

Reception Curriculum Overview

Characteristics of Effective Learning	<p>Playing and exploring – engagement: finding out and exploring, playing with what they know, being willing to have a go.</p> <p>Active learning – motivation: being involved and concentrating, keeping trying, enjoying achieving what they set out to do.</p> <p>Creating and thinking critically- thought: having their own ideas, making links, choosing to do things, problem solving.</p>
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Prime Areas

Communication and Language

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Book Hooks	<ul style="list-style-type: none"> - The Colour monster goes to school - All Kinds of People - Ten Little Fingers and Ten Little Toes by Mem Fox - From Head to Toe by Eric Carle - We Are Family by Patricia Hegarty 	<ul style="list-style-type: none"> - Bear Hunt - Gruffalo - The ginger bread man - The three little billy goats gruff - Goldilocks and the Three bears - Little red riding hood - Burglar Bill - Nativity Story 	<ul style="list-style-type: none"> - If I had a dinosaur - Dinosaur Roar - The Girl and the Dinosaur - Tyrannosaurus Drip - Bumpus Jumpus Dinosaurum pus - You can count on dinosaurs 	<ul style="list-style-type: none"> - The Ugly Duckling - A duck so small - Jack and the bean stalk - Jasper's bean stalk - The very hungry caterpillar 	<ul style="list-style-type: none"> - Dear Zoo - Giraffe's Can't Dance - Handa's Surprise - If I had a sleepy sloth - Gorilla by Anthony Browne - What the lady bird heard 	<ul style="list-style-type: none"> - Lost and Found - The boy who sailed the world - Message in a bottle - The Great explorer - Martha Maps it out - Coming to England - the world - Message in a bottle - The Great explorer

	<ul style="list-style-type: none"> - See Hear Smell Touch Taste by Keith Faulkner - Home By Carson Ellis 				<ul style="list-style-type: none"> - The snail and the whale 	<ul style="list-style-type: none"> - Martha Maps it out - Coming to England
<p>Reception</p> <p>Communication and Language (CL) - Listening, attention, understanding - Speaking</p>	<p>Listen carefully.</p> <p>Learn and use new vocabulary.</p> <p>Speak in sentences.</p> <p>Develop social phrases.</p> <p>Engage in story-times.</p> <p>Listen to and talk about stories.</p>	<p>Listen carefully.</p> <p>Learn and use new vocabulary.</p> <p>Speak in sentences, using connectives to link ideas.</p> <p>Use talk to organise thinking and solve problems.</p> <p>Listen to, retell, and discuss stories and non-fiction books.</p>	<p>Continue to learn and use new vocabulary.</p> <p>Ask questions.</p> <p>Use talk to organise thinking and solve problems.</p> <p>Use connectives.</p> <p>Develop social phrases.</p> <p>Engage in story-times.</p>	<p>Learn and use new vocabulary in different contexts.</p> <p>Ask questions to deepen knowledge.</p> <p>Use talk to organise thinking and solve problems.</p> <p>Use connectives to link ideas.</p> <p>Re-tell stories in detail.</p> <p>Explore non-fiction books and use them to</p>	<p>Listen attentively and respond to questions.</p> <p>Participate in small, group and one-to-one discussions.</p> <p>Express ideas.</p> <p>Continue to learn new vocabulary and use in different contexts.</p> <p>Have a growing repertoire of songs, poems, and rhymes.</p>	<p>Listen attentively and respond by asking questions and commenting to clarify understanding by holding a back-and-forth conversation.</p> <p>Offer explanations as to why things happen.</p> <p>Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary and full sentences containing past, present, and</p>

		Learn rhymes, poems, and songs.	Listen to, retell, and discuss stories and non-fiction books. Learn rhymes, poems, and songs.	deepen familiarity with new knowledge and vocabulary. Learn rhymes, poems, and songs.		future tenses as well as conjunctions. Express ideas and feelings about their experiences using tenses, conjunctions, and modelling support.
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End of EYFS Early Learning Goals:

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.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PHSE themes –	World	Difference	Aspirations	Being Healthy	Relationships	Changes
<p>Reception</p> <p>Prime Area</p> <p>Personal, Social & Emotional Development (PSED)</p> <p>Self- regulation</p> <p>Managing self</p> <p>Building relationships</p>	<p>Know they have a right to learn and play, safely and happily.</p> <p>Know that some people are different from themselves.</p> <p>Know that hands can be used kindly and unkindly.</p> <p>Identify feelings associated with belonging.</p> <p>Skills to play co-operatively with others.</p> <p>Be able to consider others' feelings.</p>	<p>Know what being unique means.</p> <p>Know the names of some emotions friends is important.</p> <p>Know some qualities of a positive friendship.</p> <p>Know that they don't have to be 'the same as' to be a friend.</p> <p>Recognise emotions when they or someone else is upset, frightened or angry.</p>	<p>Know what a challenge is.</p> <p>Know that it is important to keep trying.</p> <p>Know what a goal is</p> <p>Understand that challenges can be difficult.</p> <p>Resilience.</p> <p>Recognise some of the feelings linked to perseverance.</p> <p>Recognise how kind words can encourage people.</p>	<p>Know what the word 'healthy' means.</p> <p>Know some things that they need to do to keep healthy.</p> <p>Know the names for some parts of their body.</p> <p>Know when and how to be independent in all self care</p> <p>Know how to say no to strangers.</p> <p>Can explain what they need to do to stay healthy.</p>	<p>Know what a family is.</p> <p>Know some of the characteristics of healthy and safe friendships.</p> <p>Know that friends sometimes fall out.</p> <p>Know some ways to mend a friendship.</p> <p>Know that unkind words can never be taken back, and they can hurt.</p> <p>Can identify what jobs they do in their family and those carried out by parents/carers and siblings.</p> <p>Can suggest ways to make a friend or help</p>	<p>Know the names and functions of some parts of the body.</p> <p>Know that we grow from baby to adult.</p> <p>Know who to talk to if they are feeling worried.</p> <p>Recognise that changing class can elicit happy and/or sad emotions.</p> <p>Can say how they feel about changing class/ growing up.</p> <p>Understand and accept that change is a natural part of getting older.</p> <p>Can suggest ways to manage change, e.g. moving to a new class.</p>

		<p>Identify and use skills to make a friend.</p> <p>Identify some ways they can be different and the same as others.</p> <p>Identify and use skills to stand up for themselves.</p>		<p>Recognise how exercise makes them feel.</p> <p>Can give examples of healthy food.</p> <p>Can explain what to do if a stranger approaches them.</p>	<p>someone who is lonely.</p> <p>Can recognise what being angry feels like.</p>	<p>Can say who they would go to for help if worried or scared.</p> <p>Can say what types of touch they find comfortable/uncomfortable.</p> <p>Can identify how they have changed from a baby.</p>
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End of EYFS Early Learning Goals:

Self-Regulation

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- 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

- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Physical Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Fundamental Skills		Gymnastics Skills	Dance Skills	Games	Ball skills
Physical Development (PD) Gross motor skills Fine motor skills	<ol style="list-style-type: none"> Show good control and coordination in large and small movements Move confidently in a range of ways, safely negotiating space. Handle tools and equipment effectively, including pencils for writing. <p>Use small apparatus, tools, manipulatives, small world, construction, writing/painting materials to develop fine motor skills across the year.</p>		<ol style="list-style-type: none"> Move in a variety of ways, slithering, shuffling, rolling, a range of activities. crawling, walking, running, jumping, skipping, and hopping. Jumping off an object and landing appropriately. Travel with confidence and skill under, over and through balancing and climbing equipment. 	<ol style="list-style-type: none"> Create movements in response to music Initiate new combination of movement and gesture to express and respond to feelings, ideas, and experiences. 	<ol style="list-style-type: none"> Catch a large ball Show increasing control over an object by pushing, patting, throwing, and kicking it. 	

End of EYFS Early Learning Goals:

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing

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, paintbrushes, and cutlery.
- Begin to show accuracy and care when drawing.

