

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Reception Curriculum Overview

Curriculum Intent

At West Park Academy our children are at the heart of everything that we do. In the Early Years Foundation Stage, we have a child centred approach to the way we plan and deliver our curriculum. Our children are valued for their individuality. We aim to inspire them with a love of learning, encouraging them to make links, recognise similarities in their learning and experiences, preparing them for the next stage in their education.

Our curriculum is therefore the cultural capital we know our children need so that they can gain the knowledge, skills and understanding they require for success. They can only do that if we embed the right habits for learning through the Characteristics of Effective Teaching and Learning – Play and Exploration, Active Learning and Creative and Critical Thinking. Our children are immersed in a rich environment of words, sounds, rhythm, and verbal and non-verbal expression. All of our practitioners understand the importance of vocabulary in Early Years and how vital modelling vocabulary is for future success.

Implementation

Through a pedagogy that values both child-initiated and adult- led learning supported by a carefully sequenced, broad and balanced curriculum of knowledge, key skills and first-hand experiences. We use the children’s starting points to plan a thoughtful yet challenging environment that will deepen skills allowing knowledge to stick. Children are provided with plenty of time to engage in ‘exploration’ throughout the variety of experiences carefully planned to engage and challenge them in the provision.

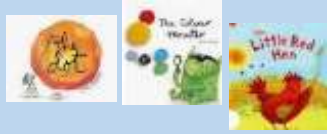

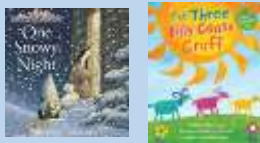
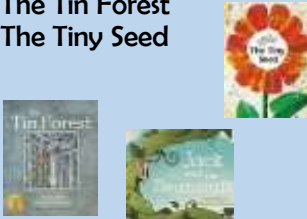
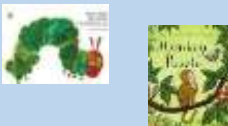

Impact

Children that are happy, engaged and independent learners that show resilience and a thirst for knowledge. Our children love to learn and come to school. Children will have those learning behaviours that prepare them for future learning. We believe our high standards are due to the enriched play-based exploration alongside the wealth of knowledge staff have about each child as they move through the early years – a rich diet of balanced learning experiences is undoubtedly the best way to develop happy, curious children.

This learning overview provides you with an insight into the children’s learning experiences throughout their Reception year. The learning opportunities will also continue to be enhanced over the year as children build upon their own unique experiences and share their ideas with their friends as is the ethos of EVFS. Through the continuous provision children are given lots of opportunities for child initiated, investigation and play. This enhances learning through rich, stimulating activities and opportunity to develop greater depth. This approach, we believe, helps them to become more independent through the characteristics of effective learning:

Playing and exploring, Active learning, Creative and thinking critically.

Theme	What do I know about me?	I Wonder if Everything Has a Shadow?	Why is the Sky Blue?	Does Everything Grow?	Is it an insect?	Journeys- Where will you go?
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Provocations	Seasonal Walk	Christmas Performance		Seasonal Walk	Butterfly World	Seasonal Walk
Core Texts	<p>The Dot The Colour Monster The Little Red Hen</p> 	<p>Night Monkey, Day Monkey The Owl who was Afraid of the Dark</p> 	<p>One Snowy Night The Three Billy Goats Gruff</p> 	<p>Jack and the Beanstalk The Tin Forest The Tiny Seed</p> 	<p>The Very Hungry Caterpillar Caterpillar Monkey Puzzle</p> 	<p>Who Sank the Boat We're Going on a Bear Hunt Handa's Surprise</p> 
Further Reading	<p>Pantone Colour Have you filled a Bucket Today? Feeling Angry The Big Umbrella Look, Look...Look Again From Wheat to Bread What Can You See in Autumn? Farmer Duck</p>	<p>The Nativity Story Christmas Stories Black Rabbit Little Glow</p>	<p>Sky High Stories about Jesus Children around the world</p>	<p>A Seed in Need From Seed to Sunflower My Bean Diary First Book of Trees What a Waste! Lions Bible The Easter story Chinese New Year story (The Great Race)</p>	<p>Minibeasts Spiders Growing Frogs A Butterfly's Life Cycle</p>	<p>Floating and Sinking</p>
Parent involvement	<p>Information Sessions on Phonics and Maths Parent consultations</p>	<p>Christmas Performance</p>	<p>Catch me reading Parent Consultations Parent's Breakfast Reading sessions</p>	<p>Mother's Day</p>	<p>Catch me writing</p>	<p>Father's Day Transition to Year 1 meeting</p>
Celebrations/ Festivals	<p>Harvest Spooky Diwali</p>	<p>Bonfire Night Remembrance Day Anti-Bullying Week Christmas</p>	<p>Valentine's Day</p>	<p>World Book Day Lent Easter Chinese New Year</p>	<p>Coronation</p>	<p>Transition</p>
Key Vocabulary	<p>Feelings, emotions, scared, excited, happy, sad, angry, upset. Selfish, unkind, kind, share, lonely, included, share</p>	<p>Night, day, shade, sunlight, moonlight, shadow, cast, different, unique, similar, light, dark, bright, dim, torch, source, day time, night time, nocturnal, like,</p>	<p>Frosty, blizzard, ice, icicle, frozen, wet, hibernate, special, friends, share, weather, rain, snow, sun, wind, fog, gale, storm, scratch, scrape, snug, warm,</p>	<p>New life, born, daffodil, giant, huge, enormous, poor, poor, scared, cross, furious, angry, hidden, capture, disobedient, winding, twisting, brave, Once upon a Time</p>	<p>Metamorphosis, change, chrysalis, change, days of the week, greedy, warm, shriek, curl, coil, baggy, joke, croak, bigger, smaller</p>	<p>Light, heavy, lightest, heaviest, balance, sink, sank, empty, full, float, sink, in, on, under, through, narrow, gloomy, squelch, stumble,</p>

