

Curriculum Overview Year Reception

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Focus Topic	Little Me, Big World	Terrific Tales!	Go on an adventure!	Come outside!	The Amazing Animals Around us!	Wonderful Water
General Themes NB: These themes may be adapted at various points to allow for children's interests to flow through the provision	Starting school/My new class People who help us My Family	Traditional Tales Little red hen – Harvest Gingerbread man – cooking History - Diwali	Vehicles past & present Around the town Where do we live/travel to in the Uk/World Design your own transport	Life cycles/Plants & flowers Mini beasts Planting seeds History of Alma Thomas (Artist)	Farms in UK Tanzania Class pets Eid/Ramadan	Changing Me Changing states of matter Healthy me Blue planet – David Attenborough
Possible Texts	Owl Babies (Lit) Pete the cat – starting school (Lit) Little red hen (Lit) The big book of families (UTW) Rosie's Walk (Maths) 1's poems to read aloud and perform.	Gingerbread man (Lit & UTW) Stick man (Lit) Room on the broom Little Red Riding Hood Leaf Man (UTW & EAD) Window – Jeanie Baker (UTW)	Mr Gumpy's Motor car (Lit & UTW) The naughty bus (Lit & UTW) Town Mouse and Country Mouse The Three Billy Goats Gruff (Lit) Whatever Next (Lit) Ada Twist (science) Rosie Revere Engineer (science) The train ride (UTW)	Jack and the beanstalk (Lit) Supertato (Lit) Spinderella, the very busy spider Super worm Festival of colours (UTW) The Tiny seed (UTW)	Farmer Duck (Lit) Old mikanba had a farm We all went on a safari We're going on a lion hunt The Tiger That Came To Tea Jeanie baker - Circle Proudest Blue (UTW) Handa's Hen Monja means one Africa, Aamazing Africa	Above and Below (Lit) Growing Frogs (Lit) Here We Are (Ecological/UTW). The snail and the whale Who Swallowed Stanley (UTW) The Ugly duckling Pirate book

Visits			Steam Museum (same/different – now/then)		Farm trip – Farmer Gows (growing and drawing animals & exploring Longcot village (past + present) Visit to a Temple/Mosque – what is it like to live in Swindon	Lydiard park (historical house, woods, same/different compared to Queen’s park & observation drawing) Visit to local library
Walks	School (orientation indoors and outdoors → outdoors) & (labelling the building and outside)	Queens park Autumn welly walk (Taking photos for sequencing) Observe our school seasons tree (Autumn)	Observe our school seasons tree – Winter Walk to Swindon train station via Bus station (explore roles of workers & key photos for sequencing) School grounds walk	Queens park Spring welly walk (Taking photos for sequencing & what’s the same, what’s different) Observe our school seasons tree – Spring (observational tree drawing) Country Ground -map - linear	Walk to local Temple/Mosque	Observe our school seasons tree – Summer (observational drawings) Visit to library (key photos for sequencing)
Visitors	Visit from PCSO’s & Fire Fighters (compare to photos of the past) First visit from a baby	Diwali – parent/grandparent visitor Christmas – parent/grandparent visitor	Visit from librarian (what is their role)	Second visit from a baby Art gallery – Art on tour (Swindon Museum & art gallery)	Parent visitors - Food tasting – different cultures Visits from pets i.e., dog & rabbit	Dentist/Dental nurse (role of a dentist) Final visit from a baby
History/events		Diwali Remembrance Day Christmas & Christmas song performance Guy Fawkes/bonfire night Cooking – Gingerbread Men	Lunar New Year	Mother’s Day Easter - egg hunt Planting seeds	Ramadan Eid	Father’s Day Water/Ice Experiments (floating/sinking). Summer party day

<p>Communication and Language</p> <p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Word Aware 2 , EYFS productions, assemblies and weekly interventions.</p>	<p>Listening and attention: Listen to others in one-to-one or small groups, when conversation interests them.</p> <p>Understanding: Understands use of objects (e.g. Which one do we cut with?).</p> <p>Speaking: Be able to use language in recalling past experiences. Retell a simple past event in correct order (e.g. went down slide, hurt finger). Talk more extensively about things that are of particular importance to them.</p>	<p>Listening and attention: Listen to familiar stories with increasing attention and recall.</p> <p>Understanding: Show an understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture.</p> <p>Speaking: Beginning to use more complex sentences to link thoughts (e.g. using and, because). Use talk to explain what is happening and anticipate what might happen next. Question why things happen and give explanations. Asks e.g. who, what, when, how.</p>	<p>Listening and attention: Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</p> <p>Understanding: Respond to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box.</p> <p>Speaking: Beginning to use a range of tenses (e.g. play, playing, will play, played). Use intonation, rhythm and phrasing to make the meaning clear to others. Build up vocabulary that reflects the breadth of their experiences.</p>	<p>Listening and attention: Focusing attention – can still listen or do, but can change their own focus of attention. Is able to follow directions (if not intently focused).</p> <p>Understanding: Beginning to understand why and how questions. Understand a range of complex sentence structures including negatives, plurals and tense markers.</p> <p>Speaking: Use talk in pretending that objects stand for something else in play, e.g. This box is my castle. Use language to imagine and recreate roles and experiences in play situations.</p>	<p>Listening and attention: Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity.</p> <p>Understanding: Beginning to understand humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props.</p> <p>Speaking: Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Introduce a storyline or narrative into their play.</p>	<p>Listening and attention: May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span.</p> <p>Understanding: Listen and responds to ideas expressed by others in conversation or discussion -Understand questions such as who; why; when; where and how.</p> <p>Speaking: Link statements and sticks to a main theme or intention. Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>
