

Cycles

Our Bodies

EFYS	Science	Art & Design	Computing	D&T	Geography	History	Music	PE	Other links/ideas
Continuous provision will be in place throughout the learning theme based on PLODS (possible Lines of development)	<p><b><u>Managing Self ELG</u></b> Understanding the importance of healthy food choices</p> <p><b><u>The Natural World ELG</u></b> Explore the natural world around them, making observations and drawing pictures of animals</p>	<p><b><u>Fine Motor Skills ELG</u></b> Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases;</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Use of technology beyond school – hospital and medical technology.</p> <p>Storing and using information safely and respectfully – our information.</p> <p>Design your own ‘Strictly’ costume</p>	<p><b><u>Fine Motor Skills ELG</u></b> Use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>Begin to show accuracy and care when drawing</p> <p>Design, make evaluate – food.</p> <p>Cooking and nutrition.</p> <p><a href="https://teachers.thenational.academy/units/cooking-and-nutrition-preparing-fruit-and-vegetables-2007">https://teachers.thenational.academy/units/cooking-and-nutrition-preparing-fruit-and-vegetables-2007</a></p>	<p><b><u>People Culture and Communities ELG</u></b> 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><b><u>Past and Present ELG</u></b> Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p>	<p><b><u>See also Charanga Schemes of work</u></b></p> <p><b><u>Being Imaginative and Expressive ELG</u></b> Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>	<p><b><u>See also RealPE Schemes of work.</u></b></p> <p><b><u>Gross Motor Skills ELG</u></b> Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>x-rays</p> <p>Trip to dentist Role play area hospital Doctors.</p> <p>Visit from an athlete/footballer.</p> <p>Sign language.</p> <p>Various programmes and games on CBeebies website.</p> <p>Funny Bones by Janet and Allan Ahlberg <a href="https://www.youtube.com/watch?v=gweOq4OT-H0&amp;safe=active">https://www.youtube.com/watch?v=gweOq4OT-H0&amp;safe=active</a></p>

## Our Bodies

EYFS (cont.)	Science (cont.)	Art & Design (cont.)	Computing (cont.)	D&T (cont.)	Geography (cont.)	History (cont.)	Music (cont.)	PE (cont.)	Other links/ideas (cont.)
<p>Continuous provision will be in place throughout the learning theme based on PLODS (possible Lines of development)</p>	<p>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</p> <p>Identify, name, draw and label the basic parts of the human body.</p> <p>Say which part of the body is associated with each sense.</p>	<p><b>Creating with Materials ELG</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;</p> <p>Share their creations, explaining the process they have used; -</p>	<p><a href="https://www.bbc.co.uk/cbbc/quizzes/strictly-costume-designer?collection=cbbc-top-picks-today#xtor=CS8-1000-">https://www.bbc.co.uk/cbbc/quizzes/strictly-costume-designer?collection=cbbc-top-picks-today#xtor=CS8-1000-</a> [Discovery Cards]- [Multi Site]- [GRO5]- [PS CBBC~N~A StrictlyCostumeDesigner Game]</p>	<p>Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. - link to allergies and conditions e.g. a cake for a diabetic.</p> <p>Clothing design</p> <p>Sports equipment/ clothing (see your own Strictly costume in computing)</p>	<p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling;</p>	<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music. – Body band</p> <p>Heads, shoulders, knees and toes. Can children create a new version?</p> <p>Tommy Thumb <a href="https://www.youtube.com/watch?v=JXuTyh_tM-8">https://www.youtube.com/watch?v=JXuTyh_tM-8</a></p> <p>Music, sound and hearing.</p>	<p>Develop basic skills such as running, jumping, balance and agility.</p> <p>Beginning to understand how to keep healthy.</p> <p>cBeebies – Footy Pups.</p> <p>Dance – modern/ contemporary / street/ break dancing</p>	<p>PSHCE links – Keeping health Staying safe Emotions</p>



