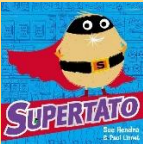


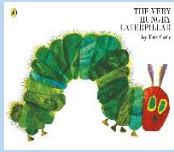
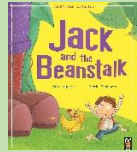
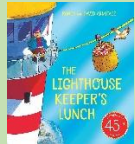


Reception Curriculum Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes/ Interests of children	Marvellous Me Starting School Autumn / Halloween Family People who help us Teddy bears	Let's Celebrate Harvest - Pumpkins Christmas Around the World Celebrations including Diwali	Wonderful world Winter Arctic environments Journeys / The world Chinese New Year Big School's bird watch	Come Outside Life cycles Outdoors Gardening and flowers Spring Easter	Once upon a time Traditional tales Jack and the Beanstalk Garden Centres Building	Under the Sea Summer Hot environments Rock pools Mermaids / Pirates Seaside
Celebrations & Experiences	Class rules and routines Starting School, Halloween, Autumn, Black History Month, Queenswood Trip	Diwali , Bonfire Night, Children in Need, Remembrance Day, Advent, Christmas, Christmas Nativity	Valentine's Day, Lunar New Year / Chinese New Year, NSPCC Numbers day, Safer Internet Day	World Book Day, Comic Relief, Mother's Day, Pancake Day, World Art Day, Easter	National Numeracy Day World Bee Day	Father's Day , Sports Day, Transition, Assessment
Visits/ Visitors and Events	<ul style="list-style-type: none"> • Parents information evening • Different members of the family invited in • Grandparents • Autumn walks in local grounds and Queenswood. Farm visit 	<ul style="list-style-type: none"> • Write a letter to Santa and give it to the Postman. • Parent/child Christmas craft afternoon. • Harvest festival • Winter walk • Nativity performance • Christmas Party 	<ul style="list-style-type: none"> • A walk around the local area or a trip to the park and Church. • Petting zoo in school. • Chinese New Year celebrations • Maths Day 	<ul style="list-style-type: none"> • Spring walk • Easter Egg hunt • Tractor visit to the school. • Visit to Little Owl Farm Park/Ask a farmer to visit • Gardening day – invite parents/helpers to grow new plants in the setting 	<ul style="list-style-type: none"> • Visit a library • Local Author to visit the school or class to read a story to the children. <ul style="list-style-type: none"> • Science Day 	<ul style="list-style-type: none"> • Visit an aquarium • Visit the beach • Beach day in school e.g. dressing up, picnic.
Parental Involvement	<ul style="list-style-type: none"> • All about me box / Show and tell box • Parents reading stories in school • WOW moments shared 	<ul style="list-style-type: none"> • Parents Evenings • Family celebration photos shared in school. • Parents Christmas Craft session <ul style="list-style-type: none"> • Christmas Play 	<ul style="list-style-type: none"> • Parents reading stories in school. • Phonics Morning 	<ul style="list-style-type: none"> • Seeds sent home for parents to plant with their children • Easter Assembly • Parents Evening • Parents Easter Craft session 	<ul style="list-style-type: none"> • Parent and child Teddy Bears picnic • Maths morning 	<ul style="list-style-type: none"> • WOW moments shared • Reports and reports discussions <ul style="list-style-type: none"> • Sports Day

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Literacy</p> <p><i>Literacy skills are taught throughout the Year, through high quality interactions, circle times, stories, group discussion, language intervention groups, Harvest, Nativity and Easter performances, direct teaching sessions such as Phonics and guided reading sessions.</i></p>	<p>Main Text</p>  <p>Outcomes - oral retelling, draw a story mountain and label events and characters</p> <p>Additional and supportive texts:</p> <p>The Colour Monster The Enormous Turnip Handa's Surprise Super Duper You The Jolly Postman We're All Wonders The Colour of Us The Busy People set</p> <p>Phonics Level 2 Twinkl Phonics</p> <p>Knowledge & Progression of skills</p> <p>Know and link some Level two graphemes and phonemes. Be able to correctly form some Level 2</p>	<p>Main Text</p>  <p>Outcomes – name and write a description of a character. Draw and label a story map and retell story orally, write a list of items for a party.