



Reception Curriculum Overview 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic driver	Autumn time	Celebrations	Transport	animal habitats	In the garden	Travel (Holidays)
Outdoor topic driver (see outdoor overview)	Natural elements	Maps and places	weather	Nature	Change and growth	Forces and movement
Possible enrichment activities	Bat lady visit Planetarium	Church visit Christmas card post walk Local walk with maps	Whistle stop train ride Local garden Ice skating Story bus	Zoolab/ tropical world visit	Garden walk	The school farm visit
Literacy Love to read text	TFW - The leaf thief	TFW- The little glow	TFW - You can't put an Elephant on the bus	TFW- Handa's surprise	TFW - Jack and the beanstalk	TFW- Emma janes aeroplane/ Granny goes to market
Literacy text and focus	Labels and captions Leaf labels	Jolly postman Letter writing Letters to santa	Diary/recount Recount of school trip	Information text Animal factfile	Bloom Instructional text How to plant a seed	Persuasive text - why you should travel to ...
Core texts	superpotato Room on the broom Whatever next Day monkey night monkey Owl babies	The best Diwali ever The little firework Little glow Elves and the shoe maker The jolly postman Christmas story	Geronimo Dragon post Dinosaur stomp Snow/cold places non fiction books	The koalo who could The story of the easter bunny Oi frog Old lady who swallowed a fly Handa's surprise The tiger who came to tea Rosies walk Six dinner sid I want a pet	You can't put an elephant in a bus Street through time	My granny went to the market Mrs armitage Mr Gumpys outing

<p>Communication and language</p> <p>Listening attention and understanding</p>	<p>To understand how to listen carefully</p> <p>To understand why listening is important</p> <p>To be able to follow directions</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p>	<p>To engage in story times and join in with repeated refrains</p> <p>To begin to understand how and why questions</p> <p>To respond to instructions with more than one step</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Develop social phrases. Engage in story times. Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>To ask questions to find out more</p> <p>To begin to understand humour</p> <p>To understand a range of complex sentence structures</p> <p>Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Express their ideas and</p>	<p>To retell a story</p> <p>To tell a story without props</p> <p>To sequence a story or event correctly</p> <p>To answer how and why questions with plausible answers</p> <p>Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>To understand questions with who what where when why how</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>To confidently have conversations with adults and peers with back and forth exchanges</p> <p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
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			feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.			
speaking	<p>To begin to share ideas and talk in front of a small group.</p> <p>To talk to teachers about interests and events</p> <p>Begin to describe events</p> <p>Learn new vocabulary</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions.</p>	<p>To answer questions and speak in front of the whole class /bigger groups</p> <p>To use new vocabulary learnt throughout the day (word of the week)</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>To develop social phrases</p> <p>To Engage in story times.</p> <p>To make comments about what they have heard and ask questions to clarify their understanding.</p> <p>To hold conversation</p>	<p>To start conversations with Teachers and children</p> <p>To talk to connect one idea in a sentence beginning to use conjunctions such as and because</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Engage in non-fiction books. Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>To describe events in some detail</p> <p>Use talk to help work out problems and organise thinking.</p> <p>Use language to explain how things work and why they might happen.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Connect one idea or action to another when talking using a range of connectives.</p> <p>Make use of conjunctions, with modelling and support from their teacher.</p>	<p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses</p>

