

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>All About Me!</p> <p>Settling into school</p> <p>Making new friends</p> <p>Changes from a baby to a child to an adult</p> <p>Similarities and differences between each other</p> <p>Talking about our families</p> <p>Knowing that our whole community helps us (our family, school and people in our local community)</p>	<p>Abacadabra</p> <p>Changing seasons</p> <p>Celebrations – Diwali and Christmas</p> <p>Understanding places are special to members of their community – Mosque & Church</p> <p>Natural materials and changes (water to ice)</p>	<p>Blast Off!</p> <p>Transport and Journeys</p> <p>Light & Dark</p> <p>Changing seasons</p> <p>Different beliefs and celebrations – Chinese New Year</p> <p>Moon landing and famous astronauts</p>	<p>Fabulous Food</p> <p>Being healthy</p> <p>Making smoothies</p> <p>Changes in ingredients when baking</p> <p>Art of Arcimboldo (fruit art)</p> <p>Visit from the Dental Nurse</p> <p>Changing seasons</p>	<p>Grow, Grow, Grow</p> <p>Farm animals and their babies</p> <p>Life cycle of chicks</p> <p>Chicks in school</p> <p>Growing plants</p> <p>Comparison of countryside to our community</p> <p>Charles Darwin & David Attenborough</p>	<p>Under the Sea</p> <p>Similarities and differences in sea animals</p> <p>Contrast between warm seas and cold oceans</p> <p>Changing seasons</p> <p>Art of Van Gogh (sunflowers)</p> <p>Looking after our environment – visit Queen’s Park</p> <p>Memories of Reception</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Personal, Social & Emotional Development</p>	<ul style="list-style-type: none"> - Separate with ease from our main carer/parent - Feel confident in the school environment with familiar adults - Follow and learn the daily routine and expectations eg tidy up time, dinner time, home time lining up, hanging coats up etc - Take care of the resources in our classroom - Learn our school/classroom rules - Develop positive relationships with children and adults - Talk about our feelings when we started school – how do we feel and why? - Model good hygiene e.g. handwashing before snack and toileting and oral hygiene - Use good manners, saying ‘please’ and ‘thank you’ <p>Jigsaw: Being Me Similar/Different Managing Feelings Working with others Gentle Hands Our rights Our responsibilities</p>	<ul style="list-style-type: none"> - Continue to build relationships with both children and adults - Discuss how we are special and begin to see ourselves as a valuable individual - Become more confident in new social situations - Talk about our feelings – how do we feel and why? - Begin to consider the feelings of others and how their behaviour can affect them - Talk about what we are afraid of and how we can help each other - Share toys and taking turns <p>Jigsaw: Celebrating Differences What am I good at? I’m Special! Families Houses and homes Standing up for yourself</p>	<ul style="list-style-type: none"> - Try new activities - Learn to respect the beliefs of others - Describe themselves in positive terms and talk about their abilities - Develop confidence to speak to others - Talk about experiences related to different feelings - Work together co-operatively as part of a group - Develop perseverance in the face of challenge <p>Jigsaw: Dreams & Goals Challenge Never giving up Setting a goal Obstacles and support Flight to the future Achieving a goal</p>	<ul style="list-style-type: none"> - Healthy food choices - Healthy lifestyle choices about eg screen time, exercise, plenty of sleep - Read stories and other activities about healthy lifestyles and exercise - Importance of brushing teeth – visit from the Dental Nurse <p>Jigsaw: Healthy Me Everybody’s body We like to move it! Food, glorious food Sweet dreams Keeping clean Stranger danger</p>	<ul style="list-style-type: none"> - Continue to develop understanding of what is right and what is wrong and why, taking feelings of others into consideration - Consider the consequences of their words and actions for themselves and others - Work and play co-operatively and take turns with each other - Begin to show independence, resilience and perseverance in new activities <p>Jigsaw: Relationships My family & me Make friends Falling out and bullying Good friendships</p>	<ul style="list-style-type: none"> - Develop confidence when speaking to others about their own needs, wants, opinions and interests - Understand that their own actions affect other people - Talk through achievements with the children - Explain the reasons for rules, knowing right from wrong and trying to behave accordingly - Prepare for change – moving to Year 1 <p>Jigsaw: Changing Me My body Respecting my body Growing up Fun & fears