



Reception Curriculum Overview

2023 - 2024

Teacher: Miss Sanderson

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Characteristics of Effective Teaching and Learning	<ul style="list-style-type: none"> • Playing and Exploring - children investigate and experience things, and 'have a go.' • Active Learning - Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements. • Creating and Thinking Critically - Children have and develop their own ideas, make links between ideas, and develop strategies for doing things. 					
Personal, Social and Emotional Development	<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>					
PSED (Personal, Social and Emotional Development) * Self-Regulation * Managing Self * Building Relationships	*Baseline Assessment. *Building constructive and respectful relationships with children and adults. *Taking turns and sharing. *Identifying own strengths and abilities. *Contributing to the class charter. *Sitting and listening more consistently during adult focus time.	* Building constructive and respectful relationships with children and adults. *Taking turns and sharing. *Identifying own strengths and abilities. *Contributing to the class charter. *Sitting and listening more consistently during adult focus time.	* Identifying and talking about how themselves and others feel. *Asking for help or information from adults and peers. *Developing firm friendship bonds with children in the class. *Resolving conflict. *Following the rules and routines in Reception and school.	* Identifying and talking about how themselves and others feel. *Asking for help or information from adults and peers. *Developing firm friendship bonds with children in the class. *Resolving conflict. *Following the rules and routines in Reception and school.	*Developing constructive and respectful relationships with children and adults. *Showing compassion and sensitivity to others. *Saying themselves and others are feeling. *Being aware of how behaviour impacts how they and others feel. *Showing a good understanding of	*Developing constructive and respectful relationships with children and adults. *Showing compassion and sensitivity to others. *Saying themselves and others are feeling. *Being aware of how behaviour impacts how they and others feel. *Showing a good understanding of

<ul style="list-style-type: none"> *Responding to simple instructions. *Expressing their feelings and consider the feelings of others. *Identifying and name different feelings and emotions and physical signs. *Adapting to new rules, routines and environment. *Managing basic hygiene independently. *Showing confidence to try new activities and independence in exploring the new environment. *Identifying a range of different feelings. *To keep on trying when things become difficult. 	<ul style="list-style-type: none"> * Responding to simple instructions. *Expressing their feelings and consider the feelings of others. *Identifying and name different feelings and emotions and physical signs. *Adapting to new rules, routines and environment. *Managing basic hygiene independently. *Showing confidence to try new activities and independence in exploring the new environment. *Identifying a range of different feelings. *To keep on trying when things become difficult. 	<ul style="list-style-type: none"> *Showing resilience and perseverance in the face of challenge. *Following instructions when engaged in own activities. *Understanding the difference between right and wrong. *Understanding the importance of a healthy diet, sleep, hygiene and exercise. *Explaining what they are good at and what they would like to improve. *Listening and following instructions with two or more parts. 	<ul style="list-style-type: none"> *Showing resilience and perseverance in the face of challenge. *Following instructions when engaged in own activities. *Understanding the difference between right and wrong. *Understanding the importance of a healthy diet, sleep, hygiene and exercise. *Explaining what they are good at and what they would like to improve. *Listening and following instructions with two or more parts. 	<ul style="list-style-type: none"> feelings by changing their behaviour. *Setting themselves goals explaining how they plan to achieve it. *Showing resilience and perseverance in the face of a challenge. *Waiting for requests and needs to be met. *Listening and responding to adults appropriately. *Following instructions accurately based on several steps. *Being aware of behaviour expectations and adapting their behaviour in a range of situations. *Understanding what contributes to a healthy lifestyle and the impact of different choices. *Managing their own needs. 	<ul style="list-style-type: none"> feelings by changing their behaviour. *Setting themselves goals explaining how they plan to achieve it. *Showing resilience and perseverance in the face of a challenge. *Waiting for requests and needs to be met. *Listening and responding to adults appropriately. *Following instructions accurately based on several steps. *Being aware of behaviour expectations and adapting their behaviour in a range of situations. *Understanding what contributes to a healthy lifestyle and the impact of different choices. *Managing their own needs.
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RSHE (Ten:Ten)	Handmade with Love	I am Me Heads, Shoulders, Knees and Toes Ready Teddy?	I Like, You Like, We All Like! All the Feelings Let's Get Real	Growing Up	God is Love Loving God, Loving Others	Me, You, Us
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>					
C&L (Communication and Language) * Listening, Attention & Understanding. * Speaking	Baseline Assessment. *Taking turns in conversations. *Understanding the importance of listening. *Listening, responding and asking relevant questions. *Interacting with peers and adults within the setting. *Talking about a range of topics including ourselves, our families and starting school. *Listening to and using spoken language to communicate.	*Understanding the importance of listening. *To listen and respond to ideas expressed by others in conversations. *Listening attentively and responding through turn taking. *Anticipating key events through listening and discussing stories. *Using language to imagine and recreate roles and experiences. *Reciting rhymes, chants and stories.	*Understanding the importance of listening. *Listening and responding to the thoughts and ideas of others. *Listening attentively in a range of situations. *Beginning to maintain attention. *Anticipating key events and responding to what they hear with relevant and appropriate speech.	*Understanding how to listen carefully and the importance of listening. *Exploring new vocabulary. *Asking questions to find out more information. *Listening carefully to rhymes and songs. *Learning rhymes, chants, poems and songs. *Articulating their thoughts and ideas in well-structured sentences.	*Understanding how to listen carefully and the importance of listening. *Listening and concentrating for longer periods of time. *Listening and answering questions in detail. *Acting out stories using puppets and props. *Exploring new vocabulary. *Adding more detail when speaking and listening to others. *Articulating well-thought sentences in conversations.	*Understanding how to listen carefully and the importance of listening. *Listening and concentrating for longer periods of time. *Listening and answering questions in detail. *Taking on the role of a character through speaking and listening. *Exploring new vocabulary. *Following instructions of two or more parts.

