



# ESHER CHURCH SCHOOL

*Christ at the Centre; Life to the Full*

## **Reception Curriculum Overview**

The Early Years curriculum emphasises the importance of play-based learning. It is our passion to provide a broad and adventurous curriculum that is delivered through a combination of planned, adult-led activities and spontaneous learning following the interests and lead of our children. Although very different in pedagogical approach, where appropriate, we have incorporated themes that integrate with the learning in KS1 and KS2 within our school. We plan for progression in all areas of the EYFS curriculum, through gradual challenge in our continuous provision, both indoors and outdoors.


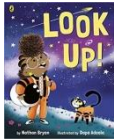
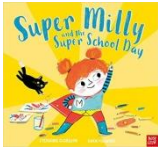
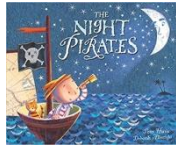

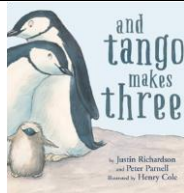
Our curriculum has been specifically adapted and will continue to evolve to meet the needs of our children. We understand communication and language are fundamental to every aspect of young children's thinking and learning and appreciate that the rate of children's development depends on their interaction with adults. Personal, social and emotional development underpins children's early learning and emotional well-being.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Curriculum Theme and areas for adventure</b>	<b>What makes me unique?</b>  Starting school Making friends Meeting Big Friends Family Feelings All about me Self portrait Autumn Getting to know our environment Harvest festival Diwali Planting bulbs	<b>How and why do people celebrate at special times?</b>  Autumn Bon fire night Christmas Nativity Winter Writing letters to Santa Walk to church for end of year service	<b>How Do People Help Us?</b>  Luna New Year Different occupations Walk to post box to post cards with Big Friends Winter Ice and melting Visit from local vicar Where do we live? Following maps and creating our own maps	<b>Why did kings and queens build castles?</b>  Visit to Hampton Court Constructing castles Easter Story Spring Festival and making spring bonnets with Big Friends Walk to church for Easter service Spring Mother's Day celebration	<b>What changes can we see in nature?</b>  Observing plants and flowers Planting beans and seeds Life cycle of animals Caring for animals Habitats and environments Caring for our world Summer	<b>How do we change and grow?</b>  Healthy teeth and bodies Healthy me: healthy food. Observations of seeds planted Where do we live in the world? Summer Grandparents' festival

