

Reception Long Term Plan



Year Group: Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Non-Negotiables <i>These are fixed aspects of the curriculum at Clapgate that we believe all children should learn and revisit throughout their time in Foundation Stage.</i> <i>1X cooking opportunity each half term</i> <i>Caring for the school animals will be a non-negotiable that runs across the year.</i> <i>Weekly outdoor learning lessons will also take place and teachers will follow our outdoor learning curriculum.</i>	Our community Our families Royal family Visits from wider school community Black History Month	Diwali Bonfire night- Campfire experience and fire safety Autumn Christmas Halloween Nativity Christmas Decoration	Lunar New Year Winter Children's Mental Health Week Cold country focus - Antarctica	Easter Pancake Day World Book Day Science Week	Eid Life cycles Spring Growing Planting Mini-beasts Farm- Recap	Summer Beach Day Diversity week Sports day/ Sports week Hot country focus- Africa Pirates Nocturnal animals
	Reception Experiences: Local library visit Learning how to make a sandwich- Food Preparation: With close supervision use the bridge hold to cut soft foods using a table knife. Oracy - Learning how to speak to a partner during whole class discussion	Reception Experiences: Visit to the church- Middleton Baptist Church- Minibus Learning how to make gingerbread men- Weighing and Measuring: measuring using spoons. Shaping and Assembling: Shaping dough into balls. Firefighter visit Oracy - To practice speaking to an unfamiliar adult. Nativity - To be able to speak in front of a larger audience and learn a pre-prepared line	Reception Experiences: Learning how to make pizza- Serving and Garnishing: spoon tomato puree onto pizza dough. Heating: Preparing food ready for baking (greasing a tray) Trip to a restaurant to meet a chef Teach rex (Spring term)	Reception Experiences: Learning how to make Easter buns- Mixing and combining: Mix, stir and combine small amounts of cold ingredients. Teach rex (Spring term) Nurse/Police visit Oracy - To practice speaking to an unfamiliar adult	Reception Experiences: Hatching chicks/ducks Learning how to make vegetable Soup- Food preparation: With close supervision use the bridge held to cut soft foods using a table knife. Healthy eating: be aware that we need to eat more of some foods and less of others. Oracy - Provide pupils with opportunities to speak for an extended period of time about something they are interested in.	Reception Learning how to make fruit salads- Food preparation: With close supervision use the bridge hold to cut soft food using a table knife. Healthy Eating: be aware that we need to eat more of some foods and less of others. Mixing and combining: Mix, stir and combine small amounts of cold food. Lotherton Hall – Nocturnal Animals workshop
Reception Key Texts- Reading for Pleasure 1X Traditional tale/ fairy tale 1X Culture/ tolerance/ diversity focus 1X PSED focus 1X Understanding of the World 2-3X Teacher choice	Gingerbread Man The Story of Rosa Parks- Black History Month Ruby's Worrry The Runaway Pea Zog Peace at last	Rumpelstiltskin My Hair Owl who was afraid of the dark Dogger Stickman Shark in the park The Slightly Annoying Elephant	Pinocchio Mixed The Colour Monster Peepo Oi Frog Princess and The Wizard Grandad's Island	The Enourmous Turnip My Uncle Bobby's Wedding Smartest giant in town Here we are What the Ladybird Heard The Bog Baby	Cinderella Julian is a mermaid My heart in a bottle Tidy Scarecrows Wedding Funny Bones The Extraordinary Gardener	The Little Mermaid Amazing Grace Ossiri Sharing a Shell Elves and the Shoemaker The Day the Crayons Quit
Songs, Rhymes and Poems <i>These are the fixed songs and rhymes the children will learn each year.</i>	Reception Songs- 1. 1, 2, 3, 4, 5 Once I caught a fish alive. 2. Little Miss Muffet	Reception Songs- 1. We wish you a Merry Christmas 2. Rudolph the red nose Reindeer	Reception Songs- 1. The Grand Old Juke of York 2. Sally goes round the sun 3. 10 little fingers 4. Pop goes the weasel	Reception Songs- 1. Spring chicken 2. 10 green bottles 3. I hear thunder, I hear thunder 4. The animals went in two by two	Reception Songs- 1. 10 in the bed 2. Here we go round the Mulberry bush 3. Hey diddle diddle	Reception Songs- 1. Cobbler, Cobbler mend my shoe 2. A sailor went to sea sea sea 3. 10 fat sausages 4. Pirate song

		<p>To begin to understand that their immediate needs cannot always be met.</p>	<p>To be able to explain why we have rules and tries to always follow these. To know right from wrong and to behave accordingly. To be able to manage their own needs. To knows what it means to be 'kind'. To set out own goals and strives to achieve these. To be able to show resilience when things don't go as planned. To show perseverance in the face of challenge. To seek out others to share activities and experiences. To begin to understand that eating well contributes to good health. To be able to show high levels of independence throughout the day. To begin to resolve conflicts with others.</p>	<p>To be able to give focused attention to what the teacher says, responding appropriately even when engaged in activity. To be able to confidently follow instructions involving several ideas or actions. To be able to show high levels of independence throughout the day. Shows high levels of perseverance and resilience. Seeks out a challenge and enjoy the process.</p>
		<p>To know and be able to use a range of self-regulation strategies and techniques. To show sensitivity towards other needs and feelings. To be able to follow the rules in reception and tries to behave accordingly. To be able to build positive relationships with peers and adults in reception. To understand what it means to be 'kind' to others. Enjoys receiving positive praise.</p>		