Specific Areas

Literacy

At Sprowston Infant School and Nursery Literacy is covered in whole class carpet sessions, group or 1:1 adult led activities and in continuous provision.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Literacy (L) - Comprehension - Word reading - Writing	Word Reading: 1. Learn new vocabulary. 2. Use new vocabulary through the day. 3. Read individual letters by saying the sounds for them 4. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.			Comprehension: 1. Understand how to listen carefully and why listening is important. 2. Ask questions to find out more and to check they understand what has been said to them. 3. Articulate their ideas and thoughts in well-formed sentences. 4. Connect one idea or action to another using a range of connectives.		

	<p>5. Read some letter groups that each represent one sound and say sounds for them.</p> <p>6. Read a few common exception words matched to the school's systematic synthetic phonics programme – FFT Success for all Phonics</p> <p>7. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>8. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>5. Describe some events in detail</p> <p>6. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>7. Engage in story times.</p> <p>8. Listen to and talk about stories to build familiarity and understanding.</p> <p>9. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>10. Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>11. Learn rhymes, poems, and songs.</p> <p>12. Engage in non-fiction books.</p> <p>13. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>
	<p><u>Writing (Also see Reception Writing Plan)</u></p> <p>Transcription:</p> <p>Spelling</p> <p>Learn poems rhymes and songs (C&L)</p> <ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sounds with letters • Learn GPCs as outlined in the FFT Success for all Phonics progression document • Segment and write CVC and CVCC words including longer words • Spell words by identifying the sounds in them and representing the sounds with a letter or letters <p>Transcription:</p> <p>Handwriting</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools:</p>	

	<p>pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons (PD).</p> <ul style="list-style-type: none"> • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. (PD) • Hold a pencil effectively and in a tripod grip in preparation for fluent handwriting (PD) Write recognisable letters, most of which are correctly formed (L) <p>Composition: Articulate their ideas and thoughts in well-formed sentences (C&L)</p> <ul style="list-style-type: none"> • Engage in story times (C&L) • Engage in non-fiction books (C&L) • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words (C&L) • Mark making and assigning meaning to marks • Write initial sounds to write labels (L) • Listen to and talk about stories to build familiarity and understanding (C&L) • Write simple sentences and phrases that can be read by them and others • Write short sentences with words with known letter sound correspondences using a capital letter and full stop. Re -read what they have written to check they make sense <p>Vocabulary, Grammar, and Punctuation: Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary (C&L)</p> <ul style="list-style-type: none"> • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary (C&L) 					
	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <ul style="list-style-type: none"> • Engage in story times. • Learn poems rhymes and songs. • Confidently and safely use a range of 	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <ul style="list-style-type: none"> • Hold a pencil effectively. 	<p>Listen to and talk about stories to build familiarity and understanding.</p> <ul style="list-style-type: none"> • Engage in non-fiction books. • Develop their small motor skills so that they can 	<ul style="list-style-type: none"> • Form capital letters correctly. • Spell words by identifying the sounds. • Segment and write CVC and CVCC words including longer words. 	<p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <ul style="list-style-type: none"> • Listen to and talk about selected nonfiction to develop 	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <ul style="list-style-type: none"> • Hold a pencil effectively and in a tripod grip in preparation for

	<p>large and small apparatus indoors and outside, alone and in a group.</p> <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <ul style="list-style-type: none"> • Spell words by identifying the sounds. 	<ul style="list-style-type: none"> • Form lower-case correctly. Write the sounds with letters. Mark making and assigning meaning to marks. • Write initial sounds to write labels. 	<p>use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <ul style="list-style-type: none"> • Use their core muscle strength to achieve a good posture when sitting on the floor. • Hold a pencil effectively using a tripod grip in almost all cases. 	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>a deep familiarity with new knowledge and vocabulary.</p> <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <ul style="list-style-type: none"> • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 	<p>fluent handwriting.</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying the sounds in them and representing the sounds with a letter or letters. • Write simple sentences and phrases that can be read by them and others.
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End of Reception year Early Learning Goals:

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.

