

# School Year 2021- 2022

Subject	AUTUMN Homes / Celebrations	SPRING Our school / Ourselves	SUMMER Toys/Weather
Term			
<b>Communication and Language</b>	<p>Role play – Home corner. Listening to stories about families, starting school. Talking to group/class about own families and experiences at home and in school. Circle time. Reciting rhymes. Range of thinking skills activities – link to speaking and listening. Puppet show. Drama. Listening and taking turns on the carpet, while playing games, using equipment. Baseline assessment <b>BV: Mutual respect</b> Outdoor curriculum</p> <ul style="list-style-type: none"> <li>• Stage Area</li> <li>• Construction</li> <li>• Water Play</li> <li>• Mud Kitchen</li> <li>• Woodlands/Wetlands</li> </ul> <p>Role play – People Who Help Us - Hospital Listening to stories about families, starting school. Listening to longer stories and remembering many of the events. Talking about familiar books and retelling a short story in their own words. Talking to group/class about own families and experiences at home and in school. Expressing their point of view. Learning new vocabulary. Reciting rhymes. Circle time. Range of thinking skills activities – link to speaking and listening. Puppet show. Drama.</p>	<p>Listening to stories about school, castle, fantasy. Talking about what we have been learning and what we like about school. Circle time. Reciting rhymes and chants. Role play – Space station. Following directions. Understanding and using verbal prepositions. Understanding and asking why and how questions. Listening to stories. Using puppets and actions to act out stories. Using new vocabulary throughout the day. Connecting one idea to another using connectives. Using social phrases to peers. Engaging in story times. Describing events in some detail. Asking simple why questions. Outdoor curriculum</p> <ul style="list-style-type: none"> <li>• Stage Area</li> <li>• Construction</li> <li>• Water Play</li> <li>• Mud Kitchen</li> <li>• Woodlands/Wetlands</li> </ul> <p>Drama strategies – hot seating, guess the character. Retell stories using story language, story maps, story wheels, washing line. Story tapes/CDs Role Play – Vets Class Assembly – What have we learnt – Phonics, Literacy, Numeracy and Child Led Learning. Circle time. Reciting rhymes and chants. Following directions. Understanding and using verbal prepositions. Understanding and asking why and how questions. Listening to stories. Using puppets and actions to act out stories.</p>	<p>Listening to traditional stories. Using puppets to act out stories. Drama. Circle time. Role play: Pirates, Under the Sea. Story tapes/CDs. Listening and maintaining attention for longer periods of time. Following instructions. Asking questions to find out more and showing an understanding of what is being said. Thinking skills. Applying new vocabulary throughout the day. Articulating their ideas through well-thought sentences. Using a range of connectives and adding description to their ideas. Outdoor curriculum</p> <ul style="list-style-type: none"> <li>• Stage Area</li> <li>• Construction</li> <li>• Water Play</li> <li>• Mud Kitchen</li> <li>• Woodlands/Wetlands</li> </ul> <p>Listening to stories about Journeys. Non-fiction stories. Drama. Speaking, Listening and Thinking skills. Role play: Pizza Parlour, Garage, Mud Kitchen, Talent Show Story tapes/CDs. Listening and maintaining attention. Following instructions of more than two parts. Asking questions to find out more and showing an understanding of what is being said. Applying new vocabulary throughout the day. Articulating their ideas through well-thought sentences. Using a range of connectives and adding</p>

