

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Religious Education</b>	Creation and Covenant	Prophecy and Promise	Jerusalem to Galilee	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter
<b>Personal, Social, Emotional Development</b>	By the end of Reception, children will be expected to have an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. The children will be able to give focused attention to what the teacher says and respond appropriately even when engaged in activity. We aim for all children to show confidence to try new activities and show independence, resilience and perseverance in the face of challenge. It is expected that children will be able to manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Children will have opportunities to work and play cooperatively, taking turns with others, allowing them to form positive attachments to adults and create friendships with peers.					
<b>Communication and Language</b>	By the end of Reception, children are expected to listen attentively, make comments about what they have heard and ask questions to clarify their understanding. Children will have the opportunity to participate in small group, class and one-to-one discussions, offering their own ideas. Children will be supported to engage in conversations with their teacher and peers, offering explanations for why things might happen and making use of recently introduced vocabulary from stories.					
<b>Physical Development</b>	By the end of Reception, children will explore the development of their gross motor skills. The children will have the opportunity to show their ability to negotiate space and obstacles safely, demonstrate strength, balance and coordination when playing and move energetically, such as running, jumping, dancing, hopping, skipping and climbing. The children will also explore the development of their fine motor skills. By the end of Reception, children are expected to hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases, showing accuracy and care when drawing. Children will also have the opportunity to use a range of small tools, including scissors, paintbrushes and cutlery.					
<b>Literacy (English)</b>	Peace at Last (Pathways to Write Cycle B)	The Three Little Pigs (Pathways to Write Cycle B)	Let's all creep through Crocodile Creek (Pathways To Write Cycle B)	The Pirates are Coming! (Pathways to Write Cycle B)	Gigantosaurus (Pathways to Write Cycle B)	The Sea Saw (Pathways to Write Cycle B)
<b>Mathematics</b>	Match, Sort and Compare Talk about Measure and Pattern	Numbers 1,2 and 3 Shape - circles, triangles and shapes with four sides Number Composition to 5	Numbers to 5 Mass and Capacity Growing 6, 7 and 8	Length, Height and Time Building 9 and 10 Explore 3D shape	To 20 and beyond How many now? Manipulate, Compose and Decompose	Sharing and Grouping Visuale, Build and Map (patterns and mapping) Making connections
<b>Understanding the World (Science)</b>	Exploring the natural environment	Seasonal Changes	Changing states of matter	Planting Floating and sinking Farm Visit Seasonal Changes (revisit)	The Natural World (Bees)	Life cycle of a butterfly
<b>Understanding the World ELG</b>	By the end of Reception, children will explore the natural world around them, making observations and drawing pictures of animals and plants. Children will 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. Children will understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.					
<b>Expressive Art and Design (Art)</b>	<b>Drawing: Self portraits</b> Exploring mark making through different drawing materials.  <u>Continuous Provision</u> <ul style="list-style-type: none"> <li>Junk modelling</li> <li>Creating with malleable materials</li> <li>Painting and Mark Making</li> </ul>	<b>Painting and mixed Media Landscape Collage and Firework paintings</b> Developing creativity through child-led exploration of mixed-media, making collages and transient art.  <u>Continuous Provision</u> <ul style="list-style-type: none"> <li>Junk modelling</li> <li>Colour mixing</li> <li>Creating with malleable materials</li> <li>Painting and Mark Making</li> </ul>	<b>Drawing Observational drawings of flowers</b> Developing skills in observation, using pencils to draw and reflecting on whether their drawings show what they can see.  <u>Continuous Provision</u> <ul style="list-style-type: none"> <li>Junk modelling</li> <li>Creating with malleable materials</li> <li>Colour Mixing</li> <li>Painting and Mark Making</li> </ul>	<b>Printmaking Marbling with ink</b> Explore marbling technique and colouring mixing.  <ul style="list-style-type: none"> <li><u>Continuous Provision</u></li> <li>Junk modelling</li> <li>Finger painting</li> <li>Creating with malleable materials</li> <li>Painting and Mark Making</li> </ul>	<b>Sculpture and 3D Animal Sculptures</b> Exploring the sculptural qualities of malleable materials and natural objects  <u>Continuous Provision:</u> <ul style="list-style-type: none"> <li>Junk modelling</li> <li>Creating with malleable materials</li> <li>Colour Mixing</li> <li>Painting and Mark Making</li> </ul>	<b>Craft and Design Dreamcatchers</b> Designing and making dreamcatchers using collage materials; exploring colour and pattern to create individual designs.  <u>Continuous Provision</u> <ul style="list-style-type: none"> <li>Creating with malleable materials</li> <li>Junk Modelling</li> <li>Colour Mixing</li> <li>Painting and Mark Making</li> </ul>

