


Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Texts and examples of <i>new vocabulary</i>	<ul style="list-style-type: none"> • What Makes Me, Me? <i>Beserk, exactly, lazybones, rooted, sleek</i> • Squirrels who Squabbled <i>Flighty, spontaneous, wistfully, haste</i> • Owl Babies • Helpful Hedgehog • Say 'Hi' to Hedgehog • Stick Man • Fletchers Falling Leaves 	<ul style="list-style-type: none"> • Pumpkin Soup <i>Cabin, slurp, quilt, embroidered, squabble</i> • Pattan's Pumpkin • The Dark <i>Afraid, basement, distant, visited, gazing</i> • The Wonder <i>wonder, daydreamer, passenger, laboratory, scatterbrained, imagination</i> • Emergency! Non-fiction texts • BBC Remembrance <i>Conflict, heroes, peace, poppies</i> • Catch a Star • Nativity Story 	<ul style="list-style-type: none"> • Celebrations Around the World <i>Exchange, chime, sunrise, sunset, victory, defeat</i> • The Gingerbread Man <i>Leaped, scurrying, bleated, thistles, smirked, scrambled</i> • Standing up to Racism <i>racism, unfairness, heritage, proud, equal, inequality</i> • Winter's Sleep • Bear Snores on 	<ul style="list-style-type: none"> • Mr. Wolf's Pancakes <i>neighbours, nearby, politely, borrow, chorused, drifted</i> • Chicken Clicking <i>crept, tiptoed, browse, blamed, amazed, online</i> • Luna Loves Art <i>alone, massive, sketch, scrunches, thrashing, wanders</i> • Windy Day • What Ladybird Heard • Jack and the Bean Stalk 	<ul style="list-style-type: none"> • Tad <i>murky, glide, gulp, hope, shallow, sank</i> • Mrs. Noah's Garden <i>shoots, weaving, shallow drills, germinate, blossomed</i> • Martha Maps <i>universe, sphere, solar system, telescope, adventure, wonder</i> • The Very Hungry Caterpillar • If Only • Tiny Seed 	<ul style="list-style-type: none"> • Clean Up <i>rescued, tangled, ruining, notice, collected, release</i> • Winnie Helps the Bees <i>frowned, relieved, hive, pollen, nectar, honeycomb</i> • Please the Bees • Bear Shaped <i>nervous, secret den, disappeared, sore, strangers</i> • Things that Go <i>fuel, soot, vehicle, amphibious, rescue, spare</i> • Sharing a Shell
'Wow' moments / Enrichment Weeks	<p>Hygge: Autumn, Owls, Squirrels, Mushrooms, Leaves, Hedgehogs, Sticks, Spiders</p> <p style="text-align: center;">Autumn Trail Harvest Time Halloween</p>	<p>Hygge: Fire, Acorns, Pumpkins, Stars, Poppies, Dark</p> <p style="text-align: center;">Bonfire Night Advent / Nativity Diwali, Hannukah, Remembrance day Anti- Bullying Week</p>	<p>Hygge: Winter, Hibernation, Robins, Ice, Snowflakes, Penguins</p> <p style="text-align: center;">Random Acts of Kindness Week Valentine's Day Lent</p>	<p>Hygge: Wind, Rain, Spring Flowers, New Life, Nests</p> <p style="text-align: center;">Internet Safety Day Planting seeds Easter time Weather Forecast Mother's Day</p>	<p>Hygge: Growing, Gardens, Maps, Butterflies, Tadpoles, Rainbows</p> <p style="text-align: center;">Heathy Eating Food tasting – different cultures Map work</p>	<p>Hygge: Community, Summer, Bees, Kindness, Transport, Sea</p> <p style="text-align: center;">Post a letter Under the Sea Father's Day</p>