Celebration</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Communication & Language</p>	<ul style="list-style-type: none"> - Talk about ourselves and our families – developing vocabulary for family members’ names - Use talk to describe people in our school and community - Introduce our talk guidelines – how to be a good speaker and listener 	<ul style="list-style-type: none"> - Retell familiar stories - Sequence familiar stories, knowing they have a beginning, middle and end - Be confident to ask and answer questions - Know how to be a good speaker and listener, referring to our talk guidelines 	<ul style="list-style-type: none"> - Use clear and full sentences to talk about what they can see - Enjoy listening to and retelling stories, and participate in discussions about what they have heard to build familiarity and understanding - Be confident to ask and answer questions to find 	<ul style="list-style-type: none"> - Use clear and full sentences to talk about what they can see - Begin to use past, present and future tenses and conjunctions with support from their teacher - Enjoy listening to and retelling stories, and participate in discussions about what they have heard 	<ul style="list-style-type: none"> - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and conjunctions, with support from their teacher - Enjoy listening to and retelling stories, and participate in discussions about what they have heard 	<ul style="list-style-type: none"> - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and conjunctions, with support from their teacher - Enjoy listening to and retelling stories, and participate in discussions about what they have heard

<ul style="list-style-type: none"> - Introduce new vocabulary and revisit regularly - Encourage children to use good manners, saying 'please' and 'thank you', and model expectations - Talk about familiar stories and join in with repeated refrains - Use new language based on familiar and new experiences, and language related to our topic areas <p>Weekly Rhyme:</p> <ol style="list-style-type: none"> 1.Incy Wincy Spider 2.Baa Baa Black Sheep 3.Twinkle Twinkle 4.Wheels on the Bus 5.Miss Polly had a Dolly 6.Wind the Bobbin Up 7.Dingle Dangle Scarecrow 	<ul style="list-style-type: none"> - Continue to add to and revisit new vocabulary - Use puppets and props in the reading area to act out stories - Join in with repeated refrains in stories, simple rhymes and songs <p>Weekly Rhyme:</p> <ol style="list-style-type: none"> 1.Humpty Dumpty 2.I'm a Little Teapot 3.Hey Diddle Diddle 4.Sleeping Bunnies 5.Tiny Turtle 6.Green Frog 7.Hickory Dickory Dock 	<p>out more and check they understand what has been said to them</p> <ul style="list-style-type: none"> - Use our talk guidelines to be good listeners and speakers - Continue to add to and revisit vocabulary - Describe events in some detail - Use 'Why?' and 'Where?' to question the children about stories and their own experiences <p>Weekly Rhyme:</p> <ol style="list-style-type: none"> 1.Rocket 2.The Robot 3.3 Purple Elephants 4.2 Fat Gentlemen 5.Grand Old Duke of York 6.1 Elephant 	<p>to build familiarity and understanding</p> <ul style="list-style-type: none"> - Be confident to ask and questions to find out more and check they understand what has been said to them - Use our talk guidelines to be good listeners and speakers - Continue to add to and revisit vocabulary - Talk about what they can see, and explain how things work and why they might happen - Use some connectives to connect one idea or action to another <p>Weekly Rhyme:</p> <ol style="list-style-type: none"> 1.When I get up in the Morning 2.When Susie's Eating Custard 3.Tastes 4.Poppadoms 5.Mix a Pancake 6.Hot Cross Pancakes 	<p>to build familiarity and understanding</p> <ul style="list-style-type: none"> - Make comments about what they have heard and ask questions to clarify understanding - Use recently introduced vocabulary from stories, non-fiction, rhymes and poems - Hold back and forth conversations with adults and their peers - Continue to add and revisit vocabulary - Use conjunctions to connect one idea to another <p>Weekly Rhyme:</p> <ol style="list-style-type: none"> 1.Chick Chick Chicken 2.Mary Had a Little Lamb 3.Horsey Horsey 4.Old Macdonald had a Farm 5.B.I.N.G.O. 6.Little Boy Blue 	<p>to build familiarity and understanding</p> <ul style="list-style-type: none"> - Make comments about what they have heard and ask questions to clarify understanding - Use recently introduced vocabulary from stories, non-fiction, rhymes and poems - Hold back and forth conversations with adults and their peers - Explore and play with language, through tongue twisters and rhymes <p>-</p> <p>Weekly Rhyme:</p> <ol style="list-style-type: none"> 1.The Sun Has Got His Hat On 2.Row Row Row Your Boat <p>Tongue Twisters:</p> <ol style="list-style-type: none"> 3.Busy Buzzy Bee 4.She Sells Sea Shells 5.Peter Piper 6.Betty Botter
