

**Reception Curriculum**

EYFS 2025 -2026



Planning a sequenced curriculum to ensure all children make progress and are ready for the next stage of their education.

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| **Characteristics of Effective Learning ……** *to be embedded through all areas of learning* **…** *creating powerful learners and thinkers* |
| **Playing & Exploring**  | * Realise that their actions have an effect on the world, so they want to keep repeating them.
* Plan and think ahead about how they will explore or play with objects.
* Guide their own thinking and actions by talking to themselves while playing. *For example, a child doing a jigsaw might whisper under their breath: “Where does that one go? – I need to find the big horse next.”*
* Make independent choices.
* Do things independently that they have been previously taught.
* Bring their own interests and fascinations into early years settings. This helps them to develop their learning.
* Respond to new experiences that you bring to their attention.
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| **Active Learning**  | * Participate in routines, such as going to their cot or mat when they want to sleep.
* Begin to predict sequences because they know routines. *For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens.*
* Show goal-directed behaviour. *For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.*
* Begin to correct their mistakes themselves. *For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.*
* Keep on trying when things are difficult.
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| **Thinking and Creating Critically**  |  * Take part in simple pretend play. *For example, they might use an object like a brush to pretend to brush their hair, or ‘drink’ from a pretend cup.*
* Sort materials. *For example, at tidy-up time, children know how to put different construction materials in separate baskets.*
* Review their progress as they try to achieve a goal. Check how well they are doing.
* Solve real problems: *for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries.*
* Use pretend play to think beyond the ‘here and now’ and to understand another perspective. *For example, a child role-playing the billy goats gruff might suggest that “Maybe the troll is lonely and hungry? That’s why he is fierce.”*
* Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.
* Concentrate on achieving something that’s important to them. They are increasingly able to control their attention and ignore distractions.
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| **Area of Learning** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Overarching Theme**  | **Me, Friends & Family** **Autumn**  | **Time for Change!****Christmas/Winter**  | **Traditional Tales**  | **Growing****Spring** | **Heroes/Transport** **Summer** | **Oceans** **Transition**  |
| **Planning around a quality text**  | **A picture containing text  Description automatically generated**The Friendship Bench : Meddour, Wendy, Egneus, Daniel: Amazon.co.uk: Books**]** | A picture containing text  Description automatically generatedBook Reviews for Bear Snores On By Karma Wilson and Jane Chapman | Toppsta  | Diagram  Description automatically generatedA picture containing text  Description automatically generated |  The Woolly Bear Caterpillar A picture containing text, insect  Description automatically generated | Superkid: 1 : Freedman, Claire, McIntyre, Sarah: Amazon.co.uk: BooksNaughty Bus : Oke, Jan: Amazon.co.uk: Books | Somebody Swallowed Stanley : Roberts, Sarah, Peck, Hannah: Amazon.co.uk:  DIY & ToolsA picture containing text, spiny-finned fish, fish, ocean floor  Description automatically generated |

**Linked Texts**

AU1 – Pick a Pumpkin AU2 – Bears National Geographic

SP1 – Little Red Hen SP2 – Extraordinary Gardener

SU 1 – Real superheroes SU 2- Seaside Poems

Communication and Language

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| **Autumn**  | **Spring**  | **Summer**  |
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| **Listening, Attention and Understanding** * *Understand a question or instruction that has two parts*
	+ Linked to: □ Daily routines □ Activities – AL and CI
* Understand how to listen carefully and why listening is important
	+ One-to-one / small groups / whole class
* Learn new vocabulary
	+ Linked to: □ daily routine □ themes □ key knowledge
* Listen carefully to rhymes and songs and begin to pay attention to how they sound
* Learn rhymes, songs & poems
* Anticipate words, begin to adapt phrases *(with support)*
* Listen to stories and begin to be active participants