<p>Communication and Language</p> <p>Talk to parents about home language, try and learn a few key words and celebrate multilingualism in class.</p>	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
<p>Whole EYFS Focus</p> <p>– C&L is developed throughout the year through high quality interactions, daily discussions, sharing, PSHE times, stories, singing, speech and language interventions, EYFS productions and assemblies</p> <p>Daily story time</p>	<p>Welcome to EYFS</p> <p>Settling in activities Making friends</p> <p>Talking about familiar experiences</p> <p>What are your dreams? This is me!</p> <p>Rhyming & alliteration Familiar Print Shared stories</p> <p>Model talk routines through the day.</p> <p>"Good morning, how are you?"</p>	<p>Tell me a story!</p> <ul style="list-style-type: none"> • retelling stories • Story language • Word hunts • Listen & respond • Follow instructions • Active discussion <p>Develop vocabulary</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Use new vocabulary</p>	<p>Tell me why!</p> <p>Using language well How and why qs...</p> <p>Retell a story with story language</p> <p>Story invention – talk it!</p> <p>Ask questions - find out more, check understanding</p> <p>Describe events</p> <p>Listen to and talk about stories</p> <p>Learn rhymes, poems and songs.</p>	<p>Talk it through!</p> <p>Describe events in detail – time connectives</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Use picture cue cards to talk about an object: "What colour is it? Where would you find it?"</p> <p>Sustained focus</p>	<p>What happened?</p> <p>Re-read books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives</p>	<p>Time to share!</p> <p>Show and tell Weekend news</p> <p>Read aloud books that will extend children's knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, e.g, places in different weather conditions and seasons.</p>

<p>Personal, Social and Emotional Development</p>	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>	
<p>Managing Self</p> <p>Self - Regulation</p> <p>Link to Behaviour for Learning</p> 	<ul style="list-style-type: none"> ✓ Respecting and following class rules and routines ✓ Controlling own feelings and behaviour. Identifying and moderating feelings socially & emotionally. ✓ Building constructive and respectful relationships. ✓ Asking children to explain to others how they thought about a problem or an emotion and how they dealt with it. ✓ Learning about qualities and differences. Celebrating differences ✓ Encouraging to think about feelings and those of others by giving explicit examples of how others might feel in particular scenarios ✓ Dreams and Goals ✓ Showing resilience and perseverance in the face of challenge. ✓ Discussing why we take turns, wait politely, tidy up after ourselves and so on. ✓ Taking part in sports day - Winning and losing ✓ Adult modelling of positive behaviour- narrating what was kind and considerate about the behaviour. 	<p><i>"Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done." EEF</i></p>

<p>Physical development</p>	<p><i>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</i></p>					
<p>Fine motor Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p>	<p>Autumn 1 Fine Motor activities. Thread, cut, weave. Playdough. Manipulate objects with good fine motor skills. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Develop pencil grip.</p>	<p>Autumn 2 Fine Motor activities. Thread, cut, weave. Playdough. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand. Structured activities to guide in what to draw, write or copy. Teach and model correct letter formation.</p>	<p>Spring 1 Fine Motor activities. Thread, cut, weave. Playdough. Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increased control. Encourage to draw freely. Holding small items buttons/counters/pegs. Cut using scissors</p>	<p>Spring 2 Fine Motor activities. Thread, cut, weave. Playdough. Start to colour inside the lines of a picture. Hold pencil effectively with comfortable grip. Form recognisable letters (most correctly formed) Build with smaller linking blocks, such as Lego</p>	<p>Summer 1 Fine Motor activities. Thread, cut, weave. Playdough. Develop pencil grip and letter formation continually. Use one hand consistently for fine motor tasks. Cut along straight line with scissors. Start to cut along a curved line. Draw a cross</p>	<p>Summer 2 Fine Motor activities. Thread, cut, weave. Playdough. Form letters correctly. Copy a square. Begin to draw diagonal lines. Colour inside the lines of a picture. Start to draw pictures that are recognisable.</p>
<p>Gross motor</p>	<p>Parachute games. Climbing – outdoor equipment. Explore different ways of moving. Change for PE / help children to develop good personal hygiene. Acknowledge and praise efforts. Reminders about handwashing and toileting.</p>	<p>Ball skills- throwing and catching. Skipping ropes in outside area. Dance activities. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers.</p>	<p>Ball skills- aim, kick, dribble, push, throw & catch, pat. Ensure spaces are accessible to chd with varying confidence, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance/move to music. Gymnastics/balance</p>	<p>Balance- children moving with confidence. Dance related activities. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p>	<p>Obstacle activities moving over, under, through & around equipment. Encourage chd to be highly active and get out of breath several times every day. Provide opportunity for children to, spin, rock, tilt, fall, slide and bounce. Dance/move music.</p>	<p>Races / team games involving gross motor movements. Dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics ./ balance</p>
<p>From Development Matters 20': <i>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, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. 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. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</i></p>						

