





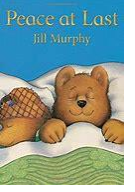

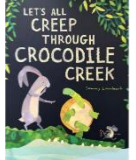

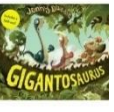







Woodside C of E Primary School Reception-Long term Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Woodside's long-term plan displays a progression of knowledge and skills throughout the year. Outcomes for knowledge are taken from Birth to 5 Matters with the ELG as the end point for the year. Progression from Pre-schools, to Reception, into Year 1 have been considered when planning overviews to ensure curriculum coverage to guarantee that each child thrives on their individual learning journey.						
Our big question	What makes me special and unique?	How do you celebrate at home and what do you do?	What places are special to you?	How do we get to different places?	What makes animals special and unique?	How do we know about the past?
Our topic	It's all about me! 	Let's Celebrate! 	Places and Spaces 	On the Move 	Amazing Animals! 	And we're off! 
Our core texts, repeated reads, other reads, and rhymes.	<p>Classic Fiction Peace at Last</p>  <p>Fab three: <u>Traditional tale:</u> Goldilocks and the three bears <u>Contemporary</u> Shark in the Park <u>Classic</u> Each Peach, Pear Plum</p> <p><u>Other texts</u> Lullabyhullabaloo Whatever Next The Colour Monster Hair Love So much</p>	<p>Traditional Tales The Three Little Pigs</p>  <p>Fab three: <u>Traditional tale:</u> Little Red Riding Hood <u>Contemporary</u> There's a pig up my nose! <u>Classic</u> Meg and Mog</p> <p><u>Other texts</u> The best Diwali ever The Three Ninja Pigs The Three Little Pigs by Roald Dahl The three little Wolves and the Big Bad Pig The Christmas Story</p>	<p>Contemporary Fiction Let's All Creep through Crocodile Creek</p>  <p>Fab four: <u>Traditional tale:</u> The Runaway Pancake <u>Contemporary</u> All aboard for the Bobo Road <u>Diverse/Inclusive</u> Clever sticks <u>Classic</u> Mr Wolf's Pancakes</p> <p><u>Other texts</u> The Gruffalo Alfie's Feet The Selfish Crocodile</p>	<p>Contemporary Fiction The Pirates are Coming!</p>  <p>Fab four: <u>Traditional tale:</u> Sleeping Beauty <u>Contemporary</u> Ten Little Pirates <u>Diverse/Inclusive</u> We're going on a Lion Hunt <u>Classic</u> Mr Gumpy's Outing <u>Other texts</u> The Pirates Next Door How I became a pirate Commotion in the Ocean Peter Pan (1953 Disney film) The Easter Story <u>Key poems/songs/rhymes:</u> Slowly, slowly Hot Cross Buns</p>	<p>Contemporary Fiction / Classic Fiction Gigantosaurus Mog</p>   <p>Fab five: <u>Traditional tale:</u> The Gingerbread Man <u>Contemporary</u> Little People Big Ideas-Greta Thunberg <u>Inclusive</u> And Tango makes three. <u>Classic</u> Elmer <u>Diverse</u> Nabil steals a penguin. <u>Other texts</u> Dinosaur Roar Katie and the dinosaurs The Big Book of dinosaurs How big is a million?</p>	<p>Traditional Tales/ Contemporary Fiction The Sea Saw The Little Mermaid</p>   <p>Fab five: <u>Traditional tale:</u> Jack and the Beanstalk <u>Contemporary</u> That Rabbit belongs to Emily Brown <u>Inclusive</u> Julian is a mermaid. <u>Classic</u> Where's my teddy? <u>Diverse</u> Spreading my Wings</p> <p><u>Other texts</u> The Teddy Robber Under the same sky The girl and the dinosaur</p>




