

Year Reception Curriculum Map

| Foundation Subjects | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------------|----------------------------------|---|--|---|-------------------------------|------------------------------------|
| Geography/PSHE | PHSE BM (being me in my world) | Geography PHSE CD (celebrating difference) | PHSE DG (Dreams and goals) | History PHSE HM (healthy me) | PHSE RL (relationships) | Geography PHSE CM (changing me) |
| Theme | Me and my new school (Migration) | Seasons and Harvest Celebrations | Our World (Animals) (Reduce, recycle reuse) | Emergency Services Plants and growth | Minibeasts Dinosaurs | Transport Africa |
| Black History | Stories from Around the World | Stories from Around the World | Stories from Around the World | Stories from Around the World | Stories from Around the World | Stories from Around the World |

PRIME AREAS - Communication and Language, Physical Development & Personal, Social and Emotional Development

| Traditions 1 Tales 1 each half term | Fiction Poetry | Fiction | Fiction | Non- Fiction | Non fiction | Fiction/ Non- fiction | Fiction/ Non- fiction | Non Fiction | Poetry/ Descrip- tion | Fiction | Non- Fiction | Ficti on | Non- fiction |
|--|--|--|----------------------------|----------------------------------|-------------------------|---|---|--------------------------------------|-----------------------------|---|-----------------|-------------|-----------------|
| SPECIFIC AREAS | Text How do Dinosaurs go to School? | Text Monstersauras | Text The Little Red Hen | Text Polar Bear Polar Bear | Text Rosie's Walk | Text The Tiny Seed. | Text The very Hungry Caterpillar | Text Snails linked to topic | Text Handa's Surprise | Text Africa: Amazing Africa Country by Country | | | |
| Reception Reading | Genre | Genre | Genre | Genre | Genre | Focus Instructions | Focus How to grow plants | Focus Factual | Focus Naughty Bus | Genre Setting/ travel | | | |
| Writing | Genre Poetry | Focus Openings and Endings/ Description | Recount | Recount | Description | Setting/ Description/ Environment | The Bad tempered Ladybird | Factual | Genre Setting/ travel | Genre Travel Setting Factual | | | |

| Reception Mathematics | Getting to know you (2 weeks - baseline) | It's Me 1, 2, 3 (2 weeks) | Alive in 5 (2 weeks) | Building 9 and 10 (3 weeks) | To 20 and beyond (2 weeks) | Sharing and grouping (2 weeks) |
|--|---|---|---|---|---|---|
| Whiterose | • Establish maths through routines (tens frame buses, 100 days in school, calendar activities) | • Find 1, 2 and 3 • Subitise 1, 2 and 3 • Represent 1, 2 and 3 • 1 more • 1 less • Composition of 1, 2 and 3 | • Introduce zero • Find 0 to 5 • Subitise 0 to 5 • Represent 0 to 5 • 1 more • 1 less • Composition • Conceptual subitising to 5 | • Find 9 and 10 • Compare numbers to 10 • Represent 9 and 10 • Conceptual subitising to 10 • 1 more • 1 less • Composition to 10 • Bonds to 10 (2 parts) • Make arrangements of 10 • Bonds to 10 (3 parts) | • Build numbers beyond 10 (10-13) • Continue patterns beyond 10 (10-13) • Build numbers beyond 10 (14-20) • Continue patterns beyond 10 (14-20) • Verbal counting beyond 20 • Verbal counting patterns | • Explore sharing • Sharing • Explore grouping • Grouping • Even and odd sharing • Play with and build doubles |
| Number Numerical Patterns | Match, Sort & Compare (2 weeks) | Circles and triangles (1 week) | Mass and Capacity (1 week) | | | Visualise, build and map (3 weeks) |
| Fluency | • Match objects • Match pictures and objects • Identify a set • Sort objects to a type • Explore sorting techniques | • Identify and name circles and triangles • Compare circles and triangles • Shapes in the environment | • Compare mass • Find a balance | | How many now? (1 week) | • Identify units of repeating patterns • Create own pattern rules |

