

Nursery Yearly Overview – Curriculum Opportunities

	Autumn		Spring		Summer	
Theme	All About Me <i>(History/PSHE/Science)</i>	Light and Celebrations <i>(RE/Geography/ArtMusic)</i>	Amazing Animals <i>(Science,Geog,Art)</i>	Traditional Tales <i>(RE, History, DT)</i>	What's in the garden? <i>(Science/Geography)</i>	Seaside Shenanigans <i>(Science/Geography/PSHE)</i>
Texts	Incredible Me, What I like about Me , Giraffes Can't Dance, What makes me a me, Incredible you, Super Duper You, this is me, there's only one you, amazing me, dressing up, Jamelas dress, Hey you! Hair love, Not like the others, If all the world were, So much, love around the world, Guess how much I love you A superpower like mine, Lulu's first day	The Nativity Story , The birthday duck, Hannukah, A year full of celebrations and festivals, what do you celebrate? Sammy Spiders first hannukah, Mr Men 7 Little Miss' First Diwali, Joy to the world, Dear Santa, Diwali Story book, Welcome Rain, We're going to a birthday party Odd dog at Christmas	A Squash and a Squeeze , what the ladybird heard, Shelly Hen lays eggs, A zoo in my shoe the koala who could, How the Zebra got it's stripe, Tinker Tales – animated series, The same but different too, Oi Frog, 10 cats, 10 little... series, Animal stories for children, Hairy Mclary, Cleo the completely fine camel, Dear Zoo, A first book for animals, My pet goldfish	The Gingerbread Man , Goldilocks and the three crocodiles, Three Little Picks, Goldilocks and the 3 bears, Jack and the beanstalk, Little red riding hood The story tree, three billy goats gruff	The Hungry Caterpillar , Mad about minibeasts, There's a Tiger in the Garden, The chalk Garden, 50 words about Nature, 50 words about bugs, Tell me about plants, Errols Garden, the enormous Turnip	The Rainbow Fish , Sharing a shell, Sheldon's new shell, Who makes an ocean, The Shellfish Bug, Ebba and flow, the baby seal, The Snail and the Whale, The Odd Fish, Stella and the seagull, The Boy that Sailed the World, Here We Are
Theme specific vocabulary Adults will introduce language in context and in play progressively over the course of each half term.	Body parts: Head, eyes, nose, mouth,) feet, toes, arm, leg etc. Feelings: Kindness Happy, Sad etc. Greetings: Sorry, Please, Thank you, Relationships: Family, Difference	Celebratratons, Harvest, Easter, Diwali, Hannukah,Christmas Seasons,	Habitat, farm, zoo, underwater, sea, paws, fins, snout, wings, beak, feathers, claws, teeth, stripy, spotty, camouflage, food, (names of animals various), Zoo, safari park, Jungle, Ocean, Pet, Forest/Woods, vet.	Fairytales, once upon a time, happily ever after, tale, story, wish, prince/princess, knight, dragon. Gingerbread, cooking, mix, oven, bake, ingredient, travel, ginger, icing, currants, decorate	Tree, leaf, flower, stem, seed, living things, creatures, habitats, trunk, branch, leaves, flowers, petals, fruit, roots, bulb, garden, caterpillar, butterfly, cocoon, egg, strawberry, plum, sausage/salami, Days of the week	Fish, rainbow, shocked, scared, ocean, creature, scales, upset, lonely, deep, wise, disappear, shiny, shimmer, octopus, waves, Glittering, glide, starfish, friends, coral, reef, swam, sand, beach, sea, splash, glare, ordinary
Events	Early Bird Reading	Early Bird Reading Nativity Production	Early Bird Reading Dogs Trust -Dogs as our Superheros	Early Bird Reading	Early Bird Reading Ecology Park	Early Bird Reading Fake trip to the beach Horniman Museum
Role Play Inside	Home Roleplay Home	Nativity Area	Vet's surgery	Castle	Garden centre Flower stall	Ice-cream shop

