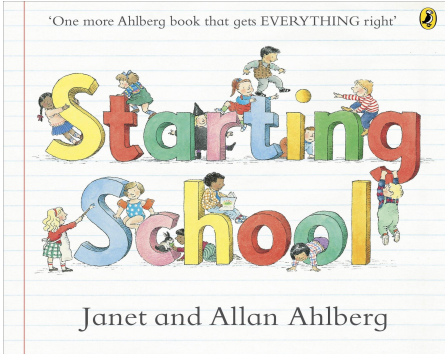
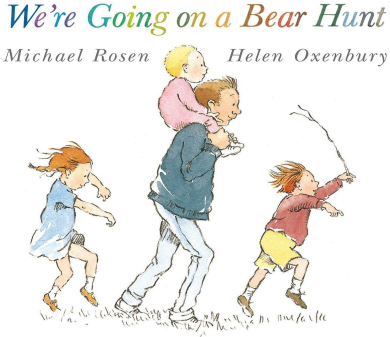
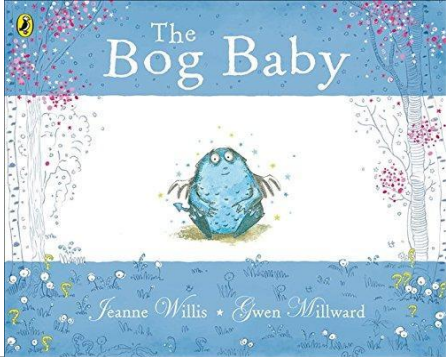




Reception Curriculum Overview

Curriculum Overview for Reception

| | | |
|---|---|--|
| A u t u m n | This term our topic is - People | |
| | Autumn 1 – We are special, friendships, transitioning to school and Autumn | |
| | Autumn 2 – Forest Schools, Celebrations (people, culture and communities) | |
| | Communication and Language (Literacy) | |
| | <p>Listening skills</p> <p>Talking about my treasure box effectively</p> <p>Joining in with circle times</p> <p>Following instructions</p> <p>Story times</p> <p>Talk through Stories</p> <p>Wellcomm</p> <p>Talking about favourite stories</p> |  |
| Listening, Attention and Understanding | Speaking | |
| <ul style="list-style-type: none"> ● Understand how to listen carefully and why listening is important. ● Articulate their ideas and thoughts in well-formed sentences. ● Connect one idea or action to another using a range of connectives. ● Describe events in some detail |   <ul style="list-style-type: none"> ● Develop social phrases ● Engage in story times. ● Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. ● Listen carefully to rhymes and songs, paying attention to how they sound. | |
| Personal, Social and Emotional Development | | |
| <p>Jigsaw activities (being in my world and celebrating difference)</p> <p>Building confidence, interacting, taking turns, asking for help</p> <p>School rules and routines, fill your buckets, make relationships</p> <p>Treasure boxes</p> <p>No Outsiders (Mommy, Mama and Me)</p> <p>Getting to know each other, making friends, making choices, being special.</p> <p>5 ways to wellbeing BRONZE</p> | | |

| | | |
|---|---|--|
| <p style="text-align: center;">Self-regulation</p> <ul style="list-style-type: none"> Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. See themselves as a valuable individual. | <p style="text-align: center;">Managing Self</p> <ul style="list-style-type: none"> Manage their own needs. | <p style="text-align: center;">Building Relationships</p> <ul style="list-style-type: none"> Build constructive and respectful relationships. Think about the perspective of others. |
| Physical Development | | |
| <p>Dressing and undressing for outdoors - mud suits, wellies, putting on and taking off coats as well as zips, putting on and taking off jumpers, changing into plimssoles Dynamic tripod grip; Froggy fingers, holding a pencil Toileting independence, washing hands Healthy choices – snack and lunch Outdoor play - Focus on Prime areas in the outdoor through use of large construction in the ‘Big Shed’ Forest schools and Scrap Shed Bollywood dancing (Diwali) Indoor games Gross and fine motor skills Letter formation - name writing Fine motor provision - cutting, threading, tweezers, loose part pictures Transporting equipment Cooking safety and using tools eg playdough, sand and creative Fire safety - learning how to evacuate safely Looking after our environment - Tidy up time. Morning movement and dance Action songs - Nursery rhymes and Nativity performance.</p> | | |
| Gross Motor Skills | Fine Motor Skills | |
| <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene | <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. (also links to DT) Develop the foundations of a handwriting style which is fast, accurate and efficient. | |

