

# RECEPTION CURRICULUM MAP

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer - 1	Summer 2
<b>Curriculum theme/ topic</b>	Super Me!  (All about me superheroes)	To infinity and beyond!  (Light & dark /Space)	Our Favorite Stories!  (Stories, characters and setting)	Are we nearly there yet?  (Journeys)	Down at the bottom of the garden  (Growing & Lifecycles)	Ahoy captain!  (Under the sea)
<b>Learning Challenge</b>	What do I know about me? How have I changed since I was a baby? What am I super good at? What makes a superhero super? Do you want to be friends? Would you like to play with me? Why are there so many leaves on the floor?	What planet are we on? Who has been to the moon? Twinkle, twinkle little star, how I wonder what you are? Where does the day go at night? How does that torch work? How can we make a shadow puppet show? Why do we celebrate Christmas? Where did the soldiers go? What's our favourite celebrations each year?	Who are the famous characters inside my books? Who lives in a castle today? Who are the fairy tale characters? Are they goodies or baddies? What is magic and fantasy? What is your favourite story? Who would you like to read you a story? Which voice would be the scariest/friendliest?	Where do we live? Which Country are we in? How could we travel to a country across the sea? Where have you been on holiday? How did you get there? What did you see? Could you buy food on the train/ferry/airplane? Did it have a toilet? Could you sleep on it?	Are all minbeasts scary? Where do flowers come from? What happened to Jack's beans? What could we grow in our vegetable garden? Can you name the vegetable / fruit by looking only at the inside of it? How many legs does a spider have?	What is under the sea? Where did the treasure chest come from? What did pirates eat? Why would you want to be beside the seaside? What happens to ice-cream when it's hot outside? Where do the fish go at night? Why do we wear different clothes during the year?
<b>Significant event</b>	Autumn Harvest Halloween Visit church Christening	Anti Bullying week Christmas Diwali Bonfire night Armistice Day	Pancake Day Chinese New Year Visit a larger Library/ Seven Stories	World book Day Stem Week	International week  School trip  Outdoor event	Sports Day
<b>Magical Moments/Enrichment</b>	Share special family photographs Share all about me boxes WOW: Super hero day Invite guide dog into school Real Superhero's- Meet a Fireman/Police Officer/Police Dog/Nurse/Doctor Exciting role play	Visit Santa's Grotto in his log cabin Nativity Performance Christmas party games and enjoy party food / Go on a night walk with torches Bonfire night- Forest School- Have a fire- Roasting Marshmallows Remembrance Day- Visit from a Solider	Make pancakes and taste with different toppings Bedtime story event Recipe of the week - cooking in school. FX Guru character in class	Visit the library Travel on a bus /train/tram in Beamish Museum Journey on public transport (either bus to park or beamish)	Go on a bug hunt Make wormery Bee Keeper visit. Minibeast hotel Growing own vegetables etc Visit allotment to look at plants 'Giant' Visitor over the half term- foot prints, clues, feet dangling	Ice cream man visit Visit to the beach Picnic in the park Water play sessions in the garden Outdoor school event
<b>Traditional Tales</b>	Hansel & Gretel	Elves & the Shoemaker	Cinderella	Sleeping Beauty	Jack the Beanstalk	

<b>Focus texts</b>	The Colour Monster Starts School Incredible Me Super Kid Charlie's superhero underpants Super Daisy The Tiger for tea Once there were Giants & A chair for baby bear. Pumpkin Soup Winnie the witch Do you remember?	Suzy Orbit Astronaut Whatever Next How to catch a star Aliens Wear Underpants Stickman Laura's star Penguin small This is the star Flo of the Somme The Silver Christmas Tree	The Gruffalo's child Where the Wild things are The Jolly postman Day monkey/Night monkey Foggy Foggy Forest On the way home The Smartest Giant in Town Mei ling's hiccups Clever sticks The Magic Paintbrush (Children's own favourite books)	The Green Line The Big Adventure The Naughty Bus Duck in a truck A Dragon in a wagon Mr Grumpy's outing The Snail and the Whale Oi get off my train Little wings Inside things that go- Usborne Little People Big Dreams- Amelia Earhart	Mad about Minibeasts Aaaaaaargh Spider What the Ladybird heard Snail Trail Yucky Worms Hey little Ant Christopher's Caterpillars Sam Plants a Sunflower The sunflower that went flop Handa's surprise Titch Percy the Park Keeper	Class Three all at Sea The Night Pirates The Pirates Next Door Captain fish & the pirate dinosaurs Commotion in the Ocean Rainbow Fish The Fish who could wish Somebody Swallowed Stanley The Odd Fish Look inside Seas and Oceans- Usborne
<b>Focus Nursery Rhymes</b>	Who stole the cookie from the cookie jar?  The Framers in the Den  Diddle Diddle Dumpling  Rock aby Baby  Oats and beans and barley grow	Hey diddle diddle  Knick Knack paddy Wack  Hickory Dickory Dock  Polly put the kettle on  I can sing a rainbow  5 fat sausages	Sign a song of sixpence  There was an old lady who swallowed a fly  Little Miss Muffett  Mary had a little lamb  Oranges and Lemons	The ants came marching  The grand old duke of York  Down at the station  Yankee doodle dandy London bridge  Bees came buzzing from the hive	Animal Fair  Nelly the elephant  Mary Mary quite contrary  In and out the dusty bluebells	A sailor went to sea sea sea  When I was one I sucked my thumb  The big ship sails on the ally ally oh  That's what they told me when I went to school
<b>Key Vocabulary</b>	<b>Tiered vocabulary-List 3</b>  Different, old, bigger, short, angry, afraid, excited, friendly, helpful, feel, loudly	<b>Tiered vocabulary-List 3</b>  Dark, light, rough, high, cross, star, triangle, winter, surprised, pleased	<b>Tiered vocabulary-List 3</b>  Plain, large, beautiful, lovely, uncomfortable, together, several, second, Sometimes, sideways	<b>Tiered vocabulary-List 3</b>  Same, orange, quietly, longest, each, enough, every, less, most, next, third, visit	<b>Tiered vocabulary-List 3</b>  Smooth, silent, striped, pink, thin, much, nearly, none, very, whole, twice	<b>Tiered vocabulary-List 3</b>  Deep, Shallow, Summer, bottom, white, soft, plenty, several, penny, pound, bottom
<b>Communication and Language</b>	Introduction and games to support 'rules' for developing speaking and listening skills Taking about ourselves and talking about our super powers/ what are we good at? Scribe for speech bubbles	Talking about what they can see/hear during autumn walk Discussing where you could go by rocket and listening to others ideas Discuss the different celebrations occurring during this time of the year Talk about how to stay safe	Discuss favourite books/stories during circle time. Talk about Similarities / differences between stories they like and stories a friend likes. Talk about how the characters feel in the story? Describe what they look like,	Play guessing game... what's inside the box? Can they guess the different modes of transport, children draw their guesses/ideas on the outside of the box before opening it to reveal what's inside - were they correct? Car, train, bike, what else	Discussing the differences between the growing seeds / mini-beasts Speaking with increased confidence and clarity Asking questions linked to the topic e.g. what happened to Jack's beans?	Performing plays Retelling own stories. Discussing ideas and previous knowledge, asking questions. Guess the sea creature – adult describes something from the sea, child guesses what it is.