<p>Personal, Social and Emotional Development</p>	<p>Making relationships: Seek out companionship with adults and other children, sharing experiences and play ideas.</p>	<p>Making relationships: Uses their experiences of adult behaviours to guide their social relationships and interactions Shows increasing consideration of other people’s needs and gradually more impulse control in favourable conditions.</p>	<p>Making relationships: Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others’ play.</p>	<p>Making relationships: Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others’ thinking - Is increasingly flexible and cooperative as they are more able to understand other people’s needs, wants and behaviours.</p>	<p>Making relationships: Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves or with support. Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations.</p>	<p>Making relationships: Is proactive in seeking adult support and able to articulate their wants and needs.</p>

<p style="text-align: center;">Jigsaw</p>	<p>Sense of Self: Becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers.</p> <p>Understanding Emotions: Express a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt. Talk about how others might be feeling and respond according to their understanding of the other person's needs and wants.</p> <p>Being Me In My World -Knowing we are similar & different. -Start to recognise and manage my feelings. - Understand why it is good to be kind and use gentle hands - Start to understand children's rights -Learning what being responsible means -Enjoy working with others.</p>	<p>Sense of Self: Is sensitive to others' messages of appreciation or criticism. Enjoys a sense of belonging through being involved in daily task.</p> <p>Understanding Emotions: Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings. Understand that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions.</p> <p>Celebrating Differences -Identify something I am good at. - Understand that being different makes us all special. -Explain how to be a kind friend. -Know which words to use to stand up for myself.</p>	<p>Sense of Self: Is aware of being evaluated by others and begin to develop ideas about themselves. Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things/social situations and being able to express their needs and ask adults for help.</p> <p>Understanding Emotions: Understand their own and other people's feelings, offering empathy and comfort. -Talks about their own and others' feelings and behaviour and its consequences.</p> <p>Dreams and goals -Understand that if I persevere then I can tackle challenges. -I can set a goal and work towards it. -I can use kind words to encourage people. -I can say how I feel when I achieve a goal and know what it means to feel proud.</p>	<p>Sense of Self: Recognises that they belong to different communities and social groups, communicating freely about own home and community. Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination.</p> <p>Understanding Emotions: Attempt to repair a relationship or situation where they have caused upset and understands how their actions impact other people. Is more able to manage their feelings and tolerate situations in which their wishes cannot be met.</p> <p>Healthy Me -Understand that I need to exercise to keep my body health. -Understand how moving and resting are good for my body. -Know which foods are healthy and not so healthy. -I know how to help myself go to sleep and understand why it is good for me. -I can wash my hands. -I know what a stranger is and how to stay safe.</p>	<p>Sense of Self: Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar groups. Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms.</p> <p>Understanding Emotions: Seeks support, "emotional refuelling" and practical help in new or challenging situations. Is aware of behavioural expectations and sensitive to ideas of justice and fairness.</p> <p>Relationships -I can identify some of the jobs I do in my family. -I know how to make friends. -I can think of ways to solve problems. I am starting to understand the impact of unkind words. -I can use Calm Me time to manage my feelings. -I know how to be a good friend.</p>	<p>Sense of Self: Has a clear idea about what they want to do in their play and how they want to go about it. Shows confidence in choosing resources and perseverance in carrying out a chosen activity.</p> <p>Understanding Emotions: Seek ways to manage conflict, for example through holding back, sharing, negotiation and compromise.</p> <p>Changing Me -I can name parts of the body. - I can tell you some things I can do and food I can eat to be healthy. - I understand that we all grow from babies to adults. - I can express how I feel about moving to Y1. -I can share my best memories from Reception.</p>
