









Our Lady and St. Gerard's RC Primary School

Reception Curriculum Map Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	This is me, my family, my home 	This is what I like 	What is the weather? 	This is my Community 	This is me exploring the environment 	I learn about others 
Lines of Enquiry	Who am I? What do I look like? What is a family? Who is in my family? How is my family the same/different to other families? Who is special to me?	What is my favourite toy now and why? What toy did I used to like and why?	What are the signs of winter? (include different seasons) How do I keep warm? How do I keep cool? How do I keep dry?	What is a plant? What plants need to stay healthy What is a lifecycle? Who helps me in my community? Who helps me to stay safe? Which adults help me to stay healthy?	What is an environment? What is a minibeast? Which minibeasts are common in our local natural world?	How are other cultures the same/different? How is our country the same/different to other countries?
Curriculum Enrichment and Cultural Capital	Recycle Week (16.09-22.09) National Fitness Day (25.09) National Poetry Day (05.10)	Halloween (31.10) All Bonfire Night (05.11) Remembrance Day (11.11)	Epiphany (06.01) Chinese New Year (10.02) Valentine's Day (14.02)	World wildlife day (03.03) World Book day (07.03)	International Dance Day (29.04) Pentecost (19.05)	World Environment day (05.06) Father's Day (16.06)

	World Animal Day (04.10)	Diwali (12.11) Anti-Bullying Week (13.11-17.11) First Sunday of Advent (03.12) Hanukka (07-15.11)	Shrove Tuesday (13.02) Ash Wednesday (14.02)	British Science Week (08-17.03) Mother's Day (10.03) Palm Sunday (24.03) Maundy Thursday (28.03) Good Friday (29.03) Easter Sunday (31.03)		World Music day (21.06)
Special events/visitors	Fitness instructor visit Parent Stay and Play	Visit from Postman.		World Book Day	Minibeast visit	Talks from visitors from other cultures Visit to Recycling centre
Possible child-led themes/interests/lines of enquiry	All About Us Weather and Seasonal Change	Diwali Bonfire Night Remembrance Day The Nativity Story	Chinese New year Superheroes Transport and travel	Weather and Seasonal Change Easter Mini beasts and life cycles	Eid/Ramadan	Understanding other cultures Under the Sea Weather and Seasonal Change Seaside (past and present)
R.E – Come and See	Myself – Domestic Church and Family Welcome – Baptism/ Confirmation/ Belonging Birthday - Advent		Celebrating – Community Gathering – Eucharist Growing – Lent		Good News - Pentecost Friends – Reconciliation Our World	
Catholic Social Teaching	Rights and responsibilities Making the right choices We share all God's gifts Options for the poor and vulnerable Helping everybody to be happy by playing, sharing and learning together Using our gifts to help others	Family and community We are all different and we love and care for each other We love and look after each other because we are all brothers and sisters in God's family	The dignity of work Everybody's gifts are needed to build God's world When we build together, we can do much more	Stewardship Everybody's gifts are needed to build God's world When we build together, we can do much more	Solidarity and the common good We help each other We thank God for each other	Dignity of the human person We show our love for each other We thank God for loving us and our love for each other

<p>PSED</p>	<p>Statutory Framework - Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life</p>				
	<p>Me and My Relationships Talk about their own interests. Talk about their families. Talk about how they are the same or different to others. Share their favourite interests and objects. Talk about themselves positively. Listen to what others say and respond. Talk about the important people in their lives. Understand that we have different special people. Name key people outside of families that care for them. Talk about when they might feel unsafe or unhappy. Name the people who will help them. Notice when a friend is in need at school and help them. Describe different emotions. Explore how we feel at certain times or events. Identify ways to change feelings and calm down. Identify events that can make a person feel sad. Suggest ways in which they can help a friend who is sad. Choose ways to help themselves when they feel sad.</p> <p>Key vocabulary</p>	<p>Keeping Myself Safe Name things that keep their bodies safe. Name things that keep their bodies clean and protected. Think about how to recognise things that might not be safe. Make safe decisions about items they don’t recognise. Talk about what our bodies need to stay well. Name the safe ways to store medicine and who can give it to children (adults). Name some hazards and ways</p>	<p>Growing and Changing Name the different seasons and describe their differences. Explain the changes that occur as seasons change. Talk about how they have grown in resilience. To understand that animals and humans change in appearance over time. Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals). Make observations and</p>	<p>Valuing Difference Describe their own positive attributes. Share their likes and dislikes. Listen to and respect the ideas of others. Recognise the similarities and differences amongst their peers. Discuss why differences should be celebrated. Retell a story. Talk about their family, customs and traditions. Listen their experiences. Compare their own experiences with those of others. Recognise the similarities and</p>	<p>Rights and Responsibilities Name the special people in their lives. Understand that our special people can be different to those of others. Talk about why friends are important and how they help us. Identify ways to care for a friend in need. Identify ways to help others in their community. Identify ways in which they help at home. Recognise the importance of taking care of a shared</p>

