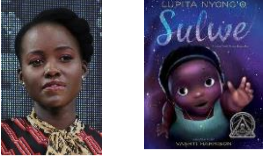






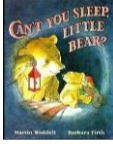
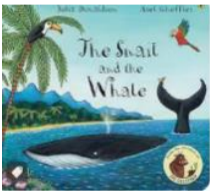


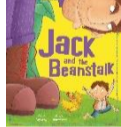
















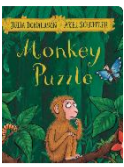
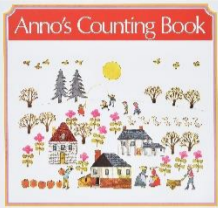
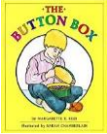







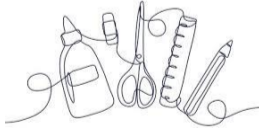
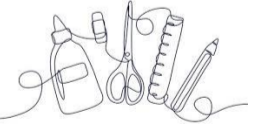
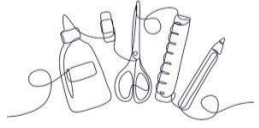
Reception Curriculum






























| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|--|--|---|---|
| All Are Welcome Here! | Celebrations | Talents and Powers | Storytellers | Eco-warriors Amazing Nature | Globe Trekkers Our World |
| <p>Core Text</p> <p>The Invisible String Patrice Karst</p>  <p>This book supports our children to transition seamlessly into school still knowing their bonds of love make them connected to their loved ones even though they are not with them.</p> <p>So Much Helen Oxenbury</p>  <p>With Helen Oxenbury lending her characteristic warmth and humour to a most exuberant family party, Trish Cooke's rhythmic, cumulative story captures the joy of being the baby in a large extended family – a baby who knows that he is absolutely, utterly adored.</p> <p>Avocado Baby John Burningham</p>  <p>A humorous story about a baby who gains powers after eating an avocado! This story links well to our children talking about their own history and what they got up to when they were babies!</p> <p>Pattan's Pumpkin Chitra Soudhar</p>  <p>This vibrant variation on the traditional flood myth from the Irular tribe in Southern India. supports our children's understanding of the harvest.</p> <p>Sulwe Lupita Nyong'o</p> | <p>Core Texts</p> <p>Halibut Jackson David Lucas</p>  <p>From the prolific author and illustrator David Lucas, this book was 'favourite children's book of 2004'. The text has strong PSHE links.</p> <p>Whatever Next Jill Murphy</p>  <p>A children's classic about an imaginative little bear who flies to the moon. This story provides excellent opportunities for re-enacting and retelling and exploring light sources.</p> <p>How to Catch a Star Oliver Jeffers</p>  <p>Jeffers An inspirational story about a boy who wants to catch a star. As we move closer to Christmas and the days grow shorter we will start looking at stars, light, dark and their significance.</p> <p>The Nativity The Story of Baby Jesus</p>  | <p>Core Texts</p> <p>Supertato Sue Hendra</p>  <p>Supertato is a superhero which will inspire our children to share their own superpowers. They will learn about speech bubbles and immerse themselves in the Evil Pea's antics!</p> <p>Ning and the Night Spirits Andriena Fong</p>  <p>A beautiful and magical story about confronting fears, confidence and a little boy who finds his voice.</p> <p>Author Study Julia Donaldson</p> <p>Superworm Julia Donaldson</p>  <p>A well-known favourite written by Julia Donaldson. This story supports the understanding of the 'problem' in the story and the 'resolution'.</p> <p>What the Ladybird Heard Julia Donaldson</p>  <p>Super Milly and the Super School Day Stephanie Clarkson</p>  <p>With its superhero theme and energetic and hilarious main character, this upbeat and very funny picture book about the power of kindness will inspire children to help others and have confidence in themselves.</p> | <p>Core Texts</p> <p>The Tiny Seed Eric Carle</p>  <p>A much-loved classic from the creator of <i>The Very Hungry Caterpillar</i></p> <p>This is the story of how a tiny seed travels from its parent plant and blows across seas, deserts and mountains, braving many hazards along the way, before finally finding a place to settle and grow into a beautiful flower so that the story can start again. A beautiful and uplifting first introduction to the life cycle of a seed.</p> <p>The Little Red Hen</p>  <p>Through this well known fable our children will explore the concept of fairness and looking after each-other. The story has great repeated refrains for our children to participate in choral reading.</p> <p>The Magic Paintbrush Julia Donaldson</p> | <p>Core Texts</p> <p>Oi Frog! Kez Gray & Jim Field</p>  <p>Jam-packed with the silliest of animals, this bestselling rhyming story will have the youngest of readers in fits of laughter. Cats sit on mats, hares sit on chairs, mules sit on stools and gophers sit on sofas. But Frog does <i>not</i> want to sit on a log. Jam-packed with animals and silliness, this original rhyming story is guaranteed to get children giggling!</p> <p>Mary Anning Little People Big Dreams</p>  <p>This roar-some book features stylish and quirky illustrations and extra facts at the back, including a biographical timeline with historical photos and a detailed profile of the palaeontologist's life.</p> <p>The Leopard's Drum an Asante Tale from West Africa</p>  <p>Bright paper-cut pictures of forest animals illustrate this traditional West African folk tale. Nyame the Sky-God covets Leopard's drum and offers a reward. But only the little soft-shelled tortoise can think of a way of capturing it.</p> | <p>Core Texts</p> <p>Hairy Maclary from Donaldson's Dairy Linley Dodd</p>  <p>The brilliantly clever rhyme and vivid, engaging pictures have made this story into a children's classic, beloved for over 40 years - and it's still one of the most popular picture books today.</p> <p>Izzy Gizmo Pip Jones</p>  <p>This is an award-winning, lyrical book that highlights the enjoyment that comes from problem solving, inventing and improving on past mistakes. Told through the eyes of Izzy Gizmo, a young, Black girl who loves inventing, this is a tale about perseverance and not giving up when things go wrong. Izzy is a positive female role model who encourages girls into STEM subjects.</p> <p>David Attenborough Little People Big Dreams</p>  <p>Our children will learn all about the amazing life of natural historian, broadcaster and British national treasure, David Attenborough.</p> <p>Rocket says Clean Up!</p> |