	<p><u>Key poems/songs/rhymes:</u> Little Boy Blue Autumn Leaves</p>	<p>Rama and Sita The Family Book <u>Key poems/songs/rhymes:</u> Poppy, Poppy Twinkle, Twinkle</p>	<p><u>Key poems/songs/rhymes:</u> Hey Diddle, Diddle The North Wind Doth Blow Mix a pancake.</p>		<p>Volcanoes <u>Key poems/songs/rhymes:</u> There was an old lady. Sing a song of sixpence.</p>	<p><u>Key poems/songs/rhymes:</u> A sailor went to sea.</p>		
Phonics	<p style="text-align: center;">Little Wandle Letters and Sounds Revised</p> <p style="text-align: center;">We follow the systematic synthetic phonics program of "Little Wandle Letters and Sounds". Phonics is taught from Autumn 1 Week 2.</p>							
Communication and Language	<ul style="list-style-type: none"> Engage in story times Understand how to listen carefully and why listening is important. Learn new vocabulary. Listen carefully to rhymes and songs, paying attention to how they sound Engage in non-fiction books 	<ul style="list-style-type: none"> Engage in story times Develop social phrases. Use new vocabulary through the day. Learn new vocabulary. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences Listen carefully to rhymes and songs, paying attention to how they sound Engage in non-fiction books. 	<ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding. Use new vocabulary through the day. Learn new vocabulary. Connect one idea or action to another using a range of connectives. Describe events in some detail. Learn rhymes, poems, and songs. Engage in non-fiction books. Listen carefully to rhymes and songs, paying attention to how they sound Engage in non-fiction books. 	<ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding. Use new vocabulary in different contexts. Learn new vocabulary. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen Learn rhymes, poems, and songs. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding. Use new vocabulary in different contexts. Learn new vocabulary. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Learn rhymes, poems, and songs. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 	<ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding. Use new vocabulary in different contexts. Learn new vocabulary. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Learn rhymes, poems, and songs. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 		
Stunning starts and fantastic finishes to our core texts	<p>Stunning start: A pyjama day! Fantastic finish: Make a street of our houses.</p>	<p>Stunning start: A police crime scene! Fantastic finish: Make a wolf trap.</p>	<p>Stunning start: A letter arrives! Fantastic finish: Create a display of maps.</p>	<p>Stunning start: A treasure hunt! Fantastic finish: A reply from Tom's mum with a thank you treat-choc coins!</p>	<p>Stunning start: A mystery box! Fantastic finish: A dinosaur exhibition</p>	<p>Stunning start: My precious thing Fantastic finish: A teddy bears picnic or beach party.</p>		
Writing	<p>Writing opportunities: Labels Lists Own name</p>	<p>Writing opportunities: Labels Captions Lists</p>	<p>Writing opportunities: Labels Captions and phrases Simple sentences</p>	<p>Writing opportunities: Captions and phrases Simple sentences</p>	<p>Writing to recount events Sentence(s) about the zoo trip Writing to describe</p>	<p>Writing to narrate Speech bubble in role as Mog Writing to narrate Sentence(s) about the story</p>	<p>Writing to describe Sentence(s) about Ursula Writing to narrate Sentence(s) about the story</p>	<p>Writing to narrate Sentence(s) to retell the story. Writing to describe Sentence(s) about special objects</p>



					Sentence(s) about the dinosaurs Writing to narrate Sentence(s) about the story	Writing to describe Sentence(s) about Mog	Writing to recount events Sentence(s) about a real experience.	Writing to narrate Speech bubble in role as the bear
Writing skills	<ul style="list-style-type: none"> • Sometimes gives meaning to their drawings and paintings • Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves • Includes mark making and early writing in their play • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words 	<ul style="list-style-type: none"> • Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touchscreen technology • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter type shapes • Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together • Read individual letters by saying the sounds for them. • Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences. 	<ul style="list-style-type: none"> • Enjoys creating texts to communicate meaning for an increasingly wide range of purposes • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name • Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences • Read a few common exception words matched to the school's phonic programme 	<ul style="list-style-type: none"> • Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme 	<ul style="list-style-type: none"> • Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others. • Read some letter groups that each represent one sound and say sounds for them 	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others. 		
Physical Development	<ul style="list-style-type: none"> • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 	<ul style="list-style-type: none"> • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Confidently and safely 	<ul style="list-style-type: none"> • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor • Move energetically, such as running, jumping, dancing, 	<ul style="list-style-type: none"> • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor • Move energetically, such as running, jumping, 	<ul style="list-style-type: none"> • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor • Move energetically, such as running, jumping, dancing, 	<ul style="list-style-type: none"> • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor • Negotiate space and obstacles 		



