

THE FEDERATION OF ST CUTHBERT'S AND ST MARY'S CURRICULUM PLANS RECEPTION

Academic Year 2024-25

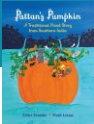
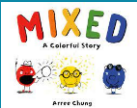
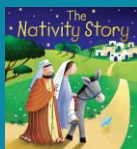
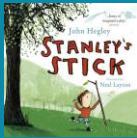
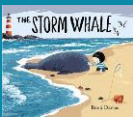
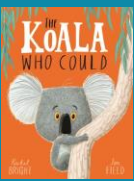
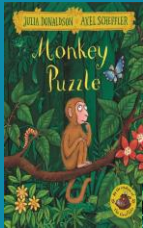
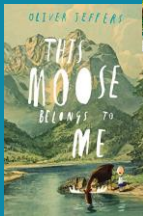


RECEPTION CURRICULUM MAP 2024-25

	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 6 weeks
Key Texts	Feelings stories for first few weeks of term: The Colour Monster, The Paper Dolls, Ruby's Worry. - Little Red Riding Hood - Rumaysa – Rapunzel - Goldilocks and the Three Bears - Goldy Lock and the Three Pandas - Pattan's Pumpkin - Text analysis of Jack and Jill –Nursery Rhyme - Mixed (Black History Month text) - Coming to England - Lost in the Toy Museum - The Nativity Story		- Range of country stories – China, Portugal, Brazil, Ireland, Pakistan. - Non-fiction texts. - The Journey - Local area -Stanley's Stick - Sustainability - - The Storm Whale - Somebody Swallowed Stanley - Text analysis of Little Miss Muffet -Nursery Rhyme - The Easter Story		- The Tiger Who came to Tea - Monkey Puzzle - The Koala who could - The Mixed-up Chameleon - This Moose belongs to me - Non-fiction animals books - Jungle Jamboree	
Phonics	(In addition, see Little Wandle programme) Secure Phase 1-seg/blend/initial sounds Complete Phase 2 graphemes and tricky words Read simple captions/sentences Guided Reading		(In addition, see Little Wandle programme) Phase 2 quick revisit Phase 3 graphemes and tricky words Read simple phrases/sentences Guided Reading		(In addition, see Little Wandle programme) Phase 3 consolidation Phase 4 graphemes and tricky words Application of all graphemes and tricky words learnt Guided Reading	
Writing	- Form letters correctly as introduced in Phase 2 phonics - Use these letters to label using initial sounds - Write first names, forming letters correctly - Write CVC words using their phonics knowledge Write some common exception words - Begin to write phase 2 tricky words		- Letter formation - Spell words by identifying the sounds in phase 2 and 3 - Write captions/phrases and begin to write simple sentences using known GPCs, full stop, capital letter - Begin to write phase 2 and 3 tricky words - Begin to write about familiar texts		- Write recognisable letters (lower case and capital) most of which are formed correctly - Spell words by identifying the sounds and then writing the sound with letters. Applying phase 2, 3 & 4 sounds - Write cvc, cvcc, words, phrases and sentences that can be read by others with sentence conventions - Begin to sequence sentences within purposeful fiction/non-fiction writing	
Maths	- Counting - Subitising - Subitising different arrangements - Conceptual subitising skills - Small numbers hiding in larger numbers	- Connect quantities and numbers - See that each number is 1 more than previous number when counting - How many/Cardinality/1-1 correspondence - Compare sets - Language of 'whole' about objects that have parts	- Subitising within and beyond 5 - Identify missing parts for numbers within 5 6 and 7 (5 and a bit) - Equal & unequal groups 2 equal groups can be 'double'. Find patterns.	- Odd and even numbers - Counting sequence and link to cardinality - Order numbers - Track games - Counting to 20. Hearing repeated patterns	- Counting larger sets 10 frames - Doubles in 10 frames - Compare quantities and numbers - Develop sense of magnitude	- One more/one less - Identify when sets can be subitised and when to count - Conceptual subitising skills (using a rekenrek)
UW	- Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past, name and describe people who are familiar to them. - Talk about members of their immediate family and community. - Recognise that people have different beliefs and celebrate special times in different ways. - Explore the natural world around them. Use new vocab to talk about changes in seasons.		- Talk about members of their own family. - Talk about familiar situations in the past. Recognising that people have different beliefs and celebrate special times in different ways. - Able to draw simple information from a map. Use language for direction. - Understanding the effect of the changing seasons. Dev vocab to say why changes occur.		- Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past. - Planting. Noting changes. Illustrating with captions and illustrations. - Look at life cycle of a caterpillar. Note similarities with their growth within their family. - Able to draw simple information from a map. Use language for direction. - Make observations and drawing pictures of animals and plants.	