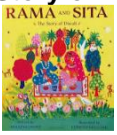
| | | | | | |
|---|--|--|--|---|--|
|  <p>A thoughtfully layered text and powerful illustrations address this sensitive topic of colourism in a uniquely nurturing way</p> | | |  <p>In <i>The Magic Paintbrush</i>, Julia Donaldson's brilliant verse combines with beautiful illustrations from Joel Stewart, creator of <i>The Adventures of Abney and Teal</i>, to bring vibrant life to a traditional tale of how a little girl's integrity can withstand the corruption of power and greed.</p> <p>Author study Michael Rosen</p>  <p>Chocolate Cake Michael Rosen To develop our children's understanding of authors and poets we will learn about Children's Laureate Michael Rosen his life poems and stories. We will re-cap the story read in Nursery Going on a Bear Hunt.</p> <p>Classrooms will collect books and poems written by Michael Rosen.</p> | | <p>Nathan Bryon</p>   <p>Rocket, is off to the islands to visit her grandparents. Her family loves nothing better than to beach comb and surf together...but the beach is clogged with trash! When she finds a turtle tangled in a net, Rocket decides that something must be done! This is a great introduction for our children to how we can care for the environment.</p> |
| <p>Once There were Giants Martin Waddell</p>   | <p>Can't you Sleep Little Bear Martin Wadell</p>  <p>Another great classic about a little bear who is afraid of the dark. This story supports the discussion about what we fear and the topic of light and dark.</p> | <p>The Snail and the Whale Julia Donaldson</p>  <p>When a tiny snail meets a humpback whale, the two travel together to far-off lands. It's a dream come true for the snail, who has never left home before. But when the whale swims too close to shore, will the snail be able to save her new friend?</p> <p>Rosie Revere Engineer</p>   <p>A beautifully illustrated tale of a girl and her dream to become a great engineer. A story to inspire all children that they can be anything they set their mind to.</p> | <p>Little Red A Favourite Tale with a Twist Jack and the Beanstalk</p>  <p>This traditional English fairy tale allows our children to explore the concepts of bravery, height, length and supports their understanding of how stories are structured.</p> | <p>Look Up</p> | <p>My First Eco-Warriors Usborne</p>  <p>This book will encourage lots of discussion and questions, which is a great way for children to build their knowledge and communication skills. The interactive features will help children to feel like they were participating in the story, which is great for developing empathy and learning about identity.</p> |
| <p>PSED Jigsaw Being Me in My World</p> | <p>PSED Jigsaw Celebrating Difference</p> | <p>PSED Jigsaw Dreams and Goals</p> | <p>PSED Jigsaw Healthy Me</p> | <p>PSED Jigsaw Relationships</p> | <p>PSED Jigsaw Changing Me</p> |













| | | | | | |
|--|--|--|---|---|---|
| <p>Rhythm & Rhyme</p> <p>Rhymes and songs</p> <p>Tommy thumb</p> <p>The grand old duke of York</p> <p>Humpty dumpty sat on the wall</p> <p>Miss Polly had a dolly</p> <p>I can sing a rainbow</p> <p>Five currant buns</p> <p>Power in me</p> <p><u>Harvest songs:</u> Cauliflower fluffy and Harvest samba</p> | <p>Rhythm & Rhyme</p> <p>Rhymes and songs</p> <p>Hickory dickory dock</p> <p>Jack and Jill</p> <p>Incy wincy spider</p> <p>Twinkl, twinkl little star</p> <p>Five little men in a flying saucer</p> <p><u>Christmas songs:</u> We wish you a merry christmas</p> <p>Jingle bells</p> <p>Rudolph the red nosed reindeer</p> <p>Feliz Navidad</p> | <p>Rhythm & Rhyme</p> <p>Rhymes and songs</p> <p>One finger, one thumb, keep moving</p> <p>Three blind mice</p> <p>Wind the bobbin up</p> <p>Ten fat sausages sizzling in the pan</p> <p>Five little speckled frogs</p> <p>Seasons of the year song</p> | <p>Rhythm & Rhyme</p> <p>Rhymes and songs</p> <p>I am the bakers man</p> <p>Little miss muffet</p> <p>Polly put the kettle on</p> <p>Ten green bottles</p> <p>Sing a song of sixpence</p> <p>Days of the week song</p> <p>Dragon Dance</p> | <p>Rhythm & Rhyme</p> <p>Rhymes and songs</p> <p>London bridge is falling down</p> <p>1,2,3,4,5 once I caught a fish alive</p> <p>Row, row, row your boat</p> <p>A sailor went to sea, sea, sea</p> <p><u>Songs linked to our topic:</u></p> <p>Seven continent song</p> <p>Carribbean music and instruments</p> | <p>Rhythm & Rhyme</p> <p>Rhymes and songs</p> <p>The animals went in two by two</p> <p>Down in the jungle</p> <p>Five cheeky monkeys jumping on the bed</p> <p>Old Macdonald had a farm</p> <p><u>Songs linked the season of summer:</u> We all going on a summer holiday</p> <p>Oh I do like to be by side the seaside</p> |
