

Curriculum Overview Reception 2023/24

	Autumn Term 6 weeks 3 days    7 weeks 3 days		Spring Term 6 weeks 2 days    4 Weeks 3 days		Summer Term 5 Weeks 4 days    7 Weeks	
Assessments	Baseline Assessment				Early Learning Goals	
	29.09.23 Harvest festival	Join in with assemblies Diwali Remembrance Day Anti- bullying Week 13-17.23 Hanukkah 17.11.23 Children in Need	RSPB Big Garden Birdwatch 26-29.01.24 Safer internet day 06.02.24	Height, weight, vision, hearing check British Science Week 08-17.03.23 Shrove Tuesday 13.02.23 Easter 31.03.24		21.06.24 Summer Solstice
Whole School Values	Responsible	Friendly	Resilience	Truthful	Respectful	Hopeful
Line of enquiry	Me and My Relationships	Celebrations	Polar habitats/climate change	Journeys around the world	Once Upon a Time	Moving On
<b>Personal, Social and Emotional Development</b> Self-regulation, managing self, building relationships	To develop positive relationships with peers and staff. To share, take turns and collaborate in continuous provision	To develop positive relationships with peers and staff. To share, take turns and collaborate in continuous provision	To develop positive relationships with peers and staff. To share, take turns and collaborate in continuous provision	To develop positive relationships with peers and staff. To share, take turns and collaborate in continuous provision	To maintain positive relationships with peers and staff. To share, take turns and collaborate in continuous provision	To maintain positive relationships with peers and staff. To share, take turns and collaborate in continuous provision

<p>SCARF -</p>	<p>Whole class, small group learning activities. Introduce "Special Day Person"</p> <p><u>Me and My Relationships</u></p> <p>Talk about similarities and differences.</p> <p>Name special people in their lives.</p> <p>Describe different feelings.</p> <p>Identify who can help if they are</p>	<p>Whole class, small group learning activities. "Special Day Person" jobs To talk about their own family and understand that families are different</p> <p><u>Valuing Difference</u></p> <p>Be sensitive towards others and celebrate what makes each person unique.</p> <p>Recognise that we can have things in common with others.</p> <p>Use speaking and listening skills to learn about the</p>	<p>Whole class, small group learning activities. "Special Day Person" jobs To develop independence around their learning and making healthy choices.</p> <p><u>Being My Best</u></p> <p>Feel resilient and confident in their learning.</p> <p>Name and discuss different types of feelings and emotions.</p> <p>Learn and use strategies or skills in</p>	<p>Whole class, small group learning activities. "Special Day Person" jobs To develop understanding and independence of how to keep safe.</p> <p><u>Keeping Myself Safe</u></p> <p>Talk about how to keep their bodies healthy and safe.</p> <p>Name ways to stay safe around medicines.</p> <p>Know how to stay safe in their home, classroom and outside.</p>	<p>Whole class, small group learning activities. "Special Day Person" jobs To develop understanding of how they can take care of their environment.</p> <p><u>Rights and Responsibilities</u></p> <p>Understand that they can make a difference.</p> <p>Identify how they can care for their home, school and special people.</p> <p>Talk about how they can make an impact on the natural world.</p>	<p>Whole class, small group learning activities. "Special Day Person" jobs To develop understanding of how they grow and change.</p> <p><u>Growing and changing</u></p> <p>Understand that there are changes in nature and humans.</p> <p>Name the different stages in childhood and growing up.</p> <p>Understand that babies are made by a man and a woman.</p>
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	<p>sad, worried or scared.</p> <p>Identify ways to help others or themselves if they are sad or worried.</p>	<p>lives of their peers.</p> <p>Know the importance of showing care and kindness towards others.</p> <p>Demonstrate skills in building friendships and cooperation.</p>	<p>approaching challenges.</p> <p>Understand that they can make healthy choices.</p> <p>Name and recognise how healthy choices can keep us well.</p>	<p>Know age-appropriate ways to stay safe online.</p> <p>Name adults in their lives and those in their community who keep them safe.</p>	<p>Talk about similarities and differences between themselves.</p> <p>Demonstrate building relationships with friends.</p>	<p>Use the correct vocabulary when naming the different parts of the body.</p> <p>Know how to keep themselves safe.</p>
<p><b>Communication and Language</b> Listening and attention Speaking</p>	<p>To establish relationships with peers and staff to encourage conversation and understanding. To follow instructions to complete a range of adult directed and adult initiated tasks. To enjoy listening to longer stories and can</p>	<p>To maintain good relationships with peers and staff to encourage conversation and understanding. To follow instructions to complete a range of adult directed and adult initiated tasks. To enjoy listening to longer stories and can</p>	<p>To maintain good relationships with peers and staff to encourage conversation and understanding. To follow instructions to complete a range of adult directed and adult initiated tasks. To enjoy listening to longer stories and can</p>	<p>To maintain good relationships with peers and staff to encourage conversation and understanding. To follow instructions to complete a range of adult directed and adult initiated tasks. To enjoy listening to longer stories and can</p>	<p>To maintain good relationships with peers and staff to encourage conversation and understanding. To follow instructions to complete a range of adult directed and adult initiated tasks. To enjoy listening to longer stories and can</p>	<p>To maintain good relationships with peers and staff to encourage conversation and understanding. To follow instructions to complete a range of adult directed and adult initiated tasks. To enjoy listening to longer stories and can</p>

