

Curriculum Progression Map 2021- 2022

EYFS Curriculum Intent:

In Reception at Warden Hill we aim to help each child become caring, confident, and curious. We will encourage the children to be independent, enthusiastic learners who thrive and reach their full potential. In close partnership with parents, we will continue to create the foundations for each child's personal, social and emotional development, as well as their academic skills, knowledge and understanding. The foundations for our curriculum is centred around the Statutory Framework for the Early Years Foundation Stage through the educational programmes of study. It is our intent that children who enter our EYFS begin their lifelong journey of physical, verbal, cognitive and emotional development.

We do this through:

1. Exploring 'I wonder' statements to promote independent thinking and learning, through stories, poems and rhymes. This is an early approach to metacognition, enabling the children to begin to see themselves as learners and build on their love of learning.
2. building on what each child already knows and can do, consolidating and deepening their knowledge to facilitate maximum progress and preparing them to embark on their next steps (both within EYFS and transition into Year 1)
3. providing each child with access to a broad, balanced and differentiated curriculum, taking into account personal interests and individual needs, with a variety of inspiring opportunities and experiences.
4. ensuring inclusivity of all groups of learners and individuals, fostering a sense of **belonging**
5. providing a stimulating and challenging environment for the children to **explore**, where they connect with one another through language and play, within a vocabulary-rich space
6. developing positive attitudes towards learning, with our children always striving to **succeed** by challenging themselves

Our ultimate goal is to prepare our children with the knowledge and skills needed for the next stage of their learning journey into KS1. We recognise that what our children learn in this first year of school is vital for optimising future success in its broadest sense. Our intent is to embed creative, geographical, historical, computing and scientific building blocks, through our 'Explorer' subjects.

We feel that is particularly important to develop a passion for reading and furnish each child with a rich and wide vocabulary, in order for them to express themselves confidently. Therefore, books are used weekly as a vehicle for the intended learning, to inspire, build knowledge and unlock their imaginations.

In Reception, current topics of focus are conservation and diversity, but in general, we aim to help the children make sense of the world to form connections, solve problems, make choices and communicate their ideas and feelings.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I Wonder...	I wonder what makes me unique?	I wonder how people celebrate in different countries?	I wonder what this structure is for?	I wonder how living things grow?	I wonder what is beneath the ocean?	I wonder what our super powers are?
End Outcome	To create a page for the class 'Marvellous Me' Book.	To have experienced some of the traditions of specific celebrations and talk about what they have learnt.	To plan for an end of term Royal Ball.	To present as an explorer what the children have learnt about a specific lifecycle.	To design a poster illustrating some of the ways that we can help to look after our ocean and send to David Attenborough.	To design, create and evaluate a Superhero cape.
Experiences	Walk around the local area (drawing a map) Paramedic, police, nurse visitors Sharing photographs of family and friends – holiday diary	Food tasting – inspired by Diwali Exploring Indian clothing Church visit Remembrance Guy Fawkes/Bonfire Night	Castle related artefact box- Wilson Borrowing Scheme Chinese New Year traditions (crafts/food tasting) Knight/Princess/Dragon Royal Ball	Living egg program Caterpillars Planting World Book Day Fossil related artefact box- Wilson Borrowing Scheme	Forest School Balanceability Waitrose Trip Posting letters to David Attenborough Dentist Visit	Forest School Bisley Farm Trip Balanceability Litter picking around the local area
Class Reads (Not an exhaustive list)	Only one You – Linda Kranz Kind- Alison Green All Are Welcome – Alexandra Penfold The Same but different too – Karl Newson The Perfect Fit – Naomi and James Jones Incredible You – Rhys Brisenden The Colour Monster Goes to School – Anna Llenas The Worrysaurus by Rachel Bright and Chris Chatterton	My World, Your World – Melanie Walsh You Must Bring a Hat- Kate Hindley Simon Sock – Sue Hendra The Squirrels Who Squabbled – Rachel Bright The Lion Inside – Rachel Bright Sharing a Shell–Julia Donaldson Seasons Come and Seasons Go- Patricia Hegarty Let's Celebrate: Special Days Around the World- Kate DePalmer Welcome to our World- Moira Butterfield	Favourite Mixed Up Fairy Tales - Hilary Robinson and Sarah Horne A selection of Traditional Tales (including Goldilocks/Gingerbread Man etc) The Worst Princess – Anna Kemp See Inside Castles – Usbourne Small Knight and George – Ronda Armitage A New Home for a Pirate- Ronda Armitage On the Way Home – Jill Murphy Octopus Shocktopus – Peter Bentley	There's A TRex In Town There's A Diplodocus At The Door – Ruth Symons Dear Dinosaur- Chae Strathie The Cow that Laid an egg- Andy Cutbill The Emperor's Egg – Martin Jenkins Sonya's Chickens – Phoebe Wahl Oliver's Vegetables – Vivien French The Egg – M P Robertson Planting a Rainbow – Loise Ehlert The Tiny Seed – Eric Carle The Great Pet Sale-Mick Inkpen	Pirates Love Underpants – Claire Freedman The Treasure of Pirate - Frank Elspeth Graham Flotsam – David Wiesner One Plastic Bag – Isatou Ceesay Twinkle, Twinkle Squiglet Pig – Joyce Dunbar Someone Swallowed Stanley- Sarah Roberts <i>If Shark's Disappear</i> <i>Ten things I can do to help my Planet</i> <i>Clean Up – Nathan Bryon</i>	The Wonder – Faye Hanson Supertato Series – Sue Hendra Juniper Jupiter – Lizzy Stewart My Mum is Supermum – Angela McAllister What People Do All Day? – Richard Scarry A Superhero Like You – Ranj Singh George Saves the World by Lunchtime – Jo Readman Michael Recycle – Ellie Bethel

