



Nansloe Academy

Reception Curriculum

EYFS Lead: Esther Pollard

"Our best always"

Reception Intent

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|---|---|--|---|--|
| Theme (N.B. these themes may be adapted/changed to reflect children's interests) | Settling In/Autumn | Let's Celebrate | Winter | Growing | Me and My Community | Under the Sea |
| High quality texts | The Little Red Hen The Gruffalo Owl Babies Rosie's Walk Leaf Man Handa's Surprise | Little Miss Muffet Incy Wincy Spider Humpty Dumpty Diwali- Rama and Sita The Christmas Story | The Gingerbread Man Stick Man Goldilocks The Three Little Pigs The Three Billy Goats Gruff | How to Plant a Bean The Very Hungry Caterpillar What the Ladybird Heard Jasper's Beanstalk The Tiny Seed Titch | Supertato Lost and Found What Will I Be? The Paper Dolls Non fiction texts St George and the Dragon | How to Catch a Star Tiddler Commotion in the Ocean Sharing a Shell A Hole in the Bottom of the Sea Pirates Love Underpants |

Reception Intent

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------------|--|-----------------|----------|----------|---------------------|---------------|
| Theme | Settling In/Autumn | Let's Celebrate | Winter | Growing | Me and My Community | Under the Sea |
| Over Arching Principles | <p>Characteristics of Effective Learning:</p> <p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p> | | | | | |
| | <p>Lenny Lion's Learning Zoo:</p> <p>Go For It Gorilla, Exploring Elephant, I Know Rhino, Proud Peacock, Concentrating Crocodile, Persevering Parrot, Choosing Chimp, Creative Chameleon & Slinky Linky Snake</p> | | | | | |
| | <p>EYFS Principles:</p> <p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p><i>Our setting has an underlying ethos of 'Learning through play'. We believe that play is essential for children's development across all areas. Through play children learn to explore, to develop relationships, set their own goals, build resilience and solve problems. Children learn best when following their own interests and when they are engaged and motivated.</i></p> | | | | | |

Reception Intent- Personal, Social and Emotional Development

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------------|---|---|--|---|---|--|
| Theme | Settling In/Autumn | Let's Celebrate | Winter | Growing | Me and My Community | Under the Sea |
| We Thinkers Curriculum | Unit 1: Thinking Thoughts and Feeling Feelings | Unit 2: The Group Plan | Unit 3: Thinking With Your Eyes Unit 4: Body in the Group | Unit 5 Whole Body Listening Unit 6: Hidden Rules and Expected and Unexpected Behaviours | Unit 7: Smart Guess Unit8: Flexible and Stuck Thinking | Unit 9: Size of the Problem Unit 10: Sharing an Imagination |
| SCARF | Me and My Relationships All about me What makes me special? Me and my special people Who can help me? My feelings | Valuing Difference I'm special, you're special Same and different, Same and different families Same and different homes I am caring I am a friend | Keeping Safe What's safe to go in my body? Keeping myself safe Keeping safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe | Rights and Respect Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money | Being My Best Bouncing back when things go wrong Yes I can! Healthy eating My healthy mind Move your body A good night's sleep | Growing and Changing Seasons Life stages – plants, animals, humans Who will I be? Where do babies come from? Getting bigger Me and my body – girls and boys |
| | Settling into our new classroom and school. Introduction to routines and rules. Begin to develop friendships Begin to develop confidence to try new activities and adapt to changes such as school lunch | Develop confidence to try new activities, e.g. attend assembly, take part in the Christmas play. Develop independence, dressing. | Setting new year goals and planning how we will achieve them. | Being respectful to others, property, the indoor and outdoor environment and animals. | Keeping healthy. Healthy eating, the importance of exercise and sleep. | Moving to Year 1 transition activities. Reflection on our year, what we have learnt and what we would like to learn next. |
| Ongoing activities | Through daily Busy Learning (Continuous Provision) children will develop social skills: sharing, taking turns, working with others, persevering, considering others' ideas, needs and feelings. Develop self-help skills and independence in using the toilet, washing hands and dressing/undressing. | | | | | |
| Early Learning Goals | <p>Self-Regulation ELG Children at the expected level of development will:</p> <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 ELG Children at the expected level of development will:

- 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 ELG Children at the expected level of development will:

- 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.