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Physical Development	Balanceability	Balanceability	Balanceability	Balanceability	Balanceability	Balanceability
Gross Motor	Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Climb and walk down steps/stairs using alternate feet. Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and wheelbarrows, prams and carts. Can balance on one foot or in a squat momentarily, shifting body weight to improve stability.	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics/Balance.	Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Obstacle activities children moving over, under, through and around equipment. Opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance.	Races / team games involving gross motor movements Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
Fine Motor	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Threading, cutting, weaving, plasticine, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Teach and model correct letter formation.	Threading, cutting, weaving, plasticine, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, plasticine, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control and intention.	Threading, cutting, weaving, clay, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Threading, cutting, weaving, clay, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego
Literacy Comprehension	- Listens to and joins in with stories and poems, when reading one-to-one and in small groups.	- Talks about events and principal characters in stories and suggests how the story might end.	-Begins to be aware of the way stories are structured, and to tell own stories. -Knows that print carries meaning and, in English, is	- Shows awareness of rhyme and alliteration. - Recognises rhythm in spoken words, songs, poems and rhymes.	-Describes main story settings, events and principal characters in increasing detail.	-Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode

<p>Word Reading</p>	<p>-Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. -Looks at and enjoys print and digital books independently.</p> <p>Hear general sound discrimination and be able to orally blend and segment.</p>	<p>-Shows interest in illustrations and words in print and digital books and words in the environment. - Recognises familiar words and signs such as own name, advertising logos and screen icons.</p> <p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception in line with Rocket Phonics.</p>	<p>read from left to right and top to bottom. -Handles books and touch screen technology carefully and the correct way up with growing competence.</p> <p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception wrds in line with Rocket Phonics.</p>	<p>-Enjoys an increasing range of print and digital books, both fiction and non-fiction.</p> <p>Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>- Re-enacts and reinvents stories they have heard in their play. -Knows that information can be retrieved from books, computers and mobile digital devices.</p> <p>Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text. - Recall the main points in text in the correct sequence, using own words and include new vocabulary. -Talk about themes of simple texts e.g. perseverance, good v evil.</p> <p>Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.</p>
<p>Phonics (Rising Stars – Rocket Phonics)</p>	<p>S, a, t, l, p, n, m, d, g, o, c /k/, k. CEW: l, the, go, to, no, into.</p>	<p>Ck /k/, e, u, r, h, b, f, l, ll, ss. CEW: l, the, go, to, no, into.</p>	<p>J, v, w, x, y, z, qu. CEW: he, she, we, me, be, was, my, you, her, they, all, are.</p>	<p>ch, sh, th, ng, ai, ee, ugh, oa, oo, oo. CEW: he, she, we, me, be, was, my, you, her, they, all, are.</p>	<p>ar, or, ur, ow, oi, ear, air, ure, er. CEW: some, one, said, come, do, so, were, when, have, there, out, like, little, what.</p>	<p>Wh, ph, ay, a_e, a, e_e, ie, ea. CEW: some, one, said, come, do, so, were, when, have, there, out, like, little, what.</p>
<p>Writing</p>	<p>-Makes up stories, play scenarios, and drawings in response to experiences, such as outings. -Sometimes gives meaning to their drawings and paintings. - Begins to make letter-type shapes to represent the initial sound of their name and other familiar words.</p>	<p>- Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right. -Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words. - write their name copying it from a name card or try to write it from memory.</p>	<p>-Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together. -Gives meaning to the marks they make as they draw, write, paint and type</p>	<p>-Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name. - use writing in their play.</p>	<p>-Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats. Use familiar words in their writing.</p>	<p>- Beginning to write some high frequency words from memory. - Many words are phonetically plausible so adults can read some of their work. -Writes simple captions/sentences. -Starting to use some finger spaces. - Writing may include capital letters and full stops.</p>

			using a keyboard or touch-screen technology. - use appropriate letters for initial sounds.		Write short sentences with words with known letter-sound correspondences.	
