

Curriculum Progression Map 2022- 2023

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 different people celebrate around the world?	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 Bently	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 Harvey</p> <p>Slumphenburger- 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			Guided Reading	<p>Dinosaur Roar – Paul and Henrietta Stickland</p> <p>Harry and the Bucketful of Dinosaurs – Ian Whybrow</p> <p>Guided Reading</p>	<p>The Night Pirates – Peter Harris (Talk for Writing)</p> <p>Pirates Love Underpants – Claire Freedman</p> <p>Guided Reading</p>	<p>Supertato – Sue Hendra (Talk for Writing)</p> <p>Super Worm- Julia Donaldson</p> <p>Guided Reading</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Opportunities to develop Communication and Language skills</p> <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>Welcome to EYFS Settling in activities Making friends Talk about experiences/interests 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>Tell me why! Black Sheep Press Narrative Who/Where/When 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! Black Sheep Press Narrative Who/Where/When 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>Explain to me! Black Sheep Press Narrative Who/Where/When Articulate a life cycle 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>Talk it though! Black Sheep Press Narrative Who/Where/When 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>Time to Share! Black Sheep Press Narrative Who/Where/When Story invention - talk it! - Supertato Follow/Give instructions 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>
<p>Phonics</p> <p>Unlocking Letters and Sounds</p>	<p>Phase 1 Rhyming Alliteration</p> <p>Phase 2 sounds:</p>	<p>Finish Phase 2 sounds: l, ll, ss</p> <p>Phase 3 sounds: j, v, w, x y, z, zz, ch, qu, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur,</p>	<p>Phase 3</p> <p>Remaining Phase 3 sounds to be taught - ow, oi, ear, air, ure, er</p> <p>Common Exception Words: me, we, be, he, she, you, was,</p>	<p>Phase 3</p> <p>Revisit GPCs and CEW: ai ee igh oa, was, you</p> <p>Revisit GPCs and CEW: oo ar or ur they, all</p>	<p>Phase 4</p> <p>Read: said, have Write: he, she, we, me, be</p> <p>Read: like, so, do Write: was, you</p>	<p>Phase 4</p> <p>Read: little, one Read: when, out, what</p> <p>Revisit: said, have</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>s, a, t, p i, n, m, d, g, o, c, k ck, e, u, r, h, b, f, ff,</p> <p>Common Exception Words: I, no, go, to, the, into</p>	<p>Read words containing -ing endings</p> <p>Common Exception Words: me, we, be, he, she, you, was, they, all, are, my, her</p>	<p>they, all, are, my, her</p> <p>revisit GPCs and CEW: j v w x, me</p> <p>Revisit GPCs and CEW: y z zz qu, we, be</p> <p>Revisit GPCs and CEW: ch sh th ng, he, she</p>	<p>Revisit GPCs and CEW: ow oi ear air, are, my</p> <p>Revisit GPCs and CEW: ure er, her</p>	<p>Read: some, come Write: they, all, are</p> <p>Read: were, there Write: my, her</p>	<p>Revisit: like, so, do</p> <p>Revisit: some, come</p> <p>Revisit: were, there</p> <p>Revisit: little, one</p> <p>Revisit: when, out, what</p>
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</p>	<p>Celebration, world , country, place, festival, religion, Guy Fawkes, Bonfire Night, gift, present, tradition, crib, manger, Frankincense, Myrrh, journey</p>	<p>Home, place, building banquet, castle, ball, turret, tower, medieval, drawbridge, hinge, moat, trebuchet, battle, armour, Knight, palace, bungalow, detached,</p>	<p>Non- fiction, facts, herbivore, carnivore, omnivore, skeleton, extinct, Palaeontologist, Geologist, growth, plants, animals, soil, roots, leaves, petals,</p>	<p>Treasure, chest, compass, direction, map, captain, Island, deserted, hook, ocean, pollution, explorer, wildlife, environment</p>	<p>Hero, power, brave, rescue, villain, transform, enemy, cape, suspicious, courage, noble, brave, thoughtful, recycle</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	etc, youngest, oldest, similarities, differences, likes, dislikes, role, uniform, belonging, special, unique	Remembrance Day, St Andrews Day, Hanukah, Christmas, Diwali	semi-detached, terraced, London, Capital City Story language - Once upon a time, Early one morning, Unfortunately, Luckily, In the end, Characters, plot, beginning, middle, end, setting	flower, lifecycle, inspirational	Story language - Once upon a time, Early one morning, Unfortunately, Suddenly, Luckily, In the end, Characters, plot, beginning, middle, end, setting	Story language - Once upon a time, Early one morning, Unfortunately, Suddenly, Luckily, In the end, Characters, plot, beginning, middle, end, setting

MATHEMATICS

Number and Numerical Patterns

Counting stories and rhymes, choral counting, group counting including beyond 10
Choral counting Group counting Continuous provision counting
Exploring patterns: What is the same and what is different?

Counting 5, 6 7, 8, 9, 10

Developing Spatial Reasoning – including length, weight, capacity and volume

2D and 3D shape- basic properties

Positional language

Key Vocabulary:

Match, sort, before, order, number, between, compare, count, count on/back, fewer, first, second, third etc, greater, how many, more, less,

Counting stories and rhymes, choral counting, group counting including beyond 10
Exploring patterns: What is the same and what is different?

Composition of 2, 3 and 4 calculating within 4
Composition of 5 and calculating within 5
Composition of 6 calculating and within 6

Problem Solving

Patterns and Relationships including repeated patterns, shapes and colours

Compare Numbers Composition of 7 and calculating within 7
Composition of 8 and calculating within 8

Patterns and Relationships including times, events, making connections

Key Vocabulary: (in addition to last term's vocab)

Counting stories and rhymes, choral counting, group counting including beyond 10 Exploring ordinality, using the language of first, second, third, last etc.

Composition of 9 and calculating within 9
Composition of 10 and calculating within 10
Double numbers

Developing Spatial Reasoning

Revisiting areas of learning based on assessment

Counting stories and rhymes, choral counting, group counting including beyond 10 Exploring patterns in numbers beyond 10: What is the same and what is different?

Patterns and Relationships

Distributing Equally Securing and using number facts

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>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, side, face, corner, vertices, curved, flat, thick,</p> <p>Bigger, larger, curved, flat, round, shape, 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>Composition, represent, pattern, repeating, rotate, add, subtract, fewer, more, calculate, same, different</p>		<p>Revisiting aspects of number based on assessment</p> <p>Key Vocabulary: (in addition to last term's vocab)</p> <p>Rotate, relationship, dividing, sharing, doubling, halving, equal</p>	

Personal, Social, Emotional Development (Cambridgeshire Scheme)

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

Real PE – Personal/Social	Real PE – Cognitive/Creative	Real PE – Applying Physical/Health and Fitness
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<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 in a variety of ways including running, hopping, skipping etc.) 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>		<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>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>		<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) <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>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</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?</p>		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<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>Historical figures – Grandparents (family tree) Mother Teresa/Guy Fawkes</p>		<p>Linking to homes in the past and what they might have been like Historical figures – Royal Family/Mary Anning/Charles Darwin</p>		<p>Link back to people that help us Historical figures –David Attenborough</p>	

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Nursery rhymes/rhyming songs Active Music Digital – Rhythm and Pulse/Singing Games	Christmas Singing Active Music Digital – Rhythm and Pulse / Singing Games	dull, bright /musical stories- moods characterised Spring singing/ rhymes/Chinese New Year Active Music Digital- Instrumental/ Singing Games	Spring singing / rhymes Active Music Digital- Instrumental / Singing Games	to depict different weather Sea Shanties 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