## Our Bodies

EYFS (cont.)	Science (cont.)	Art & Design (cont.)	Computing (cont.)	D&T (cont.)	Geography (cont.)	History (cont.)	Music (cont.)	PE (cont.)	Other links/ideas (cont.)
	<p>Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, Including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Learn about the work of a range of artists.</p> <p>Describing similarities and differences between a range of practices – body art leaving the paintbrush behind.</p> <p>Handprints</p>				<p>Where we live and settlements – human needs link back to previous topic about food and farming</p> <p>The lives of significant individuals in Britain’s past who have contributed to our nation’s achievements - scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce,</p>	<p>How music makes you feel?</p> <p>How do you interpret music through the body? Tapping, clapping, nodding, dancing.</p>		

## Our Bodies

EYFS (cont.)	Science (cont.)	Art & Design (cont.)	Computing (cont.)	D&T (cont.)	Geography (cont.)	History (cont.)	Music (cont.)	PE (cont.)	Other links/ideas (cont.)
		<p>Henna hand decorations (linked to RE topic?)</p> <p>Sculptures of human forms. Portrait artists. Finger painting.</p> <p>Finger prints and concentric designs.</p> <p>Study Sir Anthony Van Dyck and create work inspired by his art.</p>				<p>Medical pioneers such as William Harvey or Florence Nightingale.</p> <p>Creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti. – Medical breakthroughs.</p> <p>Significant historical events, people and places in their own locality. – Illness outbreaks.</p> <p>X-rays. (light box)</p>			

## Growing Things & Life Cycles

EYFS (cont.)	Science (cont.)	Art & Design (cont.)	Computing (cont.)	D&T (cont.)	Geography (cont.)	History (cont.)	Music (cont.)	PE (cont.)	Other links/ideas (cont.)
<p>Continuous provision will be in place throughout the learning theme based on PLODS (possible Lines of development)</p>	<p><b><u>The Natural World ELG</u></b> Explore the natural world around them, making observations and drawing pictures of animals</p> <p>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</p> <p>Living things and the</p>	<p><b><u>Creating with Materials ELG</u></b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;</p> <p>Share their creations, explaining the process they have used;</p> <p>Use drawing, painting, sculpting to express ideas. Use a range of media to represent and make.</p>	<p>Use technology to support learning understanding how to program to make technological equipment work.</p>	<p><b><u>Fine Motor Skills ELG</u></b> Use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>Begin to show accuracy and care when drawing</p> <p>Design – consider aesthetics and functionality.</p> <p>Make – use a range of tools safely and effectively.</p> <p>Evaluate – test against criteria for purpose of design and judge.</p>	<p><b><u>People Culture and Communities ELG</u></b> 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>Physical features – vegetation what grows where?</p> <p>Climate, seasons and</p>	<p>Significant Britain’s – British Plant hunters (e.g. Cook’s voyages) and plant discoveries.</p> <p>Introduction of the potato Raleigh is credited but these were already known. He did bring back tobacco plants.</p> <p>Possibly William of Orange and the development of carrots to orange from their original purple.</p>	<p><b><u>See also Charanga Schemes of work</u></b></p> <p><b><u>Being Imaginative and Expressive ELG</u></b> Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. Use voice creatively Play tuned and untuned instruments.</p>	<p><b><u>See also RealPE Schemes of work.</u></b></p> <p><b><u>Gross Motor Skills ELG</u></b> Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Master basic movement</p>	<p>Farm visit to see how crops are grown.</p> <p>Field to Fork experience at Holkham.</p> <p>Stody Estate farm visit (the potatoes they grow are made in to Kettle Chips, the pigs they rear are sold to Waitrose)</p> <p>Growing our own food to eat. School garden.</p>

	habitats they need.				temperature links.				
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## Growing Things & Life Cycles