| <p>Oracy</p> <p>Communication and Language</p> <p>Introducing the vocabulary for the areas of our classroom provision and our Marvellous Me topic and core texts.</p> <p>Supporting childrne to learn social phrases such a 'good morning' and 'thank you'</p> <p>Engaging with books in the book corner and re-capping the vocabulary for the 5 concepts of print covered in the Nursery.</p> <p>Accesing books at the interests table linked to Harvest and core texts.</p> <p>Revisiting 'why' questions and two part instructions.</p> <p>Teach children the Oracy Golden rules Using visual propmts and modelling our speaking and listening expectations. Support children to speak and listen in small groups and as a class.</p> <p>Re-visiting use of Pie Corbett techniques introduced in the Nursery with core texts to support children to become familiar with the story structure.</p> | <p>Oracy</p> <p>Communication and Language</p> <p>Re-capping the vocabulary for the areas of our classroom provision and teaching children new vocabulary related to our Celebrations topic and core texts.</p> <p>Accesing books at the interests table linked to Light and Dark and core texts.</p> <p>Using Pie Corbett techniques to begin to retell stories using the visual prompts and actions as a class and in small groups. Role-play areas will encourage a deep familiarity with the core texts story sequence and vocabulary.</p> <p>Teach children how to Agree with the ideas of others speaking in full sentences A: Agree</p> | <p>Oracy</p> <p>Communication and Language</p> <p>Introducing the vocabulary for our Superhero topic and core texts. Listening to the poem Chocolate Cake by Michael Rosen.</p> <p>Accesing books at the interests table linked to Superheroes and core texts.</p> <p>Supporting children in play and during teaching sessions to connect their ideas and use connectives such as because, and, so, but.</p> <p>Using Pie Corbett techniques to begin to retell stories using the visual prompts and actions as a class and in small groups. Role-play areas will encourage a deep familiarity with the core texts story sequence and vocabulary.</p> <p>Teach children how to Build on the ideas of others speaking in full sentences B: Build on</p> | <p>Oracy</p> <p>Communication and Language</p> <p>Introducing the vocabulary for our Fairytale topic and core texts.</p> <p>Accesing books at the interests table linked to Fairytales and core texts.</p> <p>Learning poems about the Spring and Mother's Day.</p> <p>In play and learning children will be supported to describe events in some detail through carefull modelling and questioning.</p> <p>Using Pie Corbett techniques to begin to retell stories using the visual prompts and actions as a class and in small groups. Role-play areas will encourage a deep familiarity with the core texts story sequence and vocabulary. Teach children how to Challenge the ideas of others speaking in full sentences C: Challenge</p> | <p>Oracy</p> <p>Communication and Language</p> <p>Introducing the vocabulary for our Globe Trekkers topic and core texts.</p> <p>Engaging in fiction and non-fiction books related to our Globe Trekkers topic.</p> <p>Children will be supported to follow the Oracy Golden Rules to hold back and forth exchanges with their teachers and peers</p> <p>Children will be supported to make comments about what they have heard and ask questions to clarify their understanding through stimulating learning oportunities across the provision and duiring carpet sessions.</p> <p>Using Pie Corbett techniques to begin to retell stories using the visual prompts and actions as a class and in small groups. Role-play areas will encourage a deep familiarity with the core texts story sequence and vocabulary.</p> <p>Applying ABC in play and learning.</p> | <p>Oracy</p> <p>Communication and Language</p> <p>Re-capping our Globe Trekkers vocabulary learnt, introducing the vocabulary for our Eco-Warrios topic and core texts.</p> <p>Children will be supported to listen attentively and respond to what they hear with relevant comments, questions, comments and actions when been read to and during whole class discussions.</p> <p>Speaking oportunities and modelling to consolidate children's ability to speak in full sentences, past, present and future tenses and use of conjunctions.</p> <p>Applying ABC in play and learning.</p> |
| <p>Phonics</p> <p>Phase 2 graphemes</p> <p>s a t p in m d g o c k c k e u r h b f l</p> <p>New tricky words</p> <p>is, the</p> | <p>Phonics</p> <p>Phase 2 graphemes</p> <p>ff ll ss j v w x y z zz qu ch sh th ng nk</p> <p>Words ending with -s at the end</p> <p>New tricky words put pull full as and has her his go no to into she push he of we me be</p> | <p>Phonics</p> <p>Phase 3 graphemes</p> <p>ai ee igh oa oo oo ar or ur ow oi ear air er</p> <p>Words with double letters Longer words</p> <p>New tricky words was you they my by all are sure pure</p> | <p>Phonics</p> <p>Phase 3 graphemes</p> <p>Review Phase 3 graphemes review Phase 3: er air words with double letters longer words words with two or more digraphs</p> | <p>Phonics</p> <p>Phase 4</p> <p>Short vowels with adjacent consonants cvcc,ccvc,ccvcc, cccvc,cccvcc</p> <p>Longer words and compound words</p> <p>Words ending with Suffixes: -ing, -ed, /t/, -ed /id/, /ed/, -est</p> <p>New tricky words</p> | <p>Phonics</p> <p>Phase 4</p> <p>Phase 3 long vowel graphemes with adjacent consonants cvcc,ccvc, cccvc, ccv, ccvcc words ending in suffixes> -ing, -ed /t/, -ed /id/ /ed/, -ed /d/, er, est,</p> |

| | | | | | |
|--|--|---|---|--|---|
| | | | <p>longer words words ending in – ing compound words longer words words with s in the middle /z/ s words ending –s words with –es at end /z/ Review all tricky words taught so far</p> | <p>said so have like some come love do were here little says there when what one out today</p> | <p>longer words</p> |
