



EYFS and KS1 mixed-age planning

Autumn term 1



Childhood

Year 1
History
Full term project

In this project, children explore how they have changed since they were babies and talk about significant events in their and their families' lives. They begin to learn about the past and compare their lives with life in the past.

Linked EYFS project: **Long Ago**

These lessons link directly with the learning in Y1 and will provide progression Use the enhanced provision ideas to add to the provision each week. Use the [Did you know?](#) resource from Long Ago and [vocabulary picture cards](#) to support EYFS children.

Area of learning covered:
UW

Reception children:

- Talk about events in their lives and the lives of family members
- Use storybooks to find out about life in the past and make comparisons with their lives
- Are introduced to vocabulary related to time
- Order familiar events

Lesson	Supporting Project	Content
Introductory knowledge	Long Ago Engage Time flies	Use this activity to introduce the children to vocabulary related to time. Introduce the children to language relating to time, including 'yesterday' and 'last week'. Ensure the children understand the past only includes things that have already taken place. Display the Days of the week word cards and photographs of the children enjoying specific activities throughout the week. Support the children to order the Days of the week word cards and talk about which are school days and which are days they spend at home. Place photographs of activities next to each card and talk about things the children do each day. Encourage the children to think about specific events that happen during the week, such as PE. Provide each child with a My diary template along with writing and drawing resources. Support them to fill the template with activities they have enjoyed doing throughout the week. You could revisit the activity daily so the children can fill in their diaries each day Note: As this activity is done at the start of the term, rather than giving each child a template to fill out, work as a group to fill in the template each day and use it as an opportunity to explore learning through the week.
Memorable Experience Past and Present	Long Ago Memorable experience (Reception) Long ago	Arrange a visit to a local museum to see exhibits from the past. If possible, visit a living museum so the children can experience first-hand what life was like in the past. Take photographs of the children at different times during the day.
Memorable Experience Alternative start	Long Ago Memorable experience (Nursery) Long ago	Show the children the Long ago video to introduce them to the theme of life in the past. Display the Long ago picture cards and photographs of the school and local area in the past. Encourage the children to talk about the pictures and support them to make comparisons with their lives. Provide time for the children to ask questions.
Engage Lesson 1: Stages of human Life	Long Ago Engage Looking after baby	Invite a parent and their baby to come into school to visit the children. Before the visit, ask the children to prepare questions to ask the parent. Use the Looking after baby questions template to provide ideas and record the children's questions. After the visit, go back to the questions and ask the children to answer them with their gathered information. If possible, take photographs during the visit and create a display with the questions and quotes from the children.
Engage Lesson 2: Timelines	Long Ago Develop 1 Look how you've grown	Ask the children to bring in photographs of themselves as babies. Have fun looking at the photos and see if the children can guess who is who. Ask the children to compare themselves now with when they were a baby. Ask, 'What can you do now that you couldn't do when you were a baby?' Provide the Then and now template , glue, writing resources, sound mats and word banks. The children can stick a current and baby photograph on the template or draw a picture if they don't have a photograph. Act as a scribe for the children to compose and write simple sentences about what they did when they were a baby compared to what they can do now.
Engage Lesson 3: Important events	Long Ago Develop 1 Memories	Invite the children to bring in photographs showing them at different life stages or their special memories. Explain that memories are things that we remember from the past. Provide time for the children to share their photographs with their group and talk about their special memories. Provide the My special memory template and invite the children to attach a photograph or draw a picture of their special memory. Provide writing resources, sound mats and word banks for them to write simple sentences about their memory. Alternatively, act as a scribe to record what the children say. You could make a memory book with the children's work.

