



Rawdon St. Peter's C of E Primary School

Unlocking every Child's Potential



Love and Friendship



Honesty



Endurance



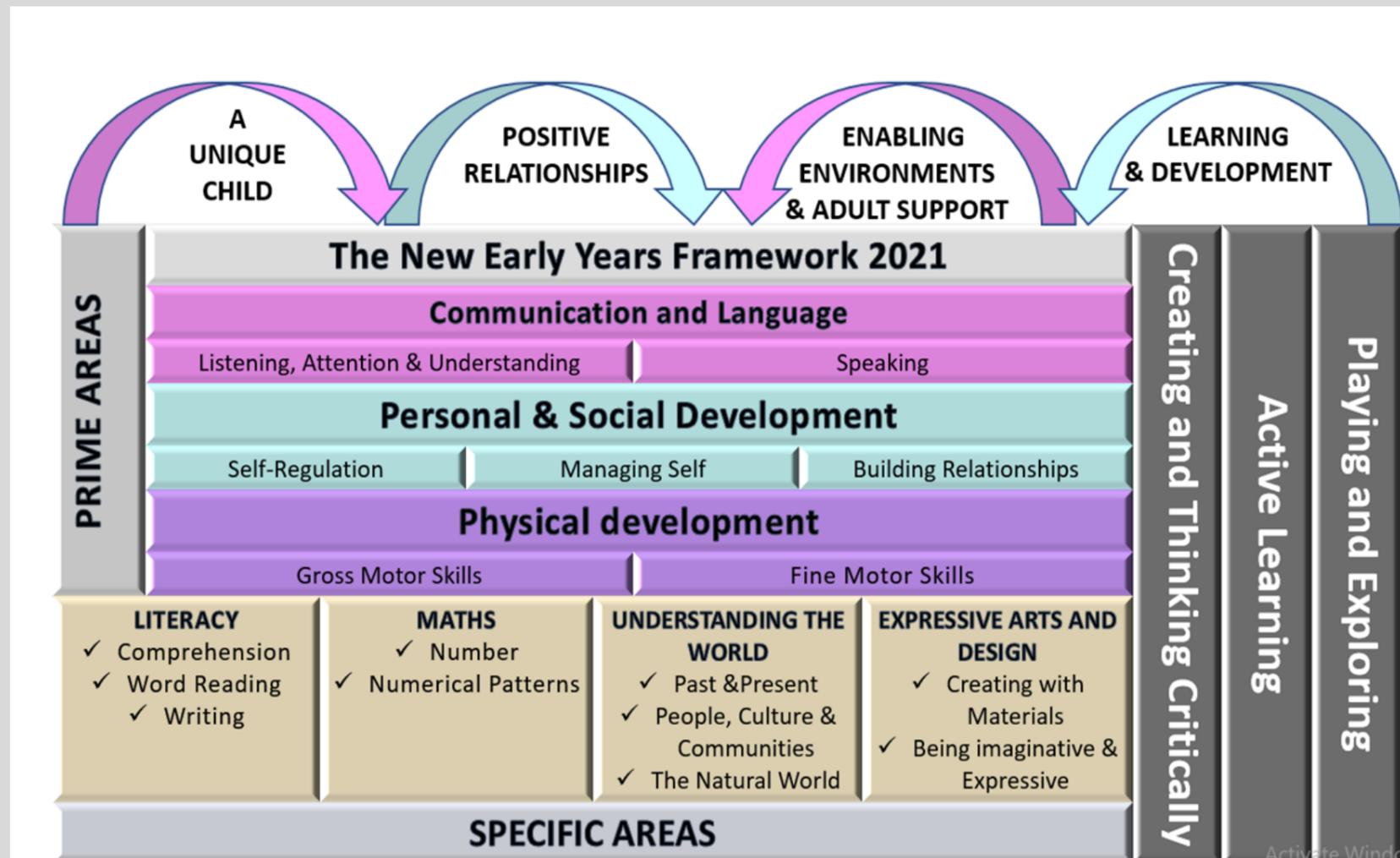
Thankfulness



Fairness

Reception Long Term Plan 2023-2024

Our skilled staff creatively deliver an inclusive and thoughtfully crafted curriculum, underpinned by our Christian Values. We keep learning active, fun and provide experiences for our children which immerse them in all aspects of school life. Learning is language rich and provides challenge for all, allowing us to unlock every child's potential, and promote life in all its fullness. We create opportunities for deep thinking, collaboration and problem solving. It is through our child centred approach that we provide our pupils with the knowledge we know they will need as they grow with us, and help them deal with the complexities of the modern society and be ready for the wider world.



