

Edale Rise EYFS Curriculum



Play



Knowledge



Development

At Edale we use the Early Years Foundation Stage Development Matters (DfE, 2021) as a basis for our curriculum offer. The provision we have developed is underpinned by the four key principles: **The Unique Child, Positive relationships, Enabling Environments** and **Learning and Development**.

Edale's EYFS curriculum supports the development of three Characteristics of Effective Teaching and Learning: **Playing and exploring, Active Learning** and **Creating and Thinking Critically**. Within the key principle of Learning and Development, there are three **prime areas** and four **specific areas**. What children know and can do in these areas of learning is developed over time through our carefully planned provision and interactions.

Prime Areas

Communication and Language

- Listening, attention and understanding
- Speaking

Physical Development

- Gross motor skills
- Fine motor skills

Personal, Social and Emotional Development

- Self-Regulation
- Managing self
- Building Relationships

Specific Areas

Literacy

- Comprehension
- Word Reading
- Writing

Mathematics

- Number
- Numerical Patterns

Understanding the World

- Past and Present
- People, Culture and Communities
- The Natural World

Expressive Art and Design

- Creating with Materials
- Being Imaginative and Expressive

Curriculum Design

The early years curriculum at Edale comprises of 2 parts that work together to give our children the best possible start to their education.



Part 1: The knowledge-based curriculum

Using the Early Years Foundation Stage Statutory Framework (DfE) and The Early Years Foundation Stage Development Matters (DfE, 2021), we have developed a knowledge based curriculum that is cumulative from nursery through to year 6. The learning objectives the children will achieve in the EYFS will directly prepare them for the learning they will encounter in key stage one and beyond, building strong foundations of knowledge and experience.



Part 2: The Curiosity Approach

The second part of our curriculum consists of our approach to the learning environment and interactions with children. We have taken aspects of 'The Curiosity Approach' and implemented this across the setting. This approach focusses on using high quality, open-ended and authentic learning resources with the children. It uses key ideas from several early childhood learning approaches such as, Reggio Emilia, Montessori and Te Whariki, amongst others. The focus is on developing children as learners, promoting their characteristics of effective learning, well-being and engagement. A key part of this approach is providing children with learning provocations that spark their curiosity. Adults in the setting support children's play using sustained shared thinking – a technique for interaction that supports children to extend their play, thinking and communication and social skills in a sensitive, skilled and most importantly, authentic way. Outdoor learning plays a vital role in using The Curiosity Approach and so children access the outdoor area using a free flow approach.

Play and adult interactions

At Edale we adopt the use of 'A continuum of Play'.

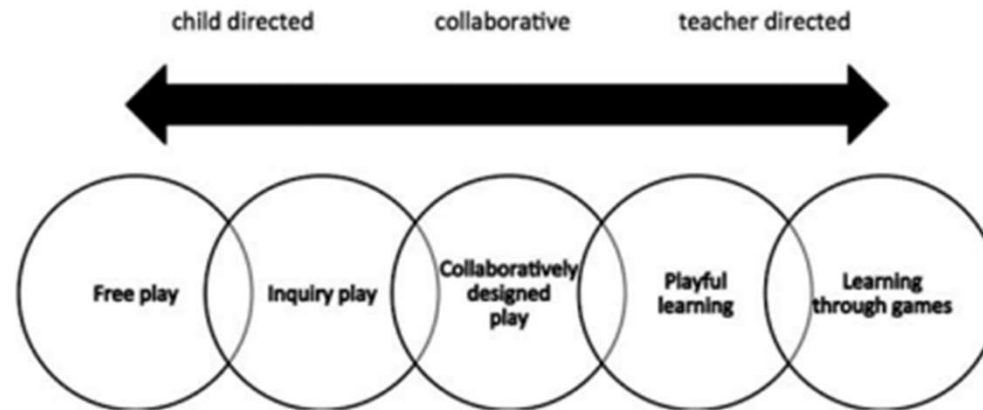


Figure 1. Continuum of play-based learning.

It is suggested that play approaches may be put onto a 'continuum of play' and that adults should be fluid in moving along this continuum in response to the holistic needs of the child, the adult and the 'system' in order to achieve the best possible outcomes. (Angela Pyle & Erica Danniels (2017) *A Continuum of Play-Based Learning: The Role of the Teacher in Play-Based Pedagogy and the Fear of Hijacking Play, Early Education and Development*)

As such, a variety of play opportunities both pre-planned, unplanned and planned in the moment may be seen over the course of a day within the unit and adults will be responding to children according to their needs and interests throughout the day.

Sustained Shared Thinking

Adults in the setting use a technique called sustained shared thinking in order to support children in making progress in what they know and can do.

Each child we work with has their own specific 'blueprint' of the world; that is they have each created their own personal cognitive jigsaw of the world where new learning is assimilated to what they already know (Fisher, 2013). As practitioners we need to be aware of that jigsaw and how the learners approach new learning in order for us to respond to them in the most effective way. Some children will march in and have a go using trial and error, not phased by risk etc. Others will prefer to stand back and observe and proceed with caution – there are many individual variations and we must be sensitive to this when supporting learners.

Observation and Atunement

Before making any intervention in learning, staff stop and ask: **What? When? Whether?**

What?

Is the child managing well on their own?
If not, could I say or do something that would help?
What might that be?

When?

Is the child grappling but not yet struggling? Grappling is good = desirable difficulty.
If I step in now, will I support the child's efforts or will they feel disempowered?
(wait to see if the grappling becomes struggling)

Whether?

Would it be best to do or say nothing?
Maybe the answer to whether is 'not yet...'

At Edale, we use atunement to ensure practitioners have used their experience and professional judgement to ascertain what children know and can do and what direction children's play and learning is heading in. Adults might then sensitively intervene to support and challenge children's thinking and development through their interactions with children.

In order to ensure quality learning is sustained, adults respond with interest. This ensures the child feels valued, listened to and cared for as the person they are sharing their learning with shows genuine interest in what they have to say.