PD	Gross Motor	<p>To be able to pedals a bike with stabilisers. To be able to use core muscles to sit on the floor or at a table for around 20 minutes. To be able to walk across balance beams of different widths/ heights. To be able to play 'throw and catch' with another child demonstrating increasing accuracy. To show an awareness of space and speed when moving. To revisit rolling in different ways. To begin to remember patterns and sequences of movements, especially to music. To be able to use digging tools for a purpose. To be able to confidently hop. To be able to line up and queue and to begin to understand what is expected when doing this. To begin to learn how to safely cross over the A frame. To be able to use large scale construction equipment safely. To revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p>	<p>To begin to peddle a two-wheel bike. To begin to learn how to skip. To be able to safely use a hammer. To be able to climb on the A-frame confidently and independently. To be able to confidently use a range of large and small apparatus both indoors and outdoors, alone and in a group. To develop using a range of ball skills - (e.g. throwing, catching, kicking, passing, batting, aiming).</p>	<p>To be able to peddle a two-wheel bike. To be able to use core muscles to sit on the floor or at a table for extended periods of time. To be able to confidently hop and skip. To be able to confidently negotiate space, and obstacles in relation to themselves and other both indoors and outdoors. To be fluent with a range of different movements, developing control and grace. To be able to combine different movements with ease. To be secure with a range of ball skills (e.g. throwing, catching, kicking, passing, batting, aiming). To develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. To be able to dress and undress themselves independently.</p>
	Fine Motor	<p>To begin to use a knife and fork together to cut food (some support needed). To begin to enjoy exploring small scale resources. To begin to open packets and cartons at mealtimes. To begin to peel their own fruit. Shows preference for dominant hand when using tools.</p> <p>Cutting skills To be able to use scissors correctly to cut through a piece of paper.</p>	<p>To be able to use a knife and fork together to cut food. To be able to draw freely using a range of resources and movements. To be able to manipulate materials for a purpose and effect. To be able to hold and use a paintbrush effectively using the correct grip. To be able to open packets and cartons independently at mealtimes. To be able to peel a range of fruit independently.</p> <p>Cutting skills To be able to use scissors correctly to cut out shapes.</p>	<p>To have developed their own handwriting style which fast, accurate and efficient. To be able to fasten and unfasten buttons on clothing. To be able to show accuracy and care when drawing (see EAD strand).</p> <p>Cutting skills To use scissors effectively for a purpose.</p> <p>Pencil Grip- To be able to use a static tripod grip. A three-finger grasp, where the thumb, index finger and middle finger work as one unit (4-6 Years).</p>

		<p>Pencil Grip - To be able to use a three-fingered grip with support (including crossed thumb, thumb tucked or hyperextension). A three-finger grasp, where the thumb, index finger and middle finger work as one unit (4-6 years).</p> 	<p>Pencil Grip- To begin to (or be able to) use a static tripod grip. A three-finger grasp, where the thumb, index finger and middle finger work as one unit (4-6 Years).</p> 	<p>Pencil Grip- be able to) tripod grip. The pencil is the thumb, finger. The ring bent and rest table (up to 7</p>  <p>To begin to (or use a dynamic held stable between index, and middle and little fingers are comfortably on the years).</p> 
		<p>To develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with physical activity. To develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. To be able to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. To be able to quickly and independently take off and put back on their shoes and socks. To move energetically in different ways (e.g. running, jumping, dancing, hoping, skipping, climbing). To know and be able to talk about the different factors that support their overall health and wellbeing (e.g. regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian). See EAD for drawing skills and development.</p> <p>Movement Play will run across the year – see additional planning document for movement play skills.</p>		
L	Comprehension	<p>To begin to engage in conversations about stories, demonstrating understanding of what it has been read to them. To listen and enjoy sharing a range of books. To recognise newly introduced vocabulary and explain its meaning. To know that a book has a beginning and an end. To be able to predict what will happen next. To hold a book correctly (the right way up) and handle it with care. To turn pages in a book carefully and appropriately. To know that text in English is read top to bottom and left to right. To know the difference between text and illustrations. To explain in simple terms what is happening in a picture in a familiar story. To complete a repeated refrain in a familiar rhyme, story or poem being read aloud. To recognise some familiar words in print, e.g. own name and advertising logos etc. To begin to respond to who, where, what, and when questions when looking at illustrations. To begin to make simple inferences to answer questions about a book that is read aloud to them. To sequence several events from a familiar story, using puppets, pictures from a book or in role-play.</p>	<p>To engage in extended conversations about stories demonstrating understanding of what it has been read to them and what they read themselves. To use newly introduced vocabulary in discussion and play and explain its meaning. To use picture clues to help them read a simple text. To be able to predict what will happen next and to begin to explain why. To suggest how an unfamiliar story read aloud to them might end. To give a simple opinion on a book they have read, when prompted. To recognise repetition of words or phrases in a short passage of text. To know the difference between different types of texts (fiction, nonfiction, poetry). To show understanding of familiar words and phrases in a story that is read aloud to them. To retell stories in the correct sequence, drawing on language from stories. To begin to innovate a well-known story with support.</p>	<p>To continue to engage in extended conversations about stories demonstrating understanding of what it has been read to them and what they read themselves. To use newly introduced vocabulary in a different context and explain its meaning. To correctly sequence a story or event using pictures and/or captions. To make simple, plausible suggestions about what will happen next in a book they are reading and explain why. To be able to make inferences to answer a question in a picture book that has been read to them, where answer is clearly signposted. E.g. 'Why do you think...?' To act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. To innovate a known story. To be able to recall the main points in text in the correct sequence, using their own words and including newly learnt vocabulary. When prompted, to say whether they liked or disliked a book, and give a simple justification or make a relevant comment.</p>

						With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.	