|  <p>Physical Development</p> <p>Dance</p> <p>-Progress towards a fluent style of moving, with control and grace. -Negotiate space and obstacles whilst using agility in the process. -Move energetically using different methods of travel including running, jumping, dancing, hopping and skipping. -Combine different types of movements.</p> <p>Developing a tripod grip Upper body strength development Balance and agility using outdoor apparatus Building tracks Climbing on the climbing frame Over, under, through using apparatus in hall Play doh – disco Learning dances for our Nativity performance</p> |  <p>Physical Development</p> <p>Gymnastics</p> <p>-Develop body strength and co-ordination using different apparatus. -Confidently and safely use a range of large and small apparatus. -Demonstrate balance and strength when playing and performing. -Climb onto a range of apparatus safely and with confidence. -Combine different types of movements.</p> |  <p>Physical Development</p> <p>Striking and Fielding</p> <p>-Develop and refine a range of ball skills. -Aiming accurately towards a target using balls of different sizes. -Develop confidence and precision when engaging with activities involving a ball.</p> |  <p>Physical Development</p> <p>Athletics</p> <p>-Move energetically for short periods of time when running. -Develop agility and co-ordination when travelling at different speeds using a range of different equipment. -Negotiate space and obstacles when using athletics equipment</p> | | |
|  <p>Literacy Key Experiences</p> <p>Print around us across all areas of provision e.g. labels to support independence and vocabulary development, books linked to interests and themes.</p> <p>Learning the names of the classroom areas and the resources available to them. Writing - name writing, lists, labels (where applicable) using known GPCs to segment and blend</p> <p>Reading – books consistent with their phonic knowledge and knowledge of common exception words</p> <p>Developing a deeper understanding of stories - diverse stories, characters, and authors. Using Pie Corbett techniques to retell stories using new vocabulary from the text. Engaging in role-play inspired by stories read in class.</p> <p>Real- life opportunities for writing – Christmas cards, lists, labels, names for displays Locating their name and placing it on the number line self- registration Writing their name and the names of their loved ones – sending in pictures of family? Firework Captions Painting poppies and writing a caption/word.</p> <p>Continuous provision -</p> |  <p>Literacy Key Experiences</p> <p>Print around us across all areas of provision e.g. labels to support independence and vocabulary development, books linked to interests and themes.</p> <p>Writing - writing lists, labels, and speech bubbles using known GPCs to segment and blend and some common exception words.</p> <p>Reading – books consistent with their phonic knowledge and knowledge of common exception words</p> <p>Developing a deeper understanding of stories - diverse stories, characters and authors. Using Pie Corbett techniques to retell stories using new vocabulary from the text. Engaging in role play inspired by stories read in class. Religious stories to support their understanding of religion.</p> <p>Real- life opportunities for writing – Easter Cards, labels for drawings and lists, Supertato speech bubbles, healthy food lists, healthy food paper plate, making books using hole punches and treasury tags.</p> <p>Continuous provision – making super potato. Healthy paper plate, decorating easter eggs.</p> <p>Lower- and upper-case letter games</p> |  <p>Literacy Key Experiences</p> <p>Print around us across all areas of provision e.g. labels to support independence and vocabulary development, books linked to interests and themes.</p> <p>Writing - writing lists, labels, captions (fiction and non-fiction) simple letters and stories using known GPCs to segment and blend and some common exception words.</p> <p>Reading – books consistent with their phonic knowledge and knowledge of common exception words</p> <p>Developing a deeper understanding of stories and texts - diverse stories, characters, and authors. Non-fiction texts to support their learning about the natural world, significant people, and life cycles.</p> <p>Real- life opportunities for writing – cards, captions for drawings, menus, lists, postcards, and simple letters, labelling maps, re-cycling labelling,</p> | | | |
|  <p>Mathematics</p> <p>RLS1: Subitising, including equivalence, more and less. Subitising numbers up to 5. Recognising numbers up to 5 and linking their names to their values</p> <p>RLS2: Counting Skills (stable order and one to one correspondence) Counting reliably, using number names in order and one to one correspondence.</p> |  <p>Mathematics</p> <p>RLS3: Comparison Measures Comparing objects by length, thickness, and weight/mass, using appropriate language to describe and order them.</p> <p>RSL 4: Pattern Recognition Noticing, describing, and extending patterns, including thinking about what is part of the repeating unit.</p> <p>RLS 5: Classification Classifying objects using given criteria and their own ideas</p> |  <p>Mathematics</p> <p>RLS 6: Counting the Sort (including cardinality) Counting a set of items accurately, saying how many are in the set and comparing this to the amount in other sets.</p> <p>RLS 7: Using Counting to Compare Using counting to compare and finding a precise numerical difference in sets of objects in varied contexts.</p> <p>RLS 8: Spatial Thinking Developing spatial thinking and spatial language linked to position and direction, in movements and using symbols.</p> |  <p>Mathematics</p> <p>RLS 9: Magnitude – Ordering and Estimating Knowing the position of numbers 0-10 and the relationship to other numbers, such as 0, 5 or 10</p> <p>RLS 10: Regrouping the Whole Developing a deeper understanding that numbers are made up of other numbers and beginning to</p> |  <p>Mathematics</p> <p>RLS 13: Ten and Some More Understanding values to 20 (focusing on the numbers 10 – 20) by creating the unit of 10, for comparison and finding one more and one less than a number</p> <p>RLS 14: Doubling and Halving Exploring doubling and halving, including solving problems involving doubling and halving</p> <p>RLS 15: Odd and Even Understanding that numbers are either odd or even, looking at their 'composition' and whether they share fairly into two groups.</p> |  <p>Mathematics</p> <p>Consolidation of prior knowledge</p> <p>Measurement- Volume and Capacity Time</p> |