<p>remember much of what happens. To articulate their ideas and thoughts in well-formed sentences. To connect one idea or action to another using a range of connectives. To describe events in some detail eg what they did at the week end, birthday parties, plans for the half term holiday. To engage in storytimes. To listen to and talk about stories to build familiarity and understanding. Retell stories using own words and new vocabulary.</p>	<p>remember much of what happens. To articulate their ideas and thoughts in well-formed sentences. To connect one idea or action to another using a range of connectives. To describe events in some detail eg what they did in the half term holiday at the weekend, plans for Halloween, Bonfire Night, Christmas. To engage in storytimes. To listen to and talk about stories to build familiarity and understanding. Retell stories using own words</p>	<p>remember much of what happens. To articulate their ideas and thoughts in well-formed sentences. To connect one idea or action to another using a range of connectives. To describe events in some detail. To engage in storytimes. To listen to and talk about stories to build familiarity and understanding. Retell stories using own words and new vocabulary. Listen to stories accurately anticipating key events and respond to what</p>	<p>remember much of what happens. To articulate their ideas and thoughts in well-formed sentences. To connect one idea or action to another using a range of connectives. To describe events in some detail. To engage in storytimes. To listen to and talk about stories to build familiarity and understanding. Retell stories using own words and new vocabulary. Listen to stories accurately anticipating key events and respond to what</p>	<p>remember much of what happens. To articulate their ideas and thoughts in well-formed sentences. To connect one idea or action to another using a range of connectives. To describe events in some detail. To engage in storytimes. To listen to and talk about stories to build familiarity and understanding. Retell stories using own words and new vocabulary. Listen to stories accurately anticipating key events and respond to what</p>	<p>remember much of what happens. To articulate their ideas and thoughts in well-formed sentences. To connect one idea or action to another using a range of connectives. To describe events in some detail. To engage in storytimes. To listen to and talk about stories to build familiarity and understanding. Retell stories using own words and new vocabulary. Listen to stories accurately anticipating key events and respond to what</p>	<p>remember much of what happens. To articulate their ideas and thoughts in well-formed sentences. To connect one idea or action to another using a range of connectives. To describe events in some detail. To engage in storytimes. To listen to and talk about stories to build familiarity and understanding. Retell stories using own words and new vocabulary. Listen to stories accurately anticipating key events and respond to what</p>
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	<p>Listen to stories accurately anticipating key events and respond to what they hear with relevant comments, questions or action.</p> <p>To develop their own narratives and explanations by connecting ideas or events.</p> <p>To listen to a range of fiction and non-fiction texts about Autumn eg Peace At Last, Leaf Man Red Leaf Yellow Leaf, Tidy</p>	<p>and new vocabulary.</p> <p>Listen to stories accurately anticipating key events and respond to what they hear with relevant comments, questions or action.</p> <p>To develop their own narratives and explanations by connecting ideas or events.</p> <p>To listen to a range of fiction and non-fiction texts about celebrations.</p> <p>To form questions to communicate with others about their artefacts.</p> <p>To use present and past tenses correctly to</p>	<p>they hear with relevant comments, questions or action.</p> <p>To develop their own narratives and explanations by connecting ideas or events.</p> <p>To listen to a range of fiction and non-fiction texts about celebrations.</p> <p>To form questions to communicate with others about their artefacts.</p> <p>To use present and past tenses correctly to explain artefacts to others.</p> <p>To discuss polar environments with others.</p>	<p>they hear with relevant comments, questions or action.</p> <p>To develop their own narratives and explanations by connecting ideas or events.</p> <p>To listen to a range of fiction and non-fiction texts about celebrations.</p> <p>To form questions to communicate with others about their artefacts.</p> <p>To use present and past tenses correctly to explain artefacts to others.</p> <p>To discuss space facts with others.</p>	<p>they hear with relevant comments, questions or action.</p> <p>To develop their own narratives and explanations by connecting ideas or events.</p> <p>To listen to a range of fiction and non-fiction texts about celebrations.</p> <p>To form questions to communicate with others about their artefacts.</p> <p>To use present and past tenses correctly to explain artefacts to others.</p> <p>To discuss facts about the Savannah with others.</p>	<p>they hear with relevant comments, questions or action.</p> <p>To develop their own narratives and explanations by connecting ideas or events.</p> <p>To listen to a range of fiction and non-fiction texts about celebrations.</p> <p>To form questions to communicate with others about their artefacts.</p> <p>To use present and past tenses correctly to explain artefacts to others.</p> <p>To discuss facts about sharks with others.</p>
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		<p>explain artefacts to others.</p> <p>To discuss owl facts with others.</p> <p>Take part in Winter Play</p>				
<p><b>Physical Development</b></p> <p>Gross Motor skills</p> <p>Fine motor skills</p>	<p>Regular handwriting practise ensuring correct letter and number formation.</p> <p>To use a range of one-handed tools and equipment eg pencils, paint brushes, scissors, knives, forks and spoons.</p> <p>Manage own dressing and undressing.</p> <p>Explore and experiment using outdoor equipment and PE equipment.</p>	<p>Regular handwriting practise ensuring correct letter and number formation.</p> <p>To use a range of one-handed tools and equipment eg pencils, paint brushes, scissors, knives, forks and spoons with increasing control.</p> <p>Manage own dressing and undressing.</p> <p>Explore and experiment using outdoor</p>	<p>Regular handwriting practise ensuring correct letter and number formation.</p> <p>To use a range of one-handed tools and equipment eg pencils, paint brushes, scissors, knives, forks and spoons with increasing control.</p> <p>Manage own dressing and undressing.</p> <p>Explore and experiment using outdoor</p>	<p>Regular handwriting practise ensuring correct letter and number formation.</p> <p>To use a range of one-handed tools and equipment eg pencils, paint brushes, scissors, knives, forks and spoons with increasing control.</p> <p>Manage own dressing and undressing.</p> <p>Explore and experiment using outdoor</p>	<p>Regular handwriting practise ensuring correct letter lowercase and upper case and number formation.</p> <p>To use a range of one-handed tools and equipment eg pencils, paint brushes, scissors, knives, forks and spoons with increasing control.</p> <p>Manage own dressing and undressing.</p>	<p>Regular handwriting practise ensuring correct letter lowercase and upper case and number formation.</p> <p>To practise writing on lined paper.</p> <p>To use a range of one-handed tools and equipment eg pencils, paint brushes, scissors, knives, forks and spoons with increasing control.</p>