	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 6 weeks
RE	Religion – Come and see - Myself - Welcome - Birthdays - Other faiths Caritas Myself, Family, Loving one another God made me and loves me very much	Religion – Come and see - Celebrating – Fr Frankie visit and a party - Gathering - Growing - Lenten reflection Caritas God's Gifts, Using our gifts and helping others			Religion – Come and see - Good news/ friends - Other faiths - Our world Caritas God's work, God's World, Creation	
EAD	- Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Sing in a group or on their own, increasingly matching the pitch and following the melody - Develop storylines in their pretend play	- Sharing their creations and explaining the process they have use - Listening attentively, moving to and talking about music, expressing feelings and responses. Singing to match the pitch and following a melody. - Explore and engage in music making and dance, performing solo or in groups. - Explore and refine artistic effects to express ideas.			- Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. - Explore and engage in music making and dance, performing solo or in groups.	
PSED ([Prime Area])	- See themselves as a valuable individual. - Build constructive and respectful relationships. - Express their feelings and consider the feelings of others. - Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. - Think about the perspectives of others. - Manage their own needs.					
CL (Prime Area)	- Understand how to listen carefully and why listening is important. - Learn new vocabulary Use new vocabulary through the day - Ask questions to find out more and to check they understand what has been said to them. - Articulate their ideas and thoughts in well-formed sentences. - Connect one idea or action to another using a range of connectives. - Describe events in some detail. - Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. - Engage in story times. - Listen to and talk about stories to build familiarity and understanding. - Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. - Use new vocabulary in different contexts Listen carefully to rhymes and songs, paying attention to how they sound. - Learn rhymes, poems and songs. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.					
PD (Prime Area)	- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. - Progress towards a more fluent style of moving, with developing control and grace. - Develop the overall body strength, coordination, balance and agility needed to engage successfully in physical education sessions and other physical disciplines including dance, gymnastics and sport. - Develop fine motor skills so that they can use a range of tools competently. Suggested tools: pencils for drawing and writing paintbrushes, scissors, knives, forks and spoons. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Combine different movements with ease and fluency - Confidently and safely use a range of large and small apparatus indoors and outside, alone or in a group. - Develop overall body strength, balance, coordination and agility. - Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming. - Develop the foundations of a handwriting style which is fast, accurate and efficient. - Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.					
Parent Events	Advent Treasure Hunt Cornerstone Collection Christmas Nativity/carol concert		Parent's Reading Workshop Recycling Campaign. Litter picking in local community. Easter Egg Hunt. Easter bonnet parade.		Story time with parents Art and writing exhibition/coffee and cake morning	
First-Hand Experiences	School Nurse visit Nativity		Train journey to Stockport Station /Local walk Litter picking World Book Day		Caterpillars and Butterflies in class Pizza Express trip Supermarket trip	

LONG TERM CURRICULUM MAP

AUTUMN Good to be me / Traditional tales Core Texts        Global Theme Identity & Diversity Focus Individuality and Uniqueness Global Goals and RRS Gender Equality. Reduced inequalities Article 8;protection and preservation of identity Article 28: Right to education Article 31: Leisure, play and culture Project Outcome Reverse Advent calendar for Caritas Cornerstone	SPRING Our World and Everybody in it Core Texts       Global Themes Sustainable Development Focus Respecting our planet Global Goals and RRS Life Below Water Life on Land Climate Action Article 3:The best interests of the child Article 24: Health and health services Project Outcome Reception Recycling Campaign and litter pick	SUMMER Animals Core Texts       Global Themes Peace and conflict Focus Social justice & equity Global Goals and RRS Peace, Justice and Strong Institutions Good Health and Wellbeing Article 2 Non-discrimination Project Outcome Community Contribution Creating a bird feeder
Events, Celebrations and Cultural Capital		
Pantomime, Drag Queen story time, allotment visit. Positive Thinking Day – 13th September, Rosh Hashanah, Yom Kippur, European day of Languages , All saints, Bonfire Night, Diwali November, St Andrews day, Remembrance day, Advent Christmas	Local walk, train journey to Stockport, Litter picking Chinese new year, Big Schools Bird Watch, National Storytelling week, St Patricks day, St David's day, Shrove Tuesday , World Book Day, Holi Lent, Mother's Day, Easter, St George's day, Bonnet parade	Farm visit, zoo? Animals into school , animals day – dress as favourite animal Caterpillars, Pentecost, World Bee Day – May- Manchester-growth mindset link, Father's Day, World Music Day, Transition to year 1
Communication and Language Core rhymes, poems and songs: • Makaton –sign of the week • 1, 2, 3 Good to be Me • This is a happy face • The Grand Old Duke of York • Down in the Jungle • The Farmyard Jamboree • Five Little Pumpkins • Nativity and Christmas Songs • We're all Amazing by London Rhymes	Communication and Language Core rhymes, poems and songs: • The Planet Song for kids • Zoom, Zoom, Zoom we're going to the moon • Five little men in a flying saucer • Catch a falling star • The Rainbow Song • I saw a ship a sailing • He's got the whole world in his hands	Communication and Language Core rhymes, poems and songs: • The Animal Boogie • There was an old lady who swallowed a fly • We're all going on a summer holiday • Wonderful World • The sun has got its hat on • When Goldilocks went to the house of the bears (maths link)
Expressive Arts & Design Artwork in the style of Kandinsky Tie Dye t shirts –link to Mixed Self portrait Family portraits Mixing colours Music/ dance – emotions Christmas and Diwali craft Music scheme	Expressive Arts & Design Artwork in the style of J Pollock –link to Holi, My Beautiful Oops Collage out of recyclable materials Junk modelling construction Easter craft Printing, Paper Mache planets Music scheme	Expressive Arts & Design Artwork in the style of Yayoi Kasuma and Acrimboldo Line drawings of animals, observational drawings, Changes in music Animal masks, Moving like different animals Making prop Colour, design, texture of different animals Music scheme