</p> <p>Additional and supportive texts:</p> <p>Funnybones Owl babies Rama & Sita The Nativity The Best Diwali Ever The Scarecrows wedding Paddington's Christmas Post Bertie's Poppy:A Remembrance Day Story</p> <p>Phonics Level 2 Twinkl Phonics</p> <p>Knowledge & Progression of skills</p> <p>Know and link all Level two graphemes and phonemes. Be able to form all Level 2</p>	<p>Main Text</p>  <p>Outcome – write sentences for a non-fiction information book about different environments, write captions about different seasons.</p> <p>Additional and supportive texts:</p> <p>And Tango makes Three The Great Race Buddies Rainforest Rescue The Lion Inside Luna Loves art Together Around the World by Stephanie Loyd Journey</p> <p>Phonics Level 3 Twinkl Phonics</p> <p>Knowledge & Progression of skills</p> <p>With support begin to innovate, invent and retell their own stories. Hold a</p>	<p>Main Text</p>  <p>Outcomes – draw and label a treasure map for around the school setting, write character descriptions, label features and write sentences about lifecycles/Spring time. Identify rhyming words.</p> <p>Additional and supportive texts:</p> <p>Oi Frog Stanley's Stick Little Bear's Spring One Little Butterfly Oliver's Vegetables How does a frog grow?</p> <p>Phonics Level 3 Twinkl Phonics</p> <p>Knowledge & Progression of skills</p> <p>Know and use recently introduced vocabulary during discussions about</p>	<p>Main Text</p>  <p>Outcomes– identify rhyming and onomatopoeia words, create a short poem about a character, orally retell/rewrite the story, write character descriptions and create wanted posters.</p> <p>Additional and supportive texts:</p> <p>Hansel and Gretel The Three Billy Goats Gruff Once Upon a Time by Vivian French Let's build a house A Place Called Home- Lonely Planet Three Little Wolves and the Big Bad Pig</p> <p>Phonics Level 4 Twinkl Phonics</p> <p>Knowledge & Progression of skills</p> <p>Be able to identify rhyming and onomatopoeia words. Be</p>	<p>Main Text</p>  <p>Outcome- Write sentences for a non-fiction book about underwater animals, write a list of instructions, create a pirate poem, write a short story using the story mountain.</p> <p>Additional and supportive texts:</p> <p>Julian is a Mermaid Underwater Non-fiction The Snail and the Whale Saving Tally Tiddler What the Ladybird Heard at the Seaside The Night Pirates</p> <p>Phonics Level 4 Twinkl Phonics</p> <p>Knowledge & Progression of skills</p> <p>Write simple sentences with increasing independence sometimes using finger spaces, capital letters and full stops. Write</p>

	<p>graphemes and say the phoneme to match. Begin to be able to blend CVC words. Write their name, copying it from a name card or trying to write it from memory. Develop an awareness that writing communicates meaning. Gives meaning to marks they make. Begin to be able to write some labels, hearing and writing the initial sounds. Join in with rhyme, songs and poems. Understand books have a beginning and an end. Listen and enjoy sharing a range of books both fiction and non-fiction. Begin to demonstrate understanding of what has been read to them by retelling stories and answering questions. To be able to sequence events from a story using a story mountain. Spot familiar words in books.</p>	<p>graphemes and say the phonemes to match. Blend CVC words. Rhino Reader books introduced. Read a few common exception words matched to the Twinkl Phonics programme. Discuss and listen to a range of books – non-fiction and fiction. Be able to answer questions liked to the books read to them. Use texts and images to answer simple questions. Hold a pencil with increasing control. Write CVC words. Write some short captions and labels using developing phonics knowledge. Begin to understand the structure of a sentence. Begin to attempt to write simple sentences. Use a grapheme mat with support when writing. Retell a story orally using a story map. Copies adult ‘writing behaviour’ e.g. writing on a whiteboard, writing messages.