Get Set 4 PE	Use a range of mark-making tools with developing control to create representations of people, experiences and feelings.	equipment and PE equipment. Use a range of mark-making tools with developing control to create representations of people, experiences and feelings.	equipment and PE equipment. Use a range of mark-making tools with developing control to create representations of people, experiences and feelings.	equipment and PE equipment. Use a range of mark-making tools with developing control to create representations of people, experiences and feelings.	Explore and experiment using outdoor equipment and PE equipment. Use a range of mark-making tools with developing control to create representations of people, experiences and feelings.	Manage own dressing and undressing. Explore and experiment using outdoor equipment and PE equipment. Use a range of mark-making tools with developing control to create representations of people, experiences and feelings.
	<u>Introduction Unit 2</u>	<u>Introduction Unit 1</u>	<u>Fundamentals Unit 2</u>	<u>Games Unit 2</u>	<u>Gymnastics Unit 2</u>	<u>Ball skills Unit 1</u>
	<u>Everyday Life</u>  <u>Aims</u> To move around safely in space  To follow instructions and stop safely	<u>Fantasy and Adventure</u>  <u>Aims</u> To develop fundamental movement skills Running, jumping, skipping	<u>Places and spaces</u>  <u>Aims</u> To develop their fundamental movement skills. To develop skills of balancing, running, hopping,	<u>Around the World</u>  <u>Aims</u> To learn and develop fundamental movement skills skills by playing a	<u>Traditional Tales</u>  <u>Aims</u> To develop basic gymnastic skills through the topic of 'traditional tales', To explore basic movements,	<u>Minibeasts</u>  <u>Aims</u> To develop fundamental ball skills such as rolling and receiving a ball, throwing to a

