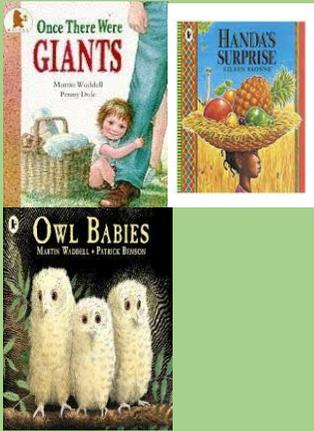
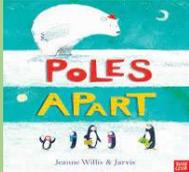
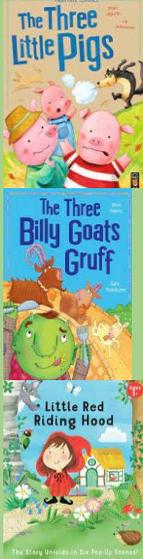
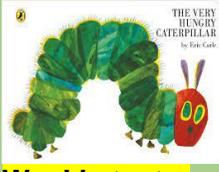
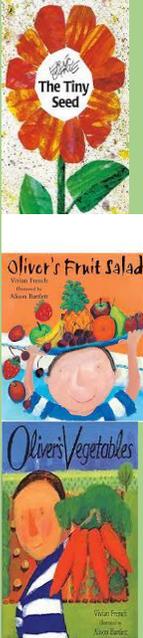
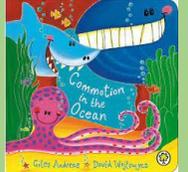
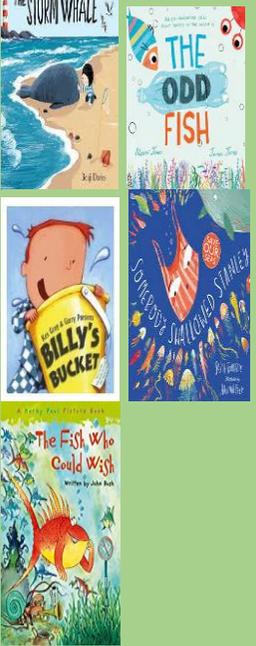
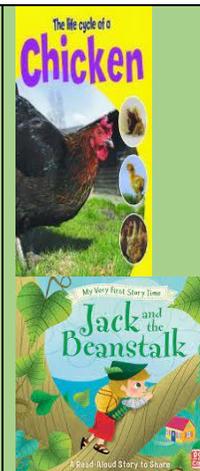


Reception Curriculum Overview: 2023 - 2024

| Area of Learning | Autumn Term | | Spring Term | | Summer Term | |
|---|--|--|--|--|--|--|
| | 1 st half | 2 nd half | 1 st half | 2 nd half | 1 st half | 2 nd half |
| Theme | The World around Me | Winter Wonderland | Fantastic Tales | All things that grow | Superheroes | Under the Sea |
| Focus books and weekly texts including Non-fiction. (Flexible as per children's interests) | <p>Focus Book for the Half term:</p>  <p>Weekly texts:</p>  | <p>Focus Book for the Half term:</p>  <p>Weekly texts:</p>  | <p>Focus Book for the Half term:</p>  <p>Weekly texts:</p>  | <p>Focus Book for the Half term:</p>  <p>Weekly texts:</p>  | <p>Focus Book for the Half term:</p>  <p>Weekly texts:</p>  | <p>Focus Book for the Half term:</p>  <p>Weekly texts:</p>  |



Communication and Language

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling, and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Listening, Attention and Understanding Speaking (Including Oracy)

Children are exposed to lots of books -fiction, non-fiction, poetry and books from different parts of the world. Comprehension and speaking skills will be developed and enhanced through reading, storytelling, story maps, and quality interactions within the provision. Children will also be given

- Greeting people and making friends.
- Talking about our likes and dislikes.
- Developing good listening skills especially during carpet and small group sessions.
- Listening to and retelling a story.
- Naming everyday objects at school.
- Singing familiar

- Listening to and retelling a story.
- Learn the names of everyday objects at school.
- Be able to speak in full sentences, moving away from single word answers.
- Developing an understanding of question words, such as ‘how’ and ‘why’.

