Ernesettle Community School Curriculum Map: Year Reception

Year R	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Area of Study	**It Starts with Me** Do you know just how special you are? You can do amazing things and finding out what makes you and your new class friends unique will help you to understand the similarities and differences between you and how that makes you so special. The children begin to develop their identity with their school community as they explore life at school and the school grounds.	**Into the Woods** Do you see how the world changes around us from season to season? The days get darker, leaves begin to change colour and fall from the trees and the nights get colder. Autumn is here. Animals begin to hibernate, we wrap up warm and prepare ourselves for colder evenings, by snuggling up by the fire. Let's begin our wonderful walk through the woods in Autumn. Children then begin to explore the wider local area building upon the knowledge of the school from last term.	**The Land Down Under** Children build upon their local knowledge from the previous two terms as well as their knowledge of seasons & weather. They begin making simple comparisons between local and national. Do you know where Australia is? What would it be like to live there? What are children in Australia doing whilst you are at school? Australia is on 'the other side of the world'. It is home to unusual, native animals like Kangaroos and Koalas, and to the Great Barrier Reef which is one of the largest eco-systems on Earth and can be seen from space. Get ready to open your mind up to other cultures and traditions as we learn all about Australia.	**Earth and Space** Now the children have zoomed in on their local area and built understanding of elsewhere in the world we then zoom out to look at the wider world. What can we find beyond the sky and how will we get there? What does an astronaut do? Which planet do we live on? What makes Earth so special? Have you ever wondered what it would be like to visit the moon? What are stars? Do you know which star is the most important for our planet? Have you ever wondered what it would be like to live on a different planet? As you become more aware of the world around you, we will begin to build on our understanding of why it is so important to take care of our planet. Get ready for learning that is out of this world!	**Splendid Safari!** This area of study can be used to return to learning in Term 3 allowing them to build upon their knowledge of climate, habitats, animals and other cultures. Do you know where Africa is? What would it be like to live there? Is it hot or cold? In this amazing country you will come across creatures such as leopards, cheetahs and elephants. How can you tell them apart and what makes each one special? Come with us on a journey as we learn all about this continent and the people and animals that live there. Our animal safari will help us learn about creatures big and small and what we can do to protect them. We will learn to care for animals, endangered species and conservation of animals!	**Growing and Changing** Linking back to Term 1, the children begin to reflect upon how they have changed as they begin their transition to Year 1. Have you ever considered just how wonderful our world is? Do you know how a butterfly began its life, or a frog? Have you ever wondered how a sunflower got to be so tall? Do you look the same now as when you were born? Did you know that some places are very hot whilst others are extremely cold? How can you help all the creatures and plants in the world to thrive? Do you know about recycling? Come along and learn how you can help take care of our wonderful world.
Key Curriculum	**Can I Build Another Me** By Shinsuke Yoshitake Week 1: Features	**A Walk in the Woods** by Flora Martyn Week 1: The changing seasons.	**An Aussie Year: Twelve Months in the Life of Australian Kid** By Tina McCartney	**Space by Brain Bursts** Week 1: Exploring the features of our planet.	**One Day on our Blue Planet**: In the Savannah by Ella Bailey	**It Starts With a Seed** By Laura Knowles Week 1: Plants and the changing seasons.

Text & Key Objectives	Week 2: Family Weeks 3: Likes/dislikes Week 4: Can and can't do yet! (Inspire Rules) Week 5: What I want to be when I grow up Week 6: Emotions	Week 2: Autumn Week 3: Plan and go on our woodland trip Week 4: Winter Week 5: Spring Week 6: Summer linking to next terms topic Australia	Week 1: Cultures and traditions Week 2: Life/school Australia Week 3: Features and weather Week 4: Significant places Week 5: Australian animals – land Week 6: The Great Barrier Reef and animals	Week 2: Our relationship with Earth. Week 3: Our solar system. Week 4: The planets. Week 5: Space Timeline Week 6: Our future in space.	Week 1: Exploring the country of Africa. Week 2: African Culture Week 3: Habitats Week 4: Animals of Africa Week 5: Comparing Animals Week 6: Protecting the animals	Week 2: What is needed for life to thrive? Week 3: The life cycle of a plant. Week 4: The life cycle of butterfly Week 5: Pollution Week 6: Growing up
Key Poems and Rhymes	Familiar Nursery rhymes Happy -Poetry Basket Sad-Poetry Basket	Many Things – Poetry Basket An Autumn Greeting by Anon Autumn Leaves	The Crocodiles Brushing His Teeth by Colin McNaughton Down is the Earth – Poetry Basket Things I can do – Poetry Basket	Climb Aboard-Poetry Basket Five Little Astronauts-Poetry Basket Mr Moon-Poetry Basket	Animal Sneezes by Roger Stevens Angry by Joshua Seigel At the Zoo by William Makepeace Thackery	Flowers-Poetry Basket Digging-Poetry Basket Grow up by James Carter
DEAL Texts	**The Lion Inside** By Rachel Bright **The Colour Monster Goes to School** By Anna Llenas **Super Duper You** By Sophy Henn **The Dot** By Peter H. Reynolds	**A Year in Percy's Park** By Nick Butterworth **The Gruffalo** By Julia Donaldson **Stick Man** By Julia Donaldson **The Gingerbread Man** By Alan MacDonald	**The Koala Who Could** By Rachel Bright **Where On Earth?: Australia** By Shalini Vallepur **Diary Of A Wombat** By Jackie French **One Day on our Blue Planet in the Outback** By Ella Bailey	**The World Around Me** By Charlotte Guillain **The Darkest Dark** By Chris Hadfield **Aliens Love Underpants** By Claire Freedman **Dr Xargle's Book of Earthlets** By Jeanne Wills	**Poo in the Zoo** By Steve Smallman **What Do You Do With a Tail Like Th is?** By Steve Jenkins and Robin Page **The Ghanaian Goldilocks** By Dr. Tamara Pizzoli	**Jack and the Incredibly Mean Stalk** By Gemma Cary **The Growing Story** By Ruth Krauss **Tiny Seed** By Eric Carle **Ben Plants a Butterfly Garden** By Kate Petty **Bee and Me** By Alison Jay