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Physical Development	<p>Fine Motor:</p> <ul style="list-style-type: none"> - Clever Finger (fine motor) activities to strengthen finger and hand muscles – using tweezers, threading etc - Playdough activities - Making large and small movements with mark making material – indoors and outdoors - Introduce cursive handwriting style - Encourage mark making in all areas of the curriculum - Children to have access to a range of tools to develop fine motor strength skills – pencils (triangular and non-triangular), crayons, felt tips, chalk - Develop scissor skills – correct hold, open/close, snips in paper (use of different scissor types to aid skill development) <p>Gross Motor:</p> <ul style="list-style-type: none"> - Developing all areas of strength, balance and co-ordination – Trim Trail area, bikes, trikes and push cars, balance logs - Dressing and undressing for PE, putting on and fastening coats <p>PE: Baseline – Assessments of motor skills</p>	<p>Fine Motor:</p> <ul style="list-style-type: none"> - Clever Finger (fine motor) activities to strengthen finger and hand muscles – using tweezers, threading etc - Playdough activities - Making large and small movements with mark making material – indoors and outdoors - Introduce cursive handwriting style - Encourage mark making in all areas of the curriculum - Children to have access to a range of tools to develop fine motor strength skills – pencils (triangular and non-triangular), crayons, felt tips, chalk - Develop scissor skills – correct hold, open/close, snips in paper (use of different scissor types to aid skill development) <p>Gross Motor:</p> <ul style="list-style-type: none"> - Developing all areas of strength, balance and co-ordination – Trim Trail area, bikes, trikes and push cars, balance logs - Dressing and undressing for PE, putting on and fastening coats <p>PE: Fundamentals - movement</p>	<p>Fine Motor:</p> <ul style="list-style-type: none"> - Clever Finger (fine motor) activities to strengthen finger and hand muscles, leading into tripod grip – using tweezers, threading etc - Playdough activities - Making large and small movements with mark making material – indoors and outdoors - Developing cursive handwriting style - Encourage mark making in all areas of the curriculum - Children to have access to a range of tools to develop fine motor strength skills – pencils (triangular and non-triangular), crayons, felt tips, chalk - Develop and refine scissor skills – correct hold, open/close, snips in paper (use of different scissor types to aid skill development) <p>Gross Motor:</p> <ul style="list-style-type: none"> - Developing all areas of strength, balance and co-ordination – Trim Trail area, bikes, trikes and push cars, balance logs - Dressing and undressing for PE independently <p>PE: Dance - Aliens</p>	<p>Fine Motor:</p> <ul style="list-style-type: none"> - Clever Finger (fine motor) activities to strengthen finger and hand muscles, leading into tripod grip – using tweezers, threading etc - Playdough activities - Making large and small movements with mark making material – indoors and outdoors - Working on tripod pencil grip - Developing cursive handwriting style - Encourage mark making in all areas of the curriculum - Children to have access to a range of tools to develop fine motor strength skills – pencils (triangular and non-triangular), crayons, felt tips, chalk - Develop and refine scissor skills – correct hold, open/close, snips in paper (use of different scissor types to aid skill development) <p>Gross Motor:</p> <ul style="list-style-type: none"> - Developing all areas of strength, balance and co-ordination – Trim Trail area, bikes, trikes and push cars, balance logs - Dressing and undressing for PE independently <p>PE: Fundamentals – underarm throw & rolling</p>	<p>Fine Motor:</p> <ul style="list-style-type: none"> - Clever Finger and Playdough activities - Showing accuracy and care when drawing - Making large and small movements with mark making material – indoors and outdoors - Using tripod pencil grip for fluent handwriting - Using cursive handwriting style - Children to have access to a range of tools to develop fine motor strength skills – pencils (triangular and non-triangular), crayons, felt tips, chalk - Practise and refine scissors skills – correct hold, open/close, snips in paper (use of different scissor types to aid skill development) <p>Gross Motor:</p> <ul style="list-style-type: none"> - Developing all areas of strength, balance and co-ordination – Trim