	determined, selfish, hardworking, reap the rewards. Leaves, weather, colder, changing, seasons, crispy, conkers, acorn, rainy, harvest, vegetables, storing food, preparing, falling, habitat, acorn, colourful, crunching, golden, hibernation, dying, decomposing, me, unique, same, different, family, healthy, unhealthy, exercise, names of parts of the body, taller, tallest, smaller, smallest, colours, kind, unkind, helpful, caring, family, special, share, safe, unsafe	dislike, celebration, festival, traditions, church, Christmas, journey, stable, manger, Jesus, Mary, Joseph, Christians, scared, afraid, persistent, dark, fluffy, plump, perfect, soft.	kind, silent, Once upon a time, big, medium, small, smallest, biggest, unkind, selfish, weather, snow, rain, sleet, rainbow, sun, kind, share, design, house, strong, waterproof, litter, rubbish, recycle, re-use, light, dark, shadow, sun, shade, opaque, transparent, freeze, melt, change, liquid, solid, harden, hard, wet, cold	Wide, windswept, junk, recycle, change, create, dream, real, lonely, kind, caring, animal names, 3D shapes, 2D shapes, join, create, plant, seed, grow, bud, shoot, seedling, tall, taller, tallest, sunlight, water, soil, spring, warmer, bulb, stem, healthy. giant, huge, enormous, poor, scared, cross, furious, angry, hidden, capture, disobedient, winding, measure, compare, smallest, twisting, brave, metal, plastic, paper, fabric, card,	insect, head, thorax, abdomen, antennae, minibeast, habitat, protect, life-cycle	journey, travel, distance, vehicle, destination.
Assessment Opportunities	Analyse Nursery data Baseline Assessments by end of term SIMs on-entry data Speech and Language Link Assessments NELI Parents Evening Little Wandle Assessment	Little Wandle Assessments End of Autumn Data	Little Wandle Assessments Parents Evening SEND Review	SIMs data Little Wandle Assessments End of Spring Data	Little Wandle Assessments Parents Evening SEND review	Data to Authority EYP Reports to parents
Self-help skills	<ul style="list-style-type: none"> • Hang up coat • Take off socks and shoes and put them back on again • Take off jumper • Fasten shoes (Velcro and buckles) • Use the toilet independently • Hand washing • Making Toast 	<ul style="list-style-type: none"> • Organise clothing to put on again (inside out etc) • Put on PE kit with little help • Fasten buttons and zips (continued) • Making a sandwich • Road safety • Change into PE kits independently 	<ul style="list-style-type: none"> • Fasten buttons and zips (continued) • Making a sandwich (continued) • Road Safety • Change into PE kits independently 	<ul style="list-style-type: none"> • Fasten buttons and zips (continued) • Making a sandwich (continued) • Road Safety • Change into PE kits independently 	<ul style="list-style-type: none"> • Fasten buttons and zips (continued) • Making a sandwich (continued) • Road Safety • Change into PE kits independently 	
British Values	<p>Running through our curriculum are British Values</p> <p>Democracy- making decisions together- where everyone is treated equally and has equal rights. support children's personal, social and emotional development (PSED) by giving them opportunities to develop their self-confidence and self-awareness, to make choices and decisions about what they want to explore and how they're going to use the resources made accessible to them.</p>					

	<p>Rule of Law-(PSED) Making and understanding rules and that rules matter – supporting children to learn to manage their own feelings and behaviour: about learning right from wrong; about behaving within agreed and clearly defined boundaries: about dealing with the consequences.</p> <p>Individual Liberty-(Embedded in PSED and UTW) supporting children to develop their self-esteem and confidence and real sense of self</p> <p>Mutual Respect and confidence-(Embedded in PSED and UTW) where we learn to treat others as we want to be treated. How to be part of a community, manage our feelings and behaviour; and form relationships with others. Learning about kindness, inclusivity and tolerance of one another.</p>					
<p>PSED</p>	<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p> <p>Self-Regulation Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done.” Education Endowment Foundation. At WPA, we understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.</p>					
<p>PSED</p>	<ul style="list-style-type: none"> • create and understand class rules with my friends • participate in turn taking games • show sensitivity to people’s feelings and needs • try new activities independently and select resources independently • wash my own hands and understand the importance of this • know routines of the school day • think about mine and the feelings of others • talk about my family and other people who are important to me • think about occasions/events special to themselves and others 	<ul style="list-style-type: none"> • follow the class rules with my friends • participate in turn taking games • show sensitivity to people’s feelings and needs • try new activities independently and select resources independently • know routines of the school day • think about the feelings of others • talk about things that they may be scared about • think about celebrations they share with their families- Diwali/ Christmas • Weekly circle time discussions • Anti-bullying Week-how to be a good friend. 	<ul style="list-style-type: none"> • Talk about how we can look after ourselves, animals and the environment especially during very cold weather • Discuss character feelings, discuss how feelings change-Using the story One Snowy Night by Nick Butterworth • Getting along & sharing with our peers and resolving conflicts with other children e.g. finding a compromise • Weekly circle time discussions 	<ul style="list-style-type: none"> • Talk about how we can change and grow-how can we stay healthy? • Teeth brushing and visit from local dentist • Looking after seeds we plant and thinking about our environment. • What would happen if there were no trees? • Getting along & sharing with our peers and resolving conflicts with other children e.g. finding a compromise • Weekly circle time discussions 	<ul style="list-style-type: none"> • Talk about how we can look after creatures in our environment • Getting along & sharing with our peers and resolving conflicts with other children e.g. finding a compromise • Weekly circle time discussions • Children persevere with difficulties 	<ul style="list-style-type: none"> • Talk about transition into Year 1, new teachers and routines. • In school Sports Day- team work and trying our best at Sports Day and work as a team. • Lucinda and Godfrey SRE sessions. This is a whole school approach to delivering Sex and Relationship Education, taught through age appropriate storybooks that follow the two characters as they progress through Primary School.