<ul style="list-style-type: none"> *Speaking in role play activities using language to imagine and recreate roles and experiences. *Listening carefully to stories and being able to discuss them. *Reciting rhymes, chants and stories. *Exploring new vocabulary. *Following simple instructions. 	<ul style="list-style-type: none"> *Exploring new vocabulary. *Introducing a storyline into their role play. *Using talk to sequence and clarify thoughts, feelings and events. *Following instructions consisting of one or more parts. 	<ul style="list-style-type: none"> *Asking and answering how and why questions. *Using language to imagine and recreate roles and experiences. *Reciting rhymes, chants and stories. *Exploring new vocabulary. *Using talk to sequence and clarify thinking. *Using talk to explain thoughts and feelings. *Retelling stories using some vocabulary from the book. *Introducing a storyline into their role play. *Following instructions consisting of one or more parts. *Taking turns in conversations. 	<ul style="list-style-type: none"> *Connecting one idea or action to another using a range of connectives. *Describing events in some detail. *Using talk to help solve problems and organise thoughts. *Developing social phrases. *Engaging in story time. *Listening to and discussing stories, showing an understanding of what has been read to them. *Develop a familiarity with texts which use repetition. *Listening and talking about fiction and non-fiction books. 	<ul style="list-style-type: none"> *Following instructions of two or more parts. 	
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<p>Physical Development</p>	<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>PD (Physical Development) * Gross Motor Skills * Fine Motor Skills</p>	<ul style="list-style-type: none"> *Baseline Assessment. *Development of gross motor skills through a range of activities in the outdoor areas and PE sessions. *Climbing - outdoor equipment. *Different ways of moving. *Obstacle activities children moving over, under, through and around equipment *Changing for PE. *Showing good personal hygiene through handwashing and toileting. *Cooperation games. *Coordination - Hula hoops. *Strengthening posture when sitting at seats or on the carpet. 	<ul style="list-style-type: none"> *Development of gross motor skills through a range of activities in the outdoor areas and PE sessions. *Climbing - outdoor equipment. *Coordination - Skipping ropes and hula hoops. *Using push and pull equipment - pram, wheelbarrow. *Showing balance - bikes and scooters. *Changing for PE. *Showing good personal hygiene through handwashing and toileting. *Strengthening posture when sitting at seats or on the carpet. *Exploring a range of mark making tools to 	<ul style="list-style-type: none"> *Development of gross motor skills through a range of activities in the outdoor areas and PE sessions. *Climbing - outdoor equipment. *Balancing and moving with confidence - gymnastics. *Showing good personal hygiene through handwashing and toileting. *Understanding the importance of a healthy lifestyle. *Strengthening posture when sitting at seats or on the carpet. *Handling tools and objects with increasing control. 	<ul style="list-style-type: none"> *Development of gross motor skills through a range of activities in the outdoor areas and PE sessions. *Ball skills - throwing and catching. *Climbing - outdoor equipment. *Showing special awareness. *Showing good personal hygiene through handwashing and toileting. *Understanding the importance of a healthy lifestyle. *Strengthening posture when sitting at seats or on the carpet. 	<ul style="list-style-type: none"> *Development of gross motor skills through a range of activities in the outdoor areas and PE sessions. *Climbing - outdoor equipment. *Showing special awareness. *Showing good personal hygiene through handwashing and toileting. *Understanding the importance of a healthy lifestyle. *A strengthened posture when sitting at seats or on the carpet. *Ball skills - aiming, dribbling, pushing, throwing, catching, patting and kicking. *Moving to music. 	<ul style="list-style-type: none"> *Development of gross motor skills through a range of activities in the outdoor areas and PE sessions. *Dance - moving to music. *Climbing - outdoor equipment. *Showing special awareness. *Showing good personal hygiene through handwashing and toileting. *Understanding the importance of a healthy lifestyle. *A strengthened posture when sitting at seats or on the carpet. *Fine motor activities - Threading, weaving, cutting, playdough.