| | | | | | | |
|--|--|--|--|--|---|--|
| | <ul style="list-style-type: none"> Create sorting rules Compare amounts <p>Talk about measure and patterns (2 weeks)</p> <ul style="list-style-type: none"> Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns <p>Create simple patterns</p> | <ul style="list-style-type: none"> Describe position <p>1, 2, 3, 4, 5 (2 weeks)</p> <ul style="list-style-type: none"> Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition of 1-5 <p>Shapes with 4 sides (1 week)</p> <ul style="list-style-type: none"> Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night | <ul style="list-style-type: none"> Explore capacity Compare capacity <p>Growing 6, 7, 8 (2 weeks)</p> <ul style="list-style-type: none"> Find 6, 7 and 8 Represent 6, 7, and 8 1 more 1 less Composition of 6, 7 and 8 Make pairs-odd and even Double to 8 (find a double) Double to 8 (make a double) Combine 2 groups Conceptual subitising <p>Length, Height and Time (1 week)</p> <ul style="list-style-type: none"> Explore length Compare length Explore height Compare height Talk about time <p>Order and sequence time</p> | <ul style="list-style-type: none"> Doubles to 10 (find a double) Doubles to 10 (make a double) Explore even and odd <p>Explore 3D shapes (2 weeks)</p> <ul style="list-style-type: none"> Recognise and name 3D shapes Find 2D shapes within 3D shapes Use 3D shapes for tasks 3D shapes in the environment Identify more complex patterns Copy and continue patterns <p>Patterns in the environment</p> | <ul style="list-style-type: none"> Add more How many did I add? Take away How many did I take away? <p>Manipulate, compose and decompose (2 weeks)</p> <ul style="list-style-type: none"> Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2D shape pictures <p>Find 2D shapes within 3D shapes</p> | <ul style="list-style-type: none"> Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans from story situations <p>Make connections (1 week)</p> <ul style="list-style-type: none"> Deepen understanding Patterns and relationships |
| <p>Reception</p> <p>Literacy</p> | <p>Writing: Hold a pencil correctly with fingers instead of palm grasp.</p> <p>Write some of their name with teacher support if needed.</p> <p>Recognise and copy some sounds with teacher support.</p> <p>Use phonic phrases to support letter formation</p> | <p>Writing:</p> <ul style="list-style-type: none"> Use a comfortable grip (modified grasp) with more control Write most of their name accurately. Recognise and copy most sounds taught in phonics. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy | <p>Writing:</p> <ul style="list-style-type: none"> Write their first name independently Understand the five key concepts about print. Form lower case letters correctly Spell words by identifying the sounds and then writing the sound with letters Build simple sentences and can read them back. Continues a rhyming string Writes for different purposes. Spell some irregular common words correctly. | <p>Writing:</p> <ul style="list-style-type: none"> Use a comfortable grip (tripod grasp) with more control Write their name on a line independently (size focus) Form all lower-case letters correctly Spell simple words by identifying the sounds and then Begin to understand what capital letters look like and form some capital letters with support. Read what they have written to check it makes sense | <p>Phonics:</p> <ul style="list-style-type: none"> Little waddle Phonics term 5 CCVCC/ CCCVCC words. Polysyllabic words. Common exception words <p>Writing:</p> <ul style="list-style-type: none"> (ELG) Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases (ELG) Write recognisable letters, most of which are correctly formed. (ELG) Spell words by identifying sounds in them and representing the sounds with a letter or letters. | <p>Phonics:</p> <ul style="list-style-type: none"> Little waddle Phonics CCVCC/ CCCVCC words. Polysyllabic words. Common exception words <p>Writing:</p> <ul style="list-style-type: none"> (ELG) Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases (ELG) Write recognisable letters, most of which are correctly formed. (ELG) Spell words by identifying sounds in them and representing the sounds with a letter or letters. |