<p>Discussing our family news and listening to one another. Use story language to retell a story from memory 'Show and tell' special items from home - share 'all about me' bags with class during circle time Children speak about and question each other over items from home (special box), introduce 'how', 'why' and teacher model how to use them. Create a 'my life timeline' with photos from home and discuss the photos (history) the day i was born, got a dog, learned to ride a bike, now i am 5 Send tiered 'fridge words' home to help increase vocabulary in context Identify/ hear initial sounds in words – Begin to segment and blend Recognise the sounds which match some letters Continues a rhyming string Children recognise their name each day for self registration. Children begin to use the letters and sounds they are learning in phonics to read write simple words. Individual readers to introduce books at the children's level to identify known sounds and keywords. Children recognise high</p>	<p>during bonfire night Listening to instructions for the Christmas Nativity Performing own lines for Christmas nativity in front of an audience Continuing to play listening games Daily group games and discussions Display image on board to promote discussion and thinking Loose parts in role play resources to encourage speech, extending vocabulary and imagination Send tiered 'fridge words' home to help increase vocabulary in context Listen and identify first, middle and last sounds in words. Segment and blend simple words Recognise final sound in words. Begin to read words and simple sentences Highlighting rhyming words Spot high frequency words in the books they are reading Enjoy an increasing range of books Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Knows that information can be retrieved from books and computers. Find information in a non-fiction text Book language: front cover, pages, back, etc. What happens next? Find</p>	<p>can they guess which character you are describing? Display images taken from well known books to display on the board for children entering to guess the story and describe what is happening. Make predictions about what might happen next? Act out story maps and use story language recounting particular scenes or repetitive recall from traditional tales. Taste pancakes and different toppings and in small groups discuss likes/dislikes Listen to the Zodiac story from the Chinese New Year celebrations Can you remember what your friends favourite story is? Send tiered 'fridge words' home to help increase vocabulary in context Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Read and understand simple sentences Use phonic knowledge to decode words Begins to read some common irregular words Demonstrate a knowledge of what they have read Sequencing the story. Retelling the story using key words and vocabulary (create actions to help with the re-telling). Retrieving information from books</p>	<p>can you travel in? Make a mind map Where could you go by train, bus, airplane submarine and what would you see? Discuss why people use transport Talk about what transport children have been on and where to, and share their experiences of being on them. 'Show and tell' personal travel/holiday photographs. Mark off on a world map Children listen to stories, asking questions or talking about what they have read. Children use language to make up and act out roles and experiences in their play. Children might take part in role play activities pretending that boxes are different methods of transport Send tiered 'fridge words' home to help increase vocabulary in context</p> <p>Read and understand words and simple sentences. Read some common irregular words Look out for and identify common irregular words in books children are reading. Reciting rhymes together. Continue predicting stories and tracking text. Journey books available in continuous provision for children to look freely at. Questioning children about</p>	<p>Children listen to stories, asking questions or talking about what they have read Children follow instructions involving several ideas or actions. Children will be encouraged to follow a set of instructions to plant seeds and care for them as they grow. Practice expressing their feelings and thoughts about new ideas Listen carefully to others and respond appropriately; discussing likes and dislikes of mini-beasts and how they make us feel? Daily story times for enjoyment of stories, familiarity with language and format of stories and books Send tiered 'fridge words' home to help increase vocabulary in context Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. Read fiction and non-fiction books relating to growing and mini-beasts. Encourage children to</p>	<p>Children listen to stories, making predictions about key events and respond to what they hear with relevant comments, questions or actions. Children use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. Children will be encouraged to talk about activities that they have completed. We will make up our own stories and retell them to each other. Send tiered 'fridge words' home to help increase vocabulary in context Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. Children demonstrate understanding when talking with others about what they have read. Discuss stories and children to talk about the book that they have read</p>
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	<p>frequency words in shared reading activities. Children retell the texts using actions. Children use puppets to re-enact the stories. Remember and recount a story</p> <p>Play games e.g. 'I spy ... something beginning with...'</p> <p>Make silly soup with objects starting with the same sound.</p> <p>Children write their names with a variety of tools (chalk, pencils, pens, magnets, letter cards). Painting along squiggly and zig zag lines</p> <p>Give meaning to marks they make; drawing family members</p> <p>Recognise and begin to write letters (large scale/sensory experiences first e.g. in sand, with paint, chalk and water)</p> <p>Children begin to use the letters and sounds they are learning in phonics to write simple words.</p> <p>Begins to break the flow of speech into words</p> <p>Letter/sound forming and recognition games</p>	<p>missing letters</p> <p>Individual readers</p> <p>Make 'silly soup' with rhyming objects</p> <p>Focus on rhyming words and the rhythm of spoken words</p> <p>Shows awareness of rhyme and alliteration</p> <p>Recognises rhythm in spoken words e.g. clapping the syllables of their name.</p> <p>Writing hearing and saying initial sounds of words, identifying the letter and remembering how to write it.</p> <p>Links sounds and letters representing some sounds correctly in sequence.