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>All about Feelings – Felicity Brooks</p> <p>The Huge Bag of Worries – Virginia Ironside</p> <p>The Invisible String – Patrice Karst</p> <p>Julia Donaldson favourites</p> <p>In Every House, on Every Street – Jess Hitchman</p> <p>Kindness is my Power – Alicia Ortego</p> <p>Our Class is a Family – Shannon Olsen</p> <p><i>Meesha Makes Friends- Tom Percival</i></p> <p>The Name Jar – Yangsook Choi</p> <p>Jabari Tries – Gaia Cornwall</p> <p>Elmer – David McKee</p> <p>Pink is for Boys – Robb Pearlman</p> <p>Happy in Our Skin – Fran Manushkin</p> <p>My Friends and Me – Stephanie Stansbie</p> <p>The Day you Begin – Jacqueline Woodson</p> <p>Mixed- Aree Chung</p> <p>A Handful of Buttons – Carmen Parets</p>	<p>It's Okay to be different – Todd Parr</p> <p>Fruits – A Caribbean Counting Poem – Valerie Bloom</p> <p>A Gift for Amma – Meera Sriram</p>	<p>A Place Called Home – Lonely Planet Kids</p> <p>Queen's Kinickers – Nicholas Allan</p> <p>You Live Where? - John Hay</p> <p>Building a Home –Polly Faber</p> <p>We Build Our Homes – Laura Knowles</p> <p>Snowflakes – Cerrie Burnell</p> <p>Festival of Colours (Holi) – -Surishtha Sehgal</p> <p>The Ghanaian Goldilocks – Dr Tamara Pizzoli</p> <p>The Runaway Wok – Ying Chang Compestine</p> <p>The Great Race</p> <p>From My Window – Octavio Junior</p>	<p>One Day on Our Blue Planet – Ella Bailey</p> <p>Do You Love Bugs? – Matt Robertson</p> <p>Who Is in the egg? Alexandra Milton</p> <p>Egg Drop – Mini Grey</p> <p>We're Going on an Egg Hunt</p> <p>Chicken's Aren't the Only Ones – Ruth Heller</p> <p>My Green Day</p> <p>Butterfly Bouquet</p> <p>Omar, the Bees and Me – Helen Mortimer</p> <p>There's a Rang Tang in my bedroom</p> <p>And Tango and Me – Peter Parnell</p> <p>The Odd Egg – Emily Gravett</p> <p>Handa's Surprise – Eileen Browne</p>		<p>My Pet Star – Corrine Averiss</p> <p>Astro Girl – Ken Wilson Max</p> <p>A Story About Afiya – James Berry</p> <p>Jabari Jumps – Gaia Cornwall</p> <p>Marvellous Me – Lisa Bullard</p>
Explorer Subject Explicit Links to help with transition into Year 1	Geography Science PSHE	RE Geography Art Music	History	Science	Geography Science Art	DT PSHE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LITERACY / Communication and Language						
Core Texts	<p>What Makes Me a Me? – Ben Faulkes and David Tazzyman</p> <p>The Colour Monster- Anna Llenas</p> <p>Shine by Sarah Asuquo</p> <p>You Choose – Nick Sharrett</p> <p>Poetry/Rhyming texts</p> <p>Me – Swapna Haddow (Book of Hope)</p> <p><i>My Village: Rhymes from Around the World</i> Danielle Wright & Mique Moriuchi</p> <p>Autumn poems</p>	<p>Non-fiction texts related to celebrations – Celebrate Around the World DK</p> <p>Harvey Slumphemberger- John Burningham</p> <p>Christmas Story</p> <p>Mother Teresa - Little People Big Dream</p> <p>Poetry/Rhyming texts</p> <p>Tales from Acorn Wood- Fox's Socks by Julia Donaldson</p> <p>Poems About Festivals – Brian Moses</p> <p>Winter poems</p>	<p>A House that Once Was – Julie Fogliano</p> <p>Home – Carson Ellis</p> <p>The Three Little Pigs (link other traditional tales)</p> <p>Non-fiction books about homes (include Castles/Knights/Queen's)</p> <p>Poetry/Rhyming texts</p> <p>Zim Zam Zoom – James Carter</p> <p>Feel the Beat – Marilyn Singer</p>	<p>The Extraordinary Gardener – Sam Boughton</p> <p>The Growing Story – Ruth Krauss</p> <p>Lifecycle related books e.g. frog/chick</p> <p>The Story of Easter</p> <p>Mary Anning/Charles Darwin - Little People Big Dream</p> <p>Poetry/Rhyming texts</p> <p>Oi Frog – Kes Gray/Jim Field</p> <p>Fresh Picked Poetry – Michelle Schaub</p>	<p>The Night Pirates – Peter Harris</p> <p>Once Upon a Time Map Book</p> <p>David Attenborough - Little People Big Dream</p> <p>Poetry/Rhyming texts</p> <p>On the Ning Nang Nong</p> <p>Snail and the Whale – Julia Donaldson</p>	<p>Nat Fantastic – Giles Andreae</p> <p>Super Duper You – Sophy Henn</p> <p>A Planet Full of Plastic- Neal Layton</p> <p>Poetry/Rhyming texts</p> <p>Super Worm – Julia Donaldson</p> <p>Mad About Minibeasts – Giles Andreae</p>