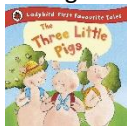
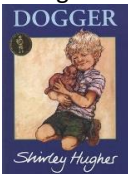
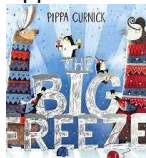
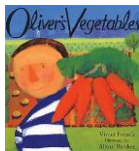
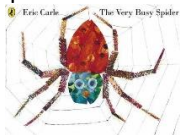
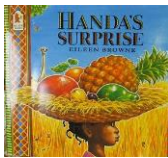
	<p>Different effort emojis family favourite feelings friends happy help helpful kind practice sad same special special people</p>	<p>to stay safe inside. Name some hazards and ways to stay safe outside. Show how to care for the safety of others. Name the adults who they can ask for help from, and will keep them safe. Recognise the feelings they have when they are unsafe. Talk about keeping themselves safe, safe touches and consent. Share ideas about activities that are safe to do on electronic devices. What to do and who to talk to if they feel unsafe online. Name the people in their lives who help to keep them safe. Name people in their community who help to keep them safe. Talk about</p>	<p>ask questions about living things. Retell a story and respond to questions about it. Use the language and describe the different life stages of: baby, child, teenager, adult, older age. Talk about their own experience of growing up. Explain that a baby is made by a woman and a man, and grows inside a mother's tummy. Understand that every family is different. Talk about similarities and differences between themselves and others. Talk about how they have changed as they have grown. Explain the differences</p>	<p>differences between their home and those of others. Talk about what makes their home feel special and safe. Be sensitive towards others. Suggest ways in which we can be kind towards others. Demonstrate skills to others talk about in cooperation with others. Show friendly behaviour towards a peer. Build relationships with others. Key vocabulary Different dislikes family favourite friendship home kind kindness likes new friend same special unkind</p>	<p>environment. Name ways in which they can look after their learning environment. Think about what makes the world special and beautiful. Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less. Talk about what can happen to living things if the world is not cared for. Recognise coins and other items relating to money. Identify the uses of money. Talk about why it's important to keep money safe. Identify ways to save money. Talk about why we save money. Key vocabulary</p>
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		<p>ways to keep themselves safe in their environment.</p> <p>Key vocabulary Address adult chemist cuddle detective doctor food fresh air grown up keep clean keep safe medicine safe sleep tell unsafe water worried</p>	<p>between babies, children, and adults. Understand that we are all unique. Name parts of the body (including reproductive parts) using the correct vocabulary. Explain which parts of their body are kept private and safe and why. Tell or ask an appropriate adult for help if they feel unsafe.</p> <p>Key vocabulary Adult autumn baby care child cycle family grow growing life cycles love old age private parts/places seasons spring summer teenager winter</p>		<p>buy caring cost electricity environment family friends helpful litter look after money pay pollution recycling responsibility safe place save</p>
<p>Communication and Language</p>	<p>Statutory Framework - The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners</p>				