	<ul style="list-style-type: none"> Weekly circle time discussions 					<ul style="list-style-type: none"> Children encouraged to reflect on their learning and reflect on what helps them persevere through difficulties
Key Vocabulary	<ul style="list-style-type: none"> Agree, disagree, suggestion, wait, turn, next, rules, calm down, respect, strategy, reflection, scenario 					
Communication and Language	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
Communication and Language	<ul style="list-style-type: none"> Take part in circle time and share my thoughts and ideas talk about myself using describing words such as tall, short Understand a 2-part instruction or question Enjoy listening to longer stories and know what happens Listen to songs and rhymes and respond by joining in Can start a conversation and take it in turns Be able to express a point of view 	<ul style="list-style-type: none"> Take part in circle time learn new vocabulary and use this in my play- shadow, shade, light, dark, bright, cast, celebration, same, different Understand a 2-part instruction or question Enjoy listening to longer stories and know what happens Listen to songs and rhymes and respond by joining in Can start a conversation and take it in turns Be able to express a point of view 	<ul style="list-style-type: none"> Retell stories with actions Listen to other children’s ideas and responding to them. Talk about caring for ourselves, the environment and animals. Retell a story without pictures or props Role-play and small world play Talking about changes in the weather Show and Tell opportunities Understands how to listen carefully Ask questions to find out more and 	<ul style="list-style-type: none"> Retell stories with actions Listen to other children’s ideas and responding to them. Talk about caring for the environment, the animals and ourselves. Retell a story without pictures or props Role-play and small world play Talking about changes in the environment and noticing signs of Spring and new life Show and Tell opportunities Understands how to listen carefully 	<ul style="list-style-type: none"> Retell stories with actions Listening to stories without pictures Talking about the school trip and what they enjoyed Listen to other children’s ideas and responding to them. Talk about caring for the environment, the animals and ourselves. Retell a story without pictures or props Role-play and small world play 	<ul style="list-style-type: none"> Retell a story without pictures or props Explore the meaning of new words in stories and topic words- journey, travel, distance, vehicle, destination, Meanings of different signposts, road signs and symbols Role play journeys, pirates, etc Respond to what they hear with relevant questions, comments and

	<ul style="list-style-type: none"> • Use talk to organise • Use a wider vocabulary • imagine and recreate roles in real life family situations and fictional stories • ask questions to get to know my friends in my new class • talk about my family • listen to stories and rhymes including, Titch, My Mum is Great, My Dad is Great, The Dot, The Colour Monster, The Rainbow Fish, The Little Red Hen, <i>The Story of Divali</i>, If you're happy and you know it, Simon Says, 	<ul style="list-style-type: none"> • Use talk to organise • Use a wider vocabulary • imagine and recreate roles in real life family situations and fictional stories • ask questions in class discussions • talk about special times with my family • listen to stories and rhymes eg <i>The Cave</i>, <i>Day Monkey Night Monkey</i>, <i>The Owl that was Afraid of the Dark</i>, <i>Funnybones</i>, <i>The Christmas Story</i> 	<p>check understanding</p> <ul style="list-style-type: none"> • Listens and responds to rhymes songs and poems • Engage in story times • Engage in non-fiction texts • Develop social phrases • Describe events in some detail (events that have happened, are happening or will happen) • Use talk to organise thinking • Use new vocabulary in different contexts • Listen to and talk about non-fiction to develop familiarity and knowledge • Use talk to help work out and problem solve • Articulate ideas and thoughts in well-formed sentences • Connect ideas or actions using connectives 	<ul style="list-style-type: none"> • Ask questions to find out more and check understanding • Listens and responds to rhymes songs and poems • Engage in story times • Engage in non-fiction texts • Develop social phrases • Describe events in some detail (events that have happened, are happening or will happen) • Use talk to organise thinking • Use new vocabulary in different contexts • Listen to and talk about non-fiction to develop familiarity and knowledge • Use talk to help work out and problem solve • Articulate ideas and thoughts in well-formed sentences • Connect ideas or actions using connectives 	<ul style="list-style-type: none"> • Talking about changes in the environment and noticing signs of Summer • Show and Tell opportunities • Understands how to listen carefully • Ask questions to find out more and check understanding • Listens and responds to rhymes songs and poems • Engage in story times • Engage in non-fiction texts • Develop social phrases • Describe events in some detail (events that have happened, are happening or will happen) • Use talk to organise thinking • Use new vocabulary in different contexts • Listen to and talk about non-fiction to develop familiarity and knowledge • Use talk to help work out and problem solve • Articulate ideas and thoughts in 	<p>actions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions (modelling and support from teacher)</p>
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					<ul style="list-style-type: none"> well-formed sentences Connect ideas or actions using connectives 	
Physical Development	<p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, and sport. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>					
Physical Development	<p>I will be learning to...</p> <ul style="list-style-type: none"> explore movements with my body move with confidence, control and safety develop my hand control travel in a variety of ways learn about a healthy lifestyle learn to balance on different parts of my body use a range of tools safely play group games move safely in the space use small and large equipment dance to music 	<p>I will be learning to...</p> <ul style="list-style-type: none"> explore movements with my body move with confidence, control and safety develop my hand control and form recognisable letters travel in a variety of ways learn about a healthy lifestyle learn to balance on different parts of my body use a range of tools safely take part in Bikeability sessions play group games 	<p>I will be learning to...</p> <ul style="list-style-type: none"> Weekly handwriting, PE- using the large apparatus, dance using Chinese New Year dragon – moving in a variety of ways Fine Motor Jungle Journey intervention, handwriting practice Keeping healthy / looking after our bodies and wrapping up warm for winter. Thinking about why we wear what we wear. 	<p>I will be learning to...</p> <ul style="list-style-type: none"> Weekly handwriting, PE- using the large apparatus, handwriting practice, Jump Start Johnny. Keeping healthy / looking after our bodies/ the importance of a good diet to help us to grow/ dressing and undressing skills. Bikeability sessions for some. 	<p>I will be learning to...</p> <ul style="list-style-type: none"> PE- using the large apparatus, taking part in team games Jump Start Johnny, Yoga sessions Develop fine motor skills through gross motor activities, cutting food, Jungle Journey activities 	<p>I will be learning to...</p> <ul style="list-style-type: none"> Exercising to keep healthy through outdoor play, PE lessons and practising for Sports Day Daily writing opportunities and fine motor activities. Keeping safe when working outdoors. Road safety

		<ul style="list-style-type: none"> • move safely in the space • use small and large equipment • dance to music 				
PE Lesson Focus	Stopping and starting Body parts Jungle Journey	Ball skills	Gymnastics and dance	Large Apparatus	Large Apparatus Team games	Team games Sports Day
SKILLS	Locomotion	Manipulation Throwing, catching, kicking, aiming, passing, batting	Stabilisation	Locomotion Stabilisation	Locomotion Stabilisation Manipulation	Locomotion Stabilisation Manipulation
Key Vocabulary	On, off, under, above, below, near, far, over, beside, in, out, around, backwards, forwards, sideways, through, practising, meander, rapid, adjacent, dangle, slump, straight, following, leading, demonstrating, stretching,					
Literacy As readers and writers we will...	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
Literacy Comprehension	Joining in with rhymes and showing an interest in stories with repeated refrains. Environmental print. Having a favourite story/rhyme. Understand key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities.	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images. Retelling of stories. Orally retelling new stories. Non-Fiction Focus. Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books	Making up stories with themselves as the main character – Using hot seating. Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words. Read a few common exception words. Make the books available for children to share at school and at home. Children will only	Information leaflets about animals in the garden/plants and growing. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events	Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Role play area – book characters	Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.

