

Ducklings - Reception Curriculum - 2023/2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1. Communication and Language PRIME AREA						
	Listen to others one on one or in small groups, eg talk about families in circle time and share pictures. Play Pass Everywhere Bear. Join in with repeating refrains and anticipating key events and phrases in rhymes and stories eg in songs, poems, familiar stories, call and response games. Understand use of objects and tools in the classroom eg know how to best access resources during Choose Own Learning time eg they know how to select the tools they need to make a junk model, to write a letter to someone etc. Respond to multi-step instructions eg first we need to put our coats on, then we need to zip them up, then we will get ready to go out to play. Retell past events from stories, and from own experience, in chronological order; eg describing a day at school, describing what they did at the weekend, talking about what happened in a story.	Join in with repeated refrains and familiar stories. Follow directions, recognising left and right eg in games such as Simon says. Show understanding of prepositions such as 'under, on top' eg when tidying the classroom children can say where things belong. Use vocabulary, including phrases, from recently read stories in conversations eg children can talk about George Stevenson's Rocket and why it was important. Ask questions using what, where, when and why to find out information, eg when learning about things from the past, children can ask questions to find out more.	Build up vocabulary that reflects knowledge and experience eg, children can talk about space, what they know about it, what an astronaut does Use different tenses to discuss things that are happening now and things that happened in the past, and things that happened a very long time ago. Ask relevant questions to find out more information eg when sharing a non-fiction text children can say 'I wonder why...' Share opinions, explaining preferences eg My favourite planet is... because... Participate in Helicopter Stories sessions; telling an adult a short story to be acted out. Attend three assemblies per week. Demonstrate calm sitting and listening. Joining in familiar songs.	Focus attention in a variety of situations; in small groups, 1:1 and whole class. Understand 'how' and 'why' questions and use them in a variety of contexts eg how do people change as they grow? Use increasingly complex sentences to link thoughts eg using 'and', 'because'. Eg this plant did not grow well because... This plant grew really well because... Use newly acquired vocabulary to name and describe, and in conversations eg children can discuss their plants, how they cared for them and what they noticed. Ask questions during Show and Tell sessions with support.	Describe a pretend object in play based situations, eg when role playing a coronation a child might use props for their orb and sceptre. Question to understand why things happen eg who, what, when, how eg when a visitor comes in to talk to the class, children can ask questions rather than just sharing information they know. Use intonation and rhythm when joining in with stories and rhymes. Respond to questions using full sentences, eg I think... because... this will be consistently modelled by adults in all curriculum areas.	Use talk to explain what is happening and anticipate what might happen next Recall and relive past experiences; discuss special events, birthdays, in school celebrations etc. Retell events in order eg ordering events from the stories about Greek Gods that they've Explain ideas and experiences using different tenses, prepositions, temporal connectives and vocabulary acquired from all areas of the curriculum. This will be modelled by adults consistently. Respond to comments from peers using full sentences, eg I agree with ... because... Use new vocabulary throughout the day in conversation with adults and peers.
	Role play: home corner	Role play: frozen land	Role play: outer space	Role play: outdoor gardening	Role play: castles and monarchs	Role play: outdoor camping

2. Personal, Social and Emotional Development

	To know and demonstrate friendly behaviour. Focus on simple class rule - "Be Kind". Learning class motto with hand gestures "we are kind to ourselves, to each other and to our classroom". Children see themselves as a valuable individual. Adults make time to get to know families through conversation and Our Families photos. All About Me information supports initial connection with children. Special focus on home languages spoken and home culture. Understand that the tambourine means stop, listen and wait for instructions, with reminders and support as necessary. My Feelings; words I can use to describe how I am feeling. What can I do when I am angry or upset.	To know how to be a good friend. Focus on flexibility in play, supporting children to take turns in playing their own imaginary games. Experience turn taking through supported small group board games. To manage their own hygiene needs with independence. Focus on handwashing. Narrating healthy snack time - fruit or vegetable choices. Focus on the importance of drinking water. Model drinking water and have regular water breaks during day.	Including everyone; diversity within our school and the wider community. Think about how we are all different and special. Play Pass Everywhere Bear and share things that we like to do. To be able to talk about different festivals. To understand why different people celebrate different things. To have confidence to choose an activity independently. Adults to support children accessing areas of provision they may not typically choose.	Healthy diets to help us grow; what we need to eat, how we look after our bodies and keep ourselves clean. To know how we can care for the environment. Understand the importance of habitat to wild animals. Wordless book focus: Where's the Elephant? By Barroux To know how we care for plants. Joining Gardening Club, learning in nurture area outside.	Independence. Doing things myself and helping others. What can I do if I am worried? To be able to talk about why a character has made a poor choice and what the consequences are. To be able to talk about how the character could have made a better choice.	Perseverance. What do I do when things are hard? Who can help me at school. Challenges: moving to Year One To demonstrate increasing perseverance in the face of challenge. Focus on growth mindset statements: In Ducklings we can do hard things. In Ducklings mistakes help us grow. In Ducklings we value progress over perfection.
PSHE	Beginning and Belonging	Families and Friends	Working together	My Body and Growing	Keeping Safe	Healthy Lifestyles

