

CYCLE B**What do we do in the EYFS?**

Below is an overview of what we plan to cover with the Early Years Children over the year. All of our Early Years children (Nursery and Reception) will be developing skills through the same topics but the activities will be delivered at a level appropriate to their age and stage of development. We run a two-year cycle of planning so that children that go on into our Reception classroom are covering different topics. We plan all our activities around the seven areas of learning; these are split into three prime areas and four specific areas.

The Three **PRIME** areas are:

- Communication & Language
- Physical Development
- Personal, social and Emotional Development

These areas underpin the following specific areas.

The Four **SPECIFIC** areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts & Design

Through exciting topics, we ensure coverage of the above specific areas.

Our children also initiate their own learning through free choice activities, and we do try to follow the children's interests, therefore our planning is flexible and subject to change.

All children develop and learn at different rates; therefore, many of the objectives are on-going as children need to practise these in a wide range of activities in order to consolidate their learning.

Within our topics we do mini topics in order to embrace important celebrations throughout the year such as Chinese New Year, Diwali, Remembrance Day, Harvest and other special celebrations.

| | | Autumn | | Spring | | Summer | |
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| Cycle B Topics | | People Who Help Us | Christmas | Fantasy | Easter | Transport & Travel | Travel & Travel |
| Special Celebrations | | Halloween Harvest Remembrance Day | Bonfire Night Christmas Children in Need Concert/Nativity Pantomime Visit Us | Farm Trip Chinese New Year Valentine's Day | World Book Day Sport Relief Pancake Tuesday Mother's Day Easter | St. George's Day | Father's Day Sports Day |
| Activities | | <p>Settling into Reception Promoting independent learning Friendships & Family Discussing feelings Exploring our feelings Discuss how we can care for others Discuss people who are special to us Sharing resources and taking turns</p> | | <p>Use reception equipment independently. Discuss how we show love, respect & care for others. Stranger Danger Discuss different feelings we experience Discuss how we can help others & friendship Look at charities and how we can raise money for Red Nose Day Develop hygiene and self-help skills Discuss Mother's Day</p> | | <p>Belonging to a family and special groups. Feelings and friendships Understanding right and wrong & sharing Discuss how to care for animals/minibeasts Sun safety awareness Develop confidence talking/singing Exploring different feelings Develop hygiene and self-help skills Transition activities</p> | |
| Personal Social & Emotional | Children at 3 & 4 will be learning to: | <ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. | | | | | |
| | Children in Reception will be learning to: | <ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. | | | | | |
| | Reception Early Learning Goals | <p>Self-Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> 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 <u>hygiene</u> and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices <p>Building Relationships</p> <ul style="list-style-type: none"> 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' | | | | | |
| R.E Topics | | Harvest | Diwali Christmas Story | Special People & Places Baptism & Weddings | The Easter story | The bible and Stories about Jesus | Raksha and Bandhan Transition |

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| | <p style="text-align: center;">Coach delivers a 'Functional Development' session once a week across the year which includes: Apparatus, Gymnastics, Athletics, Ball games/skills and other Physical activities/games. Forest School takes place weekly across the year. Outdoor play is accessible all year through. Mark Making opportunities always available</p> | | | |
| Physical Development | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="68 394 621 1367" style="width: 33%; vertical-align: top;"> <p>Activities</p> <p style="text-align: center;">Name Writing / letter formation / word writing / caption and sentence writing.</p> </td> <td data-bbox="621 394 1110 1367" style="width: 33%; vertical-align: top;"> <p style="text-align: center;">Name Writing / letter formation / word writing / caption and sentence writing</p> </td> <td data-bbox="1110 394 1594 1367" style="width: 33%; vertical-align: top;"> <p style="text-align: center;">Name Writing / letter formation / word writing / caption and sentence writing</p> </td> </tr> </table> <p>Children at 3 & 4 will be learning to:</p> <ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity <p>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. 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 spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene. | <p>Activities</p> <p style="text-align: center;">Name Writing / letter formation / word writing / caption and sentence writing.</p> | <p style="text-align: center;">Name Writing / letter formation / word writing / caption and sentence writing</p> | <p style="text-align: center;">Name Writing / letter formation / word writing / caption and sentence writing</p> |
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| | <p>Reception Early Learning Goals</p> <p>Gross Motor</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing. | | | |
| | <p style="text-align: center;">We use Read, Write Inc. to develop an awareness of sounds / phonics. This develops the awareness of letter sounds, formation and other Literacy skills.</p> | | | |