Role Play Outside	Doctors Surgery Dressing-up as people who help me	Elf's Grotto	Safari and ticket office	Gingerbread man's house	Mini garden	Mini beach – sandpit, deckchairs, sandcastles
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<p>Adult Targeted Curriculum Opportunities</p>	<p><u>Understanding the World Working Scientifically:</u> Senses. Children begin to identify their senses and the body parts. Harvest Festivals, Signs of Autumn' station for children to collect the things they find. Colourful leaves/ conkers/ animal photos etc.</p> <p>Where do my family come from? Gather photos/evidence from families on Tapestry</p> <p>Build multicultural links with celebrations.</p> <p>People who help us: Vicar, Headteacher, office staff. What do they do?</p> <p><u>Expressive Arts & Design</u> <i>Exploring paint and investigating different lines</i> Explore paint Using imaginative play in role play <i>Sing nursery rhymes and action songs.</i> Perform songs, rhymes, poems and stories move energetically in time with music, such as dancing. Work and play cooperatively.</p> <p><i>ICT Links – roleplay technology – phones/laptops etc</i></p>	<p><u>Understanding the World Working Scientifically:</u> Seasonal changes: lighter/darker. Discuss that in Winter it gets darker earlier. Sorting animals in cold/warm climates What different features do they have? Discuss with the chn what materials would be good to make Jesus' crib from. Christmas Traditions Divali traditions Explore special events in their own person history – Birthdays, weddings, christenings, religious celebrations, Recalling experiences of Bonfire Night</p> <p><u>Expressive Arts & Design</u></p> <p>Firework pictures celebration cards for different events, exploring using mixed media, creating diva lamps with playdough, experimenting with techniques using tools. Listening and responding to different styles of music. Improvising leading to playing classroom instruments Share and perform the learning that has taken place</p> <p><i>ICT Links – roleplay technology – phones/laptops etc</i></p>	<p><u>Understanding the World Working Scientifically:</u> Begin by focusing on the animals in Rosie's Walk. Chn can investigate differences between foxes and hens. Continue learning by comparing animals of children's interest.</p> <ul style="list-style-type: none"> - How are we different to hens? Children label human body parts and hen body parts. - Use a range of materials to create different animals. Encourage discussion about which materials would be best for which animal and why? - Activity on seasons- matching clothing to the appropriate season. - Discuss how it is still Winter and cold. What materials can we use to keep Rosie's hen house nice and warm? <p>Develop an understanding of different animals and their environments. Where</p>	<p><u>Understanding the World Working Scientifically:</u> Focus on Spring changes. What things happen during Spring? If the Gingerbread man visited the farm what new animals would he see? Match the baby animals to pictures of their adult. Build a boat for the Gingerbread man. Testing which materials are waterproof. What qualities will the boat need to have to be successful? Identifying footprints. In a tough tray leave footprints left by the animals in The Gingerbread man. How can the children identify the animals? Discuss how they have different 'feet', eg; hooves, claws, paws, feet, etc.</p> <p>Understanding the natural world, Develop an understanding of the past through activities linked to fairy tales. The Easter Story – Pupils will learn about the</p>	<p><u>Understanding the World Working Scientifically:</u> Exploring the new plants in our environment. Children can begin to plant potatoes, cress, etc and explore their growth. Begin to label parts of the plant. Children can explore flowers in the class and use them in their small world play. Discuss the Hungry Caterpillar's change to a butterfly. Focus on the caterpillar's life cycle. Can the children draw each stage? Discuss that Summer is coming and the sun will be out more. Use our senses to explore the sensory garden. Smelling herbs and drawing our observations. Collage-farm animals /Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers Mother's Day crafts Easter crafts Home Corner role play Artwork themed around Eric Carle / The Seasons – Art</p> <p>Exploration of the school grounds. Linked to forest school</p>	<p><u>Understanding the World Working Scientifically:</u> Lots of water play. Can we test which materials are waterproof? What materials would be good to create a sheltered home for rainbow fish in the water? It would need to be waterproof and sink. Compare rainbow fish's body part to mammals. Discuss and label fish specific parts such as; fins, gills, etc. What do fish/ rainbow fish eat? Would you like to eat those things? How does Rainbow fish's meals compare to what the Hungry Caterpillar was eating? Discuss the features of summer and what months fall under 'Summer.' What clothes should we wear in Summer and why? How can we stay protected from the sun? Under the sea Investigate some of the creatures that live in our oceans. Discuss how we can look after these animals and plants. Transition nursery to reception.</p> <p><u>Expressive Arts & Design</u> Nursery celebration, seaside pictures – bubble art/ marbling seaside pictures. Play dough modelling. Seaside songs, making ice cream. Building sandcastles/ flags for sandcastles.</p>