	To explore feelings and motivation that move characters in stories. To be able to answer to what, where, who, why and how questions. To confidently talk about the different parts of a book (front cover, blurb etc). Independently sequence main events of a story. To use story maps to retell stories, using their own words. To express a preference for a book, song, or rhyme, from a limited selection. Play experiences are influenced by their experience of books (small world, role play etc).						
	Word Reading/Phonics	<p>To recognise some of the set 1 sounds – m a s d t l n p g o c k u b f e l h r j v w x y z</p> <p>To begin to orally blend CVC words (no visual aids).</p> <p>Red words: The I</p>	<p>To recognise all set 1 sounds and some set 1 special friends – sh ch th ng nk qu</p> <p>To be able to confidently orally blend words.</p> <p>To begin to read VC and CVC words using Fred Talk.</p> <p>Red words: The, I, Go, No, So, Of, Do, To</p>	<p>To recognise all set 1 sounds including special friends- ch sh th ng nk qu</p> <p>To be able to read VC and CVC words.</p> <p>To begin to read words with set 1 special friends.</p> <p>To begin to read words using Fred in head.</p> <p>To be working within Ditty group – caption reading</p> <p>Red words: The, I, Go, No, So, Of, Do, To, My, Me, Be, She, He, We</p>	<p>To be confident with all set 1 sounds.</p> <p>To be able to blend VC, CVC, CCVC, CVCC words (Fred in head).</p> <p>To begin to read 4/5 sounds words- set 1 (Fred Talk).</p> <p>To be working within red group.</p> <p>To begin to read simple sentences.</p> <p>Red words: The, I, Go, No, So, Of, Do, To, My, Me, Be, She, He, We</p>	<p>To begin to recognise some set 2 special friends – ay ee igh ow oo oo</p> <p>To be able to read CVC words (speedily)/</p> <p>To be able to read 4/5 sounds words – set 1 (Fred in head)/</p> <p>To begin to read words with set 2 sounds (Fred talk).</p> <p>To begin to read simple sentences (Fred in Head)</p> <p>To be working within green group or above.</p> <p>Red words: The, I, No, Go, Of, So, To, Do, My, Me, Be, She, We, He, Are, All, Said, By</p>	<p>To be confident with first six set 2 sounds – ay ee igh ow oo oo</p> <p>To be confident reading 4/5 sounds words- set 1 (speedily).</p> <p>To be able to read words with set 2 sounds (Fred in head).</p> <p>To speedily reads simple sentences including some tricky words.</p> <p>To be working within Green/purple group or above.</p> <p>Red words: The, I, No, Go, Of, So, To, Do, My, Me, Be, She, We, He, Are, All, Said, By, Was, There, Were</p>
Writing	<p>To begin to copy letters from the alphabet, including letters from their name.</p> <p>To begin to copy print from the environment.</p> <p>To be able to link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To begin to hear and write the initial sounds in words.</p> <p>To be able to give meaning to marks as they draw and paint.</p> <p>To begin to write random letter strings to convey meaning, some of which are correctly formed.</p> <p>To begin to hear and write the initial and end sounds in words.</p> <p>Red words- Spelling: The I, a, is</p>	<p>To make attempts at writing their first name (some letters formed incorrectly).</p> <p>To begin to orally compose a sentence about a topic with support.</p> <p>To be able to form most set 1 sounds learnt in phonics correctly.</p> <p>To begin to write/spell CVC words (including dictated)</p> <p>To begin to write some of the red words taught in RWI.</p> <p>To write more than one word as part of a string of words (e.g. red bus).</p> <p>Red words- Spelling: The, I, Go, No, So, Of, Do, To, Has</p>	<p>To be able to write their first name (most formed correctly).</p> <p>To be able orally compose a sentence.</p> <p>To be able to form most set 1 sounds learnt in phonics correctly.</p> <p>To begin to use finger spaces.</p> <p>To write multiple words with gaps between each word, understanding a word is a word (with support/ from dictation).</p> <p>To be able to spell simple words (set 1 sounds) by identifying sounds in them and representing these with a letter/ letters (with support/ dictated).</p> <p>To begin to make plausible attempts at spelling longer words, getting some letters in the correct order.</p>	<p>To be able to independently and correctly write their first name.</p> <p>To be able orally compose a sentence.</p> <p>To be able to form most set 1 sounds learnt in phonics correctly.</p> <p>To write a short dictated phrase or sentence in meaningful contexts that can be read by others (with some support)</p> <p>To be able to spell simple words (set 1 sounds) by identifying sounds in them and representing these with a letter/ letters (with support/ dictated).</p> <p>To begin to use finger spaces and full stops.</p> <p>To begin to understand how to use capital letters.</p> <p>To begin to make plausible attempts at spelling longer</p>	<p>To be able to confidently spell a range of words by identifying sounds in them and representing these with a letter/ letters.</p> <p>To write a short sentence using finger spaces and full stops (independently/ or dictated).</p> <p>To be able to confidently form all/most letters.</p> <p>To be able to produce neat handwriting of a consistent size.</p> <p>To be able to form capital letters correctly.</p> <p>To re-read work back to check for errors in writing and edit them using green pen.</p> <p>Red words- Spelling: The, I, No, Go, Of, So, To, Do, My, Me, Be, She, We, He, Was</p>	<p>To be able to confidently spell a range of words by identifying sounds in them and representing these with a letter/ letters.</p> <p>To begin write a sentence independently that can be read by others (including capital letters, finger spaces and full stops).</p> <p>To begin to write more than one sentence.</p> <p>To be able to confidently form all/most letters.</p> <p>To be able to produce neat handwriting of a consistent size.</p> <p>To be able to spell words containing the first 6 set 2 sounds..</p> <p>To be able to spell most of the red words taught in RWI.</p> <p>To re-read work back to check for errors in writing and edit them using green pen.</p> <p>To begin to include recently introduced vocabulary into their writing.</p>	