</p> <p>Begin to form recognisable letters</p> <p>Writes own name, labels and captions</p> <p>Attempts short sentences</p> <p>Label items e.g. things we would take to the moon, what we do during day/night pictures and rocket models.</p> <p>Moon sand in trays – copying words from book</p> <p>Writing Christmas cards</p> <p>Write instructions for making a rocket/Christmas decoration</p> <p>Create Christmas sensory writing trays e.g. gingerbread man with scents to explore while forming letters also based on children's interests - see activity sheet</p>	<p>Matching labels</p> <p>Repeating key phrases</p> <p>Describing words</p> <p>Individual readers</p>	<p>the pictures in the books or stories they have read to develop understanding and comprehension skills</p> <p>Individual readers</p> <p>Matching pictures to words</p> <p>Attempts to write short sentences by sounding out.</p> <p>Write some common irregular words</p> <p>Independent writing</p> <p>Write speech bubbles</p> <p>Introduction of colourful semantics display and word boards to encourage independent sentence writing.</p> <p>Adding captions to illustrations / personal photographs of where we have been on holiday</p> <p>Writing sentences about: our favourite form of transport. How we travel to school and where we have been on holiday.</p> <p>Label transport</p> <p>Using an aeroplane, children draw their family on the plane and write where they are going</p> <p>Write words for role play area, bus tickets etc</p> <p>Write the common irregular words from memory or write a sentence using one of the words, e.g. keywords: the, is, sentence: the car is big.</p> <p>Write a story about a magic balloon ride (up)</p>	<p>read common irregular words during shared reading sessions</p> <p>Individual readers</p> <p>Identifying initial and final sounds in insect words. Matching pictures to sentences</p> <p>Looking at true and false statements</p> <p>Perform growing / mini-beasts songs to Nursery children</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p>Colourful semantics</p> <p>Children will write sentences explaining what is happening to plants or seeds as they grow.</p> <p>Collect topic words during a carpet session, display for children to use in their independent writing about a mini-beast adventure.</p> <p>Make information books, e.g. in the shape of plants – how to grow a flower. Or the shape of a mini-beast, how to look after a caterpillar.</p> <p>Choose a mini-beast and write a fact sheet or</p>	<p>and retell the main events.</p> <p>Individual readers</p> <p>In my bucket I have... collections of interest.</p> <p>Children reading and sharing stories with nursery.</p> <p>Use phonic knowledge to write words</p> <p>Write some irregular words</p> <p>Write simple sentences which can be read by themselves and others</p> <p>Some words spelt correctly and others phonetically plausible</p> <p>Colourful semantics</p> <p>Children will make their own books retelling familiar stories. They will also make information books about their favourite sea life creature.</p> <p>Create fact sheets about the seaside/water.</p> <p>Writing wanted posters for pirates</p> <p>Writing postcards from the beach</p> <p>Writing a message in a bottle</p> <p>Creating treasure maps</p>
			<p>Use phonic knowledge to write words</p> <p>Write some irregular words</p> <p>Write simple sentences which can be read by themselves and others</p> <p>Some words spelt correctly and others phonetically plausible</p> <p>We will be using writing for lots of different purposes, such as, labeling items in a shop, writing receipts, letters and shopping lists</p> <p>Write letters to fairy tale characters</p> <p>Write our own books about our favourite characters</p> <p>Write captions or speech for pictures from favourite books</p> <p>Drawing pictures next to words</p> <p>Create sensory writing trays based on children's interests - see activity sheet</p>			

					<p>description and draw a picture to make a class encyclopedia about mini-beasts - 'Mad about Mini-beasts' to share with Nursery children.</p> <p>Design a seed packet, if you could grow anything, what would you grow?</p>	
<b>Phonics</b> See RWI EYFS Framework document	Focus Group - Set 1 sounds & word Time 1,2,3 Steady Group - Set 1 sounds & Word Time 1,2,3,45 Speedy Group - Set 1 Word Time 6,7 ditties/green books		Focus Group - Word Time 1,2,3,45 Steady Group - Set 1 Word Time 6,7 ditties Speedy Group -Set 2 green/purple books		Focus Group – set 1 blending, ditties Steady Group - Set 2 green/purple books Speedy Group -Set 2 pink/orange books	

<b>Maths</b>	<p>Match objects Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns Find 1, 2 and 3 Subitise 1, 2 and 3 Represent 1, 2 and 3 Finding 1 more and 1 less Composition of 1, 2 and 3</p>	<p>Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 Revisit 1 more, 1 less Composition of 4 and 5 Composition of 1–5 Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night</p>	<p>Find 0-5 Subitise 0-5 Represent 0-5 Compose/ subitise to 5. One more and one less. (+ and -) Compare mass Find a balance</p> <p>Explore capacity Compare capacity. Find 6,7,8 Represent 6,7,8 One more and one less. Composition of 678. Explore length and compare length Explore height Compare height</p>	<p>Talk about time Order and sequence time Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more and 1 less Recognise and name 3-D shapes Find 2-D shapes within 3-D shapes Use 3-D shapes for tasks 3-D shapes in the environment Identify more complex patterns</p>	<p>Build numbers beyond 10 (10 -13) Continue patterns beyond 10 (10-13) Verbal counting beyond 20 build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting patterns Add more How many did I add? Take away How many did I take away? Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Sharing Explore grouping Grouping</p>	<p>Even and odd sharing Play with and build doubles Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Deepen understanding Patterns and relationships</p>