	<p>Listening and taking turns on the carpet, while playing games, using equipment. Nativity/ Christmas performance – developing an awareness of audience.</p>	<p>Using new vocabulary throughout the day. Connecting one idea to another using connectives. Using social phrases to peers. Engaging in story times. Describing events in detail. Asking simple why questions. Using future past and past tenses.</p>	<p>description to their ideas. Phonic activities. Outdoor curriculum. Anticipating key events in stories. Comprehension questions Provocation bags Stories using props. Poems, rhymes and songs.</p>
<p><b>Physical Development</b></p>	<p><b><u>Dance / Small and Large Apparatus</u></b> Develop movement, balancing, riding scooters, bikes, trikes. Moving in a variety of ways – running, jumping, hopping and skipping. Use of space. Apparatus. Dance. Using and remembering patterns in movement relating to music and rhythm. Baseline assessment Holding and controlling a pencil, paintbrush and scissors. Showing a preference for a dominant hand. Threading beads, follow the magnetic marbles, bobbins. Making models using a variety of construction equipment e.g. Duplo, stickle bricks, Lego Dressing/ undressing for P.E., putting on and doing up own coat, going to the toilet, washing hands, eating independently using a knife and fork.</p>	<p><b><u>Gymnastics / Ball Skills</u></b> Gymnastics Perform basic skills in travel, roll and jump Travel - Explore walking “like a gymnast: extend core, legs, hold extended arms above shoulder height in front, up high, out to side, stress the extension of hands and fingers. Explore skipping (step forward and hop on that foot, repeat with other foot). Explore side stepping, bringing feet together after each side step. Explore sliding along a bench pulling body forward with both hands. Explore crawling along a bench. Rolling- Pencil roll – from back to front keeping body and limbs in straight shape. Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength. Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control. Jumping- Introduce correct landing position: land on balls of foot, lower heels to floor, soft knees. Feet should be together on landing. Explore staying balanced with good core strength to hold body upright when jumping from: 2 to 2 feet, 1 to 2 feet, 2 to 1 foot, 1 to other foot, 1 to same foot. Perform a straight jump in the air with a controlled landing – core strength should keep body upright throughout the take off and landing. Being still, finding space and using it safely. Making different shapes with body e.g. curled, stretched on the floor and on apparatus. Sequencing movements. Holding and controlling pencils, paintbrushes, scissors and other small objects (pencil sharpeners, threading small beads on thinner string). Making models using construction and malleable materials. Finger actions to rhymes and chants.</p>	<p><b><u>Athletics / Games Skills</u></b> Athletics – Running; Experiment with running, jumping, hopping and stopping, change dynamics – walk slowly/quickly, Experience practicing actions to improve, Move with control and co-ordination. Combine basic actions with more advanced spatial awareness. Jumping; Explore the 5 basic jumps with increasing control (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot), Jump over low barriers, challenge themselves to jump further/higher. ball skills / throwing/ catching/ kicking controlling, skipping, running. Throwing; Apply restrictions e.g. throwing into a specific target. Handle equipment safely. Perform basic actions using equipment e.g. rolling, underarm. Continue to handle a variety of tools and construction equipment safely and with increasing control. Climbing and balancing – outdoor equipment. Pencil control using tripod grip. Accurate pencil control – drawing, letter formation, complete the pattern. Holding and controlling pens, pencils, paintbrushes, scissors, cutlery and other small objects. Outdoor curriculum – chalks, paints, etc.</p>
	<p><b><u>Dance / Small and Large Apparatus</u></b> Develop movement, balancing, riding scooters, bikes, trikes. Moving in a variety of ways – Skip, hop, stand on one leg and hold a pose for a game like musical statues. Using and remembering patterns in movement relating to music and rhythm. Use of space. Dance Moving across Apparatus – wooden blocks – balancing. Holding and controlling one handed tools with a comfortable grip - pencil, paintbrush and scissors, chalks, pens with a dominant hand.</p>	<p><b><u>Athletics / Games Skills</u></b> Athletics – Running; Experiment with running, jumping, hopping and stopping, Change dynamics – walk slowly/quickly, Experience practicing actions to improve, Move with control and co-ordination Combine basic actions with more advanced</p>	