Maths	<ul style="list-style-type: none"> - Sing a range of counting songs - Understand/recognise numbers 1-5. - Count from 1-10. - count back from 10-1. - Subitise dice patterns 1-6. - subitise 1-5 on tens frames and Numicon. - Use resources to find one more and one fewer to 5. - Begin to use the sentence stems 'bigger than', 'smaller than', 'fewer than' and 'more than'. 	<ul style="list-style-type: none"> - Play subitising games using dice and snap cards. - make amounts 6-10 using tens frames using '5 wise' patterns. - Recognise Numicon shapes 1-10. - Compare Quantities to 5. - Understand/recognise numbers 6 -10. - Count from 1-20. - Count backwards 10-0. - Recognise 1-10 on two tens frames and Numicon and order them. - Count & create sets of objects to 10. - 1 more and 1 fewer to 7. 	<ul style="list-style-type: none"> - Subitise non-standard dot patterns 1-5. - Explore numbers hiding in other numbers. - Add and subtract numbers using tens frames & Numicon. - 'Real life' addition and subtraction problems up to 5. - Count from 1-20. - Count backwards 10-0. - Explore 'wholes' and 'parts'. - Explore 3D shapes in the environment through walks etc. - Compare using the sentence stems 'taller than' and 'shorter than'. 	<ul style="list-style-type: none"> - Continue adding and subtracting on two tens frames. - Match numerals to tens frames. - 'Real life' addition and subtraction problems up to 5. - Explore odds and evens using Numicon. - Count from 1-30. - Count in 1's to 20 from a given number. - Find sets of 1-10 things using pictures and in the environment. - Partition sets. - Sing 2D and 3D shape songs. 	<ul style="list-style-type: none"> - Sing double songs 'Mr double trouble' etc. - Subitising talk i.e. 'I can see 3 red dots and 1 blue dot'. - Use tens frames and Numicon to double numbers 1-5. - Use tens frames to halve numbers to 10. - Identify odd and even numbers as part of routines/environment. - Explore how 9 and 10 can be made using two Numicon shapes. - Subtract numbers 1-5 from Numicon shapes. - Count from 1-30. - Count backwards 20-0. - Explore how 10 can be partitioned into two sets. - Use Numicon and tens frames to halve (2, 4, 6, 8 & 10). - Order objects according to height and length. 	<ul style="list-style-type: none"> - Make numbers 16-20 using tens frames and Numicon. - Make 1 more and 1 fewer using tens frames up to 20. - Practice writing digits 0-9, mostly formed correctly. - Order Numicon shapes 1-20 and 20-1. - Compare quantities 1-20 using language 'greater than, larger than & smaller than'. - Count in 1's from 1-50. - Count back in 1's from 20-0. - Count in 10's from 0-100. - Explore fact families. - Tell/answer 'first, then and now' stories. - Write addition and subtraction number sentences. - Reasoning and problem-solving activities.
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>UTW: Geography /History</p> <p>UTW: Mapping</p> <p>Classes to include maps of Swindon & Atlas/globes</p>	<p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Talk about members of their immediate family and community. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families.</p> <p>School (orientation indoors and outdoors → outdoors) & (labelling the building and outside).</p> <p>Visit from PCSO's & Fire Fighters (compare to photos of the past). Display a world map and label where children's families are from.</p> <p>Scaling: - Mini me (photos taken from the same spot for accurate scale).</p>	<p>Share different cultures versions of famous fairy tales. To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</p> <p>Queens park Autumn welly walk (Taking photos for sequencing, discussing houses etc).</p> <p>Observe our school seasons tree (Autumn).</p> <p>Collection of toys from the past.</p> <p>Show photos of how Christmas used to be celebrated in the past.</p> <p>Discuss photos taken from walk to and from Queens park and photos of Queens park.</p>	<p>Listening to stories and placing events in chronological order. Look at the difference between transport in this country and one other country. Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found.</p> <p>Observe our school seasons tree – Winter.</p> <p>Walk to Swindon train station via Bus station (explore roles of workers & key photos for sequencing).</p> <p>School grounds walk.</p> <p>Visit to Steam Museum – same/different & now/then.</p> <p>Discuss photos taken of landmarks /buildings on route to Swindon train station. Sequence photos.</p>	<p>The festival of colours to explore a different counties.</p> <p>Queens park Spring welly walk (Taking photos for sequencing & what's the same, what's different).