<b>Personal, Social &amp; Emotional Development</b>	<p>Getting to know one another Establishing key worker groups Organising our own things, tidying up after ourselves. Bring in family/baby photos and discuss home /community. Making cards for our friends who are unsettled or inviting them to play. Recognising differences between individuals and</p>	<p>Belongings that are special to us/others Things to help us feel safe in the dark Guiding our blindfolded partner around the 'nighttime' obstacle course Taking care of those that are scared Sharing photos and experiences of special occasions and celebrations and being respectful of friends choices and beliefs (Christmas, school play, Eid,</p>	<p>They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. Discuss friendships and how to be a good friend during carpet sessions. Discuss the characters in the stories and what kind of friends they would make Act out friendship scenarios with favourite puppets from stories e.g. Cinderella is very</p>	<p>Discussing family holidays and travelling. The similarities and differences between what we like and dislike to use when playing. They think about each other's ideas about how to organise their activity. Children might work in small groups to make vehicles out of boxes. They show sensitivity to others' needs and feelings, and form positive relationships with adults and</p>	<p>Having a tea party for the mini-beasts, setting the table for them: care/providing How to respect and care for others and their things Discussing our Mam's and being helpful. Making mother's day cards and writing lists of what we will do to help Being respectful of other's feelings towards insects and helping them</p>	<p>Children might make up games to play outside with their friends and work together to think about the rules. Brainstorming ideas with the children. Discuss ideas or questions that children would like to find the answers to. Investigating changes to water and changes to ourselves Respecting other's likes and dislikes.</p>



	<p>appreciate each others' interests and talents. Children have the opportunity to have conversation during continuous provision Be happy settled and confident in their new environment.</p> <p>What can children see and do in their new classroom?</p> <p>Selecting resources, playing together. Be able to express their own preferences and talk with confidence about them.</p> <p>Circle time based on what makes me a superhero Share achievements/ certificates from outside of school.</p> <p>Modelling and setting classroom expectations for all zones: lining up, working, playing. Taking turns.</p> <p>Encouraging children to comfort others if they have upset them or seek a grown up to help</p> <p>Introduce children to our 5 golden rules and move their picture onto a rule when they have displayed it.</p> <p>Focus on turn taking and sharing resources in circle time activities.</p>	<p>Diwali, fireworks)</p> <p>To work as part of a group/class,</p> <p>To work together to act out a Nativity</p> <p>Book focus on trying new things and friendship (Elmer in the snow) becoming aware of others cultures</p> <p>Being confident to try new activities,</p> <p>Being confident to speak in a familiar group,</p> <p>Choosing resources independently</p> <p>Children are encouraged to share their ideas.</p> <p>Time at the end of each day to showcase fabulous work /play /paintings / models / acts of kindness produced by children</p> <p>Circle time games to enable children to feel safe to talk in their class group and with adults.</p> <p>Children wear cultural/favourite/special clothes on Dress up day.</p> <p>Circle time to explain why their clothes are their favourite or special.</p> <p>Discuss keeping safe / firefighters sing the fire safety song and perform to Nursery.</p> <p>Feelings associated with the darkness and the light</p> <p>How to keep healthy – the importance of sleeping and having a 'good night sleep' and listening to grown-ups when they say its bedtime.</p> <p>During circle time activities, we will use puppets and stories to talk about rules and</p>	<p>lonely because she has been locked away, have a party for her so she can make lots of new friends</p> <p>Whole class/group collaborative games</p> <p>Negotiating and sharing ideas to develop fairy tale narratives</p> <p>How can we help each other</p> <p>Children are confident to speak in a familiar group and will talk about their ideas of their favourite stories.</p> <p>We will have group discussions about the different food we eat, describing them with sentences such as “like ____ because.”</p> <p>Creating word banks together for the topic – sharing ideas and listening to each other.</p> <p>Talking about the different types of food they have at home during celebrations.</p> <p>Re-telling experiences from pancake day</p> <p>Who helps us? How to ask for help</p> <p>Talking about the different characters in books, hot seating the characters and having confidence to ask the 'character' questions</p> <p>During circle time and listening to stories having the confidence to make predictions about what will happen next.</p> <p>Children play cooperatively, taking turns with others.</p> <p>Play circle time games that</p>	<p>other children. We will discuss friendships and how to be a good friend during carpet sessions.</p> <p>Valentines, who we love and why</p> <p>Making their own travel box 'all about me and where I've been'. What will they put in their box? Home project.</p> <p>Discuss each box during circle time and mark on class world map</p> <p>Create class journey book and give each child a page/place to talk about (somewhere they have been or somewhere they want to go - help find pictures /objects to add</p> <p>Giving opinions on what makes us sad and what makes us happy</p> <p>Selecting own activities &amp; organising themselves.</p> <p>Reaction to fear/surprise</p> <p>Being with an adult/playing alone and dangers</p> <p>Do you know your birthday?</p> <p>Library behaviour, looking after books. Which books are for Children/ teacher.</p> <p>Being quiet and calm.</p> <p>Changing others expressions by actions</p> <p>Identifying and naming expressions</p> <p>Road safety and good manners on trips and with visitors</p> <p>Focus on sharing – children to think about what it means to share their vehicle space encouraging others to take a</p>	<p>overcome their fears.</p> <p>Appreciating and understanding other ways of life and cultures during international schools week. Bean diaries – talk about sequence Telling stories</p> <p>Children are confident to try new activities, and say why they like some activities more than others.</p> <p>Praise children for playing in different areas and add them to the recognition board</p> <p>Children might try new activities such as planting seeds or exploring the mud kitchen.</p> <p>Discuss favourite insects</p> <p>Share activities from home e.g. going on a mini-beast hunt</p> <p>Discuss how changes make us feel</p> <p>What have you done that is kind? How do you think the other insects felt?</p> <p>Being kind to living creatures, looking after others providing homes and food/drink to keep them safe. Try new activities such as planting seeds or exploring the mud kitchen.</p> <p>Discuss telling lies and telling the truth: The importance of telling the truth. Did Jack tell his mam the truth about the magic beans?</p>	<p>Visiting and experiencing our new classroom, playing in the quad and meeting our new teaching staff</p> <p>Think about what you want to be when you are older, does it differ from what you said at the end of Nursery? Think about occupations</p> <p>Review what we have learnt and enjoyed in Reception</p> <p>Prepare for transition for year one</p> <p>Have a board where children can share photos, descriptions and stories about things relating to under the sea, beach holidays, beach visits, sea creatures, etc from home or from school, photos and comments.</p> <p>Role play fights and arguments and overcoming them</p> <p>Feeling water and discussing safety with hot water, pond water, sea water etc.</p> <p>Children play cooperatively, taking turns with each other.</p> <p>They take account of one another's ideas about how to organise their activity.</p> <p>Discuss how changes make us feel? Is it good to always stay the same?</p>