<p>Engage Lesson 4: Family trees</p>	<p>Long Ago Develop 2 My family</p>	<p>Share the Nigel and Sienna’s Family Tree video from the CBeebies website and talk about Sienna and Nigel’s family. Explore the word ‘unique’ together and how it means unlike anything else. Explain to the children that they are all special and unique, and each of their families is, too. Invite the children to talk about their families and people who are special to them. You might want to send a letter home before the activity, asking for photographs of family and friends to support the children in talking about the important people in their lives. Provide the children with a VIP tree template, drawing resources, scissors and glue. Explain that VIP stands for very important people and model how to draw and label pictures of the special people in their lives to add to their tree. Allow time for the children to share and compare their important people.</p>
<p>Develop Lesson 1: How long ago was the 1950s?</p>	<p>Long Ago Develop 1 As time goes by</p>	<p>Share the story <i>Rosie’s Hat</i> by Julia Donaldson. Reread the story and look carefully at the pictures to explore the passing of time. Ensure the children are familiar with language relating, such as ‘first’, ‘then’, ‘next’ and ‘after that’. Look at the images at the start of the story that show Rosie and her family in the background looking for the missing hat. Support the children to understand that time passes quickly at the beginning of the story, but then years and years go by before Rosie finds her hat. See if the children can spot how the fisherman changes throughout the story. When the children are familiar with the story, provide drawing resources and a roll of paper and work together to create a linear story map. Draw simple pictures of the key events that happen in the story. You could add arrows between the pictures and label them ‘first’, ‘then’, ‘next’, and ‘many years later’ later to show the passing of time. Explain to the children that the story map is a timeline, and it shows the order in which the events in the story happened.</p>
<p>Develop Lesson 2: Everyday life in the 1950s</p>	<p>Long Ago Engage Stories from the past</p>	<p>Share the story <i>The Tiger Who Came to Tea</i> by Judith Kerr. As you read the story, encourage the children to talk about the pictures and compare the little girl’s life and her parents with their lives.</p>
<p>Develop Lesson 3 Childhood in the 1950s</p>	<p>Long Ago Develop 1 Peepo</p>	<p>Share the story <i>Peepo!</i> by Janet and Allan Ahlberg. Take time to look at and discuss the pictures. Invite the children to talk about whether they think the story is set in the present or past. Give them time to explore their ideas and ask questions to find out more. Provide the Peepo! picture cards for the children to examine. Talk about some of the objects in the pictures in more detail.</p> <p>Or My Grandparents</p> <p>Ask the children to bring in pictures of their grandparents from home to share with the class. Invite them to talk about their grandparents. They could talk about what jobs they do, where they live, if they visit or stay with them and how often they see them. You could share the story <i>Grandma’s Pictures</i> from <i>The Big Alfie and Annie Rose Storybook</i> by Shirley Hughes and ask the children if they have seen pictures of their parents and grandparents as young children. When the children have had the chance to talk and listen to each other, provide paper and drawing resources and invite them to draw a picture of their grandparents. Offer sound mats and word banks for them to write about their grandparents if they choose.</p>
<p>Develop Lesson 4 Significant event- Elizabeth II’s coronation</p>	<p>Long Ago Develop 2 Family histories</p>	<p>Explain to the children that every family has a history, and each family history is different and unique. Explain that some families travel to other countries to live while others stay and live in the same country for years and years. Some children might have grandparents or great-grandparents who travelled to different countries to live recently or many years ago. Share the story <i>Coming to England</i> by Floella Benjamin. Explore how Floella felt at points in the story, such as when her parents left her with her auntie, travelling to England without her parents and being treated poorly at school. Explain that Floella is now a baroness and has met the Queen. There is some information about Floella at the front of the book, and you could even show the children a YouTube clip of her presenting Play School.</p>
<p>Innovate</p>		<p>Make a floor book to explain their learning.</p>
<p>Express Quiz</p>	<p>Childhood Express</p>	<p>Share learning with others.</p>



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Autumn term 1



Human Senses

Year 1
Science
Half term project

In this project, children begin to develop their understanding of the world as they use their senses to explore the world around them.

These lessons are from different EYFS projects and link directly with the learning in Y1 and will provide progression. Use the enhanced provision ideas from **Human Senses** to add to the provision each week.

Area of learning covered: UW

EYFS children:

- Are introduced to vocabulary related to senses
- Begin to name and locate parts of the body
- Explore similarities and differences between themselves and their friends
- Begin to conduct tests and use language such as 'then' and 'next' to explain the results