Explore Reading				<p>Dinosaur Roar – Paul and Henrietta Stickland</p> <p>Harry and the Bucketful of Dinosaurs – Ian Whybrow</p>	<p>The Night Pirates – Peter Harris (Talk for Writing)</p> <p>Pirates Love Underpants – Claire Freedman</p>	<p>Supertato – Sue Hendra (Talk for Writing)</p> <p>Super Worm- Julia Donaldson</p>
Opportunities to develop Communication and Language skills	<p>Welcome to EYFS</p> <p>Settling in activities</p> <p>Making friends</p> <p>Talk about experiences/interests</p>	<p>Tell me why!</p> <p>Black Sheep Press Narrative</p> <p>Who/Where/When</p>	<p>Tell me a story!</p> <p>Black Sheep Press Narrative</p> <p>Who/Where/When</p>	<p>Explain to me!</p> <p>Black Sheep Press Narrative</p> <p>Who/Where/When</p> <p>Articulate a life cycle</p>	<p>Talk it though!</p> <p>Black Sheep Press Narrative</p> <p>Who/Where/When</p>	<p>Time to Share!</p> <p>Black Sheep Press Narrative</p> <p>Who/Where/When</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>C&L is developed throughout the year through high quality interactions, daily group discussions, PSHE, daily story time, learning, rhymes, songs and poems, speech and language interventions e.g. NELI, and Black Sheep Press resources</p>	<p>that are familiar to them- holiday diaries What are your passions/goals? Show an interest in the lives of other people e.g. family/friends etc Share facts about self Follow instructions (settling in, putting my things away) Encourage asking for help Share/retell familiar/favourite stories Model talk routines through the day. For example, arriving in school: "Good morning, how are you?" Learn rhymes, poems and songs</p>	<p>Ask how and why questions Ask questions to find out more and to check they understand what has been said to them Follow instructions Describe events (Diwali/Bonfire Night) Listen to and talk about stories to build familiarity and understanding Understand how to listen carefully and why listening is important Learn rhymes, poems and songs</p>	<p>Tell me a story - retelling stories: talk for writing- Three Little Pigs Story language Listening and responding to stories Follow instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary throughout the day Choose books that will develop their vocabulary Learn rhymes, poems and songs</p>	<p>Listen to and engage in and talk about selected non-fiction Follow instructions Articulate ideas and thoughts into well-formed sentences Ask questions to find out more Learn rhymes, poems and songs</p>	<p>Describe events in detail - time connectives (how we can help look after the environment) Follow/Give instructions Use picture cue cards to talk about objects e.g. colour/where it might be found Sustained focus when listening to a story Learn rhymes, poems and songs</p>	<p>Story invention - talk it! - Supertato Follow/Give instructions Talk about similarities and differences between myself and others - Linking to heroes/what makes me unique Talk about the experiences I have had at different points in the school year Read aloud books to children that will extend their knowledge of the world and illustrate a current topic - conservation Learn rhymes, poems and songs</p>