□ Join in with repeated refrains □ Fill in rhyming words □ Answer a range of questions with relevant comments □ Ask questions to develop understanding □ Talk about likes / dislikes □ Discuss characters, events, setting *… character, happened* **Speaking** * Use new vocabulary throughout the day within a range of contexts / develop use of social phrases
* Begin to ask questions to find out more and develop understanding
* Begin to articulate their ideas and thoughts in well-formed sentence
* Express *□* Ideas to practitioners / friends □ Within book talk
* Begin to connect one idea or action to another using a range of connectives*… because, although, but...*
* Begin to describe events in some detail, showing awareness of the listener
* Begin to retell a simple story using some story language
 |  **Listening, Attention and Understanding** * Hold conversation when engaged in back-and-forth exchanges with their teacher and peers
* Listen to others and join in conversation, turn taking
* Listen carefully to and learn rhymes, poems and songs
* Listen to and talk about stories to build familiarity and understanding
* Engage in conversation about main characters / events
* Link story events to own experiences / other texts
* Discuss feelings and actions of main characters
* Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary
* Books linked to key themes
* Begin to name book parts / content – *front / back cover, contents page / fact / real*
* Begin to understand humour *e.g., nonsense rhymes / jokes*

**Speaking** * Use new vocabulary in different contexts with increasing confidence / use a range of social phrases with dev confidence
* Answer and ask questions to develop understanding

*Who? What? Where? When? Why?* * Articulate ideas & thoughts in well-formed sentences
* Using new vocabulary and correct tenses
* Connect one idea or action to another using a range of connectives … *because, although, but, also, first, next, after*
* Describe events in some detail
* Use sequencing vocabulary – *first, next, after …*
* Use talk to help work out problems, organise thinking & activities explain how things work/why things happen
* Introduction of some problem-solving words – *I think … We could …*
* Retell a simple story using story language / own words
 |  **Listening, Attention and Understanding** * Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions: □ fiction texts □ non-fiction texts
* Engage in Book Talk activities – fiction and non-fiction
* Make comments about what they have heard and ask questions to clarify their understanding
* Use a range of question starters and use full sentences
* Hold conversation when engaged in back-and-forth exchanges with teacher and peers
* Showing awareness of the listener – (i) turn taking (ii) depth of information required
* Understand humour more readily *e.g., nonsense rhymes/jokes*
* Begin to discuss likes / dislikes / reasons

**Speaking** * Participate in small group, class and one-to-one discussions, offering own ideas, using recently introduced vocabulary
* Speak with confidence using: □ full sentences □ range of connectives □ tenses
* Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
* Active prior knowledge to speak with confidence and articulate ideas / thoughts
* Express ideas and feelings about experiences
* Listen to others
* Participate in purposeful conversation
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Personal Social and Emotional Development

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| **Autumn**  | **Spring**  | **Summer**  |
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| Self Regulation* *Begin to* express their feelings and consider the feelings of others. YME – class agreement
* *Identify and name emotions.*
* *Link book characters emotions to own experiences Amazing*
* Identify and begin to moderate their own feelings socially and emotionally. Class feelings board YME You Choose – we can like different things *calm, patient, turn taking, sharing;* PE Passport – Fundamental Movement Skills 1
* *Begin to understand how others might be feeling*
* *Begin to* set own goals and show resilience and perseverance in the face of challenge.

**Managing Self** * Manage their own self care needs – NSPCC The Pants Song
* *Develop independent use of buttons, zips, coats, shoes etc – Weekly challenges / Getting ready station*
* Know and *begin to* talk about the different factors that support their overall health and wellbeing. YME LTTF Heads,Shoulders, Knees and Toes; Ready Teddy?
* *Show more confidence in new social situations.*
* Develop confidence to try new activities and access all types of enhancements indoors and out
* *Increasingly follow rules, understanding why they are important. YME Online safety / Firework safety*

**Building Relationships*** *Become more outgoing with unfamiliar people, in the safe context of their setting. -transition*
* Form positive attachments to adults and friendships with peers; The Friendship Bench
* *Play with one or more other children, extending and elaborating play ideas.*
* *Begin to* see themselves as a valuable individual,Amazing YME JIL Recognise joy of being special in my family
* *Describe self positively. YME LTTF Iam me!*
* *Begin to* build constructive and respectful relationships. YME -Hello, Hello -we are all different/making friends; The Family Book – families are all different; PE Passport – Fundamental Movement Skills
* Begin to resolve conflicts with others by negotiating and compromising Amazing; PE Passport – Locomotion 1 – working as part of a team
 |  **Self Regulation*** Express their feelings and consider the feelings of others. YME LTTF All the Feelings!
* Identify and moderate their own feelings socially and emotionally. YME LTTF All the Feelings!
* Think about the perspectives of others. YME LTTF All the Feelings!  *PE Passport Dance*
* Set own goals and show resilience and perseverance in the face of challenge.