		with support when engaged in back-and-forth exchanges with their teacher and peers.	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.			
Phonics	<p>Phase 2: s, a, t, p, i, n, m, d, g, o, c, k, ck, e</p> <p><u>Tricky words:</u> l, no, the, to, go, into,</p> <p>Extra words a, an, as, at, if, is</p>	<p>Phase 2/3; r, u, h, b, f, ff, l, ll, ss, j, v, w, x</p> <p><u>Tricky words:</u> l, no, the, to, go, into, He we, she,</p> <p>Extra words in, is, it, off, on, can, dad, mum, but, put,</p>	<p>Phase 3: y, z, zz, qu, ch, sh, th, ng, nk, ai, ee, igh, oa</p> <p><u>Tricky words:</u> He, we, me, my, be, you, are, here was, all, they,</p> <p>Extra words will, that, this, then them,</p>	<p>Phase 3: or, oo/oo, ar, ur, ow, oi, ear, air, ure, er</p> <p><u>Tricky words:</u> He, we, me, my, be, you, are, here was, all, they,</p> <p>Extra words will, that, this, then them,</p>	<p>Phase 4: st, nd, mp, nt, nk, ft, sk, lt, lp, lf, lk, pt, xt, tr, dr, gr</p> <p><u>Tricky words:</u> said, have, like, so, when, do, some, come, little, out, one, were, there, what</p>	<p>Phase 4: cr, br, fr, bl, fl, gl, pl, cl, sl, sp, st, tw</p> <p><u>Tricky words:</u> said, have, like, so, when, do, some, come, little, out, one, were, there, what</p>
Literacy Word Reading	<p>Rhyming initial letter games.</p> <p>Read individual letters by saying the sounds for them.</p> <p>Say a sound for each letter in the alphabet.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Say a sound for each letter in the alphabet</p> <p>Read words consistent</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency</p>	<p>Read words consistent with their phonic knowledge by sound blending.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent</p>	<p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>

		with their phonic knowledge by sound-blending.	Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	and their understanding and enjoyment. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	
Literacy Comprehension	To use pictures to tell stories To independently look at book, holding them the correct way and turning pages	To engage with stories times including repeated refrains To begin to sequence familiar stories and events To begin to answer questions about the stories read to them To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes	To act out simple stories To begin to predict what might happen next in the story To suggest how the story might end	To retell a story To follow a story without pictures or props To talk about the characters in the books	To begin to answer questions about what they have read. To use vocabulary that is influenced by their experience of books. Retrieve information that has been read to them from non fiction books	To answer questions about what they have read and what others have read to them To know information can be retrieved from books
Literacy Word writing For more information please see KSS early writing progression document	Imitate the act of writing develop an understanding of directionality To copy their name	Independently write their name Begin to use the correct letter formation of taught letters Understand that words are made up of letters which are a collection of	To form lower-case letters correctly Be able to identify each sound in a cvc words and write corresponding letters To spell words using taught sounds	To begin to write sentences using finger spaces To understand that sentences start with a capital letter and end with a full stop To understand the use	Write simple phrases and sentences that can be read by others. Re reads sentences to make sure it makes sense Form lower-case and capital letters correctly.	Can use a variety of writing structures. Writes for purpose and independently. Writing can be read by others To consistently use finger spaces in their writing.

	<p>To give meanings to the marks they make</p> <p>To copy letters from their environment Develop understanding that there is a link between the shape of a letter and sound (GPC)</p> <p>To copy taught letters</p> <p>To write initial sounds</p> <p>To begin to write CVC words using taught sounds</p>	<p>different shapes</p> <p>To write words and labels using taught sounds</p> <p>To begin to write captions using taught sounds</p>	<p>To attempt to write a simple phrase or caption</p> <p>To spell some taught tricky words correctly</p>	<p>of finger spaces and begin to use these. Write simple phrases and sentences that can be read by others</p>	<p>To use full stops and capital letters in their writing</p> <p>To use finger spaces in their writing</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Writing contains some full stops and capital letters at the beginning on a sentence.</p>
<p>Maths White rose overview</p>	<p>“Getting to know you”</p> <p>Compare amounts Compare size, mass & capacity Exploring pattern</p>	<p>‘Just like me’ ‘1,2,3’ light and dark” C</p> <p>Comparing 1, 2 & 3 One more or less Circles and triangles Positional language Shapes with 4 sides Time</p>	<p>Alive in 5” “Growing 6,7 and 8”</p> <p>Comparing numbers Composition of 4 & 5, 6 7 and 8 Combining two amounts Compare mass Compare capacity Making pairs To use Length & height Time</p>	<p>“Building 9 and 10” “Consolidation” Comparing numbers to 10</p> <p>Bonds to 10</p> <p>3-D shapes</p> <p>Spatial awareness</p> <p>Patterns</p>	<p>To 20 and beyond” “first next now” Count patterns beyond 10</p> <p>Spatial reasoning 1</p> <p>Match, rotate, manipulate</p> <p>Taking away</p> <p>Spatial reasoning 2</p> <p>Compose and decompose</p>	<p>Find my pattern” WR “On the move” Sharing & grouping Even & odd Spatial reasoning 3 Visualise and build</p> <p>Patterns & relationships Spatial mapping (4) Mapping</p>
<p>Number</p>	<p>On entry baseline assessment</p>	<p>To recognise numbers 1-3</p> <p>To explore Composition of 1, 2 & 3</p>	<p>To recognise numbers upto 5 and 67 and 8</p> <p>To explore the Composition of 4 5 6 7 8</p>	<p>To recognise numbers upto 10</p> <p>To explore composition of 9 and 10</p> <p>To know addition facts</p>	<p>To recognize number 0-20 To revise number bonds to 5</p> <p>To explore how to make numbers above 10 using</p>	<p>To solve simple number problems</p> <p>To recall number bonds to 10.</p> <p>To recap the</p>