	<ul style="list-style-type: none"> Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Hold a pencil to make marks 	<p>use a range of large and small apparatus indoors and outside, alone and in a group.</p> <ul style="list-style-type: none"> Use a range of small tools, including scissors, paintbrushes, and cutlery. Hold a pencil to make anticlockwise movements and retrace vertical lines showing a preference for a dominant hand. 	<p>hopping, skipping, and climbing.</p> <ul style="list-style-type: none"> Use a range of small tools, including scissors, paintbrushes, and cutlery. 	<p>dancing, hopping, skipping, and climbing.</p> <ul style="list-style-type: none"> Use a range of small tools, including scissors, paintbrushes, and cutlery. 	<p>hopping, skipping, and climbing.</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes, and cutlery. 	<p>safely, with consideration for themselves and others.</p> <ul style="list-style-type: none"> Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes, and cutlery. Begin to show accuracy and care when drawing.
	<p>Skills such as core stability, upper body strength, crossing the mid-line, bi-lateral co-ordination, fine motor development are practised everyday through resources in provision, Busy fingers time every morning, access to the outdoors every day and weekly welly walks in the local community and to forest school.</p>					
	<p>In Reception children are taught how to hold a pencil using a tripod grip. However, we know that children develop at their own rate and may choose their own way to hold a pencil. Opportunities to strengthen fine motor skills will be provided throughout the environment and interventions will take place for children who need extra support.</p>					
Personal, Social and Emotional Development	<p style="text-align: center;">  We follow the "Jigsaw PSHE". </p>					
	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me



	<p>Making relationships</p> <ul style="list-style-type: none"> Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play Uses their experiences of adult behaviours to guide their social relationships and interactions <p>Sense of Self</p> <ul style="list-style-type: none"> Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers Enjoys a sense of belonging through being involved in daily tasks <p>Understanding Emotions</p> <ul style="list-style-type: none"> following rules and routines Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants Manage their own needs. - Personal hygiene 	<p>Making relationships</p> <ul style="list-style-type: none"> Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers <p>Sense of Self Enjoys a sense of belonging through being involved in daily tasks</p> <p>Understanding Emotions</p> <ul style="list-style-type: none"> Expresses a wide range of feelings in their interactions. with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings Manage their own needs. - Personal hygiene 	<p>Making relationships</p> <ul style="list-style-type: none"> Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours <p>Sense of Self</p> <ul style="list-style-type: none"> Recognises that they belong to different communities and social groups and communicates freely about own home and community Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group <p>Understanding Emotions</p> <ul style="list-style-type: none"> Understands their own and other people's feelings, offering empathy and comfort Talks about their own and others' feelings and behaviour and its consequences Is more able to manage their feelings and tolerate situations in which their wishes cannot be met Show resilience and perseverance in the face of challenge Manage their own needs. - Personal hygiene Identify and moderate their own feelings socially and emotionally 	<p>Making relationships</p> <ul style="list-style-type: none"> Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support <p>Sense of self</p> <ul style="list-style-type: none"> Has a clear idea about what they want to do in their play and how they want to go about it Shows confidence in choosing resources and perseverance in carrying out a chosen activity <p>Understanding Emotions</p> <ul style="list-style-type: none"> Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people Seeks support, "emotional refuelling" and practical help in new or challenging situations. Understand their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge Manage their own needs. - Personal hygiene Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. 	<p>Making relationships</p> <ul style="list-style-type: none"> Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support <p>Sense of Self</p> <ul style="list-style-type: none"> Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms <p>Understanding Emotions</p> <ul style="list-style-type: none"> Is aware of behavioural expectations and sensitive to ideas of justice and fairness Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise Understand their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge Manage their own needs. - Personal hygiene Think about the perspectives of others. 	<p>Building relationships ELG</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs. <p>Managing self ELG</p> <ul style="list-style-type: none"> Explain the reasons for rules, know right from wrong and try to behave accordingly Be confident to try new activities and show independence, resilience and perseverance in the face of challenge <p>Self-Regulation ELG</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
--	--	--	--	--	--	--



Number



NCETM Mastering Number

We follow the NCETM Mastering Number Programme to implement Mastery to our Maths curriculum. We include Shape, Space and Measure into our curriculum using White Rose as a guide.