Literacy

Books:

Starting School

Gruffalo, Bog Babies, We're Going on a Bear Hunt

Winne's Pumpkin, Winnie's Magic Broomstick, Winnie's Magic Dragon

Bonfire Night poems and information book

One Snowy Night, Selection of Xmas stories, eg. The Christmas Story

Jolly Postman, Herman's Letter, Dinosaur that Pooped Christmas

Peace at Last, Giraffes Can't Dance, There's a Bear on my Chair, Foggy, Foggy Chair

Freddie and the Fairy, The Very Helpful Hedgehog, Why do Leaves change colour? MUD, The Owl Who Was Afraid of the Dark, Not a Stick.

Talk through stories

Talk Through Stories

Stick Man, Owl Babies, Can't You Sleep Little Bear, Room on the Broom, Winnie the Witch, Zog

Phonics

Read, Write, Inc (Set 1) - Ditty sheets and Red Ditty Books

Home reading - Collins Big Cat Lilac wordless books, library free choice book andPWI My Set 1 Speed Sounds Book.

Literacy:

Shared reading

Recognising name

Handwriting pattern – pre writing, letter patterns

Writing own name

Writing initial sounds, rhyming

Continue writing own name

Write CVC words (hat, cat, bat)

Letter to Santa, Weekend/ Holiday news, Christmas cards

RWI handwriting letter formation

Fred talk, Fred games - Oral blending

Fred fingers - To support sounding out

Poetry basket

Pinny time (For children working at this level)

Fast track (For children working at this level)

| Comprehension | Word Reading | Writing |
|--|--|---|
| <ul style="list-style-type: none"> Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. | <ul style="list-style-type: none"> Read individual letters by saying the sounds for them 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"> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. |

Mathematics

White Rose Maths

Match, sort and compare
Talk about measure and patterns
Its me 1,2,3
Circles and triangles
1,2,3,4,5
Shapes with 4 sides

NCETM

Subitise
Counting, cardinality and ordinality
Composition
Comparison

Number and Numerical Patterns

- Count objects, actions and sounds.
- Subitise
- Link the number symbol (numeral) with its cardinal number value
- Compare numbers
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 5.
- Automatically recall number bonds for numbers 0–5.
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Continue, copy and create repeating patterns.

Understanding the World (Science, Geography, History, RE)

Science

Forest School focus – Bog Babies
Autumn – Autumn walk, sense walk, changes in the environment, exploring Autumn and changes in seasons.
Winter – Winter soup (Linked to Kapow DT project) , Winter walk, changes in the environment, ice – melting and freezing, What's in the box, Christmas biscuits – changes.

History


All about me – Discussions, self-portraits, Transition (We are special)
My Family – photographs, treasure boxes
Grandparents Day

RE

Which stories are special and why? (RE) – The Christmas Story, Diwali (discuss different beliefs and celebrations)
Why is Christmas special for Christians?

Geography

Autumn – Autumn walk, sense walk, changes in the environment
Winter – Winter soup, Winter walk, changes in the environment, ice – melting and freezing,

