





**Reception Overview: Long Term Curriculum Plan 2023-2024 PLEASE See EYFS for OUR FULL CURRICULUM.**

| Early Years Foundation Stage<br><br>Area of Learning  | Autumn 1  | Autumn 2   | Spring 1   | Spring 2  | Summer 1  | Summer 2   |
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|   | All About Me!<br>  | Celebrations<br>  | What is out there?<br>  | Once upon a time<br>   | Let's grow!<br>  | Summer's here!<br>  |
| <b>Themes and Interests</b><br><b>Lines of Enquiry and Development</b><br><i>N.B. These themes may be adapted at various points to allow for children's interests to flow through the provision. Wellbeing &amp; behaviour for learning</i> | <b>Starting school</b><br>My new class<br>Self Portraits<br><b>My family and Significant People in children's lives.</b><br><b>Who helps us in our school?</b><br>Human body<br>What am I good at?<br>How do I make others feel? Being kind and staying safe.<br><b>Autumn Harvest</b><br><b>Rosh Hashana</b>                           | Autumn/Winter<br>Colours<br>Celebrations around the world<br>Halloween<br>Bonfire night<br><b>Guy Fawkes</b><br>Remembrance Day<br>Diwali<br>Hibernation & Hedgehogs<br>Birds & Migration<br>Nativity<br>Christmas   | Winter<br>Animals in cold places<br>Polar regions Arctic and Antarctica<br>Space<br>New Year<br>Chinese New Year<br>Explorers<br><b>Ernest Shackleton</b><br><b>Robert Scott</b><br><b>Amundsen</b><br><b>Mathew Henson</b><br><b>Felicity Aston</b><br><b>Neil Armstrong</b><br><b>Mae Jemison</b>  | Spring<br>Traditional tales<br>Superheroes<br>People who help us<br><b>Significant people in our country.</b><br>Emergency Services<br>Ramadan<br>Holi<br>Easter<br><b>Florence Nightingale</b><br><b>Rosa Parks</b>  | Life cycles and growth<br>Gardening<br>Food<br>Minibeasts<br>Environment<br><b>Greta Thunberg</b><br><b>David Attenborough</b><br>Dinosaurs<br><b>Mary Anning</b><br>Butterfly station (from caterpillar to butterfly)  | Summer<br>Seaside<br>Transport & Journeys<br>Hot places<br>Animals in hot places<br>Going on safari<br>Summer holidays- past and present<br>Under the sea<br>Commotion in the Ocean<br><b>The Royal family The King</b><br><b>The Late Queen</b><br><b>Floella Benjamin</b>  |
| <b>Possible Texts and 'Old favourites'</b><br><b>Bold = Key Texts</b><br><br><b>Oracy Focus</b><br><i>Throughout the year</i><br><br><b>A stroll through the seasons</b><br><b>Tree – seasons come and seasons go</b>                       | First day of bug school, Zog goes to school. <b>Owl babies</b><br><b>Nursery Rhymes, Each Peach Pear Plum. The Great Big Book of families.</b><br>The large family<br>Funny bones<br><b>The colour monster</b><br>The mixed up chameleon Elmer<br>A colour of his own<br><b>Leaf man, Autumn poems Shirley Hughes</b> Acorn to Oak tree | <b>Pumpkin Soup</b><br><b>The Jolly Postman / Christmas postman</b><br>Stick man <b>Little Red Hen. Bear Hunt</b><br>A magical muddle<br>Meg and Mog<br>Christmas stories<br>The snowman<br>What do you celebrate?<br><b>Wow Owl Don't hog the hedge</b> <b>Winter Poems -Shirley Hughes</b> <b>Firework Poems</b> | Winter poems<br>Snow babies<br>Beti and the Yeti<br>One snowy night<br><b>Whatever next</b><br><b>How to catch a star</b><br><b>Night time round the world – moon</b><br><b>On the moon</b><br><b>Chinese New Year</b><br>Round is a mooncake<br>Red is a dragon<br>One is a Drummer<br><b>Polar Bear Polar Bear</b><br><b>Poles Apart</b><br><b>The Last Polar Bear</b> | <b>Traditional Tales</b><br><b>Three little pigs</b><br><b>Little Red Riding Hood</b> Little Red<br>The 3 little wolves<br><b>Goldilocks and the three bears</b><br><b>Billy Goats Gruff</b><br>A first book of nature<br>Emergency, Emergency<br>Supertato | <b>Jack and the beanstalk,</b><br><b>Jaspers Beanstalk,</b><br><b>What the ladybird heard.</b><br>The bad tempered ladybird<br>The very busy spider, Yucky worms<br>Super worm<br>The bee book<br>First facts: bugs<br>The very hungry caterpillar<br><b>A seed in need</b><br><b>The Tiny seed, Seed Song,</b> Anansi the spider<br>Walters wonderful web<br>Snail Trail- journey through Modern art | <b>Sharing a shell</b><br><b>Commotion in the ocean</b><br>Snail and the whale<br>The rainbow fish<br>Secrets of the seashore<br>At the beach<br><b>Down at the Station</b><br><b>The train ride</b><br><b>Meercat Mail</b><br><b>We are going on a lion hunt</b><br>Handa's surprise<br>My granny went to market<br>Dinosaur Roar |