3. Physical Development PRIME AREA

Gross Motor	Explore a range of body movement including running, jumping and hopping during PE and also outdoor choosing time.	To negotiate space effectively and safely.	To be able to balance and coordinate safely for example building obstacle courses in the outdoor classroom, climbing trees in the Copse.	To develop core strength to achieve a good posture when sitting at a table.	To show good control and co-ordination in large and small movements.	To show good control and co-ordination in large and small movements.
	To use climbing equipment safely and competently. Beginning with the climbing equipment in the Duckling garden area.	To develop core strength to achieve a good posture when sitting on the carpet.	Explore a range of body movement including dancing, hopping and climbing.	To be challenged further when ready to run faster, jump further, climb higher.	Children can safely access the large climbing frame on the field with support.	Explore a range of body movement including skipping, kicking and throwing/catching.
Fine Motor (also see EAD)	To begin use a dominant hand.	To begin to use anticlockwise movement and retrace vertical lines.	To handle tools, objects, construction and malleable materials safely, independently and with increasing control. To safely use a knife during cooking session.	To begin to write consistently on the line.	To use a pencil effectively to form recognisable letters, most of which are formed correctly.	To begin to form consistent letters which are correctly formed.
	To begin to form recognisable letters some of which are formed correctly.	Frequent use of small tools; cutlery, tweezers, scissors, medium paint brushes	To build a house using junk modelling techniques.	Frequent use of small tools; cutlery, tweezers, scissors. Cutting shapes eg spirals.	To show good control and co-ordination in large and small movements.	Frequent use of small tools; cutlery, tweezers, scissors. Cutting textured paper, tracing, using templates, playdough.
	To use scissors effectively, beginning with snipping paper, playdough, pasta with blue snipping scissors.	Participate in daily name writing in the morning.	To be able to cut a straight line with scissors independently.	Drawing and painting plants and flowers, leaf rubbings.	To be able to cut more complex shapes with scissors independently.	Opportunities for drawing, painting, weaving, simple sewing.
	To competently access activities in provision such as threading, peg boards, dressing and undressing dolls, playing with small world toys, using tweezers to sort items.	To spend time modeling with playdough using hands and tools. Opportunities to create independently and adult led activities.	To consistently use a dominant hand.	To begin to show greater control in letter formation; writing words on the link, consistent size of letters with support. Practice in handwriting book in the morning (with adult support).	Frequent use of small tools; cutlery, tweezers, scissors. Cutting shapes eg spirals. Using small paint brushes.	To independently show greater control in letter formation; writing words on the link, consistent size of letters. Practice in handwriting book in the morning (with adult support). Development of the foundations of a fast, accurate and efficient handwriting style.