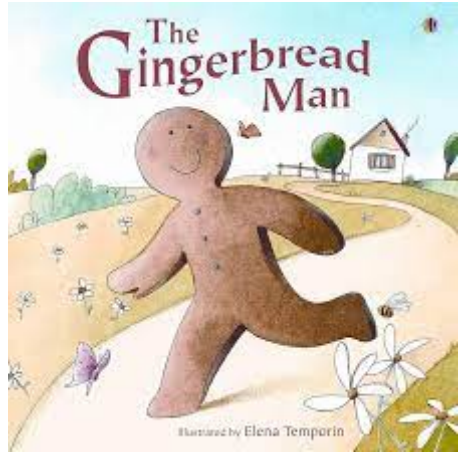
| Past and Present | People, Culture and Communities | The Natural World |
|---|--|--|
| <ul style="list-style-type: none"> ● Talk about members of their immediate family and community. ● Name and describe people who are familiar to them. | <ul style="list-style-type: none"> ● Recognise that people have different beliefs and celebrate special times in different ways. ● Talk about the lives of the people around them and their roles in society. | <ul style="list-style-type: none"> ● Explore the natural world around them. ● Describe what they see, hear and feel whilst outside. ● Understand the effect of changing seasons on the natural world around them. |
| Expressive Arts and Design (Art and DT) | | |
| <p>Expressive Arts</p>  <p>Artist Cy Twombly - mark making, painting and drawing</p> <p>Self portraits, clay splats, clay Bog baby, observational paintings, repeating patterns Christmas crafts – Calendars, card, decoration Bonfire or Winnie the Witch chalk pictures Divali – thumb clay pot/decorate Christmas show - performance and singing Music Kapow – Celebration Music unit and exploring sound Nursery rhymes Home Corner Camping/cave Christmas Elf Factory and Santa’s workshop</p> | <p>DT</p> <p>Structures and junk modelling Cooking and nutrition - soup Hibernation boxes Skiing Santa chimney</p> | |
| Creating with Materials | Being Imaginative | |
| <ul style="list-style-type: none"> ● Explore, use and refine a variety of artistic effects to express their ideas and feelings. ● Create collaboratively sharing ideas, resources and skills. ● Return to and build on previous learning, refining ideas and developing their ability to represent them. | <ul style="list-style-type: none"> ● Listen attentively, move to and talk about music, expressing their feelings and responses. ● Watch and talk about dance and performance art, expressing their feelings and responses. ● Sing in a group or on their own, increasingly matching the pitch and following the melody. ● Develop storylines in their pretend play. ● Explore and engage in music making and dance, performing solo or in groups. | |

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This term our Topic is - Changes
 Spring 1 – Space and superheroes
 Spring 2 – Materials through traditional tales

Communication and Language (Literacy)

Using story language
 Following instructions
 Asking questions
 Talk about traditional tales, use expressive language, sequence beginning, middle and end events, make predictions, discuss characters, repeat phases
 Articulate their ideas and thoughts in well-formed sentences.
 Talk through Stories
 Wellcomm
 Subject specific language eg space, names of planets
 Language linked to seasons
 Learn new subject specific language



Listening, Attention and Understanding

- Learn new vocabulary
- Use new vocabulary through the day
- 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.
- Describe events in some detail.

Speaking

- Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen.
- Develop social phrases
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- 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.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Listen carefully to rhymes and songs, paying attention to how they sound

Personal, Social and Emotional Development

Selecting resources, trying something new, talking about themselves (e.g. what I am good at, how I can improve)
 Growth mindset, listening effectively
 No Outsiders (You Choose)
 Asking for help
 Listening effectively
 Likes and dislikes
 Knowing we are different
 5 ways to wellbeing SILVER

Jigsaw activities (Dreams and goals, Healthy me

| Self-regulation | Managing Self | Building Relationships |
|---|---|---|
| <ul style="list-style-type: none"> • See themselves as a valuable individual. • Express their feelings and consider the feelings of others. • Identify and moderate their own feelings socially and emotionally. | <ul style="list-style-type: none"> • Show resilience and perseverance in the face of challenge. • Manage their own needs. | <ul style="list-style-type: none"> • Build constructive and respectful relationships. • Think about the perspectives of others. |

Physical Development

Gross and fine motor skills
 Gymnastics
 Letter formation
 Chinese New Year dancing and movement
 Travelling in different ways, PE equipment safety
 Scrap Shed
 Forest Schools
 Outdoor play - Focus on Prime areas 'Big shed'
 Flower threading - linked to Kapow DT

| Gross Motor Skills | Fine Motor Skills |
|---|--|
| <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, coordination and agility • Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene | <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Develop the foundations of a handwriting style which is fast, accurate and efficient. |

Books:

Albie – How to save a superhero, Superworm, 10 Little Superheros, Supertato, How to Save a Superhero, Super Daisy, Nat Fantastic
Zoom Rocket Zoom, Whatever Next, Q Pottle 5, Toys in Space, You Can't Eat a Princess, Look Up, A Journey Through Space, Aliens Love Underpants
Chinese New Year story
World Book Day (bring their own books in to read a selection), Charlie Cook's Favourite Book
The Gingerbread Man, The Three Little Pigs
Non-Fiction Spring book, Non-fiction Space books, Non-fiction Materials books
The Trouble with Tadpoles
The Easter Story
Poetry basket

