

Lynnfield Primary School



Early Years Curriculum RECEPTION



Early years Curriculum Intent:

At Lynnfield Primary School, we greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development. **We intend to build the foundations for school and life, using our core curriculum drivers; Inclusion for all, Aspiration, Inspiration and Partnership with Parents.**

We will provide

- **Quality and consistency**, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

The **core principles of the Early Years Foundation Stage** are thread through the curriculum.

These principles are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured,
- children learn to be strong and independent through **positive relationships**,
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- children **develop and learn** in different ways and at different rates.

At Lynnfield Primary School, we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. It is also important to view the EYFS as preparation for life and not simply preparation for the next stage of education. The EYFS for children is from birth to five years of age. All children begin school with different experiences and it is our role in the foundation stage to build upon these. This is done through a holistic approach to learning ensuring that parent and guardians, support staff and the Foundation Stage team work effectively together to support the learning and development of the children in their charge.

Characteristics of Effective Learning

The Characteristics of Effective Learning describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.

Playing and exploring	Active learning	Creating and thinking critically
children investigate and experience things, and 'have a go,	children concentrate, keep on trying if they encounter difficulties and enjoy achievements,	children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Early Years themes

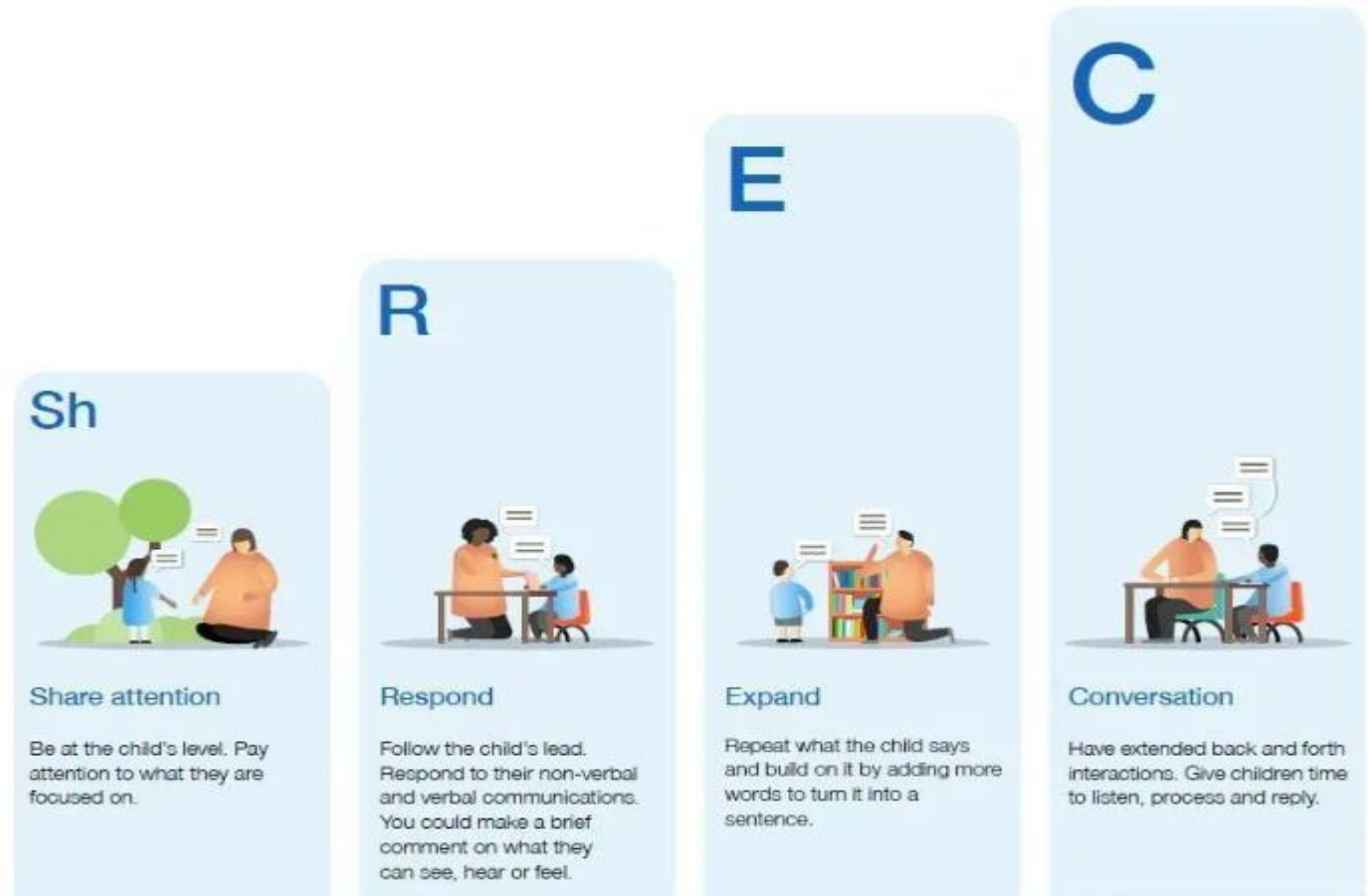
	Autumn		Spring		Summer	
Theme	Marvellous me	Let's celebrate	Light and dark	New life and growth	Travel	Wonderful world