The following strategies for sustained shared thinking are taken from the Oxfordshire ACI (adult-child interaction) project and were found to be the most effective at sustaining learning momentum once adults have sensitively entered play i.e they have waited, watched and wondered. When adults get into the play, they use the following strategies...

Thinking Aloud – This is what was called pole-bridging in the good old days. Children see practitioners as role-models and so we must model how to be learners; how we think and solve problems and manage risks. I'm going to try... I did something like this before..... I know, if I do it this way then.....

Commenting – Provide a commentary, draw attention to observations e.g my hair is blowing because it is windy, introduce vocabulary and grammar, repeat and extend children's comments e.g yes that's right it is a **big red** bus. Particularly useful for EAL children or children with SCLN.

Talking about feelings – Talking about feelings as they occur (in the context of play here) is important to enable children to name and manage their feelings and understand that it is ok to feel. I can see that you are angry because.... I think that you are upset because..... It is very frustrating when.....

Posing Problems – Young children bring the concrete to abstract situations (That is what they know, understand and have experienced). This can cause them to reason incorrectly due to their limited experience. As practitioners we can challenge children's thinking by posing problems that they can solve. They must be genuine, have meaning for the child and be worth solving. Maybe there's a way we can reach.... There must be a way to remember who's had a turn.... How can we remember what you scored...?

Explaining/Informing – Sometimes children just need to be told something! Practitioners can give reasons for why something has happened, they can describe cause and effect relationships, they can justify actions and recognize and solve problems. If you hold your scissors like this then they will cut the paper. The leaves turn brown because they are dying and they will fall off the tree. You didn't pull your sleeves up to wash your hands so now they are wet.

Pondering – A much less threatening way of posing a question. I wonder if? I wonder why? I wonder whether? I wonder how? This allows adults and children to co-construct play (the very middle of the play continuum). It opens up thinking and plants a seed where they can then connect ideas themselves.

Connecting – Crucial to retrieval of prior knowledge and strengthening schemas of learning. We must help children to make connections with their prior knowledge and experiences by bringing them to the forefront of their minds when learning new things. Do you remember how we...? Do you remember when....? It's just like when you.....

Imagining – Encourages creative thinking in a range of contexts. What might it be like to...? I can imagine....? Perhaps.... Let's pretend we.....

Reflecting back to children – This is a useful way to show children you have been listening and to clarify their thinking with them. Sometimes you may repeat back what they have said, other times you may embellish it. I like your idea that..... It also..... I like that you used those pieces for your model, they have made it more..... I can see atoo, look it's got.....

Consolidating, extending and provoking thinking

In order to ensure all children are making progress in their learning, staff focus on consolidating, extending and provoking in order to facilitate children moving into higher order thinking.

Consolidating

Revisiting and embedding what the children know and can do. (Spaced retrieval) Early years children will especially need to repeat the same thing, in different contexts, many times, for it to be learnt. Learning moves on and goes deeper as the child learns more, becomes more skilled and makes more connections with something already familiar. (Piaget's theory of assimilation)

Extending

Linked to Vygotski's zone of proximal development. Staff help children accomplish that which they can not do by themselves. Staff use what they already know and add to it to extend their learning.

Provoking

Taking the thinking **beyond** it being extended. Provocations will be surprises to the children that challenge what they think they know. Piaget referred to this as cognitive conflict. It requires children to think outside their 'cognitive box'. Sometimes a child needs to be temporarily baffled to provoke higher-order thinking.

Bloom's Taxonomy



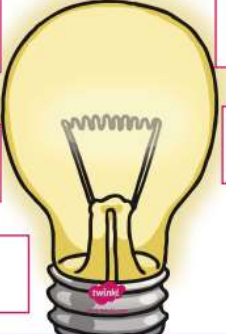
Staff use the following example question prompts to support the movement of children's thinking from lower order to higher order.

I Remember...

name	define	recall	describe	identify
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What...?
Where does ... come from?
Where...?

What does ... look like?
How...?
What is it called?



Can you describe...?
When...?
Where does it say...?

Which...?
What do you know about...?
When did it happen?

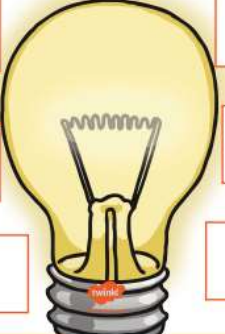
Why...?
Who...?
Do you remember...?

I Understand...

interpret	predict	recall	describe	identify
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What...?
Can you give a reason for...?
Why did this happen?

What is going to happen in the next sequence?
Can you give a reason for...?



Can you explain what happened?
Where does it say...?
How is ... feeling?

Which word tells you...?
What does this mean?
Why...?

When...?
Which word tells you...?
Who...?

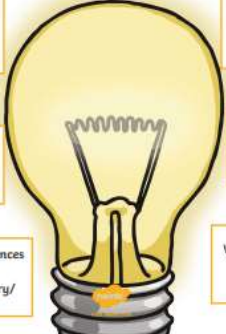
What are the key features?
How can you compare ...?
What is the main idea?

I Can Apply...

use	demonstrate	relate	transfer knowledge	show
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Can you think of something similar?
What could you use this for?

How can you organise the information to share it with someone else?



Which facts can you use to show that ...?
Which elements can you change?

How can you use what you have learnt?
Can you demonstrate ...?

Can you use any of these sentences in your own writing?
Can you think of another story/situation that is similar?

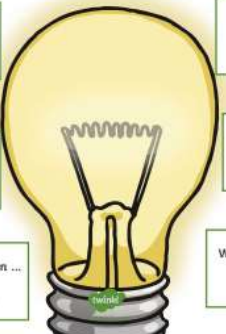
What would you have done in the same situation?
What might happen next?

I Can Analyse...

infer	select	investigate	classify	examine
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What evidence can you find?
How could you group/sort/classify the information?

Can you select the important information?
Can you examine the motives?



Can you investigate the differences between...?
Can you infer what happened?

Can you see a pattern?
What makes you think that?