Term 1	Term 2	Term 3
<p><i>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</i></p> <p>Pupils will: • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers ‘hiding’ inside larger number • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of ‘whole’ when talking about objects which have parts</p>	<p><i>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</i> Pupils will: • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers.</p> <p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. Pupils will: • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers.</p>	<p><i>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</i></p> <p>Pupils will: • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek</p>



Measure, shape, and spatial thinking

<p>*Compare size, *Mass and Capacity. *Exploring pattern.</p>	<p>*Circles and Triangles *Positional Language *Shapes with 4 sides *Time</p>	<p>*Compare Mass *Compare Capacity</p>	<p>*Length & Height *Time *3D shape *Pattern</p>	<p>*Spatial Reasoning 1/2 *Match, Rotate, Manipulate *Compose and decompose</p>	<p>*Spatial Reasoning 3/4 *Visualise and Build *Mapping</p>
---	---	--	--	---	---



<p>Understanding the World</p>	<p><u>Significant figures of focus</u> Important people in school/my life. <u>Community links</u> Learning names of key people in school. Visiting St. Nicholas church/meeting Rev Liz Visiting forest school and small walks in the woods-using a stile Messy harvest. <u>The Natural World</u> Identifying body parts, noticing things that are the same and different compared to peers/Sequencing growth of a human/knowing about the 5 senses and the body parts that are used/Identifying UK nocturnal animals. <u>Past and Present</u> Differences between me and my friend. How I have changed since I was a baby. Key events of the day and in their lives. Visual timetable <u>People, culture, and communities</u> Drawing my home/family/key rooms in a house Tidying up/identifying and using key areas in the classroom/knowing key staff/places in school building/school grounds knowing places outside school-</p>	<p><u>Significant figures of focus</u> James I/Guy Fawkes/Rama/Sita/Jesus/Winston Churchill <u>Community links</u> Weekly welly walks in the community/Christmas Experience at church/decorating a tree. for the church Christmas tree festival/Visit to the war memorial with poppy wreaths/theatre trip/Messy Christmas <u>The Natural World</u> Learning about hibernation of animals/Exploring darkness and shadows/using torches/identifying different light sources/looking at a simple circuit. <u>Past and Present</u> Celebrations and traditions. Discuss and explore the events of Guy Fawkes/Christmas Story/Remembrance Day/Diwali Children to link their current lives to those of the past, drawing on own traditions and those of others. <u>People, culture, and communities</u> Knowing places outside school-forest school/St. Nicholas</p>	<p><u>Significant figures of focus</u> Bessie Coleman-aviator/Concorde <u>Community links</u> Weekly welly walks in the community/Visit to Gayton's Bakery/Visit to the local shop/Visit to the library. <u>The Natural World</u> Exploring the properties of flour, yeast, and water. Exploring the properties of snow and ice-freezing and melting-what senses are can we use to explore/ making water rockets/identifying earth as a planet in space. <u>Past and Present</u> Where did I go on holiday last year? Differences between my holiday and my friends one. Comparing celebrations-Lunar New Year with Christmas. <u>People, culture, and communities</u> Creating maps Identifying uses of different rooms in my home/at school. Identifying the jobs people do at home/school/the local community. knowing places outside school-forest school/St. Nicholas Church/Hoglets/library/Gayton's/The Pit wheel/the local shops. Understanding and identifying places locally that are near and far. Comparing holidays and experiences.</p>	<p><u>Significant figures of focus</u> Blackbeard/Ching Shih-famous female Chinese pirate /Neil Armstrong/Ellen MacArthur/ Titanic/James Watt <u>Community links</u> Weekly welly walks in the community/Messy Easter/Visit to Church/ <u>The Natural World</u> Playing with wheels/ramps/making boats move/technology-remote control vehicles/ /floating and sinking/identifying and comparing different materials and size of objects. <u>Past and Present</u> How did my Grandparents travel to go to faraway places? Famous pirates. Pirate day/pirate jobs/sayings <u>People, culture, and communities</u> Identifying different transport methods and recognising that different transport is needed for different distances. Using a globe/map to identify near and faraway places. Use maps and globes to identify key features-land/sea/roads/fields/paths. knowing places outside school-forest school/St. Nicholas Church/Hoglets/library/Gayton's/The Pit wheel/the local shops/the rec</p>	<p><u>Significant figures of focus</u> David Attenborough /Greta Thunberg <u>Community links</u> Weekly welly walks in the community/Visit to see Dippy the dinosaur-Herbert Museum and Art Gallery/Litter picking <u>The Natural World</u> Life cycles of animals-chicks-incubator/ observations of growth of a chick/Bird box camera on nest/ Observational drawings /Looking at animal habitats/sorting animals/learning about the word extinction/carnivore/ herbivore/omnivore Identifying ways to be more environmentally friendly-recycle/reuse Keeping healthy-exercise/ Food/cleaning/ Teeth/washing/sleep <u>Past and Present</u> What happened to the dinosaurs? Extinction. Differences between animals now and dinosaurs. Changes of bones and fossils. Changes of animals over time. <u>People, culture, and communities</u> Identifying where animals live in the world using globes and maps. Identifying hot and cold places on earth-</p>	<p><u>Significant figures of focus</u> Mary Anning <u>Community links</u> Weekly welly walks in the community/Visit to the allotments/Visit to Year 1 and new teacher/Sports Day <u>The Natural World</u> Life cycles of plants /observations of growth/planting a variety of plants/identifying parts of plants/ Observational drawings Identifying sand/rock/shells fossils <u>Past and Present</u> Reflecting upon the Reception year-how have I changed. What did you do when you last went to the seaside? What did people do at the seaside a long time ago? Comparing differences in seaside traditions. Artefacts from the past-old telephone/cameras/suitcases/fossils. Changes of plants over time. <u>People, culture, and communities</u> Identifying key features of the seaside-cliff/seashore/pier/promenade. Locating seaside areas on a map of UK. How do we travel to the seaside from Baddesley and Grendon and what can we do when we are there? Father's Day picnic</p>
---------------------------------------	--	--	---	--	---	--




