



EYFS and KS1 mixed-age planning

Autumn term 2



Movers and Shakers

Year 2
History
Full term project

In this project, Reception children explore significant people in their lives, the school community and the local community. They then begin to explore significant people from the past.

These activities are from a range of EYFS projects and link directly with the learning in Y2 to provide progression. Use the enhanced provision ideas from **Movers and Shakers** and **Me and My Community** to add to the provision each week. Use the [Did you know?](#) resource and [Key vocabulary word cards](#) from **Me and My Community** to support Reception children.

Area of learning covered:
UW

Reception children:

- Talk about themselves and the significant people in their lives
- Learn about the people who work in the school community
- Learn about people who help them in the local community

Lesson	Supporting Project	Content
Introductory knowledge Understand Dawson’s model and look at significant people – local significant person	Me and My Community Engage Marvellous me!	Use this time for Reception children to talk about themselves and the significant people in their lives. Share your own Marvellous me! board with the children. Explain that a Marvellous me! board can show other people the things that are special to them. Show how the board has different sections to complete. Provide each child with a Marvellous me! template and model how to complete each section, working closely with the children. If they have brought in photographs from home, talk about the pictures with them. If they have no photographs, encourage them to draw in the spaces or add the children’s quotes. In small groups, ask the children to share their Marvellous me! boards. Encourage them to talk about the pictures on the boards and listen to their friends. Model asking questions to find out more about the pictures. Support the children to find similarities and differences between their boards and their friends’. When the boards are complete, they can be laminated and left for the children to explore independently. Note: This activity could be done in different stages throughout the week. If possible, ask parents and carers to provide photographs for the children to add to their boards. The boards can be helpful for those children with settling problems as they can use them to show teachers the people and things that are important to them.
Memorable Experience	Me and My Community Memorable Experience Our School Community	Provide the opportunity for Reception children to explore and find out about significant people in the school. Explain to the children that they are part of the school community. Explore together what the word ‘community’ means. Go for a walk around the school so the children can meet people in the school community who are there to help them. Ask each person to introduce themselves and explain what they do. Ask them to show the children the space where they work and some of the important things they keep there. Take a photograph of each person for the children to remember. Before walking around, ask the children to choose a partner or friend to hold hands with.
Engage Lesson 1: Exploring impact	Me and My Community Engage Remembering our experience	Reception children revisit learning about significant people in the school. Display photographs of the memorable experience and the people the children met on their journey around the school. Remind the children that these people are all part of the school community. Invite the children to pick out photographs to talk about. Write down quotes from the children to add to a book or display about the people in the school community. Note: Provide an alternative way of recording ideas by supplying tablets or sound pegs to those who are reluctant to mark make.
Engage Lesson 2: Sorting and grouping	Me and My Community Develop 3 Community helpers	Provide the opportunity for Reception children to explore significant people in the local community. Show the children the People who help us video . Explain that their local community is the place where they live. Talk about the people who live and work in their community who are there to help them. After watching the video, ask the children to recall some of the information. Encourage the children to share any experiences they might have had with the emergency services and encourage them to ask questions. Provide pictures or books about the emergency services for the children to look at and respond to by writing, drawing and through role play.
Engage Lesson 3: Ranking significance Lesson 4: Timelines	Me and My Community Develop 3 Who’s who?	Reception children could continue to talk about significant people in school and the community and rank their significance. Spread photographs of people who help us in the community across a tabletop. These can include photographs of people at school. Ask the children to choose a photo and say who it is and how they help. Provide drawing resources for the children to draw their favourite people. Add children’s quotes to their work using the Speech bubble template .