Lesson	Supporting Project	Content
Introductory knowledge Humans	Long Ago Develop 1 Babies	Share the story <i>The Baby's Catalogue</i> by Janet and Allan Ahlberg. Have fun looking at the pictures and encourage the children to talk about what the babies do during the day. Invite them to compare the families in the story with their lives. Offer magazines and catalogues that contain baby items, clothes and toys. Provide the Baby's catalogue template , scissors and glue. Explain that they can cut out what they think a baby will need to make a baby's catalogue. Offer sound mats, word banks and pencils for the children to add labels to their pictures if they choose.
Engage Lesson 1: Labelling body parts	Human Senses Enhanced provision Portrait Studio	Create a portrait studio in the creative area. Provide mirrors and a range of materials for the children to create full-length drawings, paintings and sculptures of themselves and their friends. Encourage the children to look carefully at different body parts as they create their artwork.
Engage Lesson 2: How many?	Human Senses Enhanced provision Busy body	Provide tablets or computers for children to listen to and join in with action rhymes and songs on the theme of the body. Song suggestions: <ul style="list-style-type: none"> • <i>The Hokey Cokey</i> • <i>Heads, Shoulders, Knees and Toes</i> • <i>If You're Happy and You Know It</i> • <i>I've Got a Body</i> • <i>One Finger, One Thumb, Keep Moving</i> • <i>Parts of the Body Song</i> • <i>Right Here: Parts of the Body Song</i> • <i>Body Parts Song For Kids</i>
Engage Lesson 3: Similarities and Differences	Me and My Community Develop 2 Same and different	Explore similarities and differences between the children, including eye and hair colour, height and age. Challenge them to work in pairs and find similarities and differences between them. Model some examples to start with. When the children have identified similarities and differences in their pairs, make the groups bigger to make the activity more challenging. Encourage them to see that despite our similarities and differences, we are all special and unique.
Develop Lesson 1: Functions	Let's Explore Develop 1 Sensory walk	Explain to the children that they will go on a sensory walk around the school and school grounds to discover what they can see, hear, smell and touch. During the walk, stop at regular intervals, take photographs and video clips, and encourage the children to use their senses to describe the things they can smell, see, touch and hear. Include a route past the school kitchens to see if they can smell what is cooking for lunch. If you are outside, encourage the children to touch different plants or materials and describe how they feel. When you return to the classroom, look at the photographs and video clips together. Invite the children to describe the senses they used and the things they saw, heard, smelt and touched. Introduce vocabulary, such as loud, quiet, bright, colourful, soft, hard, smooth, and rough and encourage them to use the words as they talk about the things they discovered.
Develop Lesson 2: Why do we need our senses?	Ready, Steady Grow Engage Taste test	Display the Fruit and vegetable picture cards and various fruits and vegetables for the children to explore using their senses. Encourage them to look, smell, touch and taste the items. Provide time for them to discuss their preferences as they explore the fruits and vegetables. Introduce vocabulary, such as rough, smooth, hairy, slimy, shiny, sweet, sour, juicy, crunchy, soft and hard.

Develop Lesson 3: Sensory loss and assistive tools	Starry Night Develop 1 Peace at last	Read the story <i>Peace at Last</i> by Jill Murphy. Encourage the children to join in with the sounds that Mr Bear hears throughout the story and the repeated refrain, 'Oh no! I can't stand this.' Ask the children if they recognise any of the characters from the story <i>Whatever Next!</i> , also by Jill Murphy. Reread the story and, on a large sheet of paper, draw the different rooms that Mr Bear visited. Encourage the children to add labels and captions for the different sounds that Mr Bear hears in these rooms during the night. For example, 'Tick, tock went the clock' in the living room.
Develop Lesson 4: Investigating our sense of touch	Starry Night Develop 1 Is it soft?	Display a range of materials and fabrics for the children to explore. These could include fur, cotton wool, felt, foil, sequin fabric, velvet, corduroy, leather, bubble wrap, foil ribbon, corrugated card, paper, hard plastic, sandpaper, metal, glass beads, feathers and wood. Invite the children to explore the materials and talk about how they feel. Introduce vocabulary, including hard, soft, smooth and rough. Encourage the children to explore the materials and sort them into two groups: soft and not soft. Support them to use the introduced vocabulary and explain their reasoning. For example, 'The sandpaper is not soft because it feels rough when I touch it.' Provide copies of the Teddy templates and a range of cut-up fabrics and materials. Invite the children to stick fabrics and materials onto their bear that they would like to feel on a teddy and talk about why they have chosen them.
Innovate Why do we have 2 eyes?	Starry Night Develop 1 Clean teeth	Provide four hard-boiled eggs, plastic cups, egg cups, cola, fruit juice, sugary squash, water, toothbrushes and toothpaste. Submerge the eggs in plastic cups filled with each of the four liquids and leave them overnight or over a weekend. Encourage the children to predict what might happen to the shell of each egg. The following day, take the eggs out of the liquids, place them in egg cups and explore what has happened to the shells. Allow the children to touch the shells so they can feel if the surfaces are different. Discuss what happened to the eggs and why. Explain that they are going to clean the eggs. They could then explore what happens if they just wash the eggs with water, compared to brushing with the toothbrush and toothpaste. Encourage the children to talk about why it is important to clean their teeth at night and in the morning.
Express Quiz	Human Senses Express	Revisit learning through the project and invite the children talk about what they found out and explain their reasoning.