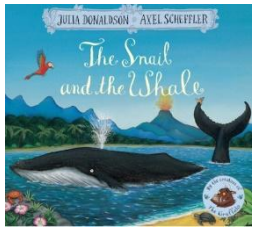
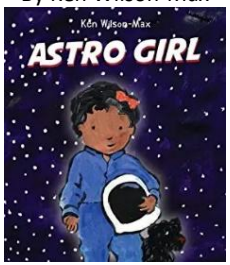
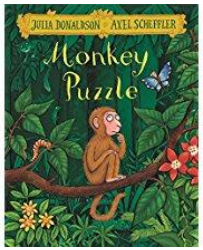
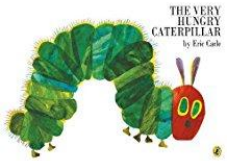
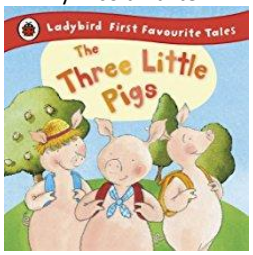
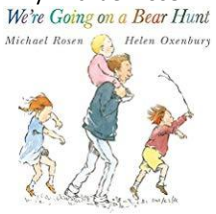
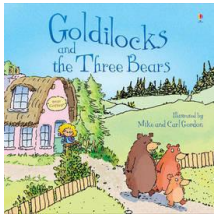
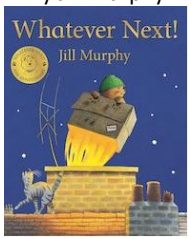
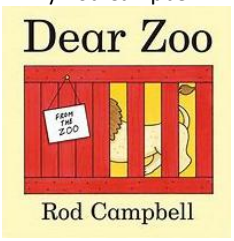
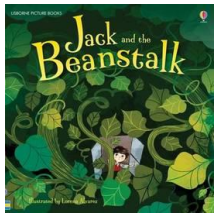
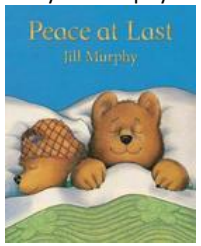
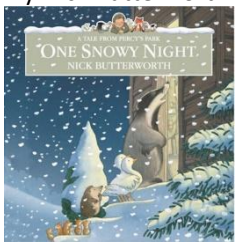
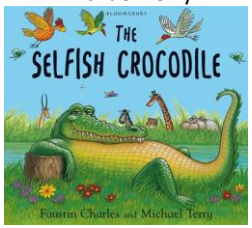
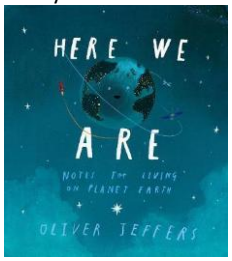
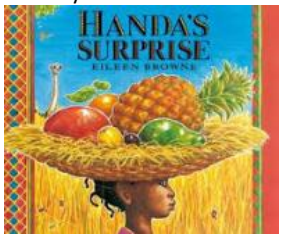
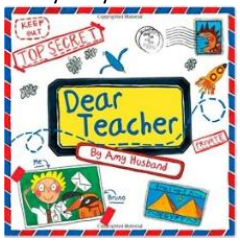
	The Queen's Handbag By Steve Antony	**Autumn Days** By Brenda Williams (poem) **Not a Stick** By Antoinette Portis **Bear Stays up for Christmas** By Karma Wilson and Jane Chapman		**Litterbug Doug** By Ellie Bethel **Michael Recycle** by Ellie Bethel **Tidy** By Emily Gravett	**MANU: The most special rhino in the world** By Shirley Galligan **The Lion Who Wanted to Love** By Giles Andreae **The Journey** by Jonny Marx	**Somebody Crunched Colin** by Sarah Roberts **Look to the Skies** by Hannah Tolson
Enquiry Question	**Are we all the same?**	**What is special about the changes that happen in Autumn?**	**Why should we care about things that might be happening on the other side of the world?**	**Does the earth look after us or do we look after the earth?**	**Why should we protect the wildlife?**	**What do all living things have in common?**
Curriculum Enrichment	• Autumn Walk • Baby photos of staff/children – can children guess who's who! How have they changed?	Budshead Woods Visit	• Winter Walk • Skype Longleat to discuss Koala Creek • Adopt a Koala – WWF – Australia • The Box – Marine Life Workshop	• Spring Walk • Adrian Chapman – Space Visitor • Virtual Tour and Letters from NASA • Bring Your Special Ladies • Visitor from Church to talk about Easter	• Dartmoor Zoo	• Summer Walk • Vegetable Patch • Butterflies Pip's Grow Your Own • Forest School Sessions • Bring Your Special Gents
Prime Areas						
Personal, Social and Emotional Development Self-Regulation, Managing Self and Building Relationships	To show more confidence in new social situations Play with one or more children, extending and elaborating ideas. Find solutions to conflict and rivalries Increasingly follow rules and understand why they are important Talk about their feelings using words like 'sad', 'happy' 'angry' and 'worried' To show independence in meeting their own care needs e.g. brushing teeth,	Understand how others might be feeling Remember rules without adults needing to remind them See themselves as a valuable individual	Express their feelings and consider the feelings of others Manage their own personal hygiene Show resilience and perseverance in the face of challenge Build constructive and respectful relationships	Know and talk about the different factors that support their overall health and wellbeing. - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian Identify and moderate their own feelings socially and emotionally Think about the perspectives of others	Show an understanding of their own feelings and those of others and begin to regulate behaviour accordingly Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Show sensitivity to their own and others needs Explain the reasons for rules, know right from wrong and try to behave accordingly