Trail area, bikes, trikes and push cars, balance logs - Dressing and undressing for PE independently <p>PE: Dance - Seasons</p>	<p>Fine Motor:</p> <ul style="list-style-type: none"> - Clever Finger and Playdough activities - Show accuracy and care when drawing - Making large and small movements with mark making material – indoors and outdoors - Using tripod pencil grip for fluent handwriting - Using cursive handwriting style - Children to have access to a range of tools to develop fine motor strength skills – pencils (triangular and non-triangular), crayons, felt tips, chalk - Practise and refine scissors skills – correct hold, open/close, snips in paper (use of different scissor types to aid skill development) <p>Gross Motor:</p> <ul style="list-style-type: none"> - Developing all areas of strength, balance and co-ordination – Trim Trail area, bikes, trikes and push cars, balance logs - Dressing and undressing for PE independently <p>PE: Athletics</p>
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EYFS CURRICULUM LONG TERM PLAN - RECEPTION



	<p>The Colour Monster The Colour Monster Goes to School Peace at Last The Little Acorn Ouch Don't Hog the Hedge</p>	<p>Room on the Broom Meg & Mog Meg & Mog in the Snow Christmas Stories</p>	<p>Whatever Next? Aliens Love Underpants The Gingerbread Man</p>	<p>Supertato Supertato Veggies Assemble Kitchen Disco The Little Red Hen Mr Wolf's Pancakes</p>	<p>Jasper's Beanstalk What the Ladybird Heard The Three Billy Goats Gruff Farm Recount</p>	<p>Smiley Shark Tiddler Under the Sea Commotion in the Ocean</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Literacy</p>	<p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing</p> <p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately – begin to develop the cursive style.</p> <p>Begin Phase 2 phonics</p> <ul style="list-style-type: none"> - Sound recognition - Segmenting and blending - Phase 2 tricky words <p>Follow Red Rose Phonics Programme</p>	<p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Begin to form cursive lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Consolidate Phase 2 phonics Begin Phase 3 phonics</p> <ul style="list-style-type: none"> - Sound recognition - Segmenting and blending - Phase 3 tricky words <p>Follow Red Rose Phonics Programme</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Form cursive lower-case and capital letters correctly.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Consolidate Phase 2/3 phonics Begin Phase 4 phonics</p> <ul style="list-style-type: none"> - Sound recognition - Segmenting and blending - Phase 4 tricky words <p>Follow Red Rose Phonics Programme</p>			

	<p>Writing Opportunities:</p> <ul style="list-style-type: none"> - Name writing/outdoors (chalk) - Self Portrait - Opportunities for mark-making and writing in all areas of CP - Initial/final letter sounds & simple CVC words 	<p>Writing Opportunities:</p> <ul style="list-style-type: none"> - Sequencing - Simple retell (fiction) - Lists - Captions - Opportunities for writing in all areas of CP - Simple captions and introduce sentence construction (capital letter, finger space, full stop) 	<p>Writing Opportunities:</p> <ul style="list-style-type: none"> - Character description (adjectives) - List - Character speech bubble - Opportunities for writing in all areas of CP - Simple sentence construction (capital letter, finger space, full stop) - Use of descriptive words in writing 	<p>Writing Opportunities:</p> <ul style="list-style-type: none"> - Instructions - Recount (non-fiction) - Character description - Non-fiction information - Opportunities for writing in all areas of CP - Simple sentence construction (capital letter, finger space, full stop) - Use of descriptive words in writing; 	<p>Writing Opportunities:</p> <ul style="list-style-type: none"> - Retell and sequencing - Eid – recount - Instructions - Opportunities for writing in all areas of CP - Simple sentence construction (capital letter, finger space, full stop) - Use of descriptive words in writing - Using ‘and’ to extend sentences - Basic story structure for writing - Stamina for writing 	<p>Writing Opportunities:</p> <ul style="list-style-type: none"> - Character description - Retell - Non-fiction - Opportunities for writing in all areas of CP - Simple sentence construction (capital letter, finger space, full stop) - Use of descriptive words in writing - Using ‘and’ to extend sentences - Basic story structure for writing - Stamina for writing
