **Geography-** Using maps. Physical and human geographical vocab,
- Science-** Identifying and naming various animals and their habitat