Reception Intent- Communication and Language

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|---|---|---|---|--|
| Theme | Settling In/Autumn | Let's Celebrate | Winter | Growing | Me and My Community | Under the Sea |
| Communication and Language development is integral to our topic work | <p>Develop vocabulary related to the classroom environment, resources and daily routine.</p> <p>Join in with repeated phrases when retelling The Little Red Hen.</p> <p>Children talk about themselves, their family and interests.</p> <p>Develop vocabulary related to autumn.</p> | <p>Talk about their own experiences of celebrating special times, for example birthdays.</p> <p>Describe fireworks.</p> <p>Develop vocabulary related to special times, e.g. Diwali, Christmas.</p> <p>Learn and recite nursery rhymes.</p> <p>Retell Little Miss Muffet.</p> | <p>Talk about our experiences of Christmas.</p> <p>Develop vocabulary related to winter.</p> <p>Describe observations of changes to ice. Ask questions and offer explanations about why things happen.</p> <p>Retell The Gingerbread Man.</p> | <p>Develop vocabulary related to plants, minibeasts, lifecycles and ourselves.</p> <p>Describe a lifecycle they are familiar with.</p> <p>Understand, follow and give instructions - how to plant a bean.</p> | <p>Develop vocabulary related to our town, family and occupations.</p> <p>Listen attentively to a visitor and ask questions to find out more about their occupation and what they do to help us.</p> <p>Retell Supertato.</p> <p>Develop vocabulary related to keeping healthy.</p> | <p>Develop vocabulary related to the sea and sea creatures.</p> <p>Describe sea creatures we have learnt about and ask questions to find out more.</p> <p>Talk about their experiences of Reception using the past tense.</p> <p>Retell How to Catch a Star.</p> |
| Communication and Language underpins children's development across all areas of the curriculum. | <p>We provide a language rich environment, where through high quality interactions and carefully planned activities, we encourage children to: talk clearly and confidently about their activities, experiences and how they feel; share their ideas; listen to, respond to and ask questions; develop their vocabulary; begin to use more complex sentences; listen attentively in a range of situations; listen to and discuss stories, predicting what may happen next and retelling them; engage in non-fiction books, linked to our topics as well as their own interests and listen to and learn a wide range of rhymes and poems.. Through daily Busy Learning (Continuous Provision) children will develop social communication skills and two way conversation with adults and their peers.</p> <p>We learn to retell stories using a story map and actions and innovate them using our own ideas.</p> <p>Wellcomm assessments take place in the autumn term and inform whole class, small group work and individual interventions throughout the year. Irregular verbs are modelled daily (Grammarsauruns)</p> | | | | | |
| Early Learning Goals | <p>Listening, Attention and Understanding ELG</p> <p>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;</p> <p>Make comments about what they have heard and ask questions to clarify their understanding;</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking ELG</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> | | | | | |

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.

Reception Intent- Physical Development

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|---|---|--|---|---|
| Theme | Settling In/Autumn | Let's Celebrate | Winter | Growing | Me and My Community | Under the Sea |
| P.E. | Introduction to P.E. Unit 2 | Fundamentals for P.E. Unit 2 | Dance Unit 2 | Gymnastics Unit 2 | Ball Skills Unit 2 | Games Unit 2 |
| Carefully planned activities allow children to develop their gross and fine motor skills linked to our half termly themes. | Manipulate objects such as playdough. Fine motor activities to develop pencil grip. Draw lines and circles using gross body movements. Free and planned mark making activities to develop pencil, scissors, paintbrush grip. | Use developing cutting, pencil and drawing skills to create a Christmas card. Free and planned mark making activities to develop effective pencil, scissors, paintbrush grip. Mould clay to make a Diva lamp. | Use a tripod pencil grip when drawing and writing. Fold paper with control and accuracy to create a snowflake and a lantern. Use scissors accurately to cut lines and shapes when making a snowflake and a lantern. | Use tools to plant and care for beans. Use scissors to cut their grasshead's hair. Use fingerpainting to paint spring blossom. Use cutting, drawing, painting and pencil skills to create an Easter card. | Learn to form letters to the correct height and position them correctly on lines. | Use scissors to cut paper and card to create sea creatures. |
| Ongoing activities | <p>Daily and weekly opportunities to develop fine and gross motor skills include Funky Fingers (hand and finger movement), Dough Disco (manipulating playdough), Pen Disco (drawing lines and shapes with control), Wake and Shake, Finger Fit and activities such as threading, pegboards, weaving, nuts and bolts and TapTap Boards.</p> <p>Pencil control and letter formation are taught systematically through RWI and planned activities, including name writing.</p> <p>Through daily Busy Learning (Continuous Provision) children will have opportunities to develop their fine and gross motor skills through access to creative activities (including painting, drawing, cutting), dough play, mark making, small and large construction, riding bikes and tricycles, developing games skills, use of a chalkboard, climbing and balancing.</p> | | | | | |
| Early Learning Goals | <p>Gross Motor Skills ELG Children at the expected level of development will:</p> <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. <p>Fine Motor Skills ELG Children at the expected level of development will:</p> <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, paint brushes and cutlery; Begin to show accuracy and care when drawing. | | | | | |