will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

<p>Listening and Attention Show awareness of how to listen carefully and why listening is important.</p> <p>Understanding Understand and follow a simple set of instructions in a range of contexts.</p> <p>Speaking Speak clearly in sentences. Begin to speak in sentences using past, present and future tense when talking about themselves, activities, ideas and events. Take turns in conversations showing awareness of the listener</p>	<p>Listening and Attention Listens with enjoyment to fiction and non-fiction texts, songs, rhymes and poems.</p> <p>Understanding Understand and follow a simple set of 2-step instructions in a range of contexts.</p> <p>Speaking Use the joining words and/because during talk to extend ideas. Uses talk to clarify thinking and express their ideas and feelings. Describe events in some detail to peers or adults verbally.</p>	<p>Listening and Attention Maintains attention to an adult in a range of situations e.g. listening to a story, small group discussions.</p> <p>Understanding Understand a variety of sentence structures, including - negatives, - plurals - tenses.</p> <p>Speaking Orally recall events/ narratives in the correct sequence, using their own words and pictures to support. Ask questions to find out more and to check they understand what has been said to them.</p>	<p>Listening and Attention Maintains attention to their peers in a range of situations, e.g. paired talk, guided sessions, play based conversations, circle time games, forest school</p> <p>Understanding Understand and respond to what, where, when, who, why, how questions in different contexts, e.g. in response to stories, non-fiction, predictable interests, events and themes.</p> <p>Speaking Use talk to explain how things work and why things might happen. Use language of stories, rhymes and non-fiction to</p>	<p>Listening and Attention ELG 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.</p> <p>Understanding ELG 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.</p> <p>Speaking ELG 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 accurate use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
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				imagine and recreate ideas in different contexts.		
Physical Development	<p>Statutory Framework - Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives⁶. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>					
	<p>Gross Motor: Moving safely around the environment and begin to be aware of other children around them. Able to change speed and direction.</p> <p>Fine motor: Draw lines and circles using gross motor movements.</p>	<p>Gross motor: Ball skills- rolling, throwing and catching different size balls, kicking and dodging.</p> <p>Fine motor: Use one-handed tools correctly for example, making snips in paper. Eat independently and begin to learn how to use a knife and fork.</p>	<p>Gross Motor: Balance- children to use apparatus. Move along the apparatus in different ways such as walking backwards and sideways, crawling or sliding etc. Jump off an object and land appropriately. Choose the right resources to carry out their own plan e.g. choosing a spade to enlarge a small hole.</p> <p>Fine motor: Hold pencil between thumb and two fingers, no longer using whole hand grasp</p>	<p>Gross motor: Obstacle activities children moving over, under, through and around equipment Use large-muscle movements to wave flags and streamers, paint and make marks. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Fine Motor: Use one-handed tools correctly for example, making snips in paper</p>	<p>Gross motor: Begin to and increasingly be able to use and remember sequences and patterns of movements, which are related to music and rhythm (Dance). Match their developing physical skills to tasks and activities such as deciding whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Fine motor: Manipulate objects with good fine motor</p>	<p>Gross Motor: Team games to encourage children to use space effectively when playing racing games.</p> <p>Fine motor: Use a comfortable grip with good control when holding pens and pencils.</p>

					skills and shows control using equipment	
Fundamental Movement Skills	<p align="center">Start to perform fundamental skills at an emerging level</p> <p align="center">Travelling skills- Running fast, Hopping on both feet.</p> <p align="center">Sending skills –Roll a ball underarm, Underarm throw, Overarm throw, Bounce a ball</p> <p align="center">Receiving skills - Catch a large ball</p>					
Literacy	<p>Statutory Framework - It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
Unit and Skills Narrative	<p>Text: The Three Little Pigs</p>  <p>Oral outcome: to retell the original simple version of the story.</p> <p>Written Outcome: Speech bubbles</p>	<p>Text: Dogger – Shirley Hughes</p>  <p>Oral outcome: to use the story to give reasons for their favourite toy.</p> <p>Written Outcome: words and phrases to describe toys.</p>	<p>Text: The Big Freeze – Pippa Curnick</p>  <p>Oral outcome: to use the vocabulary in the story in descriptive sentences.</p> <p>Written Outcome: To write comparative words and phrases to describe the summer weather and winter weather in the book.</p>	<p>Text: Oliver's Vegetables – Vivien French</p>  <p>Oral outcome: to retell abridged version of the story.</p> <p>Written Outcome: An innovated version (of other fruit and veg) of what Oliver has found. 'He dug....'</p>	<p>Text: The Very Busy Spider – Eric Carle</p>  <p>Oral outcome: to add to the story using their own ideas.</p> <p>Written Outcome: To write words, phrases and captions using their own ideas based on the story.</p>	<p>Text: Handa's Surprise – Eileen Browne</p>  <p>Oral outcome: to act out the story</p> <p>Written Outcome: to write a letter to Akeyo.</p>
Vocabulary	Straw	Old	Winter	Vegetables	Spider	Banana