Phonics	<p>Phase One Rhyming Alliteration Phase 2 sounds and Tricky Words</p>	<p>Recap and consolidate Phase 2 sounds, Tricky Words and High Frequency words. Teach Phase 3 sounds (j,v,w,x,y,z,zz qu,sh,th (two alternatives),ch,ng ai,ee,oa), Tricky Words and High Frequency words.</p>	<p>Remaining Phase 3 sounds to be taught -oo (long and short vowel),ar,or,ur, ow, oi, er, igh, air,ure,ear and Tricky/High Frequency Words Recap and Consolidate Phase 2 and 3</p>	<p>Revisit all previous learnt Phase 2 and 3 sounds, Tricky Words and High Frequency words</p>	<p>All children to revisit Phase 2 and 3 sounds, Tricky Words and High Frequency Words Phase 4</p>	<p>All children to revisit Phase 2 and 3 sounds, Tricky Words and High Frequency Words Phase 4 (Reinforcement of blending CVCC/CCVC and Tricky Words and High Frequency Words) Introduce Phase 5</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	<p>Mark making Dough Disco Pen Disco Squiggle Whilst You Wiggle Sequencing stories Describing words Labels Initial Sounds/cvc words Name writing Creating a Marvellous Me page for a class book</p>	<p>Mark making Dough Disco Pen Disco Squiggle Whilst You Wiggle Name Writing Initial sounds/cvc words Rhyming Strings Posters Labels Lists Cards</p>	<p>Talk for Writing Sequencing/ retelling/ Performing- Three Little Pigs Story maps and labels Story writing Invitations Lists Caption writing Character profiles</p>	<p>Recipe writing Fact books Poetry and rhymes Lifecycle booklet (chicks/frogs) – compare two animals Instructions</p>	<p>Talk for Writing Sequencing, retelling and performing – Night Pirates Story maps Story writing Maps Letter/Posters</p>	<p>Talk for Writing Sequencing, retelling and performing- Supertato Story writing / innovating Speech bubbles Posters</p>
Vocabulary	<p>Descriptive words linked to face- colours, shapes, sizes, length of hair, style of hair etc, body/facial features – mouth, eyebrows, eyelashes, eyes, pupils, nostrils etc, youngest, oldest, similarities, differences, likes, dislikes, role, uniform, belonging, special, unique</p>	<p>Celebration, world , country, place, festival, religion, Guy Fawkes, Bonfire Night, gift, present, tradition, crib, manger, Frankincense, Myrrh, journey</p> <p>Remembrance Day, St Andrews Day, Hanukah, Christmas, Diwali</p>	<p>Home, place, building banquet, castle, ball, turret, tower, medieval, drawbridge, hinge, moat, trebuchet, battle, armour, Knight, palace, bungalow, detached, semi-detached, terraced, London, Capital City</p> <p>Story language - Once upon a time, Early one morning, Unfortunately, Luckily, In the end, Characters, plot, beginning, middle, end, setting</p>	<p>Non- fiction, facts, herbivore, carnivore, omnivore, skeleton, extinct, Palaeontologist, Geologist, growth, plants, animals, soil, roots, leaves, petals, flower, lifecycle, inspirational</p>	<p>Treasure, chest, compass, direction, map, captain, Island, deserted, hook, ocean, pollution, explorer, wildlife, environment</p> <p>Story language - Once upon a time, Early one morning, Unfortunately, Suddenly, Luckily, In the end, Characters, plot, beginning, middle, end, setting</p>	<p>Hero, power, brave, rescue, villain, transform, enemy, cape, suspicious, courage, noble, brave, thoughtful, recycle</p> <p>Story language - Once upon a time, Early one morning, Unfortunately, Suddenly, Luckily, In the end, Characters, plot, beginning, middle, end, setting</p>