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| <p><b>Characteristics of effective learning</b></p>  | <p><b>Learning Playing and exploring:</b> - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>  |
| <p><b>Overarching Principles</b></p>   | <p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – we embrace each community.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to children’s individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p><b>At Broomfield Primary we will evaluate the impact of our curriculum by measuring how effectively it helps our children develop into well-rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens.</b></p> |
| <p><b>Communication and Language</b></p>    | <p>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, story-telling 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.</p>   |
| <p><b>Personal, Social and Emotional Development</b></p>  <p><b>Self- Regulation</b><br/><b>Managing Self</b><br/><b>Building Relationships</b></p> | <p>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 life.</p>   |

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| <p><b>Physical Development</b></p>                                   | <p>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.</p> |   |   |   |  |  |
| <p><b>Physical Development</b></p>  <p><b>Gross Motor skills</b></p> | <p>Develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.</p> <p>Explore Different ways of moving with children, hopping, skipping, sidestepping, hopscotch.</p> <p>Provide regular reminders about handwashing and toileting.</p>  | <p>Revise and refine the fundamental movement skills: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Crates play- climbing, hoops obstacle courses in outside area, dance related activities.</p> <p>Wheeled resources for children to balance, sit or ride on, pull and push. Balance/pedal bikes, wheelbarrows, prams, lawnmowers etc.</p> | <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Provide a wide range of activities accessible to children with varying confidence levels, skills and needs.</p> <p>Dancing and moving to music.</p>                      | <p>Develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy with activities that involve a ball.</p> <p>Opportunities to, spin, rock, tilt, fall, slide and bounce.</p> <p>Use picture books etc to explain the importance of the different aspects of a healthy lifestyle.</p> | <p>Combine different movements with ease and fluency.</p> <p>Obstacle activities children moving over, under, through and around equipment.</p> <p>Encourage children to be highly active and get out of breath several times every day.</p> <p>Dance and moving to music.</p> | <p>Know and talk about different factors to support overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian.</p> <p>Races and team games Sports day practise.</p> <p>Allow less confident children to spend time initially observing and listening, without feeling pressured to join in.</p> |