The ShREC Approach

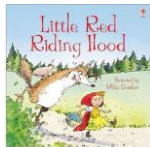
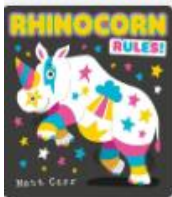
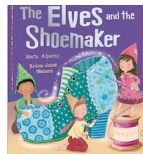
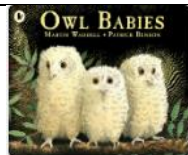
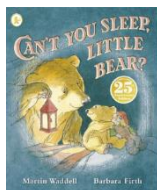
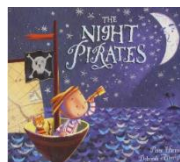
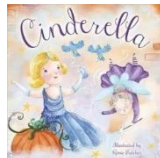
Supporting children to become better communicators is one of the most powerful things we do as early years educators. Oral language skills are fundamental to children's learning, thinking and emotional wellbeing. Children who can communicate well can make friends, play, resolve conflicts and tell us how they are feeling. The evidence tells us that we should prioritise the development of children's communication and language through socially meaningful interactions. Children thrive on conversation and discussion with people they have a strong relationship with, focused on things they want to talk about. High quality interactions often look effortless, but they are not easy to do well.

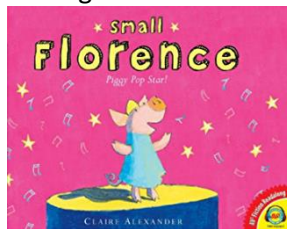
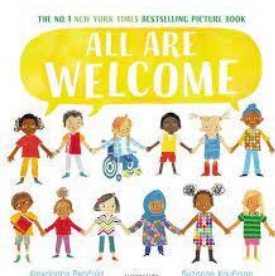
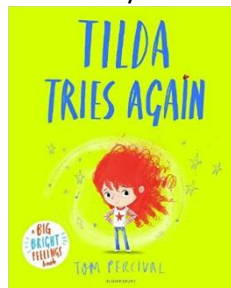
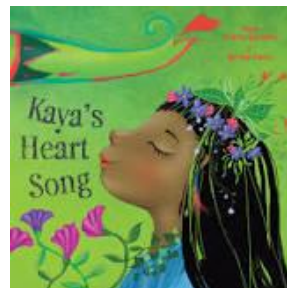
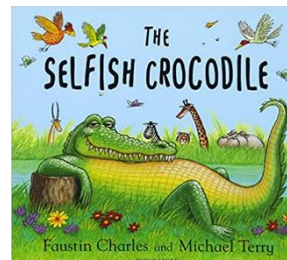
To help this we follow the ShREC approach. This provides us with a simple and memorable set of specific, evidence-informed strategies which we can embed into everyday practice. We can use these strategies with every child, every day. These strategies encourage us to become more responsive and attuned to children. They encourage children's active participation in meaningful, stimulating, and linguistically rich back and forth conversations.

At Lynnfield Primary we understand and value the importance of High-quality communication between staff and children in our setting. We aim to provide resources and opportunities for the children to be able to express themselves using Language. Our planning is carefully devised to allow children the freedom to explore and enhance their knowledge of language, we do this by creating a language rich environment and having the skills to be able to extend the tools they need for Communication, Language and Literacy.