				<p>To begin to use green pen to edit their writing (with support).</p> <p>Red words- Spelling: The, I, Go, No, So, Of, Do, To, My, Me, Be, She, He, We, His</p>	<p>words, getting some letters in the correct order.</p> <p>To begin to use green pen to edit their writing (with support).</p> <p>Red words- Spelling: The, I, Go, No, So, Of, Do, To, My, Me, Be, She, He, We</p>		<p>Red words- Spelling: The, I, No, Go, Of, So, To, Do, My, Me, Be, She, We, He, Are, All, Said, By, Are</p>
		<p>At the start of reception, children will begin to learn how to sit properly in order to write (perfect handwriting position) as well as learning how to hold their pencil correctly (perfect pencil grip). Both of these skills will be embedded and revisited continuously throughout the year. Children will practise writing their name throughout the year until they can confidently write this correctly and from memory. Dictation will be used as a tool to support children's development when teaching writing in reception. Children will write words, phrases and sentences from dictation until they become confident and fluent writers. Children will only be expected to write words and phrases using the sounds that they have learnt in phonics. Separate daily handwriting lessons will begin in Autumn 2 for all children. A separate handwriting progression document can be found on the school website.</p>					
		For drawing skills, see EAD strand.					
M	Number Numerical Patterns	<p>To have a deep understanding of numbers 1, 2, 3- including compositions.</p> <p>To be confident at subitising to 3.</p> <p>To understand the concept of zero.</p> <p>To recognise and describe a circle, cone, triangle and cylinder.</p> <p>To be able to sort/ group objects.</p> <p>To be able to make comparisons.</p> <p>To understand and use the language 'same and different' and 'more and fewer'.</p>	<p>To have a deep understanding of numbers 4, 5- including compositions.</p> <p>To begin to subitise to 5.</p> <p>To be able to compare weight, capacity and distance.</p> <p>To recognise and describe a square, rectangle, star and cube and cuboid (and revisit previously learnt shapes from A1).</p> <p>To begin to explore doubling.</p> <p>To be able to make comparisons.</p>	<p>To have a deep understanding of numbers 6, 7- including compositions.</p> <p>To be able to confidently subitise to 5.</p> <p>To be able to compare lengths/heights.</p> <p>To begin to double numbers.</p> <p>To recognise and describe a cube and cuboid (and revisit previously learnt shapes).</p>	<p>To have a deep understanding of numbers 8, 9 including compositions.</p> <p>To begin to subitise to 10 by making groups.</p> <p>To begin to explore odd and even numbers.</p> <p>To be able to order numbers to 10.</p> <p>To revisit all previously learnt 2D and 3D shapes.</p> <p>To be able to double numbers and recall some double facts.</p>	<p>To have a deep understanding of all numbers to 10- including compositions.</p> <p>To be able to subitise up to 10 by making groups.</p> <p>To know the odd and even numbers within 10.</p> <p>To be able to recall some number bonds to 5.</p> <p>To begin to share an amount equally (mixed numbers).</p> <p>To begin to explore to composition of numbers beyond 10.</p> <p>To revisit all previously learnt 2D and 3D shapes.</p> <p>To be able to use nonstandard units to measure and compare length/ height.</p> <p>To begin to explore halving.</p>	<p>To be confident at subitising to 10 by making groups.</p> <p>To be confident with double and recall double facts to 10.</p> <p>To be able to find half of a number.</p> <p>To be able to share an amount equally (mixed numbers).</p> <p>To be confident knowing the odd and even numbers within 10.</p> <p>To have quick recall of all bonds up to 5 and some up to 10.</p> <p>To be confident naming and describing the 2D and 3D shapes covered over the year.</p>
		<p>To join in with number songs and games. To read a range of number books. To become secure with the counting principles (one-to-one correspondence, cardinality, stable order principle, abstraction principle). To link the number symbol with its cardinal number value. To understand the 'one more/one less than' relationship between consecutive numbers. To rote count, count objects, subitise and recognise numerals. To recall addition and subtraction facts. To explore the composition of each number. To be able to count forwards and backwards and beyond 20. To choose resources to represent numbers (including fingers), To represent and solve word problems involving number (including missing number problems, or how many more etc). To use tens frames, number tracks, numicon and double-sided counters. To understand and use number bond diagrams. To understand the relationships between numbers. To understand the days of the week and the pattern of the day. To be able to solve larger jigsaws. To talk about maths in everyday life. To use positional language. To copy and create number/ repeating patterns (ab, abc, abb, growing patterns). To select, rotate, and manipulate shapes to develop spatial reasoning skills. To compose and decompose shapes so that they recognise a shape can have other shapes within it, just as a number can. To be able to make links between odd and even numbers within the counting system.</p>					