	Engage in extended conversations about stories, learning new vocabulary.		have stories allocated to them that they can read (dependent on phonic knowledge linked to Little Wandle assessments)		Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story.	
Phonics (Word Reading)	Phase 1 recap and Learn Phase 2 letter sounds s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, l, ll, f, ff, ss and focus on segmenting and blending learn Beginning of Phase 3 (to finish alphabet) letter sounds j, v, w, x, y, z, zz, qu Tricky words <i>l, no, go, to, the</i> Monster Phonics will be available for the children to use to consolidate their sound recognition on the iPads		Phase 2 and beginning of phase 3 (j, v, w, x, y, z, zz, qu) recap and focus on segmenting and blending learn phase 3 letter sounds, ch, sh, th, ng, ai, ee, igh, oa, oo, oo, or, are, ir/ur/er, ow, oi, ear, air, ure, er Language lessons focusing on tricky word reading and segmenting and blending Reading compound words, words with more than one digraph, words ending in -ing Tricky words <i>was you they my by all are sure pure</i> Monster Phonics will be available for the children to use to consolidate their sound recognition on the iPads		Recap of phase 3 graphemes and segmenting and blending. No new letter sounds, but reading adjacent consonants CVCC/CCVC/CCVCC/CCCVC/CCCVCC Learn all phase 4 tricky words and reading words of more than 1 syllable. Tricky words <i>said so have like some come love do were here little says there when what one out today</i> Monster Phonics will be available for the children to use to consolidate their sound recognition on the iPads	
Guided Reading (Decoding, prosody, comprehension)	Little Wandle Reading sessions Homework sent home will reflect on the content of phonics sessions. Children will recognise initial sounds and acknowledge that print has meaning		Little Wandle Reading sessions Homework sent home will reflect on the content of phonics sessions. Children will begin to blend sounds to read words and begin to read simple sentences containing known sounds. They will read Tricky words from phases 2 and 3. Reading books sent home		Little Wandle Reading sessions Homework sent home will reflect on the content of phonics sessions. Children will blend and segment words, read tricky words and read simple sentences. Reading books sent home	
Writing	Focus on dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Name labels (first name)	Name writing (full name) Writing using initial sounds, Begin story scribing Making Christmas lists Retelling stories in writing area Writing cards Focus on writing CVC words, sometimes spelled correctly Form lower case letters Writing in role	Sign making, poster making. Writing labels for models. Labelling design sheets Begin simple sentence writing using phonic knowledge. Writing recipes, lists. Begin to link phonemes to graphemes Begin to write some tricky words Orally compose sentences using fingers Writing in role	Jack and the Bean stalk – retell parts of the story CVC words / simple sentence writing using high frequency words Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board. Form capital letters Use finger spaces, capital letters and full stops in a sentence	Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Writing a thank you letter to Butterfly World Ordering stories with actions. Writing their wonderings about minibeasts Writing in role	Look at non-fiction books relating to journeys, vehicles and different countries Looking at maps and labelling own maps Write words and sentences to retell a story Writing about their journey to school- what do they see along the way? Writing postcards Writing about pirate adventures Writing in role

				Traditional tales character profiles Writing in role		
Mathematics	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes</p>					
Mathematics	<p>I will be learning to...</p> <ul style="list-style-type: none"> perceptually subitise within 3 identify sub-groups in larger arrangements Watching Numberblocks to consolidate understanding create their own patterns for numbers within 4 practise using their fingers to represent quantities which they can subitise experience subitising in a range of contexts, including temporal patterns made by sounds. relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set have a wide range of opportunities to develop their 	<p>I will be learning to...</p> <ul style="list-style-type: none"> continue from first half-term Watching Numberblocks to consolidate understanding subitise within 5, perceptually and conceptually, depending on the arrangements. continue to develop their counting skills explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand begin to count beyond 5 begin to recognise numerals, relating these to quantities they can subitise and count. explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, 	<p>I will be learning to...</p> <ul style="list-style-type: none"> increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements Watching Numberblocks to consolidate understanding explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part experience patterns which show a small group and '1 more' continue to match arrangements to finger patterns. continue to develop verbal counting to 20 and beyond continue to develop object counting 	<p>I will be learning to...</p> <ul style="list-style-type: none"> explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. continue to consolidate their understanding of cardinality, working with larger numbers within 10 Watching Numberblocks to consolidate understanding become more familiar with the counting pattern beyond 20. explore the composition of odd and even numbers, looking at the 'shape' of these numbers begin to link even numbers to doubles begin to explore the composition of numbers within 10. compare numbers, reasoning about which is more, using both an understanding of the 	<p>I will be learning to...</p> <ul style="list-style-type: none"> continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns Watching Numberblocks to consolidate understanding use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number subitise structured and unstructured patterns, including those which show numbers within 	<p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.</p> <p>Money week- looking at buying and selling- shop in role play- visit local shops.</p>