	<ul style="list-style-type: none"> *Exploring a range of mark making tools to form recognisable letters. *Ascribes meaning to marks such as lines and circles. *Exploring a range of small tools. *Fine motor activities - Threading, cutting, playdough. Manipulating small objects. *Holding a pencil and paint brush beyond a whole hand grasp. 	<ul style="list-style-type: none"> form recognisable letters. *Ascribes meaning to marks such as lines and circles. *Exploring a range of small tools. *Fine motor activities - Threading, cutting, playdough. *Developing pencil pressure. *Showing preference for dominant hand. *Engaging children in structured activities - guided drawings, writing and copying. *Modelling correct letter formation. 	<ul style="list-style-type: none"> *Free drawing. Increasing control when cutting with scissors. *Fine motor activities - Threading, cutting, playdough. *Beginning to form letters correctly. *Holding a pencil using a tripod grip. *Forming letters using the correct sequence of movements. *Beginning to show accuracy and care when drawing. *Using a range of tools for different purposes. 	<ul style="list-style-type: none"> *Fine motor activities - Threading, cutting, playdough. *Holding pencils and paint brushes effectively with comfortable grip. *Holding a pencil using a tripod grip. *Forming letters using the correct sequence of movements - most letters formed correctly. *Beginning to show accuracy and care when drawing. *Handling tools for different purposes with increasing control. 	<ul style="list-style-type: none"> *Fine motor activities - Threading, weaving, cutting, playdough. *Using one hand consistently for fine motor tasks. *Cutting along a straight line with ease and beginning to cut along a curved line. *Using a range of small tools including scissors, paint brushes and cutlery. *Holding a pencil effectively for fluent writing. *Showing good control of the pencil - controlling the size and orientation of letters. *Adding detailed features using small movements when drawing. 	<ul style="list-style-type: none"> *Drawing diagonal lines and colour within the lines of a picture. *Drawing pictures that are recognisable. *Confidently building using smaller parts - Lego. *Using a range of small tools including scissors, paint brushes and cutlery. *Holding a pencil effectively for fluent writing. *Good control of the pencil - controlling the size and orientation of letters. *Adding detailed features using small movements when drawing.
P.E. Link	Multi-skills Moving	Dance It's Cold Outside	Gymnastics	Multi-skills Sending and Receiving	Multi-skills Aiming	Dance Beside the Sea