Develop 1 Lesson 1: The greatest explorers	Let’s Explore Develop 3 Explorers	Use this activity to introduce Reception children to significant explorers from the past. This can be developed through subsequent lessons. Share the story Explorers – <i>My First Heroes</i> by Nila Aye. The book briefly introduces the children to four famous explorers, Marco Polo, Amelia Earhart, Matthew Henson and Jeanne Baret. Encourage the children to ask questions to find out more. Make a list of their questions on a large sheet of paper and use a tablet or computer to look up the answers together.
Develop 1 Lesson 2: Significant people Christopher Columbus	Big Wide World Develop 3 Let’s Explore	Reception children can continue to learn about other explorers. Explain to the children that many people have explored the world throughout history, and as they explored they took artists and scientists to document the plants and animals they found. Share the Charles Darwin picture cards to give children information about his life and work. Tell the children that they will go on a walk around the school grounds to explore living things. Provide them with cameras or tablets, paper, clipboards and drawing pencils. As they explore, encourage the children to draw and take photographs of the living things they see.
Develop 1 Lesson 3: Significant people Neil Armstrong	Starry Night Develop 3 The Moon	Show children clips of the first Moon landing. Display the Voyage to the Moon picture cards and talk about Neil Armstrong and Buzz Aldrin and how they were the first people to set foot on the Moon. Invite the children to ask questions about the pictures, describe what they can see and discuss what it must be like to travel into space.
Develop 1 Lesson 4: Exploration changes	Marvellous Machines Develop 2 Transport through the ages	Use this activity to introduce the children to changes over time linked to the transport used by different explorers. They could create vehicles in the construction area. Display the Transport through the ages picture cards . Invite the children to discuss how the vehicles have changed and developed over time. Write children’s quotes on speech bubbles. Use the quotes and picture cards to create a ‘vehicles then and now’ display.
Develop 2 Lesson 1: Activists and their impact Lesson 2: Activists timeline Lesson 3: Significant people Emmeline Pankhurst	Big Wide World Develop 3 Wildlife explorers	Use the lessons in Develop 2 to recap on people who help us in our community and the develop it further to explore significant (famous) people who help others and have helped change the way we think. Show the children the Sir David Attenborough picture card . Tell them that he is a famous naturalist who presents TV programmes about living things, and even as a child, he was interested in nature and collected rocks and fossils. You could also tell the children about his work to save plants and animals from extinction. Choose some interesting video clips featuring Sir David Attenborough on a computer or tablet and invite the children to ask questions to find out more. The children might want to talk about wildlife programmes they have seen. Provide tablets and invite the children to look for and film living things they observe in the school grounds. They could even record themselves talking about the things they find. Note: There are clips from <i>A Perfect Planet</i> on the BBC website. You could also share the book <i>David Attenborough: Little People, Big Dreams</i> by Maria Isabel Sanchez Vegara with the children.
Develop 2 Lesson 4: Significant people Rosa Parks	Long Ago Develop 2 Family histories	Use this activity to support the children to compare their families and their lives with others. 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.
Innovate Express	Me and My Community Express Helping hands	Make a slide show of the children throughout the project. They might include pictures of the children trying new activities, being helpful or being kind friends. Encourage the children to discuss the activities that they have enjoyed and talk about the new friends they have made. Where appropriate, talk about how the children have developed their behaviour and attitude to learning from the start of term. Encourage the children to talk about the different communities that they belong to, including their family, class, school and wider community. Display copies of the photographs used in the slide show and invite the children to choose a picture of themselves to talk about. Ideas can be recorded on the Helping hands writing frame . Use these pictures and quotes from the children to make a display or class book.



EYFS and KS1 mixed-age planning

Autumn term 2



Human Survival

Year 2
Science
Half term project

In this project, Reception children explore how they have changed since they were babies and begin to explore how to keep healthy including eating a healthy balanced diet, regular exercise and good hygiene.

These activities are from a range of projects and link directly with the learning in Y2 to provide progression. Use the enhanced provision ideas from **Human Survival** to add to the provision each week.

Area of learning covered:
UW

EYFS children:

- Explore how they have changed since they were babies
- Begin to learn what humans need to survive, including eating a healthy balanced diet, good hygiene and regular exercise
- Explore the importance of good oral hygiene

