

Reception Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Value Focus	Kindness Book: Kindness is my Superpower	Respect Book: Gratitude is my superpower	Cooperation Book: Acceptance is my superpower	Wellbeing Book: Breathing is my Superpower	Honesty Book: Honesty is my Superpower	Resilience Book: Confidence is my Superpower
Overarching questions and themes Natural Rhythms of the year and Enrichment Days	Getting to know you...	Let's Celebrate!...	What's in your world?...	Imagine if...	What is growing?...	What's our adventure?...
	Settling in to Reception Harvest Reading and Maths Presentation for parents	Signs of Autumn/Winter Bonfire Night 5 th November Remembrance Day 11th November Celebrations: Diwali and Christmas Church visit - Nativity story Christmas Play Christingle and carols Visit Post Box	Parents - Behaviours for learning presentation and Phonics workshop Parents Reading - Fairy Tale Fridays Lunar New Year Shrove Tuesday Signs of Winter People Who help us visitors	Parents Reading - Fairy Tale Fridays World Book Day (week) March - Ducklings Easter - April Ramadan/Eid Mother's Day	Parents Reading - Fairy Tale Fridays Science Week Science Oxford Trip - Water explorers, woodland walk and explorers room. Life Cycles - Frogs Wildlife Garden Observations Signs of Spring Farm Visit (at Preschool site every 2 years)	Take One Picture Whole School Art Project Transition to Year One Celebration of the year Father's Day Sports Day
Literacy Main Texts:	Owl Babies Little Red Hen	The Enormous Turnip Little Glow Dear Santa	Lost and Found Martha Maps it Out Stone Soup	Journey/The Magic Paintbrush It's not a stick & It's not a box (Imagination story) Ugly Duckling (When the Ducks arrive)	Jasper's Beanstalk Clean Up – Nathan Brian Tad	Billy and the Pirates The Darkest Dark (Historic, space adventure) Transition Book: The Invisible String

Literacy Focus: Writing	Owl Babies Focus: Story telling Mark making Initial sounds Little Red Hen Focus: Focus: Telling a story using repetition Mark making Initial sounds Some children to begin to use CVC words to label characters in the story	The Enormous Turnip/Little Glow Focus: Story telling Writing CVC words Creating simple instructions using pictures or words Making changes to the ending of the story. Dear Santa Focus: Writing lists Writing CVC words Writing a short letter	Lost and Found/Stone Soup Focus: Story telling Caption writing using pictures from the story Telling the story using a different animal Martha Maps it Out Focus: Story telling Using lists and labelling Caption writing using pictures from the story Beginning to understand the use of finger spaces Fact file writing	Ugly Duckling Focus: Use the correct formation for letters and start to understand where they sit on the line. Caption writing Beginning to understand that a sentence needs a capital letter, full stop and finger spaces. Writing about the life cycle Journey/Magic Paintbrush Focus: Story telling Beginning to understand that a sentence needs a capital letter, full stop and finger spaces. Use the correct formation for letters and start to understand where they sit on the line.	Jasper's Beanstalk/Tad Focus: Writing diaries Writing phonetically plausible captions or short sentences. Beginning to understand that a sentence needs a capital letter, full stop and finger spaces. Use the correct formation for letters and start to understand where they sit on the line. Clean Up Focus: Writing phonetically plausible captions or short sentences. Beginning to understand that a sentence needs a capital letter, full stop and finger spaces. Use the correct formation for letters and start to	Billy and the Pirates Focus: Imaginative story telling Writing short stories The Darkest Dark Focus: Imaginative story telling Writing <i>adventure</i> stories Write phonetically plausible sentences with some correctly spelt tricky words. Forming letters correctly. Using capital letters, finger spaces and full stops. Invisible String Focus: Write phonetically plausible sentences with some correctly spelt tricky words. Forming letters correctly. Using
--	---	--	--	--	---	--

				It's Not A Stick/It's Not A Book Focus: Beginning to understand that a sentence needs a capital letter, full stop and finger spaces. Use the correct formation for letters and start to understand where they sit on the line.	understand where they sit on the line. Writing posters	capital letters, finger spaces and full stops.