Outdoor Focus	To run and jump (eg off tyres) in Duckling garden. Beginning to use large loose parts for carrying, balancing and navigating space. Safety considerations for risky play.	Opportunities for throwing and catching using balls and bean bags. To demonstrate ability to balance safely and steadily. Safety considerations for risky play.	Opportunities for playing in snow and ice. Safe and careful movement on slippery surfaces, building with snow, painting on ice.	Forest learning focus: learning to use tools competently and safely including whittling with peelers and junior hacksaw.	Forest learning focus: learning to tie knots to make a den.	Forest learning focus: learning to use tools competently and safely including how to use a plan drill to make a medal.
	Daily mark making opportunities: chalk, outdoor easel, spray bottles, digging, sand and water play, mud kitchen, painting with large brushes and water.	Daily mark making opportunities: chalk, outdoor easel, spray bottles, digging, sand and water play, mud kitchen, painting with large brushes and water.	Daily mark making opportunities: chalk, outdoor easel, spray bottles, digging, sand and water play, mud kitchen, painting with large brushes and water.	Gardening focus: planting and caring for potatoes, sowing annual seeds (nasturiums, poppies).	Gardening focus: planting and caring for strawberries, courgettes and beans.	Gardening focus: planting and caring for strawberries, courgettes and beans. Harvesting potatoes.
PE	Indoor PE - Gymnastics	Indoor PE - Gymnastics	Indoor PE - Dance	Indoor PE - Dance	Outdoor PE - Games	Outdoor PE - Games

4. Literacy

Fiction including picture books with familiar settings, relating to families, people who help us.

Oral retelling of familiar stories using own words and recently introduced vocabulary.

Story language; becoming familiar with phrases like 'once upon a time', 'a long time ago', 'lived happily ever after'.

Use puppets to retell familiar stories. Through talk or drawing, with support, share ideas following a picture prompt.
Poetry; learning and reciting simple poems with rhyme and repetitive language

Provide opportunities for mark making; stamps in playdough, wheels and other shapes for stamping into playdough, carving into fruit and vegetables. Upright mark making such as an easel, a tuff tray on its side, painting with water onto walls, window paints etc.

Identify and anticipate key events in familiar stories including repeated refrains.

Role play; using imaginative movement and vocabulary to recreate scenes from familiar stories

Retell a story using resources in enhanced provision.

Ongoing provision for emergent writing and creative mark making eg playdough and letter stamps, clipboards and paper, painting on an upright tuff tray, writing with fingers in sand, rice etc.

Emergent writing; encourage short words or phrases in different writing contexts, eg in free flow or in a structured lesson. List writing

Listen to stories and begin to anticipate what may happen next.

Ongoing provision for emergent writing and creative mark making eg playdough and letter stamps, clipboards and paper, painting on an upright tuff tray, writing with fingers in sand, rice etc.

Descriptive sentences; children begin to write to describe an object eg. The seed is tiny. The seed is tall.

Descriptive sentences; children begin to write to describe an object eg. The seed is tiny. Labelling eg labelling seed pots.
Letter writing including simple sentences and phrases

Listen to stories and anticipate what may happen next.

Ongoing provision for emergent writing and creative mark making eg playdough and letter stamps, clipboards and paper, painting on an upright tuff tray, writing with fingers in sand, rice etc.

Descriptive sentence writing Instructions; writing simple instructions for a familiar process in a numbered list.

Verbal sequencing using temporal connectives. Eg First I climbed on the climbing frame, then I slid down the big slide!
Create fact books about kings and queens and notice the difference between writing stories and writing information.

Role play using newly acquired vocabulary eg role play a coronation

Write simple phrases and sentences with phonetically plausible attempts at unknown spellings.

Ongoing provision for emergent writing and creative mark making eg playdough and letter stamps, clipboards and paper, painting on an upright tuff tray, writing with fingers in sand, rice etc.

Character profiling; what do we know about St George?

Using descriptive language in oral storytelling and in writing.

Nonsense poetry- how authors play with words
Creating our own stories (orally or written) with a Beginning, middle and end.
To know a sentence has a capital letter, full stop and finger spaces. Write simple phrases and sentences, making phonetically plausible attempts at writing newly acquired vocabulary .

Jumping into the story - what was the character thinking at this point in the story?

Instructions; writing numbered lists in a logical order.

Ongoing provision for emergent writing and creative mark making eg playdough and letter stamps, clipboards and paper, painting on an upright tuff tray, writing with fingers in sand, rice etc.