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key text/s	    	  	    	  	   	  

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Literacy Reading</b>	<p>Reading our names</p> <p>Recognising signs and logos around us.</p> <p>Hearing/matching sounds around us e.g. leaves, animals, footsteps</p> <p>Listening to stories</p> <p>Rhyming games and books.</p> <p>Recognising the sounds introduced in phonics: s a t p l n m d g o c k c k e u r h b f l</p> <p>Begin to read some non decodable words</p> <p>Oral blending to read CVC words (sound talk).</p>	<p>Listening to stories.</p> <p>Rhyming games and books.</p> <p>Recognising the sounds introduced in phonics: ff ll ss j v w x y z zz qu ch sh th ng nk</p> <p>Oral blending to read CVC words (sound talk).</p> <p>Words with s /s/ added at the end words ending s /z/ (his) (bags)</p> <p>Continue to read some non decodable words</p> <p>Reading individual books focused on phonics when blending is secure</p>	<p>Listening to stories.</p> <p>Rhyming games and books.</p> <p>Recognising the sounds introduced in phonics: ai ee igh oa oo oo ar or ur ow oi ear air er</p> <p>Blending to read CVC words</p> <p>words with double letters: dd mm tt bb rr gg pp ff</p> <p>Blending longer words</p> <p>To read more non decodable words</p> <p>Reading individual books focused on phonics.</p>	<p>Listening to stories.</p> <p>Rhyming games and books.</p> <p>Review the sounds introduced in phonics: ai ee igh oa oo oo ar or ur ow oi ear air er</p> <p>Review words with double letters: dd mm tt bb rr gg pp ff</p> <p>Words ending in 'ing'</p> <p>Blending compound words</p> <p>Reading individual books focused on phonics.</p> <p>To read more non decodable words</p>	<p>Listening to stories.</p> <p>Rhyming games and books.</p> <p>Reading short vowel words: CVCC CCVC CCVCC CCCVC CCCVCC</p> <p>Read longer and compound words</p> <p>Words ending in: ing, ed, t, id, est</p> <p>Reading individual books focused on phonics.</p> <p>To read more non decodable words</p>	<p>Listening to stories.</p> <p>Rhyming games and books.</p> <p>Review short vowel words: CVCC CCVC CCVCC CCCVC CCCVCC and CCV</p> <p>Review: words ending –s /s/ words ending –s /z/ words ending –es longer words</p> <p>Review words ending in: ing, ed, t, id, est</p> <p>Read words ending in er</p> <p>Reading individual books focused on phonics.</p> <p>To read more non decodable words</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy Writing	<p>Writing our names. Handwriting formation: practising pencil grip and control.</p> <p>Writing GPC for letters learned Spelling CVC words using GPCs of letters learned Spelling non decodable words</p>	<p>Handwriting formation: introduce Penpals letter family: Long legged giraffe letter family focus Writing short words Spelling non decodable words</p>	<p>Handwriting formation: introduce curly caterpillar letter family focus Segmenting words with digraphs and trigraphs Writing short phrases Spelling non decodable words</p>	<p>Handwriting formation: complete curly caterpillar letters and introduce one armed robot letters letter family focus. Segmenting words with digraphs and trigraphs Writing longer words</p> <p>Spelling non decodable words Introduce writing sentences with finger spaces and full stops</p>	<p>Handwriting formation: complete one armed robot letters and introduce zig-zag monster letters. Introduce sky/grass/soil letter positioning on lines. Spelling non decodable words (Little Wandle). Writing phrases or sentences with finger spaces and full stops Writing short vowel words: CVCC CCVC CCVCC CCCVC CCCVCC Writing longer and compound words Writing words ending in: ing, ed, t, id, est</p>	<p>Handwriting formation: review all letter families. Review sky/grass/soil letter positioning on lines. Spelling non decodable words (Little Wandle). Writing words with suffixes Writing phrases or sentences with finger spaces and full stops</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Roots	 <p>Write labels and captions, orally re-telling the story and developing a new character</p> <p>Main outcome: to retell own version 'wild thing' narrative</p>	 <p>Dialogue, diary entry, re-telling (oral dictation), mini-autobiography, ship's log</p> <p>Main outcome: Non-chronological report</p>	 <p>Letters of encouragement; a retelling; song lyrics and job applications</p> <p>Main Outcome: Alternative character version</p>	 <p>Writing in role, letters, a 'how to' guide</p> <p>Main Outcome: 'How to be a pirate' guide</p>	 <p>Labels and captions, re-telling, writing in role, narrative, letter</p> <p>Main Outcome: Advice leaflet</p>	 <p>Signs and lists, letters of advice, 'new baby' cards</p> <p>Main outcome: Alternative version narrative</p>