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| | <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Communication & Language</p> | <p>Children at 3 & 4 will be learning to:</p> <ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. • Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh – multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’. • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” | | |
| | <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Communication & Language</p> | <p>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Use new vocabulary in different contexts. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | | |
| | <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Reception Early Learning Goals</p> | <p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><u>Speaking</u></p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • 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);">Literacy</p> | <p>Books/Stories</p> | <p><u>Pie Corbett Stories</u> The Very Hungry Caterpillar / The Mixed-Up Chameleon</p> <p>T’was the Night Before Christmas The Christmas Story</p> <p><u>Other Story Books</u> Autumn/Halloween/Winter stories and poems Bonfire Safety Story Christmas stories.</p> | <p><u>Pie Corbett Stories</u> Shhh!</p> <p><u>Other Story Books</u> Eric Carle Book Chinese New Year stories Spring/ Easter stories and poems Farm stories Non Fiction books about: celebrations /babies/ceremonies/ animals / life cycles/Spring The Easter Story.</p> | <p><u>Pie Corbett Stories</u> Mr. Gumpy’s Outing</p> <p><u>Other Story Books</u> Bad Tempered Ladybird by Eric Carle</p> <p>Non Fiction books about: plants/Summer/Minibeasts</p> |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Children at 3 & 4 will be learning to:</p> | <ul style="list-style-type: none"> Understand the five key concepts about print: <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial so Engage in extended conversations about stories, learning new vocabulary. and, such as money and mother Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. <p>Write some letters accurately.</p> <p style="text-align: center;">* Children will get their own reading books to take home weekly after October Half term.</p> | | |
| | <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Children in Reception will be learning to:</p> | <ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sound Read a few common exception words matched to the school’s phonic programme.s for them. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. | |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Reception Early Learning Goals</p> | | <p>Comprehension</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Word Reading</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others. | |
| | <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mathematics</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Activities & Stories</p> | <p style="text-align: center;">We will follow 'White Rose Reception Math's Scheme' (using some of their recommended books)</p> <p style="text-align: center;"><u>Mathematics</u> Number rhymes Number recognition Number ordering 2D shapes Measures 'size' Counting Practical addition and subtraction Comparing quantities Comparing children's heights/shoe sizes Investigate time and experiment with weight Explore advent (calendars and wreaths)</p> | <p style="text-align: center;">We will follow 'White Rose Reception Math's Scheme' (using some of their recommended books)</p> <p style="text-align: center;"><u>Mathematics</u> Number recognition and ordering 2D & 3D shapes in the environment Counting & place value Positional language Practical addition & subtraction Measures: length, height, weight & capacity Time/days of week Colour & patterns Representing numbers/information in Graphs</p> |