| | | | | | |
|---|--|--|---|---|---|
| | | | | | <ul style="list-style-type: none"> • (ELG) Write simple phrases and sentences that can be read by others. • (ELG) Say a sound for each letter in the alphabet and at least 10 digraphs. • (ELG) Write simple phrases and sentences that can be read by others. |
| Phonics & Language Reading. | <u>Phonics: Book 1</u> <ul style="list-style-type: none"> • Little Waddle Phonics term 1 sounds • Learn new vocabulary. • Use new vocabulary through the day. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Engage in story times. <u>Learn rhymes, poems and songs</u> | <u>Phonics</u> <ul style="list-style-type: none"> • Little Waddle Phonics Term 2 sounds EXT simple sentences • Read a few common exception words matched to the school's phonic programme. • Learn rhymes, poems and songs. • Engage in nonfiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary | <u>Phonics:</u> <ul style="list-style-type: none"> • Little Waddle Phonics term 4 CCVCC/ CCCVCC words. • Blending and segmenting CVCC/ CCVC words and writing simple sentences. • Common exception words • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Engage in fiction and nonfiction books. | <u>Phonics:</u> <ul style="list-style-type: none"> • Little Waddle Phonics term 4 CCVCC/ CCCVCC words. • Common exception words • Re-read what they have written to check that it makes sense. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment | <u>ELG: Word Reading</u> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <u>ELG: Comprehension</u> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. |
| Reception Physical Development Fine and Gross Motor skills | Fine Motor skills <ul style="list-style-type: none"> • Motor activities e.g. Finger gym ball games • Construction and malleable activities • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases • Mark-making • Name writing Gross Motor Skills | Fine Motor activities e.g. <ul style="list-style-type: none"> • Construction and malleable activities. • Pencil grip • Mark-making • Name writing • Creative activities- cutting & sticking. Use one-handed tools with increased control e.g. pencil, scissors. Gross Motor Skills | Fine Motor <ul style="list-style-type: none"> • Letter formation • Hand-eye coordination activities, Ball games • Use one-handed tools with increased control e.g. pencil, scissors. Gross Motor <ul style="list-style-type: none"> • Talk about aspects of good health • Adjusts speed and direction when in chasing games. • Travels skilfully | Fine Motor <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases • Handle equipment and tools effectively, including pencils for writing. • Adjusts speed and direction when in chasing games. • Travels skilfully and confidently Gross Motor <ul style="list-style-type: none"> • Handle equipment and tools effectively, including pencils for writing. • Adjusts speed and direction when in chasing games. • Travels skilfully and confidently | Fine Motor <ul style="list-style-type: none"> • Manipulates objects with good fine motor skills. • Uses writing as a means of communicating to audience. • Adjusts speed and direction when in chasing games. • Travels skilfully and confidently Fine Motor <ul style="list-style-type: none"> • Handles equipment and tools effectively, including pencils for writing. • Adjusts speed and direction when in chasing games. • Travels skilfully and confidently |

| | | | | | | |
|------|---|--|--|--|--|--|
| | <ul style="list-style-type: none"> Runs and jumps Confidently landing safely on two feet. Moves in a variety of ways such as skipping, slithering, shuffling. Can copy simple dance moves and gestures (like tip toe around the room). Safely uses equipment in the playground. For example, the slide Can sit crossed legged on the carpet. Can throw and kick a ball | <ul style="list-style-type: none"> Negotiates obstacles when running in a large space. Can move body parts in response to music. (stamp and clapping). Balances on one foot and can hop confidently. Balances on block and planks confidently. Can catch a large ball. | <p>and safely on and around the climbing frame.</p> <ul style="list-style-type: none"> Can start to express feelings using music. Can throw a large ball with increased control- to a friend. Balances when using climbing equipment. For example - from one stepping tyre to the next. | <ul style="list-style-type: none"> Rolls Crawls Jumps Hops Skips Climbs <ul style="list-style-type: none"> Can start to respond and move their bodies to faster or slower music. Skilfully throws/kicks a large ball. Can self-balance when walking across a PE bench. Understands how to pull themselves onto something higher (climbing frame) | <p>e.g. persistence and motivation.</p> <p>Physical: Gross motor skills:</p> <p>ELG: Negotiate space and obstacles safely, with consideration for themselves and others, demonstrate strength, balance and coordination when playing, move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p> | <p>Physical: Gross motor skills:</p> <p>ELG: 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> |
| PSED | <p>Self-Regulation: Throughout the year children will work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>* Controlling own feeling and behaviours. * Able to concentrate on a task * Applying personalised strategies to return to a state of calm. * Able to ignore distractions.</p> <p>* Thinking before acting. * Able to curb impulsive behaviours. * Behaving in ways that are socially acceptable. * The ability to persist and persevere</p> | | <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> | | | |
| | <p>Managing Self: New Beginnings. See themselves as a valuable individual. Being me in my world. Class Rule Rules and Routines. Supporting children to build relationships.</p> | <p>Managing Self: Getting on and falling out. How to deal with anger Emotions. Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p> | <p>Managing Self: Good to be me. Feelings. Learning about qualities and differences. Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples</p> | <p>Managing Self: Relationships. What makes a good friend? Healthy me. Random acts of Kindness. Looking after pets. Looking After our Planet. Give children strategies for staying</p> | <p>Managing Self: Looking after others. Friendships. Dreams and Goals. Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p> | <p>Taking part in sports day. Winning and losing. Changing me - Look how far I've come! Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong</p> |