<p style="text-align: center;"><b>Maths</b></p>	<p><b>Match, sort and compare</b></p> <ul style="list-style-type: none"> <li>• Match objects</li> <li>• Match pictures</li> <li>• Identify a set</li> <li>• Sort objects</li> <li>• Explore sorting techniques</li> <li>• Create sorting rules</li> <li>• Compare amounts</li> </ul> <p><b>Talk about measure and pattern</b></p> <ul style="list-style-type: none"> <li>• Compare size, mass, capacity</li> <li>• Explore simple patterns</li> <li>• Copy and continue simple patterns</li> <li>• Create simple patterns</li> <li>• Length: measuring themselves with string</li> </ul> <p><b>It's me 1, 2, 3</b></p> <ul style="list-style-type: none"> <li>• Find 1 2 and 3</li> <li>• Subitise 1, 2 3</li> <li>• Represent 1,2,3</li> </ul>	<p><b>1 2 3 4 5</b></p> <ul style="list-style-type: none"> <li>• Find 4 and 5</li> <li>• Subitise 4 and 5</li> <li>• Represent 4 and 4</li> <li>• 1 more, 1 less</li> <li>• Composition of 1 to 5</li> </ul> <p><b>Shapes with 4 sides</b></p> <ul style="list-style-type: none"> <li>• Identify shapes with 4 sides</li> <li>• Combine shapes with 4 sides</li> <li>• Shapes in the environment</li> <li>• My day and night</li> </ul>	<p><b>Alive in 5</b></p> <ul style="list-style-type: none"> <li>• Introduce zero</li> <li>• Find 0 to 5</li> <li>• Subitise and represent 0 – 5</li> <li>• 1 more, 1 less</li> <li>• Composition</li> <li>• Conceptual subitising to 5</li> </ul> <p><b>Mass and capacity</b></p> <ul style="list-style-type: none"> <li>• Compare mass</li> <li>• Find a balance</li> <li>• Explore and compare capacity</li> </ul> <p><b>Growing 6 7 and 8</b></p> <ul style="list-style-type: none"> <li>• Find and represent 6 7 and 8</li> <li>• 1 more, 1 less</li> <li>• Composition of 6, 7 and 8</li> <li>• Make pairs: odd and even</li> <li>• Double to 8</li> <li>• Combine 2 groups</li> <li>• Conceptual subitising</li> </ul> <p><b>Length, height and time</b></p>	<p><b>Building 9 and 10</b></p> <ul style="list-style-type: none"> <li>• Find 9 and 10</li> <li>• Compare numbers to 10</li> <li>• Represent 9 and 10</li> <li>• Conceptual subitising to 10</li> <li>• 1 more, 1 less</li> <li>• Composition to 10</li> <li>• Bonds to 10</li> <li>• Make arrangements of 10</li> <li>• Bonds to 10 3 parts</li> <li>• Find and make doubles to 10</li> <li>• Explore even and odd</li> </ul> <p><b>Explore 3D shapes</b></p> <ul style="list-style-type: none"> <li>• Recognise and name 3D shapes</li> <li>• Find 2D shapes within 3D shapes</li> <li>• Use 3D shapes for tasks</li> <li>• 3D shapes in the environment</li> </ul>	<p><b>20 and beyond</b></p> <ul style="list-style-type: none"> <li>• Build numbers beyond 10 (10 to 13)</li> <li>• Continue patterns beyond 10 (10-13)</li> <li>• Build numbers beyond 10 (14 to 20)</li> <li>• Continue patterns beyond 10 (14-20)</li> <li>• Verbal counting beyond 20</li> <li>• Verbal counting patterns</li> </ul> <p><b>How many now?</b></p> <ul style="list-style-type: none"> <li>• Add more</li> <li>• Take away</li> </ul> <p><b>Manipulate, compose and decompose</b></p> <ul style="list-style-type: none"> <li>• Add more</li> <li>• Take away</li> <li>• Select shapes for a purpose</li> <li>• Rotate and manipulate shapes</li> </ul>	<p><b>Visualise, build and map</b></p> <ul style="list-style-type: none"> <li>• Identify units of representing patterns</li> <li>• Create and explore own patterns</li> <li>• Replicate and build scenes and constructions</li> <li>• Visualise from different positions</li> <li>• Describe positions</li> <li>• Give instructions to build</li> <li>• Explore mapping</li> <li>• Represent maps with models</li> <li>• Create own maps from familiar places</li> <li>• Create own maps and plans from story situations</li> </ul>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"> <li>• 1 more</li> <li>• Composition of 1 2 and 3</li> </ul> <p><b>Circles and triangles</b></p> <ul style="list-style-type: none"> <li>• Identify and compare circles and triangles</li> <li>• Shapes in the environment</li> <li>• Describe position</li> </ul>		<ul style="list-style-type: none"> <li>• Explore and compare length</li> <li>• Explore and compare height</li> <li>• Talk about time</li> <li>• Order and sequence time</li> </ul>	<ul style="list-style-type: none"> <li>• Identify more complex patterns</li> <li>• Copy and continue patterns</li> <li>• Patterns in the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Explain shape arrangements</li> <li>• Compose and decompose shapes</li> <li>• Copy 2D shape pictures</li> <li>• Find 2D shapes within 3D shapes</li> </ul> <p><b>Sharing and grouping</b></p> <ul style="list-style-type: none"> <li>• Explore sharing</li> <li>• Explore grouping</li> <li>• Even and odd sharing</li> <li>• Play with and build doubles</li> </ul>	