| | | | | | |
|--|---|---|--|--|--|
| <p>Concept: Matching Monkey Puzzle</p>  <p>Concept – Counting with 1:1 Anno's Counting Book</p>  | <p>comparing the groups after classification.</p> <p>Concept: Classifying Button Box</p>  <p>Concept: Pattern Pattern Fish</p>  | <p>Concept: Shapes compose and decomposing shapes Link to Art – Kandinsky & Mondrian shapes in shapes. Making pictures using shapes</p> | <p>rehearse number bonds. RLS 11: Regrouping parts to find the total (the whole) Combining parts to make a whole and using the part, whole model to develop an understanding of addition. RLS 12: Finding the whole and missing parts. Explores what to do when something is missing; initially the whole but moving on to working out a missing part. Different types of problems will be used to teach different strategies.</p> | <p>RLS 16: Counting Beyond 20 Counting beyond 20, recognising the pattern of the counting system, exploring the value of tens and ones in numbers</p> | |
| <p>Expressive Arts and Design</p> | | <p>Expressive Arts and Design</p> | | <p>Expressive Arts and Design</p> | |
| <p> Art</p> <p>Drawing Develop and embed skills learnt in Nursery Mark-making: using broad range of tools to explore different qualities of line: (sticks, toothpicks, combs, sponges, toothbrushes, string dipped in ink/paint or handmade tools). Introduction to sketching pencils, fine and thick graphite and charcoal.</p> <p>Self-portraits</p> <p>Autumnal Art Exploring Autumnal tones and natural materials printing with leaves, sticks.</p> <p>String dipping and dragging with different colours.</p> <p>A focus on the bold colours and geometrical art of Mondrian and Kandinsky</p> <p>Use of watercolour and graphite pencils to create poppies for Armistice.</p> | | <p> Art</p> <p>Painting Continue to explore Colour-mixing: using poster/acrylic paint and learning the names of the primary and secondary colours when mixing: Red + yellow = orange Red + blue = purple Blue + yellow = green Explore creating different shades adding white to primary and secondary colours.</p> <p>Mark-making: using knowledge from drawing unit and now exploring the medium of paint with sticks, toothpicks, combs, sponges, toothbrushes, string dipped in paint or handmade tools, thick paint brushes Developing children's control over fine paintbrushes and watercolours.</p> <p>Large scale collaborative colour mood and 3D modelling projects</p> <p>Creating props to support their role-play experiences such as masks for characters. Punching holes and threading string. Superhero capes and badges</p> | | <p> Art</p> <p>3D Developing manipulation of Clay: Free modelling and playing with clay. Children must explore the feel of it, practise rolling sausages and balls, chopping it and sinking fingers into it as they familiarize themselves with the material. Developing pinch and squeeze techniques.</p> <p>To create simple one-piece models (of animals/people/ food), not load-bearing models with joining yet.</p> <p>A focus on Art – Henri Rousseau Tiger in a Tropical Storm Exploring and creating the patterns and colours in art from different cultures – Kente, African prints and Islamic art and patterns.</p> | |
| <p> Clay - Cutting Cutting clay with tools or utensils introduces children to basic shapes and patterns, as well as the concept of division and subtraction. It's also an amazing exercise to develop fine motor skills and build those muscles for writing. This stage encourages children to think creatively about how they can transform a solid block of clay into something new and interesting.</p> | | <p> Clay - Rolling Rolling clay into balls or ropes is a natural progression from finger and hand play. Children learn to apply pressure and control their movements to create different shapes and sizes. This stage can also involve experimenting with different tools, such as rolling pins and cardboard tubes, or textured objects like cans and wooden dowels, to create unique patterns and textures.</p> | | <p> Clay – Loose Parts Adding loose parts to clay, such as sticks, stones, buttons, lids, leaves, shells, nuts and bolts etc can be a fun way for children to experiment with texture and dimensionality. Loose parts provide a vast extension to the explore stage in clay. This stage encourages children to think outside the box and use their imaginations to create unique and interesting sculptures.</p> | |