MATHEMATICS

Number and Numerical Patterns

Count objects sounds and actions
Subitise

Match, sort and compare amounts

Numbers bonds to 5 (include problem solving addition/subtraction)
Numbers to 10 - Counting, Representing, Comparing and Composition
Subitise

Building numbers beyond 10
Counting patterns beyond 10
Addition and Subtraction (counting on and back)
Doubling, Halving, Sharing, Odds and Evens

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Numbers to 5 – Counting, Representing, Comparing and Composition Change within 5 (One more & one less – early concept of adding and taking away)</p> <p>Shape, Space, Measure Element: Positional Language and Time (my day/numbers on a clock) Compare size, mass and capacity Exploring Pattern Spatial Reasoning (Match, rotate and manipulate/Mapping)</p> <p><i>Shape and coin introduced with the corresponding number so children make links between numbers and their application in the real world.</i></p> <p>2D shape (recognition and describing sides) Money (1p, 2p, 5p)</p> <p>Key Vocabulary: Match, sort, before, order, number, between, compare, count, count on/back, fewer, first, second, third etc, greater, how many, more, less, largest, larger than, greatest, most, next, one, two, three etc, Add, addition, plus, altogether, more, more than, less, less than, take away, minus, total, same as, equal to, how many? how many more to make ...?, how many more is ... than ...?, how much more is...?, how many fewer is ... than ...?, how much less is</p> <p>Today, tomorrow, yesterday, morning, afternoon, night, week, soon, days of the week, late</p>	<p>Addition to 10 (combining 2 groups, number bonds using 10-frame and part-whole model, doubles)</p> <p>Shape, Space, Measure Element: 2D Shape/3D Shape Measure (Length, Height, Time) Spatial Reasoning (Compose and decompose)</p> <p>Key Vocabulary: Vocabulary covered in Autumn, as well as: Number bond, pair, altogether</p> <p>Solid, chunky, guess/estimate, measure, size Length, height, long/longest/longer, short/shortest/shorter, tall/taller/tallest</p>	<p>Shape, Space, Measure Element: Measure (Mass and Capacity/Distance) Spatial Reasoning (Visualise and Build))</p> <p><i>N.B. During this term continue to practise and consolidate subitising, counting, sorting, matching, comparing, ordering, composition of numbers to 10 and beyond</i></p> <p>Key Vocabulary: Vocabulary covered in Autumn and Spring, as well as: Doubling, sharing, halving, half, equal amount, odd, even Heavy/heaviest, light/lightest/lighter, weigh, weight, balance, scales, empty, full, close, far away, near quick/quicker, slow/slower</p>			