RE	<p>Introduce Christian Meditation</p> <p>Story for Bible:</p> <p>Know that Christians believe God made our wonderful world: Creation story</p> <p>Story of Noah</p> <p>Know that we are all unique</p> <p>Celebrations are joyful times and a time to say thank you.</p> <p>Harvest: being thankful for our food and sharing with others who are less fortunate.</p> <p>Celebrations from other faiths: know that Diwali is a special time for Hindus and Sikhs</p>	<p>Nativity:</p> <ul style="list-style-type: none"> <li>Who the key people are in the Christmas story?</li> <li>Why Christmas is a special time for Christians?</li> <li>Know that Jesus's birth brings a message of joy, peace and understand why</li> <li>retelling and performing the Nativity story</li> </ul> <p>Celebrations from other faiths and special places of worship: Judaism</p> <ul style="list-style-type: none"> <li>Why and how people celebrate Hanukah</li> </ul> <p>Special places: attend Christmas church service</p> <p>Armistice Day</p>	<p>Continue learning from Old Testament Bible stories:</p> <ul style="list-style-type: none"> <li>Moses</li> <li>David and Goliath</li> </ul> <p>Talk about things they find interesting or puzzling</p> <p>Visit from local Vicar (Christchurch) to discuss his role in society and how he supports the community</p> <p>Celebrations from other faiths and special places of worship: Luna New Year, Buddhism</p>	<p>Continue learning from Old Testament Bible stories:</p> <ul style="list-style-type: none"> <li>Good Samaritan</li> <li>The lost sheep</li> <li>Jonah and the Whale</li> </ul> <p>Talk about things they find interesting or puzzling</p> <p>Easter story:</p> <ul style="list-style-type: none"> <li>new life being important at Easter</li> <li>On Good Friday Christians remember Jesus' death and on Easter Day Christians celebrate new life in Jesus resurrection. Begin to understand that Christians believe that God raised Jesus from the dead and that they believe he is still alive today</li> <li>Learn that Christians believe Jesus died to show people</li> </ul>	<p>Continue learning from Old and New Testament Bible stories and how Jesus changed the life of his friends:</p> <ul style="list-style-type: none"> <li>Daniel and the Lions</li> <li>Jesus Calms the storm</li> <li>The loaves and fish</li> <li>Sowing the seeds</li> <li>Jesus walks on water</li> </ul> <p>Know how Jesus taught people to love one another</p> <p>Christians believe Jesus wants to be everyone's friend.</p> <p>Celebrations from other faiths and special places of worship: Sikhism</p>	<p>Continue learning from New Testament Bible stories:</p> <ul style="list-style-type: none"> <li>Wise and foolish man</li> <li>Jesus turns wine into water</li> </ul> <p>Celebrations from other faiths and special places of worship: Hinduism</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
				<p>how much God loves them and to 'rescue' them</p> <ul style="list-style-type: none"> <li>• Explore feelings of loss, surprise, hope and joy</li> </ul> <p>Celebrations from other faiths and special places of worship: Ede and Islam</p>		