| | | | | | | |
|--|---|--|--|--|--|--|
| | | | <p>of how others might feel in particular scenarios.</p> | <p>calm in the face of frustration.</p> <p>Talk them through why we take turns, wait politely, tidy up after ourselves and so on.</p> | | <p>and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> |
| | <p>Building Relationships: Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Playing both team games and board games play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively.</p> | | | | | <p>Work and play co-operatively and take turns with others form positive attachements to adults and friendships with peers. Show sensitivity to their own and to others needs.</p> |
| Reception Understandin g the World | <p>Past and Present</p> <p>Our Body- what do I know about me?</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Outdoor environment- explore senses | <p>Past and Present</p> <ul style="list-style-type: none"> • Links to festivals: Bonfire night, Diwali, Xmas • Can talk about what they have done with their families during Christmas' in the past • Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. • They make observations and explain why some things occur. (e.g. Melting ice) • Non-fiction arctic environment and animals. <p>Technology</p> <p>Beebots, microphones</p> <p>Mary & Joseph</p> <p>Matthew 1:18-25</p> | <p>Past and Present</p> <p>Animals</p> <p>Role Play garden centre</p> <p>life cycles-butterfly etc</p> <p>Animals and their young</p> <p>Minibeast hunts</p> <p>Jesus Walking on the Water</p> <p>-</p> <p>Technology</p> <p>Beebots, microphones</p> <p>Chooses technology for a purpose</p> | <p>Past and Prsent</p> <p>Plants</p> <ul style="list-style-type: none"> • Role- Play Garden centre • Can talk things they have observed such as plants, animals, natural and found objects. (Planting and growing) • Changes over time- Growth, decay. • Similarities and differences in relation • to places, objects, materials and living things. (Three little pigs.) <p>The Garden of Eden</p> <p>Genesis 2:8-25</p> | <p>Past and Present</p> <p>Recycling</p> <p>Materials: Everyday Uses</p> <p>Identify and name basic body parts.</p> | <p>Past and Present</p> <p>Africa</p> <p>Make observations about Africa today and long ago - Draw simple maps</p> <p>Immediate environment</p> <p>Familiarize children with name of road, town, city</p> <p>school is located in</p> <p>Aerial view of school</p> <p>comment on what they notice</p> |
| | <p>People culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment | <p>People, culture and communities</p> <p>People who help us</p> | <p>People, culture and communities</p> | <p>People, culture and communities</p> <p>Superheroes</p> <p>Animals</p> | <p>People, culture and communities</p> <p>Create opportunities to discuss how we care</p> | <p>People, culture and communities</p> <p><u>Celebrating differences</u></p> |