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		<p>sharing of resources. Children will be encouraged to explain what they could do if someone is not sharing resources.</p> <p>Use breathing activities from the mindfulness cards to help give strategies to use when we feel cross</p> <p>Sharing school dressing up clothes – taking turns, using a timer.</p> <p>Book focus on breaking the rules (Williams Winter Wish)</p> <p>Discussing fear and how to overcome it</p> <p>Feelings associated with celebrations / festivals</p>	<p>involve children taking turns.</p> <p>Managing basic hygiene needs, washing hands before cooking etc.</p> <p>Respecting others views</p> <p>Did the step mother in Cinderella show thumbs up or thumbs down behaviour?</p> <p>Writing an apology to Cinderella from her ugly sisters.</p> <p>Being aware of consequences of own words and actions</p>	<p>'trip' with them and how this kindness will make others feel.</p>	<p>Discussing the dangers around us when out and about and how to stay safe.</p> <p>Discuss feelings towards animals and mini-beasts</p> <p>Discuss looking after animals/ insects and to treat them with care</p> <p>To understand how people can spoil the natural world (remove rubbish from wildlife area and forest school to protect habitats)</p> <p>Managing behaviours whilst playing on main field during lunch time</p> <p>Do we always make the right choices?</p> <p>circle time focus on the lazy/greedy insect – was he good or bad?</p>	
<b>Physical Dev (PE)</b>	<p>Daily wake up shake up activity</p> <p><b>Weekly PE Lessons- Complete PE</b></p> <p><b>Locomotion-Walking</b></p> <p>Pupils will develop their ability to walk and move into space, change direction and keep away from the defenders.</p> <p>Pupils will develop an understanding of why we move into space as they explore moving and walking.</p> <p>Pupils will develop life skills such as empathy and fairness as they listen, play by the rules and</p>	<p>Daily wake up shake up activity</p> <p><b>Weekly PE Lessons- Complete PE</b></p> <p><b>Ball Skills-Hands</b></p> <p>Pupils will develop their ability to push, roll and bounce a ball with control. They will learn to move the ball into spaces, avoiding defenders.</p> <p>Pupils will develop their concentration skills by focusing on the ball as they move it. Pupils will use their imagination as they take part in game activities.</p> <p>Pupils will apply their skills with</p>	<p>Daily wake up shake up activity</p> <p><b>Weekly PE Lessons- Complete PE</b></p> <p><b>Gymnastics-High,Low,Over,Under</b></p> <p>Pupils will be able to move and balance in high and low ways, applying champion gymnastics criteria, both on the floor and on apparatus.</p> <p>Pupils will experiment moving their bodies in a variety of ways on the floor and on apparatus</p> <p>Pupils will begin to develop life skills</p>	<p>Daily wake up shake up activity</p> <p><b>Weekly PE Lessons- Complete PE</b></p> <p><b>Dance-Nursery Rhymes</b></p> <p>Pupils will move their bodies with big actions linked to the nursery rhymes.</p> <p>Pupils will develop their curiosity and imagination as they experiment moving in different ways.</p> <p>Pupils will demonstrate life skills such as empathy as they listen to ideas and watch others as they perform.</p> <p>Pupils will develop their self</p>	<p>Daily wake up shake up activity</p> <p><b>Weekly PE Lessons- Complete PE</b></p> <p><b>Ball Skills-Feet</b></p> <p>Pupils will develop their ability to dribble the ball keeping control. Pupils will move the ball into spaces avoiding any defenders.</p> <p>Pupils will apply developing concentration skills as they focus on the ball and listen to all the instructions.</p> <p>Pupils will apply their skills with</p>	<p>Daily wake up shake up activity</p> <p><b>Weekly PE Lessons- Complete PE</b></p> <p><b>Games for understanding</b></p> <p>Pupils will be able to move into spaces avoiding other pupils.</p> <p>Pupils will also be able to adjust their speed and change direction to avoid other pupils. Pupils will experiment moving in different ways, moving confidently and concentrating on any instructions. Pupils will start to explore honesty, as they learn to keep the score and self belief, understanding why it is</p>



<p>encourage others. Pupils will develop their own self belief as they move and travel with confidence.</p> <p><b>Jumping</b> Pupils will develop their ability to jump and land safely. Pupils will adjust their speed and change direction as they jump in order to avoid the defenders. Pupils will explore their curiosity as they try jumping in a variety of different ways. Pupils will show courage as they apply developing confidence while exploring their jumping skills. Pupils will develop life skills such as fairness and empathy as they play by the rules and encourage other pupils.</p> <p><b>Fine motor</b> Manipulating play dough. Daily finger gym activities writing name activities. scissor skill activities. Hole punch and staplers.</p> <p><b>Daily outdoor opportunity</b> run, climb, balance, construction, throw/catch, sweep, dig, chalk drawings Bikes</p>	<p>developing success as they demonstrate courage and self belief to keep working as hard as possible. Pupils will develop life skills such as gratitude and empathy as they encourage and support each other.</p> <p><b>Fine motor</b> Manipulating play dough. Daily finger gym activities writing name activities. scissor skill activities. Hole punch and staplers.</p> <p><b>Daily outdoor opportunity</b> run, climb, balance, construction, throw/catch, sweep, dig, chalk drawings Bikes</p>	<p>such as empathy and gratitude as they encourage and congratulate others in their work. Pupils will begin to show self belief as they travel with confidence, over, under and through apparatus</p> <p><b>Fine Motor</b> Manipulating play dough. Daily finger gym activities writing name activities. scissor skill activities. Hole punch and staplers.