	Focus on letter formation in line with handwriting policy	Focus on letter formation in line with handwriting policy	Focus on letter formation in line with handwriting policy	Focus on letter formation in line with handwriting policy	Focus on letter formation in line with handwriting policy	Focus on letter formation in line with handwriting policy
Phonics - Sounds Write	Unit 1: aimst Unit 2: nop Unit 3: bcgh	Unit 4: dfev Unit 5: klru Unit 6: jwz	Unit 7: x y ff ll ss zz Unit 8: VCC & CVCC Unit 9: CCVC	Unit 10: CCVCC CVCCC CCCVC Unit 11: CCVCC CVCCC CCCVC	Bridging Units: c/k/ck/q ch/tch l/ll/le w/wh	Consolidation
Literacy - DEMAT Reading Canon	The Gruffalo - Julia Donaldson Poetry, narratively complex, modern fiction	Owl Babies - Martin Waddell Complex plots and symbols, modern fiction	Little Red Riding Hood - Lari Don Traditional stories	Cat in the Hat - Dr Seuss Rhyming words -archaic texts	The Boy Who Cried Wolf Aesop's Fables Texts from other cultures	Snow White and the Seven Dwarves Traditional stories
Enrichment texts	All Are Welcome, Caterpillar Cake (poetry), Love Makes a Family, The Colour Monster, The Three Little Pigs, Ruby's Worry, Everywhere Bear, Last Stop on Market Street, What the Ladybird Heard, Owl Bat Bat Owl(wordless), Ten Seeds, Leaf Man, Autumn Story, Pumpkin Soup	The Snowy Day, Goodnight Moon, The Tiger Who Came to Tea, The Three Little Wolves and the Big Bad Pig, Stickman, The Bear Snores On, Tom Cream's Rabbit, T'was the Night Before Christmas (poetry), 100 Snowmen, Journey (wordless)	Lost and Found, Make Way for the Ducklings, The Day the Crayons Quit, Dinosaurs Rubbish, Mr Wolves Pancakes, The Bad Mood and the Stick, One is a Snail and Ten is a Crab, Footpath Flowers (wordless), Janet and Alan Ahlbery focus (poetry)	Where the Wild Things Are, The Proudest Blue, The Little Gardener, My Must Have Mum, Bog Baby, Wild, Sam Plants a Sunflower, Fish is Fish, Where's the Elephant (wordless), None the Number, Where the Sidewalk Ends (poetry)	My Village (poetry), The Empty Pot, The Little House, Grandad's Island, Small in the City, The Lost Property Office, The Queen's Hat, Christopher Nibble, The Lion and the Mouse (wordless), Triangle,	Oi Frog, How to Wash a Woolly Mammoth, Dogs Don't Do Ballet, Winnie the Pooh, Where the Forest Meets the Sea (wordless), I am the Seed that Grows the Tree (poetry), Elephant and Piggie
Traditional rhymes	Baa, baa, black sheep, Diddle diddle dumpling, Hey diddle diddle, Hickory dickory dock, Early to bed	Little Bo Peep, Little Jack Horner, Little Miss Muffet, One, two, buckle my shoe, Star light, star bright, Twinkle, twinkle	It's raining, it's pouring, Jack and Jill, Old King Cole, Old Mother Hubbard, Rain rain go away, Sing a song of six pence	Ladybird, ladybird, Little boy blue, Mary had a little lamb, Mary, Mary quite contrary, Old MacDonald had a farm	Humpty dumpty, She'll be coming round the mountain, The Grand Old Duke of York	Jack be nimble, Monday's child, See saw, Margery Daw
Sayings and Phrases	Well I never! A piece of cake. An apple a day keeps the doctor away.	Pull your socks up! On cloud nine. Don't judge a book by it's cover.	As good as gold. As dead as a bag.	As fit as a fiddle. Pigs will fly. Don't count your chickens before they've hatched.	Mountain out of a molehill. It's raining cats and dogs. If at first you don't succeed, try, try again.	A drop in the ocean. Better late than never. The more the merrier.