</p> <p>Observe our school seasons tree – Spring (observational tree drawing).</p> <p>Country Ground -map – linear. Make a linear map of route to county ground i.e. school-Lidl-fire station-country ground.</p>	<p>Share non-fiction texts that offer an insight into contrasting environments.</p> <p>Can children make comments on the weather, culture, clothing, housing.</p> <p>Farm trip – Farmer Gows (growing and drawing animals & exploring Longcot village (past + present).</p> <p>Visit/walk to a Temple/Mosque – what is it like to live in Swindon.</p> <p>Make a circular map of farm.</p> <p>Programme Beebot to move around a simple route.</p>	<p>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play (compare local pond to lake, sea etc).</p> <p>Lydiard park (historical house, woods, same/different compared to Queen's park & observation drawing).</p> <p>Observe our school seasons tree – Summer (observational drawings).</p> <p>Make a map of Lydiard park/route through Lydiard park.</p> <p>Re-read 'My map book' look at map of my heart.</p>
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<p>UTW: Science</p>	<p>- small world resources (scales versions of real life objects) - Read 'My Map Book'. - Read journey books 'Pete the cat' and 'Roses walk'. Perspective: -Look at things from up high. -Look at things far away.</p> <p>Make toast for snack (changing states).</p> <p>Serve cereal for snack - what happens to cereal in milk? (changing states).</p> <p>Exploring materials.</p> <p>vocab of materials: - Same - Different - Similar</p> <p>Sorting according to different criteria.</p>	<p>Make a 'map' of Queens park & Draw features of Queens park.</p> <p>Tough tray small world of Queens park for children to use their mini me's in.</p> <p>Make gingerbread men (cooking – changing states).</p> <p>Investigate light: - Torches - Coloured filters - Making a bulb light up - Light travelling through (or not) different materials.</p>	<p>Model making a picture map of journey to Swindon train station.</p> <p>The train ride (Julie Crebbin) -read -sequence -create a small world -map</p> <p>Exploring Ice: - Tough tray outside - Frozen items Experiment – drop salt onto a block of ice & add food colouring. Ice is frozen water melting.</p> <p>Water to steam (changing states).</p> <p>Magnets in CP – experimenting i.e. is the largest magnet the most powerful?</p>	<p>Sequencing words & using arrows to show direction.</p> <p>Re-read 'my map book'. Look at map of school. Look at map of local roads.</p> <p>Look at map of school on google maps – identify key parts of school from above.</p> <p>Plant, observe and draw runner beans.</p> <p>Draw mini beats found in the digging area. Building a 'Bug Hotel'</p> <p>Listen to children describing and commenting on things they have seen whilst outside, including plants and mini-beasts.</p> <p>After close observation, draw pictures of the natural world, including insects and plants. Provide opportunities for children to note and record the weather.</p> <p>Make Easter chocolate shredded wheat nests (how chocolate hardens and melts).</p> <p>Plants and roots in CP with microscopes.</p>	<p>Small world scene of outdoor area – hide object outside and same in scene, can they find the outdoor object in the scene? Repeat with a drawn map.</p> <p>Plant, observe and draw sunflowers.</p> <p>Plant 'speedy veg'.</p> <p>Observe a chick hatching.</p> <p>Egg cooking – boiled, hard boiled & fried (changing states of matter).</p> <p>Look at different types of eggs – duck, hen, quail (observational drawings, predictions).</p> <p>Animal bones in CP.</p>	<p>Harvest veg grown to taste.</p> <p>Draw mini beasts found in the digging area.</p> <p>Introduce the children to recycling and how it can take care of our world.</p> <p>Look at what rubbish can do to our environment and animals - Create opportunities to discuss how we care for the natural world around us.</p> <p>Materials: Floating / Sinking – boat building Metallic / non-metallic objects.</p> <p>Forces – pushing items into water.</p> <p>Can children differentiate between land and water.</p>
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UTW: Weather & Seasons	Taught each day through routines, daily weather board & observations of our school seasons tree					
UTW: RE Discovery RE	<u>Christianity / Judaism</u> What makes people special?	<u>Christianity</u> What is Christmas?	<u>Hinduism</u> How do people celebrate?	<u>Christianity</u> What is Easter?	<u>Christianity, Islam, Hinduism, Sikhism</u> What can we learn from stories?	<u>Christianity, Islam, Judaism</u> What makes places special?
Expressive Arts and Design	Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.					