	<p>knowledge of the counting sequence, including through rhyme and song</p> <ul style="list-style-type: none"> • have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting • have opportunities to develop an understanding that anything can be counted, including actions and sounds • explore a range of strategies which support accurate counting. • see that all numbers can be made of 1s • compose their own collections within 4. • understand that sets can be compared according to a range of attributes, including by their numerosity • use the language of comparison, including 'more than' and 'fewer than' compare sets 'just by looking'. 	<p>some of which can be taken apart and some of which cannot</p> <ul style="list-style-type: none"> • explore the composition of numbers within 5. • compare sets using a variety of strategies, including 'just by looking', by subitising and by matching • compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts. 	<p>skills, using a range of strategies to develop accuracy</p> <ul style="list-style-type: none"> • continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 • order numbers, linking cardinal and ordinal representations of number. • continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 • explore the composition of 6, linking this to familiar patterns, including symmetrical patterns • begin to see that numbers within 10 can be composed of '5 and a bit'. • continue to compare sets using the language of comparison, and play games which involve comparing sets • continue to compare sets by matching, identifying when sets are equal 	<p>'howmany'ness' of a number, and its position in the number system.</p>	<p>10, in relation to 5 and 10</p> <ul style="list-style-type: none"> • be encouraged to identify when it is appropriate to count and when groups can be subitised. • continue to develop verbal counting to 20 and beyond, including counting from different starting numbers • continue to develop confidence and accuracy in both verbal and object counting. • explore the composition of 10. • order sets of objects, linking this to their understanding of the ordinal number system. 	
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			<ul style="list-style-type: none"> explore ways of making unequal sets equal. 			
Possible Maths stories/ songs	Three little pigs Titch Abigail	5 little speckled frogs Mouse Count Rosie's Walk	10 Little rubber ducks 5 little men in a flying saucer	The Perfect fit 10 Green bottles	Bad tempered ladybird Very hungry caterpillar	How big is a million? Billy's bucket Who sank the boat?
RE	Parts of RE are going to be taught through continuous provision in the Reception areas. This will be through the enhancements that we add to our provision which will be organised in red tubs around Reception. There will be small world places of worship, artefacts and pictures within the enhancements which will be carefully taught and introduced to the children prior to their appearance in the continuous provision. Some examples of this are shown in the boxes below.					
UTW People and Communities (Links to RE and Geography)	<p>Birthdays Introduce Birthday display and discuss birthday celebrations and how they may differ. Introduce the school building and events Talking about where they live- who lives in their home. Similarities and differences in families. Understand that houses are not all the same.</p> <p>Exploring identity through cultures and religions Hindu festival Diwali and link to other festivals they celebrate- how is it similar, different?</p>	<p>The Christmas story Tell the Christmas story through Christmas performance and through stories. Children will have access to a range of texts about the Christmas story.</p> <p>Visit local shops to buy baking ingredients each week. Look at simple maps of school. Using language of direction- straight on, keep to the left, right, positional language. Creating table top maps for small world</p>		<p>The Easter Story Tell the Easter story – Big discussion about how Jesus is now a man! Link Easter craft to the story – eggs, hot cross buns.</p>		<p>Visits from Fire Brigade, Police, Nurse, Dentist</p> <p>Trip to Preston Park Museum looking at old toys, clothes, shops etc</p> <p>Journey stories including Oi get off my train!, Handa's Surprise looking at where the animals are from and where Handa lives- using globes</p>
SKILLS (RE)	<p><u>What children in EYFS need to understand about different cultures and communities?</u> People have different religious beliefs and cultural traditions.</p> <p><u>What do they need to know?</u> That in the UK there are many religions such as Christianity, Hinduism, Judaism, Islam and non-religious. That these religions and non-religions have special festivals. E.g. Harvest, Christmas, Diwali, Easter, New Year's Eve, Halloween, Bonfire Night, Chinese New Year. People have a right to choose what they believe and not everyone believes the same.</p> <p><u>How can they show they understand different cultures and communities (R.E)?</u> Talk about how they live and how other people live. Comment on similarities and differences for example, time where people may use fireworks to celebrate a festival (Bonfire Night, New Year, Diwali, Chinese New Year).</p>					

	<p>Talk about different religions/festivals and know some of the things that make them special for that religion/non-religion. (The story of Rama and Sita, diya lamps, Rangoli patterns, special food, the Nativity story, the advent candles/ring, giving gifts, parties, fireworks, The Great Race, special colours, traditional dances, music and songs, symbolism of the egg, crucifix, new life.) Begin to compare and contrast the things they have experienced within different cultures and communities e.g. religious symbols, fireworks Comment on their own religious experiences e.g. wedding, christening.</p> <p>The UK is a multi-cultural country. <u>What do they need to know?</u> Festivals are celebrated differently depending on your faith. <u>How can they show they understand different cultures and communities (R.E)?</u> To be able to name different places of worship e.g. church, Hindu temple. Taking part in the celebration of different religions throughout the year. (Diwali, Christmas, Easter)</p>					
<p>UTW Past and Present (Links to History) Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them</p> <p>Comment on images of familiar situations in the past</p> <p>Compare and contrast characters from stories including figures from the past</p>	<p>Introduce the school building and events Introduce the Visual timetable to the children and discuss different parts of the day. Introduce the Birthday display to the children and discuss ages and when our birthday is/was. Start developing the class timeline for children to refer to Discuss our families and where we live. Share books depicting how different families can be Looking at baby photos and discussing things we can do now that we could not do as babies Books and stories- language of time and past tense.</p>	<p>Visual Timetable – Introduce - Yesterday we... Tomorrow we will...</p> <p>Books and stories- language of time and past tense.</p> <p>Remembrance Day</p> <p>Small world resources- knights, dragons, prince and princesses, bravery</p> <p>The first Christmas was a long time ago</p>	<p>Discuss different jobs and people who help us. Discuss different workplaces, for example, doctors, Co-op, hairdressers. Introduce people from past (linked to topic/artists/authors).</p> <p>Books and stories- language of time and past tense.</p> <p>Small world resources- knights, dragons, prince and princesses, bravery</p>	<p>Introduce the times of the day as different events (dinner time/home time etc) Discuss previous Easter celebrations and traditions that we will celebrate and have celebrated (Pancake day, Mother's Day, Lent, Easter). Link to the Easter story and discuss Jesus' life.</p> <p>Books and stories- language of time and past tense.</p> <p>Small world resources- knights, dragons, prince and princesses, bravery</p>	<p>Trip to Butterfly World and Preston Park Museum. Look at the old toys, shops and artefacts and discuss</p> <p>Books and stories- language of time and past tense.</p> <p>Small world resources- knights, dragons, prince and princesses, bravery</p>	<p>Our lifetime – baby, nursery, Reception Year, Year 1 Journeys- look at Pirates look at pirates now and in the past</p> <p>Books and stories- language of time and past tense.</p> <p>Small world resources- knights, dragons, prince and princesses, bravery</p>
<p>SKILLS (History)</p>	<p><u>What an EYFS historian needs to understand?</u> <u>Chronological understanding:</u> That times passes in sequential order That there are key words/vocabulary associated with the passage of time; first, then, next, before, after, beginning, end <u>What do they need to know?</u> There are days of the week/months of the year that repeat and go in order; Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday. January, February, March, April, May, June, July, August, September, October, November, December.</p>					