EYFS (cont.)	Science (cont.)	Art & Design (cont.)	Computing (cont.)	D&T (cont.)	Geography (cont.)	History (cont.)	Music (cont.)	PE (cont.)	Other links/ideas (cont.)
	<p>What grows where?</p> <p>Seeds – germination and what plants need to survive and thrive.</p> <p>Label common plants and trees native and imported – cultivated and wild.</p> <p>Life cycle of a plant e.g. an apple.</p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/ks1-science-lifecycles/z4r4cmn">https://www.bbc.co.uk/teach/class-clips-video/ks1-science-lifecycles/z4r4cmn</a></p> <p>Different food types.</p>	<p>To develop a wide range of techniques to express texture, colour, shape, form, Pattern and space.</p> <p>Range of artists and their work, comparing and describing, linking to own work.</p> <p>Focuses could include – Van Gogh’s sunflowers, Monet’s waterlilies, Flemish masters, or less commonly studied artists such as Cath Kitson,</p>		<p>Adapt as necessary.</p> <p>Gardening tools.</p> <p>Growing, preparing and eat food.</p> <p>Soup</p> <p>Fruit salad</p> <p>Bread</p> <p><a href="https://www.bbc.co.uk/cbeebies/topics/food">https://www.bbc.co.uk/cbeebies/topics/food</a></p>	<p>Common vegetation home and abroad.</p> <p>Links to food, farming &amp; factories.</p> <p>What food is grown in Norfolk?</p> <p>Favourite foods that have to be imported.</p> <p>Include basic understanding of import &amp; export – how does the food we eat get to use? Food miles?</p> <p><a href="https://www.bbc.co.uk/cbeebies/shows/my-world-kitchen">https://www.bbc.co.uk/cbeebies/shows/my-world-kitchen</a></p>	<p>Other food introductions.</p> <p>Significant changes over history to the cultivation and usage of plants e.g. engineering the introduction of the hothouse (Joseph Paxton), Victorian Kitchen gardens – link to science and D&amp;T for things such as icehouses and the first ice cream in Britain.</p>	<p>Experiment with and combine interrelated dimensions of music.</p> <p>Listen to a range of music recorded and live.</p> <p>Focuses could include Lakme flower duet.</p> <p>A range of songs/pieces referencing flowers is available but should be linked well to the musical dimension focus in hand.</p>	<p>Participate in team games.</p> <p>Perform dances and sequences using patterns of movement.</p> <p>This could be topic linked if desired.</p>	<p><a href="https://www.bbc.co.uk/cbeebies/joinin/d-own-on-the-farm-grow-your-own-article">https://www.bbc.co.uk/cbeebies/joinin/d-own-on-the-farm-grow-your-own-article</a></p> <p><a href="https://www.bbc.co.uk/cbeebies/shows/d-own-on-the-farm">https://www.bbc.co.uk/cbeebies/shows/d-own-on-the-farm</a></p> <p><a href="https://www.bbc.co.uk/iplayer/episode/m00053z0/maddies-do-you-know-series-3-11-cereal-and-potato-harvester">https://www.bbc.co.uk/iplayer/episode/m00053z0/maddies-do-you-know-series-3-11-cereal-and-potato-harvester</a></p>



		William Morris,							
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## Growing Things & Life Cycles

EYFS (cont.)	Science (cont.)	Art & Design (cont.)	Computing (cont.)	D&T (cont.)	Geography (cont.)	History (cont.)	Music (cont.)	PE (cont.)	Other links/ideas (cont.)
	<p>Carnivores, herbivores. Life cycle of an animal <a href="https://classroom.thenational.academy/lessons/to-sequence-the-life-cycle-of-an-animal-6hk38c?from_query=the+may">https://classroom.thenational.academy/lessons/to-sequence-the-life-cycle-of-an-animal-6hk38c?from_query=the+may</a></p> <p>Sequence the stages of plant growth <a href="https://classroom.thenational.academy/lessons/to-sequence-the-stages-of-a-plant-growing-cnjk4r?from_query=growing+things">https://classroom.thenational.academy/lessons/to-sequence-the-stages-of-a-plant-growing-cnjk4r?from_query=growing+things</a></p>	<p>Georgia O’Keefe (oriental poppies) etc. Maybe canal art</p> <p>Henry Rousseau – Into the Forest</p>					<p>There has been some scientific research to prove that plans can move in response to certain types of music.</p> <p>Although this is controversial there is a claim that although they don’t respond to music that can respond to vibrations from insects.</p> <p>Oak Academy – Growth <a href="https://teachers.thenational.academy/units/growth-789a">https://teachers.thenational.academy/units/growth-789a</a></p>		<p>My Growing journey (PSHCE) <a href="https://classroom.thenational.academy/lessons/my-growing-journey-71h34c?from_query=growing+things">https://classroom.thenational.academy/lessons/my-growing-journey-71h34c?from_query=growing+things</a></p>