Creating with materials	<p>Possible themes: Self-portraits Cooking toast</p> <p>Paint: -self-resources equipment -Use paint brushes appropriately -know how to organise and store painting creations</p> <p>Malleable: -Roll a sausage (playdough) -Roll a ball (playdough)</p> <p>Use various construction materials – exploring, creating bridges and passageways.</p>	<p>Possible themes: Cooking – Gingerbread men Firework paintings Diwali crafts Christmas crafts & songs</p> <p>Paint: -Mix primary colours -Use different brushes to create different lines -Paint using observation i.e. all things orange</p> <p>Malleable: -Pinch, pull and stretch to change the texture (playdough/plasticine) -Push and poke and make holes (playdough/plasticine)</p> <p>Use various construction materials – creating bridges and passageways.</p>	<p>Possible themes: Design and make transport Lunar New Year crafts</p> <p>Paint: -Create different shades of colour -Create different effects using a variety of tools -Create paintings using tools to create an intended effect</p> <p>Malleable: -Experiment with tools to create a desired effect Select a tool to create a desired effect</p> <p>Use various construction materials – creating enclosures using spatial awareness.</p>	<p>Possible themes: Spring tree – observational drawing Mother’s Day cards Easter crafts Cooking – chocolate nests</p> <p>Paint: -Add white to create a shade -Choose the right tool for the piece of work -Paint using a variety of textured paint (water colour, cloud paint, sand paint).</p> <p>Malleable: -Make a spiral out of one piece of plasticine/clay</p> <p>Use various construction materials – symmetry and patterns, using more blocks.</p>	<p>Possible themes: Observational drawings of growing sunflower</p> <p>Paint: -Use colour for purpose -Use lines for different effects to create collaborative painting -Mix and match colours to artefacts and 3D objects i.e. flowers</p> <p>Malleable: -Create a slip -Experiment with joining layers of clay</p> <p>Use various construction materials – symmetry and patterns, using more blocks and resources they have found around their classroom to support their own ideas (i.e. small world & lose parts).</p>	<p>Possible themes: Father’s Day cards Drawing mini beasts Design and make a boat to float</p> <p>Paint: -Adapt and change work to make improvements -Paint from imagination -Create a detailed painting</p> <p>Malleable: -Consider the skills, techniques and textures that your finished 3D model will require -Joining parts using a slip</p> <p>Use various construction materials – early representational, functional and naming of structures – buildings will be more complex and use of their knowledge of the world around them will be shown in their creations.</p>

<p>Being imaginative and expressive</p>	<ul style="list-style-type: none"> -Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously. -Plays alongside other children who are engaged in the same theme. 	<ul style="list-style-type: none"> -Uses movement and sounds to express experiences, expertise, ideas and feelings. -Experiments and creates movement in response to music, stories, and ideas. -Sings to self and makes up simple songs. <p>Charanga music</p>	<ul style="list-style-type: none"> -Engages in imaginative play based on own ideas or first-hand or peer experiences. -Uses available resources to create props or creates imaginary ones to support play. <p>Charanga music</p>	<ul style="list-style-type: none"> -Creates representations of both imaginary and real-life ideas, events, people, and objects. - Initiates new combinations of movements and gestures to express and respond to feelings, ideas and experiences. <p>Charanga music</p>	<ul style="list-style-type: none"> -Responds imaginatively to art works and objects e.g. this music sounds like dinosaurs. - Chooses movements, instruments/ sounds, colours and materials for their own imaginative purposes. <p>Charanga music</p>	<ul style="list-style-type: none"> -Uses combinations of art forms, e.g., moving and singing, making and dramatic play, drawing and talking, constructing and mapping. - Introduces a storyline or narrative into their play. -Plays cooperatively as part of a group to create, develop, and act out an imaginary idea or narrative. <p>Charanga music</p>
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Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Maths	Understanding the World	Expressive Arts and Design
<p>ELG: 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</p> <p>ELG: 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.</p>	<p>ELG: 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.</p> <p>ELG: 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.</p> <p>ELG: 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.</p>	<p>ELG: 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.</p> <p>ELG: 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. Begin to show accuracy and care when drawing.</p>	<p>ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay.</p> <p>ELG: 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. ELG: 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.</p>	<p>ELG: 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.</p> <p>ELG: 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.</p>	<p>ELG: Past and Present 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> <p>ELG: People, Culture and Communities 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> <p>ELG: The Natural World 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, including the seasons and changing states of matter.</p>	<p>ELG: 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.</p> <p>ELG: 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.</p>