What is the relationship between ... and ...?
What makes you think...?


Which information backs up your opinion?
Is there a common theme?

I Can Evaluate...

assess	judge	compare	criticise	recommend
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What would you recommend?
How would you rate it?

What made this successful? Why?
Would it be better if...?
What was less successful?



What did you find out?
How can you decide whether it worked or not?

Can you summarise the main points?
What judgements have you made?

How does it compare to ...?
What would your points for improvement be?

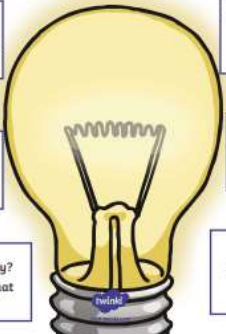
What would you do differently?
What went well?

I Can Create...

plan	design	compose	imagine	construct
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Which parts can you improve?
What would you do differently next time?

Can you think of a better way to...?
Could you design a new way to...?
What would you have done to...?



Is there anything you would remove?
Can you make changes to get around the problem?

What is your opinion? What evidence supports your view?
Can you write your own?

Could you alter the plan/story?
Can you write a report on what you have found out?

What would you add?
Is there a test you can design to find the answer?
Has this affected your views?

The Learning Environment

The Curiosity Approach to continuous provision – why?

- Early Childhood Curiosity and Kindergarten Reading and Math Academic Achievement *Pediatr Res. 2018 September*
- The study found that greater curiosity was associated with greater academic achievement in literacy and maths, particularly for children with low socio-economic status.
- They describe curiosity as the joy of discovery and the motivation to seek answers to what is unknown. Piaget recognised the importance of curiosity as a foundation for early learning, referring to children as “little scientists”.
- Curiosity is described as an approach-oriented, motivational state associated with exploration. Curiosity is thought to be a multidimensional construct that is both person specific (i.e., trait) and situation-specific (i.e., activity-related (state)). Curiosity is thought to be enhanced when individuals are allowed to engage in activities that are personally meaningful (23). As such, it is believed that interventions which promote an experience of meaningfulness of an activity might enhance a child’s engagement in that activity, and help foster curiosity.

What?



Staff provide continuous provision in line with the ethos of the curiosity approach. This is then supplemented by carefully planned learning provocations that take into account children’s current interests, knowledge learning and what staff know about what the children know and can do.

Learning provocations and continuous provision are designed to be open-ended in nature to allow children to use their characteristics of effective learning and to apply knowledge and skills taught by staff in prior discrete learning moments. Staff are able to support children’s learning within the environment using the sustained shared thinking approach to support opportunities for higher order thinking.

Yearly Curriculum planning documents

Term	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
Topic	All about me	Bears Celebrations	Yummy in my tummy / Healthy me	On the farm	In the jungle	At the seaside
Key Texts	In my Heart Meesha makes friends Hello Friend! Things I like – Anthony Brown Ten little fingers It's a little baby It's my Birthday	Goldilocks and the 3 bears Brown bear, brown bear The Everywhere Bear We're Going on a bear hunt	The very hungry caterpillar The tiger who came to tea Supertato Biscuit bear Non-Fiction - recipe books	Farmer Duck Rosie's Walk The very busy spider Have you got my purr? The gobble gobble moo moo tractor <u>Non fiction</u> From egg to chick	Walking through the Jungle Old Mikamba had a farm Giraffe's Can't Dance (revisit) Who is in the egg? Monkey Puzzle	The train <u>ride</u> Magic Beach Seaside Poems What the Ladybird heard at the seaside

PSED	<p><u>Three and four year olds will:</u></p> <ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing. 					
	<p>Scarf scheme – Marvellous me, I'm Special, People who are special to me -Scarf scheme – When I was a baby, friends and family</p> <p>Within continuous provision: -Routines – taking care of own self in the classroom -Accessing the classroom resources with support -How to share resources -Turn taking</p>	<p>Scarf scheme – me and my <u>friends</u>, <u>including</u> everyone</p>	<p>Scarf scheme - What does my body need? Link to healthy habits including teeth hygiene.</p>	<p>Scarf Scheme – What is safe to go in my body? Link to Jed and Ted drug aware</p> <p>Scarf scheme – people who help keep me safe.</p>	<p>Scarf Scheme – Looking after myself, Looking after others</p> <p>Scarf scheme - Being my best, I can do it!</p>	<p>Scarf scheme – Looking after my environment</p> <p>Re-visit keeping myself safe with focus on water safety, sun safety, people who keep me safe in busy places.</p>
	<p>Ongoing adult interactions to support children in developing self-regulation through co-regulation and conflict resolution support. CoEL supported by adults while children are learning through play.</p>					

PD

Three and four year olds will:

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

PE: circle and ring games, taking off shoes and socks for PE.
Large scale movement including shoulder pivot activities, developing core strength and coordination when crossing the midline.

PE: movement
Physical stories exploring moving in different ways with control and coordination e.g acting out we're going on a bear hunt
Dance: explore dance from around the world linked to celebrations
Shoulder pivot activities to continue and introduce elbow pivot activities.

PE: Gymnastics movement
Begin to gain control in movement such as hopping, jumping, rolling, skipping, balancing
Teach basic rolls – log roll, egg roll and use small apparatus e.g benches and smallest tables for travelling along and jumping off
Elbow pivot activities

PE: Using equipment
Begin to gain control over equipment such as feathers, scarves, balloons and then beanbags and large balls
Begin to work in pairs or small groups for passing/receiving objects.
Wrist pivot activities

Larger apparatus for climbing and balancing e.g a-frames, narrower beams.

Yoga – control, movement and balance, core control

Potted sports and races

Yoga – control, movement and balance, core control

Ongoing – dough disco, squiggle while you wiggle, cutting skills, pattern tracing, daily access to outdoor learning equipment including trikes.