- Listening to a story and recalling key events and information. For example: Where the story is set, who are the main characters?
- Be able to speak in full sentences, moving away from single word answers.
- Understands ‘who’, ‘where’

- Be able to speak in full sentences, using some present and past tenses.
- Understands ‘who’, ‘where’ and ‘what’ questions.
- Be able to follow instructions involving several ideas.
- Use new vocabulary more

- Be able to speak in full sentences, using the present and past tense most of the time.
- Understand and respond appropriately to ‘who’, ‘where’ and ‘what’ questions.
- Be able to follow instructions involving several ideas.

- Be able to speak in full sentences, using the present and past tense accurately.
- Develop own narratives and use language to connect ideas.
- Be able to follow instructions involving several ideas.
- Use STEM sentences when

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| <p>homework involving story narration.</p> | <p>rhymes.</p> <ul style="list-style-type: none"> • Learning about non-fiction books and their features. • Following 2-part instructions confidently and beginning to follow multiple instructions. • Learn to answer 'why' questions more confidently. • Responding in full sentences and begin to use STEM sentences. • Learn rules for talk/discussion with partners. | <ul style="list-style-type: none"> • Use STEM sentences when answering questions. • Talk to partners following the rules for talk/discussion. • Begin to retell stories using story maps. • Listening with focus and concentration and answering relevant questions during discussions. | <p>and 'what' questions.</p> <ul style="list-style-type: none"> • Use STEM sentences when answering questions. • Talk to partners following the rules for talk/discussion. • Develop confidence in narrating stories using story maps. • Ask questions to find out more and to check they understand what has been said to them. • Drawing information from Non-fiction texts | <p>frequently.</p> <ul style="list-style-type: none"> • Use STEM sentences when answering questions. • Talk to partners following the rules for talk/discussion. • Build confidence in narrating stories through story maps. • Ask questions to find out more and to check they understand what has been said to them. • Learning and reciting poems and songs for Mother's Day. | <ul style="list-style-type: none"> • Use STEM sentences when answering questions. • Talk to partners following the rules for talk/discussion. • Show more focus during carpet and group sessions, ask questions to clarify doubts and understand what good listening means. • Drawing comparisons between fiction and non-fiction texts. | <p>answering questions.</p> <ul style="list-style-type: none"> • Talk to partners following the rules for talk/discussion. • Have back and forth conversations with peers and adults. • Make their own story maps and begin to innovate familiar stories. |
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| <p>Personal, Social and Emotional Development</p> | <p><i>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later</i></p> |
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life.

**Building Relations
Managing feelings
Regulating
Behaviour**

(Taught through class rules, circle time, continuous and enhanced provision, small group activities and quality interactions with adults)

- Class Charter linked to Rights Respecting.
- To settle down and familiarise with the Indoor and Outdoor environment.
- Begin to show independence in accessing resources.
- Learning how to share toys and take turns.
- Show confidence in looking after Personal needs. Learn about class rules.

- Develop the confidence to access a range of resources in the environment independently.
- Learn how to share a range of resources and take turns fairly.
- Learn how to express their wants and needs.
- Begin to regulate behaviour and act in accordance with class rules.

- Begin to take pride in the things they can do.
- Increasingly share and take turns with peers.
- Increasingly extend play ideas and keep play going for longer.
- Develop confidence in talking about healthy and unhealthy foods.

- Talk about their feelings and be able to control their behaviour.
- Be sensitive towards the feelings of others and show care and concern.
- Show confidence in resolving conflict independently.
- Make healthy food choices and look after their personal needs.

- Show respect for peers and adults at school and display an attitude of care and concern.
- Talk confidently in front of an audience.
- Talk about oneself in positive terms.
- Know the difference between right and wrong behaviour and make suitable behaviour choices most of the time.