<p>To stop safely and with control when using equipment</p> <p>To follow instructions and play safely as a group</p> <p>To follow a path and take turns</p> <p>To work cooperatively with a partner</p>	<p>To move safely and sensibly in a space with consideration of others.</p> <p>To develop moving safely and stopping with control.</p> <p>To use equipment safely and responsibly.</p> <p>To use different travelling actions whilst following a path.</p> <p>To work with others cooperatively and play as a group.</p> <p>To follow, copy and lead a partner.</p>	<p>jumping, travelling, and changing direction. To develop fine and gross motor skills, through handling equipment. To learn how to stay safe using space. To work independently and with a partner to complete tasks.</p> <p>To develop balancing.</p> <p>To develop running and stopping.</p> <p>To develop changing direction.</p> <p>To develop jumping.</p>	<p>variety of games. To also start to understand how to work as a team, take turns, keep the score, play against an opponent, and play by the rules.</p> <p>To develop accuracy when throwing and practise keeping score.</p> <p>To follow instructions and move safely when play tagging games.</p> <p>To learn to play against an opponent.</p> <p>To play by the rules and develop coordination.</p>	<p>creating shapes and balances, jumps and rolls. To begin to develop an awareness of space and how to use it safely. To perform basic skills on both floor and apparatus. To copy, create, remember, and repeat short sequences. To begin to understand using levels and directions when travelling and balancing.</p> <p>To create short sequences using shapes, balances and travelling actions.</p> <p>To develop balancing and</p>	<p>target, bouncing, and catching, dribbling with feet and kicking a ball. To develop fine and gross motor skills through a range of game play using a variety of equipment. To work independently and with a partner.</p> <p>To develop rolling a ball to a target.</p> <p>To develop stopping a rolling ball.</p> <p>To develop accuracy when throwing to a target.</p> <p>To develop bouncing and catching a ball.</p>
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<p><b>Literacy</b> Focus Texts Comprehension</p>	Stanley's Stick	Owl Babies	Blue Penguin	Astro Girl	Handa's Surprise  (Jack and the Beanstalk)	Surprising Sharks
Linked Texts	Stick Man The Stick Ruby's Sword On Sudden Hill	Can't You Sleep Little Bear? Farmer Duck	Lost and Found Penguin The Emperor's Egg	Beegu Man on the Moon Whatever Next	Rosie's Walk	The Big Book of the Blue Commotion in the Ocean

		<p>The Pig in the Pond</p> <p>Hoot Owl, White Owl, Barn Owl</p> <p>The Owl Who was Afraid of the Dark</p> <p>Oola the Owl</p> <p>Who Lost Her Hoot!</p> <p>The Owl and the Pussycat</p> <p>So Much</p> <p>The Large Family</p>	<p>One Day on our Blue Planet</p> <p>...Antartica</p> <p>Cuddly Dudley</p> <p>Polar Bear Paddle</p> <p>Little Caribou</p> <p>Can't you sleep little bear</p> <p>Friendships</p> <p>On Sudden hill</p> <p>Blue Chameleon</p> <p>A Splendid Friend</p> <p>Indeed</p> <p>Croc and Bird</p> <p>A small quarrel (poem)</p> <p>Abigail</p> <p>Elmer</p> <p>Families</p> <p>So Much</p> <p>Titch</p> <p>Avocado Baby</p> <p>Eat Up Gemma</p> <p>This is Lulu</p> <p>Other Books by Petr Horacek</p> <p>A New House for Mouse</p>	<p>How to Catch a star</p> <p>The Way Back Home</p> <p>Daisy Eat Your Peas</p> <p>I will not ever</p> <p>Never eat a tomato</p> <p>Oliver's Vegetables</p> <p>Tasty Poems</p> <p>Non-fiction</p> <p>Space</p> <p>Fruits</p>	<p>(Oliver's vegetables</p> <p>Princess and the Pea</p> <p>(Farmer Duck</p> <p>Rosie's Walk</p> <p>What the Ladybird Heard)</p>	<p>Shark in the Park</p> <p>Tiddler</p> <p>Snail and the Whale</p> <p>Billy's bucket</p> <p>(The Boy Who Lost his Bumble)</p> <p>(Big Book of Bugs</p> <p>Yucky Worms</p> <p>Superworm</p> <p>What the Ladybird Heard</p> <p>Spinderella</p> <p>The Very Hungry caterpillar)</p>
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			Elephant Puffin Peter			
Writing outcomes	Writing names, labels, sentences Shared journal Safety notices Line poetry Speech/Thought Bubbles Caption Writing	Writing names, labels, sentences Descriptive annotations on artwork Free verse poetry Wanted Poster Letter to Mummy Owl Notes of reassurance or advice to the baby owls Questions for hot seating Speech and thought bubbles Labels and captions Family Tree Shrine Box Information Box	Writing surnames Writing wishes on stars for New Year  Responses to illustrations shared Personal Narratives Responsive sentences Lists Informational sentences Informational texts Letters Thoughts about the story	Responses to illustrations shared Personal Narratives Responsive sentences Lists Informational sentences Informational texts Letters Thoughts about the story	Responses to illustrations shared Personal Narratives Responsive sentences Lists Informational sentences Informational texts Letters Thoughts about the story	To write for meaning and purpose in a variety of non narrative forms  Shared writing questions about sharks, shark facts (short sentences) Letter to the Shark Trust to ask what can be done to stop so many sharks being killed Poster to stop sharks being killed.