| | | | | | | |
|--|--|--|---|--|---|---|
| | <p>using knowledge from observation, discussion, stories, nonfiction texts and maps.</p> <ul style="list-style-type: none"> • Houses and Homes • Talks about where they live and who lives with them. • Talks about routines. Recognises that houses differ across the world. Talk about moving and home countries. Talks about other people's homes they have visited and similarities and differences. • Discuss the differences in the homes in their area. Identify features of houses/flats | <ul style="list-style-type: none"> • Learns about people who help us. • Talks about doctors and dentists and other real life rescue heroes. • Knows how to keep teeth healthy. • Can talk about some of the tools and vehicles rescue helpers use. <p>Role play - Christmas home scene.</p> <p>Cultural Events - Halloween (Trick or Treat), Bonfire Night, Remembrance Sunday, Christmas, Diwali.</p> <p>Role play people who help us</p> <p>Role play hospital</p> | <p>Maps of a farmyard and developing maps of the local area.</p> <p>Walk around grounds/local environment</p> | <p>Show interest in different occupations. Continue developing positive attitudes about the differences between people. Draw information from a simple map.</p> | <p>for the natural world around us. Understand the importance of caring for the oceans and recycling</p> | <p>Spend time looking at the cultural differences that children notice between children who live in different parts of the world compared to themselves and their own country.</p> <p><u>Where do I live?</u></p> <p>Look at photographs of where you live and use observational skills to label and describe.</p> <p>Now compare to pictures of Kenya and ask children to make observations.</p> |
| | <p>The Natural World</p> <p>Seasons - Autumn - differences and changes over time - weather, animals and plants.</p> | <p>The Natural World</p> <p>Seasonal Changes -Winter</p> <p>Nocturnal animals - making sense of habitats. Which animals are nocturnal?</p> <p>Differences and changes over time. Seasons, weather, animals and plants.</p> | <p>The Natural World</p> <p>Seasons - Spring - differences and changes over time - weather, animals and plants.</p> <p>Melting ice experiments.</p> <p>Non fiction arctic environment and animals.</p> <p>Comparing the Arctic to their local environment.</p> <p>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p> | <p>The Natural World</p> <p>Name parts of a plant</p> <p>Planting seeds -life cycles</p> <p>Care and concern for living things</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal. Recognise some environments that are different to the one in which they live.</p> | <p>The natural world</p> <p>Introduce the children to recycling and how it can take care of our world.</p> <p>Look at what rubbish can do to our environment and animals.</p> <p>Identify and name common materials, describe simple properties of some materials, compare and classify (keeping ourselves warm/cool).</p> | <p>The Natural World</p> <p>Go on a walk around your local environment- what do you see? Make a shared list of any animals etc. Then compare to the animals and things that you may see on a walk around Africa.</p> <p><u>Climate</u></p> <p>Look at the weather in this country- create a weather chart. Look at the world map- what do you notice about the colour of the countries?</p> <p><u>Investigate Fruits</u></p> <p>Provide fruits that grow in Africa. Children to explore the fruits touch- study the inside, smell and use the senses.</p> <p><u>Maps</u></p> |