- Independently resolve conflict and keep play going.
- Have the confidence to talk to unfamiliar adults in the setting.
- Talk about what they can do to be like Sensible Squirrel, Tough Tortoise, Team Ant and Wise Owl.
- Take on challenging tasks and complete them independently.

**Jigsaw- PSHRE Scheme
(Taught through weekly circle time activities.)**

Being me in the World
To understand about feelings and emotions

Celebrating Difference
To know what being unique means and how its ok to be different.

Dreams and Goals
To know what challenge means and how to set goals. To know about different occupations and know what they would like to be when they grow up.

Healthy me
To understand their bodies and how to keep it healthy. To know about stranger danger.

Relationships
To learn about family and friendships.

Changing me
To learn about how they have changed since they were babies. To be able to talk about feelings and worries.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Gross Motor Fine Motor

Children are provided lots of opportunities to develop fine and gross motor skills both indoors and outdoors through the continuous and enhanced provision.

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| <ul style="list-style-type: none"> • Practising getting dressed independently. • Feeding themselves using cutlery independently. • Developing fine motor skills and learning how to hold a pencil correctly. • Use scissors to make snips in paper more confidently. • Confidently using the toilet and managing personal needs. • Moving in a variety of ways. | <ul style="list-style-type: none"> • Practising getting dressed independently. • Developing fine motor skills, including how to hold a pencil correctly and form letters accurately. • Begin to demonstrate strength, balance and coordination when playing. • Beginning to negotiate space safely. | <ul style="list-style-type: none"> • Developing fine motor skills, including how to hold a pencil correctly and form letters accurately. • Understand that healthy eating, exercise and sleep contribute towards good health. • Using scissors and other small tools more confidently. | <ul style="list-style-type: none"> • Form recognisable letters using correct letter formation. • Be able to talk about healthy and unhealthy food choices. • Develop confidence in moving energetically such as running, jumping etc. | <ul style="list-style-type: none"> • Form recognisable letters using correct letter formation. • Be able to talk about the importance of exercise and the effect that it has on our bodies. • Develop confidence in negotiating space and obstacles safely. | <ul style="list-style-type: none"> • Form recognisable letters using correct letter formation and a tripod grip. • Be able to talk about the importance of exercise and a good diet. • Begin to show accuracy and care when drawing. • Moving energetically such as running, jumping etc. • Negotiating space and obstacles more confidently and showing care for others' safety. |
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| <p>PE</p> | <p>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. 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. • 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. • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes</p> | | | | | |
| <p><i>Supporting Physical Development via Leap into action lessons plans</i></p> | <ul style="list-style-type: none"> • To walk and run using a variety of lengths and stride. • To begin to estimate the number of travelling steps (hop, gallop, slide) needed to reach a destination. | <ul style="list-style-type: none"> • To investigate different ways of moving isolated body parts and linking these together. • To travel using isolated body parts- back, stomach, bottom, feet. • To anticipate the appropriate action needed to receive a variety of equipment. To trap a ball with hands and feet. • To develop a take off action for a variety of jumps. • To develop correct landing technique. • To develop lunge technique, bend knees, upright body to front, side and back. • To move to a | <ul style="list-style-type: none"> • To link together symmetrical body shapes and movements. • To link together asymmetrical body shapes and movements. • To balance and catch own ball. • To throw up and catch own equipment. • To concentrate on trapping and pulling the object in. • To jump from one foot to two feet, one foot to one foot, leading with either leg. • To direct body weight to support a push or pull action. | <ul style="list-style-type: none"> • To show different levels of movement of whole body and isolated body parts. • To show different levels in travelling moves. • To release a ball or object towards a set direction or distance. • To develop a push and pull using a variety of body parts. • To rise up from a squat. • To run or travel from a squat. • To leap sideways and to join these moves to form continuity of movement. • To hop on alternate legs. | <p>Non-Stop Action with specialist PE coach throughout the half term.</p> | <ul style="list-style-type: none"> • To move slowly showing strength and tension in muscles. • To move with speed. • To show agility. • To visually track a ball (and trap it with hands) prepare to catch. • To bend and stretch in a weight-bearing manner. • To rotate and twist the body to create shapes and movement. • To use a variety of techniques with accuracy when moving body and objects. • To keep to a beat, move to a beat, then stop |

