

Why do we need to go to bed?

Curriculum Driver

EYFS Spring Term

Linked people of study: Benjamin Franklin, Neil Armstrong, Gagarin

Linked texts: The Owl Babies, We're Going on a Bear Hunt, Funnybones, Fox in the Night, Night Monkey, Day Monkey, It was a cold, dark night, Light, shadows, mirrors and rainbows, Goodnight tractor, Whatever Next

Trips/Visitors: Class visitor—someone who works at night

Topic Composite/Finale: A re-enactment of 'We're Going on a Bear Hunt' (record and upload on Tapestry)



History

Intent: Children are confident to ask questions about the wider world they live in.

Skills, and Knowledge Components Focus

- Begin to look at the world around them.
- Begin to ask questions
- Begin to ask why.

Geography

- Know countries have a capital city.
- Understand seasons and weather in each season.

Sticky Knowledge:

- I know that in some countries their daytime and night time is different to ours
- I know that electric lights were invented and before that people used candles
- I know what a capital city is
- I know the capital city of Cornwall
- I know that there are 4 seasons and the different weathers in each season
- I know that we have more daylight in the Summer months and less daylight in the winter month

Key Vocabulary: World, why, how, questions, countries, capital cities, seasons, weather, sunny, cold, rainy, windy, snow, hot, cold, warm, daytime, night time, England, London, electric, invented, candles

Subject Composite: Children will be able to match weather pictures to appropriate seasons.

Impact: Children are confident to talk about the world in which we live,

Science

Intent: Children understand that we have periods of dark and periods of light and what these times represent

Skills, and Knowledge

Components Focus

- Children follow instructions involving several ideas or actions.
- They answer 'how' and 'why' questions about their experiences
- Talks about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time.
- Looks closely at similarities, differences, patterns and change.
- Children 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.

Sticky Knowledge:

- I can follow instructions to complete a bedtime routine for a teddy
- I know why we sleep at night and go to school in the day
- I know that seeds grow in a light place and not a dark place
- I know sources of light—man made and natural
- I know how to answer questions about the different things we do when it is light and when it is dark
- I know how to talk to my friends and adults in class about how I would feel to be awake while everyone else is sleeping
- I know that some animals are day animals, some are night animals and some are day and night animals.
- I know what 'nocturnal' and 'diurnal' means
- I know that at night I can see stars and the moon

Key Vocabulary: Nocturnal, diurnal, animals, day time, night time, light, dark, routines, instructions, seeds, planting, growing, light sources, man made, natural, awake, asleep

Composite: I can name and draw a day and night animal

Impact: Children are confident to talk about how day and night are different and why we need to go to bed at night.

Expressive Art & Design

Exploring and Using media and materials. Being Imaginative

Intent: Children are confident to design and build, confident to adapt and change their work as necessary

Skills, and Knowledge

Components Focus

- Uses various construction materials.
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- Realises tools can be used for a purpose
- Experiments to create different textures.
- Understands that different media can be combined to create new effects.
- Manipulates materials to achieve a planned effect.
- Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary.
- They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Create simple representations of events, people and objects.
- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- They represent their own ideas, thoughts and feelings through design and technology.
- Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control
- They handle equipment and tools effectively

Sticky Knowledge:

- I can use construction to create different homes for day and night animals
- I know how to use paint and colour mixing to create a day and a night scene
- I can use construction to create a bed for a toy
- I can safely use tools to make a tea light holder
- I can design my own vehicle to get to space
- I can create a representation of my bedroom

Key Vocabulary: Materials, assemble, join, build, construction, homes, colour mixing, tools, tea light, vehicles, space, effect, changes, adapt

Subject Composite: I can design and make my own vehicle to get to space.

Impact: Children are confident to use a range of construction to build, assemble

Computing

Intent: Children are confident to interact with age appropriate technology and know who they can talk to if they feel worried about something.

Skills, and Knowledge Components Focus

- Select and use technology for particular purposes.
- Know who to talk to if they are worried

Sticky Knowledge:

- I can use technology to operate a torch (30-50 months)
- I know what to do if I am worried about something that happens when I am using technology
- I can use an ipad to record our version of 'We're going on a Bear Hunt'

Key Vocabulary: On/off, batteries, switch, safe, uncomfortable feelings, record, stop, play

Subject Composite: I can use the ipad to record a short video of my friends re-enacting 'We're Going on a Bear Hunt'.

Impact: Children are confident to use appropriate ICT and know who to talk to if they are worried.