	<p>Threading beads, follow the magnetic marbles, bobbins.          Making models using a variety of construction equipment e.g., Duplo, stickle bricks, Lego.          Keyboard and mouse control.</p> <p>Dressing/ undressing for P.E., putting on and doing up own coat, going to the toilet, washing hands, eating independently using a knife and fork.          Importance of toothbrushing.</p>	<p>Outdoor curriculum - chinks, paints, etc.</p> <p><b><u>Gymnastics / Ball Skills</u></b>          Gymnastics - Together we are going to make a gymnastic story using our gymnastic friends. Try out some of the actions first.          Bouncing and passing a ball/ beanbag.          Use a range of large and small equipment.          Handling objects, construction and malleable materials in a variety of ways.          Team games.          Holding and controlling pencils, paintbrushes, scissors and other small objects (pencil sharpeners, threading small beads on thinner string).          Controlling a pencil and pencil grip – free drawing, forming letters.          Making models using construction and malleable materials.          Finger actions to rhymes and chants.          Outdoor curriculum - chinks, paints, etc.</p>	<p>spatial awareness. Jumping; Explore the 5 basic jumps with increasing control (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot), Jump over low barriers, Challenge themselves to jump further/higher. Throwing; Apply restrictions e.g. throwing into a specific target, Handle equipment safely, Perform basic actions using equipment e.g. rolling, underarm.          Sports Day.          Continue to handle a variety of tools and construction equipment safely and with increasing control.          Pencil control using tripod grip.          Accurate pencil control – drawing, letter formation, complete the pattern.          Holding and controlling pens, pencils, paintbrushes, scissors, cutlery and other small objects.          Outdoor curriculum – chinks, paints, etc.</p>
<p><b>Personal, Social and Emotional Development</b></p>	<p>Introduction to school rules and routines.          Sharing and taking turns.          Beginning to choose an activity and working at it independently for extended periods of time.          New Beginnings- Making someone feel welcome.          What I like about me / what I am good at.          Doing something brave- overcome feelings of fearfulness. Solving a problem.          Calming down and finding solutions.          Outdoor Curriculum.          Christianity – Comparing churches, Prayer, Sunday as a special day, Artefacts, The Bible.          Jesus as a storyteller- Lost sheep, lost coin - relate to children’s own experiences of being lost.          Baseline assessment.  <b>GD –Churches in other countries</b>  <b>BV: Mutual respect</b>  <b>BV: The rule of law</b>          School rules and routines.          Showing more confidence in new social situations.          Building respectful relationships with</p>	<p>Remembering class routines and rules.          Working independently, in groups and in whole class situations. Co-operating and taking turns.          How to be a good friend.          Caring for each other.          Expressing different feelings of themselves and others using descriptive vocabulary.  <b>Christianity</b> - features of a church, wedding role play.          Different places of worship – how are they similar/different?          Developing independence in choosing appropriate resources for tasks.          Tidying away resources.          Listening and taking turns on the carpet, while playing games, using equipment.          Working as a group.          Choosing an activity and working at it independently for extended periods of time.          How to keep safe- link to stories.          Children’s experiences about being lost.          Supporting a friend during activities.          To share and take turns.          To listen and respond appropriately.          People who help us.</p>	<p>Consistently following class rules and routines.          To share and take turns.          To listen and respond appropriately. Initiates conversations.          Taking other peoples’ ideas into account.          Discussing their own feelings and the feelings of others.          Use stories to explore how to help someone if they feel sad.          Relationships. Feelings. Telling the truth.          Keeping safe          Outdoor Curriculum</p> <ul style="list-style-type: none"> <li>• Stage Area</li> <li>• Construction</li> <li>• Water Play</li> <li>• Mud Kitchen</li> <li>• Woodlands/Wetlands</li> </ul> <p>Describing self in positive terms - Look what I can do. Explore some actions the children can do (hopping, skipping, jumping, clapping).          Each child then chooses an action and says to the group ‘My name is ... and I can ...’. The child demonstrates, and the others copy. The child demonstrating then nominates the next</p>