Reception curriculum overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Marvellous me	Let’s celebrate	Light and dark	New life and growth	Travel	Wonderful world
Core texts	  	  	  	  	  	  
Rhyme of the week	Leaves turn orange The squirrel Cauliflowers Fluffy 10 green bottles Dingle, dangle scarecrow. Life doesn’t frighten me		Let’s invent a monster- Zim, Zam Zoom London Bridge Hot Cross Buns The Queen of Hearts Hickory dickory dock Mary had a little lamb		Slowly, Slowly Peter Piper Here is the beehive Betty Butler I know an Old Lady Pat-a-cake	
PC	Age, Gender, Marriage, Disability, Race, Religious beliefs, Pregnancy, Sex and Sexual Orientation					

	At Lynnfield we strive to raise awareness and teach our children about the 9 protected characteristics through the power of story to enable them to experience wide and diverse contexts that otherwise they may never encounter to develop understanding and empathy.					
Virtues	Through the safety of stories, we are able to experience wide and diverse contexts that we otherwise may never encounter or even think about. It is through this variety we get to reflect on our own thoughts and actions and create a blueprint for how we might think and act in the future. Each half term we will concentrate on one of the six virtues to match or PSHE Curriculum and Assemblies:					
	Courage 	Tolerance 	Stickability 	Calmness 	Respect 	Kindness 
C+L	Intentions: - Follow adult cues to listen. - Know behaviours for successful listening. - Children participate in repetitive or predictable texts. Listening to stories and joining in with actions and repetitive phrases - Engaging in story times. Repeat new vocabulary after it is introduced. - Follow cues for turn taking in conversation. - To repeat back a full sentence that has been modelled for them, generated from their own talk. - Begin to use simple sentences to recall an event - To join in and learn rhymes and poems. Edit a made story map and orally retell new story. - Understand the agreed rules for conversational turn taking in small and larger groups. - Promote and model active listening skills: "Wait a minute, I need to get into a good position for listening, I can't see you. Let's be quiet so I can concentrate on what you're saying." - With support ask questions to find out more about what has been said.		Intentions: - To be able to add own words to "funny poems" and rhymes. - To participate in group story telling. Retell a story joining in with dialogue and using sounds. - To add connectives to the end of simple sentences to extend and give more detail e.g. and, so and because. - To retell familiar stories using pictures and actions as prompts. - To answer open ended or speculative questions. - Use talk to help work out problems. - Explain how something works and why it might happen. - Retell a familiar story in detail using a story map and/or their own words. - To use new vocabulary introduced over the half term. - Engage in non-fiction books and talk about their features - Innovate a made story map using new vocabulary - Encourage children to record their own stories through picture drawing/mark making		Intentions: - To recall and use specialist vocabulary for the half term. - Listen and discuss non-fiction texts. - To understand the social phrases used in our school – good morning, you're welcome, how are you? - To ask questions to clarify understanding. To respond to class discussions with relevant questions or comments. - To listen to and discuss non-fiction texts. - To ask questions to clarify understanding. - To respond to class discussions with relevant questions or comments. - Express ideas and feelings about their experiences. Use the language associated with transition. Key teaching points: ✓ Welcomm activities ✓ Non fiction texts linked to interests and subjects ✓ Daily register times ✓ Daily story and rhymes	

	- Respond to how and why questions. Follow two step instructions. - Recall and define specialist vocabulary for the first half term. - To recall an event in more detail. Use full sentences when prompted. Key teaching points: ✓ Welcomm activities ✓ Daily story and rhymes ✓ Modelling of expectations ✓ Daily English lessons ✓ News time ✓ Question box Teaching and learning opportunities provided though: - links across the curriculum - focus activities - Continuous and enhanced provision in the classroom	- Answer simple questions about books read - Join in with dialogue, actions and begin to use change their voice to show character feelings and thoughts - Begin to predict why something might happen with support from the teacher and during class discussion - Begin to ask simple questions about stories and books read - Develop their own independent story map by connecting ideas and events Key teaching points: ✓ Welcomm activities ✓ Daily story and rhymes ✓ Modelling of expectations ✓ Daily English lessons ✓ News time ✓ Question box ✓ Small group activities Teaching and learning opportunities provided though: - links across the curriculum - focus activities Continuous and enhanced provision in the classroom	✓ Modelling of expectations ✓ Daily English lessons ✓ News time ✓ Question box - Teaching and learning opportunities provided though: - links across the curriculum - focus activities Continuous and enhanced provision in the classroom
PSED	Being me in my world- understanding feelings Celebrating difference Making friends Intensions To understand and follow classroom, playtime and lunchtime routines and expectations.	Dreams and Goals Seeking help Overcoming obstacles Healthy Me Healthy food and body Intensions Know and talk about the different factors that support their overall health and wellbeing eg good sleep, exercise and healthy diet.	Relationships Friendships Being a good friend Changing me Growing up Celebration Intentions:

	• Be able to stay calm in the face of frustration eg why we take turns, wait politely and tidy up. • Play with one or more other children, extending and elaborating play ideas. • Be able to wait their turn sometimes with support of using a timer / adult support. • To understand who they are and what makes them special. • To be able to talk about what they like and dislike. • Begin to reflect and self-evaluate their own work. • To understand feelings and be able to talk about them. • To consider and understand the feelings of others. • Distinguish between healthy food choices and special treats. • To form friendships to succeed in set challenges. • To understand the school virtues and how they are shown within school. • Show an understanding of good dental hygiene and the importance of doing so. • To manage their own personal hygiene. Key teaching points: ✓ Virtues book ✓ Rules and routine ✓ Songs and rhymes ✓ Modelling of expectations ✓ Circle times ✓ Weekly early years picture news ✓ assemblies	• To be able to express their feelings if they feel hurt or upset using descriptive vocabulary. • Begin to discuss their own opinions. • Talk with others to solve conflicts. • Reflect on feelings they encounter in stories and make links to their own experiences. • Set a goal and work towards it with some support. • Follow instructions with multiple ideas or actions. • See themselves as a valuable individual who can manage their own needs. • Developing an independence when dressing and undressing. Key teaching points: ✓ Virtues book ✓ Rules and routine ✓ Songs and rhymes ✓ Modelling of expectations ✓ Circle times ✓ Weekly early years picture news ✓ assemblies	• Gain an understanding of how to travel safely in the local area eg staying on the pavement, holding hands to cross the road. • Set a goal and work towards it independently. • Show integrity and know why having integrity is important. • Discuss rules and explain why rules are important. • Independently dressing and undressing and managing other basic needs. • Becoming increasingly confident in a range of social situations. • Resolve conflicts naturally with little adult support needed. • Be confident to try a range of new activities and show independence, resilience and perseverance in the face of challenges. Key teaching points: ✓ Virtues book ✓ Rules and routine ✓ Songs and rhymes ✓ Modelling of expectations ✓ Circle times ✓ Weekly early years picture news ✓ assemblies
PD- Gross	Intentions • Develop skills they need to manage school day successfully: lining up and queuing; mealtimes; personal hygiene. • Revise and refine fundamental movement skills they have already acquired: rolling; crawling;	Intentions: • Know and talk about different factors that support their overall health and wellbeing; regular physical activity; healthy eating; tooth brushing; sensible amounts of screen time; good sleep routine; being safe pedestrian.	Intentions: • Throw with accuracy at a target, including both over arm and under arm. • Climb over a range of climbing frames using their upper body strength. • Be active for longer periods.

	walking; jumping; running; hopping; skipping and climbing • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop core strength through crawling, climbing, and swinging activities. Explore balance and managing own body. • Able to stretch, reach, and extend in a variety of ways and positions. • Able to control the body and perform specific movements on command. • Explore a variety of rolling, sliding, etc. Jump using a variety of take-offs/landings; use hands and feet in different combinations. • Participate in a variety of small group cooperative activities. Key teaching points: ✓ Healthy movers- link to topic or children's needs ✓ Body management unit 1 and 2 ✓ Reception speed and agility travel 1 and 2 ✓ Rules and routines ✓ Outdoor provision	• Develop overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport. • Send and receive a variety of objects with different body parts. • Work with others to control objects in space. • Coordinate body parts in a variety of activities and in different ways. • Coordinate similar objects in a variety of ways. • Differentiate ways to manoeuvre objects. Skip in isolation and with rope. • Develop confidence in fundamental movements. • Experience jumping, sliding, rolling, moving over and under apparatus. • Develop coordination and gross motor skills. • Further develop confidence in fundamental movements. • Learn and refine a variety of shapes, jumps, balances and rolls. Link simple balance, jump and travel actions. Key teaching points: ✓ Healthy movers- link to topic or children's needs ✓ Reception Manipulation & Coordination Unit 1 and 2 ✓ Reception Gymnastics Unit 1 and 2 ✓ Outdoor provision	• 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. • Organise and match items, images, colours and symbols. Work with a partner to listen and share ideas & questions. • Collect, distinguish and differentiate colours and create a shape as a team. • Copy and repeat various patterns and actions. Continue to work in teams. Solve more complex tasks. • Recognise actions can be performed to music. Copy, repeat and perform some basic actions to music. • Count and move to beats of 8. Work as an individual, partner and part of a group. Copy and repeat movement patterns. Key teaching points: ✓ Healthy Movers- link to topic or children's needs ✓ Reception Dance Unit 1 and 2 ✓ Reception Cooperate and Solve Problems Unit 1 and 2 ✓ Outdoor provision
PD- Fine	• Start to eat independently and learn how to use a knife and fork. • Show a preference for a dominant hand. Securely using a comfortable grip with good control when holding pens and pencils. • Using one-handed tools and equipment. Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	• Use a comfortable grip with good control when holding pens and pencils. • Be more independent whilst eating, cutting own food and pouring water from a jug. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Use scissors confidently including gliding and cutting detailed shapes.	• Independently using a knife, fork and spoon whilst eating. • Using one-handed tools and equipment efficiently. • Hold a pencil/pen effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Develop stamina whilst writing.

	- Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Key teaching points: ✓ Daily writing opportunities in different media ✓ Daily access to fine motor activities such as screws and spanner, tweezers, elastic bands. ✓ Scissor patterns ✓ Painting activities	Key teaching points: ✓ Daily writing opportunities in different media ✓ Daily lunch time- encouragement to use cutlery ✓ Daily access to fine motor activities such as screws and spanner, tweezers, elastic bands. ✓ Scissor patterns ✓ Painting activities	- Confidently use a range of small tools. Show accuracy and care when drawing. - Sit correctly at a table, holding a pencil comfortably and correctly Key teaching points: ✓ Daily writing opportunities in different media ✓ Writing for various purposes ✓ Daily access to fine motor activities such as screws and spanner, tweezers, elastic bands. ✓ Scissor patterns ✓ Painting activities
Literacy	Intentions: - Engaging and listening to stories - Joining in with actions and repetitive phrases - Retell stories and enjoy rhythm and rhyme - Join in with dialogue. - Edit a made story map and orally retell new story. - Representing name and initial letter sounds. To discover a dominant hand, tripod grip, mark making, giving meaning to marks and labelling. - Writing initial sounds and simple captions. - Use initial sounds to label characters / images. - Writing Names and Labels using initial sounds. - Writing messages. - Practising correct letter formation. - Retelling stories in writing area. - Sequencing the story. - Practising correct letter formation. Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. - Spotting diagraphs in words. - Show children how to touch each finger as they say each sound. For exception words such as 'the', help children identify the sound that is tricky to spell. Key Teaching points: ✓ Song of the week, rhyme times	Intentions: - Retell a story joining in with dialogue and using sounds. - Innovate a made story map using new vocabulary. - Develop story language using knowledge of beginning, middle and end – finally, happily ever after. - Children to record their own stories through picture drawing and mark making. - Answer simple questions about books read. - Join in with dialogue, actions and begin to use change their voice to show character feelings and thoughts. - Begin to predict why something might happen with support from the teacher and during class discussion. - Begin to ask simple questions about stories and books read. - Develop their own independent story map by connecting ideas and events. To write labels and captions. - To use Simple connectives but, and, so in there speaking. - To use adverbs - luckily, unfortunately and unfortunately . - Write simple cvc, ccvc and cvcc words.	Intentions: - varying intonation and tone when taking on character roles - Talk about stories listed to or read themselves showing an understanding and using new vocabulary in context - Make basic predictions about why things might happen, making use of recently introduced vocabulary. - Create new independent story map - Retell new story map in pairs or groups with an increased knowledge of story language, connectives and adjectives for description. - Understand and use new vocabulary to retell and discuss fiction and nonfiction - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Sequence events in stories - Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. - Basic predictions and some inferences are made about character feelings - Use a range of story language, connectives, adjectives and verbs to retell stories.