**Managing Self** * Manage their own needs.
* Know and talk about the different factors that support their overall health and wellbeing. YME LTTF Growing Up – What happens as we get older
* Develop confidence to try new activities and show independence when accessing all types of enhancements indoors and out
* Begin to understand and explain the reasons for rules, know right from wrong and try to behave accordingly. YME LTTF Let’s Get Real! – making mistakes and consequences of actions, asking forgiveness

**Building Relationships*** See themselves as a valuable individual. YME LTTF Ilike, You like, We all like: YME JIL We are all different and unique
* Work and play cooperatively and take turns with others; YME LTTF Forever Friends;  *PE Passport Dance*
* Build constructive and respectful relationships. YME LTTF You’ve Got a Friend In Me
* Form positive attachments to adults and friendships with peers YME LTTF Who’s Who? Apply names to different people they know and special people they can trust
 |  **Self Regulation*** Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; YME LTTF God Love; Loving God, Loving Others; Me, You, ,Us – communities and responsibilities to other people and planet
* Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
* Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

**Managing Self** * Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. YME My Body, My Rules – revisits The Pants Song; Feeling Poorly to explore why we need medicine
* Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Superkid; Explore transition/growth mindset with It’s Your World Now
* Explain the reasons for rules, know right from wrong and try to behave accordingly. YME LTTF Safe Inside and Out

**Building Relationships** * Work and play cooperatively and take turns with others;
* Form positive attachments to adults and friendships with peers; YME People who help us – who we can identify to help us in an emergency; Superkid – you don’t need a cape to be a hero!
* Show sensitivity to their own and to others’ needs.

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Physical Development

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| **Autumn**  | **Spring**  | **Summer**  |
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| Gross Motor Skills* Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing PE Passport – Fundamental Movement Skills 1; PE Passport Gymnastics
* Begin to negotiate space successfully – PE Passport – Fundamental Movement Skills 1; PE Passport – Locomotion 1
* Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
* Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene
* *Begin to* use a range of large and small apparatus indoors and outside, alone and in a group. PE Passport Locomotion 1
* *Understand rules and reasons for safety*
* Develop overall body-strength, balance, co-ordination and agility.
* Begin to develop and refine a range of ball skills including: throwing, catching, kicking, *using different size balls in pairs*

**Fine Motor Skills*** Use one-handed tools and equipment, for example, making snips in paper with scissors – PE Passport Fundamental Movement Skills 1
* Continue to 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 – Weekly challenges linked to themes ie pumpkins, snowflake decorations (Model,observe,revisit)
* Use a comfortable grip with good control when holding pens and pencils.
* Show a preference for a dominant hand.
 |  **Gross Motor Skills*** Continue to 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. *PE Passport Dance*
* Combine different movements with ease and fluency.
* Progress towards a more fluent style of moving, with developing control and grace.*PE Passport Dance*
* Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
* Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming PE Passport Object Manipulation 1
* Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. PE Passport Object Manipulation 1

 **Fine Motor Skills*** 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.- Weekly challenges linked to themes ie dragon/Chinese New Year/daffodil cutting/painting (Model, observe,revisit)
* Develop the foundations of a handwriting style which is fast, accurate and efficient.
 |  **Gross Motor Skills*** Negotiate space and obstacles safely, with consideration for themselves and others – In Continuous Provision and in PE Passport Target Games 1
* Demonstrate strength, balance and coordination when playing – in PE Passport Target Games 1 – showing control and coordination when throwing underarm; PE Passport Athletics
* Move energetically, such as running, jumping, dancing, hopping, skipping and climbing – developing – PE Passport Athletics – throwing a variety of pieces of equipment accurately and for distance/ good technique, running within a lane, jumping

 **Fine Motor Skills*** Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
* Use a range of small tools, including scissors, paint brushes and cutlery. Weekly challenges linked to themes ie Superkid is super healthy – making a super healthy snack, spreading on toast/crackers. Also Oceans theme – threading jellyfish
* Begin to show accuracy and care when drawing – Model, observe, revisit.- encourage children through weekly challenges to revisit previous stimuli showing greater care and accuracy
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Literacy - Reading

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| **Autumn**  | **Spring**  | **Summer 1**  |
| **Word Reading** * *Understand the five key concepts about print, with a focus on*
* *Left to right / 1-1 correspondence … word, letter, first / last*
* *Continue to develop phonological awareness, focusing on*
* Rhythm & rhyme; alliteration (initial sounds); oral blending and segmenting*…blending, segmenting*
* Begin to read all the set 1 sounds from RWInc
* Begin to blend sounds to read VC & CVC words that match their phonetic ability
* Read a range of HF/Red words matched to phonic ability
* Begin to read simple phrases/sentences matched to their phonic ability