## Growing Things & Life Cycles

EYFS (cont.)	Science (cont.)	Art & Design (cont.)	Computing (cont.)	D&T (cont.)	Geography (cont.)	History (cont.)	Music (cont.)	PE (cont.)	Other links/ideas (cont.)
	<p>Understand what plants need to grow  <a href="https://classroom.thenational.academy/lessons/to-understand-what-plants-need-to-grow-6gw3ad?from_query=growing+things">https://classroom.thenational.academy/lessons/to-understand-what-plants-need-to-grow-6gw3ad?from_query=growing+things</a></p> <p>Sequence the human life cycle  <a href="https://classroom.thenational.academy/lessons/to-sequence-the-life-cycle-of-a-human-c8v36c?from_query=growing+things">https://classroom.thenational.academy/lessons/to-sequence-the-life-cycle-of-a-human-c8v36c?from_query=growing+things</a></p>								

## Growing Things & Life Cycles

EYFS (cont.)	Science (cont.)	Art & Design (cont.)	Computing (cont.)	D&T (cont.)	Geography (cont.)	History (cont.)	Music (cont.)	PE (cont.)	Other links/ideas (cont.)
	<p>Understand what humans need to grow  <a href="https://classroom.thenational.academy/lessons/to-understand-what-humans-need-to-grow-c4u3ad?from_query=growin g+things">https://classroom.thenational.academy/lessons/to-understand-what-humans-need-to-grow-c4u3ad?from_query=growin g+things</a></p> <p>Know that humans grow and change over time  <a href="https://classroom.thenational.academy/lessons/to-understand-that-humans-grow-and-change-over-time-65j62c?from_query=growin g+things">https://classroom.thenational.academy/lessons/to-understand-that-humans-grow-and-change-over-time-65j62c?from_query=growin g+things</a></p>								

## Growing Things & Life Cycles

EYFS (cont.)	Science (cont.)	Art & Design (cont.)	Computing (cont.)	D&T (cont.)	Geography (cont.)	History (cont.)	Music (cont.)	PE (cont.)	Other links/ideas (cont.)
	<p>Know what farm animal offspring need to grow  <a href="https://classroom.thenational.academy/lessons/to-know-what-farm-animal-offspring-need-to-grow-68v62c?from_query=growing+things">https://classroom.thenational.academy/lessons/to-know-what-farm-animal-offspring-need-to-grow-68v62c?from_query=growing+things</a></p> <p>Growing plants (EYFS)  <a href="https://classroom.thenational.academy/units/growing-plants-1978?from_query=growing+things">https://classroom.thenational.academy/units/growing-plants-1978?from_query=growing+things</a></p>								

## Our Bodies

### Possible links to English:

<https://www.booksfortopics.com/all-about-me>  
<https://peters.co.uk/book-page/9789990204865>

#### Fiction:

Can I Build Another Me? Shinsuke Yoshitake  
 The Name Jar - Yangsook Choi  
 Professor Astro Cat's Human Body Odyssey - Dominic Walliman and Ben Newman  
 Argh! There's a Skeleton Inside You! - Idan Ben-Barak & Julian Frost  
 From Head to Toe – Eric Carle  
 Once They Were Giants – Martin Waddell