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	<p><u>PSED</u> Likes & dislikes, Taking turns, Golden rules, Identifying feelings</p> <p><u>Physical Development</u> Gross Motor: <i>PE Hub unit; Speed, Agility, Travel Unit 1</i> Change direction at speed through both choice and instructions. Perform actions demonstrating changes in speed. Stop, start, pause, prepare.</p> <p>Fine Motor: Hand-eye coordination (linked to early literacy) Pencil skills, tracing and following a line. Using small tools for control, Small world activities, puzzles and arts/crafts. Pick up and refine ways of collecting very small apparatus using index finger and thumb. To hold a scissors correctly to make snips in paper. Children improve their dexterity by manipulating puzzles using rotation. Build strength in hands and feet to make precise movements.</p>	<p><u>PSED</u> Skills & talents, Making friendships, Celebrating different communities</p> <p><u>Physical Development</u> Gross Motor: <i>Sections from PE Hub unit; Speed, Agility, Travel Unit 1</i> Change direction at speed through both choice and instructions. Perform actions demonstrating changes in speed. Stop, start, pause, prepare.</p> <p>Fine Motor: Hand-eye coordination (linked to early literacy) Children improve their pencil skills by tracing and following a line. Proficiency, control and confidence - Using small tools, small world activities, puzzles and arts/crafts. Pick up and refine ways of collecting very small apparatus using index finger and thumb. To hold a scissors correctly to make snips in paper. Children improve their dexterity by manipulating puzzles using rotation. Build strength in hands and feet to make precise movements.</p>	<p>in the world are animals from? What kinds of habitats do they live in. How can we care for all the different animals? How can we care for different animals and our natural world.</p> <p><u>Expressive Arts & Design</u> <i>Animal art, Chinese New Year, printing and collage of different places.</i></p> <p><i>Playdough models of animals/ salt dough animals.</i> Work and play cooperatively. Invent, adapt and recount narratives and stories with peers and their teacher. Begin to develop complex stories using small world equipment. (e.g. animal sets, dolls, toy cars). Make imaginative and complex 'small worlds' with blocks and construction kits (e.g. a city with different buildings and a park).</p> <p><u>ICT Links – roleplay technology – phones/laptops etc</u></p> <p><u>PSED</u></p>	<p>traditions and customs linked to this. Different houses around the world and different places to live.</p> <p><u>Expressive Arts & Design</u> Baking & decorating gingerbread biscuits. Draw objects using line and shape, including some detail. Explain drawings, representations and emotions in response to adult questions. Select colour appropriate to drawing. Understand and describe the effects of mixing, colours. Sing familiar and improvised songs, with a developing awareness of pitch, as part of a group. Dressing up and roleplay relating to the traditional tales.</p> <p><u>ICT Links – roleplay technology – phones/laptops etc</u></p> <p><u>PSED</u></p>	<p>activities – where the children explore the minibeasts and plants that live there.</p> <p><u>Expressive Arts & Design</u> <i>Learn to sing nursery rhymes and action songs. Perform songs, rhymes, poems and stories move energetically in time with music, such as dancing. Work and play cooperatively. Know some similarities and differences between different religious and cultural communities in this country. Invent, adapt and recount narratives and stories with peers and their teacher. Children will weave thread in and out of paper bowls to make baskets. Creating fruit salads and tasting different fruits and vegetables. Growing own food. Farm to fork activities to explore where food has come from.</i></p> <p><u>ICT Links – roleplay technology – phones/laptops etc. use of ipads, remote control cars</u></p> <p><u>PSED</u> My family, being a good friend, kind words & sharing,</p>	<p>ICT Links – roleplay technology – phones/laptops etc. Taking photographs, cameras, remote control cars/boats for water play.</p> <p><u>PSED</u> How I have changed, Moving to Reception, Celebrating Nursery</p> <p><u>Physical Development</u> Gross Motor: <i>Sections from PE Hub unit; Cooperate & Solve Problems Unit 2</i> Copy and repeat various patterns and actions. Continue to work in teams. Solve more complex tasks.</p> <p>Fine Motor: Control and Precision - Hand-eye coordination (linked to early literacy). Children are able to turn pages carefully Children are able to show a dominant hand to make marks, some resembling letter sounds Children attempt to write their name. Proficiency, control and Confidence Using small tools, small world activities, puzzles and arts/crafts. Children are able to fasten some buttons and zips, Children are able to cut long and short snips.</p>
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Resilience & determination, Setting goals, Encouraging others, When I grow up, I want to be...