	<p>children and adults. Beginning to extend and elaborate play ideas with others. Sharing and taking turns. Choosing an activity and working at it independently for extended periods of time. Completing tasks. Importance of toothbrushing.</p> <p>New Beginnings - Exploring different feelings. Understanding how others might feel. Overcoming feelings of anger. Solving a problem. Calming down.</p> <p>Managing hygiene – hand washing, brushing teeth, toilets, eating through independent cutting of food, getting dressed.</p> <p>Outdoor Curriculum</p> <ul style="list-style-type: none"> <li>• Stage Area</li> <li>• Construction</li> <li>• Water Play</li> <li>• Mud Kitchen</li> <li>• Woodlands/Wetlands</li> </ul> <p>Christianity – Comparing churches, Prayer, Sunday as a special day, Artefacts, The Bible. Jesus as a story teller- Lost sheep, lost coin relate to children’s own experiences of being lost. <b>GD –Churches in other countries</b></p>	<p>It’s Good to be me. Outdoor Curriculum</p> <ul style="list-style-type: none"> <li>• Stage Area</li> <li>• Construction</li> <li>• Water Play</li> <li>• Mud Kitchen</li> <li>• Woodlands/Wetlands</li> </ul> <p>Managing hygiene – hand washing, brushing teeth, getting dressed, the importance of healthy eating. Healthy routines – sleep, healthy eating.</p> <p>Christianity - Easter <b>BV: Mutual respect</b> <b>BV: Individual liberty</b> <b>BV: Tolerance of those of different faiths and beliefs</b> <b>BV: The rule of law</b></p>	<p>child to lead. Discuss with children how they felt when they first came to Reception. How do they feel now? Can you remember your first day? What did it feel like? How did your body feel? What did your face look like? What did you do to make yourself feel better about it all being so new? What helped you get used to these changes? Reflect on their abilities from then until now - Circle game: ‘When I was a baby I ...’</p> <p>Managing hygiene – hand washing, getting dressed, the importance of exercise and healthy eating, dress, undress and fasten clothes independently- coats, P.E, aprons and dressing up clothes. Use scenarios with toys or puppets to solve conflict situations that arise with children. Supporting a friend with different activities. Games to share and take turns. To listen and respond appropriately. Talking about own abilities. Feelings and Change Outdoor curriculum Buddhism <b>BV: Mutual respect</b> <b>BV: Individual liberty</b> <b>BV: Tolerance of those of different faiths and beliefs</b> <b>BV: The rule of law</b></p>
<p><b>Literacy</b></p>	<p>Reciting rhymes. Sharing books with adults. Page sequencing reading from left to right. Understanding that print has meaning and different purposes. Introduction to Read Write inc phonics. Alphabet and letter sounds. Read Write Inc. – Set 1. Sound and picture correspondence. Various internet sites to support Literacy. Traditional tales and seasonal stories. Emergent writing in home corner.</p>	<p>Listening to stories and composing captions about school. RWinc. Build up words 2/3 phonemes. Non-fiction – all about me including labels. Rhyming and alliteration. Sight vocabulary. Internet Taped/ CD stories. Emergent writing. Role play –Space station. Composing and teacher scribing stories / captions. Group/shared reading – recognising familiar words in simple texts.</p>	<p>Shared, guided and paired reading. RWinc Phonic activities Letter sound/names. Rhyme and alliteration. Rhyming CVC words. <b>Role Play: Fairy Tales</b> Emergent writing. Writing area. Letter formation – lower case and capitals. Spell words by identifying the sounds. Writing short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what has been written.</p>