	✓ Topic fiction books to include those with repeated refrains and simple structures ✓ when reading talk about key vocabulary and story sequence ✓ Model listening for initial sounds and using a sound mat to support with mark making ✓ RWI- whole class teaching then in smaller groups. Teaching and learning opportunities also provided though: • links across the curriculum • Continuous and enhanced provision in the classroom	• Guided writing to label or caption story maps. • Spell some red words in line with RWI ditty expectations. • Developing correct letter formation. Begin to say and hold a sentence – teacher model. • Guided writing of a simple sentence in a meaningful context. • Write a sentence to accompany story maps created. • Spell some red words in line with RWI red ditty expectations. • Write some letters correctly. Key Teaching points: ✓ Song of the week, rhyme times ✓ RWI- phonic group taught daily ✓ Small group tasks encouraging mark making and listening to sounds in words. ✓ Daily story time ✓ What is in the box- weekly discussions ✓ New vocabulary taught through stories or discussions. Teaching and learning opportunities also provided though: • Links across the curriculum • Continuous and enhanced provision in the classroom	• Apply taught phones and make phonetically plausible attempts at words to write 1 or 2 simple sentences • Begin to use finger spaces • Spell some red words correctly in line with RWI expectations • Innovate a familiar model writing simple sentences showing a beginning, middle and end. • Write simple sentences in a meaningful context by identifying sounds in them and representing them with letter/s using the taught graphemes • Use finger spaces and begin to understand full stops • Spell some red words correctly in line with RWI expectations • Write recognisable letters, most of which are correctly formed • Write some letters correctly Key Teaching Points: ✓ Song of the week, rhyme times ✓ RWI- phonic group taught daily ✓ Small group tasks encouraging mark making and listening to sounds in words. ✓ Daily story time ✓ What is in the box- weekly discussions ✓ New vocabulary taught through stories or discussions. ✓ Modelling of correct letter formation ✓ Green and red words added to provision for children to independently read. ✓ Props added to reading area to encourage story telling Teaching and learning opportunities also provided though: • links across the curriculum • Continuous and enhanced provision in the classroom
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Maths	- Children will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. - They will explore the composition of numbers within 5. - They will begin to compare sets of objects and use the language of comparison. - To identify when a set can be subitised and when counting is needed. Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame. - Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills. - Spot smaller numbers ‘hiding’ inside larger numbers. - Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers. - To hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number. - To develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; - understanding that anything can be counted, including actions and sounds. - To compare sets of objects by matching. - Begin to develop the language of ‘whole’ when talking about objects which have parts. - Children to recognise and name 2D- square, triangle, circle, rectangle and 3D shapes- sphere. - To make an AB pattern. - To compare length. Key teaching points:	- Children will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. - They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. - They will begin to connect quantities to numerals. - Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals. - Begin to identify missing parts for numbers within 5. - Explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame. - Focus on equal and unequal groups when comparing numbers. - Understand that two equal groups can be called a ‘double’ and connect this to finger patterns. - Sort odd and even numbers according to their ‘shape’. - Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern. - Order numbers and play track games. Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers. - Children to recognise and find 2D- square, triangle, circle, rectangle and 3D shapes- sphere and Cube. - To make an Ab and ABB pattern. - To compare length and weight. Key teaching points: ✓ Daily register count/how many in areas ✓ Pattern station ✓ Modelling of expectations ✓ Daily maths lessons ✓ Colour/matching sorting activities to reinforce learning	- Children will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. - They will secure knowledge of number facts through varied practice. - Continue to develop their counting skills, counting larger sets as well as counting actions and sounds. - Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame. - Compare quantities and numbers, including sets of objects which have different attributes. - To continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2. - Begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10. - Continue to identify when sets can be subitised and when counting is necessary. - Develop conceptual subitising skills including when using a rekenrek. - Children to recognise and name 2D- square, triangle, circle, rectangle and 3D shapes- sphere and Cube - To make AB, ABB and ABBC pattern. - To compare length, weight and capacity. Key teaching points: ✓ Daily register count/how many in areas ✓ Pattern station ✓ Daily number recite ✓ Number formation in various contexts ✓ Daily maths lessons ✓ Colour/matching sorting activities to reinforce learning ✓ Number frames for snack- how many will need it, how many more ✓ Daily what do you see/notice questions
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	✓ Play a sorting game. ✓ Play a game of bean bag toss. <i>How many times can you throw and catch the bean bag? Can you beat your score?</i> ✓ Ensure the children have access to a wide range of activities that involve constructing and deconstructing things with parts, including toys that need to be constructed, e.g. building blocks, jigsaw puzzles and pattern blocks ✓ Name quantities with number words, (e.g. "I can see 3.") ✓ Match sets to numerals ✓ Make their own arrangements that can be subitised. ✓ Set up a game of skittles ✓ <i>Who has knocked over more than [...]?</i> <i>How do we know? Who has knocked over fewer than [...]?</i> ✓ To compare length of leaves, twigs, people etc ✓ To make an AB pattern using objects found in the environment	✓ Number frames for snack- how many will need it, how many more ✓ Daily what do you see/notice questions ✓ Daily activities with numicon ✓ Throw bean bags in hoop- what do you see? ✓ Make odd and even hoops ✓ Match objects to numeral	✓ Daily activities with numicon ✓ Roll a dice- what is one more/less ✓ Match objects to numeral ✓ Shape pictures
UTW	People, Culture and communities: • Celebrations and Family customs: Birthdays, Harvest, Bonfire Night, Diwali, Christmas – talk about similarities and differences between themselves and others. • Discuss how children have different beliefs and celebrate special times in different ways and shows sensitivity towards this. • Describing their environment around them. Can they locate their home on google maps? Exploring what makes a family. The varying members of a family unit. Natural world (Science) • Similarities and differences in their environment,	People, Culture and communities: • Chinese New Year – how is it celebrated? How is it different to New Year here? Celebrating our differences. • Significant cultural events: Pancake Day Easter Mother's Day, Chinese New Year Natural world (Science) • To know that plants are living things that grow in the earth. • To understand that most plants have stems, leaves and roots and that some have flowers. • To grow plants from seeds and know plants need water to grow and stay healthy. • To observe and describe plants within their	People, Culture and communities: • Similarities and differences between life in this country and life in other county. • What grows in different environments with different climates • Celebrations and Family customs: Eid, Father's Day. Natural world (Science) • Melting ice experiments. Non fiction arctic environment and animals. Comparing the Arctic to their local environment.