**Comprehension** * Describe a setting and a character within a story
* Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary
* Re-enact a story using puppets to take on the role.
 | **Word Reading** * Read all the set 1 sounds from RWInc (including special friends)
* Blend sounds to read VC & CVC words that match their phonetic ability
* Read simple sentences
* Match captions to pictures.
* Read an increasing range of HF/Red words
* Re-read books to build confidence in word reading, fluency, understanding and enjoyment

**Comprehension*** Find the correct page in a book by following the contents page.
* Understand the difference between fiction and non-fiction text.
* Use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems
* Retell stories in small world/role play, using character language
* Sequence a story into beginning, middle and end
* Begin to anticipate/predict where appropriate some key events and stories
* Give their opinion on a story and make a prediction about what might happen next.
 | **Word Reading** * Read all the set 2 sounds from RWInc
* Read a range of nonsense words, matched to phonic sounds
* Read aloud simple sentences by decoding phonetically regular words and sight ready HF/Red words.

**Comprehension*** Answer ‘who’, ‘why’, ‘where’ and ‘what’ questions based on a key text
* Can make statements and ask questions. Understanding the difference between them
* Anticipate/predict where appropriate some key events and stories
* Begin to comment on perceived links with own life experiences and other experiences, e.g. books and films
* Explain the differences between two different stories.
* Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recent
* ly introduced vocabulary.
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Literacy - Writing

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| **Autumn**  | **Spring**  | **Summer 1**  |
| * *Write name correctly, using* correct letter formation
* *Use some of their print and letter knowledge in their early writing*
* Begin to form lower-case letters correctly
* Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs *… spell*
* Use □ initial sounds □ VC □ CVC words
* Write labels
* Begin to write lists & captions, focusing on *…label, caption, space*
* Oral rehearsal / vocabulary
* Begin to reread what they have written
* Break the flow of speech into words (holding a sentence)
 | * Form most lower-case and some capital letters correctly (those introduced in RWInc)
* Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs - CVC words
* Write captions/phrases and begin to write simple sentences using known GPCs and HF/Red words *…sentence, full stop, capital letter*
* Include word spacing
* Orally rehearse caption of sentence before writing (hold a sentence)
* Begin to develop independent writing further to include (orally rehearsed) simple sentences
* Re-read what they have written to ensure it makes sense
* Begin to write for a range of purposes, fiction and non-fiction, captions/sentences
 | * Write recognisable letters (lower case and capital) most of which are formed correctly
* Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs
* Write simple phrases and sentences that can be read by others
* Including: □ oral rehearsal of sentence before writing (hold a sentence) □ word spacing □ full stop □ capital letter
* Begin to sequence 2-3 sentences within purposeful fiction/ non-fiction writing, such as:
* 2-3 part story – beginning, middle, ending *(e.g. using story map/*planner)
* Instructions
* Fact cards *(e.g. using a ‘spidergram’ to collate information)*
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Mathematics

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| **Autumn** | **Spring**  | **Summer**  |
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| **Numerical Pattern / Number** * Recite numbers to 10
* Forward & backward □ Finger rhymes (Ten Little Friends) □ passing games … *forwards, backwards*
* Break counting chain (not always starting from 1)
* Talk about position … *before, after*
* Count objects, actions and sounds
* Up to 5 – in context of □ daily routine □ sharing □ turn taking
* Count objects in an irregular arrangement
* Subitise 3 / 4 objects (quick recall without counting)
* Matching children to images in workshop areas
* Fast recognition of dice patterns
* Explore splitting and recombining sets of objects 1-5 including on part whole model
* Link the number symbol (numeral) with its cardinal number value to 5
* Compare quantities up to 5 … *more than, less than, fewer, who has one more / less*
* Understand ‘one more/less than’ to 5
* Use sentence with support … *Three is one more than two*
* Explore the composition of numbers to 5
* Recognise total is still the same
* Using variety of resources … *more, less, makes, equals, altogether*
* Use a five frame
* Begin to explore number bonds to 5
* Use a range of resources
* Understand how to use a flip flap to 5