There are seasons that repeat and go in order; Spring, Summer, Autumn, Winter
 The times of the day go in order and repeat everyday e.g. day time, morning, lunchtime, afternoon, evening, night time.
 Know before and after as a concept
 Ordering language such as First, next, after that, in the end
How can they show they are historians?
 Start to show the awareness of time in the day e.g. stating it is lunchtime next;
 Commenting and noticing on what happens in each season;
 Being able to narrate their daily routines/weekly activities
 Use past tense with increasing accuracy
 Sequence stories/events

Knowledge and Understanding of events, people and changes in the past:
 That the passage of time changes us all;
 We need to change what we do/wear in response to the passage of time;
 Stages of human growth from a baby to an elderly (baby, toddler, child, teenager, adult, elderly person)
What do they need to know?
 Some things are the same/different
 Live things do not stay the same over time
 That weather changes according to the seasons
 That we need to dress accordingly to keep ourselves safe and comfortable
How can they show they are historians?
 Able to notice changes e.g. a new haircut, new skill in themselves/friends/parents
 Able to compare and say what is the same/different about something e.g. when I was a baby I crawled but now I walk.
 Able to notice and celebrate new things they can do – e.g. I can now write letters but when I first started Reception, I couldn't
 Comment on how what we wear changes with the seasons e.g. clothes and shoes
 To develop self-care routines including wearing/choosing appropriate clothes

Historical Interpretation
 That the passage of time changes the world around us;
 Notice that things in nature change with time
What do they need to know?
 Know the seasons and key changes to nature in each season
 Know names for baby animals
 Organic things decay overtime
 Know that the plants/chicks/tadpoles grow and change over time
How can they show they are historians?
 Collect the evidence for changing seasons e.g. flowers or shards of ice
 Compare the evidence of how transport has changed over time
 Sequence a life cycle/stages of growth of a plant/animal (chickens, frogs, flowers)

Historical Enquiry:
 That events/celebrations take place at specific points of the year.
What do they need to know?
 People in our community celebrate special days (Christmas, Halloween, Bonfire Night, Remembrance Day, Royal Celebration where appropriate, Easter, Chinese New Year, New Year's Eve)

	<p>Some of the special days repeat annually at the same time for everybody (Christmas in Winter) and some happen annually for them (birthdays)</p> <p><u>How can they show they are historians?</u> Say what might happen on special days e.g. we dress a tree at Christmas, we have fireworks on Bonfire Night. Ask simple questions e.g. why do we wear a poppy? Talk about historical figures, sometimes linked to the celebrations (The King, Guy Fawkes, soldiers) Join in celebrations and sometimes remember what happened last year on that same day.</p> <p><u>Organisation and communication:</u> That History means somethings that happened in the past <u>What do they need to know?</u> That places, people and objects have changed over time e.g. clothes, technology, houses That 'Once upon a time' means in the past. That how we live now is because of people and events that have occurred in the past e.g. Grandad talking about his time in the army <u>How can they show they are historians?</u> Talk about things that have happened in their lives with their families e.g. a family holiday, wedding, a special time. Looking at pictures and objects Reading, sharing and discussing stories</p>					
<p>UTW The World (Links to Geography and science)</p>	<p>Me and my Body – labelling the parts of the body The 5 senses. Talk about similarities and differences between my friends and families Discuss the different parts of the body and how to look after ourselves and to stay healthy. Use the iPads to help me in my learning. use my five senses to investigate Go on local walks around the school noticing what is where Talk about the weather each day and what they see outside</p>	<p>Does everything have a shadow? Autumnal walk in West Park to see the difference in leaves and beginning of winter and how bare the trees look along with the lack of animals around (why aren't there many animals around?) Learn about some nocturnal animals (linked to Maths Light and Dark) think about where light comes from investigate shadows and exploring how shadows are formed Take part in baking activities each week including making bread Tasting different foods from different countries</p>	<p>Why is the sky blue? Looking after wildlife during winter Discuss hibernation, migration and how to care for animals in winter. Making bird feeders Seasonal changes Winter –Discuss and recap prior discussions about the way it looks outside and the changes from when we started school and the time it gets dark. Discuss weather and make predictions about the weather Watch the weather forecast daily Discuss the environment and changes in the weather</p>	<p>Does everything grow? Spring Walk in West Park Plants and growing – grow beans in transparent bags/containers and look at the parts of a plant and label Naming specific parts of the body with children – ear lobes, elbows, naming fingers, wrist, thigh, heel, palm, etc, In spring discuss the lighter days and the new beginning of plants and baby animals. Exploring questions about growing. How have we changed? What can we do now that we couldn't do as a baby?</p>	<p>Is it an Insect? Continue to plant and grow vegetables, fruit and plants Investigate life cycles of butterflies using Insect Lore butterflies Mini-beasts – building a bug hotel- what do minibeasts need? Trip to Butterfly World Explore the natural world around them. Know similarities and differences between the natural world around them and contrasting environments Exploring questions about minibeasts.</p>	<p>Journeys- where will you go? Exploring maps and globes- where have the children been before? Using books and stories to discover where animals and people live in Oi get off our train and Handa's Surprise What to pack on different holidays and journeys Exploring and programming BeeBots and other programmable vehicles STEM Week Creating vehicles with wheels that turn</p>