<p>Literacy</p>	<p>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)</p>					
<p>Literacy (Reading)</p> <ul style="list-style-type: none"> * Comprehension * Word Reading * Writing 	<ul style="list-style-type: none"> *Beginning to link sounds to graphemes. *Beginning to use phonic activities to segment/blend/decode . *Developing an interest in books and beginning to know that print carries meaning. *Reciting rhymes independently or with an adult or part of a group/class. *Beginning to understand what is being read to them. *Beginning to use and understand recently introduced vocabulary from books read to them. 	<ul style="list-style-type: none"> *Retelling stories related to events through using role play. *Retelling stories using images. *Orally retelling stories. *Sequencing a story using the vocabulary of beginning, middle and end. *Accessing and enjoying an increasing range of books. *Beginning to link sounds to graphemes *Beginning to read CVC words. *Knowing that print carries meaning. *Beginning to blend and segment sounds for writing CVC words. *Reciting rhymes individually and in a group. 	<ul style="list-style-type: none"> *Continuing to link sounds with graphemes and developing their phonic knowledge. *Beginning to recall sight vocabulary. *Developing listening comprehension. *Blending 2/3 phonemes to read words. *Taking part in independent/ shared/ guided/ paired reading. 	<ul style="list-style-type: none"> *Continuing listening to stories and composing captions. *Continuing to link sounds with graphemes and developing phonic knowledge. *Build up words 2/3 phonemes. *Sharing a story with a friend or adult. 	<ul style="list-style-type: none"> *Continuing to develop their phonic knowledge, letter /word patterns through the use of Little Wandle. *Listening and responding to poems, rhymes and songs. *Taking part in independent/shared/guided/paired reading. *Developing comprehension through listening to a variety of fiction stories and traditional tales. *Listening and responding to poems and rhymes. *Taking part in independent/ shared/ guided/ paired reading. *Developing comprehension through listening to a variety of fiction stories and traditional tales. 	<ul style="list-style-type: none"> *Continuing to develop phonic knowledge, letter /word patterns through the use of Little Wandle. *Decoding accurately with increasing speed and fluency. *Reading words and simple sentences accurately. *Listening and responding to poems and rhymes. *Taking part in independent/ shared/ guided/ paired reading. *Securing comprehension skills through listening to a variety of fiction stories and traditional tales.

		<ul style="list-style-type: none"> *Beginning to understand what is being read to them. *Beginning to understand recently introduced vocabulary. 				
<p>Literacy (Writing)</p> <ul style="list-style-type: none"> *Comprehension * Word Reading * Writing 	<ul style="list-style-type: none"> *Using independent opportunities to develop emergent writing for different purposes. *Beginning to use a pencil and hold it effectively to mark independently. *Beginning to write their own name - adult to model. *Reciting rhymes independently or with an adult or part of a group/class. *Beginning to understand what is being read to them. *Beginning to use and understand recently introduced vocabulary 	<ul style="list-style-type: none"> *Beginning to link sounds to graphemes *Beginning to write their own name - adult to model where necessary. *Developing writing for different purposes such as labels and captions. *Beginning to use a pencil and holding it effectively for mark making and emergent writing. *Beginning to blend and segment sounds for writing CVC words. 	<ul style="list-style-type: none"> *Continuing to link sounds with graphemes and developing their phonic knowledge. *Continuing to develop emergent writing - lists, labels, captions, simple sentences in both child-initiated play and activities. *Developing letter formation through the PenPals Scheme. *Blending 2/3 phonemes to read words. 	<ul style="list-style-type: none"> *Developing emergent writing in role play through writing captions and lists. *Using capital letters where appropriate. *Continuing to link sounds with graphemes and developing phonic knowledge. *Build up words 2/3 phonemes. *Developing letter formation of lower-case letters. *Continuing to write in simple sentences using simple conjunctions. 	<ul style="list-style-type: none"> *Developing emergent writing through writing letters, captions, invitations and simple stories. *Writing their first name independently and surname with support if necessary. *Forming graphemes correctly using a tripod pencil grip. 	<ul style="list-style-type: none"> *Securing emergent writing through letters, captions, invitations, simple stories. *Writing their first name independently and surname with support if necessary. * To be able to form graphemes correctly using a tripod pencil grip.