| <p><b>Fine Motor Skills</b></p> <p><b>Threading</b></p> <p><b>cutting</b></p> <p><b>weaving</b></p> <p><b>playdough</b></p> <p><b>Dough Disco</b></p> | <p>Manipulate objects with good fine motor skills.</p> <p>Draw lines and circles using gross motor movements.</p> <p>Hold pencil/paint brush beyond whole hand grasp.</p> <p>Pencil Grip.</p> <p>Flipper Flapper phonics.</p> <p>Dough Disco.</p> <p>Snipping with scissors.</p>   | <p>Develop muscle tone to put pencil pressure on paper. Show preference for dominant hand.</p> <p>Use tools to effect changes to materials.</p> <p>Engage children in structured activities: guide them in what to draw, write or copy.</p> <p>Teach and model correct letter formation.</p>  | <p>Begin to form letters correctly. Encourage children to draw freely.</p> <p>Handle tools, objects, construction and malleable materials with increasing control.</p> <p>Cut along a straight line with scissors.</p> <p>Holding small Items.</p> <p>Button clothing.</p> <p>Peg boards.</p> | <p>Fine Motor activities.</p> <p>Hold pencil effectively with comfortable grip - encourage tripod grip.</p> <p>Write recognisable letters, most correctly formed.</p>   | <p>Fine Motor activities.</p> <p>Develop pencil grip and letter formation continually.</p> <p>Use one hand consistently for fine motor tasks.</p> <p>Start to cut along a curved line, like a circle.</p> <p>Connect mobilo, links, construction tools etc.</p>                | <p>Form letters correctly</p> <p>Copy a square.</p> <p>Begin to draw diagonal lines, like in a triangle.</p> <p>Start to colour inside the lines of a picture.</p> <p>Start to draw pictures that are recognisable.</p> <p>Build things with smaller linking blocks, such as Duplo or Lego.</p> <p>Tripod grip.</p>  |
| <p><b>Literacy</b></p>  | <p>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).</p>   |   |   |   |  |  |

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| <p><b>Mathematics</b></p>                | <p>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.</p> |  |  |   |   |   |
| <p><b>Understanding the World</b></p>    | <p>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.</p>   |  |  |   |   |   |
| <p><b>Understanding the World</b></p> <p><i>The Natural World. Past and Present. People, culture and communities.</i></p> | <p>Talk about members of their immediate family and community.<br/>Name and describe people who are familiar to them.<br/>Observe and notice changes in the world around them – seasons, weather.</p>  | <p>Recognise that people have different beliefs and celebrate special times in different ways.<br/>Recognise some similarities and differences between life in this country and life in other countries.</p> | <p>Recognise some environments that are different to the one in which they live.</p> | <p>Understand that some places are special to members of their community.</p> | <p>Explore the natural world around them.<br/>Draw information from a simple map.</p> | <p>Comment on images of familiar situations in the past.<br/>Compare and contrast characters from stories, including figures from the past.</p> |
| <p><b>Expressive Arts and Design</b></p> <p><i>Creating with materials. Being imaginative and Expressive.</i></p>         | <p>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>   |  |  |   |   |   |

| Area of Learning   | AUTUMN 1   | AUTUMN 2   | SPRING 1  | SPRING 2  | SUMMER 1   | SUMMER 2  |
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|  | All About Me!  | Celebrations   | What is out there?  | Once upon a time  | Let's grow!  | Summer's here!  |
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| <b>Literacy and Topics</b><br>  | <p>Baseline Assessments<br/>Basic book skills; holding books correctly, tracking text left to right.<br/>Practising letter formation and pencil grip.</p>  <p>Give meaning to marks made. Self-portraits, drawing our families and writing our name.<br/>Label body parts.<br/>Describing how we feel.<br/>Identifying signs of Autumn and Autumn poems.<br/>Begin to write name, begin writing labels and captions, shopping lists, with initial sounds.</p> |  <p>Making pumpkin soup and recipe writing.<br/>Writing instructions.</p> <p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area.