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Expressive Art and Design</b>	By the end of Reception, children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children will share their creations, explaining the process they have used.					
<b>Expressive Art and Design (Design Technology)</b>	<b>Exploring Junk modelling</b> <i>Can you tell me about your model?</i>  <u>Continuous provision</u> Construction play Creative play	<b>Cutting and Scissor skills</b> <i>Can you use fine motor skills to correctly use the scissors?</i>  <u>Construction provision</u> Junk Modelling Construction play Creative play	<b>Food and Nutrition</b> Pancake making <i>Can you describe the pancake and how it looks, feels, smells and tastes?</i>  <u>Continuous provision</u> Junk modelling Construction play Creative play	<b>Structures</b> Boats <i>Can the pupils offer explanations as to why certain containers are better at floating or moving across the water?</i>  <u>Continuous provision</u> Junk modelling Construction play Creative play	<b>Food and Nutrition</b> Making a rainbow salad <i>Can you talk about the importance of healthy eating?</i>  <u>Continuous provision</u> Junk modelling Construction play Creative play	<b>Evaluation and Presentation</b> Dreamcatchers <i>Can you share a finished model and talk about the processes in its creation?</i>  <u>Continuous provision</u> Junk modelling Construction play Creative play
<b>Expressive Art and Design</b>	By the end of Reception, children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children will share their creations, explaining the process they have used.					
<b>Understanding the World (Geography)</b>	<b>Myself</b> (Talking about similarities and differences between themselves and others)	<b>Church visit</b> Autumn walk Explore different religions (Diwali)	<b>Simple maps</b>	<b>Simple Maps</b> Church visit Spring walk Farm Visit	<b>Natural World</b> Explore the immediate environment around us.	<b>Church visit</b> Positional language Compare and contrast life in this country and life in other countries Explore different religions
<b>(Understanding the World)</b>	By the end of Reception, children will explore some similarities and differences between life in this country and life in other countries. Children will describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Children will 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.					
<b>Understanding the World (History)</b>	<b>Daily and weekly routines</b>	<b>Noticing Seasonal Change</b>	<b>Growing up</b> (Noticing change over time)	<b>Noticing seasonal change</b>	<b>Past and Present</b> Exploring the past through toys, games and artefacts.	<b>Past and Present</b> Exploring the past through toys, games and artefacts.
<b>(Understanding the World)</b>	By the end of Reception, children will know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Children will explore the past through settings, characters and events encountered in books read in class and storytelling. Children will talk about the lives of the people around them and their roles in society.					
<b>Expressive Art and Design (Music)</b>	<b>Exploring Sound</b>		<b>Music and Movement</b>		<b>Transport</b>	<b>Musical Stories</b>
<b>(Expressive Art and Design)</b>	By the end of Reception, children will sing a range of well-known nursery rhymes and songs. Children will perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.					
<b>Gross Motor Skills (PE)</b>	<b>Moving in different ways</b>	<b>Climbing equipment</b>	<b>Ring games</b>	<b>Ball skills</b>	<b>Ball skills</b>	<b>Athletic games</b>

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	<p>By the end of Reception, children will be able to 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>					
<b>PSHE /RSHE</b>	<p><b>Zones of Regulation</b></p> <p>Journey in Love - God Loves Each of Us in Our Uniqueness</p> <p>Life to the Full Plus - Created and Loved by God</p>	<p><b>Zones of Regulation</b></p> <p>Journey in Love - God Loves Each of Us in Our Uniqueness</p> <p>Life to the Full Plus - Created and Loved by God</p>	<p><b>Zones of Regulation</b></p> <p>Journey in Love - God Loves Each of Us in Our Uniqueness</p> <p>Life to the Full Plus - Created to Love Others</p>	<p><b>Zones of Regulation</b></p> <p>Journey in Love - God Loves Each of Us in Our Uniqueness</p> <p>Life to the Full Plus - Created to Love Others</p>	<p><b>Zones of Regulation</b></p> <p>Journey in Love - God Loves Each of Us in Our Uniqueness</p> <p>Life to the Full Plus - Created to live in the Community</p>	<p><b>Zones of Regulation</b></p> <p>Journey in Love - God Loves Each of Us in Our Uniqueness</p> <p>Life to the Full Plus - Created to live in the Community</p>
<b>Trips/Visitors</b>	Religious Education: Signs and Symbols - Walk around school	Visit to local Church	Spring walk around the school grounds.		Windmill Farm Trip	Sports Day