		<p>To begin to subitise to 3</p> <p>To find one more and one less within numbers to 3</p>	<p>To subitise to 5</p> <p>To find one more and one less within numbers to 8</p>	<p>to make 5</p> <p>To find one more of numbers to 10</p> <p>To find one less of numbers to 10</p> <p>To estimate a number of objects</p>	<p>10s and 1s</p> <p>To match number to quantity</p>	<p>composition of numbers to 10.</p> <p>To know addition and subtraction facts to 10</p> <p>To know doubling facts to 10.</p>
Numerical patterns		<p>To say which group has more</p> <p>To say which group has less</p> <p>To compare quantities to 3</p> <p>To count to 5 Naming shapes and talking about their properties</p>	<p>To compare quantities to 5</p> <p>To compare equal and unequal groups</p> <p>To count to 10</p> <p>To count to 15</p> <p>To count objects to 10</p> <p>To compare quantities to 8</p> <p>To begin to understand the different between odd and even numbers up to 8</p> <p>To combine two groups of objects</p>	<p>To count to 20</p> <p>To compare quantities to 10</p> <p>To explore odd and even numbers</p> <p>To order numbers to 10</p> <p>To count back from 10</p> <p>To combine two groups of objects</p> <p>To take away objects and count how many are left</p> <p>To find the missing number</p>	<p>To add numbers</p> <p>To subtract numbers</p> <p>To find the missing number</p> <p>To order numbers to 20</p> <p>To order numbers e.g. 13, 15, 19</p> <p>To find the missing number in an addition and subtraction sentence problems</p>	<p>To count to 30 and beginning to count higher (100).</p> <p>To know that 1, 3, 5, 7 and 9 are odd</p> <p>To know that 2, 4, 6, 8, 10 are even</p> <p>To double numbers up to 10</p> <p>To find half of numbers up to 10</p> <p>To share quantities equally</p> <p>To combine groups of 2s, 5s and 10s</p>
Space shape and measure	<p>To match objects</p> <p>To sort objects</p> <p>To compare capacity, length, height, size.</p> <p>To finish a repeating</p>	<p>To recognise and name square and rectangle</p> <p>To recognise 5p</p> <p>To recognise 4 o'clock and 5 o'clock</p>	<p>To order the days of the week</p> <p>To measure height</p>	<p>To recognise 9 o'clock and 10 o'clock</p> <p>To recognise 10p</p>	<p>To measure capacity</p> <p>To describe the</p>	<p>To add money</p> <p>To recognise the time to o'clock</p> <p>To finish a repeating pattern</p>