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| <p>Children at 3 & 4 will be learning to:</p> | <ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones - an arch, a bigger triangle etc. • Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' | | | |
| <p>Children in Reception will be learning to:</p> | <ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–10. • Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity | | | |
| <p>Reception Early Learning Goals</p> | <p>Number</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system; • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | | | |
| <p>Understanding the World Activities</p> | <table border="0"> <tr> <td data-bbox="149 1522 620 1881"> <p>My body & senses Past & present /Investigating Indoor /Outdoor Environment People Who Help US - Lollipop Person, School Staff, Police, Doctor, Fire Brigade, Vets My family Places I like Explore Christmas traditions Look at changes in Autumn & Winter Discuss Harvest & make fruit crumble. Use interactive whiteboard/IPad/simple ICT equipment</p> </td> <td data-bbox="620 1522 1107 1881"> <p>Look at traditions/celebrations of different countries & taste foods Explore Easter traditions Look at changes in Spring Observation of chicks/ lifecycle Visit to a farm / Animal babies Look at features of a castle / Compare real and imaginary worlds and create our own. /Design and develop our own rocket and space suits/ Use remote control toys/mouse/interactive whiteboard/IPad</p> </td> <td data-bbox="1107 1522 1594 1881"> <p>Explore English traditions & beliefs Look at changes in Summer. Investigate African / Australian Countries/cultures and beliefs Look at and compare hot and cold countries and the animals that live in them. Look at changes in Summer / Find out facts about sea creatures. Discuss litter /plastic in the sea. Investigate the properties of objects. Investigate travel & different types of holidays. Minibeast hunt Investigate Minibeast habitats Use digital cameras/beebots/remote control bugs</p> </td> </tr> </table> | <p>My body & senses Past & present /Investigating Indoor /Outdoor Environment People Who Help US - Lollipop Person, School Staff, Police, Doctor, Fire Brigade, Vets My family Places I like Explore Christmas traditions Look at changes in Autumn & Winter Discuss Harvest & make fruit crumble. Use interactive whiteboard/IPad/simple ICT equipment</p> | <p>Look at traditions/celebrations of different countries & taste foods Explore Easter traditions Look at changes in Spring Observation of chicks/ lifecycle Visit to a farm / Animal babies Look at features of a castle / Compare real and imaginary worlds and create our own. /Design and develop our own rocket and space suits/ Use remote control toys/mouse/interactive whiteboard/IPad</p> | <p>Explore English traditions & beliefs Look at changes in Summer. Investigate African / Australian Countries/cultures and beliefs Look at and compare hot and cold countries and the animals that live in them. Look at changes in Summer / Find out facts about sea creatures. Discuss litter /plastic in the sea. Investigate the properties of objects. Investigate travel & different types of holidays. Minibeast hunt Investigate Minibeast habitats Use digital cameras/beebots/remote control bugs</p> |
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| | <p>Children at 3 & 4 will be learning to:</p> <ul style="list-style-type: none"> • Use all their senses in hands on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> | | | |
| | <p>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. <p>Understand the effect of changing seasons on the natural world around them.</p> | | | |
| | <p>Reception Early Learning Goals</p> <p><u>Past & Present</u></p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p><u>People, Culture & Communities</u></p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate – maps. <p><u>The Natural World</u></p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | | | |
| <p>Expressive Arts and Design</p> | <p>Activities</p> <table border="1"> <tr> <td data-bbox="68 1423 623 1885"> <p>Painting (colour mixing) & collage Make apple sponge Apple/vegetable printing/collage Make a collage of lollipop person/ police/ Make zebra crossings with chalk Make police car / fire engine models Halloween / poppy art Autumn collages/leaf printing/rubbings Hand/foot prints Finger painting Singing Nursery rhymes & playing musical instruments Christmas crafts, cards and calendars Singing Christmas songs /Christmas concert Role play: Birthday party Spooky House/Santa's grotto</p> </td> <td data-bbox="623 1423 1110 1885"> <p>Paint favourite fairy tale character Design and Make potions and magic wands Junk model Castles & towers Design ballgown / suit invitations and cards Design and make aliens Make dinosaur fossil using clay / play dough Make decorations for various celebrations. Make valentines cards & crafts Animal/Spring paintings & collage Mother's Day cards/gifts Easter crafts Sing Nursery rhymes/Spring/Easter songs & play musical instruments Role play: Castle / space / farm</p> </td> <td data-bbox="1110 1423 1594 1885"> <p>Make Clay/playdough fruits/minibeasts Design and make boomerangs and didgeridoos Investigate Aboriginal Art Draw and paint African animals and exotic fruits Create sea creatures with moveable parts Make fish pictures / Make pirate ships / hats / patches Create Van Gough sunflower pictures/collage Experiment with colour mixing Minibeast pictures/paintings/collage/masks Acting out stories using masks and props Minibeast songs Musical instruments Role Play: Camping / travel agents</p> </td> </tr> </table> | <p>Painting (colour mixing) & collage Make apple sponge Apple/vegetable printing/collage Make a collage of lollipop person/ police/ Make zebra crossings with chalk Make police car / fire engine models Halloween / poppy art Autumn collages/leaf printing/rubbings Hand/foot prints Finger painting Singing Nursery rhymes & playing musical instruments Christmas crafts, cards and calendars Singing Christmas songs /Christmas concert Role play: Birthday party Spooky House/Santa's grotto</p> | <p>Paint favourite fairy tale character Design and Make potions and magic wands Junk model Castles & towers Design ballgown / suit invitations and cards Design and make aliens Make dinosaur fossil using clay / play dough Make decorations for various celebrations. Make valentines cards & crafts Animal/Spring paintings & collage Mother's Day cards/gifts Easter crafts Sing Nursery rhymes/Spring/Easter songs & play musical instruments Role play: Castle / space / farm</p> | <p>Make Clay/playdough fruits/minibeasts Design and make boomerangs and didgeridoos Investigate Aboriginal Art Draw and paint African animals and exotic fruits Create sea creatures with moveable parts Make fish pictures / Make pirate ships / hats / patches Create Van Gough sunflower pictures/collage Experiment with colour mixing Minibeast pictures/paintings/collage/masks Acting out stories using masks and props Minibeast songs Musical instruments Role Play: Camping / travel agents</p> |
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CYCLE B

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| Children at 3 & 4 will be learning to: | <ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour mixing. • Show different emotions in their drawings – happiness, sadness, fear etc. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. |
| Children in Reception will be learning to: | <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. <p>Explore and engage in music making and dance, performing solo or in groups.</p> |
| Reception Early Learning Goals | <p><u>Creating with Materials</u></p> <ul style="list-style-type: none"> • 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. <p><u>Being Imaginative & Expressive</u></p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher; • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. |