	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 5 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Dates & Festivals	Rosh Hashanah Festival	Diwali Festival Bonfire Night Remembrance Day Christmas	Pancake Day Chinese New Year	Easter Mother's Day World Book Day	Eid-al-Fitr Festival Earth Day The King's Coronation	Father's Day Sports Day Transition Summer Fair
Theme	All About Me (My family and where I Live) 	Celebrations 	Exploring and taking care of our Local Environment 	Once Upon a Time 	Earth and Space 	Minibeasts 
Hooks/ Experiences/ Visits	Treasure hunt around the classroom, the school and wider school environment.	Bear paw prints in the classroom Paddington Bear visit	Trying Chinese Food A walk up the Billing	Lost Goat (Three Billy Goats Gruff) Making pancakes (Mr Wolf's Pancakes) Crime Scene (Goldilocks and the Three Bears) Planting seeds (Jack and the Beanstalk)	Space Day Wonder Dome	30 Days Wild Skelton Grange Observing the Caterpillar Life Cycle Sam's Safari
Home Corner/Role Play	Home Corner	Home Corner Nativity Setting	Doctors Surgery Weather Centre	Shop Palace	Rawdon Space Centre	Minibeast Research Centre Vets

Area of Learning	Strand of Learning					

Prime Areas

Communication and Language

Communication and Language Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, circle time, PSHE times, stories, singing, speech and language interventions.	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 .					
	Listening, Attention and Understanding	Welcome to EYFS Teach the skills of active listening and skilled speaking. Begin to follow instructions. Talk about experiences familiar to them. Show an interest in other people's lives. Learn new routines. Model talk routines through the day e.g. Good morning, how are you?	Develop key vocabulary through provision, routines and through story time. Listen and respond to stories; with a focus around sequencing, prediction. Talk about and share celebrations familiar to the children, taking part in discussions whilst remember the	Continue to develop key vocabulary through provision, routines and through story time. Develop and promote the ability to ask how and why questions. Talk about their visits to the Hive and the Billing trip. Share Tapestry and allow children to share their own experiences.	Continue to and embed key vocabulary through provision, routines and through story time. Continue to learn, embed and recite rhyme using Poetry Basket.	Continue to and embed key vocabulary through provision, routines and through story time. Ask questions based on what they hear and see. Share Tapestry and allow children to share their own experiences. Discuss seasonal changes.

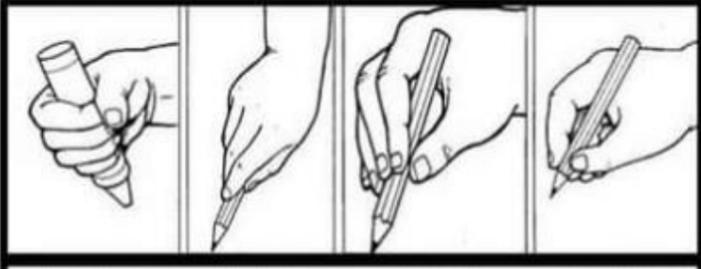
<p>Throughout the year children will: Learn to speak with confidence during circle/carpet times Learn to listen and respond appropriately with relevant comments, questions or actions Use appropriate story language to re-enact/re-tell simple and familiar stories Learn new vocabulary relating to topics. Daily story time</p>		<p>Talk about and share celebrations familiar to the children. Share likes and dislikes. Talk about how our families and homes are similar/different. Listen and respond to stories; encouraging children to join in with repeated phrases. Introduce Drawing Club Introduce weekly book and vocabulary display. Ask and answer questions about changes they are encountering and observe around them. Observe and discuss changes they can see from baby photos.</p>	<p>importance to listen carefully. Describe events (Diwali, Bonfire Night etc) using stories, videos and personal experiences. Listen to and engage in and talk about non-fiction texts. Share Tapestry from home and allow children to share in their own words what has been uploaded.</p>	<p>Talk about similarities and differences of contrasting environments. Discuss the importance of being an Eco Warrior.</p>	<p>Develop children's story language further using conjunctions 'because' and 'so' to encourage children to further explain their thoughts. Form and discuss opinions which might be different to others, whilst learning how to tolerate this. Share Tapestry and allow children to share their own experiences.</p>		<p>appropriately and kindly to one another. Articulate a life cycle they have seen.</p>
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Personal, Social and Emotional Development