	<p>pattern of 2 objects or colours</p> <p>To recognise and name circle and triangle</p> <p>To recognise 1p and 2p</p> <p>To recognise 1 o'clock, 2 o'clock and 3 o'clock</p>		<p>using cubes</p> <p>To measure time</p> <p>To recognise 6 o'clock, 7 o'clock and 8 o'clock</p> <p>To begin to name 3D shapes</p> <p>To explore the properties of 3D shapes</p>	<p>To begin to name 3D shapes</p> <p>To explore the properties of 3D shapes</p>	<p>properties of 3D shapes</p> <p>To make pictures with shape arrangements</p>	<p>To make patterns using shapes</p> <p>To name and describe 2D and 3D shapes</p>
<p>Personal social and emotional</p> <p>Half termly theme</p>	<p>Meesha makes friends</p>	<p>Tilda tries again</p>	<p>Ravis Roar</p>	<p>Ruby's worry</p>	<p>Perfectly Norman</p>	<p>Milo's monster</p>
<p>PSE</p> <p>Self regulation</p>	<p>To talk about different emotions</p> <p>To understand how people show emotions</p> <p>To focus during short whole class activities</p> <p>To follow one- step instructions</p>	<p>To talk about how they are feeling</p> <p>To identify different emotions</p> <p>To begin to understand how people show emotions</p> <p>To recognise the feelings of others</p>	<p>To adapt their behaviour in arrange of situations</p> <p>To follow two step instructions</p> <p>To join in with whole class activities</p> <p>To explain the zones of regulation</p>	<p>To identify and moderate their own feelings socially and emotionally</p> <p>To consider the feelings and needs of others</p> <p>To confidently explain and use the zones of regulation</p>	<p>To control their emotions using a range of techniques (zones of reg)</p> <p>To set a target and reflect on this</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity,</p>	<p>To maintain focus in whole class activities</p> <p>To teach others about the zones of regulation and how to help.</p> <p>To show an ability to follow instructions involving several ideas or actions.</p>
<p>PSE</p> <p>Managing self</p>	<p>To see themselves as a valuable individual.</p> <p>To wash hands independently</p> <p>To put coat and socks on independently</p> <p>To get changed for with support</p>	<p>To develop class rules and understand the need to have rules</p> <p>To put P.E kit on independently</p> <p>To have confidence to try new activities</p>	<p>To begin to show resilience and perseverance in the face of challenge</p> <p>To practise doing up a zipper</p> <p>To practise doing buttons</p> <p>To practise doing up buckles</p>	<p>To develop independence when dressing and undressing for activities such as P.E and</p> <p>Know and talk about the different factors that support their overall health and wellbeing: e.g excersise toothbrushing screen</p>	<p>To identify and name healthy foods</p> <p>To manage own basic needs independently</p>	<p>To understand the importance of healthy food choices</p> <p>To show resilience and perseverance in the face of challenge</p> <p>To show a 'can do' attitude being a safe pedestrian.</p>

	To explore different areas within the Year R environment	Manage own basic hygiene and personal needs.	Manage own basic hygiene and personal needs	time		
PSE Building relationships	<p>Begins to build constructive and respectful relationships.</p> <p>To seek support of adults when needed</p> <p>To gain confidence to speak to peers and adults</p>	<p>To begin to work as a group with support</p> <p>Give focused attention to what the teacher say.</p> <p>To play with children who are playing with the same activity</p> <p>To begin to develop friendships</p> <p>To have positive relationships with all Year R staff</p>	<p>Work and play cooperatively and take turns with others.</p> <p>To use taught strategies to support turn taking</p>	<p>To work as a group</p> <p>To listen to the ideas of other children and agree on a solution and compromise</p>	To begin to develop relationships with other adults around the school	<p>To have confidence to communicate With adults around the school</p> <p>To have strong friendships</p>
Physical Development Fine motor	<p>To use a dominant hand</p> <p>To mark make using different shapes</p> <p>To begin to use a tripod grip when using mark making tools</p> <p>To use tweezers to transfer objects</p> <p>To thread large beads</p> <p>To use large pegs</p> <p>To begin to copy letters</p>	<p>To begin to use anticlockwise movement and retrace vertical lines</p> <p>To hold scissors correctly and cut along a straight and zigzagged lines</p> <p>To use a tripod grip when using mark making tools</p> <p>To accurately draw lines, circles and shapes to draw pictures</p> <p>To write taught letters using correct formation</p>	<p>To use a tripod grip when using mark making tools</p> <p>To hold scissors correctly and cut along a curved line</p> <p>To thread small beads</p> <p>To use small pegs</p> <p>To begin to write taught letters using correct formation</p>	<p>To hold scissors correctly and cut out large shapes</p> <p>To write letters using the correct letter formation and begin to control the size of letters</p>	<p>To hold scissors correctly and cut out small shapes</p> <p>To copy letters using a lead in and lead out</p> <p>To paint using thinner paintbrushes</p>	<p>To hold scissors correctly and cut various materials</p> <p>To create drawings with details</p> <p>To copy letters using a lead in and lead out</p> <p>To independently use a knife, fork and spoon to eat a range of meals</p> <p>Develop the foundations of a handwriting style which is fast, accurate and</p>