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Bigger, larger, curved, flat, round, shape, pattern, repeating pattern, straight, circle, rectangle, square, triangle, side, corner, rotate</p> <p>Above, across, along, apart, around, back, behind, below, beside, between, bottom, direction, down, forwards, backwards, front, in, inside, next to, on, opposite, near, middle, over, through, top, towards, away from, turn, under, up</p> <p>Buy, coin, pay, penny, pence</p>					

Personal, Social, Emotional Development (Cambridgeshire Scheme)

<u>Myself and My Relationships 1</u> Beginning and Belonging Emotions	<u>Myself and My Relationships 2</u> My Family and Friends Children in Need	<u>Citizenship 1</u> Identities and Diversity	<u>Myself and My Relationships 3</u> My Emotions Events: Anti-bulling	<u>Healthy and Safer Lifestyles 2</u> Keeping Safe (including drug education)	<u>Healthy and Safer Lifestyles 2 Continued</u> Keeping Safe (including drug education)
RSE What am I responsible for?	RSE Adults that are responsible for us	RSE PANTS- NSPCC	RSE Personal Hygiene (including oral health) Valuing own body including physical achievements and capabilities	Healthy Eating	

Physical Development (including Real PE)

<p>Real PE – Personal/Social</p> <ul style="list-style-type: none"> Can I work on simple tasks with help? Can I follow instructions, practise safely and work on a simple tasks by myself? Can I play with others and take turns and share with help? Can I work sensibly with others, taking turns and sharing? <p>Developing the skills of:</p> <ul style="list-style-type: none"> Co-ordination/Spatial Awareness (footwork: travelling and negotiating space, travelling) 	<p>Real PE – Cognitive/Creative</p> <ul style="list-style-type: none"> Can I follow simple instructions? Can I understand and follow simple rules and can name some things I am good at? Can I observe and copy others? Can I explore and describe different movement? <p>Developing the skills of:</p> <ul style="list-style-type: none"> Balance (static and dynamic/counter balance with a partner) Co-ordination/Spatial Awareness (ball skills) 	<p>Real PE – Applying Physical/Health and Fitness</p> <ul style="list-style-type: none"> Can I move confidently in different ways? Can I perform a single skill or movement with some control? Can I perform a small range of skills and link two movements together? <p>Developing the skills of:</p> <ul style="list-style-type: none"> Co-ordination/Spatial Awareness (sending and receiving) Agility (reaction/response and ball chasing) Static Balance (floor work)
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>in a variety of ways including running, hopping, skipping etc.)</p> <ul style="list-style-type: none"> Balance (static and dynamic) Agility (jumping and landing) <p>Multi-skills/Real Gym</p> <p>Developing Fine and Gross Motor Skills: Mark Making/Begin letter formation journey Drawing patterns (horizontal/vertical surfaces) Big Writing Dough Disco Pen Disco Squiggle Whilst You Wiggle Opportunities to develop core strength Exploration of tools e.g. pens, pencils, paintbrushes, scissors, tweezers, mops, brushes, chalk, cutlery</p>		<p>Dance/Multi-skills</p> <p>Developing Fine and Gross Motor Skills: Mark Making/Letter formation focus Dough Disco Pen Disco Opportunities to develop core strength Continued exploration of tools e.g. pens, pencils, paintbrushes, scissors, tweezers, mops, brushes, chalk, cutlery Cutting fruit and vegetables Throwing and catching balls of a range of sizes Kicking a ball to a designated target</p>			<p>Balanceability/Multi-skills/Athletics</p> <p>Developing Fine and Gross Motor Skills: Practising and refining letter formation Opportunities to develop core strength Continued exploration of tools e.g. pens, pencils, paintbrushes, scissors, tweezers, mops, brushes, chalk, cutlery Forest School Experiencing team games with rules and targets and understanding winning and losing/consolidating ball skills</p>