Reception Intent- Literacy, Reading

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|---|---|--|--|--|
| Theme | Settling In/Autumn | Let's Celebrate | Winter | Growing | Me and My Community | Under the Sea |
| We aim to develop a passion for reading. Children will encounter a wide range of quality texts, will learn to retell stories and be encouraged to share their responses to books, stories and texts. | Talk about favourite books. | Recite Nursery rhymes and identify rhyming words and fill in missing words. | Retell The Gingerbread Man using a story map and actions. | Read instructions how to plant a bean using a story map and actions. | Show an interest in non-fiction books about our town and people who help us. | Show an interest in non-fiction books about sea creatures. |
| | Talk about front covers of books and identify the title. | Retell Little Miss Muffet using a story map and actions. | Sequence main events in a story. | Begin to recognise features of non-fiction books- photos, facts, information and labels. | Recognise features of non-fiction. | Recognise features of non-fiction. |
| | Retell The Little Red Hen using a story map and actions. | Talk about characters and main events in stories. | Answer questions to show understanding of texts they have listened to. | Begin to answer questions about stories we have read ourselves. | Retell Supertato using a story map and actions. | Retell how to Catch a Star using a story map and actions and innovate the middle of a story. |
| | Listen to stories and begin to talk about their favourite parts of stories. Identify the characters. | | Know that illustrations can help and extend our understanding of texts. | Make predictions. | Innovate the main character and middle of the story. | |
| Read, Write, Inc | Know set 1 sounds. | Know set 1 sounds accurately and speedily. | Know all letters of the alphabet by sound and begin to learn special friends. | Read set two special friends. | Know set 2 special friends accurately and speedily. | |
| | Begin to blend orally. | Begin to blend to read VC and CVC words. | Blend to read VC and CVC words. | Blend to read regular words. | Read words consistent with phonic knowledge by blending. | |
| | | | Blend to read VC and CVC words. | Read and understand sentences. | Read irregular words by sight. | |
| | | | Begin to read phrases and simple sentences. | Read some irregular words by sight. | Increasingly blend in head. | |
| | | | | | Read and understand books with sentences. | |
| | | | | | Check our reading makes sense and reread to improve fluency and expression. | |
| Ongoing reading activities | Through daily and weekly activities children will experience a wealth of texts, rhymes and stories. Daily story sessions will feature stories from our reading spine, stories and non-fiction texts related to our topic and books of interest to the children. Through daily story sessions children will experience reading for enjoyment and pleasure as well as develop their comprehension and prediction skills. They will learn to identify the title, discuss illustrations and hear fluency and expression modelled. Weekly texts will allow for deeper understanding and a focus for writing. Through Talk for Writing, children will learn to retell and innovate their own stories, through story maps and actions. Through daily busy learning (Continuous Provision) sessions children will have access to the books area where they can choose books to read individually or share with friends. Stories and non-fiction texts are available in areas of continuous provision to enhance children's learning. Through story maps, puppets, props, role play, the creative, small world and construction areas children will retell well known stories as well as create their own. | | | | | |

Early Learning Goals

Comprehension ELG Children at the expected level of development will:

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 ELG Children at the expected level of development will:

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.