5. Maths

Complete Maths	Combine - Compare and Combine - combine objects, compare amounts saying lots, more or same	Explore - Space and Pattern - explore a range of large and small spaces, compare size and weight using gesture and language, notice patterns and arrange things in patterns	Exploring Shape and Space - talk about and explore 2D and 3D shapes using informal language, understand position	Principles of counting - Count Objects, Actions, Sounds - stable order principle, correspondence when counting, cardinality	Exploration and comparison - select and rotate shapes - to create pictures and patterns, identify circles, squares, and triangles of different sizes	Mental flexibility - identify match and move shapes - identify shapes which share similar properties, identify rectangles of different sizes and orientations
	Build - Build and Solve - build with a range of resources and complete inset puzzles	Count - Pre-counting - develop counting like behaviour, count in everyday contexts sometimes skipping	Exploring Shape and Space - Early Position - describe a familiar route, discuss routes and locations	Principles of counting - Perceptual Subitising - within 5, to 5	Exploration and comparison - select and rotate shapes - comparing groups of up to 4 objects, 6 objects	Mental flexibility - number bonds within 5 and working to within 10
	React - Take part in finger rhymes, react to changes of amount in groups of up to 3 items	Exploring Number - Notice, Recite and Record Numbers and Numerals - subitise to 3, recite numbers past 5, experiment with their own symbols, marks and numerals	Exploring Shape and Space - Select and Combine Shapes - select shapes to complete puzzles, use shapes to make pictures,	Sense of space and number - Compare Length and Volume of familiar objects	Exploration and comparison - comparing length and space - identify and describe area covered by familiar objects, compare length with non-standard units, covering area with familiar shapes and objects	Composition of number and shape - One More, One Fewer - identify one more and one fewer with groups up to 6 objects, identify missing number bonds
			Exploring Shape and Space - Compare and Describe - make comparisons between objects - size, weight and capacity, talk about patterns	Sense of space and number - Conceptual Subitising - within 5, to 5 and to 7	Extending Mental Models - reciting and counting numbers beyond 10	Composition of number and shape - Compose and Decompose Shapes - make 3D shapes (from other shapes), make pictures with 3D shapes
			Early Arithmetic - Solving Problems - solve real world problems within 3, compare quantities		Extending Mental Models - compare numbers mentally - building up to sequences groups of 6 objects	

6. Understanding the World

Theme	All About Me	Transport: Past and Present	Space	Growing and Changing	Kings and Queens	Stories from the Past
PKC	Past and Present (History)					
	Exploring my past, present, future and that of others including characters from stories.	Exploring transport in the past eg horse and carriage, motor cars, penny farthing, omnibus ferry. Learning about modern transport including the Japanese Bullet Train, hovercraft, racing cars, airplanes.	Learning about people who looked at the stars; finding out about Galileo. Exploring traditional stories to explain the stars eg The hunting of the Great Bear.	Exploring farming in the past; local history focus including Jonas Webb, the Babraham Ice House, Babraham as a centre for the wool trade.	Exploring The Story of King John and the Magna Carta through drama.	Exploring stories from Ancient Greece; Prometheus stealing fire from the Gods, Theseus and his battle with the Minotaur, Daedalus and Icarus, Athena and Arachne, King Midas and the Golden Touch.
	Thinking about families; when I was a baby, when my family members were young. Learning about family trees and diverse representations of family life.	Finding out about George Stevenson and the invention of the steam train.	Thinking about what scientists and astronomers know about our Solar System now; our sun, the planets in our solar system.	How farming worked in the past; use of horses and carts, horses and cows pulling ploughs. Comparing this to present day use of machinery in farming.	Researching locally significant buildings: St Peter's Church and The George public house.	Learning about stories from different cultures; Anansi the Spider from the Ashanti in West Africa.
	Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year? Our school year - what will we do this year in Reception? Focus texts: Hari's Box by Juliet Bell, Once There Were Giants by Martin Waddell	Researching Ernest Shackleton the explorer and the challenges of his journey to the South Pole.	Researching the moon landings; finding out about Neil Armstrong. Learning about The International Space Station; when and why it was built and launched.		Learning about King Charles III's coronation in Westminster Abbey.	Learning about the Legend of St George and the Dragon.
		Focus texts: Locomotive by Brian Floca, Mr Gumpy's Motor Car by John Burningham, Shackleton's Journey by William Grill	Focus texts Professor Astrocat's Solar System by Dominic Walliman and Ben Newman, How the Stars came to be by Poonam Mistry	Focus texts: A Farm Through Time by Angela Wickes, Usborne Look Inside a Farm by Katie Daynes	Focus texts: Kings and Queens by Tony Robinson, King Charles III: Celebrating His Majesty's Coronation and Reign by Andrew Mills and Jennie Poh	Focus texts: Usborne Myths and Legends by Gill Doherty, A Bedtime Full of Stories: 50 Folktales ad Legends from Around the World

People, Culture and Communities (Geography)