	using the toilet, washing hands thoroughly To get dressed with adult guidance.				Form positive attachments to adults and friendships with peers Work and play cooperatively and take turns with others	
	Jigsaw **Being Me in My World** Week 1: Settling in, Inspire Rules and Routines Week 2: What is special; about me? Week 3: How do people show their feelings? Week 4: How do we play cooperatively with others? Week 5: Considering the feelings of others. Week 6: What is responsibility?	**Jigsaw** **Celebrating Difference** Week 1: What am I good at? Week 2: What makes me special? Week 3: What is family? Week 4: What makes a good friend? Week 5: How do I stand up myself? Week 6: Recognising the emotions of others.	**Jigsaw** **Dreams and Goals** Week 1: What does challenge mean? Week 2: What does it mean to persevere? Week 3: Reflecting and setting goals? Week 4: What it means to be resilient. Week 5: What do I want to be when I grow up? Week 6: What does success feel like?	**Jigsaw** **Healthy Me** Week 1: Why must we exercise? Week 2: Why is moving and resting important? Week 3: What are healthy and unhealthy foods? Week 4: Why is sleep important? Week 5: The importance of personal hygiene? Week 6: How to keep ourselves safe?	**Jigsaw** **Relationships** Week 1: What responsibilities do family member have? Week 2: The characteristics of a health friendship. Week 3: When friends fall out. Week 4: How to mend a friendship Week 5: What does bullying mean? Week 6: Why other get angry	**Jigsaw** **Changing Me** Week 1: How have we changed from a baby? Week 2: How might I change as I get older? Week 3: Who can I talk to if I feel worried? Week 4: What in my new classroom? Week 5: How do I feel about changing classrooms? Week 6: Reflecting on positive memories – school and life.
Communication and Language Listening, Attention, and Understanding, Speaking	To show they can listen carefully. To know why listening is important. Be able to listen to and talk about familiar stories, poems and rhymes. To follow instructions or questions with two parts. To speak in a full sentence of four to six words. To express a point of view. With support, use the new vocabulary that has been taught. Engage in a conversation with peers and other adults.	To learn and use the new vocabulary taught. To use full sentences to express ideas and opinions. To start to use connectives to join sentences e.g. and or but. To start to respond to 'why' questions. To use social phrases – say 'Good morning, how are you?'	To talk about the stories, poems and rhymes they listen to. To start to use the vocabulary they have learnt independently during class discussions and through their play. To know how to respond to 'How do you know' questions. To articulate their ideas and thoughts in well formed sentences.	To retell a familiar story in the right order and with some story language. To describe an event in some detail. To ask questions to find out more. To use talk to help work out problems. To use talk to organize thinking and activities. To use talk to explain how things work and why they might happen.	To hold conversation when engaged in back and forth exchanges with their teachers and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full

	To use and answer simple questions about 'who', 'what' and 'where' to show their understanding. To use talk to organize themselves and their play.					sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Physical Development Gross Motor Skills, Fine Motor Skills	Continue to develop their movement, balancing, riding and ball skills To be able to skip, hop, stand on one leg and pose Choose the right resources to carry out their plan Use one handed tools and equipment Be increasingly independent getting dress and undressed e.g. putting coats on and doing up zips Use a comfortable grip and good control when holding a pencil	Show preference for a dominant hand To use and remember sequences and patterns of movement which relate to music and rhythm Develop their small motor skills to use a range of tools competently, safety and confidently Revise and refine the fundamental movement skills they have already learnt – rolling, running, skipping, jumping etc.	Combine different movements with ease and fluency Confidently and safely use a range of small and large apparatus indoors and outside, alone or in a group. Further develop and refine a range of ball skills	Progress towards a more fluent style of movement with developing grace and control Develop the foundations of a handwriting style which is fast, efficient, and accurate	To have the confidence, competence, precision and accuracy when engaging in activities involving a ball To have the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education Demonstrate strength, balance and coordination when playing Hold a pencil effectively in preparation for fluent writing – tripod grip Use a range of small tools with precision and accuracy Show accuracy and care when drawing	Negotiate spaces and obstacles safely with considerations for themselves and others Move energetically, such as running, jumping, dancing skipping, hopping and climbing