<p>Personal, Social and Emotional</p> <p>Throughout the year children are also taught how to keep themselves safe whilst using technology. This is delivered through discrete teaching opportunities e.g. Online Safety Week but also through daily routines such as learning that teachers send and receive emails, using the walkie talkies safely and through child led conversation.</p>	<p>Building Relationships</p> <p>Self-Regulation</p> <p>Managing Self</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> <p>Introduce Zones of Regulation. Begin to establish relationships with adults and peers. Learning names Learning and follow new routines. Communicate with adults and peers how they feel. Take responsibility for themselves: tidying up, going to the toilet, putting on their coat. Create class rules. Establish school and class routines. Names of feelings Introduce Key Values- Love and Friendship Oral Health Buddies</p>	<p>Reinforce Zones of Regulation. Continue to develop and embed new routines and relationships formed in Autumn 1. Take responsibility for their own actions. Talk about self-help techniques. Develop friendships and teach children how to be supportive and respectful of one another. Provide children with opportunities to talk about how they have overcome challenges.</p>	<p>Reinforce Zones of Regulation and develop vocabulary to describe emotions. Talk about how to keep ourselves healthy. Children share photos of routines at home. Continue to support children with developing friendships. Discuss why we need to take turns, tidy up after ourselves whilst embedding new routines. Consider how our behaviour effects the way our friends feel and how this can impact our friendships. Develop an awareness of wider school life and how we</p>	<p>Reinforce Zones of Regulation. Continue to support children with developing friendships. Learn ways to stay safe using technology. Honesty</p>	<p>Discuss ways to manage fear or excitement. Help children to use strategies for staying calm when frustrated e.g. breathing deeply, finding a quiet space, counting to 10. Preparing for Year 1- Collective Worship. Endurance</p>	<p>Take part in new experiences, Sports Day, Transition Week Share ideas to manage fear, excitement and other emotions. Winning and/or loosing; support children to manage their emotions. Show resilience and perseverance if things don't go their way. Transition into year 1; support children to understand how they feel about this experience. Maintaining and extending relationships with new adults Consider what in this world we need to care for and how we can look after our planet</p>
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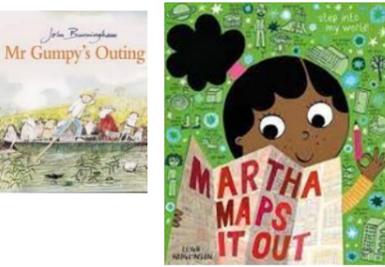
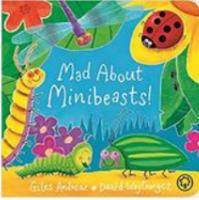
			Kindness Charter Thankfulness	can build relationships with others. Fairness, sharing and cooperation			Set up Bug Hotels and create new habitats for the wildlife around us
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Physical Development