Exploring the location of our school and the local area.	Thinking about transport in our local area and contrasting with transport for long journeys.	Learning about renowned astronauts and astronomers; including Mae Jaimeson, Tim Peak, Caroline Hershel.	Discovering farming in our local area; what crops are grown where we live?	Learning about The Monarchy; King Charles III, the Royal Family, Buckingham Palace, Windsor Castle.	Locating on a globe the places that feature in the key stories chosen for this topic.
Thinking about my route to school; what do I pass? Do I take transport?	Considering children's experience of transport.		Identifying fruit and vegetables that can be grown in our Duckling garden, locally, or within the local region.	Countries around the world that have King Charles III as their monarch including; Canada, Jamaica, New Zealand, Australia and more.	Finding out about oral storytelling as part of culture; how we pass on stories within our families and communities. Inviting an elderly relative to come in and tell the children a story about their life.
Considering what do we like about our local area? What would we change?	Learning about Road Safety - how we travel safely.		Identifying where the fruit and vegetables we eat come from. Including but not limited to: oranges (Spain), Bananas (Central America), Lemons (South Africa), Pineapples (Costa Rica), onions (Netherlands), Broccoli (the UK)	Exploring the Union Flag of The United Kingdom and flags from countries the children have connections to.	
Learning about community; meaning the people who feature in our lives, our school being an important part of our community, friends, families, religious communities, people with shared interests eg hobbies.	Exploring how people from different cultures travel; such as the tuk tuk in Bangkok, gondolas in Venice, felucca in Egypt, dog sled in Norway.				
Finding out about people who help us in our community; including but not limited to teachers, doctors and nurses, firefighters, police, shop workers, rubbish collectors.					
Focus texts: Here We Are by Oliver Jeffers, Me on the Map by Joan Sweeney	Focus texts: The Wheels on the Tuk Tuk by Kabir Sehgal, Guido's Gondola by Steve Bjorkman	Focus texts: Mae Jemison by Mary Nhin, Mae Among the Stars by Roda Ahmed	Focus Text: The World Came to My Place Today by Dr Jo Readman, A Year on Adam's Farm by Adam Henson	Focus texts: Usborne 199 Flags by Hollie Bathie	Focus text: Grandfather's Journey by Allen Say

The Natural World (Science)

Learning about the human body: facial features, body parts, the senses.	Exploring forces: push, pull, twist. Exploring floating and sinking. Balancing. Experimenting in the context for air and water transport.	Finding out about our planet Earth: land and sea, plants and animals, weather, gravity.	Growing and changing; learning about how people change as they grow, how animals change as they grow.	Exploring seasons of the year: summer. Looking for signs of summer; flowers, warmer days, light evenings, butterflies, bees, birds.	Exploring seasons of the year: summer. How we stay safe in the sun; sunscreen, hats, sunglasses.
Exploring seasons of the year; autumn.	Exploring seasons of the year: winter.	Learning about the moon, the sun, the planets in our solar system, space travel, astronauts.	Studying the life cycles of a butterfly and/or frog.	Finding out about the garden at Highgrove House. Designing a garden for the King; what could we grow? What would we include? Sketch some ideas and write about the design.	Learning about safety around water.
Focusing on the differences between deciduous and evergreen trees. Observing leaves using magnifying glasses, noticing leaves changing colour.	Learning about animal hibernation. Thinking about why do some animals hibernate? How do other animals survive winter? Finding out about transport in the winter; snow ploughs, gritting roads, snow tyres. Experimenting with changing state of matter; frost and ice looking closely at ice, what happens when it warms? Why can we see our breath when it is cold?	Exploring seasons of the year: spring. The first signs of spring; snowdrops, cherry blossom, buds and flowers, birds nesting, bees, lighter evenings.	Identifying and drawing the following animals and their offspring including but not limited to: sheep and lamb, cows and calf, horse and foal Learning about plants; how they grow from seeds and bulbs. What plants need to grow. Identifying parts of plants including roots, stem and leaves. Identifying trees and plants growing locally on the school grounds. Drawing pictures of local plants.		Experimenting with changing state of matter; why do our ice lollies melt?
Focus texts: Dan and Diesel by Charlotte Hudson, Tree by Britta Teckentrup, The Squirrels who Squabbled by Rachel Bright and Jim Field, Seasons by Hannah Pang	Focus text: And Everyone Shouted "Pull!" By Claire Llewellyn, Sneezing the Snowman by Maureen Wright, Who Sank the Boat by Pamela Allen, Balancing Act by Ellen Stoll Walsh	Focus texts: Meet the Planets by Caryl Hart, The Planets Musical Book by Fiona Watt	Focus texts: My Butterfly Bouquet by Nichola Davies and Hannah Peck, The Tiny Seed by Eric Carle	Focus texts: Summer is Here! By Heidi Poss Gray, The Little Gardener by Emily Hughes	Focus text: Little Bear's Spring by Elli Woolard