Reception Intent- Literacy, Writing

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|--|--|--|---------------------|---------------|
| Theme | Settling In/Autumn | Let's Celebrate | Winter | Growing | Me and My Community | Under the Sea |
| Our aim is for children to see themselves as writers and to know that their writing is valued. | <p>Write name and free drawing and writing as a Baseline.</p> <p>Make marks and give meaning to them.</p> <p>Begin to form letters.</p> <p>Trace and copy name from name card.</p> <p>Draw a character from the Little Red Hen and write the initial sound or name (e.g. hen).</p> <p>Hear and write initial sounds.</p> | <p>Begin weekly finger fit sessions, drawing a picture and writing a word or short phrase.</p> <p>Write own name by copying from namecard, then from memory.</p> <p>Begin to segment the sounds in VC and CVC words and write them with increasing independence.</p> <p>Become familiar with a sound mat and use with adult modelling.</p> <p>Write Christmas lists and letters to Father Christmas (using a template)</p> | <p>Segment the sounds in VC, CVC, CCVC and CVCC words and write them independently.</p> <p>Develop finger fit sessions to write phrases and simple sentences, with adult support to hold the sentence if necessary.</p> <p>Use finger spaces between words, end with a full stop.</p> <p>Begin to read through work with adult support to check that it makes sense.</p> <p>Use a sound mat independently.</p> <p>Begin to spell some high frequency irregular words.</p> <p>Write instructions how to plant a bean.</p> <p>Form letters correctly, starting in the correct place.</p> <p>Write for a purpose in continuous provision, e.g. drawing and writing plans with a title and labels, shopping lists.</p> | <p>Segment sounds in decodable words and make phonetically plausible attempts to spell, with known sounds and special friends.</p> <p>Develop finger fit sessions to write one or more sentences, increasingly holding a sentence independently and reading through their work to check it make sense.</p> <p>Writing for a purpose in role play, e.g. doctor's and vets notes, appointment lists.</p> <p>Spell known high frequency irregular words.</p> <p>Form letters correctly and begin to position them correctly on lines and at the correct height.</p> <p>Begin to form capital letters.</p> <p>Non-fiction writing linked to topics.</p> <p>.</p> | | |
| Ongoing activities | <p>Through daily and weekly activities children will develop their pencil grip and control and letter formation across the year. These will include Funky Fingers, Dough Disco and Pen Disco.</p> <p>Weekly guided writing/Finger Fit activities, based on key texts, will progress throughout the year from writing initial sounds to words, to short phrases, to simple sentences. Through shared writing and modelling children will learn to say their sentence before writing and when writing to use a capital letter, finger spaces and full stop.</p> <p>Through Read, Write, Inc and planned handwriting lessons across the year, children will learn to form letters correctly, starting in the correct position. In the summer term where children have developed refined motor skills, emphasis will be placed on positioning letters correctly on lines and at the correct height.</p> <p>During Busy Learning (Continuous Provision) children will have opportunities to use their writing in different contexts, for example, writing for a purpose in role play, name writing with a purpose to vote or take a turn, recording at the maths area, drawing and labelling plans in the construction or small block area, writing recipes in the mud kitchen.</p> | | | | | |
| Early Learning Goal | <p>Writing ELG Children at the expected level of development will:</p> <p>Write recognisable letters, most of which are correctly formed;</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>Write simple phrases and sentences that can be read by others.</p> | | | | | |