<br/>Firework poems.<br/>Letter writing to fairy tale characters, Speech bubbles.<br/>Begin to write a sentence.</p> |  <p>Polar Bear facts and Polar Bear poem, finding rhymes, changing the Polar Bear Poem.<br/>Polar animal facts.<br/>Explorer kit list.<br/>Lists of what to take into space.<br/>Guided writing based around developing short sentences in a meaningful context.</p> |  <p>Retell parts of the story and repeated refrains.<br/>Story sequencing.<br/>Speech bubbles.<br/>Labels and captions.<br/>Wanted posters.<br/>Character descriptions, Sorry letter.<br/>Begin to write more than one idea.</p> |  <p>Describe foods, use adjectives.<br/>Healthy Foods – My Menu. Bean Diary<br/>Creating own story maps. Writing captions and labels. Writing simple sentences.<br/>Writing short sentences to accompany a story.<br/>Retellings, writing in role.<br/>Mini beasts fact File and life cycles.</p> |  <p>Write a postcard.<br/>Diary writing.<br/>Holiday recount.<br/>Story writing of own stories and character description.<br/>Sea creatures' fact files. train journey.<br/>Dinosaur facts.<br/>Begin to write longer sentences with multiple ideas.</p> |
| <b>Phonics</b><br><b>Little Wandle</b><br><b>Daily Phonics lessons</b><br><b>Group reading 3x per week minimum</b><br><b>Assessments every half term</b> | <b>Phase 2</b><br>s a t p i n g o c k c k<br>e u r h b f l<br><br><b>Tricky words:</b> is l the  | <b>Phase 2</b><br>ff ll ss j v w x y z zz<br>qu ch sh th ng nk<br>words with s added at the end.<br><br><b>Tricky words:</b> put* pull* full* as and has his her go no to into she push* he of we me be  | <b>Phase 3</b><br>ai ee igh oa oo oo<br>ar or ow oi ear ur<br>air er words with double letters: dd mm tt bb rr gg pp ff   | <b>Review Phase 3:</b> ai ee igh oa oo ar or ur oo ow oi ear er air<br>Review all taught words with double letters, longer words, words with two or more digraphs<br>words ending in ing words ending s es/z/s compound words words with s in the middle  | <b>Phase 4</b> Short vowels<br>CVCC CCVC CCVCC CCCVC CCCVCC longer words, compound words, root words ending in: ing, ed, t, id, est<br><br><b>Tricky words:</b> said so have like some come love do were here little says there were when what out today   | <b>Phase 4</b> Long vowel sounds<br>CVCC CCVC CCVC CCCVC CCV CCVCC. Review all GPCs taught so far.<br>Secure spelling<br>Phase 4 words ending s, es /s/z/ longer words<br>root word ending in: ing, ed, t, id, d<br>root word ending in: er, est  |

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| <p><b>Maths</b><br/>(White Rose Maths)</p>  | <p><b>Getting to know you</b><br/>Match, sort and compare<br/>Talk about measure and patterns</p>  | <p><b>It's me 1, 2, 3</b><br/>Circles and triangles<br/>1, 2, 3, 4, 5<br/>Shapes with 4 sides</p> | <p><b>Alive in 5</b><br/>Mass and capacity<br/>Growing 6, 7, 8</p>                 | <p><b>Length, height and time</b><br/>Building 9 and 10<br/>Explore 3-D shapes</p>  | <p><b>To 20 and beyond</b><br/>How many now?<br/>Manipulate, compose and decompose</p>  | <p><b>Sharing and grouping</b><br/>Visualise, share and map<br/>Make connections</p>       |
| <p><b>Science</b><br/><i>Understanding the world : The Natural World</i><br/>(Plymouth Science)<br/>Ongoing -seasonal changes</p>   | <p><b>All about Me</b><br/>Me, my family, my body.<br/><b>Colours</b><br/>Colours of the rainbow and colour mixing.</p>  | <p><b>Celebrations Seasons</b><br/>Autumn, Winter, Spring &amp; Summer.</p>                       | <p><b>Materials</b><br/>Freezing and melting.<br/><b>Animals</b><br/>Habitats.</p> | <p><b>People who help us</b><br/>Occupations.<br/><b>Traditional Tales</b><br/>Materials for the 3 Little pigs' houses.</p>   | <p><b>Keeping healthy</b><br/>Fitness, healthy diet, sleep, screen time, keeping clean, brushing teeth.<br/><b>Minibeasts and growing</b></p> | <p><b>Oceans</b><br/>Where are the oceans?<br/><b>Under the sea</b><br/>Sea creatures.</p> |