</p>	<p>pencil with a good grip. Write recognisable letters, most of which are correctly formed. Form a simple sentence which includes some descriptive words. Anticipate key events in stories. Segment and read/write words with Level two and some Level 3 graphemes. Read Level 2 tricky words and a few from Level 3. Talk about characters, settings, authors, and illustrators. Continue to read Rhino Readers at the correct Phonic level. Have favourite books and rhymes – they may know these books from memory. Say what they liked or disliked about a story. When listening to a story use the images to help them read. Become increasingly more confident with their understanding of new words in stories. Use a books front cover or blurb to make a prediction.</p>	<p>stories, non-fiction texts, rhymes and poems during role play. Be able to segment read & write words with Level 2 and Level 3 graphemes. Be able to read and write some Level 2 and Level 3 tricky words. Be able to form all Level 2 graphemes correctly and say the phonemes to match. Start to be aware of sentence structure (capital letters, finger spaces and full stops). Read and write simple sentences with increasing independence. Be able to write a simple character description. Use writing in their play. Adapting, roleplaying or using vocabulary from stories they’ve read or heard when playing. When reading a well-known or repeated story children will join in. Show an increasing confidence in sequencing a story. Give a suggestion to the ending of a story using the front cover, blurb and beginning to support their suggestions.</p>	<p>able to orally retell/rewrite a simple story. Be able to write words containing Level 3 graphemes. Be able to read words of increasing length, including CVCC, CCVC and CCVCC words. Be able to read words consistent with their phonic knowledge. Use a grapheme mat to support their writing independently. Be able to write sentences and continue to have an awareness of capital letters, full stops and finger spaces. Understand more recently introduced vocabulary in discussions and in their play. Use events in a story to suggest what might happen next. Know what non-fiction and fiction means and can talk about the two text types. Correctly sequence a story. Use ‘because’ to give reason when answering ‘why’ questions about a text. Rehearse and recall rhymes and stories and remembering actions to well-known rhymes.</p>	<p>for a range of purposes e.g. non-fiction and fiction writing. Read aloud simple sentences from books that are consistent with their phonic knowledge, including some common exception words. Read words with increasing fluency. Read Level 4 tricky words. Innovate, invent and retell their own stories. Reread what they have written to check that it makes sense. Introduce narratives in their own writing. Converse about books, talking about the events, the parts they liked and dislikes and gives reason as to why they feel this way. Know key vocabulary used in a range of books. Continue to develop their roleplay to involve the storylines of the books read to them. Recall many parts of a text with accuracy.</p>
Physical Development	Sports Specialist Input Games	Sports Specialist Input Gymnastics	Sports Specialist Input Games	Sports Specialist Input Dance	Sports Specialist Input Outside Games	Sports Specialist Input Athletics

<p><i>All Physical Development skills are taught throughout every day and across the year indoors and outdoors. Extra emphasis is given in specific areas half-termly.</i></p>	<p>Knowledge & Progression of skills</p> <p>Run and jump on one leg to another and on two legs, hop. Line up not standing too close or touching others. Move freely and with pleasure and confidence in a range of ways. Stamp, stride and walk at a different pace. Get changed independently. Use cutlery at lunchtime. Write or copy their name. Develop upper arm and shoulders through indoor and outdoor activities. Button and unbutton. Balance and coordinate safely. Negotiate space effectively. Begin to use their core muscle strength to achieve better posture when sitting on the floor or at the table. Begin to safely use tools and equipment. Make snips in paper either using one hand or two.</p>	<p>Knowledge & Progression of skills</p> <p>Experiment with a wide range of small equipment, learning some degree of control. Revise and refine the skills they have acquired; rolling, crawling, walking, jumping, running. Use scissors with increasing control. Develop core strength by crawling, climbing and pulling up. Thread confidently. Practice throwing and catching different balls. Move holding a ball. Direct a ball so that it goes the way they want it to go. Begin to know how to form letters correctly.