Reception Intent - Mathematics

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|---|---|--|---|---|
| Theme | Settling In/Autumn | Let's Celebrate | Winter | Growing | Me and My Community | Under the Sea |
| We use White Rose Maths, ensuring that the children develop a strong foundation and progression throughout the school. | Match, sort and compare. Talk about measure and patterns. It's me 1,2,3 Number rhymes and songs, | It's me 1,2,3 Circles and triangles 1,2,3,4,5 Shapes with 4 sides Number rhymes and songs. Use of five frames. | Alive in 5 Mass and Capacity Growing 6,7,8 Length, height and time Subitise to 5. Use of five frames and ten frames. Number bonds to 5. | Building 9 and 10 Explore 3D shapes To 20 and beyond. Subitise to 5. Use of ten frames. Number bonds to 5 and 10. | How many now? Compose and decompose Sharing and grouping Number bonds to 10. Counting on and back from different starting points. | Visualise map and build Length, height and time Make connections Number bonds to 10. Mental strategies. |
| Ongoing activities allow children to use maths in real life situations. | Daily activities encouraging children to use number in real life situations include days of the week song, date, counting, self-registration using ten frames, maths texts at snack time, sequencing the day using a visual timetable, use of number bonds at tidy up time to check there are 10 pencils in each pot. Through daily Busy Learning (Continuous Provision) children will develop their maths skills through their play. For example, counting, use of shapes in large and small construction, use of ten frames to organise resources, keeping tally or adding up points in games. Daily Number Sense lessons focus on subitising and number bonds. | | | | | |
| Early Learning Goals | <p>Number ELG Children at the expected level of development will:</p> <p>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> <p>Numerical Patterns ELG Children at the expected level of development will:</p> <p>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; 27 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> | | | | | |

Reception Intent- Understanding the World

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|--|--|---|--|--|
| Theme | Settling In/Autumn | Let's Celebrate | Winter | Growing | Me and My Community | Under the Sea |
| R.E. | Why is the word God so important to Christians? | Why do Christians perform nativity plays at Christmas? (Why is Christmas special for Christians?) | Being special – where do we belong? | Why do Christians put a cross on their Easter garden? (Why is Easter special for Christians?) | Which places are special and why? | Which stories are special and why? |
| We aim for our children to develop a fascination and curiosity about the world around them and its people. In Reception children will learn about the seasons, features in their immediate school and home environment and the wider world. They will talk about experiences from their own past and develop an understanding of past and present. | Why do leaves change colour in Autumn? Introduce children to their school environment. Introduce them to the areas of the classroom and different areas of the school. Name physical and human features in our school environment. Walk around the school grounds to look for signs of autumn. Make collections of autumn treasures and describe their similarities and differences. Sort Autumn treasures in different ways, children choose criteria. Find out why some animals hibernate. Find out about harvest and take part in school Harvest Festival. | How do we celebrate and why? Find out about the history of Bonfire Night and Guy Fawkes. Make a collection of shiny objects. Sort shiny and non shiny. Discuss the different ways that we celebrate special times such as birthdays. Listen to the story of Rama and Sita and find out about the Hindu festival of Diwali. Look at a world map to locate India. Listen to the Christmas story, find out why it is important to Christians and the different ways Christians celebrate. Investigate shiny objects. Sort objects according to whether they are | Does it always snow in winter? Find out about weather in winter. Walk around the school grounds to see how the trees have changed since autumn. Sort clothes to find those suitable for winter and explain why. Observe and investigate changes to ice. Find out about cold places in the world, where they are located and how they are different from where we live. Listen to the story of Chinese New Year and find out how this festival is celebrated around the world. Investigate toys and how the toys we | What do living things need to grow? Plant seeds, care for them and observe them as they grow. Name parts of our body. Look at photographs of ourselves as babies and discuss how we have changed. Find out about the lifecycles of a caterpillar. Describe changes to the school grounds in spring. Find out about St Piran and why he is important in Cornwall. Locate Cornwall on a map and locate places of significance to the children e.g. Helston. | What is special about our community? Discuss members of our family and what makes them special. Discuss our town, special landmarks and features and our favourite places. Find out about members of the community in different occupations such as nurse, police, firefighter, lifeguard. Find out about Flora Day, traditions and customs and the history of the Hal-an-Tow, St George and the Dragon. | What lives under the sea? Find out about sea creatures, describe and compare them. Visit to enhance children's learning in this topic. Look on an aerial map and locate the school, beach and prominent features. Share photographs of places we have been on holiday and locate on a map. How did we travel to get there? |