PE	Introduction to PE: Unit 2	Fundamental Skills: Unit 2	Gymnastics: Unit 2	Dance: Unit 2	Games: Unit 2	Ball Skills: Unit 2
	Week 1: *People who help us* To move around safely in a space. **Week 2:** *Friends and Family* To follow instructions and stop safely. **Week 3:** *Houses and homes* To stop safely and develop control when using equipment. **Week 4:** *Morning time* To follow instructions and play safely as a group. **Week 5:** *At the shops* To follow a path and take turns. **Week 6:** *Dinner time* To work co-operatively with a partner.	**Week 1:** To develop balancing **Week 2:** To develop running and stopping **Week 3:** To develop changing direction **Week 4:** To develop jumping **Week 5:** To develop hopping **Week 6**: To explore different ways to travel using equipment.	**Week 1:** *Jack and the Beanstalk* To create short sequences using shapes, balances and travelling actions. **Week 2:** *Jack and the Beanstalk* To develop balancing and safely using apparatus. **Week 3:** *Jack and the Beanstalk* To develop jumping and landing safely from a height. **Week 4:** *Goldilocks and the Three Bears* To develop rocking and rolling. **Week 5:** *Goldilocks and the Three Bears* To explore travelling around, over and through apparatus. **Week 6:** *Goldilocks and the Three Bears* To create short sequences linking actions together and including apparatus.	**Week 1***: My visit to the park* To use counting to help to stay in time with the music when copying and creating actions. **Week 2:** *Under the sea* To be able to move safely with confidence and imagination, communicating ideas through movement. **Week 3:** *At the fireworks display* To explore movement using a prop with control and co-ordination. **Week 4:** *At the fireworks* display To move with control and coordination, expressing ideas through movement. **Week 5:** *The Jungle* To move with control and coordination, copying, linking and repeating actions. **Week 6:** *On the farm* To remember and repeat actions, exploring pathways and shapes.	**Week 1:** *Polar regions* To develop accuracy when throwing and practise keeping score. **Week 2:** *The rainforest* To follow instructions and move safely when play tagging games. **Week 3:** *Australia* To learn to play against an opponent. **Week 4:** *Wild West* To play by the rules and develop coordination. **Week 5:** *India* To explore striking a ball and keeping score. **Week 6:** *Far East* To work co-operatively as a team.	**Week 1:** *Windy weather* To develop rolling and tracking a ball. **Week 2:** *Snow is falling* To develop accuracy when throwing to a target. **Week 3:** *There's a storm coming* To develop dribbling with hands. **Week 4:** *Rainy days* To develop throwing and catching with a partner. **Week 5:** *Sunshine and rainbows* To develop dribbling a ball with your feet. **Week 6:** *Foggy days* To develop kicking a ball to a target.

Specific Areas

Literacy Core Stories *(Weeks 1 – 2)*	**The Colour Monster** By Anna Llenas	**Little Red Riding Hood** By Ed Bryan	**Snail and the Whale** By Julia Donaldson 	**Astro Girl** By Ken Wilson-Max 	**Monkey Puzzle** By Julia Donaldson 	**The Very Hungry Caterpillar** By Eric Carle 
Literacy Core Stories *(Weeks 3 – 4)*	**The Three Little Pigs** By Nicola Baxter 	**We're Going on a Bear Hunt** By Michael Rosen 	**Goldilocks and the Three Bears** By Susanne Davidson 	**Whatever Next** By Jill Murphy 	**Dear Zoo** By Rod Campbell 	**Jack and the Beanstalk** By Anna Milbourne 
Literacy Core Stories *(Weeks 5 – 6)*	**Peace at Last** By Jill Murphy 	**One Snowy Night** By Nick Butterworth 	**The Selfish Crocodile** By Faustin Charles and Michael Terry 	**Here We Are** By Oliver Jeffers 	**Handa's Surprise** By Eileen Browne 	**Dear Teacher** By Amy Husband 

Literacy **(Word Reading)**	Talk about the stories they have learnt using new vocabulary. To retell familiar stories. To sequence familiar stories. To read the first 16 letter sounds taught in RWI. To start to blend sounds into words orally.	To read all Set 1 letter sounds. To blend sounds into words orally. To begin to blend sounds to read words.	To blend sounds to read words. To read short captions. To read sounds represented by more than one letter. To start to read some common exception words – e.g. I, the	To read words with double consonants To read sentences independently. To read a greater range of common exception words.	To start to read some words speedily. To start to use expression when reading.	To read the Set 2 sounds – ay, ee, igh, oa and oo/oo To re-read books to develop their fluency. To read with expression. To respond to questions based on the books they have read themselves.
Literacy **(Transcription)**	To write some or all of the letters from their name. To communicate by drawing with meaning and some accuracy. To begin to write initial sounds as captions. To use some of their print and letter knowledge to write for a purpose.	To write their first name To draw with increased meaning and accuracy To use initial sounds as captions To use some letter knowledge when writing in their play.	To form some lower-case letters correctly To spell words using the sounds they have learnt. To represent words using the sounds they can hear. To begin to write simple captions with the Set 1 sounds.	To form lower case letters correctly To spell words with the sounds they have learnt. To write simple captions. To start to show awareness of capital letters and full stops	Start to form capital letters correctly, To independently write captions. To begin to use capital letters, finger spaces and full stops in independent writing. To spell words phonetically.	All lower-case letters are formed correctly Form capital letters correctly To spell words by identifying the sounds in them and represent these sounds with letter/s. To write simple phrases and sentences that can be read by themselves and others.