<p>Reading Enhancements</p>	<p>Collections of sticks</p>	<p>Owl puppets for retelling the story Word bank as leaves on a tree Dark tent with forest scene, soil, sticks, leaves and owl/bird figures for retelling the story</p>	<p>Antarctica small world play scene with penguin puppets</p>	<p>Stick puppets of Astrid and her family with background/ tabletop theatre cardboard box</p>	<p>Stick puppets of the characters from Handa's surprise</p>	<p>Water tray with sea creatures and boats</p>
<p>Focus Text linked continuous provision opportunities</p>	<p>Mark making:using sticks to write using paint on rolls of paper</p> <p>Small world play: Use sticks, stones, mud and leaves to make small worlds for toy people and animals Make a scenario of the beach with Stanley to explore his emotions</p>	<p>PD Use tweezers to pick up collage materials to make paper plate owls.</p> <p>To use blocks, logs and natural materials to make a tree/nest structure. To weave sticks to make an owl nest.</p> <p>Move bodies like an owl. UW Use senses to investigate feely</p>	<p>PD Make snowflakes with paper folding and scissors</p>	<p>PSED Developing sense of self, families, hobbies, aspirations What would I like to be?</p>	<p>KUW Use senses to investigate fruits</p> <p>Observational drawings of fruits People and communities - understand that people live in different places, in different ways and with different styles of houses in Kenya.</p> <p>To develop an understanding of</p>	<p>KUW To learn factual information about sharks.</p> <p>Visit the SeaLife Centre to observe real sharks.</p> <p>CD Use large bricks, recycled materials to make boats. Make representations of under the water scenes with collage and</p>

		boxes use appropriate vocabulary to describe how they smell, sound, feel			the Savannah and the creatures who live there.  To understand where the equator is on the globe.	through wax resist. Use bodies to move like the sea - calm sea, little waves, big waves
Focus Text role-play opportunities	Den making	Home role play	Blue Penguin's world with props to be Blue Penguin, the whale and the other penguins	Space station role play. Small world space scene in a tray.	Handa's house (role play shed)	
Phonics Sounds Write	Initial Code To segment, blend and manipulate sounds in words with the structure cvc: Unit 1 a,i,m,s,t  Unit 2 n,o,p HF is,a Unit 3 b,c,g,h HF the, I	Initial Code To segment, blend and manipulate sounds in words with the structure cvc: Unit 4 d,e,f,v HF for, of (start using decodable readers)  Unit 5 k,l,r,u HF to, are  Unit 6 j,w,z	Initial Code To segment, blend and manipulate sounds in words with the structure cvc: Unit 7 x,y,ff,ll,ss,zz HF all Some spellings are written with a double consonant  Unit 8 HF come, some VCC and CVCC 2	Initial Code Unit 10 CCVCC, CVCCC and CCCVC 3 adjacent consonants 5-sound words Introduce Lesson 6 one sound different spellings  Unit 11 sh,ch (lesson 6 <ch>, <tch>),th, HF	Unit 11 ch (lesson 6 <ch>, <tch>),th, HF there, their, these ck (lesson 6 <c>, <k	Unit 11 wh (lesson 6 <w>, <wh>), HF what, where, who ng, qu (2 sounds k and w)  Consolidation  Bridging units One sound, different spelling  Lesson 6 (39 on USB)