| <p><b>History (Kapow)</b><br/><i>Understanding the world: Past and present</i><br/>These activities have been designed to use at any point throughout the year to tie-in with themes/topics</p>   | <p><b>Peek into the past</b><br/>Activity 1: Can you guess who?<br/>Activity 2: Past and present<br/>Activity 3: My life timeline<br/>Activity 4: Toy box<br/>Activity 5: Spot the difference<br/><i>Who is my family?</i></p>   |   |  | <p><b>Adventures through time</b><br/>Activity 1: Family tree<br/>Activity 2: My achievements<br/>Activity 3: Treasure box<br/>Activity 4: Picture detective<br/>Activity 4: Picture detective<br/>Activity 5: Transport through time<br/><i>Begin to make sense of their own life-story and family's history.</i></p>  |   |  |
| <p><b>Geography (Kapow)</b><br/><i>Understanding the world: People, culture and communities</i><br/><b>Possible activities to link with our topics.</b><br/>These activities have been designed to use at any point throughout the year. The activities help the children to explore fictional and real maps in familiar contexts and to experience the surrounding natural environment, noticing changes in the weather and seasons over time.</p> | <p><b>Unit 2 Outdoor adventures: Using the senses to explore and describe the natural world around them whilst outside, children begin to recognise the effect of the changing seasons.</b><br/><b>Activity 1: Nature catchers:</b> Exploring and describing how natural objects feel, look, smell, taste and sound.<br/><b>Activity 2: Observational painting:</b> Representing how natural materials appear in the world around them through painting.<br/><b>Activity 3: Exploring the weather:</b> Describing the effects of different weather conditions through experimentation.<br/><b>Activity 4: Senses in nature:</b> Using the five senses to observe and talk about natural materials through a variety of activities including sound bathing and gardening.<br/><b>Activity 5:</b> Exploring the seasons: Noticing and investigating how weather can change with the seasons.<br/><b>Activity 6: Dress the teddy:</b> Beginning to consider how we respond to weather conditions in each season through our choice of clothes.<br/><br/><i>Know about different countries. How environments can be different.</i></p> |   |  | <p><b>Unit 1 Exploring maps: Exploring maps through discussion, story-telling, games and creative activity, children look at how features are represented and think about the meaning behind shapes, lines and colours on maps.</b><br/><b>Activity 1: Pirate map bingo:</b> Identifying and locating features on a pirate map.<br/><b>Activity 2: Our school from above:</b> Discussing features on an aerial photograph and choosing colours and shapes to create an aerial map of the school grounds.<br/><b>Activity 3: Let's build a map!</b> Using 3D materials to build a map of a real or imaginary place.<br/><b>Activity 4: Creating journey sticks:</b> Using directional language and mapping a journey using objects found in the school grounds.<br/><b>Activity 5: Investigating maps:</b> Exploring, comparing and asking questions about a variety of maps.<br/><b>Activity 6: Map making:</b> Making their own maps showing features in the local area.<br/><br/><i>How will I know my way around? Draw information from a simple map. Who are the people that help us? Show interest in different occupations.</i></p> |   |  |

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| <p><b>Art</b> (Possible Kapow units)<br/> <b>Expressive Arts and Design</b><br/> <i>Creating with materials</i><br/> <i>Being imaginative and Expressive</i></p>                   | <p><b>Drawing</b><br/> Marvellous Marks<br/> <b>Autumn craft</b> - Autumn wreath<br/> <b>Christmas craft</b> -Salt dough decorations</p>   |  | <p><b>Painting and mixed media</b><br/> Paint my world<br/> <b>Winter craft</b> -Threaded snowflakes<br/> <b>Spring craft</b> -Suncatchers<br/> <b>Seasonal projects</b> Igloo Art<br/> <b>Easter craft</b> -Egg threading</p>   |  | <p><b>Sculpture and 3D</b><br/> Creation station<br/> <b>Summer craft</b> -Salt painting</p>  |  |