</p>	<p>Knowledge & Progression of skills</p> <p>Begin to learn how to stay fit and healthy – sleep, diet and exercise. Be able to experiment with a wider range of equipment and use with more control. Be able to link at least two movements together when performing a small range of skills. Hold a pencil with an increasingly comfortable and effective grip. Travel with confidence and skill around, under, over and through equipment. Balance on bikes. Learn how to travel in different ways, developing greater skills and confidence. Use core muscle strength to achieve good posture at the table.</p>	<p>Knowledge & Progression of skills</p> <p>Create a sequence of dance moves. Explore moving a ball with their feet. Direct a ball to a set place. Practice kicking the ball from a standing position to each other. Kick the ball as they move slowly. Stop a ball which is rolling towards them and retain their balance. Stop and then kick a ball. Confidently use cutlery, tweezers and other small equipment to manipulate materials. Be able to control a fine paint brush to produce detailed paintings. Form recognisable letters with an effective pencil grip.</p>	<p>Knowledge & Progression of skills</p> <p>Be able to confidently and safely use a range of large and small apparatus indoors and outside and in a group. Know and be able to discuss some of the changes that occur during exercise. Know good practices regarding health and wellbeing such as eating healthily, exercising regularly, sleep. Use a sequence of movements with some changes in level, direction or speed. Using equipment safely with consideration to others. Move in a range of ways confidently including running, jumping, dancing, hopping, skipping, throwing and climbing. Confidently using scissors and small tools. Begin to use a tripod grip to draw and write accurately.</p>	<p>Knowledge & Progression of skills</p> <p>To use cutlery and tools confidently and safely. To competently form a fast, accurate and efficient handwriting style. Using an effective tripod grip. Show accuracy when drawing. Negotiate space and obstacles safely. Show strength, balance and coordination when playing. Move energetically in a range of different ways.</p>
<p>Mathematics</p> <p><i>Maths is taught throughout the year, through teacher led inputs, planned focus activities and continuous provision. We also follow White Rose Maths.</i></p>	<p>Match and sort objects and pictures. Understand and make pairs. Understand rules and to sort objects following rules. Compare amounts. Compare size, mass, capacity. Explore and create patterns.</p>	<p>Find, subitise and represent the numbers 1,2,3. Know 1 more. Know 1 less. Understand the composition of 1,2,3. Identify, name and compare circles and triangles. Find shapes in the environment. Find, subitise and represent 4 and 5. Explore the composition of 1-5.</p>	<p>Understand 0. Find, subitise and represent 0 – 5. 1 more. 1 less. Subitising to 5. Compare and explore mass, capacity, balance. Find and represent 6,7,8. Look at the composition of 6,7,8. Make pairs. Doubles. Combining 2 groups.</p>	<p>Explore length, height and time. Compare length and height. Order and sequence time. Find 9 and 10. Represent 9 and 10. 1 more. 1 less. Subitising. Bonds to 10. Doubles. Odd and even. Recognise and name 3D shapes. Find shapes. Copy, continue and find patterns</p>	<p>Build numbers to 20. Verbally count to 20. Continue number patterns to 20. Add more. Take away. Select, rotate and manipulate shapes</p>	<p>Explore sharing. Explore grouping. Odds and evens. Doubles. Patterns. Build scenes and constructions. Visualise from different positions. Describe position. Give instructions. Explore mapping.</p>

<p><i>We recap and cover all areas and skills during the year.</i></p>						