Lesson	Supporting Project	Content
Introductory knowledge We are humans	Me and My Community Develop 1 Giants	Share the story <i>Once There Were Giants</i> by Martin Waddell. Talk about how the little girl grows up during the story. Encourage the children to talk about how they have changed since they were a baby.
Engage Lesson 1: Human life cycle	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. Support the children to compose and write simple sentences about what they did when they were a baby compared to what they can do now. Note: Act as scribe for children who are reluctant to mark make.
Engage Lesson 2: Human needs	Move It! Develop Keeping healthy	Share the <i>Eat Well, Sleep Well</i> song and explore ways to stay fit and healthy. Display the Keeping healthy picture cards and invite the children to talk about the images and describe ways to stay fit and healthy. Provide felt tip pens, sound mats and a sheet of A2 paper and work with small groups to create 'Staying healthy' posters. Encourage the children to draw pictures and write labels with captions. Provide time for the groups to share their posters with the rest of the class.
Develop Lesson 1: Nutrition	Ready Steady Grow Develop 2 Is it healthy?	Display various healthy and unhealthy foods. Ask 'Which of these foods do you think are healthy?' and 'Which do you think are unhealthy?' Invite the children to explain their thinking. Ensure the children understand that some foods contain high levels of sugar that are bad for their teeth. After sorting the foods into two groups, select crisp sliced fruits and raw vegetables for the children to try, such as pepper, carrot, celery and cucumber. Explain how these raw foods are good for their teeth, removing plaque. You could use chewable plaque-disclosing tablets to show the children the plaque on their teeth before eating the raw fruit and vegetables and observing plaque removal. Explain that they need to brush their teeth twice a day to remove all the plaque and keep their teeth and gums healthy. Provide toothbrushes and toothpaste for the children to brush off the rest of the plaque. Note: Chewable, plaque-disclosing tablets are available online or from your local pharmacy. Contact a local dentist for supplies of toothbrushes and toothpaste or buy packs of disposable toothbrushes online.
Develop Lesson 2a: Exercise challenge Lesson 2b: Exercise challenge	Ready Steady Grow Develop 2 Let's get moving!	Take the children to a large outdoor space. Ask them to notice their breathing and heart rate when resting by putting their hands on their chest and feeling their heartbeat. Encourage them to race, catch, jump or skip for five minutes, then ask the children to stop and observe their breathing and heart rate again. Ask 'What differences do you notice?' Talk about why exercise is good for making their hearts strong and keeping them fit and healthy. Explain that they should exercise and be active for an hour a day to stay healthy. Note: You could use a data logger with a heart rate monitor or a heart rate monitoring app on a smartphone or tablet to measure and compare resting and active heart rates.
Develop Lesson 3: Good hygiene routines	Splash! Develop Clean up!	Talk to the children about handwashing and ask them to explain why it is important. Explain that even if their hands don't look dirty, they can still have invisible germs on them. Tell the children that they are going to observe how washing their hands with soap gets rid of germs. Provide a bowl of water, some ground black pepper and some liquid soap. Sprinkle the ground pepper on top of the water and explain that these are pretend germs. Invite the children to put a finger in the water and take it out. The pepper will stick to their fingers. Explain that this is what germs do. Next, ask the children to put a clean finger in the liquid soap and then into the bowl of water. The ground pepper should move away from their soapy finger. Provide time for the children to ask questions to find out more.

Develop Lesson 4: Why should we use soap?	Ready Steady Grow Enhanced provision Clean hands	Provide clear plastic sandwich bags and slices of white bread. Touch one piece of bread with damp, dirty hands and seal inside a sandwich bag. Touch another piece with freshly washed hands before sealing in a separate sandwich bag. Observe what happens to the bread over time.
Innovate Why do germs spread so easily?	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 Survival Express	Provide time for the Reception children to talk about their learning through the project and ask questions to find out more.





EYFS and KS1 mixed-age planning

Autumn term 2



Habitats

Year 2
Science
Half term project

In this activity, Reception children develop their understanding of the world around them as they explore the seasonal changes that happen in the local environment during autumn.

Linked EYFS project: **Exploring Autumn**.

These lessons link directly with the learning in Y2 and will provide progression. Use the enhanced provision ideas from **Habitats** and **Exploring Autumn** to add to the provision each week. Use the [Did you know?](#) resource and [Key vocabulary word cards](#) from **Exploring Autumn** to support reception children.

Area of learning covered: UW

Reception children:

- Explore seasonal changes in the local environment during autumn
- Learn about the plants and animals that live in a woodland habitat
- Explore the similarities and differences between wild animals and pets
- Explore how living things change over time