C&L

Three and four year olds will:

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

C&L vocabulary	<ul style="list-style-type: none"> -Feelings; happy, sad, angry, scared, excited, worried -Body parts; head, body, legs, arms, eyes, hair, ears, nose, mouth, fingers, toes, elbows, knees -Family; mum, dad, brothers, sisters, grandparents, aunty, uncle, cousins 	<ul style="list-style-type: none"> -language of size – biggest, middle-sized, smallest -Colour vocab linked to brown bear brown bear -prepositions 	<ul style="list-style-type: none"> -Fruit vocabulary linked to the very hungry caterpillar, hatch, grow, change -Breakfast, lunch, dinner, snack -Healthy / unhealthy -Recipe, instructions 	<ul style="list-style-type: none"> -Positional and directional vocabulary -Farm animals vocabulary including animal young and names of animal homes e.g. sty, barn, pen 	<ul style="list-style-type: none"> -jungle -globe -earth -hot -trees -vines -leaves -animals and descriptions e.g. claws, teeth, stripes 	<ul style="list-style-type: none"> -sea -Beach -Sand -waves -hot -cold -countries -travel -holiday -aeroplane, train, bus, coach
<p><u>Three and four year olds will:</u></p>						
<ul style="list-style-type: none"> • Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately. 						
<p style="text-align: center;">Phase 1 phonics focusing on the 7 aspects</p>						
Literacy	<p>Shared reading focuses on book orientation, the difference between print and illustrations.</p> <p>Exploring print in familiar environments e.g. shop signs in the local community</p>	<p>Talk for Writing text – Goldilocks and the three bears</p> <p>Create story map of Goldilocks story – children to retell the story using the story map.</p> <p>Continue to model 5 print concepts.</p> <p>Shared reading focuses on being able to identify the characters, setting and recall key events in the story.</p> <p>Introduce non-fiction text about bears and explore differences between stories and information texts.</p>	<p>Continue to model 5 print concepts.</p> <p>Shared reading focuses on being able to identify the characters, setting and recall key events in the story.</p> <p>Introduce story sequencing using the very hungry caterpillar</p>	<p>Talk for writing text – Rosie's Walk</p> <p>Create story map of Rosie's walk – children to innovate</p> <p>Children to sequence story using language first, next, then.</p>	<p>-Create <u>story map</u> of 'Walking through the jungle'</p> <p>-descriptions of jungle animals using photographs</p> <p>-Children act out the story playing the parts of the animals</p> <p>-Continue to model print concepts and encourage children to begin to read with scaffolding e.g. adults recognise the sounds and children blend them.</p>	<p>-Create seaside poems</p> <p>-Share travel brochures with children and explain their uses, reinforcing the print concepts and linking to travel <u>agents</u> role play</p> <p>-Children to create labels for seaside photos e.g. <u>icecreams</u>, sand, water, umbrella, bucket using some sounds they know</p> <p>-reading some important signs at the seaside that help to keep us safe.</p>
	<p>Mark making for different purposes e.g. shopping lists, birthday cards, letters. Use children's current mark making development and model the progression of this.</p>	<p>Mark making for different purposes continues – model using letter shapes to convey meaning when mark making (grapheme may not match spoken sound)</p>	<p>Mark making for different purposes to include shopping lists <u>and labelling</u>, for example, children's own pictures, photos – focus on using letter shapes to represent sounds (model using a letter mat) and guide children in doing this.</p>	<p>Mark making for different purposes to include shopping lists <u>and labelling</u>, for example, children's own pictures, photos – focus on using letter shapes to represent sounds (model using a letter mat) and guide children in doing this.</p>	<p>Begin to use letters correctly to represent some sounds when writing, particularly those of importance e.g. letters from family members names, familiar places, popular characters e.g. Peppa pig</p>	<p>Continue to use letters correctly to represent some sounds when writing, particularly those of importance e.g. letters from family members names, familiar places, popular characters e.g. Peppa pig</p>
<p style="text-align: center;">Ongoing – name recognition, tracing and writing, helicopter stories</p>						

Maths	<ul style="list-style-type: none"> • See mastery overviews 					
	<p><u>Three and Four Year</u> olds will:</p> <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 					
UW	<ul style="list-style-type: none"> • Explore family photos and compare looking at similarities and differences • Explore where families come from using photos of home countries where appropriate • Explore changes that have happened as they have grown from babies into children and what will happen as they continue to grow. • Explore different occupations 	<ul style="list-style-type: none"> • Explore different celebrations; Diwali, Eid, Christmas and talk about similarities e.g. decorations, special clothes and food, giving gifts, spending time with special people etc and also differences that make that celebration special and unique e.g. Diya lamps, Rangoli patterns, Christmas trees. 	<ul style="list-style-type: none"> • Plant cress seeds for making egg and cress sandwiches, observe changes that happen to the seeds, including decay. • Lifecycle of a caterpillar – butterfly tent for observation of real time life cycle • Food tasting • Exploring occupations related to food e.g. farmer, shop keepers, chefs • Visit local shops to see what variety of foods we can try. 	<ul style="list-style-type: none"> • Exploring different kinds of farms e.g. crop farms and animal farms • How do we care for animals? • Who cares for animals when they are sick? 	<ul style="list-style-type: none"> • Use Google Earth to look at where jungles are in the world – what is the jungle like? What is the weather like in the jungle? Do people live in the jungle? • Compare Old Mikamba's farm to the farms we know – how is it different? 	<ul style="list-style-type: none"> • Where could we go on holiday? Travel agents role play – look at what different places are like and choose the best holiday destination • Compare the seaside to Sneinton using photographs/walking in the local area • Pack a suitcase for our holiday – what do we need and why? • Create an outdoor seaside area with the children. • Children to bring in holiday photos and share them with their friends – where did they go? What did they do there etc.