<p>Mathematics (White Rose Maths)</p>	<ul style="list-style-type: none"> - Match, sort & compare - Compare amounts - Compare size, mass & capacity - Exploring pattern - Representing, comparing & composition of 1, 2, & 3 	<ul style="list-style-type: none"> - Circles and triangles - Positional language - Find, subitise & represent 4 & 5 - 1 more/1 less - Composition of 1-5 - Identify & name shapes with 4 sides - Combine shapes with 4 sides - Shapes in the environment 	<ul style="list-style-type: none"> - Introducing 0 - Find, represent & subitise 0-5 - 1 more/1 less - Composition & conceptual subitising to 5 - Compare & explore mass and capacity - Find, represent and composition of 6, 7, 8 - 1 more/1 less - Make pairs – odd/even - Find & make a double to 8 - Combine 2 groups - Conceptual subitising 	<ul style="list-style-type: none"> - Explore & compare length and height - Talk about, order & sequence time - Find 9 & 10 - Compare Numbers to 10 - Represent 9 & 10 - 1 More/1 Less - Composition to 10 - Bonds to 10 (2 Parts) - Make Arrangements of 10 - Bonds to 10 (3 Parts) - Find and Make a Double to 10 - Explore Odd & Even - Recognise & name 3D shapes - Copy & continue patterns - Investigate more complex patterns 	<ul style="list-style-type: none"> - Build numbers & continue patterns beyond 10 (10-13, 14-20) - Verbal counting beyond 10 - Adding more - Taking away - Spatial reasoning – manipulate, compose & decompose 2D shapes - Explore sharing & grouping - Even & Odd - Build doubles 	<ul style="list-style-type: none"> - Identify units of repeating patterns - Create & explore own pattern rules - Spatial reasoning – visualise & build - Spatial reasoning – mapping - Deepen understanding - Patterns & relationships
<p>Understanding the World</p>	<p>People, Culture & Communities</p> <ul style="list-style-type: none"> - Talk about members of their immediate family & community. - Name & describe people who are familiar to them - Know that school is a place where we learn and make friends - Know that adults in school help us and keep us safe 	<p>People, Culture & Communities</p> <ul style="list-style-type: none"> - Understand that some places are special to members of their community – mosque & church - Recognise that people have different beliefs and celebrate special times in different ways – Diwali & Christmas 	<p>People, Culture & Communities</p> <ul style="list-style-type: none"> - Discuss how the children get to school and what mode of transport they use - Introduce the children to a range of transport and where it can be found - Use Google earth and Digimap to view the world and find the street/locality where we live 	<p>People, Culture & Communities</p> <ul style="list-style-type: none"> - Recognise that people have different beliefs and celebrate special times in different ways – Easter - Explore how some fruits and vegetables are grown in different countries with a different climate – compare similarities and differences 	<p>People, Culture & Communities</p> <ul style="list-style-type: none"> - Visit Smithills Farm and look at the job of the Farmer - Compare and contrast the countryside to our community - Look at different places in our world during Travelling Tuesday activities - The Natural World: - Name parts of a plant – leaf, root, stem, flower, petal 	<p>People, Culture & Communities</p> <ul style="list-style-type: none"> - Know there are different cultures and religions within our country and that the UK is a multi-ethnic society - Observe and discuss features of our own environment – walk to Queen’s Park – and discuss how we can influence our surroundings

	<ul style="list-style-type: none"> - Know what a community is and some of the places in our community - Look at aerial images of school and describe different things we can see - Look at different places in our world during Travelling Tuesday activities <p>The Natural World:</p> <ul style="list-style-type: none"> - Understand the effect of changing seasons on the natural world around them – Autumn walk - Know about how we changed since being babies – compare baby photos to photographs of us now - Talk about similarities and differences between us and other people – tall/short, colour of eyes etc - Explore contrasting environments within our local community – Queen’s Park & Audley Range <p>Past & Present:</p> <ul style="list-style-type: none"> - Comment on images of familiar situations in the past – looking at baby photos and describing changes from baby to child - Talk about our community and the different roles people play 	<ul style="list-style-type: none"> - Look at different places in our world during Travelling Tuesday activities <p>The Natural World:</p> <ul style="list-style-type: none"> - Understand the effect of changing seasons on the natural world around them – Autumn - Explore senses when exploring outside (what they can see, hear and feel) - Talk about natural materials outdoors and changes in materials – water to ice <p>Past & Present:</p> <ul style="list-style-type: none"> - Read the Christmas story and talk about how things were different a long time ago – clothing/transport 	<ul style="list-style-type: none"> - Recognise that people have different beliefs and celebrate special times in different ways – Chinese New Year - Look at different places in our world during Travelling Tuesday activities <p>The Natural World:</p> <ul style="list-style-type: none"> - Explore light and dark – use torches to make different shadows and colours, use mirrors and explore different sources of light - Understand the effect of the changing seasons on the natural world around them – Winter - Explore senses when exploring outside (what they can see, hear and feel) <p>Past & Present:</p> <ul style="list-style-type: none"> - Learn about the moon landing – watch videos & look at what life was like for the astronauts in space - Learn about famous astronauts Buzz Aldrin and Neil Armstrong 	<ul style="list-style-type: none"> - Look at different places in our world during Travelling Tuesday activities <p>The Natural World:</p> <ul style="list-style-type: none"> - Understand the effect of changing seasons on the natural world around them – Spring - Explore senses when exploring outside (what they can see, hear and feel) - Explore where food comes from and how it is made - Observing changes within ingredients as they are baked/cooked <p>Past & Present:</p> <ul style="list-style-type: none"> - Look at the art work of Giuseppe Arcimboldo 	<ul style="list-style-type: none"> - Know how to care for plants – water, light, warmth, food - Explore similarities and differences in relation to plants - Know about the life cycle of a chick - Learn to care for the natural environment and all living things - Know which animals live on a farm and how they are cared for - Know the name of baby farm animals – calf, foal, kid, lamb, piglet, puppy, kitten - Explore plants in our school environment, take photographs and draw pictures <p>Past & Present:</p> <ul style="list-style-type: none"> - Learn about Charles Darwin and David Attenborough as natural historians - Look at farming machinery now and in the past. 	<ul style="list-style-type: none"> - Learn how to look after their local environment - Look at different places in our world during Travelling Tuesday activities <p>The Natural World:</p> <ul style="list-style-type: none"> - Look at the similarities and differences in sea animals - Compare and contrast different sea environments – warm seas/cold oceans - Understand the effect of changing seasons on the natural world around them – Summer - Explore senses when exploring outside (what they can see, hear and feel) <p>Past & Present:</p> <ul style="list-style-type: none"> - Talk about the school year in Reception – what can the remember? Memories? - Discuss the changes over the year in the seasons.
RE	<p>Harvest – why do people of faith say thank you to God at Harvest time?</p> <p>Prayer – What is prayer?</p>	<p>Diwali – Why do Hindus light candles at Diwali?</p> <p>Christmas – How do Christians celebrate Jesus’ birthday?</p>	<p>Special Places – What makes a place Holy?</p>	<p>Easter – Why do Christians believe that Easter is all about love?</p>	<p>Special Times – How do you celebrate special times?</p>	<p>Special People – Why do Christians believe Jesus is special?</p>
Expressive Arts &	<ul style="list-style-type: none"> - Paint pictures, holding a paintbrush correctly - My family drawing/painting - Drawing/painting fruit and veg linked to Harvest 	<ul style="list-style-type: none"> - Choose colours and brushes to paint pictures of witches, bats & cats. - Use different collage materials to make a winter scene and cut, tear, stick 	<ul style="list-style-type: none"> - Create aliens and spaceships using different media and techniques - Explore what happens when we mix colours, and create different colours, shades and 	<ul style="list-style-type: none"> - Make 3D sculptures, both inside and outside, with stones, pebbles, junk materials, leaves, twigs etc. - Investigate the work of artist Arcimboldo using fruit 	<ul style="list-style-type: none"> - Paint farm animal pictures using different brushes and by mixing colours - Use simple tools and techniques to manipulate 	<ul style="list-style-type: none"> - Paint and draw pictures of different sea creatures using our observational skills. - Collage pictures of sea animals – using different