	<p>Writing areas inside and out.  Teacher scribing children’s stories/captions.  Tracing copying name cards / writing patterns.  Baseline assessment  Outdoor Curriculum</p> <ul style="list-style-type: none"> <li>• Stage Area</li> <li>• Construction</li> <li>• Water Play</li> <li>• Mud Kitchen</li> <li>• Woodlands/Wetlands</li> </ul> <p>Reciting rhymes.  Sharing books with adults.  Page sequencing reading from left to right.  Understanding that print has meaning and different purposes.  Naming the different parts of a book.  Extended conversations about stories, learning new vocabulary.  Introduction to Read Write inc phonics.  Alphabet and letter sounds.  Read, Write, Inc. – Phase 1.  Sound and picture correspondence.  Various internet sites to support Literacy.  Traditional tales and seasonal stories.  Outdoor curriculum.  Emergent writing in home corner.  Writing areas inside and out.  Writing some letters accurately.  Teacher scribing children’s stories/captions.  Tracing copying name cards / writing patterns.  Names, messages, shopping lists, letter to Santa. Write own name.  Independent/Shared/guided reading.  <b>Julia Donaldson stories – The Gruffalo, The Gruffalo’s Child and The Stickman.</b>  <b>Traditional Tales – The Gingerbread Man, Little Red Riding Hood.</b></p>	<p>Letter formation.  Writing area.  Capital letter for own name.  <b>XC writing</b> – Captions to go with pictures for windowsills  Quality picture books/traditional tales  Outdoor curriculum.</p> <ul style="list-style-type: none"> <li>• Stage Area</li> <li>• Construction</li> <li>• Water Play</li> <li>• Mud Kitchen</li> <li>• Woodlands/Wetlands</li> </ul> <p>Listening to stories and composing captions about school.  Role play –Vets.  Group/shared reading – recognising familiar words in simple texts.  Word recognition of sight vocabulary.  RWinc: Recap Speed sounds set 1. Introduce Speed sounds set 2  RWinc. Build up words 2/3 phonemes.  Capital letter for own name.  Non-fiction – all about me including labels.  Rhyming and alliteration.  Internet Taped/ CD stories.  <b>XC writing</b> – Captions to go with pictures for windowsills  Quality picture books/traditional tales  Outdoor curriculum.  Emergent writing.  Writing captions and lists.  Letter formation – lower case letters.  Writing area.  Writing simple sentences/using simple conjunctions  World Book Day – The Gingerbread Man  Sharing a story with a friend  Read and write HFW  <b>Jack and the Beanstalk. The Tiny Seed. Oliver’s Vegetables. A Seed in Need</b>  <b>Roots, Shoots, Buckets and Boots</b>  <b>XC writing</b> – Labels for plant parts</p>	<p><b>Fairy Tales-</b>  Role Play: Pizza Parlour, Garage, Mud Kitchen, Talent Show  Shared, guided and paired reading.  RWinc Phonic activities  Letter sound/names.  Composing captions/stories.  Rhyme and alliteration. Rhyming CVC words.  Non-fiction books  Poems about journeys/ holidays  Comprehension  Emergent writing. Writing area.  Letter formation – lower case and capitals.  Spell words by identifying the sounds.  Writing short sentences with words with known sound-letter correspondences using a capital letter and full stop.  Re-read what has been written.  Lists – What we take on holiday – Passport, luggage labels.  <b>Traditional Tales</b>  <b>The Very Hungry Caterpillar</b>  <b>The Bad Tempered Ladybird</b>  <b>It’s Hard to Hurry When You’re a Snail</b>  <b>The Crunching Munching Caterpillar</b>  <b>The Bugliest Bugs</b>  <b>Mad About Minibeasts</b></p>
<p><b>Mathematics</b></p>	<p>Listening to counting rhymes.  Comparing quantities, counting, sorting, matching, ordering and sequencing using everyday objects.  Recognition, formation and conservation of</p>	<p>Reciting number names in order.  Subitising  Counting activities – counting confidently to 10 and beginning to count to 20.  Ordering a given set of selected numbers –</p>	<p>Verbal counting from 0 to 20 and beyond.  Ordering a given set of selected numbers.  Compare numbers up to 10 using Mathematical vocabulary – greater than, less than, the same as.</p>