<p>Expressive Arts and Design</p> <p><i>Expressive Arts and Design is taught throughout the year, through teacher led inputs, planned focus activities and continuous/enhanced provision. We link ideas to our topics to make learning purposeful.</i></p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Follow drawings and curved and straight lines to create line drawings of different buildings. Detailed self-portraits using a choice of materials. Know a range of songs related to myself and my community. Sing in a group or on my own, following the melody and increasingly matching the pitch. Copy-clap the rhythm of names. Explore high sounds and low sounds using voices. Begin to move in response to music. Begin to use observation skills to draw things with increasing details. Leaf rubbing, patterns in the environment, making patterns, printing.</p>	<p>Sing a range of well-known nursery rhymes and songs. Explore colour mixing using primary colours. Explore warm and cool colours looking at Autumn and Winter. Print or collage to create a pattern or image. Select colours appropriately for tasks. Learn about arts and crafts from different countries – Diwali, clay lamps, weaving, Christmas cards, Hanukah cards, Rangoli patterns. Listen to and explore the beats of different music from around the world. Know that different music is played for different celebrations. Learn to play percussion instruments and listen to the sounds they make. Know that sounds can be changed by altering the way they are made. Move to musical stimuli and keep in time to the music.</p>	<p>Start to create my own storylines that include peers. Know different songs and dances from around the world. Join in simple songs remembering some of the words. Participate in action songs which call for movement. Move to musical stimuli in a variety of ways, e.g., hopping, marching, skipping and jumping. Explore and engage in music making and have a simple understanding of a beat. Share creative ideas with peers and begin to work together, sharing skills. Continue to draw and paint pictures with increasing complexity using colour effectively. Construct with a purpose in mind, using a variety of resources. Safely construct with a purpose and evaluate my designs. Select tools and techniques needed to shape, assemble and join materials I am using and explain the process I have used. Make observations and draw pictures of Arctic/Antarctic animals. Return to and build on their previous learning, refining</p>	<p>Design with a purpose in mind and explain the process I have used. Make 3D models of my favourite bugs, ensuring that they have the different features. Draw an object (flower/plant) from careful observation talking about the features that I have included. Make props to use in role play and small world play. Know a repertoire of songs – nursery, topical, seasonal and multi-cultural. Imitate and create movement in response to music. Tap out simple repeated rhythms and make some up showing interest in the way musical instruments sound. Explore high pitch and low pitch in the context of songs. Create collaboratively sharing ideas, resources and skills. Use tools and techniques with increased care and precision. Mix a range of colours needed for a purpose. Use white to create different shades. Create 3D sculptures of animals.</p>	<p>Create collaboratively sharing ideas, resources and skills. Change the tempo and dynamics whilst playing music. Know how to use a wide variety of instruments. Begin to understand emotion through music and can describe music in simple terms. Draw with detail. Problem solve and reflect on my designs and creations. Construct with a purpose. Independently use tools and techniques with increased care and precision. Experiment with colour, design, texture, form and function.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Use bubble wrap to create water scenes, print with shells, build pirate ships. Create clay shells. Share my creations, explaining the process I have used. Make use of props and materials when role playing characters in narratives and stories invent, adapt and recount narratives and stories. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and – when appropriate – try to move in time with music.</p>

			ideas and developing the ability to represent them. Know that different materials can be used to create art. 3D mixed media art-recycling. Explore art from different places around the world. Weaving baskets.			