	<p>forest school/St. Nicholas Church</p> <p>Sharing our “Chatter boxes”</p>	<p>Church/Hoglets/War memorial/Grendon Church</p> <p>Christmas story-how we celebrate and the importance to Christians.</p>	<p>Where is China? Locating it on a globe. How would we get there? Is it near or far?</p> <p>Lunar New Year celebrations. How it is celebrated/traditions.</p>	<p>Easter story-how we celebrate and the importance to Christians.</p> <p>Mother’s Day afternoon tea</p>	<p>North and South Poles and the equator.</p>	
Vocabulary	<p>Unique, Family, relations, home, appearance, body parts-more ambitious-elbow, shins, calves, skull, ankle, knee, hip, chest, similar, different, same, special</p>	<p>Celebration, tradition, remember, Christmas, Diwali- Rama/Sita/diva/rangoli, presents, gift, God, Jesus, Mary, Joseph, Stable, Nativity, journey, Remembrance Day</p>	<p>Local, near, far, area, building, semi-detached, detached, bungalow, terraced, abandoned, occupations, business, woodlands, fields, church, bakery, pit wheel, map</p>	<p>Transport travel, vehicle, cars, trains, planes, lorries, motorbikes, push bike, scooter, destination, journey, travel, motor, axle, petrol, electric, diesel, sail, force-push/pull, waterproof, repel, absorb</p>	<p>Unique, vertebrate, invertebrate, omnivore, carnivore, herbivore, scales, feathers, fur, skins, insects-arachnid, extinct, habitat, diet, conversation, endangered, species, globe, map</p>	<p>Holiday, break, journey, beach, sea, ocean, land, pier, promenade, rock pools, jetty, crab, suitcase, luggage, passport, flight, atlas, globe, map, destination, travel, abroad, foreign, fossil</p>
Ongoing experiences for The Natural world	<p>*Sensory experiences and opportunities e.g.; different solids/liquids/powders *Immersive experiences being in different seasons and weathers* Light/dark shadows *Observations of changes of states e.g.; ice and of seasons *Use of magnifying glasses/magnets/mirrors/tweezers/torches *Opportunities to be outside everyday in all weathers *Observational drawings *Identifying plants/trees and wildlife, Evergreen/deciduous trees*, Habitats of animals *Feeding birds *Tending plants in the garden *Access to a variety of musical instruments both inside and outside *noticing changes in their bodies after exercise *Forces-e.g.; moving heavy objects-water trugs/logs/benches in PE/windmills/making paper aeroplanes, den building.</p>					
Ongoing experiences for Past and Present	<p>*Vocab for times of the day-Morning/Afternoon Now/next/ Before/after Now/then *Days of the week-yesterday/last week *Months of the Year-ongoing photograph timeline of events of activities completed in school or significant national events e.g., King’s Coronation *Changes of seasons-noticing changes *Celebrations-birthdays/festivals/traditions/ *Understand the past through settings, characters and events encountered in books that are read in class.</p>					
Ongoing experiences for People, places, and communities	<p>*Weekly walks to forest school, walks in the woods, to the village pond, St. Nicholas Church Hoglets Hideout, the allotments, around the village *Noticing changes in places and spaces when on welly walks *Meeting people of significance in the local area-Gayton’s Bakery-Mrs Gayton/Elizabeth Gayton/Andy the Postman/Rev Liz* Local area-shops/streets/geographical features-human/nature, Occupations-bakery/shops/library. Road safety. Map work-looking at maps of the local area/places visited-paper maps/Google Street View/ Drawing own maps of real and imagined places.</p>					