	<p>Bricks Twigs House Build Wolf Roof Chimney Frightened Trick Family</p>	<p>New Hard Soft Cuddly Kind Big Teddy Worn Flopped Fond</p>	<p>Teamwork Freeze Cold Jumper Woolly Skating Snowballs Party Hot chocolate Ice Icicles Winter melting Hot boiling Summer sweaty</p>	<p>Dig Dug Garden Beetroot Rhubarb Salad Spinach Cabbage Pea plant Slug snail</p>	<p>Web Fly Spin Spinning Cow Horse Pig Dog Cat Farm Farmyard Minibeast</p>	<p>Guava Pineapple Avocado Passion-fruit Tangerine Monkey Ostrich Zebra Elephant Giraffe Antelope Parrot Goat</p>
<p>Unit and Skills Non-Fiction</p>	<p>Text: All about me book</p> <p>Oral outcome: learning and using new vocabulary linked to the body</p> <p>Written outcome: Labelling body parts</p> <p>Experience: Explore the classroom, school and different homes.</p> <p>Oral outcome: learning and using new vocabulary linked to homes.</p>	<p>Text: Celebrations (Diwali)</p> <p>Oral outcome: to recall instructions on how to make a Diva lamp</p> <p>Written Outcome: sequencing images and applying phonics knowledge</p>	<p>Text: Whatever the weather – Karen Wallace</p> <p>Oral outcome: to discuss and describe the weather in the book and their preferences for the weather.</p> <p>Written outcome: To write labels and captions to describe the weather.</p>	<p>Text: A range of different posters about keeping healthy (body/teeth)</p> <p>Oral outcome: learn and use new vocabulary linked to keeping healthy</p> <p>Written Outcome: Design their own poster using their knowledge of keeping healthy</p>	<p>Text: Usborne beginners – Spiders</p> <p>Oral outcome: To use the vocabulary learned from the book in context when retelling facts about spiders.</p> <p>Written Outcome: To design a poster of facts about spiders with labels and some captions.</p>	<p>Text: A is for Africa – Ifeoma Onyefulu</p> <p>Oral outcome: To learn and use vocabulary from the information book to describe Africa.</p> <p>Written Outcome: To pick out parts of the book to create a glossary.</p>

	Written outcome: labelling features of homes					
Unit and Skills Poetry and Rhyme	Text: There was an old woman who lived in a shoe (nice version) Explore different interactive versions. Oral outcome: join in using words and actions	Text: Each Peach Pear Plum – Janet and Allen Ahlberg Oral outcome: Join in with the repeated phrases	Text: Weather poems Oral outcome: to anticipate the rhyme Written Outcome: to use their phonetic knowledge to write words that would fit the rhyme in a weather poem.	Text: Don't put your finger in the jelly Nelly! – Nick Sharratt Oral outcome: to think of alternative rhymes for the story and then their own. Written Outcome: to write their own food related nonsense rhyme.	Text: Incey Wincey Spider Oral outcome: To know the rhyme and then innovate their own spider rhyme using small changes from the original. Written Outcome: to create a short rhymes based on the original 'Incey Wincey Spider'	Text: Reduce, Reuse Recycle poem/song Oral outcome: To be perform the poem with actions Written Outcome: To create posters for around school for World Environment Day
Link Texts and Rhymes	 <p>Fiction - Funnybones by Janet and Allen Ahlberg</p> <p>Peepo by Janet and Allen Ahlberg</p>	 <p>Fiction - Chapatti Moon – Pippa Goodhart</p> <p>Whatever Next? – Jill Murphy</p> <p>Non-fiction – Toys Around the World</p>	 <p>Fiction - The Great Explorer by Chris Judge</p> <p>Non-fiction - North Pole/ South Pole</p>	 <p>Oliver's Fruit Salad – Vivien French</p> <p>Non-fiction – Out and about – Sophia Danielsson-Waters</p> <p>Supertato – Sue Hendra</p>	 <p>Superworm – Julia Donaldson</p> <p>The Very Hungry Caterpillar – Eric Carle</p> <p>The Grumpy Ladybird – Eric Carle</p>	 <p>Fiction – Maisy goes to London – Lucy Cousins</p> <p>You Choose – Pippa Goodhart</p>