UW		History					

	Past and Present	<p>To begin to make sense of their own life story and family history.</p> <p>To show curiosity about finding out about the past, asking simple questions and making statements (e.g. using the curiosity cube).</p> <p>Black History Month- Rosa Parks</p>	<p>To be able to understand simple cause and effect, in relation to historical events.</p> <p>To be able to compare and contrast characters from stories (including figures from the past)- Dogger</p> <p>Bonfire Night- Gun Powder Plot</p>	<p>To know some similarities and differences between things in the past and now.</p> <p>To have an awareness that objects now may look and work differently to in the past.</p> <p>Revisit: To be able to compare and contrast characters from stories (including figures from the past)- Peepo</p>	<p>To be able to talk about pictures of familiar situations which are in the past. To explore different representations of the past due to changes in technology and society (e.g. looking at paintings, black and white photos, digital pictures etc).</p> <p>To sing a range of nursery rhymes from the past. - Jack and Jill</p>	<p>Revisit: To show curiosity about finding out about the past, asking simple questions and making statements (e.g. using the curiosity cube).</p> <p>To sing a range of nursery rhymes from the past. - Polly Put the Kettle On</p>	<p>Revisit: To know some similarities and differences between things in the past and now (e.g. Elves and Shoemaker and cobblers).</p> <p>Revisit: To have an awareness that objects now may look and work differently to in the past (e.g. shoes).</p> <p>To sing a range of nursery rhymes from the past. - Cobbler, Cobbler Mend my Shoe</p>
		<p>To show curiosity about the world around them by asking questions. To show an understanding of things that have happened, are happening and will happen (significant events like Christmas, Easter, changes of seasons, birthday etc). To have an awareness of time and to be able to use simple vocabulary associated with it (e.g. before, now, next, after, later). To sing a range of nursery rhymes from the past. To understand 'the past' from reading a range of books in school. To be able to compare and contrast characters from stories (including figures from the past). To understand the sequencing of the days of the weeks using daily songs and rhymes. To talk about a range of different occupations and compare these to the past (e.g. fire service, police service).</p>					
		Geography					
		<p>To recognise the shape of the United Kingdom on a world map.</p> <p>To know that they live in England, Leeds, Belle Isle.</p> <p>To be able to describe their immediate environment, using knowledge from observations and discussion.</p> <p>To be able to describe the things that make up the local community, using maps as reference (e.g. human features- library, parks etc).</p> <p>To explore arial photographs.</p> <p>To plan and draw a route on a simple map (e.g. local area, school etc).</p>	<p>To understand the information on a simple map and to be able to talk about this.</p> <p>To use positional language when using Beebots (up, down, across).</p>	<p>To learn and talk about a contrasting environment (e.g. cold- Antarctica)</p> <p>To understand and talk about how and why environments differ to their own (e.g. focus on climate, animals, adaptation, plants, and physical features).</p> <p>To recognise the shape of the United Kingdom on a world map and to begin to understand its position in relation to other places in the world.</p>	<p>To explore arial photographs.</p> <p>To use directional language when using Beebots (backwards, forwards, left, right).</p> <p>Geography Linked Text: Here We Are</p>	<p>To draw a map of a familiar space (e.g. the outdoor area, classroom, house).</p> <p>To be able to program a Bee Bots to plan a route on a grid.</p> <p>Geography Linked Text: Tidy</p>	<p>To learn about a contrasting environment (e.g. hot- Africa).</p> <p>To understand and talk about how and why environments differ to their own (e.g. focus on climate, animals, adaptation, plants, and physical features).</p> <p>Revisit: To recognise the shape of the United Kingdom on a world map and know its position in relation to other places in the world.</p>
		<p>To take part in singing the daily weather song – noticing and talking about the weather and why it occurs (e.g. Rainbow – sun and rain, Ice etc). To take part in completing the daily weather chart, understanding that they live in United Kingdom, Leeds, Belle Isle. To be able to talk about the changes in the seasons and the effect they have on the world around them. To show curiosity about the world around them by asking questions. To be able to name some other places in the world.</p>					

		Children will take part in weekly outdoor learning lessons in school.					