Additional Texts	Our Class is a family Our Skin The same but different We all belong The Colour Monster Stuck – Oliver Jeffers My Hair The Rainbow Fish	Nativity The Jolly Christmas Postman (Posting letters) Tree Full of Wonder What can you see in Autumn? (Non-Fiction) Tree: Seasons Come, Seasons Go	The Emperor's Egg (Penguins and Arctic) Lunar New Year Around the World: Celebrate the most colourful time of the year My Shadow is purple How Big is a Million (Maths focus)	A dress with pockets Oi, Get off our train (John Burningham) The Proudest Blue (Hijab story) In my Mosque	The Dot Finn's Little Fibs (Honesty) Tiddler (Honesty focus)	Ten Little Pirates Ten Little Aliens You Choose Whatever Next
Phonics – Exposure to the phonics teaching sequence	Week 1 s a t p Week 2 i n m d Week 3 g o c k Week 4 c k e u r	Week 1 ff ll ss j Week 2 v w x y	Week 1 ai ee igh oa Week 2 oo ar or Week 3 ur ow oi ear	Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Week 2 review Phase	Week 1 short vowels CVCC Week 2 short vowels CVCC CCVC	Week 1 long vowel sounds CVCC CCVC Week 2 long vowel

	Week 5 h b f l Tricky Words: l / is	Week 3 z zz qu words with –s /s/ added at the end (hats sits) ch Week 4 sh th ng nk Week 5 • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags) Tricky Words: Put/pull/full/as and has his her go no to into she push he of we me be	Week 4 air er words with double letters: dd mm tt bb rr gg pp Week 5 longer words Tricky Words: was you they my by all are sure pure	3: er air words with double letters longer words Week 3 words with two or more digraphs Week 4 longer words ending in –ing compound words Week 5 longer words with s /z/ in the middle words with –s /s/ /z/ at the end words with –es /z/ at the end Tricky Words: Review all taught so far Secure spelling	Week 3 short vowels CCVCC CCCVC CCCVCC Week 4 longer words compound words Week 5 root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est Tricky Words: said so have like some come love do were here little says there when what one out today	sounds CCVC CCCVC CCV CCVCC Week 3 Phase 4 words with –s /s/ at the end Phase 4 words with –s /z/ at the end Phase 4 words with –es /z/ at the end longer words Week 4 root words ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ Week 5 root words ending in: –er, –est longer words Tricky Words: Review all taught so far Secure spelling
Word Reading and Comprehension:	Recognise and name the initial sound in words using Phase 2 graphemes that have been taught Orally blend cvc words To participate in, memorize and perform simple nursery and action rhymes. To develop the vocabulary and language associated with books through	Blend Phase 2 sounds to read cvc words Recognise some simple tricky words To join in with some of the key features of books for example, story language, repeated phrases and using expression when characters talk. Look for cues in illustrations. - Memorise and perform more complex action	Recognise some tricky words Beginning to blend using Phase 2 and 3 sounds to read CVC words To memorise and perform a simple poem. To express preferences for books.	Read Phase 2 and 3 words, along with some tricky words. Beginning to read words with s/es at the end To be able to compare two text to one another – identify what is the same and what is different. To understand what a character is and what is a setting.	Beginning to read books independently with words with more than one digraph and longer words using chunking up where necessary. To demonstrate understanding of what they have read. To use their own words to demonstrate understand of what they have read or what has been read to them.	To read with increased fluency and confidence using phonics and chunking up where necessary Beginning to add prosody to what they read To talk about and answer questions about what they have read showing their comprehension. To demonstrate understanding of what they have read.

	joining in with repetitive and predictable texts.	rhymes and nursery rhymes.		To be able to predict endings. To be able to say what the dilemma/problem is within a story plot.		To use their own words to demonstrate understand of what they have read or what has been read to them.