	<p>Non-fiction - Boris's Body by Spike Gerrell My 5 senses by Alik</p> <p>You choose book (homes page)</p> <p>Big books on homes and bodies</p> <p>Non-fiction - What can see in Autumn? - Sian Smith.</p>	<p>The Paper Dolls - Julia Donaldson.</p> <p>The Jolly Christmas postman – Janet Ahlberg</p>		<p>Non-fiction - Life cycles- tadpole to frog.</p> <p>Non-fiction – Life cycles – caterpillar to butterfly</p>	<p>The quiet Cricket – Eric Carle</p> <p>Ten Busy Whizzy Bugs</p> <p>Non-fiction – Minibeasts - Siobhan Hardy</p>	<p>Look out! And Dot and Dan's trip – Katie Dale</p> <p>Grandma comes to stay - Ifeoma Onyefulu</p>
<p>Literacy (phonics) Bug Club</p>	<p>Phase 2 Units 1 & 2 s, a, t, p, i, n, m, d Phase 2 Unit 3 g, o, c, k Common Irregular Words/ High-frequency Words to</p>	<p>Phase 2 Unit 4 ck, e, u, r Common Irregular Words/ High-frequency Words the, no, go Phase 2 Unit 5 h, b, f, ff, l, ll, ss Common Irregular Words/ High-frequency Words l, into, her</p>	<p>Phase 3 Unit 6 j, v, w, x Common Irregular Words/ High-frequency Words me, be Phase 3 Unit 7 y, z, zz, qu Common Irregular Words/ High-frequency Words he, my, by, she</p>	<p>Phase 3 Unit 8 ch, sh, th, ng Common Irregular Words/ High-frequency Words They Phase 3 Unit 9 ai, ee, igh, oa, oo (long), oo (short) Common Irregular Words/ High-frequency Words we, are</p>	<p>Phase 3 Unit 10 ar, or, ur, ow, oi Common Irregular Words/ High-frequency Words You Phase 3 Unit 11 ear, air, ure, er Common Irregular Words/ High-frequency Words all, was, give, live</p>	<p>Phase 4 Unit 12 adjacent consonants consolidation (cvcc, ccvc, ccvcc, cccvc, cccvcc) Common Irregular Words/ High-frequency Words said, have, like, so, do, some, come, were, there, little, one, when, out, what</p>
<p>Mathematics</p>	<p>Statutory Framework - Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including</p>					

	<p>shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
	<p>White Rose Counting out loud Counting in correspondence Matching and sorting Comparing amounts Comparing size, mass and capacity Making simple patterns</p>	<p>White Rose Representing numbers to 5 Comparing numbers to 5 Composing numbers to 5 Identifying 2D shapes Using positional language Identifying one more and one less</p>	<p>White Rose Identifying 0 Comparing numbers to 8 Composing numbers to 8 Comparing mass Comparing capacity Making pairs Combining two groups</p>	<p>White Rose Length and height Time Comparing numbers to 10 Number bonds to 10 3D Shapes Repeating patterns</p>	<p>White Rose Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning Adding more Taking away Shape arrangements</p>	<p>White Rose Doubling Sharing and grouping Even and odd Positioning Patterns Maps and directions</p>
<p>The Natural World</p>	<p>Statutory Framework for Understanding the World - Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
	<p>Humans Describe people who are familiar to them and learn about how to take care of themselves.</p> <p>Seasonal changes Play and explore outside in all seasons and in different weather. Observe living things throughout the year</p>	<p>Sound Listen to sounds outside and identify the source. Make sounds.</p> <p>Forces Explore how to change how things work Explore how the wind can move objects Explore how objects move in water</p> <p>Seasonal changes</p>	<p>Animals excluding humans Name and describe animals that live in different habitats. Describe different habitats.</p> <p>Seasonal changes Play and explore outside in all seasons and in different weather. Observe living things throughout the year.</p>	<p>Living things and their habitats Explore the plants in the surrounding natural environment. Explore the animals in the surrounding natural environment. Explore plants and animals in a contrasting natural environment.</p> <p>Seasonal changes</p>	<p>Light Explore shadows Explore rainbows</p> <p>Earth and Space Learn about the Earth, Sun, Moon, planets and stars. Learn about space travel.</p> <p>Seasonal changes Play and explore outside in all seasons and in different weather.</p>	<p>Materials, including changing materials Explore a range of materials, including natural materials. Make objects from different materials, including natural materials. Observe, measure and record how materials change when heated and cooled. Compare how materials change</p>