Understanding the World

Black history month
 Their unique qualities – similarities and differences
 Toys – explore toy artefacts, timeline of toys –comparison of old/new, parents/grandparent visitor to talk about childhood toys
 Mapping – eyfs area
 Visit from members of their immediate family and community- fireman, doctor, policeman
 Occupations visit from local 'Hero'
 Autumn walk

Understanding the World

Changes in the environment – seasonal/ decay
 Caring for our environment - litter picking
 Mapping – school grounds
 Recognise some similarities and differences between life in this country and other countries (Manchester v The Far East)
 Celebrations - Fr Frankie visit
 Interactions with natural processes eg- ice melting
 Exploration of traditional nursery rhymes
 Spring walk - Treasure Hunt (following a map)
 Space – historical character – visit from Neil Armstrong

Understanding the World

Grandparents storytime
 Planting and growing – life cycles
 Mapping – make own map of local area(s).
 Observational pictures of animals and plants
 Habitats
 Naming and describing plants and animals
 Exploration of traditional nursery rhymes
 Summer walk

Maths

Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.
 Pupils will:

- identify when a set can be subitised and when counting is needed
- subitise different arrangements, both unstructured and structured, including using the Hungarian number frame
- make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills
- spot smaller numbers 'hiding' inside larger numbers
- connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers
- hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number
- develop counting skills and knowledge, including - that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds
- compare sets of objects by matching
- begin to develop the language of 'whole' when talking about objects which have parts

Maths

Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.
 Pupils will:

- continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals
- begin to identify missing parts for numbers within 5
- explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame
- focus on equal and unequal groups when comparing numbers
- understand that two equal groups can be called a 'double' and connect this to finger patterns
- sort odd and even numbers according to their 'shape'
- continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern
- order numbers and play track games
- join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers

Maths

Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.
 Pupils will:

- continue to develop their counting skills, counting larger sets as well as counting actions and sounds
- explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame
- compare quantities and numbers, including sets of objects which have different attributes
- continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2
- begin to generalise about 'one more than' and 'one less than' numbers within 10
- continue to identify when sets can be subitised and when counting is necessary
- develop conceptual subitising skills including when using a rekenrek

Literacy

Labels, captions, recounts, tales toolkit narratives, role on the wall - emotions, helicopter stories, Tales Toolkit

Reading:

Begin to retell simple stories/narratives using their own words

Recall key events

Talk about main characters

Begin to re-read books to build up confidence in word reading

Understand 5 key concepts about print:

Left to right

1:1 correspondence –word, letter, first, last

Rhythm and Rhyme, initial sounds, blending/segmenting

Phase 2 Phonics and Phase 2 Tricky Words

Read phase 2 cvc words

Begin to read read simple

words/phrases/sentences

Read phase 2 guided reading books

Writing:

Write name, use correct letter formation, begin to form lower case letters correctly, use initial sounds vc and cvc, write labels, write lists, captions, oral rehearsal, vocabulary, begin to reread what they have written.

Literacy

Captions, setting description, posters, tales toolkit narrative, story writing, innovation, helicopter stories.

Reading:

Begin to use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems during small world play

Retell story in small world play/role play - beginning, middle, end

Talk about likes/dislikes of texts/rhymes/poems

Choose a book and begin to explain why

Predict /prediction

Re-read books to build up confidence in word reading

Continue to develop Phase 2 and

3 phonological awareness, focusing on oral blending/segmenting

Say the sound for each letter of the alphabet

Double letters ss ll zz ck ff

Consonant digraphs sh ch th ng

Begin to read words consistent with their phonic knowledge

Phase 3 cvc words

Read phase 2 captions

Begin to read phase 3 captions

Read phase 2 and 3 tricky words

Read simple phrases/sentences

Read guided reading books aligned to phonic knowledge

Writing:

Form most lower-case and capital letters correctly

Spell words by identifying the sounds and then writing the sounds with letters

Write captions/phrases and begin to write simple sentences using known GPCs..sentence, full stop, capital letter

Include word spacing

Orally rehearse caption or sentence before writing

Re-read what written to check it makes sense

Begin to write a variety of fiction/non-

fiction sentences/captions

Literacy

Captions, story writing -innovation, character description, instructions, helicopter stories.