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Everyday Materials

Year 1
Science
Half term project

In this project, Reception children develop their understanding of the world around them as they explore and describe different materials.

These activities are from a range of projects and link directly with the learning in Y1 to provide progression. Use the enhanced provision ideas from the project **Everyday Materials** to add to the provision each week.

Area of learning covered: UW

Reception children:

- Explore, name and sort materials according to their properties
- Are introduced to vocabulary such as soft, smooth, rough, light and heavy
- Explore reflective, waterproof and magnetic materials

Lesson	Supporting Project	Content
Introductory knowledge What are materials?	Build It Up Engage Build it up!	Invite a bricklayer or construction worker into school to show the children how to build a brick wall. Encourage them to describe what they are doing and ask questions to find out more. Let the children handle the bricks and mix the cement. Introduce the children to vocabulary, such as brick, bricklayer, build, construct, level, cement, join, hammer and trowel. Take plenty of photographs and record the different sounds, such as mixing the cement, scraping excess cement with a trowel and bedding the bricks with a hammer.
Engage Lesson 1: Introducing natural materials	Build It Up Develop Homes for the pigs	Share a version of the traditional tale <i>The Three Little Pigs</i> with the children. Talk about the materials the pigs used to build their houses and whether they made good choices. Ask the children what materials they think were used to make their houses. Gather a range of building materials, including stone, slate, brick, glass, wood, rubber, plastic and metal. Allow the children to handle the materials and describe how they feel. Ask questions to prompt the children's scientific thinking and encourage their talk, for example, 'What is this material called? How is it used when building a house? How does the material feel? Why is this material used for windows?' Encourage the children to share their observations and help them to sort the materials according to criteria they suggest.
Engage Lesson 2: Human-made materials	Long Ago Develop 1 Baby toys	Provide a range of baby toys, such as cloth books, soft teddies, comforters and rattles for the children to explore. Invite them to talk about the materials used to make the toys and describe how they feel. Ask the children if the toys at school are suitable for babies to play with and explain why. Display a range of materials, including wood, metal, plastic, furry fabric, hessian, velvet and cotton. Provide time for the children to handle the materials and discuss how they feel. Introduce the children to words, such as soft, smooth and rough and encourage them to use these words when describing the materials. Ask the children to choose materials and fabrics suitable for making baby toys and to explain their reasoning.
Engage Lesson 3: Identification and classification	Big Wide World Develop 3 Recycling	Display a wide variety of recyclable materials. Invite the children to explore the objects and discuss the materials out of which they are made. Label large boxes with 'plastic', 'glass', 'metal', 'paper' and 'cardboard' for the children to sort the objects. Talk to the children about why it is important to recycle waste. Note: Rinse out the recyclable materials and remove any sharp pieces.
Develop Lesson 1: Properties of materials	Sparkle and Shine Develop Is it shiny?	Talk about what it means if something is shiny and ask for examples. Demonstrate that shiny materials reflect light by shining a torch on a plastic bauble or metal spoon and compare to a non-shiny material, such as a piece of clothing or carpet. Display a selection of objects for the children to explore and sort. Ask, 'Is it shiny?' Provide children with torches to shine on the objects to see if they are shiny and encourage them to talk about what happens when they shine a light on the objects. Explain that some objects reflect light so it makes them appear shiny, whereas non-shiny objects do not reflect light. Give the children two hoops to sort the objects into the groups: shiny or non-shiny.
Develop Lesson 2: Venn diagrams	Marvellous Machines Develop 3 Magnets	Display a selection of magnets and give the children time to handle and explore them. Invite the children to describe their initial observations. Explain that magnets have an invisible force that pulls (attracts) on some metals and other magnets. Give the children a chance to explore magnetism, including how the opposite ends (poles) of magnets pull together, but the same ends (poles) push apart (repel). Provide a selection of magnetic and non-magnetic materials in a Tuff Tub, including non-magnetic metals, such as aluminium. Ask the children to predict which materials will be magnetic before testing and sorting into two hoops labelled 'magnetic' and 'non-magnetic'. Provide time for the children to discuss their discoveries. Make a list of the magnetic materials on a sheet of paper, then challenge the children to find more magnetic objects in the classroom to add to the list.
Develop Lesson 3: Testing and recording	Everyday Materials Enhanced provision Malleable materials	Provide various malleable materials for the children to experiment with and create artwork. Provide tools, such as rolling pins and clay tools, for the children to explore rolling, squashing, pinching, flattening and smoothing the materials. Display the Manipulating materials word cards and challenge the children to read the word and follow the action. To add challenge, display the Sculpture picture cards and a sign saying, 'Can you create a sculpture using the materials?'