| <p><b>Design and Technology</b> (Possible Kapow units)<br/> <b>Expressive Arts and Design</b><br/> <i>Creating with materials</i><br/> <i>Being imaginative and Expressive</i></p> | <p><b>Structures:</b> Junk modelling<br/> <b>Cooking and nutrition</b> – make pumpkin soup and hedgehog bread.<br/> <b>Seasonal projects</b><br/> <b>Ongoing Skills-</b> Using scissors Cutting and sticking. Joining techniques</p> |  | <p><b>Textiles:</b> Bookmarks<br/> <b>Seasonal projects</b><br/> CNY crafts- Make a Chinese Lantern, concertina dragon puppet.</p>   |  | <p><b>Structures:</b> Boats<br/> <b>Seasonal projects</b></p>   |  |
| <p><b>Music</b><br/> <b>Charanga</b><br/> <b>Expressive Arts and Design</b><br/> <i>Being imaginative and Expressive</i></p>   | <p><b>Me!</b><br/> <b>Listen and Respond</b><br/> Our house- Madness<br/> Pat-a-cake<br/> 1, 2, 3, 4, 5, Once I<br/> Caught a Fish Alive<br/> This Old Man<br/> Five Little Ducks<br/> Name Song<br/> Things for Fingers</p>         | <p><b>My stories</b><br/> Spiderman – Michael<br/> Bubl <br/> I'm A Little Teapot<br/> The Grand Old Duke<br/> of York<br/> Ring O' Roses<br/> Hickory Dickory Dock<br/> Not Too Difficult<br/> The ABC Song</p> | <p><b>Everyone</b><br/> Horn concerto No 4<br/> Mozart<br/> Wind the Bobbin Up<br/> Rock-a-bye Baby<br/> Five Little Monkeys<br/> Jumping on The Bed<br/> Twinkle, Twinkle<br/> If You're Happy and<br/> You Know It<br/> Head, Shoulders</p>  | <p><b>Our world</b><br/> Listen and respond-<br/> singing in the rain.<br/> Old Macdonald<br/> Incy Wincy Spider<br/> Baa, Baa Black Sheep<br/> Row, Row, Row Your<br/> Boat<br/> The Wheels on The<br/> Bus</p>   | <p><b>Big Bear Funk</b><br/> Appraise<br/> Big Bear Funk<br/> Row, Row, Row Your<br/> Boat<br/> The Hokey Cokey<br/> Share and perform<br/> Big Bear Funk</p>   | <p><b>Reflect, Rewind &amp; Replay:</b><br/> I know an old lady<br/> Zappy mends the roof<br/> Understanding rhythm<br/> Number crunchers<br/> Moving on<br/> Know percussion<br/> instruments.</p>  |
| <p><b>Physical Education</b><br/> <br/> (RealPE)</p>   | <p><b>Personal Cog</b><br/> <b>Invasion Games</b><br/> <i>Following instructions. Moving safely. Moving into a space.</i><br/> Coordination skills.<br/> Cooperation games<br/> i.e. parachute games, tig.</p>                       | <p><b>Social Cog</b><br/> <b>Invasion Games</b><br/> <i>Taking turns and sharing. Working sensibly with others.</i><br/> Jumping and landing.<br/> Ball skills- throwing and catching with a partner.</p>        | <p><b>Cognitive Cog</b><br/> <b>Gymnastics</b><br/> <i>Following simple instructions. Understand and follow simple rules. Exploring and describing different movements.</i><br/> Core strength and balancing. Shapes: star, tuck, straight, pike, straddle.<br/> Moving fast and slow.<br/> Jumping and landing safely.<br/> Low apparatus.<br/> Creating and performing small routines.</p> | <p><b>Creative Cog</b><br/> <b>Net wall</b><br/> <i>Understand and follow simple rules, name some things I am good at. Explore and describe different movements, observe and copy others.</i><br/> Object manipulation.<br/> Handling equipment.<br/> Sending and receiving skills. Ready position.<br/> Overarm and underarm.</p> | <p><b>Physical Cog</b><br/> <b>Athletics</b><br/> <i>Move confidently in different ways.</i><br/> Perform a single skill or movement with some control, link two movements together.<br/> <b>Track and field skills.</b><br/> Running, jumping, sprinting.<br/> Jumping low and high.<br/> Throwing- balls, howlers, frisbee, chest push.</p> | <p><b>Health and Fitness Cog</b><br/> <b>Striking and fielding</b><br/> <i>Be aware of why exercise is important for good health. Be aware of the changes I feel when I exercise.</i><br/> Sending, receiving and striking skills. - accuracy and power.<br/> Using different balls and objects.<br/> <b>Teamwork</b> for communication, planning, tactics, formation.</p> |