Understanding The World

<p>The World our Planet – Current Issue: Conservation KEY QUESTION: What can we do to help maintain the area that we live in?</p>						
	<p>People, Culture and Communities:</p> <p>All about me and my family – learning similarities between self and other Exploring different occupations within the community (past/present uniform/vehicles)</p> <p>Locality and where we belong (Cheltenham/Warden Hill/Houses/rivers) Exploring maps/Creating journeys Where in the World? India (linked to Diwali) Comparing celebrations/traditions in this country and around the world Similarities and differences between life in India and Cheltenham</p>		<p>People, Culture and Communities:</p> <p>Where in the World? China (linked to Chinese New Year)/similarities and differences</p> <p>Discussing homes types of homes Linking to homes in the past and what they might have been like Historical figures – Royal Family/Mary Anning/Charles Darwin</p>			<p>People, Culture and Communities:</p> <p>Drawing and using simple maps (direction)</p> <p>Compare and contrast fictional superheroes with 'real life heroes' Who is your real life hero and why? Link back to people that help us</p> <p>Historical figures –David Attenborough</p>

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	Historical figures – Grandparents (family tree) Mother Teresa/Guy Fawkes					

Discovery RE

<p>Special People Key Question: What makes people special? Understanding that everyone is unique and that we all have different talents. Religion Focus: Christianity</p>	<p>Christmas Key Question: What is Christmas? Religion: Christianity Other Celebrations Diwali Festivals: Bonfire Night, Remembrance, Diwali, Christmas</p>	<p>Celebrations Key Question: How do people celebrate? (Traditions/family routines etc.) Religions: Hinduism Festival: Chinese New Year</p>	<p>Easter Key Question: What is Easter? Talking about signs of Spring. Religion: Christianity</p>	<p>Story Time Key Question: What can we learn from stories? (linked to different religions) Religions: Christianity, Islam, Hinduism, Sikhism</p>	<p>Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism</p>
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The Natural World

<p>Summer to Autumn - Exploring the changes to the trees/leaves/light and the weather</p> <p>Talking about observations (see, hear, feel) linked to journey around the school grounds/to school</p>	<p>Autumn to Winter- exploring seasonal and changes in weather</p> <p>Comparing environments (warmer climate) with Warden Hill (natural/manmade)</p>	<p>Winter to Spring- exploring seasonal and changes in weather</p> <p>Ice experiments</p> <p>Talking about how things happen and why things work e.g. drawbridges/hinges</p>	<p>Spring to Summer- exploring seasonal and changes in weather</p> <p>Fossils Planting Hatching Chicks – Living Egg Program- care and concern Comparing environments (colder climate) with Warden Hill) (natural/manmade) Lifecycles</p>	<p>Forest School Exploring concepts of floating and sinking/magnets Comparing life on land/ocean, as well as environments – What lives under the sea? How does it live, breath, feed and drink? Pollution Litter Picking</p>	<p>Forest School Looking at patterns in the natural environment – rubbings Changes in state – slime Exploring materials – Waterproof cape Recycling</p>
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Technology