</p> <p><b>Daily outdoor opportunity</b> run, climb, balance, construction, throw/catch, sweep, dig, chalk drawings Bikes</p>	<p>belief as they move and travel with confidence.</p> <p><b>Fine motor</b> Manipulating play dough. Daily finger gym activities writing name activities. scissor skill activities. Hole punch and staplers.</p> <p><b>Daily outdoor opportunity</b> run, climb, balance, construction, throw/catch, sweep, dig, chalk drawings Bikes</p>	<p>developing success as they demonstrate courage and self belief to keep working as hard as possible. Pupils will develop life skills such as fairness and empathy as they encourage and support each other.</p> <p><b>Fine Motor</b> Manipulating play dough. Daily finger gym activities writing name activities. scissor skill activities. Hole punch and staplers.</p> <p><b>Daily outdoor opportunity</b> run, climb, balance, construction, throw/catch, sweep, dig, chalk drawings Bikes</p>	<p>important to try our hardest. Pupils will develop life skills such as fairness, while playing by the rules of the game and empathy when they need to encourage others.</p> <p><b>Fine Motor</b> Manipulating play dough. Daily finger gym activities writing name activities. scissor skill activities. Hole punch and staplers. <b>Daily outdoor opportunity</b> run, climb, balance, construction, throw/catch, sweep, dig, chalk drawings Bikes</p>
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<p><b>Understanding of the World (Science, History &amp; Geography)</b></p>	<p>My family- who is in my family, who lives in my house? Discuss different family structures. Identify children's surname as the family name. Discuss and share routines, activities, traditions and special occasions that are important to children's families. (weddings, christenings, Christmas, Easter &amp; birthdays ) Looking at ourselves: our hair colour, eye colour, clothes etc. What are the different parts of our body called? Exploring the senses. Invite guide dogs into school, I Go on a senses walk around the school grounds. What can I see, touch and hear? Exploring our sense of smell and taste. What do I like to eat? School dinners Discussing our pets at home &amp; toys we like to play with. People Who Help Us Emergency services Use historical terms such as when I was a baby, long ago, last week, today, yesterday to help</p>	<p>What kind of shoes would you make for the shoemaker? Look at different types of shoes &amp; shoes worn in the past. Discuss how they are different to modern shoes such as no Velcro, different kinds of fastenings and different materials. Discuss the different kinds of materials used for making shoes. <b>Light and Dark-</b> Identify things that produce light. Using torches in the dark. Reflective materials Investigate how to make shadows by blocking light. What shapes can hands make? Creating dark spaces - Discuss Nocturnal animals. People that are awake/work during the night. Sleep – healthy lifestyles <b>Space</b> - Look at space pictures. Discuss colours, stars, planets and rockets. Telescopes. Discuss journeys into space/and astronauts e.g. Neil Armstrong Look at features of a rocket. What does it feel like to be in space? No air, no water, no gravity. What does an astronaut do? Explore clothing and function of astronaut's clothing. Explore materials used for clothes, helmets, the space shuttle Discuss how the</p>	<p>Winter - Explore changes to nature during winter. Freezing/melting Ice/snow in the water tray with polar animals, talk about what ice is, what happens when it gets hot. Freeze objects in the ice, what's inside? How do we get the object out? making snowballs, snowmen/ &amp; igloos in the snow. What type of clothing do we need to wear in the snow? Discuss features of the north pole. Exploring the habitats of different animals (Gruffulo's Child) Dressing up as different animals. What animals live in the forest? Talk about forest animals/compare them to other animals (jungle/farm animals). Chinese New Year traditions. Discuss the different Chinese New Year animals. Shrove Tuesday making pancakes. What is your favourite topping? Discuss features of environments in stories (forest, village, castle, weather etc..) Discuss features of castles. Interactive fairy-tale audio stories on the computer. Use Ipads to make snowy</p>	<p>Spring - Explore changes to nature during Spring. Identifying different spring flowers when going out on a journey. Where do you live? What journeys do you go on? How do you travel? Looking at maps/Google Earth etc. Making a map of getting to school. Instructions and directions. Long and short journeys. Discuss different types of transport that go on land, air and sea. Wheels - Different types of vehicles (2, 3, 4 wheeled) History of transport (bicycles, trains, buses, planes, horse and cart, cars etc). Label parts of a vehicle. Looking at the materials vehicles are made from. Exploring floating and sinking Playing with and creating road maps and floor maps: Complete a traffic survey Road safety Tasting Hot Cross buns Drawing our favourite form of transport on Paint. Use a word processor to make name labels and number plates for each model Compare old cars to new cars, no seat belts, no</p>	<p>Identify different types of minibeasts. Where do minibeast live? Match minibeasts to their habitats. Go on a minibeast hunt. Make class wormery. Minibeasts lifecycles. Order the events of the life cycle. The Frog life-cycle. Chickens and chicks. Hatching chicks. Follow instructions to plant sunflowers/cress /grass. Life Cycle of a bean. Plant our own beanstalk and watch it grow. Food from under the ground – roots Name parts of plant Identify similarities and differences of different plants. They talk about the changes of plants as they grow. Identify different types of tropical fruit. (Handa's Surprise) How might the plants look / grow if the sun doesn't shine?</p>	<p>What can we find living in the ocean? Identify sea creatures Look at real crabs/fish Talk about what we might see on an underwater journey – fish, mermaids, sharks, octopus, shipwrecks, buried treasure etc. Investigating bubbles. blowing bubbles. Can we see different colours in the bubbles? Can we make bubbles of different sizes? Make rafts from lolly sticks held together with elastic bands. Investigate how well they float. How many 2 pence coins can the balance before they sink? Pirates &amp; pirate ships. What might we discover on the beach? Rock pools, pebbles, sand, rocks and the sea. Sort a collection of different types and sizes of shells. What is sand? Where does it come from? Compare the differences between wet and dry sand. What type of sand is best for making sandcastles/ moulds? Plants and animals that live on the seashore. Keeping ourselves safe at</p>