The Natural World		Science					
		 Identifying, grouping and classifying (e.g. sorting activities (e.g. leaves).	 Pattern seeking (e.g. Autumn). To talk about the changes that occur during Autumn.	 Pattern seeking – Winter. To talk about the changes that occur during Winter.	 Comparative testing – Science week.	 Pattern seeking – To talk about the changes that occur during Spring.	 Pattern seeking – To talk about the changes that occur during Summer.
		 Observation over time (e.g. flowers/veg rotting - curiosity cube). To be able to create observational drawings (e.g. humans, family).	 Comparative testing (e.g. carry out a practical experiment, observing change – e.g. Flower experiment or Hansel&Gretel rainbow sweets experiment.) To revisit observational drawing.	 Research – fact files (e.g. David Attenborough). To revisit observational drawing (e.g. animals).	 Research – fact files (e.g. dinosaurs). To focus and learn about a known scientist (e.g. Mary Anning). To revisit observational drawing (e.g. plants).	 Observation over time (e.g. eggs/growing plants). To understand simple life cycle processes (e.g. hen, butterfly, frog etc).  Identifying, grouping and classifying (e.g. minibeasts). To be able to name and match animals to their young. To revisit observational drawing (e.g. animals).	 Identifying, grouping and classifying (e.g. animals that live in hot/cold places). To revisit observational drawing (e.g. scene).
People, Culture and Communities		Working scientifically skills - <u>Asking questions, making predictions, setting up tests, observing/measuring, recording data, interpreting and communicating results, evaluating.</u> To enjoy exploring the natural world around them making observations. To show curiosity about the world around them by asking questions. To be able to draw pictures of the things they have observed. To be highly involved in weekly outdoor learning lessons. To know how they can look after the natural environment and know how to take care all living things. To know how to look after and treat the animals within school. To be able to describe the different things they can see, hear and feel whilst exploring outside. To understand the effect of changing seasons on the natural world around them. To make observations around various states of matter, and use a range of vocabulary to describe these (e.g. melting, freezing, condensing etc). To use their imagination and curiosity to develop appreciation of, and wonder at, the natural world.					
		Children will take part in weekly outdoor learning lessons in school.					
		RE					
		To be able talk about range of celebrations/ occasions (including those that are religious) and who celebrates them-		To be able talk about range of celebrations/ occasions (including those that are religious) and who celebrates them-		To be able talk about range of celebrations/ occasions (including those that are religious) and who celebrates them-	
		Divali – Hinduism – Mandir (Temple) Halloween Christmas – Christianity – Church Bonfire night Birthdays (all year)		Lunar New Year Easter – Christianity – Church Birthdays (all year)		Eid – Islam – Mosque	
		Linked Diversity Texts: The story of Rosa Parks Rama and Sita Story		Linked Diversity Texts: My Uncle Bobbies Wedding (revisit previous knowledge of Weddings from Nursery)		Linked Diversity Texts: Amazing Grace and Julain is a Mermaid	

		<p>To know about familiar people within their community and talk about their roles in society. To be aware that people have different beliefs and celebrate in different ways. To have positive attitudes towards others and their beliefs. To understand a range of different occupations and show tolerance to these. To listen to and talk about stories from a range of different religions and world views. To learn to subject specific vocabulary. To use all their senses to encounter beliefs and practices. To be able to ask questions and talk about their own feelings and experiences. To learn how to appreciate and value human beings, recognising and encountering diversity. To talk about 'special places' for certain communities (e.g. church, mosque etc).</p>		
		<p style="text-align: center;">Computing (E-safety, Technology in our lives, Multimedia, Programming, Data Collection) <i>A technology area will be present within the reception classroom all year</i></p>		
		<p>E-safety To recognise some ways in which the internet can be used to communicate, and I can give examples of this (e.g Tapestry, FB, email) (Online relationships) To know who I can share personal information with (privacy & security).</p> <p>Multimedia To be able to create digital art using the interactive whiteboard and iPad.</p> <p>Programming To know and understand how to use a programable toy (e.g Beebots)</p>	<p>E-safety To talk about how I can use the internet to find things out and what devices I can use. To give simple examples of how to find information (e.g. search engine, voice activated searching) (Managing online information) - -- <i>Link to non-fiction</i></p> <p>Multimedia To know how to take photographs/videos using a camera or iPad and to be accurate when doing this. To know and understand how to use a green screen to create digital art videos</p> <p>Programming To use simple software to make things happen.</p> <p>Data Collection To collect information as photographs.</p>	<p>E-safety To describe some ways that people can be unkind online (e.g. Tapestry or Clapgate Facebook) and to know how this can make people feel (online bullying).</p> <p>Technology in our lives To explore using timers and stop watches.</p> <p>Multimedia To use a mouse to rearrange objects and pictures of screen To begin to use a keyboard To be able to log on to school laptop.</p> <p>Programming To know and understand how to use a programable toy (revisit).</p> <p>Data Collection To use a simple pictogram or a set of photos to count and organise information.</p>