	from books read to them.					
Phonics	<p>Phase 2 graphemes (s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b f, l)</p> <p>Tricky words (is, I, the)</p>	<p>Phase 2 graphemes (ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk)</p> <p>Tricky words (as, has, his, her, go, no, to, into, she, he, of, we, me, be)</p>	<p>Phase 3 graphemes (ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er)</p> <p>Tricky words (was, you, they, my, by, all, are, sure, pure)</p>	<p>Phase 3 graphemes (Review) Tricky words (Review, secure spelling)</p>	<p>Phase 4 (short vowels CVCC, CCVC, CCVCC, CCCVC, CCCVCC) Root words ending in -ing, -ed</p> <p>Tricky words (said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today)</p>	<p>Phase 4 (long vowels (CVCC, CCVC, CCCVC, CCV, CCVCC) Root words ending in -er, -est</p> <p>Tricky Words (Review, secure spelling)</p>
	<p>*I can begin to link sounds to graphemes. *I can segment and blend to begin reading words. *I can begin to recognise HFWs.</p>	<p>*I can link sounds to graphemes. *I can segment and blend to begin read words. *I can recognise HFWs.</p>	<p>*I can link sounds to graphemes. *I can segment and blend to read words. *I can recognise HFWs. *I can read words with double letters. *I can read longer words.</p>	<p>*I can link sounds to graphemes. *I can segment and blend to read words. *I can recognise HFWs. *I can read longer words, including those with double letters.</p>	<p>*I can link sounds to graphemes. *I can segment and blend to read words. *I can recognise HFWs. *I can read short vowels with adjacent consonants. *I can read longer words and compound words. *I can read words ending in suffixes.</p>	<p>*I can link sounds to graphemes. *I can segment and blend to read words. *I can begin to recognise HFWs. *I can read longer words, including those with double letters. *I can read long vowel graphemes with adjacent consonants. *I can read words ending in suffixes. *I can read longer words and compound words.</p>

<p>Mathematics</p>	<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>					
<p>Mathematics</p> <ul style="list-style-type: none"> * Number * Numerical Patterns 	<p>Baseline Assessment.</p> <ul style="list-style-type: none"> *Opportunities for children to settle in the areas of provision. *Where do things belong? - Positional language. *Matching and sorting objects into sets based on attributes. *Comparing amounts. *Comparing size, mass and capacity. *Exploring simple patterns. 	<ul style="list-style-type: none"> *Representing 1, 2 & 3 *Comparing 1, 2 & 3. *Composition of 1, 2 & 3. *Positional Language - Using and describing how items are positioned. *Representing Numbers to 5. *Finding 1 more and 1 less. *Shapes with 4 sides *Exploring different times in a day (night and day). 	<ul style="list-style-type: none"> *Introducing 0. *Comparing numbers to 5. *Composition of 4 & 5. *Comparing and estimating mass. *Exploring capacity (half full, nearly full, nearly empty). *Exploring 6, 7 & 8 *Combining 2 amounts 	<ul style="list-style-type: none"> *Making pairs. *Exploring length & height. *Exploring time - sequencing times of the day using language - next, after, then, before, later, now, soon to describe when an activity or event may occur. *Counting to 9 & 10. *Comparing numbers to 10. *Number bonds to 10. *Exploring 3-D shapes. *Exploring patterns. 	<ul style="list-style-type: none"> *Exploring numbers beyond 10. *Counting patterns beyond 10. *Spatial Reasoning. *Match, rotate, manipulate. *Adding and taking away. *Spatial Reasoning. *Compose and decompose. 	<ul style="list-style-type: none"> Doubling, sharing & grouping. Exploring even & odd. *Spatial Reasoning. *Deepening understanding when problem solving. *Patterns and relationships. *Spatial reasoning.