**Shape, Space & Measures** * Select, rotate and manipulate shapes in order to develop spatial reasoning skills
* Create shape picture …consolidate …*2D shape names*
* Put shapes together to make new shape … *fit, turn*
* Continue, copy and create repeating patterns (A-B patterns)
* Talk about pattern … *repeat, next, before, after, in between*
* Begin to compare length, weight and capacity
* Order 2-3 items by length / weight *… heavier/est, lighter/est, longer/est, shorter/est*
 | **Numerical Pattern / Number** * Recite numbers to 20
* Backwards from 10 and begin to recite backwards from 15
* Break counting chain (not always starting from 1 forwards or 10 backwards)
* Talk about position up to 5 and begin to talk about position up to 10
* Count objects, actions and sounds
* Up to 10, in context of daily routine / sharing / turn taking
* Count objects in an irregular arrangement
* Begin to estimate number of objects up to 10 then check by counting
* Subitise 5 objects (quick recall without counting)
* Systematic approach to partitioning sets of objects 1-5 including on part whole model
* Link the number symbol (numeral) with its cardinal number value to 10
* Compare quantities up to 10
* Understand ‘one more/less than’ to 10
* Use sentence … *six is one more than five*
* Begin to explore the composition of numbers to 10
* Recall number bonds to 5
* Find the total number of items (up to 10) in two groups by counting all of them together, using a range of manipulatives … *altogether, more/now*
* Find the total number of items (up to 10) in a group by take away/subtraction, using a range of manipulatives … *left*
* Begin to share, double and half up to 10 objects
* Use a ten frame
* Find 1 less using sets of objects on tens frame,  number track and from a larger group

**Shape, Space & Measures** * Select, rotate and manipulate shapes in order to develop spatial reasoning skills
* Recognise some 3D shapes
* Begin to compose and decompose shapes within practical activities
* Continue, copy and create repeating patterns
* Explore more complex patterns (ABB, ABBC patterns)
* Compare length, height, weight and capacity
* Order 2-3 items by capacity and height
* Begin to order and sequence familiar events
* Become familiar with a clock face and hands
* Measure short periods of time
 | **Numerical Pattern / Number** * Have a deep understanding of number to 10, including the composition of each number
* Subitise (recognise quantities without counting) up to 5
* Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
* Verbally count beyond 20, recognising the pattern of the counting system
* Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
* Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
* Systematic approach to splitting and recombining 10 including on tens frame and part whole model
* Begin to write numerals to 10

**Shape, Space & Measures** * Select, rotate and manipulate shapes in order to develop spatial reasoning skills
* Compose and decompose shapes within practical activities
* Continue, copy and create more complex repeating patterns (ABB, ABBC patterns)
* Compare length, height, weight and capacity
* Order 2-3 items by length, height, weight and capacity
* Measure and compare short periods of time

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| Understanding The World **□** Past and Present(KS1: History) **□** People, Culture & Communities(KS1: R.E / Geography; KS2 MFL Spanish) **□** Natural World(KS1: Geography / Science) |
| **Autumn** | **Spring**  | **Summer**  |
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| **Past and Present** * Be introduced to, become familiar with and follow the daily routine. Consistent use of language of time – *day,* *next / after / morning / afternoon*
* Begin to understand the difference between a day and a week: □ Recite the days of the week □ Count days to an event … *day, week, days of the week*
* Introduction to class calendar / timeline with special events: Highlighting □ Birthdays □ School events □ Personal events … *calendar / event*
* Continue to make sense of their own life-story and family’s history: □ Share Chatter Bags □ Talk about special events … *history / special*
* Begin to observe and comment on images of familiar situations in the past: □ When they and parents were little … *past, history, long ago* □ Look back at photographs of their baptism events – past events such as birthdays and previous Christmas celebrations □ Look at photographs of remembrance events past and present … history
* Begin to develop a sense of things happened before they were born: Remembrance

**People, Culture & Communities*** Introduction to new Family Group members
* Talk about members of their immediate family and community: □ Describe family members through Chatter Bags… *grandparent, older, younger* □ Begin to understand that there are many different types of families The Family Book You,Me,Everyone*…parent, step-sister / brother / mum / dad, similar, different*
* Name and describe people who are familiar to them: □ Introduction to site manager / other class teachers □ People in school / local community… *site manager, office manager, lolly pop person*
* Begin to understand that some places are special to members of their community: □ Talk about special places visited with family… *places of worship visited by children*
* Begin to recognise that people have different beliefs and celebrate special times in different ways: □ Explore how different people celebrate birthdays □ Explore some different festivals / special events … *Harvest, Come and see Judaism week, Diwali, Halloween, Bonfire Night, Remembrance Day, Christmas …*