<p><b>Communication and Language:</b></p> <p>Listening, attention and understanding; speaking</p>	<p>Know how to listen carefully using whole body listening</p> <p>Know why listening is important</p> <p>All about me boxes: talking about themselves and their families</p> <p>Listening to stories</p> <p>Listening to adults and peers in the classroom.</p> <p>Following simple instructions</p> <p>Enjoy listening to stories and remember what happens</p> <p>Maintain attention in whole class and small group contexts for a short time</p> <p>Know how to follow 1 step instructions e.g. put book bag in tray</p> <p>Use sentences of several words to talk about themselves and others and their play</p> <p>Learn and sing a repertoire of songs e.g. nursery rhymes or number songs</p>	<p>Learn and use new vocabulary in different contexts and through the day in conversations</p> <p>Learn new rhymes, poems and songs e.g. Nativity Rhymes</p> <p>Listening in familiar and new situations e.g. in assembly</p> <p>Maintain attention in new situations e.g. church Christmas service</p> <p>Shift attention when required e.g. given a prompt</p> <p>Following simple verbal instructions and work collaboratively e.g. to plant bulbs</p> <p>Following a recipe to make Christmas biscuits.</p> <p>Make relevant comments when listening to a story and can answer why' questions</p>	<p>Learn and use new vocabulary in different contexts and through the day in conversations e.g. referring to different roles and occupations</p> <p>Learn new rhymes, poems and songs</p> <p>Listen attentively in a range of situations and know how to listen carefully e.g. understand they need to look at who is talking to them and think about what they are saying</p> <p>Maintain attention, concentrates and sits quietly during appropriate activity for a short time in the classroom</p> <p>Begin to make predictions about what might happen next or story endings in responds to texts read</p>	<p>Learn and use new vocabulary in different contexts and through the day in conversations e.g. parts of a castle</p> <p>Learn new rhymes, poems and songs</p> <p>Keep going in response to the ideas of others and engage in conversation relevant to play theme</p> <p>Use talk to work out problems and organize thinking and activities</p> <p>Explain how things work and why they might happen</p> <p>Listen and engage in talk about selected non-fiction texts to develop a deep familiarity with new knowledge and vocabulary</p> <p>Ask questions to find out more and check for understanding</p>	<p>Learn and use new vocabulary in different contexts and through the day in conversations e.g. stages of the life cycle of an insect</p> <p>Learn new rhymes, poems and songs</p> <p>Listen to and understand instructions about what they are doing, whilst busy with another task e.g. request for tidying up</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Discuss how things change in the natural world and explain why using conjunctions e.g. because</p> <p>Ask relevant questions: what, how, why, and where</p> <p>Recount an event in</p>	<p>Learn and use new vocabulary in different contexts and through the day in conversations e.g. parts of a castle</p> <p>Learn new rhymes, poems and songs</p> <p>Share and discuss a photo of ourselves as a baby and now and discuss how we have changed.</p> <p>Share with peers their individualised 'Look at me now!' poster board to celebrate how they have changed and grown.</p> <p>Attend to others in play, play co-operatively, begin to play elaborate and detailed games</p> <p>Articulate and create an imaginary story of their own in play or in writing</p> <p>Speak clearly in well-formed sentences of</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Learn new vocabulary	<p>Ask questions to find out more and to check understand of hat been said or read to them</p> <p>Respond to others with appropriate language in play</p> <p>Engage in story times and non-fiction books</p> <p>Use simple conjunctions in talk to link thoughts e.g. and, because</p> <p>Recognise whords that rhyme</p>	<p>Link events in a story to their own experiences</p> <p>Introduce storyline into their play</p> <p>Consider the listener and takes turns to listen and speak in different contexts</p> <p>Demonstrate the use of past tense verbs such as 'ran' or 'fell' – may still get confused</p> <p>Recount events that happen in their day</p> <p>Listening carefully to other adults going on a school trip.</p>	<p>Articuate thoughts into sentences derstanding</p>	<p>the correct order with some detail e.g. school trip, observations of caterpillars to butterflies</p> <p>Listening carefully to other adults going on a school trip.</p>	<p>increasing lengthwith more detail e.g. "I made a big cake with chocolate, cream and a cherry on top."</p> <p>Use past, present and future tene in coversation with peers and adults</p> <p>Use conjunctions to extend and articulate their ideas and join phrases with words such as: if, so, because,</p>
<b>Physical Development</b>	<p>Games for understanding</p> <p>Penpals: handwriting: correct pencil grip</p>	<p>Ball skills</p> <p>Penpals: handwriting: correct pencil grip correctly</p> <p>Gross and fine motor activities e.g. yoga</p>	<p>Dance/gymnastics</p> <p>Penpals: handwriting: correct pencil grip</p> <p>Yoga</p>	<p>Health and wellbeing</p> <p>Penpals: handwriting: correct pencil grip</p> <p>Yoga</p> <p>Gross and fine motor activities e.g. yoga</p>	<p>Learning through play</p> <p>Swimming</p> <p>Penpals: handwriting: correct pencil grip</p> <p>Gross and fine motor activities e.g. yoga</p>	<p>Locomotion: jumping and walking</p> <p>Swimming</p> <p>Penpals: handwriting: correct pencil grip</p> <p>Gross and fine motor activities e.g. yoga</p>