Maths	<u>Week 1-2: Getting to Know you:</u> - Settling in time. - Exploring daily routine. - Use of positional language to explain where things belong. - Inside and outside continuous provision. Mastery Number Week 1 - Subitising Subitising within 3 Week 2 - Counting, ordinality and cardinality Focus on counting skills Week 3 - Composition Explore how all numbers are made of 1s Focus on composition of 3 and 4 Week 4 - Subitising Subitise objects and sounds Week 5 - Comparison Comparison of sets - 'just by looking'	Mastery Number Week 6 - Counting, ordinality and cardinality Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5. Week 7 - Comparison Comparison of sets - by matching Use the language of comparison: more than, fewer than, an equal number Week 8 - Composition Explore the concept of 'whole' and 'part' Week 9 - Composition Focus on the composition of 3,4 and 5 Week 10 - Practise object counting skills Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20 Autumn 2 Block 4: Circles and Triangles	Mastery in Number Week 11 - Subitising Subitise within 5 focusing on die patterns Match numerals to quantities within 5 Week 12 - Counting ordinality and cardinality Counting - focus on ordinality and the 'staircase' pattern. Week 13 - Composition Focus on 5 Week 14 - Composition Focus on 6 and 7 as '5 and a bit' Week 15 - Composition Compare sets and use language of comparison: more than fewer than and equal number to Make unequal sets equal Spring 1 Block 2: Mass and Capacity Every Friday (steps can be merged if appropriate) Step 1: Compare mass Step 2: Find a balance Step 3: Explore capacity	Mastery in Number Week 16 - Counting, ordinality and cardinality Focus on the 'staircase' pattern and ordering numbers Week 17 - Comparison Focus on ordering of numbers to 8 Use language of less than Week 18 - Composition Focus on 7 Week 19 - Composition Doubles - explore how some numbers can be made with 2 equal parts Week 20 - Composition Sorting numbers according to attributes - odd and even numbers Spring 2 Block 4: Length, Height and Time continued Every Friday (steps can be merged if appropriate) Step 5: Talk about time	Mastery in Number Week 21 - Counting, ordinality and cardinality Counting - larger sets and things that cannot be seen Week 22 - Subitising Subitising to 6, including in structured arrangements Week 23 - Composition Composition = '5 and a bit' Week 24 - Composition Composition of 10 Week 25 - Comparison Comparison - linked to ordinality Play track games Summer 1 Block 3: Manipulate, Compose and Decompose Every Friday (steps can be merged if appropriate) Step 1: Select shapes for a purpose Step 2: Rotate shapes Step 3: Manipulate shapes Step 4: Explain shape arrangements	Mastery in Number Week 26 Subitise to 5 Introduce the rekenrek Week 27 - Review and assess Automatic recall of bonds to 5 Week 28 - Review and assess Composition of number s to 10 Week 29 - Review and assess Comparison Week 30 - Review and assess Number patterns Week 31 - Review and assess Counting Summer 2 Block 4: Sharing and Grouping continued Approximately 1 week: Step 5: Even and odd sharing Step 6: Play with and build doubles Summer 2 Block 5: Visualise, Build and Map

	Using the language of comparison: more than and fewer than <u>Autumn Term Block 1: Match, Sort</u> Approximately 1 week: Step 1: Match objects Step 2: Match objects and pictures Step 3: Identify a set Step 4: Sort objects to a type. Step 5: Explore sorting techniques Step 6: Create sorting rules <u>Autumn 1 Block 2: Talk About Measure and Patterns</u> 1 session every Friday over the term: Step 1: Compare size Step 2: Compare mass Step 3: Compare capacity	Every Friday (steps can be merged if appropriate) Step 1: Identify and name circles and triangles Step 2: Compare circles and triangles Step 3: Shapes in the environment Step 4: Describe position <u>Autumn 2 Block 6: Shapes with 4 Sides</u> Every Friday (steps can be merged if appropriate) Step 1: Identify and name shapes with 4 sides Step 2: Combine shapes with 4 sides Step 3: Shapes in the environment Step 4: My day and night	Step 4: Compare capacity <u>Spring 1 Block 4: Length, Height and Time</u> Every Friday (steps can be merged if appropriate) Step 1: Explore length