Three and four year olds will:

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour-mixing.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

<p>Kapow Unit – Drawing: Marvellous Marks</p> <p>Lesson 1: https://www.kapowprimary.com/subjects/art-design/art-and-design-reception/reception-units/drawing/lesson-1-mark-making-with-wax-crayons/</p> <p>Lesson 2: https://www.kapowprimary.com/subjects/art-design/art-and-design-reception/reception-units/drawing/lesson-2-mark-making-with-felt-tips/</p> <p>Lesson 3: https://www.kapowprimary.com/subjects/art-design/art-and-design-reception/reception-units/drawing/lesson-3-mark-making-with-chalk/</p> <p>Black and White line drawings of 'My Family'</p> <p>Kapow Unit: Paint my world</p> <p>Lesson 2 https://www.kapowprimary.com/subjects/art-design/art-and-design-reception/reception-units/paint-my-world/lesson-2-outdoor-painting/</p> <p>Lesson 3 https://www.kapowprimary.com/subjects/art-design/art-and-design-reception/reception-units/paint-my-world/lesson-3-painting-to-music/</p>	<p>-colour mixing linked to maths and 'mix it up' text/brown bear brown bear</p> <p>Kapow Unit: Environmental Sounds</p> <p>Lesson 1 https://www.kapowprimary.com/subjects/music/eyfs-music/eyfs-units/exploring-sound/lesson-1-voice-sounds/</p> <p>Lesson 2 https://www.kapowprimary.com/subjects/music/eyfs-music/eyfs-units/exploring-sound/lesson-2-body-sounds/</p> <p>Lesson 3 https://www.kapowprimary.com/subjects/music/eyfs-music/eyfs-units/exploring-sound/lesson-3-instrumental-sounds/</p> <p>Lesson 4 https://www.kapowprimary.com/subjects/music/eyfs-music/eyfs-units/exploring-sound/lesson-4-environmental-sounds/</p> <p>Lesson 5 https://www.kapowprimary.com/subjects/music/eyfs-music/eyfs-units/exploring-sound/lesson-5-nature-sounds/</p> <p>Kapow lessons linked to Christmas celebration music: Lesson 5 https://www.kapowprimary.com/subjects/music/eyfs-music/eyfs-units/celebration-music/lesson-5-christmas-action-songs/</p>	<p>Kapow Unit: Paint my world</p> <p>Lesson 4 https://www.kapowprimary.com/subjects/art-design/art-and-design-reception/reception-units/paint-my-world/lesson-4-collage-and-transient-art/</p> <p>Children use loose parts to create butterflies using ephemeral art and collage fruits and vegetables</p> <p>Kapow Unit: Food – Soup</p> <p>Lesson 1 https://www.kapowprimary.com/subjects/design-technology/dt-reception/reception-units/food-soup/lesson-1-fantastic-fruits-and-vegetables/</p> <p>Lesson 2 https://www.kapowprimary.com/subjects/design-technology/dt-reception/reception-units/food-soup/lesson-2-pumpkin-soup/</p> <p>Lesson 3 https://www.kapowprimary.com/subjects/design-technology/dt-reception/reception-units/food-soup/lesson-3-designing-soup/</p> <p>Lesson 4 https://www.kapowprimary.com/subjects/design-technology/dt-reception/reception-units/food-soup/lesson-4-knife-skills/</p> <p>Lesson 5 https://www.kapowprimary.com/subjects/design-technology/dt-reception/reception-units/food-soup/lesson-5-making-soup/</p>	<p>Kapow Unit: Let's Get Crafty</p> <p>Lesson 1 https://www.kapowprimary.com/subjects/art-design/art-and-design-reception/reception-units/craft-and-design-lets-get-crafty/lesson-1-cutting-skills/</p> <p>Lesson 2 https://www.kapowprimary.com/subjects/art-design/art-and-design-reception/reception-units/craft-and-design-lets-get-crafty/lesson-2-threading-skills/</p> <p>Kapow Unit: Musical Stories</p> <p>Lesson 1 https://www.kapowprimary.com/subjects/music/eyfs-music/eyfs-units/musical-stories/lesson-1-moving-to-music/</p> <p>Lesson 2 https://www.kapowprimary.com/subjects/music/eyfs-music/eyfs-units/musical-stories/lesson-2-using-instruments-to-represent-characters/</p> <p>Lesson 3 https://www.kapowprimary.com/subjects/music/eyfs-music/eyfs-units/musical-stories/lesson-3-telling-stories-with-actions/</p> <p>Lesson 4 https://www.kapowprimary.com/subjects/music/eyfs-music/eyfs-units/musical-stories/lesson-4-using-instruments-to-represent-actions/</p>	<p>Kapow Unit: Sculpture – Creation Station</p> <p>Lesson 1 https://www.kapowprimary.com/subjects/art-design/art-and-design-reception/reception-units/sculpture-3d-creation-station/lesson-1-clay/</p> <p>Lesson 2 https://www.kapowprimary.com/subjects/art-design/art-and-design-reception/reception-units/sculpture-3d-creation-station/lesson-2-playdough/</p> <p>Lesson 4 https://www.kapowprimary.com/subjects/art-design/art-and-design-reception/reception-units/sculpture-3d-creation-station/lesson-4-designing-animal-sculptures/</p> <p>Lesson 5 https://www.kapowprimary.com/subjects/art-design/art-and-design-reception/reception-units/sculpture-3d-creation-station/lesson-5-creating-animal-sculptures/</p> <p>Lesson 6 https://www.kapowprimary.com/subjects/art-design/art-and-design-reception/reception-units/sculpture-3d-creation-station/lesson-6-painting-animal-sculptures/</p>	<p>Kapow Unit: Structures -Boats</p> <p>Lesson 1 https://www.kapowprimary.com/subjects/design-technology/dt-reception/reception-units/structures-boats/lesson-1-waterproof-materials/</p> <p>Lesson 2 https://www.kapowprimary.com/subjects/design-technology/dt-reception/reception-units/structures-boats/lesson-2-floating-and-sinking/</p> <p>Lesson 3 https://www.kapowprimary.com/subjects/design-technology/dt-reception/reception-units/structures-boats/lesson-3-boats/</p> <p>Lesson 4 https://www.kapowprimary.com/subjects/design-technology/dt-reception/reception-units/structures-boats/lesson-4-investigating-boats/</p> <p>Lesson 5 https://www.kapowprimary.com/subjects/design-technology/dt-reception/reception-units/structures-boats/lesson-5-designing-boats/</p> <p>Lesson 6 https://www.kapowprimary.com/subjects/design-technology/dt-reception/reception-units/structures-boats/lesson-6-creating-and-testing-boats/</p>
<p>Ongoing – daily singing and rhymes including during phonics and maths inputs, weekly EYFS singing assembly with singing teacher, musical interaction during phase 1 phonics</p>					