Innovate

Which materials make the best bunting?

Puddles and Rainbows

Develop
Is it waterproof?

Talk to the children about the clothes that they wear on a rainy day and why. Explain that umbrellas and some clothes are made with waterproof materials to keep us dry. Display a range of fabrics, pipettes or spray bottles and water. Invite the children to feel the different fabrics and talk about whether they think they are waterproof or not. Give the children time to test their ideas using the spray bottles and pipettes. When they have finished their test, invite the children to sort the fabrics into two hoops labelled waterproof and not waterproof.

Express

Quiz

Everyday Materials

Express

Revisit learning through the project and invite the children talk about what they found out and explain their reasoning.





EYFS and KS1 mixed-age planning

Autumn term 1



Shade and Shelter

Year 1

Design and technology

Half term project

In this project, children work together to build different structures and shelters using a variety of resources.

Linked EYFS project: **Build It Up!**

These lessons link directly with the learning in Y1 and will provide progression. Use the enhanced provision ideas from **Build It Up!** to add to the provision each week.

Use the [Did you know?](#) resource from Build it Up for EYFS children and the [Reception story pack](#) for *What to Do with a Box?* By Jane Yolen.

Area of learning covered:

UW

Reception children:

- Work together to build structures using various resources and construction kits
- Look at existing products to inspire their ideas

Lesson	Supporting Project	Content
<p>Engage Investigating shelters</p>	<p>Build It Up Develop What we'll build</p>	<p>Share the story <i>What We'll Build</i> by Oliver Jeffers. Talk about the different things that the characters build during the story and the places they visit. Display the What we'll build picture cards. Use them to recap on key vocabulary from the story and support the children to put them in order. Use the cards and the book to retell the story.</p>
<p>Develop Lesson 1: Properties of materials</p>	<p>Build It Up Develop Making bricks</p>	<p>Invite the children to make mini mud bricks. You can involve them in collecting soil from outside or have some prepared. Allow them to add small amounts of water to the soil, and use a range of utensils to mix it to the right muddy consistency. Children can then use their hands to press the mud into containers, such as ice cube trays or egg cartons. Leave the mud bricks to dry in a warm place before turning them out. Ask the children to describe the difference between the wet mud and the solid mud bricks. Display the mud bricks in a Tuff Tub with the sign 'What can you build with the mud bricks?' Take photographs of the children's creations to add to a display.</p>
<p>Develop Lesson 2: Designing shelters</p>	<p>Build It Up Develop Building sites</p>	<p>Watch the Builders video and discuss the different jobs on a building site, such as bricklaying, carpentry, operating machinery and roofing. Create a construction role play area enhanced with hard hats, high-visibility jackets, large and small wooden blocks, wooden planks, large cardboard boxes, cardboard tubes, plastic pipes, toy tools, clipboards, paper and pens. Explain that before buildings are made, they are designed by an architect. Tell the children that you will work as a team to design and build houses. Start by offering clipboards, paper, squared paper and pens to design the house. Provide sound mats and the House word mat for them to label the features if they choose. Then work as a team to make either one big house or various smaller houses. Take photographs of the finished houses and the children working together.</p>
<p>Develop Lesson 3: Building prototype shelters</p>	<p>Build It Up Develop Building bridges</p>	<p>Show the children the Bridges video. Ask questions to initiate a conversation about bridges and how we use them. Questions could include 'Have you ever been on a bridge?' and 'What was it made from?' Invite the children to work together to make a bridge that they, or a toy, can use to cross a given space. You could work on a large scale outside and use wooden blocks, crates and planks. Alternatively, provide small wooden blocks and lollipop sticks in the construction area for the children to build bridges for small world animals. Support them to test and adapt their designs as they make the bridges. You could also share a version of the story <i>Three Billy Goats Gruff</i> to inspire their creations.</p>
<p>Innovate Lesson 1: Designing a play den Lesson 2: Building a play den</p>	<p>Build It Up Innovate Designing and building shelters</p>	<p>Share the story <i>Iggy Peck, Architect</i> by Andrea Beaty and explore all the marvellous creations that Iggy designed and made. Tell the children they will be designers and builders just like Iggy. Explain that they need to work together to design and build a shelter big enough for them to sit inside. Provide a wide range of resources and ask the children questions to stimulate their thinking and reasoning. For example, 'How should we make our den? What materials do you want to use? How can we make our shelter stay up?' Encourage them to work together and listen to each other's ideas. You will need to support the children and work as their technician to realise some of their ideas when using heavier materials.</p>
<p>Express Evaluation</p>	<p>Build It Up Express Favourite things</p>	<p>Display pictures of the children enjoying the various activities throughout the project. Ask them to choose their favourite activity and talk about their learning. Create a scrapbook filled with quotes and photographs. Invite children from an older year group to read stories to the children in the shelter they have created. Leave the scrapbook out for the children to look at together if they choose. Provide drinks and snacks for the children to enjoy as they share their learning and books.</p>