		<p>E-safety - To identify some simple examples of my personal information (e.g. name, address, birthday, age, location). To understand that things they create belong to them and that they can be shared with others using technology- links with uploading digital art.</p> <p>Technology in our lives-Recognise purposes for using technology in school and at home. (Talking explicitly about things you do on the computer, arbor/tapestry etc) To help adults operate equipment around the school. To recognise that they can use the internet to play and learn.</p>		

EAD	Creating With Materials	Art and DT					
		<p><u>Drawing</u> To take part in guided drawing activities to create representations of themselves and people (e.g. black line drawings of families, self-portraits).</p> <p><u>Painting</u> To use various painting resources to create a chosen effect (e.g. using ready mix paint and painting trolley). To be able to paint a self-portrait.</p> <p><u>Sculpture</u> Malleable – To revisit a range of malleable techniques when creating freely with playdough (see previous year groups).</p> <p><u>Construction</u>-To be able to select resources independently and constructs their own ideas.</p> <p><u>Collage</u> Joining- To revisit joining techniques from the previous year group (e.g. ripping, snipping, scrunching, folding, rolling).</p> <p><u>Food Technology</u> Learning how to make a sandwich- Food Preparation: With close supervision use the bridge hold to cut soft foods using a table knife.</p>	<p><u>Drawing</u> To take part in guided drawing activities. To draw shapes and begin to add specific details.</p> <p><u>Painting</u> To explore using powder paints, learning how to mix them independently (self-serving).</p> <p><u>Sculpture</u> Malleable - To use tools to add details to their creations (e.g. adding imprints, impressions, and patterns).</p> <p><u>Collage</u> Joining- To be able to make a 'link' to join (e.g. making paper chains)</p> <p><u>Textiles</u> To explore a range of textiles from other cultures (e.g. sari's').</p> <p><u>Food Technology</u> Learning how to make gingerbread men- Weighing and Measuring: measuring using spoons. Shaping and Assembling: Shaping dough into balls.</p>	<p><u>Drawing</u> To take part in guided drawing activities, drawing shapes, specific details and adding colour.</p> <p><u>Painting</u> To mix and use colours for a purpose.</p> <p><u>Sculpture</u> Construction - To learn how to 'design' what they would like to create, using drawings</p> <p>To construct for a specific purpose, accessing a range of areas in the classroom.</p> <p><u>Collage</u> To be able to layer paper to create an effect (e.g. jungle landscape, penguin.. etc).</p> <p><u>Food Technology</u> Learning how to make pizza- Serving and Garnishing: spoon tomato puree onto pizza dough. Heating: Preparing food ready for baking (greasing a tray)</p>	<p><u>Drawing</u> To take part in guided drawing activities, drawing shapes, specific details and adding colour.</p> <p><u>Painting</u> To explore creating shades and tints using primary colours.</p> <p><u>Sculpture</u> Construction- To be able to talk about 'forms and functions' of the things they create. To begin to evaluate their creations.</p> <p><u>Collage</u> Joining- To be able to tie and knot.</p> <p><u>Textiles</u> To revisit using a needle and thread (e.g. sewing on leaves).</p> <p><u>Food Technology</u> Learning how to make Easter buns/biscuits- Mixing and combining: Mix, stir and combine small amounts of cold ingredients.</p>	<p><u>Drawing</u> To be able to draw from observation, paying attention to detail and colour.</p> <p><u>Painting</u> To be able to paint from observation using water colours (e.g. Spring flowers, daffodils etc).</p> <p><u>Sculpture</u> Malleable - To use malleable materials to support imaginative play (e.g. making things to create a narrative about).</p> <p><u>Construction</u> – To create things collaboratively, sharing ideas, resources, and skills.</p> <p><u>Collage</u> Joining-To be able to use a stapler to join materials.</p> <p><u>Food Technology</u> Learning how to make vegetable Soup- Food preparation: With close supervision use the bridge held to cut soft foods using a table knife. Healthy eating: be aware that we need to eat more of some foods and less of others.</p>	<p><u>Drawing</u> To be able to draw from observation and using their imagination. Draws freely, adds specific details, uses colour etc.</p> <p><u>Painting</u> To be able to confidently paint from observation and using their imagination, encompassing all Reception painting skills.</p> <p><u>Sculpture</u> Construction- To be able to design, make and evaluate during independent play.</p> <p><u>Collage</u> Joining- To be able to join materials using string.</p> <p><u>Textiles</u> To learn how to weave paper using a traditional weaving technique. To explore a range of textiles from other cultures (e.g. African dress).</p> <p><u>Food Technology</u> Learning how to make fruit salads- Food preparation: With close supervision use the bridge hold to cut soft food using a table knife. Healthy Eating: be aware that we need to eat more of some foods and less of others. Mixing and combining: Mix, stir and combine small amounts of cold food.</p>
	Being Imaginative and Expressive	<p>To construct with a purpose in mind, accessing a range of areas in the classroom. To safely explore a range of different materials. To be able to use a several techniques/ resources to join and assemble materials (e.g. cellotape dispenser, glue spreader, paper joining techniques, stapler, sting, hole punch etc). To be able to use a range of effects to express their ideas and feelings. To be able to talk about the textures of different things, and to use appropriate descriptive vocabulary. To share their creations, talking about processes they have used. During food technology activities the children will develop food safety and hygiene skills by taking part in simple cleaning up tasks (e.g. clearing and cleaning tables).</p> <p>Children will explore a range of different printing resources throughout the year as part of their continuous painting provision.</p>					