| <p> Investigate, Explore & Select</p> <ul style="list-style-type: none"> Continue to explore joining resources e.g. hole punches, hammers, glue (pritt stick & PVA), Sellotape, masking tape, wool and string. Continue to explore using different types of media for construction e.g. paper, card, bags, cardboard boxes, plastic trays, foil, fabric etc. (Different thicknesses of materials can increase challenge.) Continue to explore the use of sequins, glitter, buttons, pom-poms, wool, ribbon, and stickers as embellishments for construction. Continue to explore construction kits (Lego, Mobilo, Knex, polydron etc) and use them to create models. | | <p> Investigate, Explore & Select</p> <ul style="list-style-type: none"> Develop knowledge of different types of joining resources, introducing new ideas e.g. treasury tags, ribbon, split pins, nuts and bolts, nails, pegs, elastic bands. Begin to select the media needed based on purpose for its use. Begin to select embellishments (see autumn term) for a purpose. Begin to create objects for use in play e.g. a bag for the shops, a telescope to be a pirate, a house for small world toys. Create objects for use in play using larger construction materials. Explore using pulleys to move things along. Explore levers and sliders in moving books. | | <p> Investigate, Explore & Select</p> <ul style="list-style-type: none"> Begin to specifically choose how to join materials together using their experience of joining resources based on the purpose of creation e.g. hole punch and ribbon to hang an ornament, rolling and sticking paper with sellotape to create a telescope when no cardboard tubes can be found. Be selective in choice and number of embellishments to a design. Begin to plan ideas on paper, using drawings and labels before making. With support, explore creating a simple up and down or side-to-side slider e.g. in a card, for a story etc. | |

| | | | | | |
|--|--|--|---|---|---|
| <ul style="list-style-type: none"> Continue to explore using large construction such as planks of wood, large wooden bricks, tyres, den building poles, fabric, canes, crates, pegs, ropes, reels, bricks. | | | | | |
|  Construction | |  Construction | |  Construction | |
|  Food Continue to take part in simple cookery activities ensuring a range of foodstuffs has been experienced e.g. pizza, bread, biscuits, cakes, sandwiches etc. Continue to develop mixing, stirring, cutting and simple measuring skills. Begin to understand the difference between healthy and not healthy foods. | |  Food Continue to take part in simple cookery activities ensuring a range of foodstuffs has been experienced e.g. pizza, bread, biscuits, cakes, sandwiches etc. Continue to develop mixing, stirring, cutting and simple measuring skills. Develop understanding of eating healthy and be able to name healthy and unhealthy foods. | |  Food Continue to take part in simple cookery activities ensuring a range of foodstuffs has been experienced e.g. pizza, bread, biscuits, cakes, sandwiches etc. Continue to develop mixing, stirring, cutting and simple measuring skills. Develop understanding of eating healthy and be able to name healthy and unhealthy food. | |
|  Scissor Skills Hold scissors correctly in preferred hand and begin to use non-cutting hand to manoeuvre the paper. Cut along straight and curved lines with improved accuracy. Cut a line to a point and stop. Begin to cut around corners using wide angles. | |  Scissor Skills Begin to cut along more difficult lines such as zig-zags. Begin to cut out more complex shapes such as stars and figures. Extend – Cut out a hole from the middle of paper. | |  Scissor Skills Begin to cut along more difficult lines such as zig-zags. Begin to cut out more complex shapes such as stars and figures. Extend – Cut out a hole from the middle of paper. | |
|  Sewing | |  Sewing | |  Sewing | |
|  Photography | |  Photography | |  Photography | |
|  Woodwork | |  Woodwork | |  Woodwork | |
|  Music Me! This unit of work is all about me and explores the concept of how we are all different and unique. The focus in this unit will be introducing the children to a range of songs and nursery rhymes. A large repertoire of nursery rhymes and songs will be taught throughout the year based upon the topics of learning. Sing a range of well-known nursery rhymes and songs (EAD) Learn rhymes, poems, and songs. (C&L) I can begin to sing the song in unison with support. (Charanga) |  Music My stories This unit of work is based on exploring stories that songs and music can tell. The focus in this unit will be learning to sing songs in unison and creating and adding actions to the songs. I can sing in a group or on their own, increasingly matching the pitch and following the melody. (EAD) I can sing the song in unison with support. (Charanga) I can use actions or substitute a word in some sections. (Charanga) |  Music Everyone This unit of work is based on the discussion of who is significant to us and where these people live. The unit explores communities from around the world and the importance of friendship. The focus in this unit will be children express their feelings through dance and movement. Listen attentively, move to and talk about music, expressing their feelings and responses. (EAD) Listen carefully to rhymes and songs, paying attention to how they sound. (C&L) I will listen to music and responding through dancing or other movements. (Charanga) |  Music Our world This unit of work is based on the natural world around us focusing on animals from around the world, the weather, and seasons of the year. The children will listen to a range of songs, and they will discuss how it makes them feel using the zones of emotional regulation. Watch and talk about dance and performance art, expressing their feelings and responses. (EAD) Express their feelings and consider the feelings of others. (PSED) Articulate their ideas and thoughts in well-formed sentences. (C&L) I enjoy listening to the music and responding through dancing or other movements. (Charanga) |  Music Big bear funk This unit of work introduces the children to funk music. Therefore, this unit is designed to prepare the children for the transition to KS1 music. The focus in this unit will be supporting the children in performing the songs they have learnt throughout the year. Explore and engage in music making and dance, performing solo or in groups. (EAD) I can choose one of the songs and perform it with the actions we have created. (Charanga) |  Music Reflect, rewind and replay This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused on revisiting chosen nursery rhymes and/or songs. The focus in this unit will be supporting the children in performing the songs they have learnt throughout the year. I can perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music (EAD-ELG) I can choose one of the songs and perform it with the actions we have created. (Charanga) I can listen back to my performance. (Charanga) |