		HF was	<p>consonants in final position 3 and 4 sound words</p> <p>Unit 9 HF to CCVC 2 consonants in the initial position wk1 CCVC (continuants eg frog, slip, smell etc) wk2 (continuant/noncontinuant adjacent consonants clap, drop, stop etc) + Unit 11 /sh/ (fish/mash CVC)</p>	<p>there, their, these ck (lesson 6 &lt;c&gt;, &lt;k&gt;, &lt;ck&gt;), wh (lesson 6 &lt;w&gt;, &lt;wh&gt;), HF what, where, who ng, qu (2 sounds k and w)</p>		
<p><b>Maths</b> Number Numerical Patterns</p>	<p><u>Getting to Know You:</u> Timetable</p>	<p><u>It's Me 1,2,3</u> Representing 1,2,3 Comparing 1,2,3</p>	<p><u>Alive in 5</u> Introducing 0 comparing numbers to 5</p>	<p><u>Building 9 and 10</u> 9 and 10</p>	<p><u>To 20 and Beyond</u> Building Numbers beyond 10</p>	<p><u>Find My Pattern</u> Doubling</p>

<p>White Rose Maths</p>	<p>Where do things belong? Positional Language - environment</p> <p><u>Just Like Me</u></p> <p>Match Sort Compare Amounts Compare Size, Mass and Capacity Make Simple Patterns</p>	<p>Composition of 1,2,3 Circles and triangles Spatial awareness</p> <p><u>Light and Dark</u></p> <p>Representing, comparing, subitising of 4, 5 One more, one less Shapes with 4 sides Night and day</p> <p>Consolidation Activity Week</p>	<p>Composition of 4 and 5 Compare Mass Compare Capacity</p> <p><u>Growing 6,7,8</u></p> <p>6,7, and 8</p> <p>Making pairs</p> <p>Combining 2 groups</p> <p>Capacity Full and empty</p> <p>Length and Height</p> <p>Time</p>	<p>Comparing numbers to 10</p> <p>Number bonds to 10 3D shape</p> <p>Pattern making</p> <p>Consolidation activity week</p>	<p>Counting Patterns beyond 10</p> <p>Spatial Reasoning</p> <p><u>First, Then, Now</u></p> <p>Adding More</p> <p>Taking Away</p> <p>Spatial Reasoning</p>	<p>Sharing and Grouping</p> <p>Even and odd</p> <p>Spatial Reasoning</p> <p><u>On the Move</u></p> <p>Deepening Understanding</p> <p>Patterns and Relationships</p> <p>Spatial Reasoning Making maps</p>
<p><b>Understanding the World</b></p> <p>People, Culture and Communities</p>	<p>My family and community What makes people special? What is Harvest? What do we Harvest?</p>	<p>How do people celebrate? Halloween, Bonfire Night, Diwali, Hanukkah.</p>	<p>How do people celebrate? New Year and why? (linked texts The Fish Who Could Wish</p>	<p>What is Easter? Christianity</p>	<p>Special places What makes a church special? Christianity, Judaism, Islam</p>	<p>What is the story of Noah? Christianity</p>