	lives, people and objects. Seasonal Changes: Autumn / Winter • Know and identify the names of their own body parts. • Know and use some of the vocabulary linked to senses. Past and present: (History) • Children can talk about members of their immediate family and community. • Children talk about occupations within their community and the lives of people around them • Children discuss the roles of people they have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers. Key teaching points: ✓ History- Family portraits ✓ SMSC- People who help us -look at different job roles within the school and community ✓ SMSC- What do I want to aspire to? ✓ Geography- Map of the local area including business and homes ✓ RE- Stories and role play of different celebrations ✓ Science- senses test, label parts of the body ✓ PSED/RE – Same and different – choose two children at a time – can we think of anything that is the same about them? Anything that is different? Link to that we all have different interests and things we are good at.	local environment. • Know that different types of animals eat different food. • Describe some lifecycles such as chick and/or frog. • Know how to provide basic care to domestic animals. • To talk about how the light comes from the sun. To have an understanding that darkness is the absence of light. • To explore light sources such as torch, lamp etc and know how they work and why we would need them. • Know some of the risks linked to electricity and the sun. • Exploring light and dark. How can we see in the dark? Nocturnal animals – making sense of habitats. Which animals are nocturnal? • Know that electricity makes things work. • Know that some objects need electricity to work. • Know that some objects use batteries to make them work Past and present: (History) • Understand the past through settings, characters and events encountered in books read in class and storytelling. • Children know that we change as we grow and that the time when we were babies is in the past Key teaching points: ✓ History- looking at life cycle of humans and how we change over time ✓ Science- season comparison Autumn and Spring ✓ Science- life cycles of animals- what is the same or different? Are all life cycles the same? ✓ Science- looking at what needs electricity to light up	• Know and describe different weather conditions. • Know which types of weather are linked to different seasons. • Know the symbols used to represent common weather conditions. • Know that objects can be moved by pushing or pulling. • Know that some objects can move down a ramp without being pushed or pulled. • Know that if an object is pushed or pulled harder, it will move further. • Know that heavier objects need more push or pull to move. • Know that lighter objects need less push or pull to move. • Know what magnets are and explore and observe the behaviour of magnets on some materials in their immediate environment. Past and present: (History) • Reflect on the year that has passed. Discuss memories of the year – timeline. • Exploring the seaside now and in the past. • Understand the past through settings, characters and events encountered in books read in class and storytelling. Key teaching points: ✓ Geography- Looking at different countries around the world- similarities and differences ✓ Geography/science- looking at different climates eg Hartlepool and the Antarctic ✓ Science- melting ice and ice cream- ✓ History- what have you learnt this year ✓ RE- stories and role play for the different festivals
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EAD	Intentions: Creating with materials: • To explore colour Mixing. • Creating representations of self and others using both transient art and different media. • Choosing and using colours appropriately for the task at hand. • Combining Materials to create a planned design. • Adapting work where necessary. Using simple tools effectively. Exploring a range of construction materials. • Singing a range of songs and perform a range of actions. • Explore the sounds of different instruments and exploring body movements. • Exploring a range of movements to music. Tap out simple repeated rhythms. Being imaginative: • Listens and joins in with new songs. Move to music in different ways. • Creates representations of both imaginary and real-life ideas, events, people and objects. Key teaching points: ✓ ART - Self portraits ✓ Art -Use of the continuous provision and how to use the paint and workshop areas. ✓ Art- Autumn pictures.	Intentions: Creating with materials: • Creating different textures. Exploring pattern and colour. • Combining different media to create desired effect. • To be able to give reasons for the choices that they have made. • Adapting work where necessary. • Using simple tools safely and effectively. Joining materials using a range of equipment. • To be able to create simple repeated rhythms using instruments. • Adapting body movements to music tempo. • To express feelings and understandings through dance and drama. Being imaginative: • Expresses likes, dislikes and feelings in response to music and songs. • Plays cooperatively as part of a group to act out narratives and imaginary ideas. • Creates representations of both imaginary and real-life ideas, events, people and objects. Key teaching points: ✓ DT- Chinese New Year – lanterns ✓ Art- Spring pictures, Flower artwork.	Intentions: Creating with materials: • Combining media to create different effects. • To talk about, evaluate and adapt work where necessary. • Share creations and explain the process they have used. • Develop their own ideas through experimentation with diverse materials. • To Construct with a purpose in mind. • Able to Adapt and problem solve during a construction activity. • Design props for role play. • Be able to create their own simple compositions and perform songs, rhymes, poems and stories. Being imaginative: • Perform to others and watch others perform, making comments and expressing their feelings. • Perform songs, rhymes and poems with others. • Try to move in time with music. • Develop storylines in pretend play. Key teaching points: ✓ Art-Summer pictures, Marine life pictures. ✓ DT- Paper plate jellyfish and arctic animals. ✓ DT - Making passports.