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| | | variety of tempos aesthetically, with music. | | | | and change the movement, whilst keeping the beat. |
| Literacy | <p><i>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</i></p> | | | | | |
| <p>Comprehension Word Reading Writing</p> <p>Themes: The World Around Me Winter Wonderland Fantastic tales All things that Grow. Superheroes Under the Sea (Texts maybe adapted as per children's interests)</p> <p>Children are exposed to lots of books, both fiction and non-fiction as well as books from different cultures. Children are also exposed to rhymes and poems and provided opportunities to make story maps, retell stories, engage in hot seating and drama. The continuous and enhanced provision provides numerous writing opportunities every day.</p> | <ul style="list-style-type: none"> Introducing Phase 2 phonemes - (s,a,t,p,i,n,m,d,g,o,c, k ck,e,u,r,h,b,ff,ll,ss) Recognising and writing 'tricky words': (is, it, the) Hearing initial sounds in words. Oral blending words with phase 2 phonemes.eg. tap, cap, dog Finding letters on the grapheme mat. Labelling pictures with initial/multiple sounds. Sequencing pictures. Begin to identify characters and settings in a story. Learn about fiction and non-fiction texts. (Making a | <ul style="list-style-type: none"> Working towards recognising and writing Phase 2 phonemes: (j, v, w, x, z, qu, ch, sh, th, ng, nk) Hearing multiple sounds in words. Writing CVC words (such as shop, chop, ring, think). Begin to write simple sentences. Recognising and writing 'tricky words': (put, pull, as, has, his, her, into, go, to, me, she, push) Gain more confidence in identifying characters in stories and begin to understand beginning, middle and end in a story. | <ul style="list-style-type: none"> Working towards recognising and writing Phase 3 phonemes: (ai, er, oa, short and long oo, oi, ear, ur, ow, ee, air) Hearing multiple sounds in words. Writing simple sentences using newly learnt words. Learning longer words and using them in sentences. Recognising and writing 'tricky words': (sure, pure) Confidently talk about story characters, settings and beginning, middle and end of stories. | <ul style="list-style-type: none"> Recapping Phase 3 phonemes and tricky words. Hearing multiple sounds in words. Writing sentences using newly learnt words. Read books in line with their phonic knowledge with increased fluency and answer relevant questions. Use new vocabulary more often. Begin writing character descriptions, Recounts and making comparisons. Draw | <ul style="list-style-type: none"> Working towards recognising and writing Phase 4 CVCC, CCVCC CCCVCC words Recognising and writing 'tricky words' said, have, here, were) Hearing multiple sounds in words, including consonant clusters. Writing extended Sentences using newly learnt words. Writing character descriptions and making comparisons. Read books in line with their phonic knowledge with increased fluency and answer relevant | <ul style="list-style-type: none"> Talk about the features of and differences between fiction and non-fiction books. Recognising and writing Phase 3 and Phase 4 words. Write recounts more confidently using time connectives. Express ideas using newly learnt vocabulary. To use their imagination to write more independent sentences using conjunctions. Read books in line with their phonic knowledge with increased |