<p>(RE Discovery RE))</p>	<p>Christianity and Judaism  What makes people special?</p> <p>L1 Families - are special and unique and enjoy different activities.</p> <p>L2 Friends - are special and are special for different reasons</p> <p>L3 Role models - people who can teach others how to do things, or</p>	<p>Different types of houses (PSED)  - draw picture of family and use lollipop sticks to represent the house - discuss features of the house.</p> <p>What is Christmas?  Christianity</p> <p>L1 Giving - why do we give presents?</p> <p>L2 Saying thank you - We give present to people who are special to us and we choose presents we think they will like or need.</p> <p>L3 The Christmas story - Christians believe that Jesus is God's son</p>	<p>Three Wishes  Freddie and the Fairy)  Chinese New Year  Nowruz  Holi</p> <p>How do people celebrate?</p> <p>L1 Celebrating New Year - resolutions - what do you think you need to do to achieve your resolution?</p> <p>L2 Chinese New Year</p> <p>L3 Chinese New Year - how does it compare with our or other celebrations we know about?</p>			
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	<p>show us how we should behave and treat others, and keep on trying when things are tricky are role models.</p> <p>L4 Jesus - Christians believe in God and that Jesus is the son of God. Jesus heals the paralysed man.</p> <p>L5 Jesus - Jesus heals Bartimaeus. Christians believe Jesus could perform miracles because he is God's son.</p> <p>L6 Moses - Moses was a role model for Jews and they believe that the 10 Commandments were given to him</p>	<p>and that God gave Jesus as a special present to the world.</p> <p>L4 The Shepherds - the story of the angel appearing to the shepherds. Christians believe that Jesus is their saviour. Christians believe that God gave his son Jesus to the world so that he could help people and be an amazing role model to show people how to lead good lives. They believe that Jesus was God in a human body. (the incarnation of God)</p> <p>L5 The Wise Men - the story of the wise men, they</p>	<p>L4 Persian New Year</p> <p>L5 Persian New Year</p> <p>L6 Holi - Spring festival</p>			
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	by God as rules for living their lives well.	brought gifts of gold, frankincense and myrrh because they thought he was a king. L6 Christmas (A Christian Celebration) Who is Christmas special for and why?				
The Natural World	Explore seasonal change from Summer to Autumn Explore a range of nature including different trees and plants the the POR text Stanley' Stick, sunflowers, apples, seeds What is Harvest? What do we Harvest?	Seasonal change (signs of Autumn) Explore Light and Dark - What makes light and what reflects light?	Seasonal change (Winter) RSPB Big Garden Watch Investigate snow and ice. What makes ice? What makes it melt? How are rain and snow different?  Similarities and differences between Antarctica where penguins live and our own habitat.	Seasonal change signs of Spring To look closely at a Spring flowers and identify the different parts.  Space To develop an understanding of our solar system. To understand that the sun is a star. That the earth orbits the sun.	Seasonal change from Spring to Summer  What animals will we find on a farm? Life cycle of a chicken  Plants How to plant and care for a seed. Where is the Savannah, and	Seasonal change signs of Summer.  To understand that plants need, soil, water, light and warmth to grow and change  Minibeasts To understand what an insect is. To identify minibeasts and the habitats where we find