Physical Development	Gross Motor Skills	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 .					
	Fine Motor Skills	A multitude of activities supporting both fine and gross motor development will be planned for in both indoor and outdoor provision, on a daily basis. These will include cutting, weaving, mark making, painting, stamping, moulding, threading, tracing. Skill progression will differ depending on the child’s individual stage of development. Fine motor skills also include dressing, eating and hygiene. Children will be taught and encouraged to fasten their own buttons, laces, and zips. There will be multiple opportunities to run, climb, jump, build, throw and catch whilst exploring a variety of ways to move. Outside, children will be able to assess and manage risk as they climb, balance, and move in different ways through a variety of obstacles. Children will be provided with resources so they can practise skills they have learnt during PE lessons too. Activities will be both child initiated and adult directed. Other interventions, such as Dough Disco, will be planned and delivered whilst children’s pencil grip will be monitored and supported throughout, at their own appropriate level.					
		Throughout the year children will be provided with multiple opportunities which will strengthen some of the key stages of physical development. These are not confined to certain points in the year but are in line with the children’s next steps.					
		<p align="center">Shoulder Pivot</p> <p><i>Children will learn to support reach, grasp and walk using muscles in their pelvis, back, shoulders, arms and neck.</i></p> <p>Painting with mops, digging, painting in big spaces, seeping, pushing large objects, scooter play.</p>	<p align="center">Elbow Pivot</p> <p><i>Children will be able to use movement further down their arm.</i></p> <p>Chalking on the floor, water and sand play, hammering objects, creating large patterns, climbing and pulling, ribbon twirling and writing in the air.</p>	<p align="center">Wrist Pivot</p> <p><i>Now that arm muscles and the sense of balance has developed smaller ranges of movement can begin.</i></p> <p>Threading, sewing, lacing pictures, water and sand play</p>	<p align="center">Fine Motor Strength</p> <p><i>Children need to develop their fine motor skills. This means muscles in their hands can strengthen.</i></p> <p>Washing lines and pegs, dressing and undressing toys and their clothes, using cutlery, peg boards, malleable materials, tweezers.</p>	<p align="center">Pencil Grip Development</p>  <p>According to their stage of development, children will progress through stages of pencil grip. It’s important the children have been able to develop their pivots and fine motor skills. Doing so will allow them to grip a pencil efficiently.</p>	
	PE Hub	<p align="center"><u>Gymnastics Unit 1</u></p> <p>Unit focus - Develop confidence in fundamental movements. Experience jumping, sliding, rolling moving over and under apparatus. Develop co-ordination and gross motor skills.</p>	<p align="center"><u>Dance Unit 1</u></p> <p>Unit focus - Recognised actions can be performed to music. Copy, repeat and perform some basic actions to music.</p>	<p align="center"><u>Body Management Unit 1</u></p> <p>Unit focus - Explore balance and managing own body. Able to stretch, reach, and extend in a variety of ways and positions. Able to control the body and perform specific movements on command.</p>	<p align="center"><u>Co-operate and Solve Problems Unit 1</u></p> <p>Unit focus – Organise and match items, colours and symbols. Work with a partner to listen, share ideas and questions. Collect, distinguish and differentiate colours and create a shape as a team.</p>	<p align="center"><u>Manipulation and Coordination Unit 1</u></p> <p>Unit focus – Send and receive a variety of objects with different body parts. Work with others to control objects in space. Coordinate body parts in a variety of activities and in different ways.</p>	<p align="center"><u>Speed Agility Travel Unit 1</u></p> <p>Unit focus – Change direction at speed through both choice and instructions. Perform actions demonstrating changes in speed. Stop, start, pause, prepare.</p>

Specific Areas

Literacy

<p>Literacy Possible Texts</p>	<p>Comprehension Texts are carefully planned out to ensure a wide expose to different genres and authors. A love for reading is promoted through daily story times.</p>	<p>Elmer Funnybones Once There Were Giants Owl Babies Rama and Sita The Gingerbread Man</p> 	<p>Paddington's Post We're Going on a Bear Hunt Paddington's Christmas Postman The Rainbow Fish</p> 	<p>Mr Gumpy's Outing Martha Maps it Out In Every House on Every Street</p> 	<p>Mr Wolf's Pancakes Three Billy Goats Gruff Goldilocks and the Three Bears Jack and the Beanstalk Cinderella</p> 	<p>Whatever Next Look Up! Aliens Love Underpants Man on the Moon The Darkest Hour</p> 	<p>Mad About Minibeasts The Very Hungry Caterpillar Superworm Spinderella</p> 
<p>Writing Opportunities</p>	<p>The opportunities below are delivered through small group focus work. Opportunities for writing are also set up in provision, inside and outside, linking to children's interest and themes personal to the children's needs. Children will be supported to develop a tripod grip, apply skills they have been taught with independence and, above all, be encouraged to develop a confidence towards mark making and writing activities. Writing opportunities are pitched appropriately for children of different abilities, ensuring challenge whilst allowing children to achieve their own successes.</p>						
<p>Writing</p>	<p>Draw a self-portrait and a family picture – Can you label your picture? Can you label parts of the human body?</p>	<p>Write a letter to Paddington asking him to visit your house. Make a list of items you would take on a bear hunt.</p>	<p>Map making – of the classroom, school, local community. Can you label different parts of your map?</p>	<p>Can you write a speech bubble for a familiar character? Instructions – How to make pancakes. Missing poster – Can you describe the missing goat that is lost in school? Write a card for Mother's Day</p>		<p>Non-fiction linked to changes in their life. Sentence writing linked to seasons and transition they're experiencing from FS2 to Year 1. Non-Fiction linked to animals from different habitats. Recount linked to the life cycle of a butterfly.</p>	
<p>Skills Focus</p>	<p>Talking and describing the marks made. Introducing 'Who-doing what- where'</p>	<p>Write a list Using adjectives Writing in phrases Begin letter writing</p>	<p>Beginning to write in sentences. Writing facts Using repeated refrains. Begin to use capital letters and full stops. Introduce think it, say it, count it, write it, check it.</p>	<p>Using story vocabulary Using verbs in writing Refining sentences Develop the use of capital letters and full stops.</p>	<p>Writing facts Include time openers. Develop the use of capital letters and full stops.</p>	<p>Develop stamina in writing. Write multiple sentences. Develop the use of capital letters and full stops.</p>	
<p>Handwriting</p>	<p>Dots, straight lines, crosses, circles, waves, loops and bridges, joined straight lines, angled patterns, eights, spirals, left to right, patterns Curly caterpillar letters: c,a,d,o,s,g,q,c,f</p>		<p>Ladder Letters: l,i,u,t,j,y One armed robot letters: r,b,n,h,m,k,p</p>		<p>Zig-zag monster letters: z,v,w,x Review</p>		
<p>Phonics - Essential Letters and Sounds</p>	<p>Developing children's auditory memory to support blending. · Developing children's phonological awareness.</p>	<p>Phase 2 & 3 decodable books using the following:</p>	<p>Phase 2 & 3 decodable books using the following: ar, ur, oo, ear, air or, ure, er, oa</p>	<p>Review Said, so, have, were, out, like, some, come, there, little, one, do, children, love</p>	<p>Phase 4 CVCC -ed, -est.</p>	<p>Phase 5 decodable books using the following: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, l,e, o-e, u-e, c.</p>	