Term	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
Topic	All about me Feelings	Food and being healthy Festivals	People who help us/ Dinosaurs	Recycling / Our Environment	Growing / weather	Animals
Key Texts	Usborne All about feelings The Colour Monster Citizenship – Being honest, fair, following rules, responsible Malala's Pencil	The Little Red Hen Supertato The Gingerbread man	DK First Facts Dinosaurs National Geographic Little Kids: First Big Book of Dinosaurs	Somebody swallowed Stanley 10 things I can do to help my world	Jack and the beanstalk The Little Cloud	Dear Zoo Little People: David Attenborough The Very Hungry Caterpillar
PSED	Children in Reception will:			Early Learning Goals		
	<ul style="list-style-type: none"> • 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. 			Self-Regulation	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 	
				Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	
				Building Relationships	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. 	
	<ul style="list-style-type: none"> • SCARF scheme • Feelings • Good friends • Being fair • Why we have classroom rules • Taking care • Same or different? • Our special people 	<ul style="list-style-type: none"> • SCARF scheme • Eat Well/scrummy snacks/eat a rainbow/healthy me • Good night's sleep/Super sleep • Move your body • Harold's wash and brush up • Catch it, bin it, kill it • Growing and changing (getting bigger) • Human life stage – who will I be? 	<ul style="list-style-type: none"> • Jed and Ted scheme – drug aware • Life ED BUS – revisits learning from Autumn 2 • SCARF scheme • Keeping safe inside and outside • People who help keep me safe 	<ul style="list-style-type: none"> • SCARF scheme • Responsibility – looking after our world, around and about the school • Things I am good at / things I'd like to get better at 	<ul style="list-style-type: none"> • SCARF scheme • Growing and changing – seasons • Clothing for different weathers – how do we look after ourselves in different weather • What plants need to grow • Life stages – plants and animals 	<ul style="list-style-type: none"> • SCARF scheme • Life stages – plants and animals • Taking care of animals • Habitats and Adaptation

P.D	Children in Reception will:			Early Learning Goals			
	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already <u>acquired</u>:- 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, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. 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 and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 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 <u>wellbeing</u>:- regular physical activity- healthy eating- toothbrushing- sensible amounts of 'screen time'- having a good sleep routine- being a safe pedestrian Further develop the skills they need to manage the school day <u>successfully</u>:- lining up and queuing – mealtimes- personal hygiene 			Gross Motor Skills	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 		
				Fine Motor Skills	<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. 		
<ul style="list-style-type: none"> PE Focus: Circle and ring games and songs Removing and putting back on shoes and socks independently Routines – taking care of own self in the classroom Using outdoor climbing equipment safely Fine motor control and strength (using pinch to pick up items/cutting skills) Dough Disco and squiggle while you wiggle Shoulder and Elbow pivot activities 	<ul style="list-style-type: none"> PE Focus: Yoga – children explore the different ways their bodies can move and develop awareness of balance Begin getting changed for PE Making healthy choices Fine motor control and strength (using pinch to pick up items/cutting skills) Using tool safely PE – getting changed, what is exercise, moving in different ways (linked to SCARF), Dance Shoulder, elbow and wrist pivot activities 	<ul style="list-style-type: none"> PE Focus: Dance – See Complete PE <u>Foundation: Dance : Dinosaurs : Dinosaurs</u> Continue to practice getting changed for PE Understanding how to stay safe with medicines and household cleaning items etc Letter formation and pencil grip Using tools with control Elbow and wrist pivot activities 	<ul style="list-style-type: none"> PE Focus: Gymnastics – See Complete PE <u>Foundation: Gymnastics : High, Low, Over, Under : High, Low, Over, Under</u> Fine motor control – using tools and equipment Forming letters correctly and pencil grip 	<ul style="list-style-type: none"> PE Focus: Feet – See Complete PE <u>Foundation: Ball Skills : Feet : Feet 1</u> Other fine and gross motor skills to be developed as needed from previous terms provision. 	<ul style="list-style-type: none"> PE Focus: Hands – See Complete PE <u>Foundation: Ball Skills : Hands : Hands 1</u> Sports day activities 		


C&L	Children in Reception will:			Early Learning Goals									
	<ul style="list-style-type: none"> • 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 explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the 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. • Engage in non-fiction books • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 			Listening, Attention and Understanding	<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • Hold conversation when engaged in back and forth exchanges with their teacher and peers. 								
C&L vocabulary	<ul style="list-style-type: none"> • Take care • Rules • Responsibility • Team • Friends • Kind • Feelings – naming them 			<ul style="list-style-type: none"> • Healthy • Fruit • Vegetables • Sugar • Vitamins • Calcium • Grow • Energy • Germs • Illness 			<ul style="list-style-type: none"> • Dinosaurs • Past • Extinct • Bones • Skeleton • Fossil • Triassic/Jurassic/Cretaceous • Paleontologist • Herbivore / plants • Carnivore / meat • Claws • Teeth 			Speaking	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 		
	<ul style="list-style-type: none"> • Recycle • Waste • Compost • Re-use • Pollution • Plastic • Landfill • Environment • Decay • Paper • Card • Metal • Glass 			<ul style="list-style-type: none"> • Seed • Plant • Grow • Water • Sunlight • Weather • Sunny • Rainy • Windy • Stormy • Seasons • Autumn • Spring • Summer • Winter 			<ul style="list-style-type: none"> • Globe • Map, • Countries, • Sea, • Land • Desert • Polar • Jungle • Savannah • Rainforest • Climate • Hot/Cold/Wet • Fur/Scales/Claws/ • Teeth/Feathers 						