|  Understanding the World - Geography |  Understanding the World - Geography Celebrations around the world. Book displays representing different countries, cultures, and communities. | |  Understanding the World – Geography |  Understanding the World – Geography Children will learn that some environments are different to |  Understanding the World - Geography |

| | | | | | |
|---|--|--|---|---|---|
| <p>Name and describe people that are familiar to them children bring in photos of their family for classroom display. Share where they travelled to during the summer break.</p> | <p>Inviting members from different cultural communities to speak to the children.</p> | <p>Create our own Cuffley School fairy-tale map. Making maps for their fairy tales.</p> | <p>the ones in which they live through an exploration of the differences between life in Africa and the Polar regions. A closer look at Kente cloth and African art. Drawing information from simple maps A walk around Cuffley</p> | <p>Recognise different environments and habitats. Exploring maps Fieldwork – Local area</p> | |
| <p> Understanding the World – History</p> <p>How have I changed since I was a baby?</p> <p>My Family – Children will bring in photos of their family on holiday and share during our settling in weeks. History bring in baby pictures how have I changed? Guess who?</p> <p>Exploring artefacts: Children will look at terry towel nappies, baby toys from the past and modern toys.</p> | <p> Understanding the World – History</p> <p>Why do we wear different clothes at different times of Year?</p> <p>Bonfire Night – Children will talk about their experiences of Bonfire Night and will learn about the story of Guy Fawkes.</p> <p>Remembrance Day Significance of poppies, the children will paint poppies using watercolours and look at images of the fields covered in poppies.</p> | <p> Understanding the World – History</p> <p>Firefighters Then and Now 'Modern Day Superheroes' visitors will be invited to talk to Reception - children will talk about their roles in society. The children will revisit their Nursery learning about Florence Nightingale and how she helped soldiers in the past.</p> | <p> Understanding the World – History</p> <p>What are our favourite celebrations each year?</p> | <p> Understanding the World - History</p> <p>Exploring artefacts Exploring dinosaur bones at our excavation site. Compare and contrast characters from different stories and figures from the past.</p> | <p> Understanding the World - History</p> <p>Travel Then and Now An exploration of how people travelled across the globe through the ages.</p> <p>Who is David Attenborough? Learn about David Attenborough's life and work.</p> |
| <p> Understanding the World - Science</p> <p>Growth and change. Asking questions such as ...How have I changed?</p> <p>Seasons (Simple observations) What changes can we see in the outside with trees in Autumn? (<i>Build on Nursery</i>). Children will explore the natural world around them and describe what they see hear and feel while they are outside.</p> | <p> Understanding the World - Science</p> <p>Exploring light sources. Seasonal celebrations and safety.</p> <p>Seasons (Simple observations) What changes can we see in the outside with trees in Autumn? (<i>Build on Nursery</i>). Children will explore the natural world around them and describe what they see hear and feel while they are outside.</p> | <p> Understanding the World - Science</p> <p>Oral Health – children will learn why it is important to brush our teeth, visit the dentist and healthy food choices for our teeth to stay strong? Keeping my Body Healthy – children will learn that sleep and diet keep us healthy.</p> <p>Seasons (Simple observations) What changes do we make with our clothes when we are outside? (<i>Build on Nursery</i>)</p> | <p> Understanding the World - Science</p> <p>Growing plants (<i>Build on Nursery</i>) Asking questions-, which tools should we use?</p> <p>Floating and sinking children will (<i>Building on Nursery</i>) simple predictions about which items we think might float or sink. Supporting children to express their opinions and give reasons.</p> <p>Seasons (Simple observations) What changes do we make with our clothes when we are outside? (<i>Build on Nursery</i>)</p> | <p> Understanding the World – Science</p> <p>Habitats in our local area (links to Forest School). The children will learn some of the names of local plants and animals. Drawing pictures and taking digital photos of animals and plants they see. Building on children's experience with freezing and melting in the Nursery children will understand some important processes and changes in the natural world around them and develop basic enquiry skills, making observations and comparisons through exploring small world areas made of ice and animals from the polar regions. Creating environments using small world resources and linked texts.</p> <p>Seasons (Simple observations) What changes do we make with our clothes when we are outside? (<i>Build on Nursery</i>)</p> | <p> Understanding the World - Science</p> <p>The impact of humans on the environment. Recycling. What do butterflies need to grow?; <i>building from Nursery's</i> observation of caterpillars and butterflies this topic explores the needs of the animal in more detail. Observational drawings are included in this topic too.</p> <p>Seasons (Simple observations) What changes do we make with our clothes when we are outside? (<i>Build on Nursery</i>)</p> |