7. Expressive Arts and Design

Focus	Colour	Line	Architecture	Nature in art	People in art	Sculpture
Creating with materials	Painting with primary colours and mixing secondary colours	Taking a line for a walk. Practice drawing different lines eg straight, curved, spiral, cross hatch	Constructing buildings using loose parts, using ipad to photograph	Studying how Van Gogh used different marks to draw still life	Exploring Hogarth's painting of The Graham Children	Learning that sculpture is a 3D art form
	Learning how to use paint brush effectively and wash brush between colour changes	Creating lines with different materials: wool, matchsticks, printing	Learning techniques to join materials: glue, tape, staple, tie, fold		Drawing children playing with their favourite toys. Considering different lines	Constructing a toilet roll sculpture, carefully looking from all angles
	A study of Piet Mondrian	A study of Miro	A study iconic buildings in London	A study of Van Gogh	A study of Hogarth	A study of Degas' ballerinas
	Paint: portraits	Cut: snowflake design	Design: making a rocket using recycled materials	Paint: observational painting of daffodils	Design: creating a 3D crown	Creating: a sculpture of a dragons eye using clay
	Cut: rainbow collage	Print: a seasons calendar	Collage: house inspired by Carson Ellis using cardboard		Collage: using different materials to design a garden inspired by Highgrove House	
Being imaginative and expressive		Design: making a boat that floats	Paint: observational painting of class amaryllis			
	Focus texts: Mixed by Arree Chung, The Dot by Peter H Reynolds, Mix it Up by Herve Tullet	Focus animation: Dip Dap produced by Ragdoll Productions	Focus texts: Home by Carson Ellis	Focus text: Katie and the Starry Night by James Mayhew	Focus text: Ish by Peter H Reynold	Focus animation: Morph by Aardman Animations
Music	Singing in a group - Harvest Festival	Singing in a group (Christmas Performances)	Bloom app on iPad to create repeating patterns of music Playing with Sounds: Pitch	Playing with Sounds: Singing Games including call and response	Instrumental Activities	End of year performance play/ poetry
	My Musical Heartbeat	Dance, Sing and Play!	Exploring sounds	Learning to Listen	Having Fun with Improvisation	Let's Perform Together!

Religious Education						
Project Emmanuel	Why is the word 'God' so important to Christians?	Why do Christians perform nativity plays at Christmas?	How can we help others when we need it?	Why do Christians put a cross in an Easter garden?	What makes every single person precious and unique?	How can we care for our wonderful world?
Festivals and celebrations						
	Rosh Hashanah, Harvest Festival, Eid ul Adha	Remembrance Sunday, Diwali, Advent, Christmas, Hanukah	Lunar New Year Shrove Tuesday	Holi, Mothering Sunday, Easter	St George's Day May Day Ramadan	Father's Day, Eid ul Fitr, Summer Solstice
Trips and local walks						
	St Peter's Church, Babraham	Babraham War Memorial, St Peter's Church, Babraham	St Peter's Church, Babraham, The Copse	Babraham Forest Garden	Local history walk; Jonas Webb statue, The George Pub, <i>Babraham Ice House</i>	Saffron Walden Museum (history trip)/ Kettles Yard (art trip)
Visitors and experiences						
	Show and tell - new born siblings Visit from people who help us in our community	Members of the school community who can talk about Hanukah, Passover, Thanksgiving Visit from Reverend Catherine to talk about Christmas Visit from families for Decoration Day celebration of Christmas	Visit from families for Lunar New Year celebration Visit from the mobile planetarium.	Local conservation speaker	Musicians (live performance)	Invite families to see performance of play/poetry
Special events						
	MacMillan Coffee Morning, Harvest Festival, Parent workshop phonics	Children in Need, Remembrance Day, Christmas Performance	World Book Week, Lunar New Year	Easter bonnet parade	RHS Big Seed Sow	Sports Day Colour Run