| | | | | | | |
|---|--|---|--|---|--|--|
| | | | | | | Look at maps of the World. Show children where we live and look at the colours e.g. greens and then the colours where Kenya is- paler, sand coloured. |
| Reception Kapow Expressive Arts and Design | Drawing: Marvellous marks <ul style="list-style-type: none">Mark making with wax crayons, exploring textures in the classroom environment by taking wax rubbings and collecting patterns.Investigating felt tips as a tool for mark making and developing fine motor skills as they create patterns.Mark making outdoors with chalk, practising creating patterns in a new medium and identifying similarities and differences between the drawing tools used.Developing skills in observation, using pencils to draw and reflecting on whether their drawings show what they can see.Creating self-portraits by applying their observational skills, using mirrors to draw their faces carefullyComparing how artists, applying what they have practiced when drawing from observation and creating a colorful self-portrait, use colour. | Painting and mixed media: Paint my world <ul style="list-style-type: none">Exploring paint through finger painting, children describe colours and textures and discuss their creations.Collecting materials and objects from nature to make painting tools; children use these to create abstract and figurative art.Using paint to record emotional responses to different pieces of music, creating exciting and expressive paintings.Creating unique collages and transient art through independent exploration of mixed media resources.Developing an understanding of collage, children create landscape collages inspired by the work of Megan Coyle.Working collaboratively, children create a large group painting inspired by the colours and patterns of fireworks. | Sculpture and 3D: Creation station <ul style="list-style-type: none">Exploring and understanding clay through manipulation and experimentation; developing small motor skills.Exploring the properties of playdough using hands and tools to manipulate it in different ways.Creating 3D landscape pictures using natural found objects; using their imagination to choose and arrange objects.Looking at the shapes and patterns in clay animal sculptures; designing their own animal sculpture, considering how they will create it in clay.Shaping clay into animal sculptures; refining their ideas as they follow their designs and problem solving as they work.Developing their clay animals; choosing colours to decorate them and talking about the processes used to make their sculptures. | Craft and design: Let's get crafty <ul style="list-style-type: none">Developing confidence with scissor skills; exploring the differences when cutting a range of materials.Building small motor skills when threading a range of materials in different ways.Exploring techniques for joining paper and card; using a range of tools and equipment; making choices about which technique to use.Learning to fold, cut and curl paper to make colourful paper snakes.Refining drawing and colouring skills to create a design for a tissue paper flower.Using flower designs from the previous lesson to create colourful tissue paper flowers. | Structures: Junk modelling <ul style="list-style-type: none">Children learn about the names and use of various craft tools and materials for junk modelling and explore ways to manipulate materials to create different effects.Pupils practise and develop their scissor (and fine motor) skills by investigating how easy or difficult it is to cut and shape different materials using a variety of scissor types (right, left-handed, squeeze and craft zigzag and scalloped).After exploring and practising with various materials and tools in the junk modelling area, pupils decide and discuss which resources they would like to use and generate ideas to develop a class-based junk model.Pupils put all of the skills and decisions into practice by developing their own unique junk model plan, which includes which | Textiles: Bookmarks <ul style="list-style-type: none">Children develop their threading and weaving skills by exploring different materials and objects, such as ribbons through wire racks or wool through ten-frames.Building on lesson one, the children continue to explore weaving techniques, using a weaving base and paper strips.The children apply what they learnt in lesson one to develop their threading skills using wool through hessian fabric, and then with a sewing needle and thread.Children learn about the history of the bookmark back in Victorian times and compare them to modern-day styles before developing design ideas for their own. their own.After developing their own design in lesson four, children begin to plan and sew their bookmark design using hessian fabric and thread.Continuing from lesson five, children complete their bookmarks and then in pairs, reflect and evaluate each |

| | | | | | | |
|---|--|--|--|---|---|--|
| | | | | | <p>tools, materials and components they will need to make it possible (e.g. a cone shape for a rocket top). They begin to build their junk model.</p> <ul style="list-style-type: none"> Following their plan, pupils continue to build their junk models, sticking as closely to their decisions as possible. When complete, pupils discuss and evaluate their finished model and present it to the rest of the class. Building on their knowledge of joins such as glue, paper clips and sticky tape, pupils explore and tinker with a range of temporary joining methods and their use (e.g. hook and loop shoes). | <p>other's bookmarks - paper versus fabric designs.</p> |
| <p>Music Changra on line Linked to EAD</p> | <p>Me</p> <p>Learn to sing nursery rhymes and action songs:</p> <p>Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers</p> | <p>My Stories</p> <p>Learn to sing nursery rhymes and action songs:</p> <p>I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses HickoryDickoryDock Not Too Difficult The ABC Song</p> | <p>Our World</p> <p>Learn to sing nursery rhymes and action songs:</p> <p>Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees and Toes</p> | <p>Everyone</p> <p>Learn to sing nursery rhymes and action songs:</p> <p>Old Macdonald IncyWincySpider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p> | <p>Big Bear Funk</p> <p>Big Bear Funk is a transition Unit that prepares children for their musical learning in Year 1.</p> | <p>Reflect, Rewind, Replay</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.</p> |