		<p>Look at images of the Earth as seen from outer space- what are the patterns and colours?</p> <p>Knowing that Jerusalem is where the Nativity was and where that is on a map.</p> <p>Drawing detailed pictures of natural objects – leaves, trees, insects, animals, flowers, pinecones, fir trees, identifying different weather types Seasonal changes</p>	<p>Discuss hibernation, migration and how to care for animals in winter.</p> <p>Use the globe to see where birds fly to.</p> <p>Making bird feeders</p> <p>Exploring freezing and melting</p> <p>Exploring the power of wind and solar power</p> <p>Discuss the past and present in own lives.</p> <p>Discussing the New Year and New Year Resolutions</p> <p>Baking activities</p> <p>Photographing the changes in the weather.</p> <p>Exploring the Chinese New Year</p> <p>Winter walk</p>	<p>Label the parts of a plant- stem, bulb, root, shoot, flower, and petal.</p> <p>Discuss any new life- shoots coming through, buds on the trees, etc</p> <p>Discuss what a seed needs to grow and planting seeds.</p> <p>Thinking about litter and the impact on our environment and the vital importance of recycling- link to The Tin Forest.</p> <p>Make links with the Amazon Rain Forest.</p> <p>Discover this on the globe</p>	<p>classify the minibeasts- is it an insect or not?</p> <p>go on minibeast/insect hunts in our garden, the school grounds discussing how to care for the small creatures we find.</p> <p>use search engines to support their wonderings and iPads to photograph what they find.</p>	<p>Testing to see which travel the furthest and why</p>
<p>SKILLS (Geography)</p>	<p><u>What an EYFS geographer needs to understand by the end of EYFS?</u></p> <p><u>Locational Knowledge</u> Where they live and how it differs to other places. <u>What do they need to know?</u> Describe my own immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Name the town and country the school is located in (West Park, Darlington) <u>How can they show they are geographer?</u> Talking about where they live and other places around the world. (Darlington, Africa when discussing Handa’s Surprise, India when covering Diwali, China when covering Chinese New Year, our local environment such as the park when on our seasonal walks, where family members live if in another country, holiday destinations.) Making comparisons (talking, pictures, stories).</p> <p><u>Place knowledge</u> What do they need to know? Identify similarities and differences between places, drawing on my experiences and what has been read in class. (Handa’s Surprise, The Tin Forest, Monkey Puzzle, The Nativity Story) 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><u>Human and Physical Knowledge</u></p>					

	<p>Be able to talk about some of the human and physical features of where they live and other places around the world. Use the local area for exploring both the built and the natural environment. Express their opinions on natural and built environments. (Spring 1 –Why is the sky blue?, seasonal walks throughout the year, Summer 2 –Journeys, The Tin Forest, Handa’s Surprise)</p> <p><u>What do they need to know?</u></p> <p>Model the vocabulary needed to name specific features of the natural world, both natural and manmade e.g. desert, ice, snow, rain, sunshine, weather, plastics, metals, forests, ocean, buildings, seasons, spring, summer, autumn and winter.</p> <p>Understand the effect of changing seasons on the natural world around me</p> <p><u>How can they show they are geographer?</u></p> <p>Talk about things that are man made and things that are natural.</p> <p>Draw and represent their ideas.</p> <p><u>Geographical Skills and fieldwork</u></p> <p>Know what a map and globe are.</p> <p>Be able to locate simple things from a map, globe, photograph</p> <p>Draw own maps and representations.</p> <p>Positional language</p> <p><u>What do they need to know?</u></p> <p>Begin to use geographical skills, including first-hand observation, to enhance their locational awareness</p> <p>Collect, analyse and communicate a range of data gathered through experiences of fieldwork.</p> <p>Interpret a range of sources of geographical information, including maps, diagrams, globes, photographs and geographical information systems, such as, Google Earth.</p> <p>Communicate geographical information in a variety of ways e.g. maps and drawings.</p> <p>Use and draw information from a simple map</p> <p>Look at aerial views and comment on buildings, open space, roads and other simple features (Seasonal walks, Summer 2 –Journeys)</p> <p><u>How can they show they are geographer?</u></p> <p>Talk about maps/globes.</p> <p>Use maps/globes,</p> <p>Draw maps/globes.</p> <p>Understand and use positional language.</p>
<p>SKILLS (Science)</p>	<p><u>What an EYFS Scientist needs to understand?</u></p> <p><u>Animals including humans</u></p> <p>To know that there are many living things on the world.</p> <p><u>What do they need to know?</u></p> <p>Animals and humans have different body parts.</p> <p>To know that animals and humans eat different things and live in different places.</p> <p>To be able to explain life cycles.</p> <p>To know that some animals hibernate.</p> <p>To know the importance of washing hands, a healthy diet and exercise.</p> <p>(Autumn term –hibernation, keeping healthy, Spring 2 –hatching chicks, Summer 1 –is it an insect? Tadpoles)</p> <p><u>How can they show they are a Scientist?</u></p> <p>Talking about the different parts of the body and their functions.</p>

To make observations and make marks/mathematical charts of different eye colours, hair colours, shoes sizes, heights etc.
 To talk about and draw life cycles.
 To talk about why we wash hands, exercise and eat healthy food. Maybe produce posters.

Everyday Materials

To know that objects are made of different materials

What do they need to know?

To be able to name basic materials of everyday objects (plastic, metal, paper/wood).

How can they show they are a Scientist?

To explain the material different things are made. They may be able to give an explanation as to why they are made from that.
 (House for a Mouse, The Tin Forest, Summer 2 –Journeys)

Magnets

To know that magnets are 'Sticky' without being sticky.

What do they need to know?

To know magnets, stick to certain materials (metals).

How can they show they are a Scientist?

To explore magnets and talk about what materials they stick too. They may complete a table to record their findings.

Seasonal changes

To know there are 4 seasons in the year. (seasonal walks, Spring 1 –Why is the sky blue?)

What do they need to know?

To know key attributes of the four seasons and name them.

To know seasonal colours.

To know what clothes to wear in each season.

How can they show they are a Scientist?

Talking about it and find objects linked to that season.
 Through drawings.

Plants

To know what plants need to grow. (Spring 2 –Does Everything Grow?)

What do they need to know?

To know that plants need sun and water to grow.

To know that most plants need soil nutrients to grow.

To know that plants grow from a seed/bulb.

To name basic parts of the plant.

How can they show they are a Scientist?

Talking about why and how plants grow.

Making observations during play.

Drawing pictures and diagrams.

Planting own plants in the garden.

Living things and their habitats

To be able to talk about different animals and where they live. (Autumn, hibernation, bird migration, minibeasts, baby animals and their adult animal, life cycles)

What do they need to know?