<p>Understanding the World</p> <p><i>Understanding the World is taught throughout the year, through teacher led inputs, planned focus activities and continuous/enhanced provision. We link ideas to our topics to make learning purposeful.</i></p> <p><i>(Key concepts- Technology, Church, King, Transport, Travel, Exploration)</i></p>	<p>Begin to talk about my life story and how I have changed. Guess baby pictures. How I have grown. Look at similarities and differences between the natural world around me in the past and present. Harvest. Farming today and in the past.</p> <p><i>Vocab: Past, present, history, long ago, parents, technology, grandparents, great grandparent, similar, different, seasons, time, trade, transport, travel.</i></p> <p>Be able to talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognise differences between myself and my friends. Talk about what makes me feel special. Know what groups I belong to. Know that I have a right to learn and play, safely and happily. Know that hands can be used kindly and unkindly and being kind is good. Know special things about myself.</p>	<p>To build up knowledge of key historical and cultural events through stories and community events – Bonfire Night, Remembrance Day, Diwali. To be able to comment on the features they see in their school grounds. To know that a map is a picture of a place. To recognise features on maps. To be able to name their school and the place they live. To know some vocabulary to describe the characteristics of different places. Talk about past family holidays and celebrations. Begin to look closely at pictures in books and notice similarities and differences between now and the past. Know and talk about influential figures from the past - Guy Fawkes. Talk about the soldiers, poppies, two minutes silence. Know some historical facts and stories from different religions and celebrations – Bonfire night, Guy Fawkes,</p>	<p>Know about influential figures from the past and discuss historical events that have happened in the past (Explorers). <i>Vocab: Technology, Travel, Transport, Trade, Month, lifetime, calendar, long time ago, past and present. Voyage, exploration. Religion, church.</i></p> <p>Recognise some similarities and differences between life in this country and life in other countries. Transport past and present. Talk about how homes have changed. Comment on images showing homes in the past. Stories from different religions and celebrations- Chinese New Year. Learn about different cultures in other places in the world. Find out how the lives of people in different countries are the same and different to mine. Talk about safer internet day. Who is special to me and why? Understand why some people are special.</p>	<p><i>Vocab: Spring, seasons, Easter, changes over time, seasons, past, present, future, Church, religion, society, technology, travel, trade.</i> Know that it is our right to have a home and some children live in poverty. Know that some places are special to people in my community. Physical and human geography. Notice lots of physical geography outside in our environment and in the wider world. Name human features in our local community. How can we look after our environment? Understand how to care for nature. <i>Vocab: Physical features, human features, environment, recycling, positional language.</i> Talk about signs of spring / changes from winter to spring – spring walk. Understand the effect of changing seasons on the natural world around me</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling make comparisons of settings and fictional settings. Plants changing over time.</p> <p><i>Vocab: King, ruler, castle, church, monarchy, exploration, past and present, trade, changes over time, travel, transport.</i></p> <p>Understand why some people say the world is special. Talk about what I think is special about the world. Describe my local habitat and compare with a contrasting country. Following maps and creating maps. Putting different types of environments and homes on a world map, local map. What would you like to be when you are older? Think about local</p>	<p>Look at holidays past and present and talk about similarities and differences. -Summer, compare all seasons. Explain the seasons and how our local environment changes. Pirates – figures from the past.</p> <p><i>Vocab: Past, present, future, similar, different, changes over time, transport, travel, trade, technology, exploration, voyage.</i></p> <p>-Describe different environments such as underwater, cold, hot, mountains, desert. Identify places on a world map including England. Water safety- coastguard, lifeguard. Talk about holidays and where they have been, what was the environment like? Similarities and differences. <i>Vocab: Seasons, changes over time, coast, beach, mountains, city, desert, jungle, England, countries, world, similarities & differences, environments.</i></p>