Talk through Stories

One Snowy Night
Lost and Found
Tiddler
The Rainbow Fish
Hugless Douglas
The Slightly Annoying Elephant


Phonics

Read, Write, Inc (Set 1 and 2) - Red books, Green Books, Ditty sheets, My set 2 speed sounds book (For children working at this level)

Literacy:

My favourite present
Speech bubbles
Gingerbread Man story writing
Mother's Day Cards
Easter card – why I'm special
Spell words
Write short sentences using full stop and capital letter
RWI hold a sentence Pinch the sounds
Pinny time (For children working at this level)
Fast track (For children working at this level)

| Comprehension | Word Reading | Writing |
|---|--|---|
| <ul style="list-style-type: none"> ● Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. | <ul style="list-style-type: none"> ● Read individual letters by saying the sounds for them ● 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. ● Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. | <ul style="list-style-type: none"> ● Form lower-case and capital letters correctly. ● Spell words by identifying the sounds and then writing the sound with letter/s. ● Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. ● Re-read what they have written to check that it makes sense. |
| Mathematics | | |
| <p><u>White Rose Maths</u> Alive in 5 Mass and capacity Gowing 6,7,8 Length, height and time Building 9 and 10 Explore 3D shapes</p> <p><u>NCETM</u> Subitise Counting, cardinality and ordinality Composition Comparison</p> | | |
| Number and Numerical Patterns | | |
| <ul style="list-style-type: none"> ● Count objects, actions and sounds. ● Subitise. ● Link the number symbol (numeral) with its cardinal number value ● Count beyond ten. ● Compare numbers ● Understand the 'one more than/one less than' relationship between consecutive numbers. | <ul style="list-style-type: none"> ● Explore the composition of numbers to 10. ● Automatically recall number bonds for numbers 0–10. ● Select, rotate and manipulate shapes in order to develop spatial reasoning skills. ● Compare length, weight and capacity. ● Compose and decompose shapes so that children recognise a shape can other shapes within it just as numbers can. | |
| Understanding the World (Science, Geography, History, RE) | | |
| <p>Science Spring – Spring walk, sense walk, changes in the environment Lifecycles – caterpillars/butterflies, tadpoles/frogs, metamorphosis Space – Learning about the planets/outer space through stories, Neil Armstrong Materials – strength of materials (The Three Little Pigs), floating and sinking (Boat for the Gingerbread Man) Linked to Kapow DT project.</p> | <p>RE Which places are special and why? (RE) –, places that bring meaning to us and why? Why is Easter special for Christians?</p> | |

