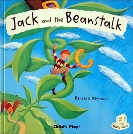
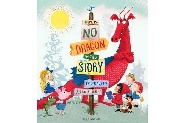
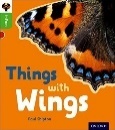
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**Reception Curriculum**

EYFS 2025 -2026

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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. |
| **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. |
| **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 generated  Book 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: Books  Naughty Bus : Oke, Jan: Amazon.co.uk: Books | Somebody Swallowed Stanley : Roberts, Sarah, Peck, Hannah: Amazon.co.uk:  DIY & Tools  A 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 |

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. |

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 |

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. |

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)* |

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** |
|  | | |
| **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** |
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| **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 |