	✓ Art -Linking colours to festivals. Firework pictures, Christmas decorations, Christmas cards, Divas ✓ Art- Mixing colours and exploring textures, Jackson Pollock ✓ Music- Listen to music and make their own dances in response. ✓ Music- Singing songs and learning some familiar songs – Harvest songs. ✓ DT- Rocket models. ✓ Role Play- House, Bakery, Hospital, Vets, Santa's Grotto, Santa's Workshop, Nativity Teaching and learning opportunities also provided though: • links across the curriculum • Continuous and enhanced provision in the classroom	✓ Role Play – Garden Centre Teaching and learning opportunities also provided though: • links across the curriculum • Continuous and enhanced provision in the classroom	✓ Role Play- Travel Agents, Airport, Transport – bus/train etc, Cafes Teaching and learning opportunities also provided though: • links across the curriculum • Continuous and enhanced provision in the classroom
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	Maths	science	PSED	Geography	History	Music	Art/DT	RE	General
Autumn term	Subertise How many Fewer than More than What do you see? Count Altogether Part Whole Shape Side pattern	Head, neck, face, arms, legs, hands, feet, knee, fingers, toes, eyes, nose, mouth, chin Baby Growth Child Adult Elderly Boy Girl Female Male Same Different Season Autumn Change Wild animal Dog- puppy Cat- kitten Fox- cub	Family Mum Dad Brother Sister Grandparents Carer Feelings- Happy/Sad love Birthday Police Fireman Hairdresser Doctor Nurse Coastguard	Home Town Hartlepool Street Place Map Position Rain Snow Sun Fog Cloud Ice Frost wind	Now Then Past Change Grow Long time ago Last week Bonfire night Guy Fawkes Christmas Role occupation	Nursery rhymes Beat Rhythm Tap music dance imitate	Portrait Drawing Cutting Sticking Picture First hand Marks design	Celebration Belonging Community Celebration Religion Christmas Christianity Festival Light Jewish	Shaking, hitting, looking, feeling, tasting, pulling, turning and poking
Spring term	Odd Even Equal Unequal Sphere Cube Compare One less One more Add Plus	Daylight/ llight Day/ Night Darkness/ Dark Winter Change Season Spring New life Life cycle Seed	Healthy unhealthy Choices Friendship Excitement Angry Upset Happy Sad Anxiety	Local area Places Park Shops Churches buildings	Now Then Same Different Past Change Develop	Song Rhythm tempo dance	Texture Pattern Combine Equipment	Celebration Chinese new year culture	

	Altogether Take away/minus Part Group Length Weight Heavy/light Long/short Tall/short Big/bigger/biggest	Growth Plant Stem Leaves/leaf root Frogspawn, tadpole, froglet, frog	Sharing Kindness Respect Calmness Stickability Tolerance						
Summer Term	Hour Minutes Today Tomorrow First Next Later Full/empty Half/half full Capacity More less	Respect Care Similarities Differences	Goals Aspirations aspire Growth Religion Respect Calmness Stickability Tolerance	Environment climate Countries Compare Land Sea Ocean World Jungle beach	Now Then timeline	Clap Rhythm Composition	Effect Design Combine Construct media	Religion Belonging Same different celebrations	Journey Transport