<ul style="list-style-type: none"> - Draw self-portraits, paying attention to detail - Use a variety of collage materials to make pictures, using scissors and other tools carefully and correctly - Work imaginatively with the small world & different construction materials - Sing nursery rhymes and counting songs together <p>Music Charanga – Me</p> <ul style="list-style-type: none"> - Listening and responding to different styles of music - Embedding foundations of the interrelated dimensions of music - Learning to sing or sing along with nursery rhymes and action songs - Improvising leading to playing classroom instruments - Share and perform the learning that has taken place 	<p>and draw with increasing control.</p> <ul style="list-style-type: none"> - Print with different resources e.g. pressing, dabbing, overlapping, including using hands, fingers, knuckles, fruit/vegetables, objects and fabrics with different textures or surfaces, hard and soft, natural objects - Manipulate clay to make a Diva lamp - Work imaginatively with the small world & different construction materials - Sing nursery rhymes and counting songs together <p>Music Charanga – My Stories</p> <ul style="list-style-type: none"> - Listening and responding to different styles of music - Embedding foundations of the interrelated dimensions of music - Learning to sing or sing along with nursery rhymes and action songs - Improvising leading to playing classroom instruments - Share and perform the learning that has taken place 	<p>tints, and develop a colour vocabulary</p> <ul style="list-style-type: none"> - Experiment with different techniques and develop skills when working with different materials eg painting (dabbing, twirling, dribbling) and printing (pressing on and off by stamping, rolling etc) - Work imaginatively with the small world & different construction materials - Sing nursery rhymes and counting songs together <p>Music Charanga – Everyone</p> <ul style="list-style-type: none"> - Listening and responding to different styles of music - Embedding foundations of the interrelated dimensions of music - Learning to sing or sing along with nursery rhymes and action songs - Improvising leading to playing classroom instruments - Singing and learning to play instruments within a song - Share and perform the learning that has taken place 	<p>and vegetables to create portraits in his style.</p> <ul style="list-style-type: none"> - Be imaginative in the small world area and make our own characters using fruit and vegetables (linked to Supertato). - Print patterns using fruit and vegetables - Make Mothers’ Day cards – printing & observational drawings - Work imaginatively with the different construction materials - Sing songs and rhymes together <p>Music Charanga – Our World</p> <ul style="list-style-type: none"> - Listening and responding to different styles of music - Embedding foundations of the interrelated dimensions of music - Learning to sing or sing along with nursery rhymes and action songs - Improvising leading to playing classroom instruments - Singing and learning to play instruments within a song - Share and perform the learning that has taken place 	<p>clay and plasticine to make farm animal models</p> <ul style="list-style-type: none"> - Investigate different ways of joining materials e.g. tape, glue, split pins, paper clips, Blu Tack etc. to make a moving animal picture - Work imaginatively with the different construction materials - Sing songs and rhymes together - Sing a range of animal songs and experiment with ways of making animals sounds – with voices and with instruments <p>Music Charanga – Big Bear Funk</p> <ul style="list-style-type: none"> - Listening and appraising Funk music - Embedding foundations of the interrelated dimensions of music using voices and instruments - Learning to Big Bear Funk and revisiting other nursery rhymes and action songs - Improvisation using voices and instruments - Riff based composition - Share and perform the learning that has taken place 	<p>materials, techniques and textures</p> <ul style="list-style-type: none"> - Create transient art in the outdoor area – creating sea creatures - Look at the work of a famous artist, Van Gogh, and create observational drawings/paintings of sunflowers - Experiment with bubble printing and shell rubbings to create a sea picture - Look at different ways to join sea animals – split pins, glue, blu-tack, sellotape – and evaluate our method - Work imaginatively with the different construction materials - Sing songs and rhymes together <p>Music Charanga – Reflect, Rewind & Appraise</p> <ul style="list-style-type: none"> - Listen and appraise - Continue to embed the foundations of the interrelated dimensions of music using voices and instruments - Sing and revisit nursery rhymes and action songs - Play instruments within the song - Improvisation using voices and instruments - Riff based composition - Share and perform the learning that has taken place
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