Mathematics Number, Numerical Patterns	**Unit 1: Numbers to 5** Week 2: Counting to 1,2 and 3 Week 3: Counting to 4 Week 4: Counting to 5 *(Number: Number and Place Value)* **Unit 2: Comparing groups within 5** Week 5: Comparing quantities of identical objects Week 6: Comparing quantities of no-identical objects *(Number: Number and Place Value)* **Week 7: Consolidation**	**Unit 3: Shape** Week 8: 3D Shapes Week 9: 2D Shapes *(Geometry: Properties of shape)* **Unit 4: Change within 5** Week 10: One more Week 11: One less *(Number: addition and subtraction)* **Unit 5: Number bonds within 5** Week 12: Introducing the part-whole model *(Number: addition and subtraction)* **Unit 6: Space** Week 13: Spatial awareness *(Geometry: Properties of shapes)* **Week 14: Consolidation**	**Unit 7: Numbers to 10** Week 1: Counting to 6, 7 and 8 Week 2: Counting to 9 and 10. *(Number: Number and Place Value)* **Unit 8: Comparing number within 10.** Week 3: Comparing groups up to 10. *(Number: Number and Place Value)* **Unit 9: Addition to 10** Week 4: Combining 2 groups to find the whole. *(Number: addition and subtraction)* **Unit 10: Measure** Week 5: Length, height and distance Week 6: Weight *(Number: Number and Place Value)*	**Unit 11: Number bonds to 10** Week 7: Using a ten frame Week 8: The part-whole model to 10 *(Number: addition and subtraction)* **Unit 12: Subtraction** Week 9: Subtraction *(Number: addition and subtraction)* **Unit 13: Exploring Patterns** Week 10: Making simple patterns Week 11: Exploring more complex patterns *(Geometry: Properties of shapes)* **Week 12: Consolidation**	**Unit 14: Counting on and back** Week 1: Adding by counting on Week 2: Taking away by counting back *(Number: addition and subtraction)* **Unit 15: Numbers to 20** Week 3: Counting to and from 20 *(Number: Number and Place Value)* **Unit 16: Numerical Patterns-**Part 1 Week 4: Doubling Week 5: Halving and Sharing *(Number- Multiplication and Division)*	**Unit 16: Numerical patterns- Part 2** Week 6: Odds and Evens *(Number- Multiplication and Division)* **Unit 17: Shape** Week 7: Composing and decomposing shapes *(Geometry: Properties of shapes)* **Unit 18: Measure** Week 8: Volume and Capacity *(Number: Number and Place Value)* **Unit 19: Sorting** Week 9: Sorting into 2 groups *(Number: addition and subtraction)* **Unit 20: Time** Week 10: My Day *(Measurement)* **Week 11 - 13: Consolidation**
Key Events	Rosh – Hashanah 15 – 17/09/23 Harvest Festival 2.10.23	Diwali 24.10.23 Bonfire Night 5.11.23 Christmas 25.12.23	Chinese New Year 10.2.24	World Book Day 7.3.24 Mothering Sunday 10.3.24 Easter 31.3.24	Science Day 19.04.24	Father's Day 16.6.24
Religious Education	**R4: Being special: Where do we belong?** Retell religious stories making connections with personal experiences • Share and record occasions when things have happened in their lives that made them feel special	**R2: Why is Christmas special for Christians?** Talk about people who are special to them • Say what makes their family and friends special to them	**R1: Why is the word 'God' important to Christians?** Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world • Retell stories, talking about what they say about	**R3: Why is Easter special to Christians?** • Recognise and retell stories connected with celebration of Easter • Say why Easter is a special time for Christians • Talk about ideas of new life in nature • Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature		**R5: Which places are special and why?** • Talk about somewhere that is special to themselves, saying why • Recognise that some religious people have places which have special meaning for them

	• Recall simply what happens at a traditional Christian infant baptism and dedication • Recall simply what happens when a baby is welcomed into a religion other than Christianity.	• Recall simply what happens at a traditional Christian festival (Christmas) • Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus • Retell religious stories, making connections with personal experiences	the world, God, human beings • Think about the wonders of the natural world, expressing ideas and feelings • Say how and when Christians like to thank their Creator • Talk about what people do to mess up the world and what they do to look after it.	• Talk about some ways Christians remember these stories at Easter.		• Talk about the things that are special and valued in a place of worship • Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God • Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church • Express a personal response to the natural world.
Expressive Arts and Design Creating with Materials Being Imaginative and Expressive	Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures Take part in simple pretend play. Listen with increased attention to sounds. Sing the pitch of a tone sung by another person and sing the melodic shape of familiar songs. Remember and sing entire songs.	Create closed shapes with continuous lines and begin to use these shapes to represent objects. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. Begin to develop stories in pretend play using small world equipment. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Make imaginative and complex 'small worlds' in pretend play using a variety of small world equipment. Watch and talk about dance and performance art, expressing their feelings and responses. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.	Develop their own ideas and then decide which materials to use to express them. Explore painting tools and colour mixing Draw with complexity and detail Use complex storylines in a variety of pretend play. Sing a range of well-known nursery rhymes and songs. Explore and engage in music making and dance, performing solo or in groups.	Draw with more complexity and details expressing emotions Explore, use and refine a variety of artistic effects to express their ideas and feelings. Make use of props and materials when role playing characters in narratives and stories. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; Share their creations, explaining the process they have used; Invent, adapt and recount narratives and stories with peers and their teacher.