EYFS and KS1 mixed-age planning

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Funny Faces and Fabulous Features

Year 1
Art and design
Half term project

In this project, Reception children begin to develop painting and drawing techniques as they create artwork on the theme of faces and the body.

These activities are from a range of projects and link directly with the learning in Y1 to provide progression.

Area of learning covered:
UW

Reception children:

- Use a range of resources to create artwork on the theme of faces and the body
- Are introduced to painting and drawing techniques

Lesson	Supporting Project	Content
Engage Exploring portraits	Me and My Community Enhanced provision Let's draw	Resource the mark making area with mirrors, paper, pens and coloured pencils for drawing.
Develop Lesson 1: Funny faces	Let's Explore Develop 1 This is me!	Provide the children with mirrors, paper, ready-mixed paint and brushes. Encourage them to look closely at themselves in the mirror and talk about their eye colour, hair colour and hair length. Invite the children to paint their portrait and look carefully at their features as they create their artwork. Provide paint palettes so the children can mix different colours.
Develop Lesson 2: Cut, stick and join	Me and My Community Enhanced provision Funny faces	Provide cut outs of different facial features from magazines for children to create funny collage faces.
	Me and My Community Enhanced provision Make a face	Display laminated pictures of the staff and children's faces and dry wipe markers for the children to mark make on the pictures.
Develop Lesson 3: Exploring colour	Me and My Community Enhanced provision Collage faces	Add mirrors and collage materials including twigs, wool, string, beads and pipe cleaners to a Tuff Tub for children to explore making faces.
Innovate Collage creators	Shadows and Reflections Develop The other half	Take a photograph of each child's face and print them onto A4 paper. Cut each photograph in half down the main line of symmetry and stick one half of the photograph onto A4 white paper. Provide mirrors for the children to stand on the cut line in the centre and see how their face changes as they alter the angle of the mirror. Offer drawing resources for the children to draw the other half of their face. Encourage the children to look closely at the different features of their face as they draw.
Express Gallery	Funny Faces and Fabulous Features Express	Add the Reception children's artwork to the gallery and encourage them to talk about how they made them.



EYFS and KS1 mixed-age planning

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Mix It

Year 1
Art and design
Half term project

In this project, Reception children begin to explore colour mixing.

These activities are from various EYFS projects and link directly with the learning in Y2 to provide progression.

Area of learning covered: EAD

Reception children:

- Are introduced to the primary colours and colour mixing
- Begin to use their knowledge of colour mixing to create secondary colours