Literacy	<i>It is crucial for chd to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</i>					
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Comprehension - Developing a passion for reading	<ul style="list-style-type: none"> Join in rhymes & show an interest in stories with repeated refrains. Environment print. Have a favourite story/rhyme. Understand concepts of print: - meaning - different purposes - we read left to right and from top to bottom - know parts of a book Sequence familiar stories with pictures. Recognise initial sounds. Name writing Engage in extended conversations about stories, new vocab 	<ul style="list-style-type: none"> Retell stories related to events - role play. Drawing Club Christmas letters/lists. Retell stories using Story Maps. Editing of story maps and orally retelling new stories. Non-Fiction books Sequence a story – using vocabulary of beginning, middle & end. Blend sounds into words, so that children can read short words made up of known letters– sound correspondences. Enjoy an increasing range of books. 	<ul style="list-style-type: none"> Make up stories – self as a character Drawing Club Read simple phrases and sentences made up of words with known letter sounds. Read a few common exception words. Know fiction means story. Begin to understand that a non-fiction is a non-story- it gives information instead. 	<ul style="list-style-type: none"> Re-read books to build up confidence in word reading, fluency and understanding and enjoyment. Drawing Club World Book Day Timeline of how plants grow. Use vocabulary and forms of speech that are increasingly influenced by their experiences of books. Develop own narratives and explanations by connecting ideas or events 	<ul style="list-style-type: none"> Stories from other cultures /traditions Drawing Club Retell a story with actions and / or picture prompts as part of a group. Use story language when acting out a narrative. Rhyming words. Can explain main events of a story. Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Role play area – book characters. 	<ul style="list-style-type: none"> Draw pictures of characters/ event / setting in a story. Drawing Club Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions. Can point to front and back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.
Word Reading Following ELS reading scheme	<ul style="list-style-type: none"> s, a, t, p i, n, m, n d, g, o, ck e, u, r ss, h, b f/ff, l/l 	<ul style="list-style-type: none"> j, v, w, x y, z, zz, qu ch, sh, th ng, nk, ai ee, igh, oa 	<ul style="list-style-type: none"> oo ar, ur, oo or, ow, oi ear, air ure, er, ow 	<ul style="list-style-type: none"> review 	<ul style="list-style-type: none"> cvcc ccvcc cccvc cccvcc 	<ul style="list-style-type: none"> ay, ou, ie, ea oy, ir, ue, aw wh, ph, ew, oe au, ey, a-e e-e, i-e, o-e u-e, c
Nursery Rhymes and Action Songs taught	<ul style="list-style-type: none"> ✓ Pat –a-cake ✓ 1,2,3,4,5 once I caught a fish ✓ This Old Man ✓ Five Little Ducks ✓ Name Song ✓ Things for Fingers 	<ul style="list-style-type: none"> ✓ I'm a Little Teapot ✓ Grand Old Duke of York ✓ Ring O' Roses ✓ Hickory, Dickory Dock ✓ Not Too Difficult ✓ ABC Song 	<ul style="list-style-type: none"> ✓ Wind the Bobbin ✓ Rock-a-Bye Baby ✓ 5 Little Monkeys ✓ Twinkle, Twinkle ✓ Happy & You Know it ✓ Head, Shoulders 	<ul style="list-style-type: none"> ✓ Old McDonald ✓ Incy Wincy Spider ✓ Baa Baa Black Sheep ✓ Row, Row, Row ✓ Wheels on the Bus ✓ The Hokey Cokey 	<u>Consolidation unit</u> Big Bear Funk singing and revisiting nursery rhymes and action songs	<u>Transition unit</u> Revisiting nursery rhymes in a context for the 'History of Music' and the beginnings of the 'Language of Music'