Literacy	Children in Reception will:		Early Learning Goals			
	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. 		Comprehension	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) • key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play 		
			Word Reading	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 		
			Writing	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. 		
<p style="text-align: center;">Phonics Provision – Sounds Write Initial Code</p> <p style="text-align: center;">Ongoing practice of handwriting and letter formation, name writing, weekly individual reading for all children</p>						
<ul style="list-style-type: none"> • Goldilocks and the three bears (talk for writing) • Fine motor pencil control • Oral blending and segmenting • Shared Reading – title, front cover, writing, illustrations, author, illustrator (terms to be introduced and revisited continually over the year during shared reading and story time) • Shared <u>reading</u> – character setting, summarise (terms to be introduced and revisited continually over the year during shared reading and story time) • Mark making to include initial sounds and any others that the children can hear moving towards <u>CVC</u> words 	<ul style="list-style-type: none"> • Talk for writing (The Little Red Hen) • Making own story maps Ordering story events – first, then, next, last • Imitation and innovation • Oral caption planning e.g say the words, clap it, count the words, first word, what comes next, say it from the beginning to help • Writing <u>CVC</u> words with adult support – sound spelling mats can be used • Reading and Writing tricky words introduced in <u>SoundsWrite</u> sessions – key word mats can be used • Writing captions – finger spaces • Writing for purpose (shopping list, celebration cards) • Shared reading – fiction and non-fiction, blurb, contents, glossary (terms to be introduced and revisited continually over the year during shared reading and story time) 	<ul style="list-style-type: none"> • Introduce planning a narrative using scaffolds – recording orally/using own story maps and drawings • Revisit ordering and sequencing events using first, then, next, last • Writing captions • Writing short sentences – finger spaces and full stops • Writing tricky words introduced in <u>SoundsWrite</u> correctly using scaffolds or prompts if needed e.g key word mats • Writing for purpose (letters, signs, posters, etc) • Developing independence in writing e.g using letter mats and word mats, knowing to segment to spell, re-reading to see what comes next without excessive adult prompts, re-reading their writing to check they wrote what they had planned. • Features of non-fiction texts and using them to find information. • Consolidate oral blending and segmenting of CVC words for some children (through interventions) 	<ul style="list-style-type: none"> • Continue planning a narrative using scaffolds – recording orally/using own story maps and drawings • Continue to develop independence as previously planned • Continue developing writing short sentences with finger spaces, full stops • Writing tricky words introduced in <u>SoundsWrite</u> correctly using scaffolds or prompts if needed e.g key word mats • Begin to be aware of and try to use capital letters • Continue writing for purpose supporting children to apply their phonic knowledge to their writing • Consolidate oral blending and segmenting of CVC words for some children (through interventions) 	<ul style="list-style-type: none"> • Talk for Writing (Jack and the Beanstalk) • Making own story maps • Imitation and innovation - use of puppet pals for digital outcomes • Narratives using scaffolds – extending writing. • Continue to consolidate independence and writing for purpose through focus activities and continuous provision • Revisit learning on fiction books e.g characters, setting, events, author, illustrator, blurb • Continuation of skills such as finger spaces, some capital letters if appropriate, correct letter formation, accurate <u>CVC</u> words, accuracy when writing tricky words. 	<ul style="list-style-type: none"> • Talk for Writing (Dear Zoo) • Making own story maps • Imitation and innovation – use of puppet pals for digital outcomes • Revisit learning on Non-Fiction texts e.g contents, glossary, index, labels, photos • Continue to consolidate independence and writing for purpose through focus activities and continuous provision • Continuation of skills such as finger spaces, some capital letters, correct letter formation, accurate <u>CVC</u> words, accuracy when writing tricky words. 	

<p>Children in Reception will:</p>	<p>Early Learning Goals</p>	
<ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–10. • Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity. 	<p>Number</p>	<ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) • number bonds up to 5 (including subtraction facts) and some number • bonds to 10, including double facts.
	<p>Numerical Patterns</p>	<ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

See termly overviews for mastery maths planning

UW	Children in Reception will:		Early Learning Goals			
	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. 		Past and Present	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling 		
			People and Communities	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • 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	<ul style="list-style-type: none"> • 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. 		
<ul style="list-style-type: none"> • Past and Present - My History • Talking about our families and special people, knowing that people have similarities and differences (SCARF) • Digital – using <u>ipads</u> to record models, work etc, technology walk/hunt • People and Communities - Harvest Festival • People and Communities – Malala's Pencil 	<ul style="list-style-type: none"> • Digital – using <u>ipads</u> to record models, work etc, technology walk/hunt, talking pegs, <u>godapillar</u> • People and Communities Celebrations – recognising similarities and differences (Diwali, Christmas), talking about our own celebrations • The Natural World - Observing changes in our environment (Autumn/Winter) 	<p>Past and Present</p> <ul style="list-style-type: none"> • Similarities and differences between dinosaurs • Talking about the past and understanding that it is not happening now • What happened to the dinosaurs? • Exploring bones and fossils • Digital – using search engines to find information • Using digital microscopes to explore fossils • The Natural World – Bath Bomb experiment; Digital – using 'clips' app to record short film and add explanations and observations by recording speech 	<p>The Natural World/People and Communities</p> <ul style="list-style-type: none"> • Where do we live? What is it like? What can you see? How can we look after it and make it better? • What happens if we don't care for our environment? • Making compost – changes and decay • Effects of plastic pollution on the animals and environment. • Sir David Attenborough • Digital – Using <u>ipads</u> to record story telling / singing and music 	<p>The Natural World</p> <ul style="list-style-type: none"> • Using our compost • Planting beans • Observing changes that happen to plants as they grow and die • What do plants need to be healthy? • Observing weather and seasons and describing the changes that occur. • Weather forecasts were invented by a scientist called Admiral Robert Fitzroy to keep sailors and fishermen safe a very long time ago • Digital – Creating photo walks (supporting observations made of plants and weather) • Digital – using puppet pals to retell stories 	<p>People and Communities / The Natural world</p> <ul style="list-style-type: none"> • Our world – countries and seas / globe • Different weather and climates around the world and how the animals and people that live there adapt. • Animal life cycles – what happens to a caterpillar over time? • David Attenborough - naturalist • Digital – using puppet pals to retell stories 	