Lesson	Supporting Project	Content
Introductory knowledge Exploring habitats	Exploring Autumn Engage Woodland walk	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.
Engage Lesson 1: Living and non-living things	Exploring Autumn Enhanced provision Apples	Display windfall apples in various states of decay. Provide hand lenses for the children to observe what happens. As an optional teacher-led or small group task, make apple crumble together.
Engage Lesson 2: Identifying plants and animals in a habitat	Exploring Autumn Develop Who lives in the woods?	Display the Woodland and non-woodland animal picture cards on a tabletop. Challenge the children to name any familiar animals. Ask 'Who lives in the woods?' Invite the children to share their thoughts before sorting the cards into two groups: woodland animals and non-woodland animals. Encourage the children to listen to everyone's ideas before coming to a collective decision.
Engage Lesson 3: Why do these animals live in this habitat?	Exploring Autumn Develop Wild ones	Show the children the Wild animals video . Explain that these animals are wild and different from pets. Show the children the Wild animals picture cards . Encourage them to talk about the animals using adjectives to describe their size, shape, fur, feathers, claws and beaks. Ask the children to choose their favourite animal about which to sketch or write. Note: Talk about any features the animals have that help them survive during the winter, such as thick fur to keep them warm. Squirrels have claws to help them dig to bury their nuts, and birds fluff up their feathers to trap warm air. Some animals, such as hedgehogs, hibernate for the winter.
Develop Lesson 1: Creating food chains	Animal Safari Develop 1 Animal lunch	Focus on woodland animals. Start by asking the children what food they like to eat. Ask where they get their food and how they eat it. Do they grow their food, buy it from shops or go out to eat? Explain that humans grow or rear the food they eat, and shops and restaurants sell food for people to eat. Ask the question 'Where do animals get their food?' Provide time for the children to share their ideas and ask questions. Introduce the children to vocabulary including carnivore, herbivore, omnivore, plants and meat, and explain that carnivores hunt and eat other animals for food in the animal world. Display the Carnivores and herbivores picture cards and two labelled hoops. Invite the children to sort the cards into the correct hoops and explain their reasoning. Compare the animals in the two hoops to see whether they have similar features in common.
Develop Lesson 2: Animal adaptations	Habitats Enhanced provision Who's hiding?	Display the Camouflage quiz on a computer. Help the children to click the 'Draw' tab and select a pen colour on the PowerPoint presentation. Encourage the children to identify and draw around the animals camouflaged in the picture and then scroll down to the next slide to see if they are correct. After the children have completed the quiz, discuss how camouflage helps the animals to survive in their habitats.
Develop Lesson 3: Plant adaptations	Habitats Enhanced provision Beautiful habitats	Focus on woodland habitats. Display the Animals in their habitats picture cards in the creative area. Provide collage resources, paper, scissors, glue, pastels, ready-mixed paint and paintbrushes for the children to create artwork on the theme of habitats.

Innovate Mystery habitats	Habitats Enhanced provision Creating habitats	Focus on woodland habitats. Display a variety of fabrics and natural resources such as sand, soil, shells, leaves, sticks, pebbles, conkers, pine cones, acorns and seeds. Provide a variety of small world animals and invite the children to create suitable habitats for the different animals. Encourage them to consider themes including camouflage, food, water and shelter as they create the habitats. Offer tablets or digital cameras for the children to take photographs of the animals in their habitats. Provide time for them to share their photographs with the class and discuss how the habitat helps the animals survive. You could print the photographs and provide writing resources, sound mats and word banks for the children to annotate their ideas with labels or write sentences about the different habitats.
Express Quiz	Habitats Express	Provide time for the Reception children to discuss their learning through the project and ask questions to find out more.



EYFS and KS1 mixed-age planning

Autumn term 2



Remarkable Recipes

Year 2
Design and technology
Half term project

In this project, children explore where food comes from and prepare and make a range of healthy snacks.

Linked EYFS project: **Ready Steady Grow!**

These activities link directly with the learning in Y2 and will provide progression. Use the enhanced provision ideas from **Ready Steady Grow** to add to the provision each week.

Area of learning covered: UW

Reception children:

- Explore where food comes from
- Develop their understanding of healthy eating
- Prepare a range of healthy snacks