	Phase 2 decodable books using the following: s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ff l, the, no, put of, is, to, go, into, pull, as, his	j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, -es He, she, buses, we, me, be, push, was, her, my, you	They, all, are, ball, tall, when, what		Review harder to read and spell words	Oh, there, -le, people, Mr, Mrs, your, ask, should, would, could, asked, house, mouse, water, want, very
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Mathematics

Maths	Number and Numerical Patterns	Counting rhymes and songs Recognising Numicon Counting objects and rote counting 5 counting principles. Counting backwards Introduction to 5 frames More/ less An Introduction to Subitizing	Number matching Introduce number tracks. 1 More and 1 less Ordering numbers An introduction to number bonds to 5.	Whole part models Making amounts 5/6/7 Estimating Doubles Odd and Even Ordinal numbers	Addition + Subtraction - Using number sentences Bonds to 8 and 9 Tens and ones Money	Revision of bonds Money Doubles and halves Tens and ones Steps of 10 Ordering numbers Reasoning and problem solving Fluency Enrich questions. (Level 4)	Bonds to 10 + and - Tally charts Halving amounts Steps of 2 Reasoning and problem solving Fluency Enrich questions. (Level 4)
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	Shape and Measures	Initial shape and pattern assessments Spatial awareness Our Day (Time)	2D shapes in the environment Comparing size	Position Properties of 2D shapes	Patterns Length Time	2D and 3D shapes Patterns Capacity	3D shapes Halving shapes Weight
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Throughout the year we will progress through the 6 areas of Mathematics in EYFS.
Each time we revisit an area, we will recap and extend.
Ongoing throughout the year- comparison of number and measures, money, measuring time and shape/pattern spotting.

	Cardinality and Counting	Saying the number names in sequence Tagging each object with one word. Knowing the last number counted gives the total. Subitize Look at numeral meanings. Conservation- amounts can be rearranged but the total stays the same.
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	Composition	Part- whole models. Seeing the whole and knowing its parts too. Allow children to look at what they can see. Know that a number can be partitioned into different pairs of numbers. Know that a number can be partitioned into more than 2 numbers. Learn number bonds- How many are hidden?
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	Comparison	Compare amounts using more/less. Identify groups with the same number of things. Use reasoning during comparison levels. 1 more and 1 less
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	Shape and Space	Develop spatial awareness. Develop spatial vocabulary. Develop shape awareness through construction. Represent spatial relationships- positional vocabulary. Identify similarities between shapes.
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		<p>Show awareness of properties of shape</p> <p>Describe properties of shape</p> <p>Develop an awareness of relationships between shapes</p>
	Pattern	<p>Continue an AB pattern.</p> <p>Copying an AB pattern.</p> <p>Make their own AB pattern.</p> <p>Spotting an error in an AB pattern.</p> <p>Identifying the unit of repeat.</p> <p>Continuing an ABC pattern.</p> <p>Continuing a pattern which ends mid unit.</p> <p>Make their own ABB, ABBC patterns.</p> <p>Spotting an error in an ABB pattern.</p> <p>Symbolising the unit structure.</p> <p>Generalising structures to another context or mode- use of different objects.</p> <p>Make a pattern which repeats around a circle.</p> <p>Make a pattern around a border with a fixed number of spaces.</p> <p>Pattern spotting around us.</p>
	Measures	<p>Recognising attributes.</p> <p>Comparing amounts of continuous quantities.</p> <p>Showing awareness of comparison in estimating and predicting.</p> <p>Comparing indirectly.</p> <p>Recognising the relationship between the size and the number of units.</p> <p>Begin to use units to compare.</p> <p>Begin to use time to sequence events.</p> <p>Begin to experience a specific time duration.</p>