Physical Development

Gross Motor: PE Hub unit; Body Management Unit 1 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.

Fine Motor: Hand-eye coordination (linked to early literacy) Children improve their pencil skills by tracing and following a line. Proficiency, control and confidence - Using small tools, small world activities, puzzles and arts/crafts. Pick up and refine ways of collecting very small apparatus using index finger and thumb.

Staying active, Eating Well, Personal Hygiene, Personal safety-stranger danger

Physical Development

Gross Motor: Sections from PE Hub unit; Body Management Unit 1

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.

Fine Motor: Hand-eye coordination (linked to early literacy) Children improve their pencil skills by tracing and following a line. Proficiency, control and confidence - Using small tools, small world activities, puzzles and arts/crafts. Pick up and refine ways of collecting very small apparatus using index finger and thumb.

celebrating communities

Physical Development

Gross Motor: Sections from PE Hub unit; Cooperate & Solve Problems Unit 2 Copy and repeat various patterns and actions. Continue to work in teams. Solve more complex tasks.

Fine Motor: Control and Precision - Hand-eye coordination (linked to early literacy). Children are able to turn pages carefully. Children are able to show a dominant hand to make marks, some resembling letter sounds Children attempt to write their name. Proficiency, control and Confidence Using small tools, small world activities, puzzles and arts/crafts. Children are able to fasten some buttons and zips, Children are able to cut long and short snips.

<p>Literacy, Communication & Language</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. Phonics will follow Phase 1 activities as well as introducing initial sounds.</p>					
<p>Mathematics Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically</p>	<p>Securely recite numbers 1-5. Show 'finger numbers' up to 5. Talk about and identify the patterns around them (e.g. stripes on clothes, designs on rugs).</p>	<p>Begin to recite numbers past 5 through rhymes, songs and games. Make comparisons between objects relating to size, length. Develop fast recognition of up to 3 objects, without having to count them individually (subitising). Experiment with their own symbols and marks as well as numerals. Talk about and explore 2D and 3D shapes using informal and mathematical language: (sides, corners, straight, flat, round).</p>	<p>Say one number for each item in order: 1,2,3,4,5. Link numerals and amounts: showing the right number of objects to match the numeral, up to 5. Compare quantities using language (more than, fewer than). Describe a familiar route. Discuss routes and locations, using positional words (in front of, behind). Extend and create ABAB patterns. Notice and correct an error in a repeating pattern. Make comparisons between objects relating to weight and capacity.</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Link numerals and amounts: showing the right number of objects to match the numeral, up to 5. Solve real world mathematical problems with numbers up to 5. Select shapes appropriately (flat surface for stacking, a triangular prism for a roof). Combine shapes to make new ones (different or larger shape). Begin to describe a sequence of events, real or fictional (first, then, next).</p>	<p>Verbally count numbers in order from 1-5. Know and use number names from 6-10. Count objects 1- 5, pointing to individual objects to demonstrate knowledge of 1:1 correspondence. Know the total number when counting a group of objects. Subitise objects up to 3, with the knowledge that re-arranging objects does not change the number. Count a number of objects up to 5 and match the numeral to each number. Count on fingers 1 – 5 and begin to show total numbers on fingers up to 5. Make marks to record numbers when counting objects and begin to write numerals 1 – 5. Compare the number of 2 groups of objects using appropriate language.</p>	<p>Verbally count numbers in order from 1-5. Know and use number names from 6-10. Count objects 1- 5, pointing to individual objects to demonstrate knowledge of 1:1 correspondence. Know the total number when counting a group of objects. Subitise objects up to 3, with the knowledge that re-arranging objects does not change the number. Count a number of objects up to 5 and match the numeral to each number. Count on fingers 1 – 5 and begin to show total numbers on fingers up to 5. Make marks to record numbers when counting objects and begin to write numerals 1 – 5. Compare the number of 2 groups of objects using appropriate language. Solve mathematical problems during daily routines and independent learning in interactions with adults Use positional language in interactions with adults.</p>

					Solve mathematical problems during daily routines and independent learning in interactions with adults	
RE	SELF AND OTHERS What makes us special- inc. birthdays all round topic and BHM	FESTIVALS Incl. Diwali, special events to children and Christmas	RIGHT AND WRONG Link to PSED Also Chinese New Year	SYMBOLISM AND RITUALS Incl. New life and Easter	LIVING THINGS Our Wonderful World	