	<p>discuss personal experiences</p> <p>Look at photos of parents/grandparents favourite toys compared to your favourite toys?</p> <p>How do they differ?</p> <p>Create a 'my life timeline' read the story 'do you remember' by Helen Docherty and then create own timelines, day born, moved house etc.</p> <p>Read Once there were giants and A chair for baby bear (see history MTP for activities).</p>	<p>moon is made of rocks &amp; dust.</p> <p><b>Autumn</b></p> <p>Explore changes to nature during Autumn and hunt for natural objects on an Autumn hunt. What has happened to the leaves on the trees? Look at the concept of Harvest and Autumn fruits and vegetables- making things using those ingredients.</p> <p>Explore carving pumpkins for Halloween, making pumpkin soup.</p> <p>Remembrance Day poppy crafts / Bonfire night. Re-enactment of the war.</p> <p>Firework safety. Talking about firemen, what do they do if there is a fire?</p>	<p>Christmas scenes.</p> <p>Look at artefacts from a castle or crown and ask questions who does it belong to? Ask questions, wonder why things happened? Ask what? where? who? begin to answer or find out answers to questions.</p> <p>Compare artefacts/ clothes from Cinderella story to now, sweeping brush to vacuum cleaner, bed pan to toilet, coach and horses to mini-bus etc. Use the language of time and development to compare.</p>	<p>windows - which would you prefer to sit in if it rains?</p>		<p>the beach.</p> <p>Lighthouses</p> <p>Look at weather charts, what would be best to wear on each day?</p> <p>What would happen if we left the ice lollies outside?</p> <p>Consider what you want to do in the future, does it differ from what you said last year? Handling pirate / under the sea artifacts, and questioning who might it have belonged to? etc</p>
<b>Expressive Art and Design (DT)</b>	<p><b>Creating with materials</b></p> <p>Create simple representations of people and events.</p> <p>Children make their own drawing/painting of 'My Family' 'my pet'</p> <p>Paint self portraits</p> <p>Looking at other artists' self-portraits.</p> <p>Paint using parts of the body. (finger painting, hand &amp; feet prints)</p> <p>Measure how tall I am</p> <p>Make collage faces</p> <p>Make and decorate a telescope</p> <p>Create super hero masks for imaginative play</p> <p>Create a superhero shield</p> <p>Design Charlie a new pair of superhero underpants- what patterns could you</p>	<p><b>Creating with materials</b></p> <p>Combining media to create new effects.</p> <p>Looking at joining materials and suggesting what they might be used for. Use shoe patterns for printing. Design &amp; make own shoes in construction</p> <p>Day / night pictures</p> <p><b>Light and Dark-</b> Drawing around shadows (dinosaurs) with chalk. Cut own silhouettes from black card.</p> <p>Make shadow puppets and kitchen roll tube silhouettes.</p> <p>Vincent Van Gogh's Starry Night.</p> <p>Make a rocket and alien – junk modelling.</p> <p>Making 3D planets paper Mache. Chalk planets and stars on the playground.</p>	<p><b>Creating with materials</b></p> <p>Construct with a purpose in mind and uses simple tools and techniques. Making snowmen using junk modelling. Cutting out snowflakes. Making sledges out of junk material. Make stick men, can you make some clothes for your stick men?</p> <p>Make masks of characters from stories. Painting pictures of characters from stories.</p> <p>Making Gruffalo claws</p> <p>Painting the Gruffalo's child.</p> <p>Making props for castle role play – tiaras, crowns, swords, shields, armour. wands</p> <p>Making puppets for retelling stories.</p> <p>Making mother's cards</p> <p>Making 3D Chinese dragons</p>	<p><b>Creating with materials</b></p> <p>Making lighter tones by adding white.</p> <p>Making secondary colours by mixing primary colours.</p> <p>Observational drawings of transports.</p> <p>Make 3D models of cars, bikes, carts etc. Using dowel as an axle to have moving wheels.</p> <p>Making mini Hot Air balloons with paper mache.</p> <p>Tyre printing.</p> <p>Make paper aeroplanes.</p> <p>Painting transport.</p> <p>Collages – Making spring scene using spring colours</p> <p>Making Easter Nests, Simnel cakes</p> <p>Decorating Easter eggs</p> <p>Designing an Easter card</p>	<p><b>Creating with materials</b></p> <p>Make salt dough models of minibeasts.</p> <p>Make a pebble ladybird.</p> <p>Make minibeast masks for the Ugly Bug</p> <p>Ball/role play area.</p> <p>Make bees with pom poms</p> <p>Make paper flowers</p> <p>Print with fruits</p> <p>Making spider web patterns.</p> <p>Making webs, out of sticks and wool</p> <p>Using pins to make frog puppets.</p> <p>Using hexagons to make a bee hive.</p> <p>Make a class bug hotel.</p> <p>Make model snails from pasta shells with cut out paper bodies.</p>	<p><b>Creating with materials</b></p> <p>Observational drawings of coral with charcoal.</p> <p>Pirates: making treasure maps and outdoor pirate ships.</p> <p>Bubble prints.</p> <p>Provide chn with a range of materials e.g. plastic lids, polystyrene trays, wood pieces etc for them to make boats, surfboards and rafts.</p> <p>Water colour paintings of the sea.</p> <p>Investigating shades and tones of blue through creating magazine collages.</p> <p>Create sea pictures by collaging with sand, shells and small stones.</p> <p>Making a paper chain</p>

	<p>use? Friendship recipe salt dough, make hearts to decorate and hang. Arts week Drawing around our bodies with chalk and making large scale chalk drawings, can you add eyes, fingernails etc.</p>	<p><b>Autumn</b> - Printing using leaves and conkers. Painting with Autumn colours and mixing to make them. Making bats/ spiders. Make different poppy creations, 3D poppies using junk modelling. Make fireworks and rockets from tubes and add crepe streamers. Use fluorescent paint on black paper to recreate fireworks patterns Deep space – paint swirls <b>Christmas crafts</b> Making Christmas cards Making decorations for Xmas trees Decorating Christmas biscuits. Making calendar for new year</p>			<p>Make a stick insect with pipe cleaners Paint and cut out giant leaves to make a beanstalk. Paint characters from Jack and the beanstalk. Observational drawings of plants using chalk. Making collage pictures using seeds and leaves. Use beebots</p>	<p>octopus, jellyfish made of cups/bowls, paper plate crabs. Make pictures of fish using marbling techniques. CD hanging fish mobiles Shell rubbings Handprint mermaids Making lolly pops Making clay fish Use cardboard tubes and junk modeling materials to make models of lighthouses. Design and make sunglasses</p>