Word reading

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others

Mathematics

	Autumn	Spring	Summer
Reception Mathematics (M) Number Numerical patterns	Getting to know you Settling in, introducing areas of provision, getting to know the children. Key times of day, class routines, exploring provision inside and out. Where do things belong? Positional language. Just Like Me! Match and sort Compare amounts Compare size, mass and capacity Exploring pattern It's Me – 1, 2, 3! Representing 1, 2 and 3 Comparing 1, 2 and 3 Composition of 1, 2 and 3 Circles and triangles Positional language	Alive in 5! Introducing zero. Comparing numbers to 5. Composition of 4 and 5. Compare mass. Compare capacity. Growing 6, 7, 8 6, 7, 8 Combining two amounts Making pairs Length and Height Time Building 9 and 10 Counting to 9 and 10 Comparing numbers to 10 Bonds to 10 3-D shapes Spatial Awareness	To 20 and beyond Build numbers beyond 10 Count patterns beyond 10 Spatial reasoning Match, rotate and manipulate First, then, now Adding More Taking away Spatial reasoning Compose and decompose Find my pattern Doubling Sharing and grouping Even and odd Spatial reasoning Visualise and build On the move

	Light and Dark Representing numbers to 5 One more and less Shapes with 4 sides Time	Patterns	Deepening understanding Patterns and relationships Spatial reasoning Mapping
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End of Reception Early Learning Goals:

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.

Numerical Patterns

- 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Understanding the World (UTW) Past and present	Past and Present History: Learn new vocabulary. Use new vocabulary throughout the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Engage in non-fiction books.					

<p>People, culture, and communities</p> <p>The natural world</p>	<p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Discuss settings of traditional stories.</p> <p>Look at nursery rhymes from the past</p>
	<p>People, Culture and Communities</p> <p>Geography:</p> <p>Engage in non-fiction books.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Describe what they see, hear, and feel whilst outside.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Use maps and globes to start discussions about what they can see and notice on a map.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Draw information from a simple map.</p> <p>R.E:</p>

Introduce key theological vocabulary such as 'God'.
Recreate religious and belief stories (from the religions covered at Sprowston Infants) through small world play.
Talk about sacred texts.
Raise puzzling and interesting questions about religious and belief stories.
Raise puzzling and interesting questions about the world around them.
Use their senses to investigate religion and belief.
Recognise a few religious words.
Know where some religious worldviews originated.
Name some religious symbols.
Name some religious artefacts.
Visit a local place of worship.
Talk to someone who holds a particular religious belief

The Natural World

Working Scientifically:

Make direct comparisons.
Use equipment to measure.
Record their observations by drawing, taking photographs, using sorting rings or boxes and on simple tick sheets.
Talk about what they are doing and have found out using a wide range of vocabulary.
Identify, sort and group.

Plants, Living things and their habitats, Seasonal changes:

Use all of their senses in hands-on exploration of natural materials.
Recognise some environments that are different to the one in which they live.
Understand the effect of changing seasons on the natural world around them.
Plant seeds and care for growing plants.
Understand the key features of the life cycle of a plant and an animal.

Animals including humans:

Begin to make sense of their own life-story and family's history.
Use all their senses in hands-on exploration of natural materials.
Understand the key features of the life cycle of a plant and an animal.