Lesson	Supporting Project	Content
Engage Let's mix	Me and My Community Develop 2 Friendship rainbow	Ask the children to choose a friend to work with and give each pair a large sheet of paper to decorate. Offer red, blue and yellow ready-mixed paint in pots and large brushes. Ask the children to choose a colour and use a brush to paint the palm of one hand. Ask them to think about what will happen if they hold hands with someone else who has a painted hand. Allow the children to hold 'painty' hands and see what happens. Children can print their handprints onto paper to make patterns. Challenge them to see if they can make all of the colours of the rainbow.
Develop Lesson 1: The colour wheel	Puddles and Rainbows Enhanced provision Colour challenge	Display large sheets of paper labelled with a colour. Provide magazines, scissors, seed catalogues, glue and a variety of collage resources, such as sweet wrappers, craft pom poms, sequins, ribbons and coloured paper. Challenge the children to work together to make a colour collage using the resources.
Develop Lesson 2: Same or different	Puddles and Rainbows Develop Colour Monster	Read the story <i>The Colour Monster</i> by Anna Llenas. Encourage the children to talk about the different emotions the colour monster is feeling and explore times when they feel those emotions. Attach the Emotions word cards to six jars. Explain that they are going to think of things with which to fill the jars. Provide pieces of coloured paper for the children to write or draw the things that make them feel the emotions. They could pick the emotions they would like to write about or choose to write something for each emotion. Fill the jars with the pieces of paper. You could reread the story throughout the week and read out some of the words from the jars, when you reach each of the different emotions. Note: You will need to be sensitive when talking about sadness, anger and fear. Children might not wish to share this with the group. Make sure they have time to share any feelings when they are ready.
Develop Lesson 3: Colour carousel	Exploring Autumn Enhanced provision Conker rolling Puddles and Rainbows Enhanced provision Puddle Painting Puddles and Rainbows Enhanced provision Play dough rainbow	Add primary-coloured paint and conkers in a tray for conker rolling. Offer coloured chunky chalks and spray bottles for the children to make brightly-coloured pictures. They could draw around puddles or spray water onto the chalk pictures to see how the colours change. Offer red, yellow and blue play dough and challenge the children to mix the colours to make a rainbow. Provide the Colour sums picture cards to support the children with their colour mixing.
Innovate Colour challenge	Puddles and Rainbows Enhanced provision Colour match	Display a range of paint colour charts, red, blue, yellow, white and black ready-mixed paint, brushes and mixing palettes. Challenge the children to mix the different colours on the charts.
Express Evaluation	Mix It Express	Encourage the children to talk about their experiences of colour mixing and describe what happens when colours mix.



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Autumn term 1



Our Wonderful World

Year 1

Geography

Full term project

In this project, children develop their understanding of the world as they explore their local environment. They make maps to represent real and imaginary journeys and begin to use maps, globes and atlases to explore locations around the world.

Linked EYFS project: **Let's Explore**

These lessons link directly with the learning in Y1 and will provide progression. Use the enhanced provision ideas from **Let's Explore** to add to the provision each week. Use the [Did you know?](#) resource from Let's Explore and [key vocabulary word cards](#) to support learning for EYFS children.

Area of learning covered:

UW

Reception children:

- Explore and begin to learn about their immediate environment
- Create sketch maps to represent real and imaginary journeys
- Use Google Maps to explore their local area
- Explore physical features in their local environment using photographs
- Explore the changes that happen to the local environment in autumn
- Use world maps and globes to identify the UK and make comparisons with other locations
- Look at photographs to see how the local environment has changed over time
- Are introduced to positional language, such as under, over, above, below, through and next to

Lesson	Supporting Project	Content
Engage Lesson 1: What is geography?	Let's Explore Memorable Experience Let's explore!	Explain to the children that they will go on a journey to explore the school and school grounds. Invite them to discuss the places they will see on their journey and the people they will meet. Plan a route together that takes you to visit all the classes, offices and outdoor areas at school. Introduce the children to the adults who help at school. Encourage the children to talk about the areas in school and their uses. Provide cameras or tablets for them to take photographs of the places they visit.
Engage Lesson 2: Maps	Let's Explore Develop 1 Bear hunt	Share the story <i>We're Going on a Bear Hunt</i> by Michael Rosen. Encourage the children to join in as you read. After reading the story, work as a group to create a simple map to show the family's journey to find the bear. Add labels to the map and support the children to use their phonic skills to hear initial sounds and segment words into sounds. Ask the children where else they might go on a journey to find the bear? Provide each child with a piece of paper and colouring pencils. Invite them to draw a bear hunt map using their ideas and locations taken from the story. Offer sound mats and word banks for the children to label their map if they choose.
Engage Lesson 3: Location	Let's Explore Develop 2 Marvellous maps	Display aerial photographs and maps from the local area. Provide a computer or tablet to look at Google Maps. Invite the children to talk about the different features they can see on the maps. Encourage them to discuss regular journeys they take and the places they walk or drive past. Provide each child with a piece of paper. Ask them to draw the route of a journey they regularly take, such as their journey to school or a trip to the shops. Support the children to visualise the places they go past and encourage them to use positional language to describe their route, such as 'go past the big tree, then go under the bridge and through the tunnel'.
Engage Lesson 4: Directional language	Let's Explore Engage Under, over and through	Display various tunnels, crates, large wooden blocks and planks. Invite the children to work together to create an obstacle course. Explain that they need to travel under, over and through the resources. Support the children to share their ideas, cooperate with each other and take turns as they use the resources. Encourage them to use positional language, including under, over and through as they complete the course.
Develop 1 Lesson 1: Continents and oceans	Let's Explore Develop 3 Where have you been?	Ask the children to bring in photographs from holidays and days out. Provide time for them to talk about the places they have visited. Encourage the children to describe the location, what the weather was like and how they travelled. Display a globe and the World map template . Show the children the UK on the map and explain that this is the place in which we live. Point out some of the countries that the children have visited. Provide the Postcard template and invite the children to draw a place they have visited on the blank side of the postcard. Write down the children's quotes as they talk about their holidays and provide sound mats, word banks and writing resources for them to write about their visit if they choose.
Develop 1 Lesson 2: Hot and cold places	Let's Explore Develop 3 World explorers	Display the Let's explore picture cards , postcards from places worldwide and holiday brochures. Explore the pictures together and explain that places around the world have different weather, living things and environments. Invite the children to describe the pictures and compare the locations to their local environment. Choose locations shown in the picture cards and explore where in the world they are using the World map template . Provide a tablet or computer to explore the locations further using Google Earth. Give the children time to ask questions to find out more.