	To begin to hold scissors correctly and					efficient.
PE focus:	Introductory skills	Ball skills	Fundamental movement	Introduction to games	Dance	gymnastics sports day
Gross motor	<p>To move safely in a space</p> <p>To stop safely</p> <p>To develop control when using equipment</p> <p>To follow a path and take turns</p> <p>To work co-operatively with a partner</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p>	<p>To roll and track a ball</p> <p>To develop accuracy when throwing to a target</p> <p>To dribble using hands</p> <p>To throw and catch with a partner</p> <p>To dribble a ball using feet</p> <p>To kick a ball to a target</p> <p>To develop ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision, and accuracy when engaging in activities</p>	<p>To run and stop</p> <p>To balance</p> <p>To change direction</p> <p>To jump</p> <p>To hop</p> <p>To explore different ways to travel using equipment</p> <p>Refine movement skills : rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p>	<p>To follow instructions and move safely when playing tagging games</p> <p>To learn to play against an opponent</p> <p>To play by the rules and develop coordination</p>	<p>Combine different movements with ease and fluency</p> <p>To gain confidence and imagination, communicating ideas through movement</p> <p>To explore movement using a prop with control and co-ordination</p> <p>To move with control and co-ordination, expressing ideas</p>	<p>Safely use apparatus</p> <p>Create shapes with your body</p> <p>To jump and land safely from a height</p> <p>To develop taking weight on different body parts</p> <p>To develop rocking and rolling</p> <p>To copy and create shoert sequences by linking actions together</p> <p>To explore traveling around, over and through apparatus</p>

that involve a ball.