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<p>Writing</p> <p>Texts may due to children's interests</p> <p>Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.</p>	<p>Label characters Create an I wish picture / make marks Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Names Labels Captions Lists Picture codes</p>	<p>Sequence the story Speech bubbles Name writing, labelling using initial sounds, story scribing. Retelling stories, instructions. Help children identify the sound that is tricky to spell. Sequence the story Write a sentence</p>	<p>CVC words / simple sentence writing using high frequency words Labels and simple captions Arctic animals – Animal Fact File – Compare two animals Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board/ story map.</p>	<p>Retell parts of the story / repeated refrains / speech bubbles Healthy Food – My Menu Writing recipes, lists. Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Character descriptions. Write 2 sentences</p>	<p>Report about foods eaten. Retelling a story in own words. Describe settings. Write new version. Writing for a purpose in role play. Labels and captions – life cycles Use phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Acrostic poems</p>	<p>Write facts. Write a postcard. Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Use familiar texts as a model for writing own stories. Character description Write three sentences – beginning, middle, ending</p>

*Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives**, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot connections, **'have a go'**, talk to adults and peers about what they notice and not be afraid to make mistakes.*

Maths

“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – Shakuntala Devi

Mathematics Mastery

Autumn Term

Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.

Pupils will:

- identify when a set can be subitised and when counting is needed
- subitise different arrangements, both unstructured and structured, including using the Hungarian number frame
- make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills
- spot smaller numbers ‘hiding’ inside larger numbers
- connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers
- hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number
- develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds compare sets of objects by matching
- begin to develop the language of ‘whole’ when talking about objects which have parts

Spring Term

Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.

Pupils will:

- continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals
- begin to identify missing parts for numbers within 5
- explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame
- focus on equal and unequal groups when comparing numbers
- understand that two equal groups can be called a ‘double’ and connect this to finger patterns
- sort odd and even numbers according to their ‘shape’
- continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern
- order numbers and play track games
- join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers

Summer Term

Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.

Pupils will:

- continue to develop their counting skills, counting larger sets as well as counting actions and sounds
- explore a range of representations of numbers, including the 10 - frame, and see how doubles can be arranged in a 10-frame
- compare quantities and numbers, including sets of objects which have different attributes
- continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2
- begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10
- continue to identify when sets can be subitised and when counting is necessary
- develop conceptual subitising skills including when using a Rekenrek

Understanding the world


Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, and libraries to meeting important members of society such as police officers and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains.

R.E. - we use the 'Magister' scheme

Our R.E. Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>R.E. Learning about Creation and Covenant</p> <p>Our World: Text: What Makes Me, Me? Children learn that everyone is different. They are special and have many special qualities. That we should accept everyone for who they are. Text: The Squirrels who Squabbled Children learn that animals store food at certain times of the year for hibernation. That some people do not have enough food. Navigate our classroom and outdoors. Introduce different jobs and transport used. Note discussions on experience of past celebrations.</p>	<p>R.E. Learning about Old Testament - Prophecy & Promise</p> <p>Our World: Text: The Dark Children learn the difference between day and night. Why and when it gets dark. Text: Emergency! Children learn about stranger danger. Talking about occupations and how to identify strangers that can help them when they are in need. Text: Pattan's Pumpkin Share diff cultures. Use world maps to show where some stories are based & begin to understand why maps are important. Talk about families during Christmas' in the past. Show photos - Christmas celebrated in the past.</p>	<p>R.E. Learning about Jesus' early life from Galilee to Jerusalem</p> <p>Our World: Text: Celebrations Around the World Children learn that non-fiction books are true and can be read in any order. What a celebration is. That different festivals are celebrated around the world, and they have different traditions. Text: Gingerbread Man Children learn that some animals are usually found in the countryside / farm. Text: Standing up to Racism Children learn that people have different skin colour because of melanin. That people should not be treated differently because of the colour of their skin or because they look different. That everyone should be treated equally.</p>	<p>R.E. Learning about Jesus' later life from Desert to Garden</p> <p>Our World: Text: Chicken Clicking Children learn that the internet can be used to purchase things and also to communicate with other people. That what Chick did was not right and was not safe. That people can easily pretend to be someone else online. Text: Luna Loves Art Children learn that not all families are the same. Introduce recycling & how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world.</p>	<p>R.E. Learning about Jesus' legacy Ends of the Earth</p> <p>Our World: Text: Tad Children learn the life cycle of a frog. That frogs are amphibians and can be found living in ponds / wet places. That growing can be different for everyone. That being small does not mean you are not strong or clever. Text: Mrs. Noah's Garden Children learn what specific gardening words mean: shoots, shallow drills, germinate. Use texts to explore a different country. Difference between transport here and one other country. Encourage simple comparisons. Text: Martha Maps Children learn that we live on Earth. We are part of a universe that includes space, planets and stars. That maps show us where things are. That we use maps for different reasons. Features of the local environment. Maps of the local area. Children differentiate between land and water.</p>	<p>R.E. Learning about the Dialogue and Encountering other faiths</p> <p>Our World: Text: Clean Up Children learn what an island is. That animals are negatively impacted by litter / plastic pollution. That not everyone does the right thing with their litter. Text: Winnie Helps the Bees Children learn what bees need to be happy. How to help bees. Why bees are important. Text: Bear Shaped Children learn what autism is. That everyone is different. Text: Things That Go Children learn why trucks are important and helpful to humans. How they can also cause problems. That trucks play an important job in the world. Some of the dangers that trucks can present. Materials: Floating / Sinking – boat building Metallic / non-metallic objects Share non-fiction texts that offer an insight into contrasting environments.</p>