Music	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind & Replay
	(Nursery Rhymes and Action Songs) Week 1: Listen and respond to 'Celebration' by Kool & The Gang before listening to and learning to sing 'Pat-A-Cake' Week 2: Listen and respond to 'Happy' by Pharrell Williams before listening to and learning to sing '1, 2, 3, 4, 5' Week 3: Listen and respond to 'Sing' by The Carpenters before listening to and learning to sing 'This Old Man' Week 4: Listen and respond to 'Sing A Rainbow' by Peggy Lee before listening to and learning to sing 'Five Little Ducks' Week 5: Listen and respond to 'Happy Birthday' by Stevie Wonder before listening to and learning to sing 'Name Song' Week 6: Listen and respond to 'Our House' by Madness before listening to and learning to sing 'Things for Fingers'	(Nursery Rhymes and Action Songs) Week 1: Listen and respond to 'Roll Alabama' by Bellowhead before listening to and learning to sing 'I'm A Little Teapot' Week 2: Listen and respond to 'Boogie Wonderland' by Earth, Wind & Fire before listening to and learning to sing 'The Grand Old Duke of York' Week 3: Listen and respond to 'Don't Go Breaking My Heart' by Elton John and Kiki Dee before listening to and learning to sing 'Ring O' Roses' Week 4: Listen and respond to 'Ganesh is Fresh' by MC Yogi before listening to and learning to sing 'Hickory Dickory Dock' Week 5: Listen and respond to 'Frosty the Snowman' by Ella Fitzgerald before listening to and learning to sing 'Not Too Difficult' Week 6: Listen and respond to 'Spiderman' by Michael Bublé before listening to and learning to sing 'The ABC Song'	(Nursery Rhymes and Action Songs) Week 1: Listen and respond to 'We Are Family' by Sister Sledge before listening to and learning to sing 'Wind The Bobbin Up' Week 2: Listen and respond to the South African lullaby 'Thula Baba' before listening to and learning to sing 'Rock-A-Bye Baby' Week 3: Listen and respond to 'ABC' by The Jackson 5 before listening to and learning to sing 'Five Little Monkeys' Week 4: Listen and respond to 'My Mum is Amazing' by Zain Bhikha before listening to and learning to sing 'Twinkle, Twinkle, Little Star' Week 5: Listen and respond to 'Conga' by Miami Sound Machine before listening to and learning to sing 'If You're Happy And You Know It' Week 6: Listen and respond to 'Horn Concerto No. 4 - Rondo' by Mozart before listening to and learning to sing 'Head, Shoulders, Knees and Toes'	(Nursery Rhymes and Action Songs) Week 1: Listen and respond to 'Lovely Day' by Bill Withers before listening to and learning to sing 'Old Macdonald' Week 2: Listen and respond to 'Beyond The Sea' by Robbie Williams before listening to and learning to sing 'Incy Wincy Spider' Week 3: Listen and respond to 'The Planets – Mars' by Gustav Holst before listening to and learning to sing 'Baa Baa Black Sheep' Week 4: Listen and respond to 'Frogs' Legs and Dragons' Teeth' by Bellowhead before listening to and learning to sing 'Row, Row, Row Your Boat' Week 5: Listen and respond to 'Ain't No Mountain High Enough' by Marvin Gaye and Tammi Terrell before listening to and learning to sing 'The Wheels On The Bus' Week 6: Listen and respond to 'Singing In The Rain' by Gene Kelly before listening to and learning to sing 'The Hokey Cokey'	(Big Bear Funk by Joanna Mangona - Funk) Week 1: Listen and respond to 'Big Bear Funk' by Joanna Mangona before revisiting 'Name Song' or 'Things For Fingers' Week 2: Listen and respond to 'I Feel Good' by James Brown before continuing to learn 'Big Bear Funk' and revisiting 'Hickory Dickory Dock' or 'ABC Song' Week 3: Listen and respond to 'Don't You Worry 'Bout A Thing' by Incognito before continuing to learn 'Big Bear Funk' and revisiting 'Twinkle, Twinkle, Little Star' or 'Heads, Shoulders, Knees and Toes' Week 4: Listen and respond to 'My Promise' by Earth, Wind & Fire before continuing to learn 'Big Bear Funk' before continuing to learn 'Big Bear Funk' and revisiting 'If You're Happy When You Know It' or 'Five Little Monkeys' Week 5: Listen and respond to 'Superstition' by Stevie Wonder before continuing to learn 'Big Bear Funk' and revisiting 'The Wheels On	 Week 1: Listen and respond to 'William Tell Overture' by Rossini and 'Celebration' by Kool and The Gang. Use 'Big Bear Funk' to compose own song and prepare for an end-of-unit performance Week 2: Listen and respond to 'Dance of the Sugar Plum Fair' by Tchaikovsky and 'Ganesh Is Fresh' by MC Yogi. Use 'Baa Baa Black Sheep' to compose own song and prepare for an end-of-unit performance Week 3: Listen and respond to 'Flight of the Bumblebee' by Rimsky-Korsakov and 'We Are Family' by Sister Sledge. Use 'Twinkle, Twinkle, Little Star' to compose own song and prepare for an end-of-unit performance Week 4: Listen and respond to 'Jupiter, The Bringer of Jollity' by Holst and 'Singin' In The Rain' by Gene Kelly. Use 'Incy Wincy Spider' to compose own song and prepare for an end-of-unit performance Week 5: Listen and respond to 'Fantasia On A Theme' by Thomas Tallis and 'Frogs' Legs and Dragons' Teeth' by Bellowhead. Use 'Rock-A-

