

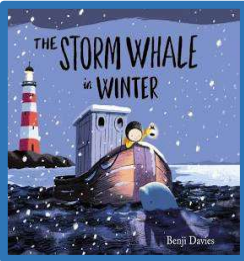
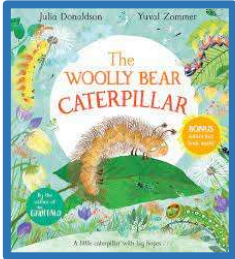
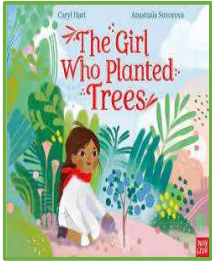
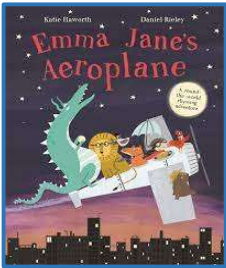


Curriculum area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Friendships 	Autumn Woodland & Celebrations 	Winter and Artic Animals. 	Spring and Growth (Life cycles) 	Planting and Growth. 	Summer and Journeys 
<b>English</b> (Literacy/PD/communication and Language C&L)	To understand how to listen carefully and know why it is important. To talk in front of a small group and their teacher offering their own ideas.	To begin to understand how and why questions. To use new vocabulary throughout the day.	Children will learn to ask questions to find out more and talk in sentences using conjunctions, e.g., and, because.	Retell a story and follow a story without pictures and props. Engage in non-fiction books. Use new vocabulary in different contexts.	To understand a question such as who, what, where, when, why and how. Use talk to organise, sequence and clarify thinking, ideas, feelings and events.	To have conversations with adults and peers with back-and-forth exchanges. To use talk in sentences using a range of tenses.
<b>RWI</b>	In Reception, all children will learn how to 'read' the sounds in words and how those sounds can be written down. Those who are ready, will begin to read and write simple words within books and begin to take books home, linked to their reading level ability. Children will take part in fun RWI lessons between 30-40 minutes a day. This lesson involves the teaching of a new sound, decoding, blending and writing words and eventually moving on to reading short story books.					

Maths	Rote counting Counting objects Number recognition Shape Space	Rote counting Counting objects Number recognition Shape Calculating	Counting objects Odd and Even Volume and Capacity Calculating Positional Language	Writing numerals Subtraction Time Sharing	Writing numerals Addition and Subtraction Time Sharing Halving	Writing numerals Addition and Subtraction Doubling Sharing Halving Money
		Understanding the World				
Science (UW)	<b>My Body</b> Simple body parts Our Senses Healthy eating	<b>Light and Dark</b> Seasons-Autumn Exploring day and night.	<b>Materials</b> Waterproof materials Seasons-Winter	<b>Healthy Eating</b> Healthy foods Healthy lifestyles Show care for living things. Seasons Spring	<b>Plants</b> Plant seeds Name common plants Seasons -Summer	<b>Natural World.</b> Changes in the natural world Climate change.
Geography (UW)	<b>Understanding the world.</b> School environment Journey to school	<b>People, Culture and Communities.</b> Names of different countries where celebrations take place.	<b>The Natural World</b> Hot and cold countries Difference between Autumn and Winter	<b>Understanding the World</b> Observe animals in the environment around them.	<b>Understanding the World</b> Observe plants in the environment around them.	<b>Natural World.</b> Seasonal weather and the reasons for change. Simple maps based on journeys.
History (UW)	<b>Past and present</b> My family. My home.	<b>People, Culture and Communities.</b> Understand people celebrate in different ways.	<b>Past and present</b> I remember what we did in the Autumn term link to seasonal change, Local Church and community	<b>Past and present</b> Compare characters (old and new)	<b>Past and present</b> Compare past and present through stories in class.	<b>Past and present</b> I remember when... I started in reception.
RE (UW)	Domestic Church What does family mean to you?	Welcome to Gods family Baptism Advent/Christmas		Shrove Tuesday Ash Wednesday and Lent Easter	Eucharist-Relating to the last supper	CAFOD activities.

Expressive Arts and Design (EAD)	
Art (EAD)	<p>Experiment with different colours.</p> <p>Experiment with different textures.</p> <p>Safely explore different ways to join materials</p> <p>Create props for role play or linked to their own imagination.</p> <p>Explore a variety of artistic effects. Artist -Van Gogh</p> <p>Talk about their creations and evaluate their work.</p>
Design & Technology (EAD)	<p><b>Creating with Materials</b> Paper: fold, bend, cut and join.</p> <p><b>Creating with Materials</b> Use the skills learnt to collage an Autumn/Advent wreath.</p> <p><b>Creating with Materials</b> Using different media to create a character from a book.</p> <p><b>Creating with Materials</b> Use the skills learnt to create a home for a chick.</p> <p><b>Creating with Materials</b> Use recycled materials to make a plant stand.</p> <p><b>Creating with Materials</b> Use recycled materials to make vehicles linked to learning.</p>
Music (EAD)	<p>Nursery rhymes and songs. Exploring the classroom musical instruments.</p> <p>Christmas songs and rhymes. Exploring the classroom musical instruments.</p> <p>Learning about the different sounds loud, quiet high, and low using the class instruments.</p> <p>Nursery rhymes and songs. Reading musical notes to play the class bells.</p> <p>Rhymes and action songs Little Groovers</p> <p>Rhymes and action songs Little Groovers</p>
<b>Other Areas</b>	
Computing	Children have opportunities to use ICT in class and during continuous provision.
Online Safety	Online safety is taught through PSHE.

P.E (P.D)	<b>Basic Skills</b> Experiment with different ways of moving Core Muscle strength Ball skills	<b>Yoga</b> Develop body strength, balance and coordination and agility.	<b>Movement</b> Develop body strength, balance and coordination and agility.	<b>Ball skills</b> Throwing and catching. Jumping.	<b>Basic Skills</b> Experiment with different ways of moving Core Muscle strength Ball skills	<b>Games</b> Build on fundamental skills Negotiate space and obstacles
PSHE	<b>Relationships</b> My family. New friendships.	<b>Health and wellbeing</b> Being safe. Friendships.	<b>Relationships</b> Friendships between characters in stories. How actions can affect others.	<b>Living in the wider world.</b> Caring for living things in their environment and the wider world.	<b>Living in the wider world.</b> Caring for living things in their environment and the wider world.	<b>Health and Wellbeing.</b> Aware of their likes/dislikes achievements and targets for year one.
British Values PSHE	<b>Respect:</b> We value respect by showing good behaviour and polite manners. <b>Responsibility:</b> We value our responsibility within our community.	<b>Kindness:</b> We value kindness as it helps to build friendships. <b>Diversity:</b> We value diversity by respecting everyone's differences.	<b>Loyalty:</b> We value loyalty because it means we can trust and depend on each other. <b>Team work:</b> We value team work as together we learn.	<b>Honesty:</b> We value honesty by always telling the truth and taking responsibility for our actions. <b>Forgiveness:</b> We value forgiveness as it shows strength of character.	<b>Effort:</b> We value effort as it shows our determination to succeed. <b>Determination:</b> We value determination so we can tackle difficulties in school and in life.	<b>Courage:</b> We value courage as taking risks helps us to become confident people.
Curriculum Enhancements	School Governor (classroom signs)	Pantomime	Visitor talking about weddings. Father Pat	Library sensory room.	Park visit.	Lolly Pop lady
	<p><b>Think Equal</b> is a global initiative which calls for a system change in education, to ensure positive life outcomes for our children. Together with world experts, Think Equal has designed a programme to teach social and emotional learning to early years (3-6 year olds).</p> <p>The Think Equal Early Years Programme consists of 36 topic areas. Within them are rich resources designed to foster positive later life outcomes; and the development of personal, social and emotional competencies and skills in the early childhood setting, through the extensive use of narrative and a focus on social cognition, in the wider context of the child's life. The need for social-emotional</p>					

learning in early years education has been long supported by educationalists and forward thinkers in the global community. At the core of the Think Equal programme are the 25 key social-emotional learning outcomes, which serve as the foundation of the programme's lessons, narrative books and teaching.

Think Equal proposes that it is through the use of these hopeful narratives; which focus on a regulated self, the development of social and emotional learning, and a knowledge of and respect for equal rights; that the individual stories of children will change, and that these children will in turn begin to effect the stories of others in their world, ultimately leading to a positive and concrete change in the collective narrative of society.