To explore striking a ball

<p>Understanding the world</p> <p>The natural world</p> <p>People culture and communities</p> <p>Past and present</p> <p>Computing is used to enhance the EYFS throughout the year. Opportunities are: using the computer to create art, photography, bee bots (floor turtle), using the interactive smart board, using calculators</p>	<p>Talk about members of their immediate family, family history and community.</p> <p>Talk about the lives of people around them and their roles in society.</p> <p>Name and describe people who are familiar to them. Know some similarities and differences between in the past and now.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. Important changes and Seasons Seasonal changes Animals & plant observations</p>	<p>Christmas traditions around the world</p> <p>Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them., making observations and drawing pictures of animals and plants.</p> <p>Understand the important processes and changes in the natural world around them, including seasons and changing states of matter.</p> <p>Materials</p>	<p>Frozen Topic: Recognise some environments that are different to the one in which they live.</p> <p>Similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling. (transport from the past)</p> <p>States of matter- Ice, water</p>	<p>Similarities and differences between the natural world around them and contrasting environments</p> <p>Understand the important processes and changes in the natural world around them, including seasons and changing states of matter.</p> <p>Explain similarities and differences between life in this country and life in other countries.</p> <p>Draw information from a simple map.</p> <p>Seasonal changes</p>	<p>Explore the natural world around them. Draw information from a simple map. Field Work- Local Area, houses and Kirkstall Abbey</p> <p>Understand that some places are special to members of their community.</p> <p>Describe immediate environments Similarities and difference between different religious and cultural communities.</p> <p>Floating and sinking</p>	<p>Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p>Explain similarities and differences between life in this country and life in other countries. Draw information from a simple map.</p> <p>Seasonal changes</p>
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<p>Past and present</p>	<p>To know about my own life story</p> <p>To know about how I have changed</p>	<p>How are we the same and different?</p> <p>Name and describe people who are familiar to them and the jobs that they may do.</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>(Christmas)</p>	<p>Emergency services exist and what they do.</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class</p> <p>inuit people in the past</p> <p>ice age</p>	<p>To know about the past through settings characters and events encountered in books read in class</p> <p>Pets from the past dinosaurs</p> <p>Focus h term:</p> <p>Dinosaurs</p>	<p>To know about the past through settings characters and events encountered in books read in class</p> <p>Trains and vehicles from the past</p>	<p>Name different type of jobs and roles in the community (when I grow up assembly)</p>
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<p>People, culture and communities</p>	<p>To know about family structures and talk about who is part of their family</p> <p>To identify similarities and differences between themselves and peers.</p> <p>To know the name of the village the school is in.</p> <p>To know about features of the immediate environment.</p> <p>To know that there are many countries around the world.</p>	<p>To talk about how Hindus celebrate Diwali (RE)</p> <p>To talk about the Christmas Story and how it is celebrated</p> <p>To know that people around the world have different religions</p>	<p>To talk about Chinese New Year.</p> <p>To know about people who help us within the local community,</p> <p>To understand maps of the local areas</p> <p>To look at the keys on a simple map</p>	<p>To know that Christians celebrate Easter (RE)</p> <p>To describe immediate environment and look at similarities difference to other places.</p> <p>To follow a simple map</p> <p>To talk about the globe and world map</p>	<p>They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>Understand that some places are special to members of their community. (RE)</p>	<p>To know people in other countries speak different languages (simple phrases)</p> <p>To talk about and explain the world map</p> <p>To create their own simple map</p>
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<p>The natural world</p>	<p>To ask questions about the natural environment.</p> <p>To show respect and care for the natural environments</p> <p>To harvest grown fruit and vegetables</p>	<p>To know about and recognise the signs of Autumn</p> <p>To know similarities and differences in relation to places and living things.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>To know about features of the world and Earth</p> <p>To know about and recognise the signs of Winter</p> <p>To know some important processes and changes in the natural world including states of matter (freezing)</p> <p>Push pull forces</p> <p>Floating and sinking</p>	<p>To know about and recognise the signs of Spring</p> <p>To know about features of my own immediate environment and how they might vary from another.</p> <p>To know that some animals are nocturnal</p> <p>To learn about lifecycles of plants and animals</p> <p>To make Observational drawings of animals and plants</p> <p>States of matters – freezing melting</p>	<p>To observe the growth of seeds and talk about changes</p> <p>To know how to care for growing plants</p> <p>To plant seeds</p> <p>To know that some things in the world are man-made and some things are natural</p> <p>To make observational drawings on plants</p>	<p>To know about and recognise the signs of Summer</p> <p>Observations of animals and plants and explain why some things occur and talk about changes</p>
<p>Expressive Arts and design</p> <p>Being imaginative and expressive</p> <p>Painting, sculpting, crafting, printing and collage throughout the year</p>	<p>Autumn leaves animals Responding to Music and Songs Instruments and Music</p> <p>Develop storylines in their pretend play.</p> <p>printing</p> <p>Andy wharhole -printing</p>	<p>Joining Christmas crafts- Designing and making for a purpose-</p> <p>Christmas songs and instruments</p> <p>sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Designing and making for a purpose- mothers day</p> <p>Dot line circle people Responding to Music and Songs Ourselves Songs and Rhymes</p> <p>return to and build on their previous learning, refining ideas and</p>	<p>Respond to Music and Songs Animal Songs, Instruments and Music</p> <p>Create collaboratively sharing ideas, resources, and skills.</p> <p>Painting Artists work</p>	<p>Designing and making for a purpose- father's day</p> <p>Respond to Music and Songs.</p> <p>songs, Instruments and Music</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Respond to Music and Songs Seaside Songs, Instruments and Music</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Painting with scissors Artist: Matisse collage</p>