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| | | shiny or not shiny. Explore our reflection. | play with have changed since we were babies. | | |
| Practical Science Investigation Key vocabulary – sort, group | Are all leaves the same? Investigate the differences between leaves and sort them into groups, including classifying by various criteria. | Are all shiny objects magnetic? Predict which objects will be attracted to a magnet. Use a magnet to test. | Where does ice melt quickest? Place blocks of ice in different places in the indoor and outdoor environment and observe them over the course of a day. | What do plants need to grow? Plant seeds and observe as they grow. | Which objects float and which sink? Investigate a selection of resources. Predict whether they will float or sink and why. Test, observe and discuss why they floated or sank. Sort and group |
| Ongoing activities | Through daily Busy Learning (Continuous Provision) children will experience the world around them through first hand experiences. They will be encouraged to talk about what they can see, hear, smell and feel, use new vocabulary, talk about their observations, ask questions and use and draw maps, non fiction books and the internet as appropriate. | | | | |
| Early Learning Goals | <p>Past and Present ELG Children at the expected level of development will: 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;</p> <p>People Culture and Communities ELG Children at the expected level of development will: 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, non-fiction texts and – when appropriate – maps.</p> <p>The Natural World ELG Children at the expected level of development will: 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.</p> | | | | |

Reception Intent- Expressive Arts and Design

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------------|---|--|---|--|---|--|
| Theme | Settling In/Autumn | Let's Celebrate | Winter | Growing | Me and My Community | Under the Sea |
| | <p>Learn and join in with songs that form part of our daily routine.</p> <p>Learn how to use musical instruments correctly and their names. Listen and match instrument sounds.</p> <p>Paint and draw a picture of themselves in first week of school.</p> <p>Draw a hedgehog step by step using straight and zigzag lines.</p> <p>Observational drawings of fruit.</p> <p>Paint an autumn picture with autumn colours</p> | <p>Draw/paint a spider and web.</p> <p>Create firework pictures using a card template.</p> <p>Create a clay Diva.</p> <p>Listen to and move to Indian music.</p> <p>Create Rangoli patterns using chalk and powder paint.</p> <p>Use collage to create a Christmas card and an angel decoration.</p> <p>Create models of toys using construction materials.</p> <p>Sing songs and perform a dance in the Christmas play.</p> | <p>Paint with blue and white paint and explain how these colours make us feel.</p> <p>Explore using chalk on black paper to create a winter picture.</p> <p>Transient art – create a winter picture.</p> <p>Fold and cut paper to create a snowflake.</p> <p>Wax resist snowflake pictures.</p> <p>Listen to Chinese music and move in time to it.</p> <p>Fold and cut paper to create a Chinese lantern.</p> | <p>Collage – pictures of minibests.</p> <p>Draw a self portrait with pencil from observation.</p> <p>Printing with body parts – fingers, hands and shapes to create patterns and pictures of flowers.</p> <p>Observational drawing and painting of plants and flowers.</p> <p>Paint and print to create symmetrical butterflies.</p> | <p>Junk modelling using recyclable materials.</p> <p>Create storylines and narratives to act out real life scenarios related to people who help us in our community.</p> <p>Use a range of materials and techniques to create props for real world role play.</p> <p>Dance the Flora Dance in school.</p> | <p>Work as a group to create an under the sea dance. Use percussion instruments to create sounds linked to sea creatures and plants. Match movements to the music.</p> <p>Use a range of techniques as appropriate to create sea creatures for an under the sea scene.</p> |
| Music – Charanga units | Me! | My Stories | Everyone | Our World | Big Bear Funk | Reflect, Rewind and Replay |
| Continuous Provision | <p>Through music activities following the Charanga Scheme children listen, respond to and appraise different styles of music. They explore and create by finding the pulse, exploring pitch, copying and clapping rhythms, using voices and musical instruments. They sing nursery rhymes and action songs and share and perform their work.</p> <p>Singing is integrated into the school day starting with the Hello Song and days of the week song.</p> <p>Through daily Busy Learning (Continuous Provision) children have opportunities to develop their creative skills through role play, small world play, use of puppets and toys, large and small construction, a range of resources and media including paint, crayons, pens, pencils, chalks, scissors, glue, collage materials.</p> | | | | | |
| Early Learning Goals | <p>Creating with Materials ELG Children at the expected level of development will:</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;</p> <p>Share their creations, explaining the process they have used;</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> | | | | | |

Being Imaginative and Expressive ELG Children at the expected level of development will:

Invent, adapt and recount narratives and stories with peers and their 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.