Drama and Dance		
<p>To use a narrative within roleplay that is extended and supported by others.</p> <p>To use props and materials when role playing characters in narratives and stories.</p> <p>To respond to others in role.</p> <p>To retell a familiar story using small world with support</p> <p>To use actions to represent ideas and concepts.</p> <p>To begin to create and become immersed in an imaginary concept using real-life and imagined experiences and places.</p> <p>Helicopter stories: To take a role in their own and other's stories. To use their bodies to represent objects by thinking of their main features.</p>	<p>To invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>To make up their own version of a familiar story or change parts of it.</p> <p>To independently retell a familiar story using small world.</p> <p>To begin to create and become immersed in an imaginary concept using real-life and imagined experiences and places.</p> <p>Helicopter stories: To take a role in their own and other's stories. To use their bodies to represent objects by thinking of their main features.</p>	<p>To pretend to be someone else (e.g. hot seating activities).</p> <p>To imagine what a character would think, say, feel or do.</p> <p>To collaboratively develop more complex storylines in pretend play.</p> <p>To use the small world resources to tell original stories.</p> <p>To begin to create and become immersed in an imaginary concept using real-life and imagined experiences and places.</p> <p>Helicopter stories: Taking a role in their own and other's stories. To collaboratively create the shape of objects with their bodies by joining in different ways.</p>
Music		
<p>Spark Yard Reception Musical Knowledge and Skills:</p> <p>Listening: Describe sounds and music using simple language (e.g. loud/quiet/ fast/slow/scary). Identify sounds in the environment and match instruments to sounds. Describe and compare sounds created by instruments and voices. Listen and respond to simple musical instructions (e.g. performing correct action, stopping when the music stops, responding to changes in dynamics or tempo). Listen to music and respond with simple ideas 'the music makes me think of...'. Listen and remember a sequence of sounds (e.g. high, low, high).</p> <p>Singing and Voice Play: Join in with familiar songs as part of the class or small group. Build a bank of familiar songs and rhymes (e.g. counting songs, nursery rhymes, routine songs) and talk about them with others. Use singing voice in play activities (e.g. in role play, playing in sand). . Experiment with voice sounds (long, short, high, low sliding, humming) and understand the difference between a 'speaking' and a 'singing' voice. Copy simple phrases showing an awareness of pitch and rhythm. Respond to the structure or mood of a song or rhyme (e.g. anticipating a chorus, adding appropriate actions or changing voice). Show an awareness of others when singing and performing (e.g. taking turns in musical games, working with a partner, showing awareness of audience).</p> <p>Playing and Exploring Experiment with different ways to create sound in both play and teacher-led activities (e.g. using instruments, sound-makers, body percussion). Handle instruments and sound- makers with increasing control (e.g. tapping claves together), using simple dynamics (loud, quiet) and tempo (e.g. fast, slow). Name instruments and sort them by their material (e.g. wood, metal) or how they are played (e.g. shake, tap). Improvise instrumental and vocal sounds in response to a stimulus (e.g. loud sounds for lion, squelchy sounds for 'mud'). Use instruments to accompany a simple song (e.g. tapping the pulse or adding simple tuned accompaniment). Play simple rhythms and melodies from songs (e.g. tapping syllables). Explore the effect of combining sounds. Respond to simple musical cues (e.g. knowing when to start and stop, simple dynamics). Experiment with simple musical patterns (e.g. tap, shake, tap, shake; high, low, high).</p> <p>Movement and Imagination: Move to the pulse of the music when singing. Tap pulse and/or simple rhythms. Explore a range of expressive movements to match sounds (e.g. actions, body percussion, dance). Respond to agreed musical cues (e.g. adding appropriate action, stretching tall as the music gets higher). Listen and copy simple sound and movement sequences. Invent movements in response to musical cues (e.g. circling dance ribbon slowly to match slow music; mark-making to music). Respond freely to songs and music, exploring ideas and following own paths of interest.</p> <p>Composition and Notation: Choose sounds for a purpose, trying out and adjusting musical ideas. Choose descriptive sounds to match characters or objects (e.g. bells for twinkly stars). Play with the structure of a simple song to create new versions (e.g. replacing words, adding actions). Create simple musical patterns (e.g. play/stop/play/stop; saucepan/sieve/saucepan; loud/ quiet/loud/quiet). Follow simple notation (e.g. picture cards). Use a variety of notations to represent musical ideas (e.g. pictorial, natural objects, storyboards). Create music from non-musical starting points (e.g. artwork, movement, nature). Reflect on music-making (e.g. what worked well/what could we change?)</p>		
<p>To confidently sing a range of well-known nursery rhymes and songs. Enjoys performing songs, dances, rhymes, poems, and stories with others (or solo). Enjoys watching performances and can talk about the things they have experienced. To begin to move in time to music. Enjoys making music and have experience of playing a range of musical instruments. To listen attentively to music and talk about how the music makes them feel. To begin to create their own songs.</p>		