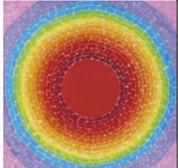
Understanding the World

Understanding the World	<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>						
	People, Culture & Communities	Identify and name members of their immediate and extended family, commenting on photos; naming who they can see and what relation they are to them.	Forces Discuss celebrations e.g. Bonfire Night, Diwali and Christmas. Remembrance day – Why are poppies special?	Living things and their habitats Discuss certain celebrations e.g. Chinese New Year. Continue to recognise that the world is made up of different countries (England and China). Explore and talk about how a child’s life might be different/the same. Learn facts about Uganda, such as climate and animals.	Materials Identify and talk about our environment and the changes that Spring presents. Discuss and describe Easter. Observe and draw pictures to document what they’ve seen. Talk about what they can see, hear and feel during the changes.	Earth and Space Find out who celebrates Eid, learning more about this festival using books, videos and photographs. To compare and contrast different habitats using fiction and non-fiction texts alongside video clips. Talk about how these environments compare to theirs.	Animals To describe the human life cycle. Talk about differences and similarities of them, and now using photographs. Consider how their likes/dislikes changed as well as physical appearance. Talk about life events: moving house or going on holiday.
	The Natural World	Share what they do with their family and places they have been with their family.	Look at photographs on Tapestry to allow children to share celebrations from their life.	Naming and describing local geographical features, i.e. The Billing. Winter and hibernation.	Identify and compare how they travel. Identify roles in our community linked to transport. How has travel changed?	Identify the features of animals through observation and conversation. Learn vocabulary to describe contrasting	Look at photographs of older family members and staff. Talk about change over a period of time. Respond to what they hear and see in the natural world.
	Past and Present	Compare similarities and differences between other families. Explore and comment on similarities and differences of houses	Use a map whilst comparing how different people celebrate Christmas around the world. Recognise the similarities and	Encourage children to describe and comment on changes in the environment. Create maps to show their journey to school and local landmarks.	Talk about what a plant needs to grow; link to Jack & the Beanstalk story.	Observe and describe the life cycle of a butterfly, linking to past and present.	