Reception Yearly Overview – Curriculum Opportunities

	Autumn	Spring	Summer			
Theme	I am special, I am me! PSHE, Art, Science	Shine a light in the dark. RE, Science, Geogaphy	Super Scientists PSHE, Art, Science	Once Upon a Time PSHE, Art, Science	From acorns to oak trees PSHE, Art, Science	Wherever you will go (journeys) PSHE, Art, Science
Texts	T4W: Owl Babies <i>Leopard's Drum, Funnybones, Hey Duggee: the tooth brushing badge, Cave Baby, Twinkle Twinkle chocolate Bar, (books on starting school), Starting School, The World at your feet, out of the blue, When dragon comes to stay, Little rabbit foofoo</i>	T4W: Hovis the Hedgehog Remember Remember The Fifth of November The Lights that Dance in the Night, Zim Zam Zoom Eyes that Speak to the Stars, out of the dark winters night, I love the seasons, Winter, spring, Summer, Autumn, snowy Day, A thing called Snow, Winter – Emily Dufresne, A year Full of Stories Hannukah fun, Hannukah nights, the best Diwali ever, music in me, Festivals, Colours of Holi, Gracies night. The Christmas Surprise, green is for Christmas, Christmassaurus	T4W: The Magic Porridge Pot My First Heroes: Scientists <i>Dim Sum for everyone, Mr Wolf's pancakes, Mama Panya's Pancakes, We planted a pumpkin</i>	T4W: The Three Little Pigs <i>Ramadan Moon, Samira's Eid, Spot's first easter, Paddington's easter egg hunt, the garden, the curtain and the cross,</i>	T4W: Superworm <i>The Tiny Seed What the Ladybird Heard Wings, Waves & Webs, Eco Girl, Invertebrates are cool, Oliver's Vegetables, My First Book of Birds, the girl who loves bugs,</i>	T4W: Barney Goes to the Moon <i>The journey from Grandpa's house The Naughty Bus The Snail and the Whale Lost and found The last stop on market street Emma Jane's Aeroplane The lost property office The hundred-decker bus Let's go for a walk, Journey, At the airport, Martha Maps it out, the Boy Who Loved Maps Map Mazes, The Moon Map, Oh the Places You'll go, Coming to England</i>
Theme Specific Vocabulary Adults will introduce language in context	Eyebrows, eyelashes, tongue, elbow, wrists, ankles, knuckles, Hips, shins,	Chruch, Mosque, Synagogue, Religion, Baptism, Christening, Minister, Vicar, Reverend,	Predict, experiment, observe, result, the same, different, unique, the same,	Sticks Plastic Rough Sunlight Wood Soft Smooth Air Bricks Waterproof Glass	Petals, stem, roots & their role, describe a butterfly- 3 body parts: head, thorax,	Travel, journey, arrive, map, Town, school, home, house, map, job, work, train

and in play progressively over the course of each half term.	Relationships: Aunt, Uncle, Nephew, Niece, Cousin	steeple, font, alter, pew, cross, stained glass window, beliefs, Harvest, Christmas, Easter, Christians, special books, special places, special stories, prayer, Bible, Jesus, God	similar, variable, recording, data, analyse, evidence, measure, capacity,	Metal Strong Stem Fabric Weak Soil Paper Hard hero prince princess king queen	abdomen, probosis, 5 senses, fact file,	station, library, church, shops, park, leisure centre
Events	Bring a family photo for Diversity Display People who help us: Rev Dom/Parents	Early Bird Reading every week Bring an objects/artefact from their culture Christmas Production	Pizza Express In O2 Early Bird Reading every week Have a science workshop with outside person	Early Bird Reading every week Dogs Trust -Dogs as our Superheros Discover story centre in Stratford	Early Bird Reading every week Ecology Park	Early Bird Reading every week Transport Loop Bus ride, DLR - pit stop at airport tube to North, Greenwich & walk/ Bus home Greenwich observatory- Barnaby Bear goes to the moon
Role Play Inside Must be child led	Home kitchen	Post office	Science Lab	Castle	Flower Shop	Bus/Plane
Role Play outside	Police Station	Toy Shop	Creative Kitchen (Pizza Express inspired)	Story Telling Den	Garden centre	Car wash