| <p> R.E: Children will encounter Christianity and religions and beliefs represented in the class, school or local community. Religious Education will support a growing sense of the child's awareness of self, their own community and their place within this. The children will develop their understanding of differences between different religious and cultural communities in this country.</p> | | | | | |
| <p>Harvest Festival Children will learn about charity and why we collect food for Harvest.</p> <p>Explore the concept of giving food to others as a way we show care and concern. Harvest tables created in each class.</p> | <p>Diwali - Visit Diwali Rama and Sita The Story of Diwali</p> <p></p> <p>The story of Rama and Sita. Children will experience a visit from a visitor from the Hindu Faith sharing the story of Rama and Sita, and the traditional celebrations, food and</p> | <p>Chinese New Year Children will listen to the story of the Chinese New Year; role play the story and experience writing Chinese characters.</p> <p>Explore stillness to calm our bodies and minds throughout the Spring and Summer Term.</p> | <p>Easter The children will listen to the Easter story and discuss the significance of symbolism in Spring and Easter. Learning about Christianity. Children will share their experiences of Easter and the traditions in their homes. Re-visit Christian artefacts and look closer at icons linking these to Greek Easter.</p> | <p>Eid Muhammad and the Holy Book The children will share their experiences of Eid we will look at places of worship in Islam and Islamic art. Learning about prayer in Islam. The Blue Mosque in Istanbul. Revisit the exploration of artefacts across faiths look again at</p> | <p>Human Responsibility and Values Caring for each other and respecting the faiths and cultures of the school community. What makes a good friend?</p> <p>Sikhism The Golden Temple of Amritsar. Learning about the Sikh faith and the story of The Crying Camel.</p> <p>Buddhism</p> |

| | | | | | |
|---|---|---|---|---|---|
| | <p>dress during Diwali. Learning about prayer in Hinduism and exploring artefacts.</p> <p>Hanukah Learn the story of Hannukah - The Festival of Lights. Learning about Judaism. Explore and talk about Hanukkah.</p> <p>The Nativity Re-enacting the Nativity for the Christmas Assembly</p> <p>Celebrating Christmas The children will share their own experience of how they celebrate Christmas. Explain that not everyone will celebrate and why. Explore artefacts from Christianity.</p> | | | <p>Hindu, Jewish artefacts and incorporate artefacts from Islam.</p> <p>Symbols in Different Faiths Children will share their experiences of Places of Worship, prayer, and cultural traditions in their family. Children will learn that all families and people are unique and learn to respect these differences.</p> | <p>The Sound the Hare heard. Discuss the Buddhist faith.</p> |
| <p>Computing Technology in the environment</p> | | <p>Computing Creating Media Digital writing and painting Internet Safety Day</p> | | <p>Computing Moving a robot</p> | |
|  <p>Forest School</p> <p>Getting to know the forest Rules and boundaries Autumn</p> |  <p>Forest School</p> <p>Signs of Winter (Science link) Weaving and making</p> |  <p>Forest School</p> <p>Traps, tracks and trails</p> |  <p>Forest School</p> <p>Climbing and hiding Signs of Spring (Science link)</p> |  <p>Forest School</p> <p>Habitats and den building</p> |  <p>Forest School</p> <p>Minibeasts and caring for the environment Litter picking</p> |
|  <p>Enrichment & Special Events</p> <p>Harvest Table Self-portraits Black History Month Anti-Bullying Week</p> |  <p>Enrichment & Special Events</p> <p>Armistice Day Christmas Crafts Christmas Party Nativity</p> |  <p>Enrichment & Special Events</p> <p>Cape making A visit from the Dentist Chinese New Year Valentine's Day</p> |  <p>Enrichment & Special Events</p> <p>Mother's Day – Learn a mother's day poem</p> |  <p>Enrichment & Special Events</p> <p>Father's Day</p> |  <p>Enrichment & Special Events</p> <p>Fruit faces Beach Party Visit to the farm.</p> |
| <p>Throughout the year we will put on Google Classroom requests for items to be sent in. Here is an overview of what we will be asking for your child to bring in to support them with their learning and development.</p> | | | | | |
| <p>Home School Links Send in a photo of your summer holiday.</p> <p>Send a photo of your child as a baby for class discussion and display.</p> <p>Send in Autumn Fruit Vegetables for the harvest table for us to touch, taste and describe.</p> <p>Diversity – Bring in an apple for our diversity circle time session.</p> | <p>Bring in any requested Nativity clothing. Christmas party.</p> <p>Diwali Enrichment with Mrs Shah</p> | <p>Invite Visitors to talk to children – Please do let us know if you can support us with this</p> <p>Medical Professionals, Firefighters, Police Officers</p> <p>Oral Health – Dentists, dental Nurse, Oral Hygienists Visit</p> <p>Donate fruit for making fruit tasting sessions.</p> | <p>Book Week</p> | | <p>Zoo/Farm Visit</p> |