	<p>and homes, past and present.</p> <p>Name and describe other people who are familiar to them and in our community.</p> <p>Begin to understand the difference between fact and fiction.</p> <p>Talk about aspects of their familiar world such as where they live and their school setting.</p> <p>Identify important people in our community and discuss different occupations and who can help us.</p> <p>Recognise different body parts.</p> <p>Navigate our classroom and outdoor areas.</p>	<p>differences in ways people celebrate.</p> <p>Discuss how people's actions influence the future.</p> <p>React to seasonal/weather changes e.g. snow, ice.</p> <p>Identify important people in our community and discuss different occupations and who can help us.</p> <p>Recognise that people can have other beliefs and celebrate special times.</p> <p>Explore how things change.</p> <p>Explore how the wind can move objects.</p> <p>Explore how objects move in water.</p> <p>Comparing old and new bears. How have they changed?</p>	<p>Use maps to develop awareness of their place in this world.</p> <p>Use Google Maps so children can see Leeds and talk about features they notice.</p> <p>Talk about their own experiences over the Christmas holiday period using extended sentences.</p> <p>To explore a range of jungle animals, naming and labelling them.</p> <p>To move in different ways considering how an animal moves.</p> <p>Identify important people in our community and discuss different occupations and who can help us – doctors and nurses.</p> <p>Introduction to the Layton family and the history of our school.</p> <p>Explore the plants and animals in the surrounding natural environment.</p> <p>Explore plants and animals in contrasting environments.</p> <p>Begin to understand how we can look after our planet.</p>	<p>To observe and discuss the changes which take place during baking pancakes.</p> <p>Identify important people in our community and discuss different occupations and who can help us.</p> <p>Explore a range of materials including natural materials.</p> <p>Make objects from different materials.</p> <p>Changes to materials.</p> <p>Looking at materials that change over time.</p> <p>(Science week)</p> <p>Compare old and new traditional tales.</p> <p>Link floating and sinking to the Gingerbread Man.</p>	<p>environments e.g. cold and hot</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</p> <p>Identify important people in our community and discuss different occupations and who can help us.</p> <p>Hot and cold planets.</p> <p>Talk about similarities and differences of two planets.</p> <p>Recognise and discuss how the moon differs from the environment we live in.</p> <p>Phases of the moon.</p> <p>Find out about Tim Peake, Neil Armstrong and the first moon landing.</p> <p>Exploring shadows and rainbows.</p>	<p>Name and describe animals that live in different habitats.</p> <p>Describe different habitats.</p> <p>Identify what we need to include for animals to thrive.</p> <p>How to take care of animals.</p> <p>Observe, identify and discuss changes of plants.</p> <p>Encourage links to what they hear, smell and see in the natural world.</p> <p>Listen to the children's conversations around change and transition and support them in their feelings and thoughts.</p> <p>Observe seasonal changes and the planting of seeds and, after close observation, draw pictures of the natural world, including animals and plants.</p> <p>Comment on changes of different beans.</p> <p>Identify important people in our community and discuss different occupations and who can help us.</p>
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Expressive Arts and Design

<p>Expressive Arts and Design</p> <p><i>This area of learning is promoted daily through a variation of activities, including painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, sculptures,</i></p>	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. 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>						
	<p>Artists and Designers to Study</p>	<p>Self Portraits: Pablo Picasso Frida Kahlo Jean Michel-Basquiat</p>	<p>Fashion Designers: Vivienne Westwood Coco Chanel Vera Wang Giorgio Armani Yves St Laurent Christian Dior</p>	<p>Landscape Artists Monet Cézanne Matisse Georgia O'Keefe Bridget Riley</p>	<p>Food Designers Jamie Oliver Gordon Ramsey Pru Leith Monica Galetti Heston Blumenthal (snail porridge?) Nigella Lawson</p>	<p>Space Artists Julie Perrot Sophie Knight Vincent Van Gogh</p>	<p>Architects: https://inhabitat.com/architects-design-luxe-bug-hotels-for-london-parks/</p>
		<p>Drawing: Identify features of themselves and when drawing a self-portrait (enclosing lines): do they draw definite features?</p>	<p>Drawing: Observational drawings of autumnal objects exploring tones and shades.</p>	<p>Scissor Skills: Crafts linked to Chinese New Year.</p>	<p>Drawing: Observational drawings of spring plants adding specific details and tones of colour.</p>		<p>Drawing: Complete a self-portrait and compare to the start of the year.</p>