Through the seasonal and weather changes the children are free to play outside, observing their environment. Change in living things –the leaves, weather, seasons... Children have opportunities to explore the world around them and see how it changes as we enter each season. Adults draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Encouraging interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Adults look for children incorporating their understanding of the seasons and weather in their play. After close observations, children draw pictures of natural world, animals & plants.

<p>Expressive Arts and Design</p> <p><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p> <p><i>Children to produce a pieces of art work during free-play to show how drawings have developed - lots of links to Fine Motor Skills.</i></p> <p><i>Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions</i></p>	<p><i>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</i></p>					
	<p>Autumn 1</p> <p>Autumnal colours Begin to mix colours Join in with role play games; build models using construction equipment. Sing call-and-response songs, children echo phrases of songs. Self-portraits, junk modelling Join in songs Julia Donaldson songs Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas.</p>	<p>Autumn 2</p> <p>Use different textures and materials to make props Listen to music and make their own dances in response Firework pictures Christmas decorations Christmas cards Christmas poems Nativity songs The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Role play party’s and celebrations Role play of The Nativity</p>	<p>Spring 1</p> <p>Collage / symmetrical painting</p> <p>Children encouraged to select the tools and techniques they need to assemble materials that they are using</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	<p>Spring 2</p> <p>Make different textures Make patterns using different colours Pastel drawings Print patterns on Easter eggs Mother’s Day crafts Easter crafts Home Corner role play Artwork themed around the Seasons Provide a wide range of props for play which encourage imagination.</p> 	<p>Summer 1</p> <p>Design and make thinking about form and function. Learn a traditional song and dance and perform it. Encourage children to create their own music. Explore ways to protect the growing of plants by designing scarecrows Illustrate life cycles, and flowers growing Exploration of other countries Provide children with a range of materials for children to construct with.</p>	<p>Summer 2</p> <p>Puppet shows: Provide a wide range of props for play which encourage imagination. Water pictures, collage, shading by adding black or white, colour mixing for beach huts Making passports. Junk modelling, houses, bridges boats and transport. Colour mixing – underwater pictures. Father’s Day Crafts</p>
<p>Nursery Rhymes and Action Songs taught</p>	<ul style="list-style-type: none"> ✓ Pat –a-cake ✓ 1,2,3,4,5 once I...fish ✓ This Old Man ✓ Five Little Ducks ✓ Name Song ✓ Things for Fingers 	<ul style="list-style-type: none"> ✓ I’m a Little Teapot ✓ Grand Old Duke ✓ Ring O’ Roses ✓ Hickory, Dickory ✓ Not Too Difficult ✓ ABC Song 	<ul style="list-style-type: none"> ✓ Wind the Bobbin ✓ Rock-a-Bye Baby ✓ 5 Little Monkeys ✓ Twinkle, Twinkle ✓ Happy ✓ Head, Shoulders 	<ul style="list-style-type: none"> ✓ Old McDonald ✓ Incy Wincy Spider ✓ Baa Baa Black Sheep ✓ Row, Row, Row ✓ Wheels on the Bus ✓ The Hokey Cokey 	<p><u>Consolidation unit</u> Big Bear Funk singing and revisiting nursery rhymes and action songs</p>	<p><u>Transition unit</u> Revisiting nursery rhymes in a context for the ‘History of Music’ and the ‘Language of Music’</p>