Reading:

Oral blending and segmenting

Retell stories/narratives

Anticipate key events in stories

Begin to notice some relationships between one text and another

Say the sound for each letter of the alphabet and for at least 10 digraphs

Secure Phase 3 sounds and tricky words

Read words consistent with phonic knowledge

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words/

Apply phase 4 phonics in reading and writing.

Writing

Write recognisable letters (lower case and capital) most of which are formed correctly

Spell words by identifying the sounds and then writing the sound with letters

CVC words

Write simple phrases and sentences that can be read by others

Including: oral rehearsal of sentence

before writing, word spacing, full stop, capital letter

Begin to sequence 2-3

sentences within purposeful fiction/non-fiction

writing such as: a two-part story, instructions,

fact cards

Religion – Come and see - Myself - Welcome - Birthdays - Other faiths	Religion – Come and see - Celebrating - Gathering - Growing - Lenten reflection and Easter	Religion – Come and see - Good news/ friends - Other faiths - Our world
Caritas - God made me and loves me very much - God made me beautiful and all my friends beautiful - We show our love for each other - We thank God for loving us and our love for each other - My Family at home - My school family - We are all different and we love and care for each other - We love and look after each other because we are brothers and sisters in God's family	Caritas - God wants everyone to be happy. - God gives us all we need to be happy. - Making the right choices. - We share all God's gifts. - God's gifts are for everyone (food, clothing, education, medicine etc) - Learning to share our toys and food with our friends so that everyone has enough. - Helping everybody to be happy by playing, sharing and learning together. - Using our gifts to help others.	Caritas - We are helping to fo God's work. - We use our gifts for each other. - Everybody's gifts are needed to build God's world. - When we build together we can do much more. - Discovering God's beautiful creation. - Playing in and caring for God's creation. - Helping God's creation grow. - Celebrating God's creation.
RSE - We are created individually by God as part of His creation plan. - We are all God's children and are specid. - Our bodies were created by God and are good. - We can give thanks to God! - We are each unique, with individual gifts, talents and skills. - Whilst we all have similarities because we are made in God's image, difference is part of God's plan! - That their bodies are good and made by God. - The names of the parts of the body (not genitalia). - That our bodies are good, and we need to look after them. - What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene - That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc). - That it is natural for us to relate to and trust one another. - A language to describe their feelings. - An understanding that everyone experiences feelings, both good and bad. - Simple strategies for managing feelings. - Simple strategies for managing emotions and behaviour. - That we have choices, and these choices can impact how we feel and respond. - We can say sorry and forgive like Jesus. - That there are natural life stages from birth to death, and what these are. - We are part of God's family.	RSE - Jesus cared for others and wanted them to live good lives like him. - We should love other people in the same way God loves us. - To identify special people (eg. parents, carers, friends) and what makes them special. - The importance of the nuclear family and of the wider family. - The importance of being close to and trusting of 'special people' and telling them is something is troubling them. - How their behaviour affects other people and that there is appropriate and inappropriate behaviour. - The characteristics of positive and negative relationships. - About different types of teasing and that all bullying is wrong and unacceptable. - To recognise when they have been unkind to others and say sorry. - That when we are unkind, we hurt God and should say sorry. - To recognise when people are being unkind to them and others and how to respond. - That we should forgive like Jesus forgives. - About safe and unsafe situations indoors and outdoors, including online. - That they can ask for help from their special people. - To know they are entitled to bodily privacy. - That they can and should be open with 'special people' they trust if anything troubles them.	RSE - That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest. - Medicines should only be taken when a parent or doctor gives them to us. - Medicines are not sweets. - We should always try to look after our bodies because God created them and gifted them to us. - There are lots of jobs designed to help us. - Paramedics help us in a medical emergency. - First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance. - That God is love, Father, Son and Holy Spirit. - That being made in His image means being called to be loved and to love others. - What a community is, and that God calls us to live in community with one another. - Some Scripture illustrating the importance of living in a community. - No matter how small our offerings, they are valuable to God, and He can use them for His glory. - That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community. - That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc. - That we have a duty of care for others and for the world we live in (charity work, recycling, etc.) - About what harms and what improves the world in which they live.

LONG TERM CURRICULUM MAP

RECEPTION

EAD ELG- - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Make use of props and materials when role playing characters in narratives and stories. - Sing a range of well-known nursery rhymes.	EAD ELG- - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used.	EAD ELG- - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Invent, adapt, and recount narratives and stories with peers and their teachers. - Perform songs, rhymes, poems and stories with other, and – when appropriate – try to move in time with music.
UOW ELG- - Know some similarities and differences between things in the past and now drawing on their own experiences. - Know some similarities and differences between different religious and cultural communities in this county, drawing on their experiences and what has been read in class. - Talk about the lives of the people around them and their roles in society. - Explain some similarities and differences between life in this county and life in other countries.	UOW ELG- - 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. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	UOW ELG- - Exploring the natural world around them, making observations and drawing pictures of animals and plants. - Understand the past through settings, characters and events encountered in books read in class and story-telling.