<p>following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</p>	<p>Creating 'with Materials</p>	<p>Painting: use readily available resources to reach a desired outcome.</p>		<p>Painting: use powder paint effectively, learning how to use them, commenting on the different outcomes.</p>	<p>Painting: mix colours with intent, talking about primary colours, to reach a desired colour.</p>	<p>Painting: explore, recognise, create different effects using watercolours.</p>	<p>Painting: Recreate artwork using collage and watercolours to represent the different seasons using Eric Carle's 'The Tiny Seed'.</p>
			<p>Printing: print using various tools to create a new shape. Begin to mix colours commenting on the change (Christmas wrapping paper).</p>		<p>Printing: Animal footprints</p>		
		<p>Sculpture: learn and embed beginning Dough Disco techniques.</p>	<p>Sculpture: chose certain tools depending on their function to add detail e.g. imprints and impressions</p>		<p>Sculpture: Create 3d bowls from clay.</p>	<p>Sculpture: Create a space diorama using papier mache.</p>	
		<p>Collage: revisit and consolidate using previously learned techniques. Explore art work linked to Black History Month: Alma Thomas</p> 	<p>Collage: Christmas tree collage card.</p>	<p>Collage: Layer materials to create a landscape.</p>		<p>Collage: Discuss colour and tone linked to contrasting environments and create 'Hot and Cold' collages.</p>	<p>Collage: Recreate artwork using collage and watercolours to represent the different seasons using Eric Carle's 'A Tiny Seed'.</p>
	<p>Being Imaginative & Expressive</p>		<p>Textiles: decorative stitching</p>	<p>Textiles: Weaving</p>	<p>Baking: Gingerbread Man</p>		
		<p>Construction: Build models using large construction equipment.</p>	<p>Construction: Use smaller junk modelling materials to construct</p>	<p>Construction: use resources, levers and pulleys to create an object which can move. Talk about what went well and what didn't.</p>	<p>Construction: Billy goat bridges, Little Pig Houses</p>		<p>Construction: Design, discuss and construct habitats using small and large construction and art tools.</p>
			<p>DT: Create clothes for Elf on the Shelf- Methods of joining (running stitch, glue etc) Working with fabric Plan, make, evaluate.</p>		<p>Mechanisms: Moving pictures Food: Create the best porridge for goldilocks</p>		<p>Structures: Create minibeast habitats.</p>
		<p>Rehearse nursery rhymes taught in Nursery to sustain fluency. Introduce new poems through Poetry Basket</p>					
	<p>Listen to music and make their own dances in response. Perform to an audience. Sing a wide range of nursery rhymes.</p>	<p>Create musical patterns using body percussion. To talk about whether the like or dislike a piece of music.</p>	<p>Begin to create costumes and resources for independent role play. Sing a wide range of songs and nursery rhyme. Begin to explore musical instruments</p>	<p>To act out well known traditional tales and stories. To move in time to music.</p>	<p>To create musical patterns using untuned instruments.</p>	<p>Sing a wide range of songs and nursery rhymes. To join in with whole school singing assemblies.</p>	

		Talk about whether they like or dislike a piece of music.					
British Values							
<p>British Values</p> <p>We will be focusing on all of the British Values throughout the year and referring to these as they arise.</p>		<p>Democracy</p> <p>We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p>Rule of Law</p> <p>We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.</p>	<p>Mutual Respect</p> <p>We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p>	<p>Mutual Tolerance</p> <p>Everyone is valued, all cultures are celebrated, and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.</p>	<p>Individual Liberty</p> <p>We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p>Recap all of the British Values</p> <p>Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
Religious Education							
<p>Religious Education</p> <p>Our RE Curriculum enables children to encounter religions and worldviews through special people, books, times, places, and objects and by visiting places of worship. They will listen to and talk about stories from a range of different religions and views. They will begin to understand and value the differences of individuals and groups within their own community and beyond.</p>		<p><u>Unit F1 – Where do we live and who lives there?</u></p> <p>Where do we live? Why is it special? Who lives in our home? What makes a good home? Special objects for Christians and Muslims. What do we belong to?</p>	<p><u>Unit F2 – How are special times celebrated?</u></p> <p>How are special times celebrated? What is the Christian festival of Harvest and how is it celebrated?? What is the Jewish festival Rosh Hoshana and how is it celebrated? What culture celebrates the Mid-Autumn festival? How and why is Christmas celebrated?</p>	<p><u>Unit F3 – What makes a good helper?</u></p> <p>How and why is Chinese New Year celebrated? What makes a good helper? Why are rules important? How and why is Diwali celebrated? What is important to Hindu's during Diwali? Who can we help at school and home? What makes a good friend and why are they special? What do stories tell us about caring for others? Who were Jesus' special friends? How were they chosen?</p>	<p><u>Unit F5 - Who and what are special to us?</u></p> <p>What places are special and why? Talk about special places in our school, local community and wider world using photographs and videos sent in by families on Tapestry. What is a special place for Christians? When have you visited a Church? What happens in a Church? Why is it special? What is a special place for Muslims? Why is it special? How and why is Easter celebrated?</p>	<p><u>Unit F2 – How are special times celebrated?</u></p> <p>How are special times celebrated? What can we remember about festivals and celebrations? Is a carnival a festival? Find out about the Hindu festival of Holi. Find out about the Sikh festival of Vaisakhi. Find out about the Jewish festival of Pesach. Why and how is Eid-Fitr celebrated?</p>	<p><u>Unit F4 - What can we see in our wonderful world?</u></p> <p>What do religious believers believe about creation? What does the word creation mean? What is the Christian story of Creation? What do Jewish people believe about creation? What are some things that happen at shabbat? Compare what Christians and Jewish people believe about Creation. What do Muslims believe about Creation?</p>