	<p>To know similarities and differences in relation to living things and where they live. Be able to talk about the features of their immediate environment and compare to others. Know how to make observations of animals and plants-talk about why things occur and changes. <u>How can they show they are a Scientist?</u> Making comparisons through talk as themes are presented/taught.</p>					
ICT	<p>To use an age appropriate programme such as paint, to become familiar with a computer. To use different forms of technology for a particular purpose- introduced to school iPads</p>		<p>To log onto a computer/laptop. To Program the BeeBot to complete a simple track To use an iPad to take a picture and retrieve it</p>		<p>To log onto a computer independently. To begin to print work. To program a Bee-Bot to perform a set of simple directions/instructions</p>	
Expressive Arts and Design	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
Creating with Materials (Links with Art and DT)	<p>I will be learning to...</p> <ul style="list-style-type: none"> explore sounds and move to music explore International Dot Day 15.09 What can you create with a dot? Look at Kandinsky artwork. explore variety of instruments paint and draw self-portraits and family pictures (Raphael Lucia Anguissola (f) Rembrandt Picasso) sing familiar songs and songs about our bodies, feelings etc name and mix colours printing with fruit and veg links to harvest. use my body to make sounds explore 2D and 3D art move to music 	<p>I will be learning to...</p> <ul style="list-style-type: none"> explore sounds and move to music play a variety of instruments explore powder paint and discover what happens when colours are mixed together Exploring light and dark colours- shade, etc explore 2D and 3D art- creating Christmas decorations learn new songs and perform in our Nativity Exploring clay to create Diva lamps (depending on date) Andy Goldsworthy Creating patterns to make Rangolis 	<p>I will be learning to...</p> <ul style="list-style-type: none"> explore sounds and move to music in weekly music sessions play a variety of instruments painting wintry pictures sing familiar songs and songs about weather looking at how white paint changes colours Wintry pictures creating 3D Winter sculptures. Looking at Monet explore 2D and 3D art Using loose parts to create forests create snowflakes small world play 	<p>I will be learning to...</p> <ul style="list-style-type: none"> explore sounds and move to music in weekly music sessions play a variety of instruments sing familiar songs and songs about growing observational drawings and paintings of flowers explore 2D and 3D art small world play Explore artists painting about spring Georgia O’Keeffe Monet, paint Paul Cezanne Self-portraits 	<p>I will be learning to...</p> <ul style="list-style-type: none"> sing familiar songs and songs about minibeasts plan and design what they are going to make. think about how they could improve their model and encourage them to overcome difficulties to develop resilience. become minibeast explorers. mix colours to match insects found. observational drawings/ paintings of minibeast will be encouraged in a 	<p>I will be learning to...</p> <ul style="list-style-type: none"> Role-play Journeys, pirates, vehicles, travel agents Colour mixing Observational drawings Songs and Rhymes- ‘The Wheels on the Bus’; ‘Row, Row, Row Your Boat’ and ‘Down By the Station, Early In the Morning’ Self-portraits Creating maps Pirate paintings

	<ul style="list-style-type: none"> Exploring clay to create Diva lamps (depending on date) Andy Goldsworthy Creating patterns to make Rangolis listen to different genres of music and from different cultures 	<ul style="list-style-type: none"> listen to different genres of music and from different cultures Bonfire – colour pattern mix media chalk, pastel 	<ul style="list-style-type: none"> Mono Printing Easter Egg cards Explore artists painting about winter Transient art with loose parts Designing and creating a house for mouse Creating a dance linked to the story One Snowy Night 		<p>range of media/mixed media.</p> <ul style="list-style-type: none"> Explore Matisse's work on The Snail Observational drawing Austin's butterfly 	
SKILLS	<p>Collage -Use repeating or overlapping shapes Use objects to create print eg fruit, sponges Painting Learn housekeeping brush care, aprons, drying rack - Name and recognise primary colours. - Explore mixing and naming secondary colours. -Have an understanding of warm/cold colours - Experience 2 different paint types- eg. poster and water colour. Experience adding white to a colour to create tonal shade Create colour wheels 3D Sculpture Use rolled up paper, straws card and clay Use rolling & cutting Manipulate and use playdough/plasticine Experiment with 3d junk modelling Drawing Explore drawing materials different pencil types, colour, lead, crayon, pastel, chalk. Explore large scale outside drawing on playground. - Develop and practice different line types, curved, straight, wavy, thick, thin, - Make simple representations of objects familiar to them eg. my house, my cat, my family</p>					
EAD – Being Imaginative and Expressive (Links to Music and links to Literacy)	<p>Sing call-and-respond songs, so that children can echo phrases of songs you sing. Music sessions Kapow Vocal Sounds Environmental sounds, Body Sounds, Instrumental Sounds, Nature Sounds Action Songs, Finding the Beat, Exploring Tempo, Exploring Tempo and Pitch Through Dance, Music and Movement Performance, Festival/Harvest/Christmas/Nativity songs Exploring sounds and how they can be changed, tapping out of simple rhythms. Listen to music and make their own dances in response. Role Play Party's and Celebrations Role Play of The Nativity Charanga Music schemes- pulse, rhythm, tempo</p>		<p>Designing homes for hibernating animals. Chinese music and composition Shadow Puppets Make different textures; make patterns using different colours Provide a wide range of props for play which encourage imagination.</p> <p>What makes an instrument, Introduction to orchestra, Follow the beat, Tuned and untuned Instruments, Big Band Performance Charanga Music schemes- pulse, rhythm, tempo</p>		<p>Encourage children to create their own music. Exploration of other countries – dressing up in different costumes. Charanga Music schemes- pulse, rhythm, tempo</p>	
SKILLS	Me! Listening and responding to different styles of music	My Stories- Listening and responding to different styles of music	Everyone! Listening and responding to different styles of music	Our World- Listening and responding to different styles of music	Big Bear Funk!- Listening and appraising Funk music	Reflect, rewind and replay- Listen and Appraise

	<p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Share and perform the learning that has taken place</p>	<p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Share and perform the learning that has taken place</p>	<p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Singing and learning to play instruments within a song</p> <p>Share and perform the learning that has taken place</p>	<p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Singing and learning to play instruments within a song</p> <p>Share and perform the learning that has taken place</p>	<p>Embedding foundations of the interrelated dimensions of music using voices and instruments</p> <p>Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs</p> <p>Playing instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Riff-based composition</p> <p>Share and perform the learning that has taken place</p>	<p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p> <p>Sing and revisit nursery rhymes and action songs</p> <p>Play instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Riff-based composition</p> <p>Share and perform the learning that has taken place</p>
<p>Trips/Visitors</p>	<p>Seasonal walks, Butterfly World, Preston Park Museum, Hullabaloo theatre trip. Police, fire brigade, dentist, pilot</p>					