		<p>Play and explore outside in all seasons and in different weather.</p> <p>Observe living things throughout the year</p>		<p>Play and explore outside in all seasons and in different weather.</p> <p>Observe living things throughout the year</p>	<p>Observe living things throughout the year</p>	<p>over time and in different conditions.</p> <p>Seasonal changes</p> <p>Play and explore outside in all seasons and in different weather.</p> <p>Observe living things throughout the year</p>
<p>People, Cultures and Communities</p>	<p>Locational Knowledge</p> <p>Draw information from a simple map</p> <p>Make observations about the characteristics of places (in stories, photographs or in the school grounds/local area).</p> <p>To know the name of their school and the place where they live. Understand that some places are special to members of their community.</p> <p>Human and Physical Geography</p> <p>To know that the terms Spring, Summer, Autumn and Winter are used to describe the season. To know some of the key</p>	<p>Human and Physical Geography</p> <p>To know that the terms Spring, Summer, Autumn and Winter are used to describe the season. To know some of the key characteristics of each season.</p> <p>To know that there are four seasons in a year marked by certain weather conditions and observe the weather across the seasons.</p>	<p>Place Knowledge</p> <p>Discuss how environments in stories and images are different to the environment they live in.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction</p>	<p>Plants</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Human and Physical Geography</p> <p>To know that the terms Spring, Summer, Autumn and Winter are used to describe the season. To know some of the key characteristics of each season.</p> <p>To know that there are four seasons in a year marked by certain weather conditions and</p>	<p>Human and Physical Geography</p> <p>To know that the terms Spring, Summer, Autumn and Winter are used to describe the season. To know some of the key characteristics of each season.</p> <p>To know that there are four seasons in a year marked by certain weather conditions and observe the weather across the seasons.</p>	<p>Geographical skills and fieldwork</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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> <p>To know that a map is a picture of a place. To know some vocabulary to describe directions, even if used</p>

	<p>characteristics of each season. To know that there are four seasons in a year marked by certain weather conditions and observe the weather across the seasons.</p>		<p>texts and – when appropriate – maps. 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.</p> <p>Human and Physical Geography To know that the terms Spring, Summer, Autumn and Winter are used to describe the season. To know some of the key characteristics of each season. To know that there are four seasons in a year marked by certain weather conditions and observe the weather across the seasons.</p>	<p>observe the weather across the seasons.</p>		<p>inaccurately (e.g near, far, next to, close, behind)</p> <p>Ask questions about the world around them.</p> <p>Human and Physical Geography To know that the terms Spring, Summer, Autumn and Winter are used to describe the season. To know some of the key characteristics of each season. To know that there are four seasons in a year marked by certain weather conditions and observe the weather across the seasons.</p>
Past and Present	<p>Chronological Awareness Beginning to sequence events when describing them (e.g.</p>	<p>Similarities and differences Beginning to recognise similarities and differences between</p>	<p>Sources of evidence Using photographs and stories to compare the past with the present day.</p>	<p>Change and continuity To know that the environment around</p>	<p>Substantive Concepts To know that in fairytales kings/queens are</p>	<p>Cause and consequence Experiencing cause and effect in play - achieve through</p>