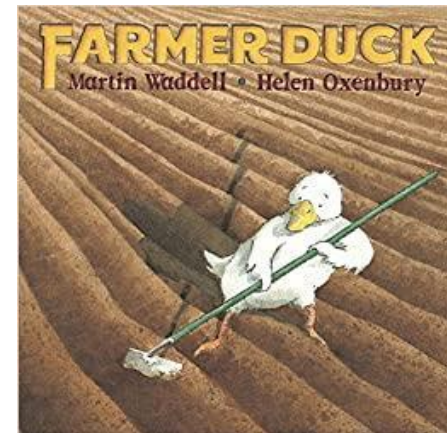
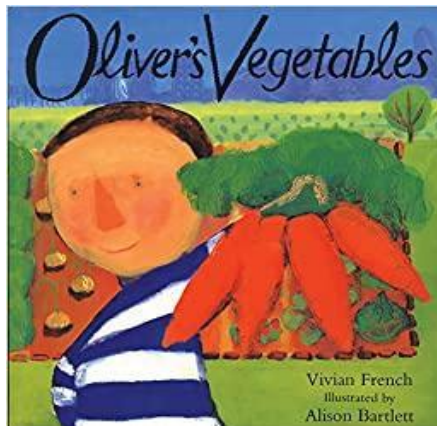
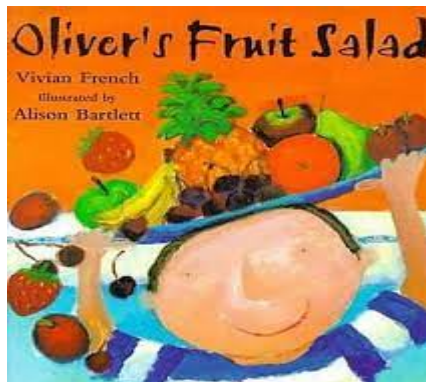
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| Changes – Pancake making/Shrove Tuesday/chocolate slabs (Mothers day) | | |
| History Chinese New Year – discuss different years/past events Figures from the past – Neil Armstrong, Buzz Aldrin Growing up, changes in myself | | Geography Winter - winter walk, changes in the environment, ice melting and freezing Spring – Spring walk, sense walk, changes in the environment Understanding the world around them – living on Earth and comparisons to Outer Space Changes in the environment between seasons. |
| Past and Present | People, Culture and Communities | The Natural World |
| <ul style="list-style-type: none"> ● Comment on images of familiar situations in the past. ● Compare and contrast characters from stories, including figures from the past. | <ul style="list-style-type: none"> ● Recognise that people have different beliefs and celebrate special times in different ways. ● Understand that some places are special to members of their community. ● Recognise some similarities and differences between life in this country and live in other countries. | <ul style="list-style-type: none"> ● Explore the natural world around them. ● Describe what they see, hear and feel whilst outside. ● Recognise some environments that are different to the one in which they live. ● Understand the effect of changing seasons on the natural world around them. |
| Expressive Arts and Design (Art, DT) | | |
|  <p>Artist - Andy Goldsworthy contemporary sculpture and natural art, shape, form, pattern and colour Winter snowflake – watercolours and tape, Snowflake cutting Chinese New Year – dragon handprint (counting link - ordinal numbers) Music Kapow – Music and Movement, Musical stories units.</p> | Design floating boat, make boat - plan, do, review Testing materials, joins, floating and sinking, evaluating, designing, predicting, testing, constructing. Easter hanging egg decoration (Kapow) Flower threading (Kapow) | |
| Creating with Materials | | Being Imaginative |
| <ul style="list-style-type: none"> ● Explore, use and refine a variety of artistic effects to express their ideas and feelings. ● Return to and build on their previous learning, refining ideas and developing their ability to represent them. ● Create collaboratively sharing ideas, resources and skills. | | <ul style="list-style-type: none"> ● Listen attentively, move to and talk about music, expressing their feelings and responses. ● Watch and talk about dance and performance art, expressing their feelings and responses. ● Sing in a group or on their own increasingly matching the pitch and following the melody. |

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This term our topic is - Place
Summer 1 – Growing and Being Healthy
Summer 2 – Farming and Our World (Summer and the seaside)

Communication and Language

Talking about Easter diaries/holiday news
Learn subject specific vocabulary
Answer how/why questions
Talk about what it means to be healthy and how to care for our bodies.
Talk about holidays at the seaside now compared to those in the past and know the similarities and differences.
Question and understand the experiences of others both from the past and present
Make use of recently introduced vocabulary in poems and offer explanations as why things might happen eg plant diary and growing (Poetry basket, stories and on fiction books)



Listening, Attention and Understanding

- 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.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- 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.

Personal, Social and Emotional Development

Cooperative learning
Working in learning partners
Working in a group
Listening to other ideas
Transition to Year 1
No Outsiders (Blue Chameleon)
5 ways to wellbeing GOLD
Jigsaw activities (Relationships and changing me)
Being healthy
Keeping clean
Teeth
Animals – looking after living things (link to farm visit)