<p>Understanding the World</p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
<p>UTW (Understanding the World) * Past and Present * People, Culture and Communities * The Natural World (Linked to Science)</p>	<p><u>Senses</u> The different senses. How we interact with one another. What our senses enable us to do. How sounds are made.</p> <p><u>Our Body</u> Different parts of the body. What are different parts useful for? How do our bodies change from when we are a baby? How and why are we all unique and different from one another?</p>	<p><u>Space</u> What is in space? How is space travel conducted? Rockets</p> <p><u>Weather and Seasons</u> Different seasons in the UK and the weather that comes with them. Recognise, measure and record different weather types. Consider how we need to be careful in different seasons.</p> <p><u>Food</u> Where does food that we eat come from? What forms a healthy diet? How are animals used in food production?</p>	<p><u>Health and Safety</u> How to be safe around the home and when using equipment. Safety - taking precautions and how to react if you are unsafe.</p> <p><u>Machines</u> How machinery makes it easier for humans to complete certain jobs. Different types of transport and how we use these.</p>	<p><u>Forces</u> How can we apply force to an object? How the nature and materials of an object can dictate how it responds to forces and conditions.</p> <p><u>Plants</u> Exploring plants. How plants are made. Where do plants come from? How to look after plants. Why are plants important? Parts of a plant.</p>	<p><u>Animals</u> Discovering different types of animals - mammals, birds, insects. Animals in different habitats around the world including those which live on a farm. Dinosaurs Bears</p> <p><u>Insects</u> Insects and invertebrates. Habitats of insects. Insect hunt</p>	<p><u>The Beach</u> Understanding about the beach. Making sandcastles. Measuring footprints. Different materials. Why do coastlines wear away?</p> <p><u>Materials</u> Explore materials around them every day using their senses. Begin to use vocabulary to describe different materials. How and why materials can change. Where do some materials come from? - natural and man-made.</p>

		Measuring ingredients used in different food products.				
<p>UTW (Understanding the World)</p> <p>* Past and Present * People, Culture and Communities * The Natural World</p> <p>(Linked to History)</p>	*How have I changed since I was a baby?	*Talking about the lives of people around them and their roles in society. *Discussing different jobs and people who help us.	*Talking about the past using photos and physical artefacts.	*Why do we wear different clothes at different times of the year?		
	What are our favourite celebrations each year?					
	History will be taught through 3 enquiry questions - How have I changed since I was a baby? Why do we wear different clothes at different times of the year? What are our favourite celebrations each year? These will link to all of the topics throughout the year e.g. when learning about ourselves, the seasons and various festivals/religious celebrations.					
<p>UTW (Understanding the World)</p> <p>* Past and Present * People, Culture and Communities * The Natural World</p> <p>(Linked to Geography)</p>	<p><u>Homes / School</u></p> <p>*Discussing children's families and homes and the similarities and differences between these. *Observing the features and purposes of homes. *Stories about homes. *Observing, talking about and recording features of the school area. *Commenting and asking questions about the local environment. *Using and making simple maps.</p>	<p><u>Our Local Area and Beyond</u></p> <p>*Expressing their opinions on the local area. *Use geographical vocabulary to name features around their local area. *Creating their own environment. *Using and making simple maps. *Introducing a new country. *Describing the similarities and differences between another country and the U.K. - Link to Handa's Surprise.</p>	<p><u>Seasons and Weather</u></p> <p>*Talking about the weather and recording daily. *Recognising characteristics of each season and their effect on clothes, animals and activities. *Stories, songs and rhymes about weather. *Exploring countries that have a different climate.</p>			