<p>Develop 2 Lesson 1: Four countries of the UK</p>	<p>Let's Explore Develop 3 Where would you like to explore?</p>	<p>Watch the Where would you like to explore? video. Encourage the children to answer the questions and describe the places they would like to visit. Display various clothing and objects that you might take on a journey. Invite the children to describe the objects and discuss how they would be useful on a journey. Provide a backpack or suitcase and tell the children they need to choose 10 items to pack to go on an adventure. Encourage them to work as a group to choose the best items to take. Once the children have chosen the items, you could limit the amount to five essential items and ask them to decide what they think will be the most useful.</p>
<p>Develop 2 Lesson 2: Different types of settlement</p>	<p>Let's Explore Develop 2 On every street</p>	<p>Share the story <i>In Every House, on Every Street</i> by Jess Hitchman. Encourage the children to look closely at the pictures and explore what happens in each room. Support the children to make connections with their lives. At the end of the story, you can use the pull-out section to explore who lives inside each of the houses on the street. Provide each child with an Inside my house template and drawing resources. Invite them to draw pictures of their family inside the house doing their favourite activities. Encourage the children to talk about their drawings, and write down what they say on sticky labels. Use the pictures and children's quotes to add to an 'Our street' display.</p>
<p>Develop 2 Lesson 3: Aerial photographs</p>	<p>Let's Explore Develop 2 Changes</p>	<p>Display photographs from your locality taken in the present and past for the children to compare. Include aerial photographs at different periods. Invite the children to talk about the buildings or places they recognise. Encourage them to discuss how the area has changed over time. Provide time for the children to ask questions to find out more.</p>
<p>Develop 2 Lesson 4 Woodlands, hedgerows and meadows</p>	<p>Exploring Autumn Engage Woodland walk</p>	<p>Arrange a woodland walk to look for signs that autumn is coming. Encourage the children to use the Autumn spotting sheet to record what they can see. Put children in pairs and provide each pair with a bag to collect leaves and seeds to take back to school and explore. Provide digital recording equipment for the children to take photographs of any wildlife they see. Encourage the children to use their senses on the walk to describe what they can see, hear, smell and touch.</p> <p>Things the children could do:</p> <ul style="list-style-type: none"> • Stomp through crunchy leaves • Make a footprint trail through dewy grass • Bark rubbing • Spot cobwebs • Collect conkers • Catch falling leaves • Search for blackberries and other autumn fruits • Use software, such as PictureThis, to identify leaves and woodland plants
<p>Innovate Local physical and human features enquiry</p>	<p>Let's Explore Innovate Helping Ted</p>	<p>Theo the teddy bear is new. They don't know where anything is and are feeling worried. Can you work as a group to help Theo find out all about your class and school?</p> <p>Complete these tasks:</p> <ol style="list-style-type: none"> 1. Show Theo around the classroom and tell them about the different activities they can do. 2. Tell Theo about your favourite activities. 3. Make a list of the important places Theo needs to visit around school. 4. Take Theo on a journey around school and create a map of your journey. <p>Outcome</p> <p>Help Theo the teddy bear to find out about your class and school.</p>
<p>Express Quiz</p>	<p>Let's Explore Express Stay and play</p>	<p>Show the children pictures of them doing different activities throughout the project. Invite them to talk about their favourite activities and explain why they like them. Plan a 'stay and play' session at the beginning or end of the day. Invite parents and carers to join the children in their play. Set out the children's favourite activities and encourage them to take their adults around the classroom and outside area to show them all the exciting activities they enjoy.</p>