		Children in Reception will:				Early Learning Goals	
		<ul style="list-style-type: none"> 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. 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. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups. 		Creating with Materials		<ul style="list-style-type: none"> 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. Make use of props and materials when role playing characters in narratives and stories. 	
				Being Imaginative and Expressive		<ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and <u>their</u> teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	
EA&D	Colour mixing linked to The Colour Monster / Mix it up Kapow Unit: Drawing Marvellous Marks (linked to My history) Lesson 4 https://www.kapowprimary.com/subjects/art-design/art-and-design-reception/reception-units/drawing/lesson-4-observational-pencil-drawings/ Lesson 5 https://www.kapowprimary.com/subjects/art-design/art-and-design-reception/reception-units/drawing/lesson-5-drawing-faces/ Lesson 6 https://www.kapowprimary.com/subjects/art-design/art-and-design-reception/reception-units/drawing/lesson-6-drawing-faces-in-colour/	Kapow Unit: Celebration Music Lesson 1 https://www.kapowprimary.com/subjects/music/eyfs-music/eyfs-units/celebration-music/lesson-1-diwali-music/ Lesson 2 https://www.kapowprimary.com/subjects/music/eyfs-music/eyfs-units/celebration-music/lesson-2-hanukkah-music/ Lesson 3 https://www.kapowprimary.com/subjects/music/eyfs-music/eyfs-units/celebration-music/lesson-3-kwanzaa-music/ Lesson 4 https://www.kapowprimary.com/subjects/music/eyfs-music/eyfs-units/celebration-music/lesson-4-traditional-christmas-music/ Lesson 5 https://www.kapowprimary.com/subjects/music/eyfs-music/eyfs-units/celebration-music/lesson-5-christmas-action-songs/	Kapow Unit: Painting and Mixed Media Lesson 1 https://www.kapowprimary.com/subjects/art-design/art-and-design-reception/reception-units/paint-my-world/lesson-1-finger-painting/ Children create abstract finger paintings in the style of  Kapow Unit: Music and Movement Lesson 1 https://www.kapowprimary.com/subjects/music/eyfs-music/eyfs-units/music-and-movement/lesson-1-action-songs/ Lesson 2 https://www.kapowprimary.com/subjects/music/eyfs-music/eyfs-units/music-and-movement/lesson-2-finding-the-beat/ Lesson 3 https://www.kapowprimary.com/subjects/music/eyfs-music/eyfs-units/music-and-movement/lesson-3-exploring-tempo/ Lesson 4 https://www.kapowprimary.com/subjects/music/eyfs-music/eyfs-units/music-and-movement/lesson-4-exploring-tempo-and-pitch-through-dance/ Lesson 5 https://www.kapowprimary.com/subjects/music/eyfs-music/eyfs-units/music-and-movement/lesson-5-music-and-movement-performance/	Kapow Unit: Painting and Mixed Media Lesson 4 https://www.kapowprimary.com/subjects/art-design/art-and-design-reception/reception-units/paint-my-world/lesson-4-collage-and-transient-art/ Lesson 5 https://www.kapowprimary.com/subjects/art-design/art-and-design-reception/reception-units/paint-my-world/lesson-5-landscape-collage/ (Link to UW learning: our environment and how we take care of it) Kapow Unit: Junk Modelling Lesson 1 https://www.kapowprimary.com/subjects/design-technology/dt-reception/reception-units/workshop-junk-modelling/lesson-1-exploring-junk-modelling/ Lesson 2 https://www.kapowprimary.com/subjects/design-technology/dt-reception/reception-units/workshop-junk-modelling/lesson-2-cutting-and-scissor-skills/ Lesson 3 https://www.kapowprimary.com/subjects/design-technology/dt-reception/reception-units/workshop-junk-modelling/lesson-3-choosing-resources/ Lesson 4 https://www.kapowprimary.com/subjects/design-technology/dt-reception/reception-units/workshop-junk-modelling/lesson-4-making-models/ Lesson 5 https://www.kapowprimary.com/subjects/design-technology/dt-reception/reception-units/workshop-junk-modelling/lesson-5-evaluation-and-presentation/ Lesson 6 https://www.kapowprimary.com/subjects/design-technology/dt-reception/reception-units/workshop-junk-modelling/lesson-6-temporary-joins/	Kapow Unit: Drawing Marvellous Marks Lesson 4 https://www.kapowprimary.com/subjects/art-design/art-and-design-reception/reception-units/drawing/lesson-4-observational-pencil-drawings/ Link to UW learning about growing plants. Focus Artist – Van Gogh, Sunflowers	Kapow Unit: Big Band Lesson 1 https://www.kapowprimary.com/subjects/music/eyfs-music/eyfs-units/big-band/lesson-1-what-makes-an-instrument/ Lesson 2 https://www.kapowprimary.com/subjects/music/eyfs-music/eyfs-units/big-band/lesson-2-introduction-to-orchestra/ Lesson 3 https://www.kapowprimary.com/subjects/music/eyfs-music/eyfs-units/big-band/lesson-3-follow-the-beat/ Lesson 4 https://www.kapowprimary.com/subjects/music/eyfs-music/eyfs-units/big-band/lesson-4-tuned-and-untuned-instruments/ Lesson 5 https://www.kapowprimary.com/subjects/music/eyfs-music/eyfs-units/big-band/lesson-5-big-band-performance/	
	Ongoing singing sessions within provision including in maths sessions, weekly singing assembly taught by a music specialist						
Trip	<ul style="list-style-type: none"> The windmill – Little Red Hen Workshop 	Mini Bikers	In school visit by Zoolah (exotic animals)			Beat Feet African Drumming workshop Twycross zoo trip	