Lesson	Supporting Project	Content
Engage Exploring where food comes from	Ready Steady Grow Engage Plant and animal sources	Display the Food picture cards alongside a browsing box containing various foods and packaging, such as yoghurt pots, cereal packets, pasta, rice, milk, fruit and vegetables. Explain that some foods are from plants and others come from animals. Tell the children that some animal products are made from their milk, such as cheese and yoghurt, while other food is their meat. Discuss each type of food with the children and display two hoops labelled ‘plant’ and ‘animal’ for the children to sort the foods, packaging and picture cards.
Develop Lesson 1: Tools	Ready Steady Grow Develop 2 Can I eat a rainbow?	Show the Can you eat a rainbow? video. Explain to the children that they will work together to create a rainbow of fresh fruit salad. Display various fruits in different colours, such as strawberries, oranges, mangoes, bananas, green apples, blueberries and grapes. Ask the children to share tools and ingredients to peel and chop the fruits. Provide adult support to ensure each fruit is prepared safely and added to a separate bowl. When finished, offer each child a bowl and spoon and invite them to choose the fruits they would like to add to their fruit salad. Encourage them to talk about how the fruits taste and explain why eating fruit and vegetables each day is essential. Note: Take photos of each stage to use in a writing activity. Discuss hygiene rules associated with food preparation, including wearing an apron, washing hands, washing fruit and vegetables and maintaining a clean workspace. Check for allergies and gain parental permission before tasting foods.
Develop Lesson 2: Why do we cook our food?	Ready Steady Grow Develop 2 Sensory challenge	Explore how some foods change during cooking. Begin by looking at the properties of dried pasta. Set out various pasta pieces in different shapes and colours for the children to handle and sort. Then cook the pasta and observe it at stages of cooking. Once cooked, drain the pasta and allow the children to explore it. Ask ‘How has the pasta changed?’ Encourage the children to use vocabulary, such as hard, soft, cook, boil and cool. After the children have explored how the pasta changes when cooked, set a table with bowls, knives and forks and offer a tasty pasta snack. Provide cooked pasta, a simple tomato sauce and grated cheese. Sit together and support the children to use their cutlery as they eat. Notes: There are lots of types of pasta for the children to explore. These include spaghetti, linguine, fusilli, vermicelli, capellini, tagliatelle, pappardelle, fettuccine and conchiglie. Make a healthy tomato sauce by adding garlic and herbs to chopped tomatoes. Check for allergies and gain parental permission before tasting foods.
Develop Lesson 3: Reading recipes	Ready Steady Grow Develop 2 Recipes	Display photographs of the children making the rainbow of fresh fruit salad and various recipe books. Ask the children to put the photographs into chronological order to show the different steps to make fruit salad. Encourage them to talk through how they prepared the fruit salad and use language, such as first, then, and next to describe the order. As a group, make a list of words, such as wash, peel, chop and mix, to describe what happened at each stage. Look at the recipe books and explain how recipes use imperatives, such as ‘Wash your hands’ and ‘Chop it up’. Invite the children to write a recipe using the Fruit salad template to take home to show how to make fruit salad. Encourage them to say their sentences and use their phonic knowledge to segment the words as they write.
Innovate Lesson 1: Planning a school meal Lesson 2: Making a new school meal	Ready Steady Grow Innovate Penny the pig’s super salad	Use the Innovate challenge to support the Reception children to work as a group design an make a healthy salad to share.
Express Evaluation	Ready Steady Grow Express Our learning	Set out a selection of photographs from the project and invite the children to pick their favourites. Ask questions to encourage them to explain and describe their learning throughout the project. Support them to explore the themes of healthy eating, where food comes from, what plants need to grow and farm animals. Create a slideshow with photographs, videos and quotes from the children to showcase their learning. Share the slideshow with another class or add it to the school website for everyone to view.



EYFS and KS1 mixed-age planning

Autumn term 2



Still Life

Year 2
Art and design
Half term project

In this project, Reception children begin to develop drawing and painting techniques.
These activities are from a variety of EYFS projects and link directly with the learning in Y2 to provide progression.

Area of learning covered:
EAD

- Reception children:
- Begin to develop drawing and painting skills and draw pictures of a range of fruit and vegetables
 - Continue to explore colour mixing

Lesson	Supporting Project	Content
Engage Gallery visit		Reception children can join in with the visit.
Develop Lesson 1: Similar or different		Provide various drawing resources for the children to experiment with in the creative area, including pastels, crayons, felt tip pens, chalks, charcoal and pencils.
Develop Lesson 2: Colour study	Ready Steady Grow Develop 2 Fruit art	Display the Grouped fruit and vegetables picture cards , red, yellow and blue ready-mixed paint, mixing palettes, paper and paintbrushes. You could put the ready-mixed paint in squeeze bottles or empty soap dispenser bottles so the children can add paint to their palettes independently. Work with the children to experiment with colour mixing to see if they can create colours for the coloured fruit. Provide paper for the children to create pictures with their paint. They may choose to paint fruit pictures.
Innovate Still life artist	Ready Steady Grow Develop 2 Fruit art	Display a copy of The Fruit Basket picture card by Giuseppe Arcimboldo. Show the children how the painting can be viewed as a fruit basket or a person's head. Ask them to talk about the painting and give their opinion on whether they like it or not. Encourage them to talk about the fruits they can see in the painting and the features they represent. Explain that you will work as a group to create a fruit face or fruit basket picture. Display fruits and provide paper and pastels for the children to make observational drawings. Invite the children to choose a fruit to draw. When finished, provide scissors for the children to cut around their drawings and work as a group to arrange them to create a face or fruit basket.
Express Evaluation	Still Life Express	Provide time for the children to share and talk about their artwork with others.