	<p>daily routines, events in a story) Recognising that some stories are set a long time ago. Recognising significant dates for them (birthday). Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, “when I was in nursery...”) Recounting activities that happened in their past using photos as a prompt.</p> <p>Historical significance Recalling special people in their own lives. To know the names of people that are significant to their own lives.</p>	<p>the past and today. Using photographs and stories to compare the past with the present day.</p>	<p>Using stories and non-fiction books to find out about life in the past. To know that stories and books can tell us about the past. To begin to understand that the past can be represented in photographs and drawings. Link to transport - How has transport changed over time? How did people used to travel around before cars and vehicles?</p>	<p>us changes as time passes.</p>	<p>usually important, powerful people who rule over others. To recognise some interests and achievements from their own lives and the lives of their families and friends.</p>	<p>continuous provision. Communicating findings by pointing to images and using simple language to explain their thoughts.</p>
<p>Expressive Arts and Design</p>	<p>Statutory Framework for Expressive Arts and Design - The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>					
	<p>Art</p>	<p>DT Mechanisms</p>	<p>Art Craft and Design</p>	<p>DT</p>	<p>Art</p>	<p>DT Textiles</p>

	<p>Mark-making and drawing</p> <p>Explore mark making using a range of drawing materials. Investigate marks and patterns when drawing. Identify similarities and differences between drawing tools. Investigate how to make large and small movements with control when drawing. Practise looking carefully when drawing. Combine materials when drawing. Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces)</p>	<p>Pop up Christmas cards. Discussing what a good design needs. Designing a simple pattern with paper. Designing a Christmas card. Choosing from available materials. Developing fine motor/cutting skills with scissors. Exploring fine motor and joining with a variety of materials. Reflecting on a finished product and comparing to their design. To know that a design is a way of planning our idea before we start.</p> <p>Art</p> <p>Sculpture and 3D</p> <p>Explore the properties of clay. Use modelling tools to cut and shape soft materials eg. playdough, clay. Select and arrange natural materials to make 3D artworks. Talk about colour, shape and texture and explain</p>	<p>Explore differences when cutting a variety of materials. Investigate different ways of cutting eg. straight lines, wavy lines, zig-zags. Follow lines when cutting. Experiment with threading objects, holding equipment steady to do so. Explore techniques for joining paper and card eg stick, clip, tie, tape. Apply craft skills eg. cutting, threading, folding to make their own artworks. Design something on paper ready to make in three dimensions. Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome.</p>	<p>Cooking and Nutrition</p> <p>Cutting and mixing fruit (fruit salad) Chopping fruit with support. Tasting the fruit and giving opinions. Describing some of the following when tasting food: look, feel, smell and taste. To know that fruit is grown. To recognise and name some common fruits. To know that different fruit taste different. To know that eating fruit is good for us.</p>	<p>Painting and mixed media</p> <p>Explore paint, using hands as a tool. Describe colours and textures as they paint. Explore what happens when paint colours mix. Make natural painting tools. Investigate natural materials eg paint, water for painting. Explore paint textures, for example mixing in other materials or adding water. Respond to a range of stimuli when painting. Use paint to express ideas and feelings. Explore colours, patterns and compositions when combining materials in collage. Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials</p>	<p>Explore joining techniques. Weaving. Junk modelling Designing a junk model boat. Using knowledge from exploration to inform design Making predictions about, and evaluating different materials to see if they are waterproof. Making predictions about, and evaluating existing boats to see which floats best. Testing their design and reflecting on what could have been done differently. Investigating the how the shapes and structure of a boat affect the way it moves. To know that 'waterproof' materials are those which do not absorb water.</p>
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		<p>their choices. Plan ideas for what they would like to make. Problem-solve and try out solutions when using modelling materials.</p> <p>Develop 3D models by adding colour.</p> <p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome.</p> <p>Begin to develop observational skills (for example, by using mirrors to include the main features of faces.)</p>			to create child-led art with no set outcome.	To know that some objects float and others sink.
<p><i>Continuous provision includes a variety of resources for children to access freely. Paint, scissors, glue, colouring pencils, collage materials and junk modelling is always within the provision to develop their skills.</i></p>						
Music from Charanga						
	<p>Me! explore: growing, homes, colour, toys, how I look</p>	<p>Christmas Production</p>	<p>My Stories explore: using your imagination, Christmas, Festivals, Fairies, Pirates, Treasure,</p>	<p>Everyone! explore: family, friends, people and music from around the world</p>	<p>Our World explore: animals, jungle, minibests, night and day, sand and water, seaside,</p>	<p>My Musical Heartbeat Musical Activities - learn about the interrelated dimensions of music</p>

			Superheroes, Let's pretend, Once upon a time		seasons, weather, sea, space	through singing, improvising and playing classroom instruments
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