MEDIUM TERM PLAN

AUTUMN TERM

Project Outcome Reverse Advent Calendar to donate food to Caritas Cornerstone. Christmas Treasure Hunt to raise funds for outdoor learning. <u>Global Goals and RRS:</u> GG5 Gender Equality. GG10. Reduced Inequalities Article 31. The Right to leisure, play and culture	Global Theme	Overview of the learning journey		
	Identity and Diversity	Through the global theme, 'Identity and Diversity', the children will be celebrating their individuality and diversity within their class. Through this topic, we will celebrate the uniqueness and value of every person. We will look at similarities and differences of each other. We will develop strategies of how to recognise, name and deal with feelings in a positive way. We shall read a variety of traditional tales, including some diverse versions; to recognise some similarities and differences between life in this country and life in other countries. These tales have conflict within them, and we shall explore how the characters can resolve the outcomes through our own discussion and role play. These stories will help children develop life skills such as understanding right from wrong and how we treat others. We will learn about how we care for ourselves and others mentally and emotionally, but also how to take care of ourselves through how we look after own bodies. We shall have a big emphasis on brushing our own teeth independently every day after our lunch to support oral hygiene. We shall place an emphasis on food being an important source of energy for us when we make bread when we read the Little Red Hen and create balanced food plates when we explore Hansel and Gretel and Goldy-luck and the three pandas. Through learning about ourselves, we shall explore the area we live in by taking a walk through Levenshulme, where we will draw information from a map. We will then use our community links to raise money for a local charity.		
Knowledge and Understanding	Skills	Attitudes	Vocabulary	
Similarities and differences between self and others Uniqueness and value of every person	Self-awareness and reflection •Recognise, name and deal with feelings in a positive way •Notice some effects of own actions on others •Identify how people are feeling, eg: happy, sad, worried. Communication •Listen to others and take turns to express a view	Sense of identity and self esteem •Awareness of self and own uniqueness •Sense of self-worth and worth of others Value diversity •Positive attitude to difference and diversity •Willingness to listen to the ideas of others	Prior Learning Powers/Growth mindset language: Stay Curious, Show Resilience, Cooperation, Keep Improving, Same, Family, Similar, Different, Rules, Happy, Sad, Upset Angry, Share, Like, Dislike.	Current Learning Powers/Growth mindset language: Make it Better Be creative Challenge Yourself Worried Unique Difference Similarity Person

Subject: Understanding of the World (Autumn)

Context	Skills and knowledge	Vocabulary
Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.	Past and Present: • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. <i>(Explore Black History Month-Ruby Bridges story/ Seydou Keita photographs of familiar scenarios)</i> People, Culture and Communities • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. <i>(Children draw their family, bring in photos of their family and contribute aspects of their home life onto Tapestry and Seesaw-all displayed on our Celebrating You wall, share news regularly together)</i> • Recognise that people have different beliefs and celebrate special times in different ways. <i>(Black History Month-explore traditional African dress, Diwali – Binny's Diwali story, Bonfire Night, Remembrance day, read and write about the Nativity story).</i> The Natural World • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. <i>(Regular opportunities to explore outdoors-Let's Explore area)</i> • Understand the effect of changing seasons on the natural world around them. <i>(Read the Leaf Thief and explore our school grounds and forest, explore pumpkins-'pumpkin smash'. Children complete Autumn home learning tasks with the chance to make a collage and go on an autumn walk).</i> • Draw information from a simple map. <i>(Children follow a simple map of outside reception and make their own map).</i>	Family, extended family, feelings, emotions, unhappy, happy, angry, story, fairy tale, Fiction, Non-fiction, Contents Page, Blurb, Character, Plot, Predict, ingredient, healthy, recipe., Once upon a time, fiction, non-fiction, character, setting, problem, resolution, scared, sad, joyful, excited, changes, autumn, winter, seasons, decay, habitat, hibernate, leaves, acorns, weather, temperature, fireworks, safety, colours, mixing colours, environment, area, local area, maps, direction, left, right, straight ahead, next to, behind, in front of, Advent, waiting, nativity, Christ, Jesus, Saviour, Mary, Joseph, Bethlehem, Angel Gabriel, Christmas Today, yesterday, tomorrow, present, past, future, when I was little, remember, long ago, order, sequence, old, new, then, now.
Prior Learning	Future Learning	
Shows interest in the lives of people who are familiar to them. •Remembers and talks about significant events in their own experience. •Recognises and describes special times or events for family or friends. •Shows interest in different occupations and ways of life. •Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family. •Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. •Can talk about some of the things they have observed such as plants, animals, natural and found objects. •Talks about why things happen and how things work. •Developing an understanding of growth, decay and changes over time. •Shows care and concern for living things and the environment.	Spring topic: Our World and Everybody in it Opportunities to learning about other families, culture and traditions (Chinese New Year, St Patrick's Day, St David's Day, St George's Day, Easter bonnet parade, Pancake Day, Lent, Easter) Skills: Talking about members of their own family. Talk about familiar situations in the past. Recognising that people have different beliefs and celebrate special times in different ways. Exploring the school environment and local environment (creating maps). Skills: Able to draw simple information from a map. Use language for direction. Spring Planting Skills: Understanding the effect of the changing seasons. Making observations and drawing pictures of animals and plants.	