	<p>numbers to 10.  Playing number games / jigsaws.  Subitising to 5.  One more/one less than a number.  Numbers bigger/smaller.  Compositions of numbers to 10.  Outdoor curriculum – forming numbers, number mats, fishing numbers, using natural resources, etc.  Baseline assessment  Various internet sites to support numeracy.</p> <p>Listening to counting rhymes.  Counting to 10.  Comparing quantities, counting, sorting, matching, ordering and sequencing using everyday objects.  Recognition and formation of numbers to 10.  Recognition of number bonds to 5.  Playing number games / jigsaws.  Subitising to 5.  One more/one less than a number.  Numbers bigger/smaller.  Compositions of numbers to 10.  Reading and writing numbers to 10.  Outdoor curriculum – forming numbers, number mats, fishing numbers, using natural resources, etc.  Various internet sites to support numeracy.</p>	<p>more/less/between.  Combining sets of objects, taking away from sets.  Comparing quantities - More/ less.  Halving, doubling, sharing.  Recognition of number bonds to 10.  Outdoor curriculum – forming numbers, number mats, fishing numbers, using natural resources, chalks, etc.  Various internet sites to support numeracy</p> <p>Reciting number names in order.  Subitising  Counting activities – counting confidently to 10 and beginning to count to 20.  Ordering a given set of selected numbers – more/less/between.  Combining sets of objects, taking away from sets – using addition and subtraction vocabulary.  Addition and subtracting using objects.  Comparing quantities - More/ less.  Halving, doubling, sharing to 10.  Recognition of number bonds to 10.  Outdoor curriculum – forming numbers, number mats, fishing numbers, using natural resources, chalks, etc.  Internet numeracy sites.  Outdoor curriculum – forming numbers, number mats, fishing numbers, using natural resources, chalks, etc.</p>	<p>Odd and even numbers to 10.  Halving, doubling, sharing to 10.  Recalling number bonds to 10.  Subitising  Addition and subtraction to 10. Counting on/back.  Composition of numbers.  Continue to introduce mathematical language – Naming 2D and 3D shapes – recognising simple properties.  Recognising and creating simple patterns.  Various internet sites to support numeracy  Time – sequence events, days of the week.  Comparing capacity.  Position direction and movement - Beebot programmable toy.  Outdoor curriculum <ul style="list-style-type: none"> <li>• Stage Area</li> <li>• Construction</li> <li>• Water Play</li> <li>• Mud Kitchen</li> <li>• Woodlands/Wetlands</li> </ul> Verbal counting from 0 to 20 and beyond.  Matching, sequencing, estimating.  Ordering a given set of selected numbers.  Compare numbers up to 10 using Mathematical vocabulary – greater than, less than, the same as.  Odd and even numbers to 10.  Halving, doubling, sharing to 10.  Recalling number bonds to 10.  Subitising to 5.  Addition and subtraction to 20. Counting on/back.  Composition of numbers.  Continue to introduce mathematical language – Naming 2D and 3D shapes – recognising simple properties.  Recognising simple patterns.  Various internet sites to support numeracy  Capacity.  Outdoor curriculum.</p>
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**Understanding the World**

Naming external parts of the body – rhymes e.g. Heads and shoulders.  
 Talking about the five senses, smelling foods, feely box, listening to different sounds, tasting food, looking closely at ourselves and others – noting similarities and differences.  
 Homes- features, purpose and stories about homes. Local area. Opinions about local area.  
 Play maps and small world to create their own environments.  
 Celebrations – Guy Fawkes. Poppy Day.  
 To be introduced to ICT in class, the computer suite, mezzanine and iPads. Begin to use a variety of simple programs.  
 Listening centre.  
 Baseline assessment  
**GD – Homes in other countries.**  
 Talking about the five senses, smelling foods, feely box, listening to different sounds, tasting food, looking closely at ourselves and others – noting similarities and differences. Homes- features, purpose and stories about homes. Local area. Opinions about local area. Play maps and small world to create their own environments.  
 Celebrations – XC: Retell the story of Guy Fawkes. Poppy Day. Continue to explore ICT in class, the computer suite, mezzanine and iPads. Begin to use a variety of simple programs. Listening centre.  
 The Christmas Story – Nativity.  
 Christmas traditions in other countries. BV:  
 Did Guy Fawkes respect the criminal law of England? Did he understand right from wrong?