					The Bus' or 'Baa Baa Black Sheep' Week 6: Listen and respond to 'Pick Up The Pieces' by Average White Band before continuing to learn 'Big Bear Funk' and revisiting 'Row, Row, Row Your Boat' and 'The Hokey Cokey'	Bye Baby' to compose own song and prepare for an end-of-unit performance Week 6: Listen and respond to 'E.T. Flying Theme' by John Williams and 'I Feel Good' by James Brown. Use 'Row, Row, Row Your Boat' to compose own song and spend time sharing and performing songs from throughout the year's learning
SMSC	**Being Me in My World** Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	**Celebrating Difference** Identifying talents Being special Families Where we live Making friends Standing up for yourself	**Dreams and Goals** Challenges Perseverance Achieving and seeing goals Overcoming obstacles Seeking help Jobs	**Healthy Me** Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	**Relationships** Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	**Changing Me** Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations

Preparing for Key Stage 1 and the National Curriculum

SMSC	Children develop their understanding of P.S.H.E from the onset, not only through their everyday learning, but through carefully planned PSHE and SMSC themed stories and our weekly Oracy Assemblies. Children are encouraged and supported to follow our Inspire Rules and live by British Values which underpin the curriculum. Throughout their time in Reception, children have the opportunity to consider their own views and opinions as they are encouraged to consider those of others. Through their PE sessions and their daily toothbrushing they begin to understand the importance of physical health and in Term 6, they learn about eating healthily as an important factor in their own growth and development. Each and every lesson is designed by the nature of its delivery, to support children to strengthen their relationships, self-awareness, self-confidence and develop skills in managing their own feelings and behaviour, making them more mindful of the feelings of their peers.
Science	Throughout their Reception year, children are exposed to core scientific principles, they are encouraged to question the world around them and talk about the observations they make. For example, in Term 1 during their 'It Starts with Me' topic, they look closely at their own features, they learn about their body and the amazing things it can do. In Term 2, the children focus on using their observational skills to explore the changing of the seasons, including the impact on wild and plant life. 'A Land Down Under' in Term 3, provides the children with the opportunity to explore different habitats and animals and can begin to learn to compare habitats. During Term 4, as part of their 'Earth and Space' topic and are encouraged to ask questions about the planets and our solar system as they find out how special planet Earth is. In Term 5 the children become Zoologists as they

	classify different animals as part of their 'Splendid Safari' topic. Finally, in Term 6 the children become young Botanists when they grow plants from a seed, and they develop their observational skills as they closely watch butterflies develop from larvae into fully-grown butterflies.
History	Throughout Reception children develop their knowledge and understanding of the past through the use of stories and discussions about their experiences. Children begin to understand vocabulary relating to things that happened in the past and make links to changes in the world around them through different areas of study facilitated by stories. In Term 1 the children study 'It Starts with Me,' whereby the look into what makes them unique by thinking about their family tree and thinking about their parents and grandparents. This leads into initial discussions about the past. Using language such as sometime ago and a long time ago. The children begin to develop an understanding that there is a chronology to their lives. Children will understand the past through settings, characters and events encountered in books read in class and storytelling. In Term 1 children study stories such as Can I Build Another Me and also The Queen's Handbag which begins to introduce concepts such as King, Queen and Chronology. Also during Term 1, the children study, 'The Three Little Pigs,' which begins to introduce them to the concept of Trade. In Term 2, children begin to develop their sense of chronology. They are supported to communicate in the past tense when talking about things that have happened. Our children explore images of the past and make comparisons between themselves and their peers and families. Within 'Into the Woods,' the children then also begin to look at changes over time within the seasonal changes and they use the story of 'A Year in Percy's Park,' to build upon language from last term. In Term 3, the children study 'Land Down Under,' where they consider other cultures from around the world and continue to build upon their knowledge of the past by reading stories such as 'A Diary of a Wombat' and '12 months in the life of Australian Kid.' Through this the children develop their concept of time and they also begin to understand that history is occurring in other parts of the world. In Term 4, the children learn about Earth and space. They will compare and contrast characters from relevant stories to their lives now. The children will read stories such as 'Astro Girl'. In addition, the children read 'We're going on a bear hunt,' where they are again developing a chronological awareness by sequencing and ordering events in the story. In Term 5, the children explore 'A Splendid Safari,' where the children explore the continent of Africa which begins to develop the children's concept of place. The children also explore Handa's Surprise where they begin looking at and learning about other cultures and people and places that are different to them. In Term 6, children will learn about growing and changing. Children will understand how they have changed and grown and know this is their history. Children will extend this understanding to their family and friends, understanding their history and the human lifecycle.
Geography	Children in our Reception classes begin to develop their geographical understanding and vocabulary through topics, where they learn that there is a world beyond their own doorstep. Through stories, role-play, small -world play and visits to places such as: the National Marine Aquarium, the local woods and Dartmoor Zoo, they begin to understand that there are other countries in the world, developing an early concept of biodiversity. During their 'It Starts with Me' area of study, the children learn about explore the school community and begin to develop a sense of place, which will be built upon further in KS1. Children continue to develop their awareness of the world when they explore another continent in the area of study 'Land Down Under', where they make simple comparisons between their own community and that of another. Children begin to ask simple questions such as 'what is this place like?', 'what is it like to live here', which encourages them to develop a basic geographical understanding of a specific place. Furthermore, children are exposed to locational and positional language when walking around their school environment, which in turn supports deeper understanding when mapping out their school grounds in KS1. In Reception, children are introduced to weather patterns and climate when they explore the continent of Africa; here, they explore how hot the weather is and how this is different to where they live themselves.
RE	Children in our Reception classes are prepared for future R.E. learning throughout their everyday curriculum. As they learn alongside each other, they learn tolerance, kindness and sensitivity. Children are always encouraged to ask questions, articulate their ideas and listen to others' opinions and beliefs in a respectful manner. For example, in Term 1 during their 'It Starts with Me' topic, children discuss their families and special events in their lives; they share how they celebrate events and begin to understand that there are differences between the way in which families live. They look at what makes them unique and what makes their friends just as unique. In Term 5, during their 'Splendid Safari' topic, they learn about the