| Self-regulation | Managing Self | Building relationships |
|---|--|---|
| <ul style="list-style-type: none"> ● Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. ● Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. ● Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. | <ul style="list-style-type: none"> ● Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. ● Explain the reasons for rules, know right from wrong and try to behave accordingly. ● Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. | <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. |
| Physical Development | | |
| <p>Healthy eating Importance of exercise and diet Importance of physical activity and looking after ourselves including screen time Outdoor games and sports skills eg ball skills, skipping, throwing and catching, kicking, batting and aiming Sports Day Animals and the food they provide Confidently write with increasing control and accuracy Operate tools efficiently Outdoor play - smaller construction, small world, sand pit, water play, mud kitchen Forest schools Scrap Shed Sewing - bookmarks linked to Kapow DT</p> | | |
| Gross Motor Skills | | Fine Motor Skills |
| <ul style="list-style-type: none"> ● Negotiate space and obstacles safely, with consideration for themselves and others. ● Demonstrate strength, balance and coordination when playing. ● Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. | <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. ● Begin to show accuracy and care when drawing. | |
| Literacy | | |
| <p>Books: Growing Story, Being Healthy, Oliver's Fruit Salad, Oliver's Vegetables, Farmer Duck, Enormous Turnip Commotion in the Ocean, The Fish who could wish, One Fish, Two Fish, Red Fish, Blue Fish, Dear Mr Polar Bear, Winnie at the Seaside, Tiddler, Sharing a Shell Pirates in Pyjamas, Dear Mermaid, Dougle Deep Sea Diary, Penguin in Peril, The Problem with Penguins, Be Brave Little Penguin, There's a Shark in the Bath The Little Red Hen, Handa's Surprise, Handa's Hen Summer – seasonal non-fiction book, Winnie at the Seaside</p> | | |

Talk Through Stories

Supertato
Extraordinary Gardener
The Wall and the Wild
The Scarecrows Wedding
Handa’s Hen
Farmer Duck

Phonics

Read, Write, Inc (Set 2 and 3) – Red, Green, Purple books (Pink - depending on children’s levels)

Literacy:

Captions and sentences (e.g I can... I am good at...)
Lists
Sentence writing
Instructions
Write about times of the day
What can you see...
Handa’s Surprise – describing fruits and animals
Hold a sentence
Build a sentence (in line with the child’s development)

| Comprehension | Word Reading | Writing |
|---|--|--|
| <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. | <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • 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. | <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. |

Mathematics

White Rose Maths

To 20 and beyond
How many now?
Manipulate, compose and decompose

Sharing and grouping
 Visualise, build and map
 Make connections
 Consolidation (ELG's)

NCETM

Subitise
 Counting, cardinality and ordinality
 Composition
 Comparison

Number and Numerical Patterns

- | | |
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| <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. | <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other Quantity`. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally |
|---|--|

Understanding the World (Science, Geography, History, RE)

Science

Being healthy – Design and make a rainbow fruit salad (Linked to Kapow DT)
 Growing – What do plants need to grow? Looking after plants, harvesting plants
 Farming - animals and their young, animals and their produce
 Plants – parts of a plant, bean diary, growing sunflowers

RE

Why is the word God special to Christians?
 Being special, where do we belong? (RE) – to our class, to our family.
 Special world (RE) – Poppleton village, York, UK (make comparisons to other countries)

History

Farmer visit – talk about their life and role in society
 Farming – vehicles and machinery used over time, from past to present
 Seaside holidays – past and present using pictures, videos and books (compare parents/grandparents' holidays to those we have now)

Geography

Summer – Summer walk, changes to flowers and plants in the natural world, changes in the environment
 Farming – animals and their young, animals and their produce, looking after animals
 Our World - Our local environment – Poppleton village, comparing our village and country to those in Africa (link to Handa's Surprise) Comparing landscapes between the UK and other countries. Exploring the globe and local maps. Comparing weather in different countries according to where they are in the world (Equator)

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing

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| <p>experiences and what has been read in class.</p> <ul style="list-style-type: none"> • Understand the past through settings, characters and events encountered in books read in class and storytelling. | <ul style="list-style-type: none"> • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. | <p>on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter |
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Expressive Arts and Design (Art, DT)

Art



Artist - Kandinsky - Abstract art, circles, square and

shapes



Artist - Henry Matisse - Abstract art - shapes

Warm and cold colours

Circles and squares

Vegetable printing, observational drawings of fruit or daffodils

Sewing (with parents)

Paintings of animals (embellish)

POPFEST

Kapow Music – Big Band, Transport

Smoothie/café, Pizza shop, Garden Centre,

DT

Designing and making a rainbow salad (Kapow)

Textiles bookmarks (Kapow)

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and song
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Computing

Over the year the children have the opportunity to develop computing skills, these result in the following:

- To begin to understand and use different forms of technology
- Develop as computational thinkers through a wide range of activities
- Have an age appropriate understanding of online safety and be able to express this in their own words
- Use technology to support them in their learning
- Use technology to record their own learning
- Be able to list ways that technology can be used in everyday life

NB: Autumn and Spring – Reception objectives, Summer – ELG objectives