<p>Expressive Arts and Design</p>	<p>Drawing: Self portrait (David Hockney) Painting: Colour Study (Kandinsky)</p> <p>*Continues to explore colour and how colours can be changed. *Develops an understanding of using lines to enclose a space and begins to use drawing to represent actions and objects based on imagination, observation, and experience *Uses various construction materials e.g., joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces *Use tools for a purpose *Notices what other children and adults do, mirroring what is observed, adding variations, and then doing it spontaneously *Engages in imaginative play based on own ideas or firsthand or peer experiences</p>	<p>Clay: Diva pots/vase (Clarice Cliff) Xmas focus: Collage (Peter Blake)</p> <p>*Continues to explore colour and how colours can be changed. *Develops an understanding of using lines to enclose a space and begins to use drawing to represent actions and objects based on imagination, observation, and experience *Uses various construction materials e.g., joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces *Use tools for a purpose *Begins to build a collection of songs and dances *Uses available resources to create props or creates imaginary ones to support play *Plays alongside other children who are engaged in the same theme *Plays co-operatively as part of a group to create, develop and act out an imaginary idea or narrative.</p>	<p>DT focus: Cooking and Nutrition Dough-link to Bakery-Making bread</p> <p>*Begins to build a collection of songs and dances *Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are sensing or music they are listening to *Uses their increasing knowledge and understanding of the tools and materials to explore their interests and enquiries and develop their thinking *Initiates new combinations of movements and gestures to express and respond to feelings, ideas and experiences *Choose movements, instruments, sounds, colours, and materials for their own imaginative purpose *Uses combinations of art forms e.g., moving and singing, making and dramatic play, drawing and talking, constructing, and mapping *Introduces a storyline or narrative into their play *Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative</p>	<p>Printing: Repeating patterns (Andy Warhol)</p> <p>*Begins to build a collection of songs and dances *Makes music in a range of ways, e.g., plays with sounds creatively, plays along to the beat of the song they are sensing or music they are listening to *Uses their increasing knowledge and understanding of the tools and materials to explore their interests and enquiries and develop their thinking *Initiates new combinations of movements and gestures to express and respond to feelings, ideas, and experiences *Choose movements, instruments, sounds, colours, and materials for their own imaginative purpose *Uses combinations of art forms e.g., moving and singing, making and dramatic play, drawing and talking, constructing, and mapping *Responds imaginatively to art works and objects e.g., this music sounds like a dinosaur, that peg looks like a mouth *Introduces a storyline or narrative into their play *Plays cooperatively as a part of a group to create,</p>	<p>DT focus: Creating animal mask/habitats</p> <p>*Develops their own ideas through experimentation with diverse materials e.g., light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. *Uses combinations of art forms e.g., moving and singing, making and dramatic play, drawing and talking, constructing, and mapping *Plays cooperatively as part of a group to create, develop, and act out an imaginary idea or narrative</p>	<p>DT focus: Creating with a purpose- Make vehicle that will float on water.</p> <p>*Invent, adapt, and recount narratives and stories with peers and their teacher *Sing a range of well-known nursery rhymes and songs *Perform songs, rhymes, poems, and stories with others and -when appropriate-try to move in time to music.</p>
--	---	--	--	--	---	---