	<p>Materials: Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about the differences between materials and changes they notice. Explore and talk about different forces they can feel.</p>					
<p>Enhancements to Continuous Provision</p>	<p>The world on my doorstep</p> <p>From home to school – where do I live – Sprowston, Norwich</p> <p>Visit local library</p> <p>Signs of changing seasons.</p> <p>Similarities and differences, reading stories, looking at our family photos, talking about</p>	<p>The world on my doorstep</p> <p>Seasons- Hibernating animals, which animals they are and why do they hibernate?</p> <p>Remembrance – making plate poppies.</p> <p>Looking at woodland habitats.</p> <p>What do animals do to prepare for winter?</p> <p>Looking at Winter, signs and clothing. Noticing</p>	<p>The world around me</p> <p>Dinosaur names and looking at different types.</p> <p>Classifying dinosaurs, how many ways can they think of to sort the dinosaurs? Discussing herbivores/carnivores/omnivores.</p> <p>What is life like in different countries – China, Africa</p> <p>Chinese New Year Talking about the story of the animals racing across the river. How would the children get across?</p> <p>Looking at dinosaur bones, excavating in the sand pit. If dinosaurs have been extinct for so many thousands of years, how do we know so much about them.</p>	<p>The world around me</p> <p>What do plants need to grow? Planting beans.</p> <p>Lifecycle of a bean.</p> <p>Look at bean experiment.</p> <p>Look at the different parts of a plant, their functions and purpose.</p> <p>Life cycle of a duck – hatching kit</p>	<p>Earth Day</p> <p>Looking at different materials. Material hunt.</p> <p>Look at characters from the past and compare with today.</p> <p>Making a habitat – choosing materials</p> <p>Mini beasts, frog life cycle, habitat and diet.</p> <p>Life cycle of caterpillars and butterflies.</p> <p>Healthy Eating.</p>	<p>Where can we go?</p> <p>The beach and sea life/ocean creatures.</p> <p>Sea creature habitats, rockpools, mud flats, coral, marshes.</p> <p>Different layers of the ocean, which animals live there.</p> <p>Plastic pollution, danger to animals and environment. Somebody swallowed Stanley.</p>

	<p>special people.</p> <p>Harvest- talking about where our food comes from. Painting pictures of Autumn.</p> <p>Sight hunt, finding the objects on the photos around the school grounds.</p> <p>Touch – texture squares.</p> <p>Listening – making ears, going on a listening walk.</p> <p>Taste – like and dislikes, trying different foods.</p>	<p>changes around us.</p> <p>Winter – winter walk in school grounds spotting signs on winter (bare trees, ice). Frozen elves – how can we melt the ice to save Christmas.</p> <p>Day and night. Why do we have day and night?</p> <p>Traditional stories Compare images in stories and nursery rhymes</p> <p>Look at old artefacts and pictures and photos from the past - kitchen, home on the</p>	<p>Looking at real excavations from You Tube.</p> <p>Adaptations and features, how does this help them to survive? E.g. long neck to reach tree tops, sharp teeth to rip meat etc.</p> <p>Why don't we see real dinosaurs today?</p>		<p>Build a bug hotel</p>	<p>Pollution – litter picking in local environment</p> <p>Enquiry - Floating and sinking</p> <p>Maps to find the pirates hidden treasure.</p> <p>Features of an island. Create own map.</p> <p>Sea transport and famous sailors, divers, pirates. Design and make own underwater habitat.</p>
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	Smell: - Like/dislike and why.	farm. Look for same/different.				
<p>End of Reception year Early Learning Goals:</p> <p>Past and Present</p> <ul style="list-style-type: none"> •Talk about the lives of the people around them and their roles in society •Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class •Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> •Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps •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 •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. <p>The Natural World</p> <ul style="list-style-type: none"> •Explore the natural world around them, making observations and drawing pictures of animals and plants •Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class •Understand some important processes and changes in the natural world around them, the seasons and changing states of matter. 						

Expressive Arts and Design

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Develop their small motor skills so that they can use a	Develop their small motor skills so that they can	Develop their small motor skills so that they can	Develop their small motor skills so that they can use a range	Develop their small motor skills so that	Develop their small motor skills so that they can use a