	<p><b>Being imaginative and expressive</b></p> <p>Charanga 'Me': Listen Styles of music Sing Nursery Rhymes Action songs- creating own music. Remembering and naming instruments from Nursery. Learning and singing new routine songs, e.g. tidy up, lining up, lunch and going home songs. Singing number &amp; Superhero Songs and Rhymes Head, shoulders, knees and toes. Explore sounds using various body parts. Chn could clap, tap, click fingers, sniff, whistle, stamp, slap things, tap knees etc. Encourage chn to explore how sounds can be made</p>	<p><b>Being imaginative and expressive</b></p> <p>Christmas Performance: Songs Dances Sing Perform Space music – the Planets Suite by Holst Hey, diddle, diddle. 'Twinkle, twinkle little star' 5 little spacemen 5 little men in a flying saucer Learn Christmas Songs and rhymes. Take part in the Nativity Production Dance workshop <b>Space</b> - Design and construct a big rocket for use in role play area. Encourage friends to join you on your space mission and play co-operatively together developing a narrative together. Making props for roleplay area- control board, jet pack.</p>	<p><b>Being imaginative and expressive</b></p> <p>Charanga 'Everyone': Nursery Rhymes Action Songs Songs Dances Sing There was a princess long ago' &amp; The Gruffalo child's action song. Perform a Chinese dragon dance. Use masks from favourite stories to develop a narrative with friends. What props will you need to help you act out the story? Can you create representations from your favourite story? Can you draw a character or make a wanted poster? Model castle / imaginative play with costumes. Giant's footsteps. Wands and wishes.</p>	<p><b>Being imaginative and expressive</b></p> <p>Charanga 'Our World': Improvise Styles of Music Share Perform Listening and appreciating Respond through movement to different sounds/music Transport songs and rhymes. Singing 'The wheels on the bus' &amp; 'Hot Cross Buns Design own boarding passes, bus tickets Observational drawings of different types of transport Create models/pictures to represent things we have seen on our visits <b>Roleplay</b>- Ticket office Airport Garage outdoors. Travel agents Car wash</p>	<p><b>Being imaginative and expressive</b></p> <p>Charanga 'Big Bear Funk': Pulse Rhythm Pitch. Use of different percussion instruments. Create own sequence of movements / sounds based on the mini-beast you are pretending to be Sing minibeast songs and rhymes. There's a Worm at the Bottom of the Garden', Incey wincey spider, Little Miss Muffet, Moving like an insect, dancing like a bug Observational drawings of mini-beast life cycles and changes. Keep a growing diary with drawings of the changes. Design and make a clay mini-beast.</p>	<p><b>Being imaginative and expressive</b></p> <p>Charanga 'Reflect, Rewind and Replay': Pulse Rhythm Pitch – playing an instrument Create sound effects to illustrate stories Listening to storm music Encourage the chn to create their own calypso music shakers and castanets to use at the beach party. Listen to some watery music such as 'La Mer' by Debussy, 'Orinoco Flow' by Enya or 'Under the Sea' from The Little Mermaid. Pirate songs Summer songs We all live in a yellow submarine</p>

	<p>louder, quieter, faster and slower. Sing 'If you're happy and you know it clap your hands, what type of things make us happy?</p> <p>Listen to different styles of music and talk about how it makes us feel. Make up stories with words and recreate them with pictures or models. Paint recognisable pictures looking carefully at correct colours and shapes</p> <p><u>Role Play</u> Home-corner with pretend school. Superhero Den. People who help us role play, police station, fire station etc.. Opticians, hairdresser, nail technician (all play set-ups to develop co-operative play with a friend.</p>	<p>Playdough – mould, design and name your alien. Design and make telescopes, moon buggies, moon boots, food, Learn correct use of tools for modeling with junk or play dough.</p> <p>Use the correct colour for purpose (red for the poppy, green for the stem) Make clay aliens Remembrance Day Poppy crafts, take part in the war re-enactment (sign up, fight, life in the trenches, writing letters home, food, minute silence at the poppy field)</p> <p><u>Roleplay-</u> Dark Den. Space station Santa's Workshop, wrapping presents Stable: language related to the Christmas story</p>	<p>Painting characters from fairytales Making puppets for re-telling stories. Make models/pictures out of different materials</p> <p><u>Roleplay-</u> Winter wonderland <i>Fairy tale castle</i> Chinese Restaurant Role play stories with story book props and masks, develop narrative with friends and use story language in play. Castles and knights role play</p>		<p>Symmetrical patterns and pictures <u>Roleplay-</u> Garden Centre Giants Castle Set up a Mini-beast café with play dough so children can create play dough food for their guests. Set up a farmers market to sell produce from your garden</p>	<p><u>Role Play</u> Seaside shop Beach ice cream shop Fish shop/under the sea Pirate ship Punch and Judy show</p>
<b>RE</b>	<p>Let's find out about Harvest in a church Let's find out about Shabbat</p>	<p>Let's find out about the Christmas story. Let's find out about Christmas celebrations in churches.</p>	<p>Let's find out about holy books (e.g. the Qur'an, the Torah, the Guru Granth Sahib). Let's hear some stories Jesus told (Lost Sheep, Lost Coin).</p>	<p>Let's find out about Easter celebrations in churches.</p>	<p>Let's find out about special buildings and worship there (e.g. mandir, church, synagogue, Buddhist Rupas).</p>	<p>Let's find out about Raksha Bandhan.</p>
<b>MFL (French)</b>	<p><b>Language Angels-Greetings</b> Say 'hello' (formally and informally) in French. Say 'my name is...' in French. Ask somebody in French how they are feeling and give a reply. Say 'goodbye' and 'see you soon' in French.</p>		<p><b>Language Angels-Colours and Numbers</b> Name and recognise up to 10 colours in French. Count from 1-10 in French.</p>		<p><b>Language Angels-Nursery Rhymes</b> Recognise, recall and remember up to 6 popular nursery rhymes in French with accurate pronunciation. Recognise, recall and remember how to say 'hello' and 'goodbye' in French. Learn to listen attentively to, understand and participate actively in short songs and nursery rhymes in French.</p>	



<b>Parents involved</b>	Parents reading stay & play session	Pupil report & parents evening. Christmas performance	Reading meeting Sharing a bedtime story event	Pupil report & parents evening. Stay and Play	Forest schools story event - fire pit and stories coming to life	Pupil report Sports Day event Outdoor event
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