**Natural World*** Explore, name and talk about different use / function of body parts … *elbows, knee, eyebrows*
* Sequence growth from baby to adult. Talk about key changes … *same / different*
* Experience and explore weather through the changing seasons: □ Summer into Autumn □ Autumn into Winter □ Begin to compare
* Experience, explore and identify the seasonal changes on the natural world at autumn time: □ categorise objects □ sort objects using different criteria – shape / size / colour / material □ begin to identify some local tree species *… nature, natural, autumn …* □ describe what they see, hear and feel … *shape and colours words e.g. long, spiky, gold, rust, orange*
* Explore woodland animals □ Name and identify key features … □ Categorise by habitat / sleeping habits / babies … *habitat, nocturnal …* □ Explore animals that hibernate during the Winter □ Identify British winter animals - … *hibernation*
* Begin to compare and contrast two different environments -*Spanish day (subject to change)*
 | **Past and Present** * Develop an understanding of class calendar with special events … *month, date, year*
* Study / talk about images of familiar situations in the past: □ Photographs of winter in the past … *same, different* □ Observe photographs of castles and cottages/homes in the past … *old, new, before, a long time ago*
* Share past family journeys … *long / short journey*
* Begin to understand the past through settings, characters and events encountered in books read in class and storytelling: □ Talk about ‘long time ago’ □ Compare and contrast settings / characters – where they live / what they are wearing / activities …

**People, Culture & Communities*** Talk about members of immediate family: □ Talk about family jobs / roles and responsibilities □ Identify similarities and differences *celebrate Mothers Day*
* Name and describe people who are familiar to them in the local community: □ Talk about how they know them / what they do -*celebrating gathering*
* Understand that some places are special to members of their community: □ Visit school linked church.
* Continue to recognise that people have different beliefs and celebrate special times in different ways: □ ...*Chinese/Luna new year / Easter*
* Identify features of different story settings – *forest, farm, iceberg, arctic, lighthouse, beach, house, island …*
* Recognise some similarities and differences between life in this country and other countries: □ Study winter time in different countrie– videos / photographs / non-fiction texts … *country, sea, land*
* Introduce map drawing, travelling from place to place: □ story map *Dragon meeting characters* □ Local walks from school to post box to deliver a card/church … *map, journey, points of interest …*

**Natural World*** Explore the natural world around them: □ Observe and identify key characteristics of different seasons - Winter / Spring □ Begin to identify that there are four seasons … *winter, spring, season …*
* Describe what they see, hear and feel whilst outside: □ Begin to develop an understanding of water when frozen, melted and heated by the sun
* Talk about key features of the natural environment, beginning to identify different materials and their properties … *wood / hard* explore the properties of different materials: □ Make a house for the 3 little pigs / chair for baby bear □ Talk about materials chosen and begin to say why
* Observe natural features carefully and begin to make observational drawings: □ Plants *daffodils-mothers day cards*-□ Animals *frog spawn- tadpoles.*
* Observe and know the lifecycle of a Frog/butterfly ... *caterpillar, chrysalis, pupa, butterfly:* □ Talk about habitat □
* Plant bulbs and seeds ... Talk about what plants need to grow …sunflowers
* Sequence growth from baby to adult. Talk about key changes … *same / different YME*
 | **Past and Present** * Know how a calendar works, developing a concept of time … *season*
* Talk about the lives of the people around them and their roles in society: □ Interview special member of school / local community □ Interview parent / grandparent with a special role in the community … *community, society, local* nurse/fireman
* Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class:’. *transport*
* Continue to understand the past through settings, characters and events encountered in books read in class and storytelling: □ Talk about ‘long time ago’ □ Compare and contrast settings / characters – where they live / what they are wearing / activities …begin to talk about past and present looking at changes over time ie *transport/seaside*
* Look back through the reception year / EYFS – creating a timeline using photographs □ Talk about changes at a personal and school level e.g. *new family babies / new members of staff / developments to provision* □ Talk about likes / dislikes … *timeline,*
* Participate in transition into Y1 events: □ Visits from new class teacher □ Visits to new classroom … *year one, new school year, next year…*