**Our School / Ourselves**  
 Electricity. Everyday appliances. How things work e.g. torch.  
 Operating the CD player.  
 My school – visit different areas of school building, yard, field, wood, quiet area. Observe features, talk about them and record using photographs, drawings, paintings, collage or modelling.  
 Similarities and differences between themselves and others.  
**GD – Schools in other countries**  
 Similarities and differences between different places of worship – Our special place.  
**Our School / Ourselves**  
 My own life baby –now simple timeline.  
 Electricity.  
 Planting/growing sunflowers.  
 Name parts of a flowering plant.  
 Name and describe plants and animals they are likely to see.  
 Recognise familiar plants and animals in their environment.  
 Easter traditions.  
 Taking care of the environment.  
 Saving and printing on a word processing package.  
 Learn the names of parts of the computer and what each part does.  
 Various internet sites.  
 Different types of homes.  
 Similarities and differences between different religions.  
 Mother’s Day  
**GD – Plants that grow in different countries.**

**Seasons / Weather**  
 Describing what they see, hear and feel whilst outside.  
 Exploring the natural world.  
 Explore school grounds / changing seasons / observing and measuring growth / vegetable patch – in planters.  
 Seasons and weather/Holidays  
**Materials:**  
 Sorting and using materials
 

- Ability to float **XC: Under the Sea**
- Transparency
- Objects casting a shadow
- Magnetic/non-magnetic.

**Past and Present - Toys:**  
 From The Past – Victorian Toys  
**XC: Label Modern Day and Olden Day Toys**  
 Comparing aspects of school past to present day.  
 Use ICT hardware to interact with age-appropriate software - Colour magic, use of mouse.  
 Use a range of programmable toys - Beebots  
 Outdoor curriculum  
 Sequencing the events in their own lives from baby/toddler to now.  
**Seasons / Weather**  
 Talk about the weather and record daily.  
 How to stay safe in the sun  
 Changing materials - changes of state.  
 Habitats – minibeasts – comparing school grounds to home.  
 Buddhism - **XC Writing** The Monkey King retell  
 Internet- Education City, ipads  
**GD** Stories from countries that have a different climate.  
 Comparing other countries to England.