<p>Expressive Arts and Design (EAD)</p> <p>Creating with materials</p> <p>Being imaginative and expressive</p>	<p>range of tools competently, safely and confidently.</p> <p>Use adhesives to join materials.</p>	<p>use a range of tools competently, safely and confidently.</p> <p>Start to build structures, joining components together.</p> <p>Begin to use scissors to cut straight and curved edges and hole punchers to punch holes.</p>	<p>use a range of tools competently, safely and confidently.</p> <p>Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons.</p>	<p>of tools competently, safely and confidently.</p> <p>Discuss problems and how they might be solved as they arise.</p> <p>Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons.</p> <p>Join materials in different ways e.g. using sticky tape to attach materials, making simple joins when modelling with playdough.</p>	<p>they can use a range of tools competently, safely and confidently.</p> <p>Create collaboratively, sharing ideas, resources, and skills.</p> <p>Discuss problems and how they might be solved as they arise.</p> <p>Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function.</p> <p>Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons.</p>	<p>range of tools competently, safely and confidently.</p> <p>Discuss problems and how they might be solved as they arise.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Begin to show accuracy and care when drawing.</p> <p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Enjoy looking at and talking about art. Talk about their artwork, stating what they feel they did well.</p> <p>Select materials from a limited range that will meet simple design criteria.</p> <p>Explore and engage in music making and dance, performing solo or in groups, increasingly matching the pitch and tempo and following the melody.</p>
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					Share their creations, explaining the process they have used.	
	Explore different ways to use paint and a range of media according to their interests and ideas.	Explore different ways to use paint and a range of media according to their interests and ideas. Learn rhymes, poems and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	Explore different ways to use paint and a range of media according to their interests and ideas. Sing a range of well-known nursery rhymes and songs.	Explore different ways to use paint and a range of media according to their interests and ideas. Sing in a group or on their own, increasingly matching the pitch and following the melody.	Explore different ways to use paint and a range of media according to their interests and ideas. Create child-led 3D forms from natural materials.	Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.) Use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen, Say what they like and do not like about items they have made and attempt to say why. Begin to talk about their designs as they develop and identify good and bad points. Listen attentively, move to and talk about music, expressing their feelings and responses.

<p>Enhancements to Continuous Provision</p>	<p>Introduce Mondrian -looking at his work, introducing the concept of block colour, how he has only used Primary Colours and lines.</p> <p>Learning colours and colour mixing</p> <p>Colour sums</p> <p>Book hook – related stories around colour provoking art opportunities</p>	<p>Guy Fawkes- making splatter pictures</p> <p>Remembrance – creating own poppy</p> <p>Make simple lolly stick puppets for traditional stories</p> <p>Christmas cards – children design and make their own</p> <p>Christmas decorations exploring fastenings – stapler, glue, tape</p> <p>Advent calendars</p>	<p>Talking about the how to get water across the garden</p> <p>Woodwork – learn to use woodwork tools safely</p> <p>Make props for roleplay</p> <p>Simple soup – children chop vegetables and make soup</p>	<p>Outdoor art – painting, collage children make art on different scales using natural objects</p> <p>Painting to music</p> <p>Collage and transient art</p> <p>Landscape collage</p> <p>Wood work - scare crows, plant labels</p>	<p>Building a strong bridge</p> <p>Matisse- snail paintings</p> <p>Explore sculpture – creating large and small scale art</p>	<p>Comparing their art to others</p> <p>Woodwork</p> <p>Textiles – threading</p> <p>Junk modelling – design and make a boat to float</p>
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End of Reception year Early Learning Goals:

Creating with materials

- Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used
- Make use of props and materials when role playing characters in narratives and stories.

Being imaginative and expressive

- Invent, adapt and recount narratives and stories with peers and their teacher

- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music

In addition

Computing and Online Safety

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.</p> <p>Begin to verbally compose a basic instruction.</p> <p>Select and use a range of technology, including programming a simple toy.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function.</p> <p>Be able to log into a computer in school.</p> <p>Use a simple program (such as paint) to mark make including using a mouse.</p> <p>Discuss and identify information technology both in school and the wider world.</p> <p>Begin to understand why we use technology.</p> <p>I can recognise that there may be people online who could make someone feel sad, embarrassed, or upset.</p> <p>If something happens that makes me feel sad, worried, uncomfortable, or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.</p> <p>I can give examples of when I should ask permission to do something online and explain why this is important.</p> <p>I can identify ways that I can put information on the internet.</p> <p>I can describe ways that some people can be unkind online.</p> <p>I can offer examples of how this can make others feel.</p>					

	<p>I can describe how to behave online in ways that do not upset others and can give examples.</p> <p>I can talk about how to use the internet as a way of finding information online.</p> <p>I can identify devices I could use to access information on the internet.</p> <p>I can explain rules to keep myself safe when using technology both in and beyond the home.</p> <p>I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</p> <p>I can describe who would be trustworthy to share personal information with; I can explain why they are trusted.</p> <p>I can explain why work I create using technology belongs to me</p> <p>I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it').</p>
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