Subject: Expressive Arts and Design (Autumn)

Context	Skills and knowledge	Vocabulary
The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.	<u>Artist focus: Kandinsky</u> <u>Creating with materials</u> - Explore, use and refine a variety of artistic effects to express their ideas and feelings. (New creative activities available in creative area weekly during continuous provision eg. junk modelling, painting with brushes or fingers, colour mixing, drawing, malleable area with playdough, stage area with instruments and costumes). - Making Diva lamps in clay. <u>Being imaginative and expressive</u> - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Sing in a group or on their own, increasingly matching the pitch and following the melody (weekly hymn singing with instruments to practise keeping a beat, learn familiar songs as a class-increase bank of songs that chn learn and practise) - Develop storylines in their pretend play (imagination station, small world area, lets explore area all available and regularly enhanced for children to collaborate with peers in imaginative play)	Colour mixing, material, experiment, join, fix, stick, model, design, shape, snell, feel, prop, invent, art, artist, skill, music, beat, rhythm, instrument, melody, loud, quiet, fast, slow, sound, tap, clap.
Prior Learning	Future Learning	
- Enjoys joining in with dancing and ring games. - Sings a few familiar songs. - Beginning to move rhythmically. - Imitates movement in response to music. - Taps out simple repeated rhythms. - Explores and learns how sounds can be changed. - Explores colour and how colours can be changed. - Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. - Beginning to be interested in and describe the texture of things. - Uses various construction materials. - Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. - Joins construction pieces together to build and balance. - Realises tools can be used for a purpose. - Developing preferences for forms of expression. - Uses movement to express feelings. - Creates movement in response to music. - Sings to self and makes up simple songs. - Makes up rhythms. - Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. - Engages in imaginative role-play based on own first-hand experiences. - Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. - Uses available resources to create props to support role-play. - Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words	Spring topic: our world and everybody in it Junk Modelling - buildings, transport, Skills: Returning to and building on previous learning, refining their ideas and developing the ability to represent them. Sharing their creations and explaining the process they have used. Learning new songs, poems and rhymes about our world. Skills: Listening attentively, moving to and talking about music, expressing feelings and responses. Singing to match the pitch and following a melody. Exploring and engaging in music making and dance, performing solo or in groups. Paper- mache globes Skills: Exploring and refining artistic effects to express ideas. Exploring with a variety of tools and materials for different colours, design and texture.	

MEDIUM TERM PLAN SPRING TERM

<u>Project Outcome</u> EYFS Recycling campaign and litter picking <u>Global Goals and RRS:</u> Life Below Water Life on Land Climate Action Article 3:The best interests of the child Article 24: Health and health services	<u>Global Theme</u>	Overview of the learning journey		
	Sustainable Development	Through the global theme 'Sustainable Development' the children will be learning all about the changes within the environment. We will go on a spring walk to recognise the different signs that spring is arriving. Through this topic we will not only look at seasonal changes, but we will look at the changes to our environment due to global warming. We will conduct experiments to help us with our understanding around this such as ice melting etc. We will learn and discuss ideas on how we can care for our environment and create an EYFS Recycling campaign. Skills: Returning to and building on previous learning, refining their ideas and developing the ability to represent them. Sharing their creations and explaining the process they have used. Learning new songs, poems and rhymes about our world Skills: Listening attentively, moving to and talking about music, expressing feelings and responses. Singing to match the pitch and following a melody. Exploring and engaging in music making and dance, performing solo or in groups. Paper-mache globes Skills: Exploring and refining artistic effects to express ideas. Exploring with a variety of tools and materials for different colours, design and texture. Exploring the school environment (creating maps). Skills: Able to draw simple information from a map. Use language for direction. Spring Planting Skills: Understanding the effect of the changing seasons. Making observations and drawing pictures of animals and plants.		
	Focus Respecting our planet			
Knowledge and Understanding	Skills	Attitudes	Vocabulary	
• living things and their needs • how to take care of the immediate environment • possibility of change in the future	Critical and creative thinking • ask questions • suggest a way to solve a problem • wonder about ideas	Concern for the environment and commitment to sustainable development • appreciation of, and care for, living things and own environment • sense of wonder and curiosity about the world • starting to value resources	Prior Plant, Earth, World, Autumn, Spring, Summer, Winter, Growth	Current Recycle, Environment, Seasons, Changes, Life Cycle, Litter, Pollution, country, continent, journey.