<b>Personal and Social Development:</b> Self-regulation Managing self Building relationships	Know that all feelings are ok	To learn collaboratively and take turns	Understand expectations for behaviour within the setting whilst learning independently or following a directed activity	Creating Easter hats with our big friends	Pool safety: entering and exit water safely and unaided	Food preparation safety: healthy food
	Know how to recognise their own feelings and talk about their feelings using 'Colour Monster' for reference	To build respectful relationships with peers and others e.g. through creating Christmas hats with our big friends	Can explain right from wrong and behave accordingly	Confidence to stand up in assembly or in front of the class and share achievements with others	Can undress and dress for PE/ swimming	Know what it means to keep healthy: <ul style="list-style-type: none"> <li>• Healthy eating</li> <li>• personal hygiene e.g. cleaning our teeth</li> <li>• exercise</li> </ul>
	Begin to understand how others might be feeling	Express their feelings and consider the feelings of others	Seek out others to share activities and experiences	Use talk to work out problems and ask for help if they cannot solve it independently	Engage in new activities and show independence, resilience and perseverance	Understand strategies to deal with anger and frustration and take responsibility for their own actions
	Learning the class routines and school rules: to organise themselves in the morning e.g. bag in tray and water bottle in crate	To respond to challenge and know the areas they would like to play in or resources they would like to use and independently access	Can manage their own basic hygiene and personal needs e.g. accessing water and fruit snack when they are thirsty or hungry	Show perseverance when faced with challenges	Learning to wait for exciting things to happen and control their immediate impulses e.g. caterpillars to transform into butterflies	Can communicate their feelings at a time of transition and change e.g. moving to year 1, meeting the new teacher
	To explore activities in the continuous provision	Bonfire safety	Fire safety – knowing how to act in an emergency	Know that it is important to work together to look after the classroom and resources in the school	Discussing our feelings and how we can regulate them appropriately	
	Know how to keep healthy: managing own hygiene e.g. hand washing, using a knife and fork	Food preparation safety: Christmas biscuits	Road safety – walk to post-box	To keep play going by co-operating, talking and listening to others		Be confident to try new activities and take responsibility for their own learning.
	Join in with group activities	Know how to ask for help and to know how to help if someone else e.g. Showing kindness				Can resolve conflict and be able to compromise