EYFS and KS1 mixed-age planning

Autumn term 2



Mix It
Year 2
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	Add primary-coloured paint and conkers in a tray for conker rolling.
	Puddles and Rainbows Enhanced Provision Puddle Painting	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.
	Puddles and Rainbows Enhanced Provision Play dough rainbow	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.



EYFS and KS1 mixed-age planning

Autumn term 2



Let’s Explore the World

Year 2
Geography
Full term project

In this project, Reception children develop their understanding of the world as they explore their immediate environment and use maps, globes and atlases to find out about location around the world. They begin to make maps to represent real and imaginary journeys.

The EYFS projects **Let’s Explore** and **Big Wide World** support learning for this project.

These lessons link directly with the learning in Y2 and will provide progression. Use the enhanced provision ideas from **Let’s Explore the World**, **Big Wide World** and **Let’s Explore** to add to the provision each week. Use the [Did you know?](#) resources and [Key vocabulary world cards](#) from Let’s Explore and Big Wide world to support 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 and locations around the world
 - Use world maps and globes to identify the UK and make comparisons with other locations
 - Are introduced to positional language, such as under, over, above, below, through and next to

Lesson	Supporting Project	Content
Engage Lesson 1: Using an atlas	Big Wide World Develop 1 Our world	Share the book <i>Our World: A First Book of Geography</i> by Sue Lowell Gallion. Start by reading the text on the left-hand page. Demonstrate how the book opens up to create a globe. When the children are familiar with the rhyming text, you could choose an area to focus on to find out more. Provide a large sheet or roll of paper and felt tip pens. Ask the children to work as a group to draw the different habitats they visited on their journey around the world. Offer word banks and sound mats for the children to add labels to their pictures.
Engage Lesson 2: Using compass directions	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.
Engage Lesson 3: Using a key with a map Lesson 4: Collecting data	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’.
Develop Lesson 1: Locating the equator	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 Lesson 2: Hot, temperate 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.
Develop Lesson 3: Sustainability	Big Wide World Develop 3 Clean up!	Share the story <i>Clean Up!</i> by Nathan Bryon. Explain that the story is set in Jamaica, which is in the Caribbean. Show the children where Jamaica is on a map or globe. Explain that the seas in the Caribbean are always warm, and they are home to lots of tropical fish, sharks, turtles and whales. Ask the children to talk about how Rocket helps the wildlife in the story. Share the Caribbean Sea presentation and ask the children to read the facts about the wildlife that Rocket might see when she visits her grandparents.
Develop 2 Lesson 1: Characteristics of the United Kingdom	Big Wide World Develop 1 Where shall we go?	Use a tablet or computer to show the children Google Earth. Start by entering your location for the children to see the area where they live, then invite them to suggest countries to visit. Model how to zoom in so the children can see more detail and use the tools to rotate the world map to see different countries. Display a world map and globe for the children to find the various countries you visit.

Develop 2 Lesson 2: Comparing places	Big Wide World Develop 1 Big wide world	Display a globe and a world map and invite the children to talk about countries they have visited or with which they are familiar. Watch the Big wide world video . Invite the children to talk about the places mentioned in the video and challenge them to find them on the globe or world map. Encourage them to ask questions about the video. Use the Big wide world questions picture cards to support the children to ask questions to find out more.
Innovate The use of human features enquiry	Let’s Explore Develop 2 Where we live	Arrange a short walk around your local community. Take photographs of the things you see along the way. When you return to school, visit Google Maps, select the Street View function on a tablet or computer and revisit the route you took. Encourage the children to talk about the places they saw on the journey.
Express Quiz	Let’s Explore Express Stay and play	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.