		Artist: van gogh – painting starry night	developing their ability to represent them collage Artist: polluck – splat painting)	Artist : Matisse (Goldfish painting)	Model making Artist: Kalinsky – circle movement painting)	
Creating with materials	<p>To name colours To experiment with mixing colours</p> <p>To create simple representations of people and objects</p> <p>To draw and colour with pencils and crayons</p> <p>To role play using given props and costumes</p> <p>To explore different techniques for joining materials (Glue Stick)</p> <p>To know how to work safely and hygienically</p> <p>To use non statutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting)</p>	<p>To use colours for a particular purpose</p> <p>To share their creations</p> <p>To explore different techniques for joining materials (Glue Stick, PVA)</p> <p>To know how to work safely and hygienically To use non statutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring) – Sandwiches, Fruit Kebab</p>	<p>To experiment with different mark making tools such as art pencils, pastels, chalk</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)</p> <p>To know how to work safely and hygienically To use non statutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing) Sandwiches, Fruit Kebab, Biscuits</p>	<p>To use natural objects to make a piece of art</p> <p>To share creations and talk about the process</p> <p>To make props and costumes for different role play scenarios</p> <p>To know how to work safely and hygienically To use non statutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating) Sandwiches,</p>	<p>To know which prime colours you mix together to make secondary colours</p> <p>To plan what they are going to make (cooking, wood work, construction, junk modelling)</p> <p>To draw more detailed pictures of people and objects To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins)</p> <p>To manipulate materials To create observational drawings</p> <p>To know how to work safely and hygienically To use non statutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating)</p>	<p>To know some similarities and differences between materials</p> <p>To learn about and compare artists (Janet Bell and Henri Matisse)</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feeling</p> <p>To share creations, talk about process and evaluate their work</p> <p>To adapt work where necessary</p>

					sandwiches, Fruit Kebab, Biscuits, Salads)	
Being imaginative and expressive	<p>To sing and perform nursery rhymes</p> <p>To join in with whole school singing assemblies</p> <p>To experiment with different instruments and their sounds</p> <p>To talk about whether the like or dislike a piece of music</p> <p>To create musical patterns using body percussion To use costumes and resources to act out narratives</p>	<p>To perform a song in the Christmas Play</p> <p>To learn and perform a poem at the Christmas Concert</p> <p>To join in with whole school singing assemblies</p> <p>To pitch match</p> <p>To sing the melodic shape of familiar songs</p> <p>To begin to build up a repertoire of songs</p> <p>To sing entire songs</p> <p>To use costumes and resources to act out narratives</p>	<p>To join in with whole school singing assemblies</p> <p>To create musical patterns using untuned instruments</p> <p>To begin to create costumes and resources for role play</p>	<p>To perform songs at the Easter Concert</p> <p>To join in with whole school singing assemblies</p> <p>To associate genres of music with characters and stories</p> <p>To create costumes and resources for role play</p>	<p>To move in time to music</p> <p>To learn dance routines</p> <p>To join in with whole school singing assemblies</p> <p>To act out well know stories</p> <p>To follow a musical pattern to play tuned instruments</p> <p>To create narratives based around stores</p>	<p>To perform in the Year R Graduation (songs, poems, stories, dance)</p> <p>To listen to poems and create their own</p> <p>To join in with whole school singing assemblies</p> <p>To create own compositions using tuned instruments</p> <p>To invent their won narratives, making costumes and resources</p>
RE	Being special: where do we belong?	Christmas and why is Christmas special to Christians?	Why is the word 'God' so important?	Easter and why is there a cross in the Easter garden?	Which places are special and why?	Our Beautiful World
Which times/stories are special and why covered across the whole year according to appropriate calendar time (e.g. Harvest)						