#### Non-Fiction:

Super Duper You! - Sophy Henn  
*Only One You - Linda Kranz*  
*Your Heart and Lungs (Science in Action) - Sally Hewitt*  
*Your Fantastic, Elastic Brain - JoAnn Deak and Sarah Ackerley*  
*You Choose - Pippa Goodhart & Nick Sharratt*  
*What's Eating You? - Nicola Davies and Neal Layton*  
 Human Body (Shine-A-Light) - Carron Brown & Rachael Saunders  
*Hello World - Jonathan Litton & L'Atelier Cartographik*  
*Let's Make Faces - Hanoch Piven*  
*Look Out! How We Use Our Five Senses! - Leon Read and Sean Sims*

#### Poetry:

Funny Bones – Janet and Allan Ahlberg  
*Ready Steady Mo! - Mo Farah and Kes Gray*

#### Song:

Heads, Shoulders, Knees and Toes  
 Okie Cokie  
 Tommy Thumb

### Possible Links to Maths:

#### Number:

Links to PE – counting jumps

#### Measure and scale

Links to PE & DT - measuring length and width of body parts  
 The Street Beneath my Feet – Charlotte Guillain

#### Data handling

Links to PE, DT - tally charts, bar charts, pictograms



## Growing Things & Life Cycles

### Possible links to English:

<https://www.booksfortopics.com/growing-ks1>

#### **Fiction:**

Jack and the beanstalk

<https://teachers.thenational.academy/units/jack-and-the-beanstalk-characters-mood-problems-5b0f>

<https://teachers.thenational.academy/units/jack-and-the-beanstalk-created-story-characters-mood-problems-be6a>

Peter Rabbit – Farmer McGregor – Beatrix Potter

Jack and the Beanstalk – Raymond Briggs

Ten Seeds - Ruth Brown

Eddie's Garden: and How to Make Things Grow - Sarah Garland

Oliver's Vegetables - Vivian French and Alison Bartlett

I Really Wonder What Plant I'm Growing (Charlie and Lola) - Lauren Child

The Little Gardener - Emily Hughes

Titch - Pat Hutchins

The Growing Story - Ruth Krauss & Helen Oxenbury

The Enormous Turnip – Katie Daynes

The Enormous Potato - Aubrey Davis

Bonkers About Beetroot - Cath Jones & Chris Jevons

Katie and the Sunflowers - James Mayhew

The Boy Who Grew Dragons - Andy Shepherd

The Tiny Seed – Eric Carle

Tadpole's Promise – Tony Ross

Jasper's Beanstalk – Nick Butterworth.

#### **Non-Fiction:**

Explanation of how beans grow

<https://teachers.thenational.academy/units/explanation-how-beans-grow-980b>

### Possible Links to Maths:

Number:

Counting petals and leaves

Data Handling and Measuring:

Non-standard units of measure hand span, footsteps, arm lengths, strides.

Growing beans – weekly measure (using standard and non-standard units)





## Growing Things & Life Cycles (cont.)

### Possible links to English:

How Butterflies came to be

<https://teachers.thenational.academy/units/how-butterflies-came-to-be-7a0c>

A Little Guide to Wild Flowers - Charlotte Voake

Secrets of the Vegetable Garden: A Shine-a-Light Book - Carron Brown

It Starts With a Seed - Laura Knowles & Jennie Webber

Plants (Amazing Science) - Sally Hewitt

RHS Ready, Steady, Grow! - Royal Horticultural Society

A Seed is Sleepy - Dianna Aston & Sylvia Long

Wangari's Trees of Peace: A True Story from Africa - Jeanette Winter

The amazing Lifecycle of plants – Kay Barnham

From Seed to Sunflower – Gerald Legg

The Big Book of Blooms – Elisa Biondi & Yuval Zommer

#### **Poetry:**

Each, Peach, Pear, Plum – Janet and Allen Ahlberg

A little Bit of Food

Dig a little hole \*\*

I Am the Seed That Grew the Tree: A Nature Poem for Every Day of the

Year - Fiona Waters & Frann Preston-Gannon

Farmer Duck – Martin Waddell & Helen Oxbury

### Possible Links to Maths: