

Reception Curriculum (EYFS) Overview 2022-23

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

 reage of basis. rea	Listen and enjoy sharing a	Hold a book correctly, handle	Re- read books to build up their	To retell stories that they have	Demonstrate understanding	Demonstrate understanding
Know whe difference between ist and filturations. Ithing is nucl- they partice and back corefront to back on receipting for wh addradad is not receive in the oph and to pa to battom.Ineal concerts using their own words and recently introduced vectorbulary introduced v						
Now the difference liberveen ter and liburcritions. and back cover incluins, recent series in tegliby, is read ofference there and the right is not to to bottom. and containing and epipyment. Read and/uiuul letters and series using their and work and recently introduced vacabulary doring letting introduced vacabulary doring letting letting letting letting letting doring letting letting letting letting letting doring letting letting letting letting doring letting letting letting letting doring letting letting letting doring letting letting letting	runge of books.					
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Join in with repeated refrontions and key photes. discrimination and be ball to orally blead and segment. Use appropriate liters for inhibit sounds. mitch appropriate liters for reading or the mone sounds for reading and spelling. Read simple phrases and sentences. Construct with their phonic including some common exception words. Anticipate-where appropriate-key events in stories.	····,····g····g····	Hear general sound	,	Read common exception words		
refronts and key phrases. orally blend and segment. Initial sounds. programme. knowledge, including some orande sine sounds for reading and spalling in transment. Beed and segment known sounds for reading and spalling in transment. Build words using lefter sounds in writing. Build words using lefter sounds in writing. Use and understand recently introduced vocabulary during discussions about stories. Write beir none copying if from a memory. Biend vith known letters for reading VC and CVC words Biend and segment known sounds for reading and spalling if from a memory. Be able to start writing caption, be ready prints about stories, one. Ficion, trymes at the points knowledge by sounds about stories, one. Ficion, trymes at the points knowledge by sounds and poest and during role- play. Be able to start writing caption, be ready prints about stories, one. How or the points knowledge by sounds and poest and during role- play. Read anotic sounds and the points knowledge by sounds about stories, one. How or the points knowledge by sounds and poest and during role- play. Read anotic sounds and the points knowledge by sounds and poest and during role- play. Read and segment known Spell some irregular commos Spell some irregular commos Read anotic sounds with the point knowledge, including some common exception write. Read anotic sounds with the point knowledge by sounds sounds with the point knowledge by sounds in them ond in the point knowledge including some correct with and book sound with their point knowledge including some correct with and there or there as a sound with a representing the sounds with a representing the sound with a represent with and there or there as a sound with a represent sound and there ore	Join in with repeated	•	Use appropriate letters for			Anticipate- where
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Write their name copying it from a name cord rty to write it from memory. Se able to start writing coptions sounding out their words. Write a sentence, that com be read by others stories, non-fiction, rhymes describe events and experiences. Begins to write a simple sentence with sound-blending. Read words consistent with their phote knowledge by sound-blending. Read words consistent with experiences. Begins to write a simple sentence with support. Read words consistent with their phote knowledge by sound-blending. Holds a pendietic for no, go independently Read words consistent with their phote knowledge by sound-blending. Holds a pendietic for no, go independently Holds a pendietic for no, go independently Holds a pendietic for now dow hor form recognisoble letters, Know how to form recognisoble letters, Know how to form red sentences and descenders. Children will read books from red band and up Write recognisoble letters, Know how to form recognisoble letters, Know how to form red sentences that can be read by others. Write simple phroses and sentences that can be read by others.				Read pink A book	g	
If from a name card or try to write it from memory. Be able to start writing caption, sounding out their words. be read by others and poems and during role- play. It from memory. Use talk to organise, describe events and supples retraces. Begins to write support. Read words consistent with their phonic knowledge by sound-blending. Spell some irreguler common (rick) words exp, then, to, no, go independently induding capital letters, induding capital letters. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some. Write recognische describe events Holds a panel effectively to form recognische letters, including capital letters. Children will read books from recognische letters, including capital letters. Write recognische describe events Spell some describe events Write recognische letters, including capital letters. Write recognische letters, induding capital letters. Write recognische describe events Spell some describe events Write recognische letters, induding capital letters. Write recognische letters, induding capital letters. Write recognische letters, induding capital letters. Spell words by identifying sounds in them and e letters of the sounds with a letter or letters. Spell words by identifying sounds in them and is letters. Spell words by identifying sounds in them and is letters. Children will read words with confedence using 10 digraphs. Children will sty or sound for each letters of thers of thers		3 - - - - - - - - - -		· · · · · · · · · · · · · · · · · · ·	Write a sentence, that can	
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sound for each letter of the						

Literacy

	Number	Number	Number	Number	Number	Number
Mathematics	(Just Like Me) 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)
2	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)

				E a construction from the second s		
	Aware of own feelings,	Can show concern for others and	Show pride in achievements	Express their feelings and	Understand behavioural	ELG: Self-regulation
	can talk about feelings	show awareness of how their		consider the feelings of others.	expectations of the setting.	Show an understanding of
	using words like 'happy',	actions may impact on others	Understand behavioural		Can explain right from	their own feelings and those
	'sad', 'angry'.		expectations of the setting. Can	Understand behavioural	wrong and act accordingly.	of others, and begin to
			explain right from wrong and	expectations of the setting. Can	Think about the perspective of others.	regulate their behaviour
			act accordingly	explain right from wrong and	of others.	accordingly.
	Know that they can rely	Know what they like and do not		act accordingly. Think about the		Set and work towards
	on their teachers and friend for support if they	like	Show resilience and perseverance in the face of	perspective of others.	Show resilience and	simple goals, being able to wait for what they want and
	are worried.		challenge. To develop a growth		perseverance in the face of	control their immediate
	dre worned.	Understands there are rules in	mind-set.	Show resilience and	challenge. To develop a	impulses when appropriate.
		the classroom to follow and	mina-sei.	perseverance in the face of	growth mind-set.	Choose their own learning
	Understand behavioural	expectations for behaviour		challenge. To develop a growth	growin mina-sei.	and appropriate resources
	expectations of the setting	expectations for behaviour		mind-set.		in CIA. Give focused
	expectations of the setting		Can put on own coat and own	111110-501.	Can put on own coat and	attention to what the teacher
		Build constructive and respectful	shoes including the zip.		own shoes including the zip.	says, responding
	Can manage their own	relationships. Engage in positive	shoes meloaning me zip.	Can put on own coat and own	own shoes melouing me zip.	appropriately even when
	personal hygiene e.g.,	interactions with adults and		shoes including the zip.	Talk about ways they can	engaged in activity, and
	toileting- can follow one	peers.	Build constructive and respectful	shoes melouing me zip.	keep healthy	show an ability to follow
	step instruction	peers	relationships.	Talk about ways they can keep	keep nearing	instructions involving several
		Play with one or more children,	Seek others to share activities	healthy	Always remember to wash	ideas or actions.
	Interested in others play	extending and elaborating play	and experience with.		hands after going to the	
	and starting to join in	ideas.		Always remember to wash hands	toilet without prompting.	ELG: Managing self
				after going to the toilet without		Children at the expected
				prompting.	Build constructive and	level of development will: -
					respectful relationships.	Be confident to try new
				Build constructive and respectful	Seek others to share	activities and show
Σ.	Scarf: Me and My	Scarf: Valuing Difference - see	Scarf: Keeping Myself Safe -	relationships.	activities and experience	impendence, resilience and
-	Relationships - see	separate plan	see separate plan	Seek others to share activities	with.	perseverance in the face of
	separate plan			and experience with.		challenge; - Explain the
						reasons for rules, know right
	Meet Yasmin and Tom					from wrong and try to
						behave accordingly; -
				Scarf: Growing and Changing	Scarf: Rights and	Manage their own basic
				- see separate plan	Responsibilities - see	hygiene and personal needs,
					separate plan	including dressing, going to
						the toilet and understanding
						the importance of healthy
						food choices.
						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.
						Scarf: Being My Best - see
						separate plan

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 warde	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. Davelap cosial physica. "Good	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 tacaber.
Follow 1 step instructions e.g., put book bag in drawer Understand 'why' questions. Speaking:	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			organise thinking and activities and to explain why things might happen.	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

	urther develop the skills	Further develop the skills they	Further develop and refine a	Further develop the skills they	Further develop the skills	Gross Motor:
	hey need to manage the	need to manage the school day	range of ball skills including	need to manage the school day	they need to manage the	Negotiate space and
	school day successfully:	successfully: lining up and	throwing, catching, kicking, and	successfully: lining up and	school day successfully:	obstacles safely, with
	ining up and queuing,	queuing, mealtimes, personal	passing, batting, and aiming.	queuing, mealtimes, personal	lining up and queuing,	consideration for themselves
	nealtimes, personal	hygiene.	Develop confidence,	hygiene.	mealtimes, personal hygiene.	and others.
l l	nygiene.		competence, precision and			
		Develop their small motor skills	accuracy when engaging in	Gross motor skills	Develop their small motor	Demonstrate strength,
	Develop their small motor	so that they can use a range of	activities that involve a ball.	Show confidence in the	skills so that they can pick up	balance and coordination
	skills so that they can use	tools competently, safely, and		following activities;	small objects.	when playing.
	a range of tools competently, safely, and	confidently. Suggested tools: pencils for drawing and writing,		Rolling, crawling, walking,		Move energetically, such as running, jumping, dancing,
	confidently. Suggested	paintbrushes, scissors, knives,		jumping, running, hopping,	Writing- letters formed	hopping, skipping and
	ools: pencils for drawing	forks, and spoon.	PE HUB		correctly with some sitting on	climbing.
	and writing, paintbrushes,		Dance unit 2	skipping, climbing, when	the line. Pencil held in a	clinibilig.
	cissors, knives, forks, and			playing outside.	tripod grip.	Fine Motor:
	spoon.	Develop the overall body strength,	PE with sports coach -			Hold a pencil effectively in
		coordination, balance, and agility	see separate plan	Fine motor skills	PE HUB	preparation for fluent
F	ollow movements during	needed to engage successfully		To successfully use a range		writing – using the tripod
5	squiggle. Use crayons in	with future physical education		of tools	Athletics run, jump,	grip in almost all cases.
ł	both hands when	sessions and other physical	Develop the overall body		throw	
r	replicating on paper.	disciplines including dance,	strength, coordination, balance,	Scissors	PE with sports coach -	Use a range of small tools,
		gymnastics and sport.	and agility needed to engage	Pencils	see separate plan	including scissors,
			successfully with future physical			paintbrushes and cutlery.
	Ride a balance bike		education sessions and other	CUTLERY DURING		
	Ride a 2 wheel scooter.	PE HUB	physical disciplines including	SCHOOL DINNER TIME		Begin to show accuracy and
· ·	Throw a ball at a target.	Gymnastics unit 1- see	dance, gymnastics and sport.	INC CUTTING UP FOOD.		care when drawing.
		-	Develop their small motor skills so			
	Develop the overall body strength, coordination,	separate plan	that they can use a range of tools competently, safely, and			PE HUB
	balance, and agility needed	PE with sports coach	confidently. Suggested tools:	PEHUB		Athletics run, jump,
	o engage successfully with		pencils for drawing and writing,	Gymnastics unit 2		throw
	future physical education		paintbrushes, scissors, knives,	PE with sports coach- see		PE with sports coach -
	essions and other physical		forks, and spoon. Use their core	separate plan		see separate plan
	disciplines including dance,		muscle strength to achieve a good			Develop the overall body
4	gymnastics and sport.		posture when sitting at a table or	Develop the overall body		strength, coordination,
			sitting on the floor. Develop	strength, coordination, balance,		balance, and agility needed
	PE HUB		overall body-strength, balance,	and agility needed to engage		to engage successfully with
	Dance unit 1- see		co-ordination, and agility.	successfully with future physical		future physical education
	separate plan			education sessions and other		sessions and other physical
			1		1	
	PE with sports coach			physical disciplines including dance, gymnastics and sport.		disciplines including dance, gymnastics and sport.

Physical Development

			-		
Explore, use, and refine a	Explore, use, and refine a	Explore, use, and refine a	Develop storylines in their	Develop storylines in their	Creating with materials
variety of artistic effects	variety of artistic effects to	variety of artistic effects to	pretend play.	pretend play.	Children will safely use and
to express their ideas and	express their ideas and feelings.	express their ideas and feelings.			explore a variety of
feelings.			Refer to Art and design	Explore, use and refine a	materials, tools and
	Explore and engage in music	Explore and engage in music	progression map to facilitate	variety of artistic effects to	techniques, experimenting
Explore and engage in	making and dance, performing	making and dance, performing	progression through child led	express their ideas and	with colour, design, texture,
music making and dance,	solo or in groups.	solo or in groups.	interests	feelings.	form and function;
performing solo or in	c :				
groups.	Sing in a group or on their own,	Watch and talk about dance		Safely use and explore a	Painting- children will be
	increasingly matching the pitch	and performance art,	Explore, use and refine a variety	variety of materials, tools	able to independently mix
Develop storylines in	and following the melody- Link	expressing their feelings and	of artistic effects to express their	and techniques,	colours, choose the correct
pretend play.	to Christmas nativity.	responses. (Chinese New Year)	ideas and feelings.	experimenting with colour,	paint brush and colours and
5	Lasting at the suit of Kanalinston			design, texture, form and function.	paint a recognisable picture
Songs	Looking at the art of Kandinsky	Listen attentively, move to and	Explore and engage in music	function.	Calleran Children will be
1,2,3,4,5, once I caught a Fish Alive	in relation to shape.	talk about music, expressing	making and dance, performing	Share their creations,	Collage- Children will be able to use collage
The wheels on the bus	Firework art	their feelings and responses.	solo or in groups.		
				explaining the process they have used;	materials to represent things of interest (Superhero/
Kye, kye, kule If you're happy and you	Making clay Diwas			nave used;	superhero city), use scissors
know it				Make use of props and	to cut the materials they
Head, shoulders, knees				materials when role playing	need and experimenting
and toes.		Making props to retell		characters in narratives and	with effective ways of
One finger, one thumb		traditional stories.		stories using props to retell	sticking the pieces together.
One higer, one monib		indumonar stories.		stories.	sheking me pieces logemen.
				5101105.	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.

3-4 continue developing	Explore forest school and	Draw information from a simple	Use the language of time when	The Natural World	The Natural World
positive attitudes about	describe what they can see.	map.	talking about past/present	ELG: The Natural world	Explore the natural world
the differences between		Look at the map of the school.	events in their own lives and the	children at expected level of	around them, making
people.	Comment on what they notice	Can they identify where the	lives of others including people	development will:-	observations and drawing
	about the environment where	playground is? Where is their	they have learnt about through	Explore the natural world	pictures of animals and
3-4 Begin to make sense	they live and understand the	classroom? Look at a map of	books.	around them, making	plants;-
of their own life story and family's history.	effect of the changing seasons on	Chatterton road. Can they a	Fundana tha natural condition	observations and drawing	Know some similarities and
Talk about special events	the natural world around them. Describe what they see, hear,	draw a map of where they live to show LRRH?	Explore the natural world around them by taking part in	pictures of animals and plants:- know some	differences between the
they enjoy doing with	and feel outside.		weekly forest school sessions and	similarities and differences	natural world around them
their family.	and reer outside.	Using maps based from	making observations and	between the natural world	and contrasting
		traditional tales, children should	drawing pictures of animals and	around them and contrasting	environments, drawing on
Talk about members of	Find out about key historical	be able to talk about what they	plant. Understand the need to	environments, drawing on	their experiences and what
their immediate family	events and why and how we	see and draw their own.	respect and care for the natural	their experiences and what	has been read in class;
and community.	celebrate today? Remembrance		environment and all living things.	has been read in class;-	
Talk about the jobs	day, Christmas Day, Diwali.	Recognise some similarities and		understand some important	Understand some important
different people do e.g.		differences between life in this	History- talking about events in	processes and changes in the	processes and changes in the
train driver, teacher,	Comment on images of familiar	country and life in other	their own lives- own families and	natural world around them,	natural world around them,
police officer etc link it	situations in the past. (photos of	countries. (Chinese New Year)	where they come from.	including the seasons and	including the seasons and
to the role play area/	people celebrating Christmas in			changing states of matter.	changing states of matter.
small world.	the past)	Explore the natural world- look	Compare and contrast		
Name and describe	De se suites de states e suls la sure	at seasons- during forest school	characters from stories, including	Decade culture and	Melting experiments- linked
people who are familiar	Recognise that people have different beliefs and celebrate	sessions.	figures from the past.	People, culture and Communities	to our superhero topic.
to them.	special times in different ways.		Understand that some places are	Know some similarities and	People, culture and
Talk about their families.	(Children should be able to		special to members of their	differences between	Communities
Taik about men Taimies.	describe how people celebrate		community.	different religious and	Explain some similarities and
Recognise some	Diwali and Christmas and make			cultural communities in this	differences between life in
environments that are	comparisons between the two.)		Recognise that people have	country, drawing on their	this country and life in other
different to the one in			different beliefs and celebrate	experiences and what has	countries, drawing on
which they live- tie it in to			special times in different ways.	been read in class	knowledge from stories, non
Handa's surprise story.			(Easter)		-fiction texts and- when
				Past and Present	appropriate- maps.
Explore the natural world				Children at expected level	
around them.				of development will:	Past and Present
				-Talk about the lives of the people around them and	Know some similarities and
				their roles in society; - Know	differences between things in the past and now,
				some similarities and	drawing on their
				differences between things	experiences and what has
				in the past and now,	been reads in class; -
				drawing on their	understand the past through
				experiences and what has	settings, characters and
				been read in class and	events encountered in books
				storytelling.	read in class and
					storytelling.

	Understanding of the v	world tasks/ activities has been	n broken down into the specif	ic subject areas down below		
Understanding of the World						
Science/stem	Seasons: Autumn What can they see, smell, hear? What changes have you noticed? Leaves changing colours, leaves beginning to fall	Exploring the senses Floating and sinking- investigating the best fruit for 'Winnie the witch' to use for her fruit bobbing activity. 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 Observing the natural environment- what changes have we noticed over time?	Materials and properties- which material is best for LRRH's new cape? Which house/structure is best for the 3 little pigs? How do you know?	Growing- life cycles Observing how tadpoles grow- taking note of the changes- how do we care for them. Observing plants Grow bean plants/herbs and how they grow.	Habitats- looking at where animals live and how we can care for them. Knowledge of animals Forest school Where might we find mini-beasts?	Seasonal changes: Summer- What can they see, smell, hear? What changes have you noticed? 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?

Geography	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	Godstone farm visit- looking and comparing different environments? Weather and seasons				
	Sectoral pattorne	Continuous provision				
	Seasonal patterns Daily routines Celebrations					
	Past and present – own lives/families and friends					
	Vocabulary – Yesterday, last week, old, past, now and then					
~	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.					
History	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.					
Ï	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.					
	Discussing events that o	ccur regularly, for example seasonal patterns, daily routines and celebrations.				
	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'.					
	Reading stories that in	produce a sense of time and people from the past.				

			Continu	uous provision				
	Ipads – Recording pho	otos						
	Videos							
	Purple mash							
	ICT games							
br	Phonics play							
if	Monster reading app							
nd	Seesaw							
Computing	Seesaw Beebots							
Ŭ	Recording devices							
	Google Maps							
	Listening area – CD a							
	Child friendly ICT equipment: microphone, keyboard, for recording and retelling themed stories. Drawing software to draw self-portraits and pictures of family and friends.							
S	Who is special?	Festivals and celebrations	Lunar New Year	Easter				
die		Diwali						
운	 Mum and 	Hanukah?						
s	dad	Christmas						
Religious Studies	 Special 							
ið	people at							
	school							
~	Role models							
			Continu	Jous Provision				
	Continuous provision							
<u>.</u>	Songs and rhymes							
Music	Exploring different instruments and the sounds they make.							
2	Using music as part of	their imaginative play and b	eginning to explore rhythm	and rhyme and tapping to a	beat			
	Home corner	Home corner	Home corner	Florist/ baby clinic/	Vets/ pet shop	Superhero den/ school		
~				hospital or garden centre				
	Opportunities for	Party/ festival	Opportunities for 3					
ole plc areas	Café/ shop	enhancements	bears/ pigs house- links					
Role play areas	enhancements		to traditional tales					
ě								
		Continuous Provision			Continuous Provision			
- <u></u>	2d/3d modelling			Junk modelling – I Am Special				
ng ol	Construction Woodwork			Sculptures/Materials – 3 Little Pigs Woodwork – provision				
Design schnolog	Food technology			Food – Fruit faces/Easter nests/cup	o cakes			
Design Technology	Textiles			Textiles – Super Hero costumes				
Ĕ	(Process of design, make a	nd evaluate modelled and develop	ed in continuous provision)	Summer Term Project: The Teddy B	ears Picnic (D,M,E,I)			