<p>Adult Targeted Curriculum Opportunities</p>	<p><u>Understanding the World</u> Working Scientifically: Begin to investigate and compare features of common UK woodland animals. (I,C,G)</p> <p>Explore the different cultures represented in the class. Find out about visitors and different professions. Invite PC from Pen.</p> <p><u>Expressive Arts & Design</u> Exploring prime colours, making self portraits using nature/loose parts. Learning Dotted Art - Alma Thomas.</p> <p>ICT links: drawing programmes, Sing call-and-response songs. Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas.</p> <p><u>PSED</u></p> <p>Likes & dislikes, Taking turns, Golden rules, Emotions</p> <p><u>Development</u></p>	<p><u>Understanding the World</u> My family history. Exploring different families and how they celebrate special events together. Past and present pictures</p> <p>Where do my family come from? Christenings, Birthdays, religious celebrations.</p> <p>Forest school Flower hunt Den building. Focus on developing pupils vocabulary to talk about their observations in the forest school, the one in which they live.</p> <p><u>Following the trip to the Woolwich Christmas Market/Greenwich Market</u> Draw a simple map of our local environment- Woolwich/Greenwich looking at world maps and globes to locate places.</p> <p><u>Expressive Arts & Design</u></p> <p><u>Creating with Materials:</u> Children will be able to experiment with colour, design, texture, form and function Fireworks inspired Art- Cai-Gua Qiang. Card Making.</p> <p><u>Development</u> <u>Gross Motor:</u> Sections from PE Hub unit; Reception Speed, Agility, Travel Unit 2. Participate</p>	<p><u>Understanding the World</u> Working Scientifically: Floating/sinking Magnetic/non-magnetic. Changing state.</p> <p>Children can create a rain gauge to refer to throughout the year and record results. (OoT)</p> <p><u>Physical Development</u> <u>Gross Motor:</u> Dance – External Teaching</p> <p><u>Fine Motor:</u> Control and Precision - Hand-eye coordination (linked to early literacy. Develop a good, comfortable tripod grip for writing .Proficiency, control and Confidence Using small tools, small world activities, puzzles and arts/crafts Understand how to hold a knife, scissors and pencil properly. Become confident threading and weaving Follow sequences in finger songs with some degree of accuracy.</p>	<p><u>Understanding the World</u> Working Scientifically: Observe plants beginning to blossom (OoT) Children can investigate which materials are best to build a strong home. (C&FT)</p> <p>Learning about the world and how it has changed over time. Recognising that traditional tales can be different in different parts of the world. Exploring and reading different traditional tales. Easter celebrations around the world. Celebrating Easter.</p> <p><u>Expressive Arts & Design</u> Use different textures and materials to make houses for the three little pigs and bridges for the Billy Goats Listen to music and make their own dances in response. Playing instruments within the song, Improvisation and compose using voices and instruments. Share</p>	<p><u>Understanding the World</u> Working Scientifically: Classify different insects by their features (I, C, G) Children can investigate which materials are to build a greenhouse with. Thinking about the components that plants need to grow. Grow cress. (C&FT)</p> <p>Building a 'Bug Hotel' Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Explore the natural world around them making observations and drawing of animals and plants Go on a mini beast hunt area Forest school Flower hunt Den building.</p> <p><u>Expressive Arts & Design</u> ICT links: Cars/remote controlled. Fruit and vegetable kebabs and rice cake faces. Children will learn about healthy eating and then design and make their choice of fruit and vegetable</p>	<p><u>Understanding the World</u> Working Scientifically: Investigate and test which material would be best to make a boat to travel across our water play (C&FT)</p> <p>Travel – experiences. Maps-chn to design and make a map of the Moon Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Find out about different types of transport. Begin to recognise that vehicles looked different in the past.</p> <p><u>Expressive Arts & Design</u> Making rockets and different vehicles using mixed media and junk modelling. Experimenting with different materials to decide which is best. Space music, exploring classical music related to the planet. Singing some nursery rhyme songs related to transport.</p> <p>ICT links: Beebots & remote control toys</p> <p><u>PSED</u></p> <p>Our amazing bodies, Life at different ages, Change &</p>