	<p>Know how happiness and sadness can be expressed. Be able to comment on images of familiar situations in the past, for example, birthday celebrations, using photos as a prompt. Recognise significant dates, e.g. their birthday. Be able to ask questions about the differences they can see in photographs or images (in stories) that represent the past. Begin to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, "when I was in nursery...")</p> <p>Explore the natural environment- what can they see, feel, hear. Effects of the changing seasons. My Local community home and school. People who help us in our community. Visiting different environments-farm trip. My address and where I live. Home, environment, seasons, maps, community, address, jobs/occupations. Make weather gauges to measure the rain. Mix potions at Halloween.</p> <p><i>Vocab & equip: Magnifying glasses, movement, senses, hand, eye, hair, feet, freckles, wrinkles, bald, girl, boy, man, women, elderly,</i></p>	<p>Poppy Day, Rama & Sita.</p> <p><i>Vocab: Remembering, past and present, Church, religion, tradition, carnival, event, King, Ruler, Monarchy, exploration.</i></p> <p>Be able to draw information from a simple map. Talk about the features of different celebrations for different faiths. Know why different people celebrate different things-weddings, christenings. Talk about special past times. Know about the Jewish celebration Hanukkah. Know what happens at Diwali and why. Advent/Christmas around the world. Know what happens at Christmas, and why. Know what being unique means. Know the names of some emotions such as happy, sad, frightened, angry</p> <p>-Carnival, festival, event, anniversary, tradition. Talk about recycling – linked to recycling week</p> <p>Begin to understand the negative impact that humans can have on the environment, pollution.</p> <p>Explore the changing temperature, what should they wear and when? Classification. Habitats. Experiments to make fireworks. Light and dark –</p>	<p>Describe a good friend. Know what a challenge is, that it is important to keep trying. Know what a goal is and how to set goals and work towards them and when I have achieved a goal. Know some jobs I might like to do when I am older</p> <p>Know that I must work hard now in order to be able to achieve the job I want when I am older</p> <p>Know my school address and how far away do others live. Transport-buses, trains. Local maps, world maps, globes. Describe my community. Different environments in our world. Find them on a map and describe. Seasons continue- noticing changes.</p> <p><i>Vocab: Local, address, distance, travel, transport, map, globe, environment, seasons, changes, bus, train, car, taxi, bike, motorbike, pavement, road, lane, field, buildings, hospital, police station, hospital.. Directions.</i></p> <p>Find and name the arctic and Antarctic on a globe/map. Talk about why something melts, freezes, boils and the changes that happen. Make observations of the animals that live in the arctic/Antarctic/desert</p>	<p>Explore the natural world around me, making observations and drawing pictures of animals and plants. Life cycles-tadpoles/frogs, caterpillars/ butterflies. Pond dipping. Planting and growing – vegetables. Name parts of a plant.</p> <p><i>Vocab & Equip: Life cycles, observe, changes, flower, stem, roots, leaves. Pond dipping nets, camouflage, new life, seeds, chicks, babies. Books, photos, videos and internet searches.</i></p>	<p>community jobs and wider job opportunities.</p> <p><i>Vocab: Map, globe, environments, occupations, trade, community, town, countryside, village, hamlet, city. Flats, bungalow, terraced, detached, cottage, semi-detached. Directions – left, right...</i></p> <p>Growing grass, cress, beans – observe changes over time. Draw observations. Collect data on how tall they have grown.</p> <p><i>Vocab & equip: Roots, water, sun, absorb. Seeds and beans, plants, growing, changes over time, data, collect, explain, tall, short, minibeasts, environment, bug pots, magnifying glasses,</i></p> <p>-Identify and group minibeasts and plants in our local environment.</p>	<p>Floating and sinking experiments. Predict what will happen, ask questions. Pollution. Under sea life cycles and environments.</p> <p><i>Vocab & equip: Food chains. Floating and sinking, life cycles, food chains, predict, question, ocean, land, camouflage. Books, photos, videos and internet searches.</i></p>
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<p style="text-align: center;">RE</p> <p style="text-align: center;"><i>RE is taught following the Herefordshire Agreed Syllabus</i></p>	<p><i>long, short, curly, straight...skeleton, skull, unique, touch, smell, sight, hearing, taste, Questions, predict, observe. Pipetts, test tubes, mixing. Data. Books, pictures, videos and internet searches.</i></p> <p style="text-align: center;">F4 Being Special</p>	<p>dark tent. Light sources. Celebrate ourselves and how we can look after ourselves- hygiene, sleep, physical activity. How does a puddle change over time? Question, predict, observe, collect data. - Torch, sun, candle, cold, hot, wet, dry, experiment, question, predict, mix. Books, photos, videos and internet searches.</p> <p style="text-align: center;">F2 Christmas</p>	<p>and talk about what makes them special Compare the weather in winter to the weather in autumn. Recognise the similarities and differences between hotter and colder regions and where we live. Talk about endangered and vulnerable animals Begin to understand the negative impact that humans can have on the environment Vocab: Melting, freezing, changing, magnifying glasses, bug pots, habitats, rain, hail, thunder, sunshine, snow, storm, hurricane, wind, endangered, data, camouflage. Books, photos, videos and internet searches. Healthy, unhealthy.</p> <p style="text-align: center;">F1 God</p>	<p style="text-align: center;">F3 Easter</p>	<p style="text-align: center;">F5 Special Places</p>	<p style="text-align: center;">F6 Special Times and Stories</p>