**People, Culture & Communities*** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps: □ Describe features of local community – special places □ Describe story settings using correct terminology busy city, oceans □ Create simple story maps and use in imaginative play □ Create map from reception to Y1 Me, You, ,Us – communities and responsibilities to other people and planet
* Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class *Come and see Islam week*: □ Revisit timeline of class celebrations across the year □ Talk about key events.
* Develop an awareness of different occupations linked to personal experiences / focus texts

: □ Different jobs □ Firefighter □ Doctor/Nurse □ Pilot* Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps

**Natural World*** Continue to explore the natural world around them and make observations: □ Observe and identify key characteristics of different seasons – Spring into Summer □ Identify the four seasons and their key characteristics … *winter, spring, summer, autumn, season …*
* Compare and contrast two different environments beach oceans in SU and garden environment in SP
* Take care of flowers (planted in spring term) in EYFS outdoor area: □ Name different
* Explore growth of different vegetables and identify key ingredients to grow – *soil, sunlight, water:* □ Grow own vegetables □ Visit school allotment
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|  **Expressive Arts and Design****KS1 : Music, Art and DT** |
| **Autumn** | **Spring**  | **Summer**  |
|  |
| **Creating with Materials*** *Draw with increasing complexity and detail, such as representing a face with a circle and including details Me,my family and friends*
* *Show different emotions in drawings and paintings friendship*
* *Continue to explore colour and colour mixing.*
* Safely use and explore a variety of materials and tools – firework scrape pictures
* Explore new techniques – autumn scenes
* Observational drawings - pumpkins
* Talk about new creations
* Begin to return to and build upon previous learning

**Being Imaginative & Expressive** * *Take part in simple pretend play*
* Family / play date role play … *role, pretend, imagine*
* *Begin to develop complex stories using small world equipment*
* Begin to develop storylines in their pretend play – including those linked to focus text *… story language, character, beginning, middle, end* - Super Duper You, Superworm, Leaf Thief and Bear Snores On, The Nativity
* Begin to listen attentively, move to and talk about music, expressing their feelings and responses
* How does the music make me feel? *… emotions vocabulary (see PSE)*
* Watch live music / dance performances linked to festivals *… perform, celebrate, audience, musician, dancer – Harvest Festival, Christmas performances*
* Sing in a group or on their own – Reception Nativity
* Engage in circle and partner songs
* Begin to explore and engage in music making and dance –

Kapow/ExploringSound vocal/bodies/instruments/environmental/nature | **Creating with Materials*** Explore and use a variety of artistic effects to express their ideas and feelings
* Colour mixing to create a Winter scene / text illustration
* Observation drawings using a range of media – daffodils, frogspawn/tadpoles and caterpillars/butterflies – Mothers Day cards
* Using a range of different media and materials to create fairy tale scene / character …
* Explore folding and cutting Chinese dragons and lanterns
* Return to and build on their previous learning, refining ideas and developing their ability to represent them
* Create collaboratively sharing ideas, resources and skills
* Working in partnership / small groups
* **Being Imaginative & Expressive**
* Listen attentively, move to and talk about music, expressing their feelings and responses.
* Range of water / winter music
* Watch and talk about dance and performance art, expressing their feelings and responses. Nursery rhymes PE
* Sing in a group or on their own, increasingly matching the pitch and following the melody -Kapow - Musical Stories
* Explore and engage in music making and dance, performing solo or in groups
* Acting out story with instrumental sounds Kapow – Musical Stories
* Begin to make own verse for familiar song
* Invent and dance / play music to show different emotions *… emotions vocabulary (see PSE) / PE Dance*
* Begin to watch and talk about dance and performance art
* What type of dance/music is it? *… adjectives to describe music; e.g. happy, sad, slow, fast, bouncy*
* Develop storylines in their pretend play

Imitating – Innovating – Inventing (using story language in role play / small world play) Fairy tales and Growing topics | **Creating with Materials*** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function – Ocean scenes
* Share their creations, explaining the process they have used

**Being Imaginative & Expressive** * Invent, adapt and recount narratives and stories with peers and their teacher;
* Make use of props and materials when role playing characters in narratives and stories.
* Sing a range of well-known nursery rhymes and songs;

Kapow – Transport – Experimenting with sounds to represent transport and changes in tempo and rhythm* Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. – End of year Prayer and Liturgy
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