<p>Past and Present (History)</p>	<p>Ourselves</p> <p>Jesus Moses</p>	<p>Christmas Guy Fawkes</p>	<p>Climate change</p> <p>Early explorers Shackleton, Scott</p>	<p>The earth and planets that orbit the sun. What does gravity do?</p> <p>The first Moon landing, first woman in space</p>	<p>what animals will we find there?</p>	<p>them - on plants, under the soil, on buildings, in the pond</p> <p>How to look after the oceans.</p> <p>How have we changed.</p>
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<p><b>Expressive Arts and Design</b>          Creating with Materials          Being Imaginative and Expressive</p>	<p>Children to have access to a wide range of tools and materials, choosing their own projects          Opportunities for child- initiated role-play based upon interests          Decorate sticks with ribbons, string, chalk and paint          Sketch pieces of bark and interesting sticks          Sketch trees          Make a twig collage          Farmshop role play          Observational drawings and paintings of sunflowers. Make a collage          sunflower using cardboard, yellow paper, sunflower seeds</p>	<p>Children to have access to a wide range of tools and materials, choosing their own projects          Opportunities for child- initiated role-play based upon interests            Environmental Art          Andy Goldsworthy, use Autumn resources to make own environmental art.            Make an owl and nest with natural materials cones, sticks            Make diyas out of clay.          Post Office Role Play</p>	<p>Explore Vincent Van Gogh's Starry Night, Eric Carle's and Petr Horacek's illustrations. Use tonal change mixing paint and collage to make similar images in the same style.            Explore the colours and tones of Winter.            Make 3D penguin models add details with paint and fabrics.            Make a friendship bracelet</p>	<p>Make a self portrait          Use recycled materials to make rockets, telescopes, space ships          Make rockets and space ships with mobilo and duplo - photograph for others to copy</p>	<p>Observational drawings of fruit.            Make a fruit salad</p>	<p>Make a home out of recycled materials.            Investigate wax resist technique..          Use wax resist to make an under the sea scene.</p>
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<p>D T Kapow</p>		<p><u>Cooking and Nutrition</u> Pumpkin Soup</p> <p>L1. Fantastic fruits and vegetables- To explore fruits and vegetables and the differences between them</p> <p>L2 Pumpkin Soup To explore a pumpkin and describe it using the 5 senses.</p> <p>L3 Designing soup To design a fruit and vegetable soup recipe.</p> <p>L4 Fine motor skills</p>		<p><u>Structures</u> Junk modelling rocket</p> <p>L1 Exploring junk modelling To explore and investigate the tools and materials in the junk modelling area.</p> <p>L2 Cutting and scissor skills To investigate cutting different materials.</p> <p>L3 Choosing resources To learn how to plan and select the correct resources needed to make a model.</p> <p>L4 Making models</p>		<p><u>Textiles</u> - design a book mark with ocean colours</p> <p>L1 Exploring threading and weaving To develop threading and weaving skills</p> <p>L2 Paper weaving To practise and apply waving sills to specific material eg paper</p> <p>L3 Sewing with hessian To practise and apply threading skills with specific materials eg hessian and wool.</p> <p>L4 Designing bookmarks</p>
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<p>Music Kapow</p>	<p><u>My favourite songs</u> To sing and share our favourite action songs.</p>	<p>To learn how to use a knife safely.</p> <p>L5 making soup To safely use tools to prepare ingredients.</p> <p>L6 Designing soup packaging</p> <p><u>Celebration Music</u> Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah,</p>	<p><u>Exploring Sound</u> Exploring how we can use our voice and bodies to make sounds, experimenting with tempo and dynamics when</p>	<p>To verbally plan and create a junk model</p> <p>L5 Evaluation and presentation To share a finished model and talk about the processes in its creation.</p> <p>L6 Temporary joins To explore different ways to temporarily join materials together</p> <p><u>Music and Movement</u> Creating simple actions to well-known songs, learning how to move to a beat and expressing feelings and</p>	<p><u>Musical Stories</u> Moving to music with instruction, changing movements to match the tempo, pitch or dynamics and learning that</p>	<p>To use threading or sewing to design a product (book mark)</p> <p>L5 Creating bookmarks To create a textiles product (bookmark) following their own design.</p> <p>L6 Evaluating bookmarks To reflect with children on how they have achieved their aims.</p> <p><u>Big Band</u> Learning about what makes a musical instrument, the four different groups of musical instruments,</p>
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		<p>Kwanzaa and Christmas</p> <p>L1 To learn about Diwali and respond to the music through movement</p> <p>L2 To learn some music from Jewish culture related to Hannukah. To learn the names of some traditional Jewish musical instruments. To play and move to traditional Jewish Hannukah music.</p> <p>L3 To learn about music from the festival of Kwanzaa. To take part in a traditional call</p>	<p>playing instruments and identifying sounds in the environment.</p> <p>L1 Vocal sounds To explore using voices to make a variety of sounds, with relevant symbols</p> <p>L2 Body sounds To explore using body parts to make a variety of sounds</p> <p>L3 Instrumental sounds To explore using instruments to make a variety of sounds</p> <p>L4 Environmental sounds To explore sounds within the environment</p>	<p>emotions through movement to music.</p> <p>L1 To learn why songs can have actions and some simple Makaton signs to accompany a song.</p> <p>L2 To explore the beat through body movement.</p> <p>L3 To explore tempo by recognising and reacting to different tempos in music.</p> <p>L4 To explore different tempo and pitch through dance.</p> <p>L5 To perform 2 music and movement songs.</p>	<p>music and instruments can convey moods or represent characters</p> <p>L1 To listen to the lyrics and melody of the Teddy Bear's picnic and follow instructions to move to the music, changing their movements to reflect the tempo, pitch or dynamic of the piece.</p> <p>L2 To use actions to tell the story of "The Sleeping Princess" before singing and performing a group song based on the story</p> <p>L3 To use instruments to</p>	<p>following a beat using an untuned instrument and performing a practised song</p>
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and response song. To find items in the classroom to use as drums to play in response to African music.

L4 To learn about traditional Christmas music. To take part in a group song involving singing, voice sounds and playing instruments. To sing and move to a Christmas song.

L5 To suggest appropriate actions to add to song lyrics and sing and move to Christmas songs.

L6 To learn some dances  
Christmas play songs

L5 Nature sounds  
To listen to sounds in nature and recreate them.

tell the story  
"We're going on a Bear hunt."

L4 To write, compose and practise and perform their own musical story based on a shared routine

L5 To perform their musical story of a familiar routine using movement to express moods or actions within the story.



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