Step 2: Compare length Step 3: Explore height Step 4: Compare height	Step 6: Order and sequence time <u>Spring 2 Block 6: Explore 3D Shapes</u> Every Friday (steps can be merged if appropriate) Step 1: Recognise and name 3D shapes Step 2: Find 2D shapes within 3D shapes Step 3: Use 3D shapes for tasks Step 4: 3D shapes in the environment Step 5: Identify more complex patterns Step 6: Copy and continue patterns Step 7: Patterns in the environment	Step 5: Compose shapes Step 6: Decompose shapes <u>Summer 1 Block 4: Sharing and Grouping</u> Every Friday (steps can be merged if appropriate) Step 1: Explore sharing Step 2: Sharing Step 3: Explore grouping Step 4: Grouping	Approximately 3 weeks: Step 1: Identify units of repeating pattern Step 2: Create own pattern rules Step 3: Explore own pattern rules Step 4: Replicate and build scenes and constructions Step 5: Visualise from different positions Step 6: Describe positions Step 7: Give instructions to build Step 8: Explore mapping Step 9: Represent maps with models Step 10: Create own maps from familiar places Step 11: Create own maps and plans from story situations <u>Summer 2 Block 6: Make Connections</u> Approximately 1 week: Step 1: Deepen understanding Step 2: Patterns and relationships
Understanding of the World	Autumn signs Nocturnal Animals	Similarities and differences celebrated by our families and communities. Listen to stories from different religions.	Animals from around the world and their habitats People in the community who help us – British Values	Discussing celebrations: Easter, Ramadan, Eid Mother's Day – Talking about people	Science week experiments Science Oxford – Exploration Room, Water exploration Life cycles	Signs of summer Using Maps of their environment

	Photos past and present of children and their families	Respect for others beliefs – British Values Events that happened in the past: Story of Guy Fawkes, Remembrance Signs of Winter (ice: changing states) Observe changes in materials, seasons, and living things	Map skills and understanding our local area (Taught through Literacy using the story Martha Maps it Out) Geographical knowledge of key features of the natural environment Photos past and present of Aylesbury and surrounding areas Begin to understand that people have different beliefs.	who are special to us. Similarities and differences celebrated by our families and communities looking at baby photos and talking about yesterday vs today Life Cycles: Observe changes in materials, seasons, and living things. Hatching chickens / ducklings. Planting and growing	Mini Beasts Planting and Growing Noticing signs of spring	Map of the world – discuss countries and continents Recognising what makes me special Talking about events in the past: Moon Landing (Taught through Literacy using the story The Darkest Dark)
Physical Development	PE Coach Units: Early Years Skills start Gross Motor: Move safely in a large space, negotiating obstacles, changing direction and stop quickly. Fine Motor: Manipulate malleable materials with hands. Begin to become aware of the tripod grip. Stack, align and	PE Coach Units: Early Years Enjoy the ball Gross Motor: Travel in different ways with control and co-ordination. To control a large ball when moving by rolling, throwing, kicking, passing and catching with a partner.	PE Coach Units: Early Years Skills start Gross Motor: Recognise body changes during exercise. To travel safely across large apparatus. Climbing with agility in different ways on the climbing frame: rope, steps, ladder and climbing wall.	PE Coach Units: Early Years Enjoy the ball Gross Motor: Controlling small games equipment when throwing, catching, kicking, passing, batting and aiming. To develop confidence and accuracy when working with a ball.	PE Coach Units: Early Years Athletics Gross Motor: Balance Bike Curriculum - To balance on a bike and manoeuvre it effectively To engage in different ways of moving to create a short dance. To be able to run at different speeds and navigate around	PE Coach Units: Early Years Athletics Gross Motor: To be able to use a range of equipment linked to sports day activities. To work as a team to achieve a goal. To be able to throw an object using an overarm motion.