<p>UTW RE (Come and See)</p>	<p>Myself Welcome</p>	<p>Birthday</p>	<p>Celebrating Gathering</p>	<p>Growing</p>	<p>Good News Friends</p>	<p>Our World</p>
<p>Expressive Arts and Design</p>	<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>					
<p>EAD (Expressive Arts and Design) * Creating with Materials * Being Imaginative and Expressive</p>	<p>Baseline Assessment. *Weekly music lessons. *Free painting. *Observational drawings - myself/ family. *Cutting and sticking. *Modelling with play dough. *Singing songs/rhymes. *Mixing colours. *Joining and combining materials. *Using imagination in art, music, role play. *Making imaginative and complex small worlds with blocks and construction kits.</p>	<p>*Weekly music lessons. *Using tools for a purpose (scissors, paintbrush, different drawing tools). *Experimenting with different line shapes (curved/zigzag/wavy). *Free painting. *Observational drawings. *Cutting and sticking. *Modelling with play dough. *Singing songs/rhymes. *Mixing colours. *Christmas activities e.g. card, calendar. *Joining and combining materials. *Using imagination in art, music, role play.</p>	<p>*Weekly music lessons. *Printing using vegetables, hands and fingers. *Free painting. *Cutting and sticking. *Paint mixing. *Painting spring flowers. *Using imagination in art, music and role play. *Listening attentively, moving to and talking about music, expressing their feelings and responses. *Playing instruments with increasing control to express</p>	<p>*Weekly music lessons. *Gluing and collage. *Free painting. *Cutting and sticking. *Paint mixing. *Painting spring flowers. *Using imagination in art, music and role play. *Returning to and building on their previous learning, refining ideas and developing their ability to represent them. *Exploring and engaging in dance, performing in groups.</p>	<p>*Weekly music lessons. *Free painting. *Songs and rhymes. *Dancing and performing. *Music - Combining sound with movement and feeling. *Making up stories using outfits and props. *Drawing with increasing complexity and detail. *Exploring mixing primary colours and knowing which secondary colours they will make. *Using items from the natural world to print and make repeating patterns. *Noticing features in the natural world, defining colours,</p>	<p>*Weekly music lessons. *Free painting. *Gluing and collage. *Dancing and performing. *Combining sound with movement and feeling. *Controlling instruments. *Making up stories using outfits and props. *Self-portraits. *Songs and rhymes. *Exploring colour and colour mixing. *Exploring different textures. *Exploring different ways of joining materials. *Singing in a group, increasingly matching</p>

		<ul style="list-style-type: none"> *Developing their own ideas and the decide which materials to use to express them. *Exploring different ways of joining materials together (tape and glue). *Collaboratively sharing ideas, resources and skills. *Singing entire songs. *Moving to the music. 	<p>their feelings and ideas. *Watching and talking about dance, expressing their thoughts and feelings. *Creating their own props for role play/story retelling.</p>	<ul style="list-style-type: none"> *Responding to what they have heard expressing different ideas. *Creating their own stories and narratives. 	<p>shape, texture and smells in their own words. *Beginning to use items from natural world to create shapes and patterns.</p>	<p>the pitch and following the melody. *Creating and re-tell stories.</p>
<p>EAD (Expressive Arts and Design)</p> <ul style="list-style-type: none"> * Creating with Materials * Being Imaginative and Expressive <p>(Linked to Art and Design and Technology)</p>	<ul style="list-style-type: none"> *Observational paintings and drawings. *Self-portraits <p>*Designing and making houses.</p>	<ul style="list-style-type: none"> *Painting - Colour mixing - Liked to Wassily Kandinsky. <p>*Designing and making rockets.</p>	<p>*Printing - Linked to Bryan Nash Gill</p>	<p>*Collage - Linked to Henri Matisse.</p>	<ul style="list-style-type: none"> *Sculpture - Linked to Andrew Mckeown. <p>*Structures - Making animals out of clay.</p>	<ul style="list-style-type: none"> *Textiles - Weaving - Linked to Anni Albers. <p>*Making healthy smoothies.</p>
<p>Role Play</p>	<p>Home Corner</p>	<p>Space Station</p>	<p>Hospital</p>	<p>Pizza Parlour</p>	<p>Vets</p>	<p>Travel Agents</p>