<p><u>We can sing</u> Using microphones to record their voices and entertain</p> <p><u>We can write</u></p>	<p><u>We can use laptop</u> Teach Your Monster to read</p> <p><u>We are creative</u> 2paint a picture – fireworks pictures</p> <p><u>We can exercise</u></p>	<p><u>We have confidence</u> Using iPads and Nexuses to record their voices retelling traditional tales</p> <p><u>We can present</u></p>	<p><u>We are talkers</u> Use iPads and Nexuses to record video clips of each other (Green Screen) – Explorers</p> <p><u>We are digital readers</u></p>	<p><u>We can count</u> Using Bee Bot to move along a route Controlling a remote control toy</p> <p><u>We can Listen</u></p>	<p><u>We can record sound tracks</u> Recording a sound track</p> <p><u>We are DJ's</u> Controlling digital sound files and videos</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Using the IWB and letter formation apps on iPads and Nexuses We can learn Using the iTouch software on IWB We can read Using cd player to listen to audio books	Using stopwatches and timers on iPads and Nexuses We have feelings Use iPads and Nexuses to take photos of each other's faces and bodies to show different emotions and feelings	Use Shadow Puppet Edu to make a story presentation Internet Safety	Using iPads and Nexuses to engage with digital texts	Using walkie-talkies to listen and respond to each other	
Expressive Arts and Design						
	Artists – Kandinsky/Syed Haider Raza/Mondrian/Keith Haring Exploring Drawing and Collage Self portraits Birthday cards Art work based on focus festivals		Artists – Rosseau/Jessi Raulet Exploring Painting/Colour Mixing and Sculpture Exploring paper/card/junk modelling to make flaps and hinges Construction kits and scraps to make buildings Experiencing chopping fruit/vegetables		Artists –Turner/Roy Litchenstein Exploring Printing and Textiles Planning, designing and evaluating a Superhero cape	
Performing Composing Appraising	Composer: Gustav Holst Music Express: <u>Special People - Beat and Tempo</u> Chanting/singing/Body percussion Nursery rhymes/rhyming songs Active Music Digital – Rhythm and Pulse/Singing Games	Composer: Ravi Shankar Music Express: <u>Working World - Texture</u> <u>Moving Patterns - Structure</u> Chanting/singing/Body percussion Christmas Singing Active Music Digital – Rhythm and Pulse / Singing Games	Composer: Judith Weir Music Express: <u>Our Senses – Timbre</u> <u>Stories and Sounds- Structure</u> Chanting / singing / Body percussion / instruments / types of sounds – papery, metallic, grainy, dull, bright /musical stories- moods characterised Spring singing/ rhymes/Chinese New Year Active Music Digital- Instrumental/ Singing Games	Composer: Bernie Krause Music Express: <u>Growth and Change – Loud and Quiet</u> Chanting/singing/Body percussion/instruments/ rhythm games Spring singing / rhymes Active Music Digital- Instrumental / Singing Games	Composer: Vivaldi Music Express: <u>Going Places – High and Low</u> <u>Growth and Change</u> Chanting/singing/Body percussion/instruments/ exploring pitch/sounds to depict different weather Sea Shanties Active Music Digital- Pitch / Singing Games	Composer: Danny Elfman Classical Music/responding through movement Inter-House singing Active Music Digital- Pitch/ Singing Games

By the end of Reception:

- Our children will have developed to their own potential (physical, verbal, cognitive and emotional) and be ready for the transition into Year 1
- Our children will have a positive attitude and passion towards all learning, particularly reading
- They will be competent and creative learners, who are curious about the world around them, asking questions when necessary
- Our children will be confident, independent and expressive five year olds
- They will have strong communication skills and will listen respectfully and with tolerance to the views of others
- They will have developed an awareness of boundaries, as well having fostered positive relationships with adults and their peers
- Our children will be able to co-operate successfully as part of a team, being confident to try new activities
- Our children will demonstrate emotional resilience and the ability to persevere when they encounter challenge
- They will take pride in all that they do, always striving to do their best