				develop, and act out an imaginary idea or narrative			
	<p>We follow the Charanga Music scheme. The units of work enable children to understand musical concepts through a repetition-based approach to learning. Learning the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills.</p>						
	<p>Me!</p> <ul style="list-style-type: none"> *Listening and responding to different styles of music *Embedding foundations of the interrelated dimensions of music *Learning to sing or sing along with nursery rhymes and action songs. *Improvising leading to playing with classroom instruments *Share and perform the learning that has taken place 	<p>My Stories</p> <ul style="list-style-type: none"> *Listening and responding to different styles of music *Embedding foundations of the interrelated dimensions of music *Learning to sing or sing along with nursery rhymes and action songs. *Improvising leading to playing with classroom instruments *Share and perform the learning that has taken place 	<p>Everyone!</p> <ul style="list-style-type: none"> *Listening and responding to different styles of music *Embedding foundations of the interrelated dimensions of music *Learning to sing or sing along with nursery rhymes and action songs. *Improvising leading to playing with classroom instruments *Share and perform the learning that has taken place 	<p>Our World</p> <ul style="list-style-type: none"> *Listening and responding to different styles of music *Embedding foundations of the interrelated dimensions of music *Learning to sing or sing along with nursery rhymes and action songs. *Improvising leading to playing with classroom instruments *Share and perform the learning that has taken place 	<p>Big Bear Funk</p> <ul style="list-style-type: none"> *Listening and appraising Funk music *Embedding foundations of interrelated dimensions of music using voices and instruments *Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs *Playing instruments within the song *Improvisation using voices and instruments. *Riff-based composition *Share and perform the learning that has taken place 	<p>Reflect, rewind, replay.</p> <ul style="list-style-type: none"> *Listen and appraise *Continue to embed foundations of interrelated dimensions of music using voices and instruments *Sing and revisit nursery rhymes and action songs *Playing instruments within the song *Improvisation using voices and instruments. *Riff-based composition *Share and perform the learning that has taken place 	
R.E.	Which stories are special and why? (Christianity element only)	How do people celebrate? (Diwali) Why do Christians perform Nativity plays at Christmas?	How do people celebrate? (Chinese New Year/Holi)	Why do Christians put a cross in an Easter Garden?	How can we care for our wonderful world?	Why is the word "God" so important to Christians?	
Technology	Computing in Early Years does not mean just using a computer-it can be developed across almost every area of learning and as part of many different play-based activities. It involves exploring objects that work in different ways and can be used for different purposes. Mechanical toys that encourage exploration of cause and effect and imaginative play resources can all aid children's understanding of computing and it's real world applications e.g. old laptops/keyboards/old mobile phones/plug in phones/typewriters/vintage coffee grinders/weighing scales/cars/watch/clock/wind-up toys/toys with gears, levers, pulls, knobs or handles/an interactive whiteboard/cd player/headphones/voice recorder/light up vanity mirror/electrical microscope/lamp/beebots/torches/alarm clocks/microwave Role play pretend items-microwave/cooker/iron/washing machine/camera/fridge/drill/vacuum/television						
		Using a computer	All about instructions	Exploring hardware	Programming Beebots	Introduction to data	