	balance blocks of different shapes and sizes. Thread, peg and sow on cards. Cutting along a line	To be able to carry their own tray of food Fine Motor: To move towards using the tripod grip more regularly. Stack, align and join with magnetics and magnetic construction. Join and separate small construction kit components by clicking and twisting. Digging with trowels and hand forks. Manipulate malleable materials using rolling pins and cutters to achieve a desired effect.	Managing own risk when climbing. Jump in different ways. Fine Motor: To move towards using the tripod grip more regularly. Forming lowercase letters following the taught formation. Cut and turn along outlines.	Fine Motor: To use the tripod grip more regularly. Forming upper and lowercase letters using taught formation. Effective use of cutlery	obstacles without colliding with others. To be able to transition from a standing start to a sprint when a signal is given. To be able to stay within a designated lane or path while running toward a finish line. Fine Motor: To be able to use their fine motor skill to use a range of tools competently and safely. To hold a pencil correctly in preparation for more fluent writing. To include accuracy and detail into their drawings. To use tools to create textures in malleable materials.	To be able to aim at a target. Fine Motor: Cutting with precision. Using a comfortable pencil grip for writing. Forming letters correctly, with control over sizing, spacing and position on page. Accuracy and detail in drawings, paintings and models.
Physical Provision:	Gross Motor: PE - Trained Coach Lessons Riding a bike: Bikes and Trikes Climbing - Climbing rope, climbing steps, ladders, climbing wall		Gross Motor: PE - Trained Coach Lessons Riding a bike: Bikes and Trikes Climbing - Climbing rope, climbing steps, ladders, climbing wall		Gross Motor: PE - Trained Coach Lessons Riding a bike: Balance Bike Curriculum Climbing - Climbing rope, climbing steps, ladders, climbing wall	

	Large construction - den making, large wooden blocks, podley construction PE Equipment- Balls, balancing beams, hoops, bean bags Large mark making - Painting fence, chunky chalks Earthworks - Digging pit and sand play Heavy Lifting - Tyres, buckets Crossing the Midline Activities: Scarves and ribbon dancing Parachute Games Fine Motor: Whole Class Interventions - Dough Disco, Funky Fingers Activities. Play provision: Playdough table, Fine Motor tuff trays, Mark Making/Writing, tape. One handed tools - paint brush/ scissors Cutlery, Pipettes and Syringes, Tongs and Tweezers Little Wandle Handwriting Lessons - Unit 1 Patterns / Unit 2 - Lower Case Letters		Large construction - den making, large wooden blocks, podley construction PE Equipment- Balls, balancing beams, hoops, bean bags Large mark making - Painting fence, chunky chalks Earthworks - Digging pit and sand play Heavy Lifting - Tyres, buckets Crossing the Midline Activities: Scarves and ribbon dancing Parachute Games Fine Motor: Whole Class Interventions - Dough Disco, Funky Fingers Activities. Play provision: Playdough table, Fine Motor tuff trays, Mark Making/Writing, tape. One handed tools - paint brush/ scissors Cutlery, Pipettes and Syringes, Tongs and Tweezers Little Wandle Handwriting Lessons - Unit 2 - Lower Case Letters / Unit 3 - Uppercase Letters		Large construction - den making, large wooden blocks, podley construction PE Equipment- Balls, balancing beams, hoops, bean bags Large mark making - Painting fence, chunky chalks Earthworks - Digging pit and sand play Heavy Lifting - Tyres, buckets Crossing the Midline Activities: Scarves and ribbon dancing Parachute Games Fine Motor: Whole Class Interventions - Dough Disco, Funky Fingers Activities. Play provision: Playdough table, Fine Motor tuff trays, Mark Making/Writing, tape. One handed tools - paint brush/ scissors Cutlery, Pipettes and Syringes, Tongs and Tweezers Little Wandle Handwriting Lessons - Unit 3 - Uppercase Letters/ Unit 4 - Digraphs	
