



Reception Curriculum (EYFS) Overview 2022-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	I am Special All about Me Families	From Dark to Light	Traditional Tales	Growing Easter Life cycles	Animals	Superheroes
Key Texts	<p>The Great big book of families by Mary Hoffman</p> <p>All are Welcome by Alexandra Penfold</p> <p>Handa Surprise By Eileen Brown</p> <p>Our House on our street By Jess Hitchman</p> <p>So much by Trish Cook</p> <p>Non- Fiction texts Africa-, Amazing Africa: Country by Country By Atinuke</p>	<p>Room on the broom by Julia Donaldson</p> <p>Stickman By Julia Donaldson</p> <p>Non- Fiction texts Diwali Guy Fawkes</p>	<p>Little Red Riding Hood</p> <p>The Three Little Pigs</p> <p>Goldilocks and the 3 Bears</p> <p>Non Fiction texts The lunar New Year</p> <p>Bears</p>	<p>Jack and the Beanstalk By Nick Sharratt</p> <p>Jasper's Beanstalk by Nick Butterworth</p> <p>Non-fiction Plants Growing</p> <p>The Easter Story Life cycles</p>	<p>Oi Frog by Kes Gray</p> <p>Farmyard Hullabaloo by Giles Andreae</p> <p>Commotion in the Ocean by Giles Andreae</p> <p>Pirates Love Underpants by Claire Freedman</p> <p>Julian is a Mermaid by Jessica Love</p> <p>Non-fiction: Mini-beasts Sea Life Farmyard Our World</p>	<p>Supertato by Sue Hendra</p> <p>Superworm by Julia Donaldson</p> <p>I can only draw Worms by Will Mabbitt</p> <p>Charlie's Superhero Underpants by Paul Bright</p> <p>Non- fiction Real life heroes- e.g. nurse, doctor, vet etc</p>

Literacy	<p>Listen and enjoy sharing a range of books.</p> <p>Know the difference between text and illustrations.</p> <p>Enjoy joining in with rhyme, songs and poems.</p> <p>Join in with repeated refrains and key phrases.</p> <p>Draws lines and circles</p> <p>Gives meaning to the marks they make Write their name copying it from a name card or try to write it from memory.</p>	<p>Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover</p> <p>Know that print carries meaning in English, is read from left to right and top to bottom.</p> <p>Hear general sound discrimination and be able to orally blend and segment.</p> <p>Write VC and CVC words</p> <p>Blend with known letters for reading VC and CVC words</p>	<p>Re- read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.</p> <p>Orally compose a sentence and hold it in their memory</p> <p>Use appropriate letters for initial sounds.</p> <p>Blend and segment known sounds for reading and spelling</p>	<p>To retell stories that they have read using appropriate story language.</p> <p>Read individual letters and some digraphs by saying the sounds for them and be able to blend these to read words.</p> <p>Read common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences.</p> <p>Read pink A book</p> <p>Be able to start writing captions, sounding out their words.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs; read words consistent with their phonic knowledge, including some common exception words.</p> <p>Build words using letter sounds in writing.</p> <p>Write a sentence, that can be read by others</p> <p>Use talk to organise, describe events and experiences. Begins to write a simple sentence with support.</p> <p>Spell some irregular common (tricky) words e.g., the, to, no, go independently</p> <p>Holds a pencil effectively to form recognisable letters, including capital letters. Know how to form clear ascenders and descenders.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary during learning time, role-play and small world activities.</p> <p>Anticipate- where appropriate- key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non- fiction, rhymes and poems and during role-play.</p> <p>Read words consistent with their phonic knowledge by sound- blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Children will read books from red band and up</p> <p>Write recognisable letters, most of which are formed correctly.</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> <p>Children will read words with confidence using 10 digraphs. Children will say a sound for each letter of the alphabet.</p>
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Mathematics	Number	Number	Number	Number	Number	Number
	<u>(Just Like Me)</u> Baseline- Wk 1 Matching Sorting Comparing,	(It's Me 1,2,3) Representing 1,2,3 Comparing 123 Composition of 1,2,3 Number 4 Number 5	1 more 1 less Introducing zero Comparing Numbers to 5 Composition of 4 and 5 (Growing 6,7,8) 6 7 8 Making Pairs Combining 2 Groups	(Building 9 and 10) 9 10 Comparing Numbers to 10 Bonds to 10	(To 20 and Beyond) Building Numbers Beyond 10 (First Then Now) Adding More Taking Away	(Find My Pattern)
	Numerical Patterns	Numerical Patterns	Numerical Patterns	Numerical Patterns	Numerical Patterns	Numerical Patterns
Compare size, mass and capacity Making Simple Patterns	Circles and triangles Spatial awareness	Shapes with 4 sides Length and Height Time Compare Mass 2 Compare Capacity 2	3D shapes Pattern	Spatial Reasoning Spatial Reasoning (2) Counting Patterns Beyond 10	Doubling Patterns and Relationships Even and Odd Sharing and Grouping Spatial Reasoning (3) Spatial Reasoning (4)	

<p>Aware of own feelings, can talk about feelings using words like 'happy', 'sad', 'angry'.</p> <p>Know that they can rely on their teachers and friend for support if they are worried.</p> <p>Understand behavioural expectations of the setting</p> <p>Can manage their own personal hygiene e.g., toileting- can follow one step instruction</p> <p>Interested in others play and starting to join in</p> <p>Scarf: Me and My Relationships - see separate plan</p> <p>Meet Yasmin and Tom</p>	<p>Can show concern for others and show awareness of how their actions may impact on others</p> <p>Know what they like and do not like</p> <p>Understands there are rules in the classroom to follow and expectations for behaviour</p> <p>Build constructive and respectful relationships. Engage in positive interactions with adults and peers.</p> <p>Play with one or more children, extending and elaborating play ideas.</p> <p>Scarf: Valuing Difference - see separate plan</p>	<p>Show pride in achievements</p> <p>Understand behavioural expectations of the setting. Can explain right from wrong and act accordingly</p> <p>Show resilience and perseverance in the face of challenge. To develop a growth mind-set.</p> <p>Can put on own coat and own shoes including the zip.</p> <p>Build constructive and respectful relationships. Seek others to share activities and experience with.</p> <p>Scarf: Keeping Myself Safe - see separate plan</p>	<p>Express their feelings and consider the feelings of others.</p> <p>Understand behavioural expectations of the setting. Can explain right from wrong and act accordingly. Think about the perspective of others.</p> <p>Show resilience and perseverance in the face of challenge. To develop a growth mind-set.</p> <p>Can put on own coat and own shoes including the zip.</p> <p>Talk about ways they can keep healthy</p> <p>Always remember to wash hands after going to the toilet without prompting.</p> <p>Build constructive and respectful relationships. Seek others to share activities and experience with.</p> <p>Scarf: Growing and Changing - see separate plan</p>	<p>Understand behavioural expectations of the setting. Can explain right from wrong and act accordingly. Think about the perspective of others.</p> <p>Show resilience and perseverance in the face of challenge. To develop a growth mind-set.</p> <p>Can put on own coat and own shoes including the zip.</p> <p>Talk about ways they can keep healthy</p> <p>Always remember to wash hands after going to the toilet without prompting.</p> <p>Build constructive and respectful relationships. Seek others to share activities and experience with.</p> <p>Scarf: Rights and Responsibilities - see separate plan</p>	<p>ELG: Self-regulation 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. Choose their own learning and appropriate resources in CIA. 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.</p> <p>ELG: Managing self 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.</p> <p>ELG: Building Relationships 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.</p> <p>Scarf: Being My Best - see separate plan</p>
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Listening:
Listen to others 1:1, in small groups and whole class. Enjoy listening to stories and can remember what happens.
Listen carefully to rhymes and songs, paying attention to how they sound. Understand how to listen carefully and why listening is important.

Attention:
Maintain attention in whole class and small group contexts for a short time. May find it difficult to pay attention to more than one thing at a time.

Respond:
Engage in story times.

Join in with repeated refrains and anticipate key events and phases in stories or rhymes.

Respond appropriately when asked e.g., 'wonderful walking and legendary lining up'.

Understanding:
Follow 1 step instructions e.g., put book bag in drawer
Understand 'why' questions.

Speaking:
Use sentences of 4-6 words.
Sing a large repertoire of songs e.g, nursery rhymes or numbers of songs.
Begin to use 'social phrases e.g., 'Good Morning!
Use talk to organise themselves and their play.

Listening:
Listen in familiar and new situations
Engage in stories that are familiar and new with interest and enjoyment.

Attention:
Maintain attention in new situations e.g., PE sessions in the hall.
Shift attention when required e.g., When given a clear prompt- 'name'.

Respond:
Engage in story times.
Make relevant comments when listening to a story and can answer 'why' questions.
Link events in a story to their own experiences.
Ask questions to find out more and to check they understand what has been said to them.
Respond to others appropriately in play.

Understanding:
Follow 2 part instructions
Respond to how and why questions.

Speaking:
Use intonation to make meaning clear to others.
Start a conversation with peers and familiar adults and continue it for many turns.
Use simple conjunctions in talk to link thoughts 'and' 'because'.
Retell a simple traditional tale with a beginning, middle and end.
Develop social phrases- "Good morning, how are you?"

Listening:
Listen carefully in a range of situations.

Attention:
Maintain attention during appropriate activity. Engage in non- fiction books. Consider the listener and take turns. Use talk to organise/ stand for something else in play. Begin to use past tense.
Begin to recount past events.

Respond:
Engage in non-fiction books.
Ask question(s) to find out more and to check they understand what has been said to them.

Understanding:
Show understanding by answering why questions.

Speaking:
Articulate their ideas and thoughts in well-formed sentences.
Begin to use past tense.
Begin to recount past events.

Listening:
Listen carefully in a range of situations.

Attention:
Maintain attention during appropriate activity. Engage in non- fiction books. Consider the listener and take turns. Use talk to organise/ stand for something else in play. Use past tense.
Recount past events.
Listen to rhymes, poems and songs.

Respond:
Engage in non-fiction books.
Ask question(s) to find out more and to check they understand what has been said to them.
Retell Familiar stories.

Understanding:
Show understanding by answering why questions.

Speaking:
Articulate their ideas and thoughts in well-formed sentences. Use talk to help work out problems and organise thinking and activities and to explain why things might happen.
Use new vocabulary.

Listening:
Listen carefully in a range of situations.

Attention:
Maintain attention during appropriate activity. Engage in non- fiction books. Consider the listener and take turns. Use talk to organise/ stand for something else in play. Use past tense. Recount past events.
Listen to rhymes, poems and songs.

Respond:
Engage in non-fiction books.
Ask question(s) to find out more and to check they understand what has been said to them.
Retell Familiar stories.

Understanding:
Show understanding by answering why questions.

Speaking:
Articulate their ideas and thoughts in well-formed sentences. Use talk to help work out problems and organise thinking and activities and to explain why things might happen.
Use new vocabulary.

Listening, attention and understanding:
Listen attentively to others 1:1, in small groups and whole class. Listen to a range of fiction and non-fiction books, remembering what happens and making relevant comments.
Understand how to listen carefully and why listening is important. Articulate their thoughts clearly, making comments about what they have heard. Ask appropriate questions to clarify their understanding.
Hold conversations, engaging in back and forth exchanges with their teacher and peers.

Speaking:
Clearly participate in small group, class and one-to one discussions. Articulate their own ideas, using recently introduced vocabulary e.g. discuss their learning and work. 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.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Physical Development</p>	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.</p> <p>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 spoon.</p> <p>Follow movements during squiggle. Use crayons in both hands when replicating on paper.</p> <p>Ride a balance bike Ride a 2 wheel scooter. Throw a ball at a target.</p> <p><i>Develop the overall body strength, coordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport.</i></p> <p>PE HUB Dance unit 1- see separate plan PE with sports coach</p>	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.</p> <p>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 spoon.</p> <p><i>Develop the overall body strength, coordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport.</i></p> <p>PE HUB Gymnastics unit 1- see separate plan PE with sports coach</p>	<p>Further develop and refine a range of ball skills including throwing, catching, kicking, and passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>PE HUB Dance unit 2 PE with sports coach - see separate plan</p> <p><i>Develop the overall body strength, coordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport. 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 spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility.</i></p>	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.</p> <p>Gross motor skills Show confidence in the following activities; Rolling, crawling, walking, jumping, running, hopping, skipping, climbing, when playing outside.</p> <p>Fine motor skills To successfully use a range of tools Scissors Pencils</p> <p>CUTLERY DURING SCHOOL DINNER TIME INC CUTTING UP FOOD.</p> <p>PE HUB Gymnastics unit 2 PE with sports coach- see separate plan</p> <p><i>Develop the overall body strength, coordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport.</i></p>	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.</p> <p>Develop their small motor skills so that they can pick up small objects.</p> <p>Writing- letters formed correctly with some sitting on the line. Pencil held in a tripod grip.</p> <p>PE HUB Athletics run, jump, throw PE with sports coach - see separate plan</p>	<p>Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> <p>PE HUB Athletics run, jump, throw PE with sports coach - see separate plan <i>Develop the overall body strength, coordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport.</i></p>
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Expressive Arts and Design

Explore, use, and refine a variety of artistic effects to express their ideas and feelings.

Explore and engage in music making and dance, performing solo or in groups.

Develop storylines in pretend play.

Songs
1,2,3,4,5, once I caught a Fish Alive
The wheels on the bus
Kye, kye, kule
If you're happy and you know it
Head, shoulders, knees and toes.
One finger, one thumb

Explore, use, and refine a variety of artistic effects to express their ideas and feelings.

Explore and engage in music making and dance, performing solo or in groups.

Sing in a group or on their own, increasingly matching the pitch and following the melody- Link to Christmas nativity.

Looking at the art of Kandinsky in relation to shape.

Firework art
Making clay Diwas

Explore, use, and refine a variety of artistic effects to express their ideas and feelings.

Explore and engage in music making and dance, performing solo or in groups.

Watch and talk about dance and performance art, expressing their feelings and responses. (Chinese New Year)

Listen attentively, move to and talk about music, expressing their feelings and responses.

Making props to retell traditional stories.

Develop storylines in their pretend play.

Refer to Art and design progression map to facilitate progression through child led interests

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Explore and engage in music making and dance, performing solo or in groups.

Develop storylines in their pretend play.

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

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. - using props to retell stories.

Creating with materials
Children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;

Painting- children will be able to independently mix colours, choose the correct paint brush and colours and paint a recognisable picture

Collage- Children will be able to use collage materials to represent things of interest (Superhero/ superhero city), use scissors to cut the materials they need and experimenting with effective ways of sticking the pieces together.

Making models- Children will join pieces together to make things including sea creatures, Super vegetable, super hero vehicle.

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
Invent, adapt and recount narratives and stories with peers and their teacher; in role play and small world, children will be able to invent simple stories relating to our animal and superhero topic.

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.
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Understanding of the World

3-4 continue developing positive attitudes about the differences between people.

3-4 Begin to make sense of their own life story and family's history. Talk about special events they enjoy doing with their family.

Talk about members of their immediate family and community. Talk about the jobs different people do e.g. train driver, teacher, police officer etc.- link it to the role play area/ small world.

Name and describe people who are familiar to them. Talk about their families.

Recognise some environments that are different to the one in which they live- tie it in to Handa's surprise story.

Explore the natural world around them.

Explore forest school and describe what they can see.

Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.

Find out about key historical events and why and how we celebrate today? Remembrance day, Christmas Day, Diwali.

Comment on images of familiar situations in the past. (photos of people celebrating Christmas in the past)

Recognise that people have different beliefs and celebrate special times in different ways. (Children should be able to describe how people celebrate Diwali and Christmas and make comparisons between the two.)

Draw information from a simple map. Look at the map of the school. Can they identify where the playground is? Where is their classroom? Look at a map of Chatterton road. Can they draw a map of where they live to show LRRH?

Using maps based from traditional tales, children should be able to talk about what they see and draw their own.

Recognise some similarities and differences between life in this country and life in other countries. (Chinese New Year)

Explore the natural world- look at seasons- during forest school sessions.

Use the language of time when talking about past/present events in their own lives and the lives of others including people they have learnt about through books.

Explore the natural world around them by taking part in weekly forest school sessions and making observations and drawing pictures of animals and plant. Understand the need to respect and care for the natural environment and all living things.

History- talking about events in their own lives- own families and where they come from.

Compare and contrast characters from stories, including figures from the past.

Understand that some places are special to members of their community.

Recognise that people have different beliefs and celebrate special times in different ways. (Easter)

The Natural World
ELG: The Natural world children at 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.

People, culture and Communities
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

Past and Present
Children at 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 and storytelling.

The Natural World
Explore the natural world around them, making observations and drawing pictures of animals and plants;-
Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Melting experiments- linked to our superhero topic.

People, culture and Communities
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.

Past and Present
Know some similarities and differences between things in the past and now, drawing on their experiences and what has been reads in class; - understand the past through settings, characters and events encountered in books read in class and storytelling.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Understanding of the World</p>	<p>Understanding of the world tasks/ activities has been broken down into the specific subject areas down below</p>					
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Science /stem</p>	<p>Seasons: Autumn What can they see, smell, hear? What changes have you noticed? Leaves changing colours, leaves beginning to fall</p>	<p>Exploring the senses</p> <p>Floating and sinking- investigating the best fruit for 'Winnie the witch' to use for her fruit bobbing activity.</p> <p>Experimenting with potion making- what do you notice, what has happened? What words could you use to describe this process? What happens when you mix these ingredients together? Exploring dissolving, chemical reactions and evaporation</p> <p>Observing the natural environment- what changes have we noticed over time?</p>	<p>Materials and properties- which material is best for LRRH's new cape?</p> <p>Which house/structure is best for the 3 little pigs? How do you know?</p>	<p>Growing- life cycles</p> <p>Observing how tadpoles grow- taking note of the changes- how do we care for them.</p> <p>Observing plants Grow bean plants/herbs and how they grow.</p>	<p>Habitats- looking at where animals live and how we can care for them. Knowledge of animals</p> <p>Forest school Where might we find mini-beasts?</p>	<p>Seasonal changes: Summer- What can they see, smell, hear? What changes have you noticed?</p> <p>Superhero ice blocks: exploring the melting process- from solid to liquid and vice versa E.g how will we unfreeze Supertato? What will we need to use?</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geography</p>	<p>Weather Seasons Continents (Africa) Exploring a globe/ world map- can we create our own maps of our journey from home to school? A map of our classroom/ playground etc- exposure of this through continuous provision</p>	<p>Godstone farm visit- looking and comparing different environments? Weather and seasons</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">History</p>	<p style="text-align: right;">Continuous provision</p> <p>Seasonal patterns Daily routines Celebrations</p> <p>Past and present – own lives/families and friends</p> <p>Vocabulary – Yesterday, last week, old, past, now and then</p> <p>Past and Present Children look at photographs of themselves and each other as babies and compare what they can do now with what they could do then.</p> <p>During the spring and summer, children observe the life cycle of frogs, butterflies and annual plants in the garden and describe and draw the changes over time.</p> <p>Children might bring in items from home to talk about, such as old toys their grandparents played with when they were little Encouraging children’s awareness of features in the area they live in. Pointing out how some buildings look older than others.</p> <p>Discussing events that occur regularly, for example seasonal patterns, daily routines and celebrations.</p> <p>Developing the children’s sense of change over time and helping them to differentiate between past and present by growing plants or looking at photographs of their life. Talk about past and present events in their own lives and in those of other members of the family or friends. Encouraging investigative behaviour and raising questions such as, ‘What do you think?’, ‘Tell me more about?’, ‘What will happen if..?’, ‘What else could we try?’, ‘What could it be used for?’ and ‘How might it work?’ Using language relating to time in conversations, for example, ‘yesterday’, ‘old’, ‘past’, ‘now’ and ‘then’.</p> <p>Reading stories that introduce a sense of time and people from the past.</p>	

Computing	Continuous provision					
	Ipads – Recording photos Videos Purple mash ICT games Phonics play Monster reading app Seesaw Beebots Recording devices Google Maps Listening area – CD and audio stories Child friendly ICT equipment: microphone, keyboard, for recording and retelling themed stories. Drawing software to draw self-portraits and pictures of family and friends.					
Religious Studies	Who is special? <ul style="list-style-type: none"> Mum and dad Special people at school Role models 	Festivals and celebrations Diwali Hanukah? Christmas	Lunar New Year	Easter		
Music	Continuous Provision					
	Continuous provision Songs and rhymes Exploring different instruments and the sounds they make. Using music as part of their imaginative play and beginning to explore rhythm and rhyme and tapping to a beat					
Role play areas	Home corner Opportunities for Café/ shop enhancements	Home corner Party/ festival enhancements	Home corner Opportunities for 3 bears/ pigs house- links to traditional tales	Florist/ baby clinic/ hospital or garden centre	Vets/ pet shop	Superhero den/ school
Design Technology	Continuous Provision			Continuous Provision		
	2d/3d modelling Construction Woodwork Food technology Textiles (Process of design, make and evaluate modelled and developed in continuous provision)			Junk modelling – I Am Special Sculptures/Materials – 3 Little Pigs Woodwork – provision Food – Fruit faces/Easter nests/cup cakes Textiles – Super Hero costumes Summer Term Project: The Teddy Bears Picnic (D,M,E,I)		