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| <p>Phonics & Reading Practise We use Little Wandle letters and sounds revised as our Phonics Scheme. There are 2 reading practise sessions each week involving Decoding, Prosody and Comprehension. Children read books in line with their Phonic knowledge.</p> | <p>class book)</p> <ul style="list-style-type: none"> • Begin to make predictions and use stem sentences to answer questions. • Sing familiar rhymes. • Learn poems from Poetry basket. | <ul style="list-style-type: none"> • Read books in line with their phonic knowledge and begin to answer relevant questions. • Use a range of ways to narrate story e.g. story maps, talk for writing etc. • Begin to read with expression. • Begin to identify features of non-fiction texts. • Talk about different characters in a story and begin to compare characters. • Learn poems from Poetry basket. | <ul style="list-style-type: none"> • Use a range of ways to narrate story e.g. story maps, talk for writing etc. • Read books in line with their phonic knowledge and answer relevant questions. • Describe characters in a story and begin to write comparisons. • Write wanted posters. • Learn poems from Poetry basket. | <p>information from non-fiction texts and talk about it.</p> <ul style="list-style-type: none"> • Label and caption pictures from non-fiction texts. • Use a range of ways to narrate story e.g. story maps, talk for writing etc. • Make predictions in stories more confidently. • Begin to write instructions. • Learn to write an Acrostic poem. • Learn a poem for Mother's Day. • Learn poems from Poetry basket. | <p>questions.</p> <ul style="list-style-type: none"> • to write recounts using time connectives. • Draw information from non-fiction texts and talk about it. • Label and caption pictures from non-fiction texts. • Learn poems from Poetry basket. • use story maps to narrate stories with increased confidence. | <p>fluency and answer relevant questions.</p> <ul style="list-style-type: none"> • to read with expression displaying increased confidence. • Begin to use capital letters and full stops and break the flow of sentences with finger spaces. • Recite poems from Poetry basket and attempt their own poem. • Make their own story maps and begin to innovate familiar stories. |
| <p>Mathematics</p> | <p><i>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</i></p> | | | | | |

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| <p>Number</p> <p>Numerical Patterns</p> <p>We follow White Rose Maths as the main scheme to teach Maths along with Mastering Number (NCETM) as daily 10-15 minute sessions focussing on developing key knowledge and understanding.</p> <p>Children are provided lots of opportunities to develop their understanding of concepts through practical Maths sessions and quality resources within the provision.</p> | <ul style="list-style-type: none"> • Match and sort amounts • Compare amounts. • Compare size, mass and capacity. • Representing numbers 1, 2, 3 • Composition of numbers 1, 2, 3. • Subitising regular and irregular patterns of numbers to 5 | <ul style="list-style-type: none"> • Exploring circles and triangles • Positional language • Exploring pattern • Representing numbers to 5 • Exploring shapes with 4 sides • Number composition to 5. • Subitising regular and irregular patterns of numbers to 5 | <ul style="list-style-type: none"> • Introducing number 0 • Comparing numbers to 5 • Composition of numbers to 5 • Making pairs • Combining groups • Length and height • Subitising regular and irregular patterns of numbers to 5 | <ul style="list-style-type: none"> • Sharing and grouping • Comparing numbers to 10 • Number bonds to 10 • 3d shapes and patterns • Learning about odd and even numbers. • Doubling single digit numbers. • Subitising regular and irregular patterns of numbers to 5 | <ul style="list-style-type: none"> • Building numbers beyond 10 • Counting patterns beyond 10 • Spatial reasoning • Matching, rotating and manipulating shapes. • Adding more • Subitising regular and irregular patterns of numbers to 5 | <ul style="list-style-type: none"> • Subtraction facts of 5. • Sharing and grouping • Deepening understanding of pattern and shape • Odd and even numbers to 10. • Doubling single digit numbers. • Subitising regular and irregular patterns of numbers to 5 |
| <p>Understanding the World</p> | <p><i>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</i></p> | | | | | |
| <p>People, Cultures and Communities</p> <p>The Natural World</p> <p>Past and Present</p> | <ul style="list-style-type: none"> • Identifying and talking about familiar people (friends and families). • Using pictures to describe the past. E.g. their baby | <ul style="list-style-type: none"> • Compare pictures from past with the present. (Old and new toys) • Being able to describe some features of their | <ul style="list-style-type: none"> • Comparing and contrasting homes in the past and present. • Learn about festivals across | <ul style="list-style-type: none"> • Seasons- Spring. Talk about seasonal changes. • Learn about lifecycle of a plant and chicks. | <ul style="list-style-type: none"> • Learning about People who help us. (Florence Nightingale) • Recount and share what they did over the Easter holiday. | <ul style="list-style-type: none"> • Comparing water transport from the past with the present. • Making observations and drawings of animals and |