	lives of people in other places in the world and make comparisons to their own lives and way of living. Through carefully planned DEAL sessions and SMSC Assemblies children learn that different communities have different ideas, values and identities.
Music	Children in Reception develop knowledge of sound, songs, music and instruments from the very beginning of the year and throughout their time in Reception. They have continual access to musical instruments where they can explore and distinguish the different sounds (timbre) that musical instruments make and how they can be played differently to create a new sound or dynamic. They use songs, music and dance as a way of expressing themselves freely during their independent learning time but equally teachers use music throughout the curriculum. Their knowledge of music and the experiences on offer throughout their Reception year, provides children with the confidence and knowledge to begin the next stage of their education in KS1.
Art	Children in our Reception classes develop a love of art through their imaginative play as well as through guided sessions. Children are encouraged not only to express themselves freely by exploring and creating with variety of materials, tools and techniques. They experiment with colour, design, texture, form and function in order to create purposeful marks and they are taught the skills which enable them to do this safely. For example, in Term 1 as part of their 'It Starts with Us' topic children learn about primary colours and how these can be mixed to create secondary colours. In Term 2 they are introduced to sculpture and are introduced to famous land artist Andy Goldsworthy. In Term 3, whilst learning about 'The Land Down Under' children explore the history of art in Australia and how animals play a significant part in aboriginal art. In Term 4, as part of their 'Earth and Space' topic, children learn to create different effects with paint studying the abstract art work of Peter Thorpe. Term 5 as they look closely at animal patterns, they learn to use pastels to create different textures. In Term 6, children are introduced to local artist Yvonne Coomber and use her artwork as inspiration for their own.
Design Technology	Children in our Reception classes begin to develop their understanding of Design and Technology from the very beginning. Through the safe use of scissors, paintbrushes, playdough modelling tools and construction, children learn 'the best tools for the job'. In Term 1, the children begin to express their ideas and share creations as well as explaining the processes. They learn different techniques for joining materials such as how to use adhesive tapes and different sorts of glue. Their designs and creations will link to what they would like to be when they grow up. In Term 2, children will discuss fruit and vegetables and express their likes and dislikes. They will explore the need for hygiene and how to keep themselves healthy. Within this they will discuss why it is important to exercise and to eat good food. Children will also build confidence when sharing their thoughts and ideas with their peers. Children will begin to design and create using materials and then use these as props when role playing. In Term 4, children will be making props by manipulating materials in different ways as well as overcoming obstacles they might face. Junk modelling and recyclable materials are examples of materials which will be made available. They will use these to design products for a purpose and follow simple instructions in the process. In Term 5, they will begin to think about the perspective of others and their opinions. They will know some similarities and differences between things in the past and now linked to people and their culture. In Term 6, children with demonstrate strength, control and co-ordination in all fine and gross movements. They will have opportunity to explore and play with a wide range of media and materials as well as tools. This will encourage them to use care and precision as well as notice features such as textures and shapes. Throughout the year, daily Plan, Do and Review sessions where children plan and critically evaluate their ideas, help to develop the essential critical thinking skills that are required for later success in their Design and Technology learning.
Computing	Children in our Reception classes learn to use technology in a responsible, competent, and confident manner on a day-to-day basis during their independent learning through the use of Bee-Bots, iPads and computers. However, it is in Term 4 where their developing knowledge of computing is brought to life through their topic 'Earth and Space'. Here children will learn about early programming and algorithms as they program Bee-Bots around space and understand the purposes of equipment such as breathing apparatus. They will begin to think logically about the equipment needed to become a real-life space explorer, as well as exploring how video and photographic footage is available for us to look at. Throughout the year, children will begin to understand the scope of technology; for example, when they Skype Longleat to discuss Koala Creek in Term 4. The

	planned experiences and opportunities that the children encounter provide them with firm foundations to build upon their knowledge and develop digital literacy for future learning.