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	<p>Gross Motor: Sections from PE Hub unit; Reception Speed, Agility, Travel Unit 2. Participate in a variety of agility-based activities. Recognise the difference between actions such as: moving softly, quietly, quickly, powerfully, etc. Relate body movements to music and percussion beats.</p> <p>Fine Motor: Control and Precision - Hand-eye coordination (linked to early literacy) Develop a good, comfortable tripod grip for writing. Proficiency, control and Confidence Using small tools, small world activities, puzzles and arts/crafts Understand how to hold a knife, scissors and pencil properly. Become confident threading and weaving Follow sequences in finger songs with some degree of accuracy.</p>	<p>in a variety of agility-based activities. Recognise the difference between actions such as: moving softly, quietly, quickly, powerfully, etc. Relate body movements to music and percussion beats.</p> <p>Fine Motor: Control and Precision - Hand-eye coordination (linked to early literacy) Develop a good, comfortable tripod grip for writing. Proficiency, control and Confidence Using small tools, small world activities, puzzles and arts/crafts Understand how to hold a knife, scissors and pencil properly. Become confident threading and weaving Follow sequences in finger songs with some degree of accuracy.</p>		<p>and perform the learning that has taken place . Listen to a range of musical pieces.</p> <p>ICT links: Laptops with adult to look at things in the past.</p> <p>PSED</p> <p>Staying active, Eating well, Personal Hygiene, Personal safety – Stranger danger</p> <p>Physical Development</p> <p>Gross Motor: Dance – External Teaching</p> <p>Fine Motor: Control and Precision - Hand-eye coordination (linked to early literacy) Develop a good, comfortable tripod grip for writing .Proficiency, control and Confidence Using small tools, small world activities, puzzles and arts/crafts Understand how to hold a knife, scissors and pencil properly.</p>	<p>kebabs or rice cake faces.</p> <p>PSED</p> <p>My Family, Being a good friend, Kind words & sharing, Celebrating different communities</p> <p>Physical Development</p> <p>Gross Motor: Sections from PE Hub unit; Cooperate & Solve Problems Unit 1. Organise and match items, images, colours and symbols. Work with a partner to listen, share ideas & questions. Collect, distinguish and differentiate colours and create a shape as a team.</p> <p>Fine Motor: Control and Precision - Hand-eye coordination (linked to early literacy). Children will be able to colour within lines accurately children will be able to form most letters of the alphabet correctly. proficiency, control and confidence Using small tools, small world activities, puzzles and arts/crafts. Children will be able to eat with a knife and fork.</p>	<p>transition, Celebrating Reception.</p> <p>Physical Development</p> <p>Gross Motor: Dance – External teaching</p> <p>Fine Motor: Control and Precision - Hand-eye coordination (linked to early literacy). Children will be able to colour within lines accurately children will be able to form most letters of the alphabet correctly. proficiency, control and confidence Using small tools, small world activities, puzzles and arts/crafts. Children will be able to eat with a knife and fork. Children will be able to use the 'bridge; hold to slice foods, children will be able to use a scissors to cut along straight and curved lines, children will be able to thread using smaller apparatus.</p>
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Literacy	Talk for Writing Little Wandle	Talk for Writing Little Wandle	Talk for Writing Little Wandle	Talk for Writing Little Wandle	Talk for Writing Little Wandle	Talk for Writing Little Wandle
Communication & 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, 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 .					
Mathematics	<u>White Rose Maths:</u> <i>Children explore characteristics of everyday objects</i> Sorting by colour <u>Match and sort:</u> Similarities & Differences Maths Mastery: <i>Subitise (recognise quantities without counting) up to 5</i>	<u>White Rose Maths:</u> Children explore characteristics of everyday objects <u>Maths Mastery:</u> Subitise (recognise quantities without counting) up to 5. Say which number is one more or one less than a given number.	<u>White Rose Maths:</u> Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) <u>Maths Mastery:</u> Explore and represent patterns within numbers up to 10 recognising when one quantity is greater than, less than or the same as the other quantity;	<u>Maths Mastery:</u> Have a deep understanding of number to 10, including the composition of each number Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	<u>Maths Mastery:</u> Verbally count beyond 20, recognising the pattern of the counting system Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	<u>Maths Mastery:</u> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
RE	WHY DO CHRISTIANS BELIEVE JESUS IS SPECIAL? Incl. What makes us special and birthdays and BHM	WHY IS CHRISTMAS SPECIAL FOR CHRISTIANS? Incl. Diwali, special events and Nativity play	WHO MADE THE WONDERFUL WORLD? Links to creation	WHAT'S SO SPECIAL ABOUT EASTER? Incl. New life and Easter and the cross	HOW DID JESUS RESCUE PEOPLE?	WHO CARES FOR THIS SPECIAL WORLD? Link to PSED