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| <p>Children learn about the past through their own personal history of growing up and the changes they've been through. They learn about celebrations and festivals within their own communities and around the world. They learn about their immediate environment and their surroundings and get a sense of seasons and contrasting environments. All this is done through walks around the local area, visits to the library, supermarket, fire station etc. They learn about plants and animals, states of matter, seasonal changes and the world by making observations, investigating, testing ideas and exploring and understanding maps.</p> | <p>pictures. Look at how they have changed since they were born.</p> <ul style="list-style-type: none"> • Black History Month- talking about Africa. • Talking about birthdays and other celebrations within their communities. • Talking about where they live and describe their local area. Discuss what they observe on their way to school. • Talking about healthy eating and how it impacts our bodies. Sorting healthy and unhealthy food. Learning about body parts. • Learning about seasons. Going for an Autumn walk to the park to gather leaves and conkers. | <p>environment. Talking about the local area. Look at google maps to see where they live. Making a map of the classroom.</p> <ul style="list-style-type: none"> • Learn about different festivals and discussing different religions. Also discussing countries, they are celebrated in. (Diwali, Remembrance Day, Harvest festival, Hanukkah and Christmas) • Drawing comparisons between Diwali and Christmas. Looking on the world map/globe to find countries where these festivals are celebrated. • Learn about an unfamiliar environment (Polar regions) and Polar animals. Looking at the globe to find out the North and South Poles. Learn about Polar animals. (Fiction and Non-fiction | <p>different cultures and countries e.g. Chinese New Year.</p> <ul style="list-style-type: none"> • Learn about China and compare it to the U.K. • Learning about a range of natural materials and linking to the story of Gingerbread man. • Drawing information from a map. Making their own maps. • Walking to the local library and talking about what they see. | <p>Draw comparisons.</p> <ul style="list-style-type: none"> • Learn how to grow a plant. Make observations. • Learn about festivals and celebrations across the world (Easter, Holi and Ramadan). Compare with celebrations in their own communities. Explore religious objects and identify those that are familiar to them. • Describing life in another country e.g. India • Compare clothes from the past and the present. Identify what is the same and what is different. • Talking about the roles of people in society. (Mother, father etc.) Make Mother's Day cards and look at how Mother's | <ul style="list-style-type: none"> • Look at the world map to see which countries children and staff in class were born and discuss important aspects. • Learn about the weather, how it affects the natural environment and make weather maps. • Learn about changing states of matter – boiling, freezing, and melting. | <p>plants.</p> <ul style="list-style-type: none"> • Learning about sea creatures and the oceans or rivers they are found in. • Seasons- Summer and its effect on the natural environment. Talk about long days and short nights. • Learn about beaches across the world. • Talk about sun safety and make posters to educate people on how to stay safe in Summer. • Learn about different religions from around the world as well as places of worship. Explore religious objects and identify those that are familiar to them. |
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| | | <p>texts)</p> <ul style="list-style-type: none"> Learn about the parts of a plant. Describe seasons- Winter. Talk about short days and long nights due to seasonal changes. Learn about changing states of matter – melting and freezing. | | Day is celebrated across the world. | | |
| General learning throughout the year. | <ul style="list-style-type: none"> Through interactions talking about what they did yesterday, last week, last year. Personal history: how they celebrate Christmas, new year, family celebrations such as Birthday's – throughout the year. Learning about the family traditions of children in class from different cultural backgrounds. Learning Feedback times – talking about learning from the previous day / week. Looking at timelines and also talking about learning done in Floor books. | | | | | |
| <p>Expressive Arts and Design</p> <p>Creating with materials</p> <p>Being Expressive and Imaginative</p> <p>Children are provided lots of opportunities to express themselves creatively both in the Indoor and Outdoor space. Lots of different art and craft resources, construction materials, role play area, a stage in the outdoor space and much more is</p> | <ul style="list-style-type: none"> Singing songs from Africa. (Black History) Singing songs about Special people. (Family members) Sing Nursery rhymes. Self portraits Make an Autumn tree. Box modelling Role play and dancing activities. | <ul style="list-style-type: none"> Learn and sing seasonal songs, e.g.: Autumn, Christmas, Diwali Designing symmetrical patterns, e.g.: mendhi and rangoli patterns. Make Christmas cards. Make salt dough to create Christmas tree ornaments. | <ul style="list-style-type: none"> Designing and making puppets. Explores what happens when they mix colours. Making Chinese lanterns/dragons Box modelling Role play and hot seating. Make bridges with different construction | <ul style="list-style-type: none"> Designing and making superhero masks. Make Mother's Day cards. Make Easter baskets. Act out stories using props. Role play - People who help us. Write Acrostic | <ul style="list-style-type: none"> Make superhero masks. Pretend being doctors, vets, nurses, firefighters etc. Explore a range of media – printing, painting, and drawing. Collect some flowers, leaves, twigs and natural materials to make transient art. | <ul style="list-style-type: none"> Designing and making sea Creatures. Make a Father's Day card. Learn how to make bubbles. Role play Making observational drawings of plants and animals. |