<p>Personal, Social & Emotional Development</p> <p><i>All PSED skills are taught throughout</i></p>	<p style="text-align: center;">Routine & Feelings</p> <p>Know the school rules and be able to talk about how they help to keep them happy and safe. Know and follow the behavioural expectations at school. Be</p>	<p style="text-align: center;">Friendship & Relationships</p> <p>Be able to build constructive and respectful relationships. Be able to work and play cooperatively and take</p>	<p style="text-align: center;">Considering their feelings & others</p> <p>See themselves as a valuable, special individual; teachers can help with this by taking time getting to get to know the child and</p>	<p style="text-align: center;">Staying Safe</p> <p>Be able to safely access different areas of the classroom and outdoor areas. Know some behaviour is unacceptable/unsafe. Be</p>	<p style="text-align: center;">Managing Care Needs and Keeping Healthy</p> <p>Be able to manage their personal hygiene independently. Be able to talk about how the right food, drink and exercise</p>	<p style="text-align: center;">Independence & Resilience</p> <p>Independently access the learning environments and make sensible learning choices. Be able to sustain their concentration on</p>

<p><i>the year and are a continuous focus with extra emphasis in specific areas half-termly, but all will be revisited throughout the Reception year through high quality interactions, circle times, stories, group discussions.</i></p>	<p>able to identify and moderate their own feelings, expressing whether they are feeling happy, sad, angry worried, nervous, surprised or excited. Know what to do if they are feeling worried about something.</p>	<p>turns with others. Be able to give focused attention to what their peers and teachers say.</p>	<p>their family. Be able to express their feelings and consider the feelings of others and regulate behaviour accordingly.</p>	<p>able to talk about how to stay safe in different situations and places. To be able to explain how rules keep them safe and know right from wrong.</p>	<p>help them to keep healthy, strong and happy. Understand that they need to have good sleep routines and healthy amounts of 'screen time'. Know how keep safe on our pavements and roads</p>	<p>activities for a long period of time. Show perseverance and resilience in the face of a challenge.</p>
<p>Communication & Language</p> <p><i>All C and L skills are taught throughout the year, through high quality interactions, circle times, stories, group discussion, language intervention groups, Harvest, Nativity and Easter performances</i></p>	<p>Use the correct present tense, e.g. I am jumping. Follow instructions with 2 or 3 steps. Understand how to listen. Develop the use of social phrases. Listen attentively and respond to with relevant questions, comments and actions and clarify understanding. Be able to hold a conversation with their teacher and peers. Use new vocabulary in discussions and in play. Be able to listen carefully to rhymes and sounds.</p>	<p>Know and use vocabulary related to topics. Talk about what happened, what they did and what they have noticed. Recount events in order using, first, then, next, finally. Use past tense correctly. Be able to talk to adults and peers about past events. Listen and respond to what others say.</p>	<p>Use future tense correctly. Speak and answer questions in full sentences. Take turns in conversations. Use story vocab to retell familiar stories. Understand 'how' and 'why' questions. Connect one idea/ action to another using range of connectives. Ask questions to find out more and check understanding.</p>	<p>Retell a story with repetition and some story vocabulary. Be able to articulate their ideas and thoughts in well-formed sentences. Plan activities with others...I am going to... Shall we... Use connectives to retell stories, such as first, then, finally, so, because, and. Offer explanations for why things might happen.</p>	<p>Participate in discussions, offering their own ideas, using new vocabulary. Use talk to work out problems and organise thinking. Engage in fiction and nonfiction books and to be able to talk about what they have read and what has been read to them. Use adjectives in their speech.</p>	<p>Express ideas and feelings about experiences in full sentences, including use of past, present and future tenses. Ask who, what, where, when, which and how questions. Use sentences such as I think that....I like ... because... Explain something in the order in which it happened. Use adjectives in full sentences correctly. Describe events in some detail. Listen to other's ideas and acknowledge when responding.</p>