Subject: Understanding of the World (Spring)

Context	Skills and knowledge	Vocabulary
Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. Nursery Rhymes Skills: Children will learn about the past through listening to and learning the words to some traditional nursery rhymes-with a focus on Little Miss Muffet.	- Opportunities to learning about other families, culture and traditions (Chinese New Year, St Patrick's Day, St David's Day, St George's Day, Easter bonnet parade, Easter) Past and Present - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. People culture and community - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction text and maps. (exploring the school environment creating maps.) - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and when appropriate, maps. The natural world - Explore the natural world around them, making observations and drawing pictures of animals and plants. - 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. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. - Importance of looking after our local environment. Litter picking in the local park. - Understanding the importance of recycling. How litter pollution affects the environment and different species.	Environment, similar, different, natural, nature, world, planet, Earth, change, seasons, Autumn, Spring, Summer, Winter, globe, respect, recycle, campaign
Prior Learning	Future Learning	
•Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. •Can talk about some of the things they have observed such as plants, animals, natural and found objects. •Talks about why things happen and how things work. •Developing an understanding of growth, decay and changes over time. •Shows care and concern for living things and the environment. - Draw information from a simple map. -Begun to understand the need to respect and care for the natural environment and all living things.	Summer Topic: Animals - Compare and contrast characters from stories, including figures from the past. - Recognise some environments that are different to the one in which they live. - Talk about the lives of the people around them and their roles in society. - Understand the past through settings, characters and events encounters in books read in class and story-telling. - Understand seasonal changes spring – summer. - Planting and growing – life cycles. - Caterpillars to butterfly enclosure - Animal habitats	

Subject: Expressive Arts and Design (Spring)

Context	Skills and knowledge	Vocabulary
The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.	-<u>Artist focus</u>: Jackson Pollock (My Beautiful Oops) - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Listen attentively, move to and talk about music, expressing their feelings and responses. - Develop storylines in their pretend play. Creating with materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (collage out of recyclable materials, junk modeling construction) - Make use of props and materials when role playing characters in narratives and stories. (papier mache planets, stars out of clay) Being imaginative Invent, adapt and recount narratives and stories with peers and their teacher. - Sing a well known nursery rhymes and song.	Mix, prop, artist, effect, imaginative, narrative, observation, rhythm, construct, join, loud, quiet, fast, slow, express, feelings, response, material, characters.
Prior Learning	Future Learning	
• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. Enjoys joining in with dancing and ring games. •Sings a few familiar songs. •Beginning to move rhythmically. •Imitates movement in response to music. •Taps out simple repeated rhythms. •Explores and learns how sounds can be changed. •Explores colour and how colours can be changed. •Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. •Beginning to be interested in and describe the texture of things. •Uses various construction materials. •Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. •Realises tools can be used for a purpose. •Developing preferences for forms of expression. •Uses movement to express feelings. •Creates movement in response to music. •Sings to self and makes up simple songs. •Makes up rhythms. •Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. •Engages in imaginative role-play based on own first-hand experiences. •Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. •Uses available resources to create props to support role-play. •Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words	Summer Topic: Animals - Explore, use and refine a variety of artistic effects (Line drawings of animals , observational drawings, Colour, design, texture of different animals) - Explore and engage in music making and dance and changes in music. Create props and animal masks - Using these when role playing characters in narratives and stories.	

MEDIUM TERM PLAN SUMMER TERM

Project Outcome	Global Theme Peace and Conflict	Overview of the learning journey		
Community Contribution (Links with the elderly community) Global Goals and RRS: Peace, Justice and Strong Institutions Good Health and Wellbeing Article 2 Non-discrimination Project Outcome Links with the elderly community	Focus – Social justice and Equity	Through the global theme 'Peace and Conflict' the children will be learning all about resolving peace with each other and the ways this can be done. We will continue to explore a range of stories that will demonstrate characters overcoming conflict or a problem and finding a resolution. We will learn about how we can have healthy relationships with on another and how we can have healthy bodies also. We will go on a whole class experience to Pizza Express to learn about food hygiene and safety, where food comes from, how fresh ingredients can be combined, healthy food choices and also make our own lunches to eat. Within this topic, we shall also explore how there are others who are less fortunate than ourselves and do not have enough food to eat and our project outcome will be to make our own care packages for vulnerable citizens in our local community. Through this topic we will grow some of our own herbs and vegetables to deepen our understanding of sustainability and healthy eating. Developing storylines in pretend play through the themed imagination station area which is transformed into a fairy tale world, and enhanced weekly with new resources/Small world area with different themes allowing for imaginative play with peers. Skills: Create collaboratively, sharing ideas, resources and skills. Negotiation, patience, problem solving. Learning new songs, poems and rhymes about animals Skills: Listening attentively, moving to and talking about music, expressing feelings and responses. Singing to match the pitch and following a melody. Exploring and engaging in music making and dance, performing solo or in groups. Artwork using food -Food Faces in the style of Guiseppe Arcimboldo/Artwork using dots in the style of Yayoi Kasuma (linked with The Dot) Skills: Exploring and refining artistic effects to express ideas. Exploring with a variety of tools and materials for different colours, design and texture. Making and following a map through the forest school Skills: Able to draw simple information from a map. Use language for direction. Herb and vegetable Planting Skills: Understanding the effect of the changing seasons. Making observations and drawing pictures of animals and plants.		
	Peace, Justice and Strong Institutions Good Health and Wellbeing Article 2 Non-discrimination Project Outcome Links with the elderly community			
Knowledge and Understanding	Skills	Attitudes	Vocabulary	
Compare and contrast characters from stories, including figures from the past. Recognise some similarities and differences between life in this country and life in other countries. Understand the effect of changing seasons on the natural world around them.	Make independent choices	- Caring for ourselves and one another - Striving for peace and resolving conflict - Helping those less fortunate than themselves	Prior Once upon a time, story, fiction, non-fiction, character, setting, problem, resolution, growth, vegetable.	Current Fiction, Non-fiction, Contents Page, Blurb, Character, Plot, Predict, ingredient, healthy, recipe.