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| <p>available for the children experiment, create and construct with.</p> | <ul style="list-style-type: none"> Copy dance movements and move in time to music. | <ul style="list-style-type: none"> Enjoy moving to different beats and rhythms. | <p>materials.</p> | <p>poems.</p> <ul style="list-style-type: none"> Learn a poem for Mother's Day. Make natural colours by crushing flowers and berries. | | |
| <p>Art and D&T (Kapow)</p> | <p><u>Structure: Junk Modelling</u></p> <p>Explore and learn about various types of permanent join (glue, PVA, masking tape, selo tape) and temporary join (pipe cleaners, blu-tack string, nut-bolts). The children are encouraged to tinker using a combination of materials and joining techniques in the junk modelling area.</p> | <p><u>Drawing: Marvellous Marks</u></p> <p>Exploring mark making and using the language of texture, children use wax crayons to make rubbings and chalk on different surfaces. They use felt tips to explore colour and pencils to create observational drawings of their faces.</p> | <p><u>Structure: Boats</u></p> <p>Explore what is meant by 'waterproof', 'floating' and 'sinking', then experiment and make predictions with various materials to carry out a series of tests. Children learn about the different features of boats and ships before investigating their shape and structures to build their own</p> | <p><u>Paint and Mixed Media: Paint my World</u></p> <p>Creating child-led paintings using fingers and natural items as tools, children learn that colours can be mixed and that paintings can be abstract or figurative. They make collages and explore different techniques for using paint when creating splatter pictures.</p> | <p><u>Textiles: Bookmarks</u></p> <p>Develop and practise threading and weaving techniques using various materials and objects: e.g., use ribbon, string, pipe cleaners to thread through fence, threading boards, number frames (numicon type), weaving frames. Children look at the history of the bookmark from Victorian times versus modern-day styles. The pupils apply their knowledge and skills to design and sew their own bookmarks.</p> | <p><u>Sculpture and 3D: Creation Station</u></p> <p>Manipulating playdough and clay to make animal sculptures and their own creations, children begin to use language associated with forces: push, pull, twist etc. They create natural landscape pictures using items they have found outdoors</p> |
| <p>Musical Development via Music Express</p> | <p><u>Special People</u> Beat and Tempo <i>PSED</i> (Hello; Hands, feet and faces; My turn, your turn)</p> | <p><u>Our Senses</u> Timbre <i>EA&D</i> (Seaside; Clocks)</p> <p><u>Going Places</u></p> | <p><u>Growth & Change</u> Loud & Quiet <i>PD</i> (Winter)</p> <p><u>Working World</u></p> | <p><u>Our Senses</u> Timbre <i>EA&D</i> (Soundwall)</p> <p><u>Moving Patterns</u></p> | <p><u>Growth & Change</u> Loud & Quiet <i>PD</i> (Boo)</p> <p><u>Stories and Sounds</u></p> | <p><u>Growth & Change</u> Loud & Quiet <i>PD</i> (Caterpillar)</p> <p><u>Moving Patterns</u></p> |