			Holidays in other countries including religious celebrations, such as Diwali and Eid.
<b>Expressive Arts and Design</b>	<p>Free painting. Observational drawings/ paintings of themselves/ friends. Printing using vegetables, hands and fingers. Cutting and sticking pictures from magazines and catalogues.</p> <p>Modelling with play dough.</p> <p>Sing a song of sixpence</p> <p>Listening to and singing nursery rhymes, action rhymes and familiar songs. Colour magic.</p> <p>Free painting. Observational drawings/ paintings of themselves/ friends. Cutting and sticking pictures from magazines and catalogues.</p> <p>Modelling with play dough.</p> <p>Outdoor Curriculum.</p> <p>Baseline assessment</p> <p>Christmas activities e.g. Card, calendar. Mixing colours, joining and combining materials.</p> <p>Introduction to a range of construction materials and discussing what they might do with them.</p> <p>Introducing a range of tools and begin to use safely.</p> <p>Use imagination in art, music, role play.</p> <p>Outdoor curriculum.</p> <p>Listening attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Listening to a variety of music from across the globe, including traditional and folk music from Britain.</p> <p>Discussing changes and patterns as a piece of music develops.</p> <p>Keeping a steady beat whilst singing and tapping their knees, dancing to music and making their own music with instruments and sound makers.</p> <p>Christmas performance.</p> <p>Costumes props for role play.</p> <p>Listening to and singing nursery rhymes, action rhymes and familiar songs. Colour magic.</p>	<p>Free painting. Close observational drawings and paintings of school.</p> <p>Models of school using a variety of materials including junk. Paint mixing.</p> <p>Role Play. Cutting and sticking. Weaving. Colour Magic.</p> <p>Painting spring flowers for display.</p> <p>Outdoor Curriculum.</p> <p>Free painting. Mother's Day cards. Paintings, drawings of storybook characters. Design and make a mask of a story book character. Class songs and action rhymes. Acting out stories in role play. Gluing and collage. Various internet sites.</p> <p>Creative area -weaving.</p> <p>Using a range of construction materials and tools with care and precision.</p> <p>Using a range of different techniques for joining materials - different glues, tape, string.</p> <p>Role play –Science lab.</p> <p>Children sit where they can see and copy your actions and change as I change.</p> <p>Movement and listening games using different sounds for different movements. Marching to the sound of the drum or creeping to the sound of the maraca.</p> <p>Tapping to rhythms to accompany words - tapping the syllables of names, objects, animals and the lyrics of songs.</p> <p>Moving in time music - jump when the music suddenly becomes louder.</p> <p>Creating own music using instruments.</p> <p>Dancing and singing on outdoor stage.</p> <p>Dances, music and songs from around the world.</p> <p>Creating own dance moves using different steps and techniques.</p> <p>Using dance to express their feelings and responses.</p> <p>Add rhythm by copying actions to music.</p>	<p>Class songs and action rhymes. Acting out stories in role play. Cutting, Dancing and performing for peers.</p> <p>Gluing and collage.</p> <p>Creative area – free choice</p> <p>Using a range of materials for construction, indoors and outdoors, using a variety of joining techniques.</p> <p>Developing fine motor skills when using tools and joining materials.</p> <p>Thinking and discussing about what they want to make and what material/tools they need (adult talk, partner, pair and share).</p> <p>Mixing colours to what they want to represent.</p> <p>Gluing and use of adhesive tape.</p> <p>Developing safe use of simple tools.</p> <p>Verbally expressing what they want create, by defining colours, shapes, textures and smells.</p> <p>Role Play- Pirate ship</p> <p>Outdoor curriculum</p> <ul style="list-style-type: none"> <li>• Stage Area</li> <li>• Construction</li> <li>• Water Play</li> <li>• Mud Kitchen</li> <li>• Woodlands/Wetlands</li> </ul> <p>Using music to create performances on outdoor stage.</p> <p>Matching the pitch and following the melody when singing.</p> <p>Pitch-matching games, humming, singing short phrases to copy.</p> <p>Using songs with and without words.</p> <p>Sing call-and-response songs – echoing phrases.</p> <p>Singing slowly, listening to the words and the melody of songs.</p> <p>Musician visit to play music and discuss it.</p> <p>Make vehicles continued</p> <p>Gluing and collage</p> <p>Creative area free choice</p> <p>Role play – Making up stories using outfits and props.</p>



			Pizza Parlour Outdoors – Garage, Mud Kitchen, Talent Show Self portrait
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## **MUSIC IN RECEPTION - from Development Matters July 2021**

- **Explore and engage in music making and dance, performing solo or in groups.**
  - **Notice and encourage children to keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound makers.**
  - **Play movement and listening games that use different sounds for different movements. Suggestions: march to the sound of the drum or creep to the sound of the maraca.**
  - **Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song.**
  - **Play music with a pulse for children to move in time with and encourage them to respond to changes: they could jump when the music suddenly becomes louder, for example.**
  - **Encourage children to create their own music.**
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- **Sing in a group or on their own, increasingly matching the pitch and following the melody**
  - **Play pitch-matching games, humming or singing short phrases for children to copy.**
  - **Use songs with and without words – children may pitch match more easily with sounds like ‘ba’.**
  - **Sing call-and-response songs, so that children can echo phrases of songs you sing.**
  - **Introduce new songs gradually and repeat them regularly.**
  - **Sing slowly, so that children can listen to the words and the melody of the song.**
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- **Listen attentively, move to and talk about music, expressing their feelings and responses.**
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- **Give children an insight into new musical worlds.**
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- **Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain.**
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- **Invite musicians in to play music to children and talk about it.**
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- **Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.**