Subject: Understanding of the World (Summer)

Context		Skills and knowledge	Vocabulary
Animals Caterpillars and butterflies Skills: Making observations of caterpillars in class, learning about the life cycle of a butterfly, drawing the creatures in detail. Making and following a map through the forest school Skills: Able to draw simple information from a map. Use language for direction. Herb and vegetable Planting Skills: Understanding the effect of the changing seasons. Making observations and drawing pictures of animals and plants.		Past and Present Comments on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past. They will recognise and talk about a timeline that is personal to them. People, culture and communities Recognise some similarities and differences between life in this country and life in other countries. The Natural World Explore the natural world around them Understand the effect of changing seasons on the natural world around them. Children will discuss the life cycle of a butterfly, using new vocabulary. From planting seeds, children will use any new vocabulary to describe the sequence in growth. They will speak in full sentences and check the listener is listening. They will ask questions.	animal, habitat, environment, enclosure, den, life cycle, adapt, change, growth, vegetable, grandparent, butterfly, caterpillar, chrysalis, cocoon.
Prior Learning		Future Learning	
Spring Term Reception – Our World and everyone in it Other families, culture and traditions (Chinese New Year, St Patrick's Day, St David's Day, St George's Day, Easter). Countries Continents Our local area How to care for our world and our oceans. Sustainability Planting Season changes		Year 1 Autumn Term Victorians All Saints Day, Bonfire Night, Diwali, St Andrews day, Remembrance day, Advent, Christmas History – Victorians Geography – Local Area, Staircase House Trip. Children will learn about their local area drawing on their previous knowledge and new learning. Children will describe their artwork explaining whether or not it is a physical or human feature of our local area. Science – Materials and Seasons. Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. performing simple tests. Identifying and classifying. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.	

Subject: Expressive Arts and Design (Summer)

Context	Skills and knowledge	Vocabulary
Developing storylines in pretend play through the themed imagination station area which is transformed into a fairy tale world, and enhanced weekly with new resources/Small world area with different themes allowing for imaginative play with peers. Skills: Create collaboratively, sharing ideas, resources and skills. Negotiation, patience, problem solving. Learning new songs, poems and rhymes about traditional tales Skills: Listening attentively, moving to and talking about music, expressing feelings and responses. Singing to match the pitch and following a melody. Exploring and engaging in music making and dance, performing solo or in groups. Artwork using food -Food Faces in the style of Guiseppe Arcimboldo Skills: Exploring and refining artistic effects to express ideas. Exploring with a variety of tools and materials for different colours, design and texture.	Artist focus: Yayoi Kasuma and Acrimboldo Creating with materials Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Being imaginative and expressive Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.	Mould, join, stick, papier Mache, detail, print, primary, secondary, artist, shade, design, improve, beat, rhythm, compose, technique, prop, invent.
Prior Learning	Future Learning	
Spring Term Reception – Our world and everyone in it Junk modelling space buggies/rockets Observational drawing of local area - houses Papier Mache globes Printing and painting Colour mixing Colouring and shading using different media Building and constructing using various materials Learning new songs and nursery rhymes Using musical instruments to play a beat to a song Self-expression through role play and drama	Year 1 Autumn Term Victorians All Saints Day, Bonfire Night, Diwali, St Andrews day, Remembrance day, Advent, Christmas Music – Singing. Art – Drawing. Portraits of Kings and Queens. Children will be experimenting with different media to create lines and marks, show a difference in tone. Children will observe and draw within the school grounds, linking what they draw to their human and physical geography learning. DT – Toy Making – Levers. Children are learning about Toys from the past and present within this topic. Children will have the opportunity to create a lever toy – a paper craft that moves based on a hinge/pop-up/fastening.	