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| | <p><u>Stories and Sounds</u> Structure <i>L</i> (Colourful creatures)</p> <p><u>Going Places</u> High & Low <i>C&L</i> (Noah; Jack-in-the-box)</p> | <p>High & Low <i>C&L</i> (The three bears)</p> <p><u>Stories and Sounds</u> Structure <i>L</i> (Jamaquack jive)</p> <p><u>Working World</u> Texture <i>UTW</i> (Farm time)</p> | <p>Texture <i>UTW</i> (Our town; Recycling)</p> <p><u>Special People</u> Beat and Tempo <i>PSED</i> (Happy New Year)</p> <p><u>Stories and Sounds</u> Structure <i>L</i> (Sing me a story)</p> | <p>Structure <i>M</i> (Minibeasts; All aboard)</p> <p><u>Growth & Change</u> Loud & Quiet <i>PD</i> (Storm)</p> <p><u>Stories and Sounds</u> Structure <i>L</i> (Copycat sounds)</p> <p><u>Special People</u> Beat and Tempo <i>PSED</i> (Spider tricks)</p> | <p>Structure <i>L</i> (Rock candy; Tell me a tale)</p> <p><u>Going Places</u> High & Low <i>C&L</i> (Popcorn; Rhyme time)</p> <p><u>Working World</u> Texture <i>UTW</i> (Light)</p> | <p>Structure <i>M</i> (Dumplings; Stamp and clap; Shape up)</p> <p><u>Our Senses</u> Timbre <i>EA&D</i> (Papery sounds)</p> <p><u>Working World</u> Texture <i>UTW</i> (Working toys)</p> |
| Computing | <p><u>Ipad skills/Painting</u> To get familiar with an ipad and try art activities on Busythings.</p> | <p><u>Programming</u> To understand how to programme a beebot and use it to complete tasks.</p> | <p><u>Solving Problems</u> Completing Maths tasks on apps like Busythings, Topmarks maths and White Rose one minute Maths. Programme beebots.</p> | <p><u>Ipad skills/Painting</u> To locate apps independently and complete tasks as modelled.</p> | <p><u>Mouse skills/Programming.</u> To get familiar with the mouse and computer in the ICT suite.</p> | <p><u>Mouse skills/Problem solving.</u> To confidently use the mouse to complete tasks set by the teacher.</p> |
| Enriching Experiences (Flexible as per children's interests) | Autumn walk to the local park to look for signs of Autumn | Making shortbread biscuits Circus workshop | Visit to the local library. Making gingerbread man biscuits | Chicks in school Visit to the supermarket. Visit the local park to look for signs of spring. Dressing up as a Victorian. Making a fruit salad Making vegetable sandwiches. | Visiting a fire station Forest school | Farm visit Make smoothies. Visit to the library. |

Partnership with Parents

Parental engagement is a key priority at Kenmore Park Infant and Nursery, and we endeavour to involve parents at every stage of their child's learning. Transition sessions are organised before children start Reception so staff can be familiar with the different interests and needs. This helps them to tailor the curriculum as well the environment to the requirements of the cohort. Parent consultations are held before children transition into Reception to get an in-depth knowledge of all children in order to provide the best support possible. Parents are regularly invited for workshops and provided with resources so that they can support their children better at home. We use class dojo to communicate regularly with parents and this has proved to be an effective platform to send homework, messages and also to share children's work and WOW moments. This results in an amazing home school partnership which hugely benefits the children.