<p><b>Understanding the World</b></p>	<ul style="list-style-type: none"> <li>• Know the members of their immediate family and the relationship to them; name and describe people who are familiar to them</li> <li>• Know and talk about the special things in their own lives</li> <li>• Know how to respect and care for the natural environment and all living things</li> <li>• Know that families in other countries across the world engage in similar activities to their own family</li> <li>• Know some differences in family celebrations across the world</li> <li>• Know that features of their immediate environment can be represented with objects and</li> </ul>	<p><b>Past and Present:</b> Begin to know that they can compare charters from stories to themselves and their own experiences. Begin to know how to use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.</p> <p>Know about some key historical events – know why and how we celebrate today:</p> <ul style="list-style-type: none"> <li>• Know the story of Jesus’s birth</li> <li>• Explore the emotions of the characters in the Christmas story</li> <li>• Prepare for Christmas</li> <li>• The story of Guy Fawkes and Bonfire night</li> <li>• Why we wear a poppy on Remembrance Day.</li> </ul>	<p><b>Past and Present/ People, cultures and communities:</b> Know that a map shows us how to find our way e.g. ma to post box</p> <p>Know that different members of our family and our community have different occupations</p> <p>Know some of the roles of have in society and how they help us</p> <p>Know that families in other countries across the world engage in similar activities to their own family</p> <p>Know why and how people celebrate Luna New Year</p> <p><b>The natural world:</b> Know that the environment where they live can change through the seasons. Describe what they see, hear and feel outside. Observe signs of winter. , including</p>	<p><b>Past and Present</b> Know that in the past monarchs had more power than today and that some were more popular than others and the reasons why</p> <p>Know that monarchs have special residences: castles and palaces</p> <p>Explore how castles were built and their key features</p> <p><b>People, cultures and communities:</b> Know that the UK has a monarchy and our present king is King Charles III.</p> <p>Visit to local royal landmark: Hampton Court</p> <p><b>The natural world:</b> Know that the environment where they live can change through the seasons. Describe what they see, hear and feel</p>	<p><b>People, cultures and communities:</b> Know the importance of looking after our local environment</p> <p><b>The natural world:</b> Compare the environment of the natural world to where they live and school – visit to Nower Wood</p> <p>Observe and record the changes in the life cycle of animals e.g. minibeasts</p> <p>Understand that animals need to survive – caring for caterpillars/butterflies</p> <p>Understand how things change in the natural world looking at and growing different plants and trees</p> <p>Explain what plants need to grow</p>	<p><b>Past and Present</b> Talk about and understand changes in their own lifetime by creating a ‘Look at me now poster/board’</p> <p>Create a personal timeline</p> <p>Discuss and record how we and our family have grown and changed</p> <p>To be aware of their personal life experiences</p> <p><b>People, cultures and communities:</b> Comment and ask questions about their immediate environment</p> <p>Recognise that there are other places in the world that are different to where they live</p> <p><b>The natural world:</b> Know that the environment where they live can change</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>on paper e.g. classroom maps</p> <ul style="list-style-type: none"> <li>Where does our food come from? (Harvest festival).</li> <li>Know that the environment where they live can change through the seasons. Describe what they see, hear and feel outside</li> <li>Plant bulbs to observe throughout the year</li> </ul>	<p><b>People, cultures and communities:</b></p> <p>Know that people have different beliefs and celebrate special times in different ways.</p> <p>Begin to know some similarities and difference between life in this country and life in other countries</p> <ul style="list-style-type: none"> <li>Why and how people celebrate Hanukah</li> </ul> <p><b>The natural world:</b></p> <ul style="list-style-type: none"> <li>Know that the environment where they live can change through the seasons. Describe what they see, hear and feel outside. Observe signs of autumn.</li> </ul>	<p>changing states of matter: water/ice</p> <p>Know that materials change when affected by temperature</p> <p><b>Technology:</b></p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>Know how to use technology in exploring mapping – a Bee Bot and to show spatial awareness and use positional language</p> <p>E-Safety week. Through the story of Smartie the penguin understand the importance of staying safe when using technology.</p>	<p>outside. Observe signs of spring</p> <p>Know that some materials are stronger than others and different purposes require different materials – e.g. to construct a castle</p> <p>Experiment with sinking and floating</p>	<p>Observe over time the growth of bean sees</p> <p>Explore the habitats of different wildlife and how they use camouflage in order to be predated or be a predator</p>	<p>through the seasons. Describe what they see, hear and feel outside. Observe signs of summer.</p> <p>To know what a continent is and locate some on a map of the world</p> <p>Understand the need to have healthy teeth and how to clean them</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Expressive Arts and Design</b>	<ul style="list-style-type: none"> <li>• Sing nursery rhymes</li> <li>• Harvest festival song</li> <li>• Explore our poetry basket</li> <li>• To know the colour names</li> <li>• To know different colours can be mixed together to make new colours</li> <li>• To know names of certain artists e.g. Cindy Sherman and Picasso, what they do and some of their artwork</li> <li>• To understand the features of a face and how everyone's features are different and unique</li> </ul>	<ul style="list-style-type: none"> <li>• Create props for the Nativity</li> <li>• Learn and perform the Nativity play</li> <li>• Create Christmas cards</li> <li>• Poetry Basket</li> <li>• Autumn inspired art e.g. leaf printing and collage</li> </ul>	<ul style="list-style-type: none"> <li>• Know about artist Richard Shilling the environmental artist and his sculptural work using natural resources</li> <li>• Know you can use nature in art work</li> <li>• To know that some artwork is season/weather dependent</li> <li>• To look at the shapes and textures in nature</li> <li>• To understand that art can be 3D</li> <li>• To create a piece of art inspired by Richard Shilling</li> <li>• Thank you card for someone who helps us</li> <li>• Poetry Basket – seasonal poetry</li> <li>• Mother's Day card</li> </ul>	<ul style="list-style-type: none"> <li>• Explore how castles were designed and built in the past</li> <li>• Explore the best materials to use to construct a castle</li> <li>• Design and create a model castle</li> <li>• Review their designs</li> <li>• Poetry Basket</li> <li>• Make Easter Card</li> <li>• Create an Easter bonnet for the Spring Festival</li> <li>• Learn spring festival songs</li> </ul>	<ul style="list-style-type: none"> <li>• Explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>• To explore the works of Lucy Arnold and Henri Matisse: surrealists, particularly works of minibeasts and nature</li> <li>• Create work in style of Matisse's collage</li> <li>• Create the life cycle of a butterfly in a 3D model</li> <li>• Explore Symmetrical patterns: butterfly</li> <li>• Mini beast songs</li> <li>• Poetry Basket</li> </ul>	<ul style="list-style-type: none"> <li>• Paint a portrait of 'me now'.</li> <li>• Design a 'Look at me' now poster with a personal timeline</li> <li>• Learn songs for Grandparent's festival</li> <li>• Poetry Basket – seasonal poetry</li> </ul>