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| <p><b>Computing</b><br/>Possible Kapow units<br/>Introduced as appropriate and accessed through continuous provision</p> | <p>Using a camera or iPad to take photographs.<br/>Use the interactive whiteboard for games and mark making.</p>   | <p>Unit 1: Networks and Systems: Using a computer.<br/><b>Main focus:</b> Using a mouse and keyboard.<br/>Learning how to log onto a computer or iPad.<br/>Internet safety</p>   | <p>Continuing to build independence when logging onto a computer or iPad. Using a mouse and keyboard.<br/>Unit 4: Programming: Programming<br/><b>Main focus:</b> Using a Bee-Bot to give or follow simple instructions.<br/>Internet safety</p> |
| <p><b>PHSE Personal, Social, Health Education PSED/UTW</b><br/>(Possible Kapow units)</p>                                | <p>Self-Regulation: My feelings<br/>Building relationships: Special relationships</p>  | <p>Managing self: Taking on challenges<br/>Self-regulation:<br/>Listening and following instructions</p>   | <p>Building relationships: My family and friends<br/>Managing self: My wellbeing</p>   |
| <p><b>RE</b> (North Yorkshire syllabus) <b>UTW</b><br/><i>People, culture and Communities</i></p>                        | <p>F1 What times/stories are special and why?<br/>F2 Which people are special and why?<br/><i>Article 14: You have the right to choose your own religion and beliefs.</i></p>  | <p>F3 What places are special and why?<br/>F4 Which times are special and why?</p>   | <p>F5 Where do we belong?<br/>F6 What is special about our world?</p>  |
| <p><b>Equality &amp; Diversity</b></p>   | <p>PSHE link – explore different families and friendships. Diversity Week. Literacy links. PSHE link – explore different relationships. School Council. Equality Survey. <i>Article 2: All children have these rights, no matter who they are. No child should be treated unfairly on any basis.</i></p>   |  |  |
| <p><b>Parent Partnership</b></p>   | <p>Welcome meeting.<br/>Phonics evening.<br/>Evidence Me involvement.<br/>Class dojo communication.<br/>What is my child learning? Curriculum Newsletter.<br/>Parent /teacher consultations.<br/>Written reports.<br/>Open afternoon. Nativity.</p>  | <p>Open afternoon.<br/>Parent / teacher consultations.<br/>Written reports.<br/>What is my child learning? Curriculum Newsletter.<br/>Class dojo communication.</p>  | <p>Nursery Visits.<br/>New starter meeting.<br/>Transition days.<br/>Parent / child lunch.<br/>Family open afternoon.<br/>Sports Day.<br/>Parent / teacher consultations.<br/>Written reports.<br/>Curriculum Newsletter.</p>                    |
| <p><b>Curriculum Enrichments</b><br/>(Please note activities do change based on our topics.)</p>                         | <p>Meet our Y6 buddies.<br/>Autumn Welly Walk.<br/>Write/Post a letter.<br/>Make Pumpkin soup. Harvest<br/>Make bread – Little Red Hen.<br/>Whole school Pantomime visit (every 2 years)<br/>Christmas Party and games.<br/>Make Christmas items to sell at our Christmas Fair.<br/>Take part in Class Nativity for parents.<br/>World Children’s Day<br/>Celebrating Children’s Rights.</p> | <p>Time with our Y6 buddies.<br/>Winter Welly Walk around the school grounds.<br/>Visitors in – People who help us.<br/>Fire Brigade.<br/>Judo.<br/>World Book Day<br/>Skip to Be Fit.<br/>Library visit.<br/>Science Week<br/>Eco-schools Poster competition – Switch it Off!</p> | <p>Library visit – Summer reading challenge<br/>School Trip.<br/>Balance Bikes.<br/>Visit/make a garden centre.<br/>Sports Day.<br/>Picnic.<br/>Online Safety Week</p>   |