School Values and PSED Starter of lessons: Check-ins and breathing exercises Zones of Regulation PSED Lessons Calming Cats Programme	Kindness Cards for our School Value. Week 1: Kindness - Smartest Giant In Town Week 2: Kindness - Kind words (Kapow Unit Wellbeing) Week 3: Kind Hands Activity	Respectful cards for our School Value. Week 1: Discussion around what respect means, use the story 'All Are Welcome'. Week 2: Gratitude is my superpower Week 3: Discussion about respecting everyone, using the book 'The Perfect Fit'.	Cooperation Week 1: Circle time game: empty the box. Week 2: STEM challenge: protect the egg and work together to work out which material will work best. Week 3: STEM challenge: move across the river only	Wellbeing Week 1: Healthy eating. Discussions around choosing and eating healthy snacks. Eatwell Plate (Phunky Food) Week 2: Bedtime routine and personal hygiene	Honesty Week 1: What is honesty? Read the story Honesty is my Superpower Week 2: Circle time - reading 'Finn's Fibs'. Week 3: Circle time - reading the story 'The Tiddler'.	Resilience Week 1: Introduce what resilience is. Use the story, 'Giraffes can't dance'. Week 2: Carousel of games: build towers, board games, obstacle courses, races. Lot's of stories and games that develop

	Week 4: Rainbow Fish - Kindness Week 5: My Superpower is Kindness Week 6: Introduce Zones of Regulation	Week 4: Respecting each other's bodies and privacy. (NSPCC Pants Private). Week 5: Circle Time - compliment ball roll. Week 6: Respect Game	using a small number of mats/planks. Week 4: Don't drop the hoop game. Week 5: Dishes and Domes Week 6: Parachute Games	Week 3: Learn about oral hygiene - toothbrushing chart Week 4: Learn about limiting screen time Week 5: Healthy Mind - Cosmic Yoga/breathing Week 6: Healthy body - Exercising	Week 4: Discuss the tale 'The Boy Who Cried Wolf'. Week 5: Role play being honest. Book: Hippo eats the cake Week 6: Circle time around how important honesty is	resilience, and also ties in with transition.
EAD Art DT Music Dramatic Play	Week 1 Activity: Self Portraits Skill: Controlled Mark Making: Use drawing tools with care to represent specific facial features (circles for eyes, lines for hair). Week 2 Activity: Family House (using lollysticks) Read the story 'The Great Book of Families'. Skill: Purposeful Placement: Arrange and join 2D shapes to create a recognisable structure. Week 3	Week 1 Activity: Bonfire Night - fireworks Skill: Dynamic Motion: Use physical movements (flicking, swirling, radiating) to create marks that represent energy and light. Activity 2 Activity: Poppies for Remembrance Day Skill: Printing: To arrange prints on a page to achieve a planned effect. Week 3 Activity: Vegetable Printing Skill: Printing: To arrange prints on a	Week 1: Activity: Painting Penguins Skills: Proportion & Scale: Use shapes of different sizes (a large oval for the body, a small circle for the head) to build a character. Week 2 Activity: Salt Snowflakes Skill: Chemical Reactions & Detail: Use fine-tip tools to apply liquid to salt, observing how "marks" spread and travel through different mediums. Week 3	Week 1 Activity: Kandinsky Circles and introducing colour mixing. Skills: Color Theory (Concentricity): Explore the relationship between colors by layering 'warm' and 'cool' tones in nested circles. Week 2 Activity: Eid Cards Skill: Geometric Precision: Use printing tools or stencils to create repeating patterns and symmetrical shapes (stars/crescents).	Week 1 Activity: Clay Animals Draw the animal they will create. Skill: Drafting & Planning: Translate a 3D idea onto a 2D plane, identifying the main parts (legs, head, tail) needed for construction. Week 2 Activity: Use clay to mould your animal from last weeks design Skills: Translating Plans to 3D: Use pulling and smoothing techniques to transform a lump of clay into the specific forms identified in the week 1 sketch.	Week 1 Activity: Introduce sounds (Kapow Lesson 3, Instrument Sounds). Skill: Auditory Discrimination: Identify and describe the texture of sounds (e.g metallic, woody, ringing) and their source. Week 2 Activity: Finding the Beat (Kapow Lesson 2) Skill: Pulse: Understand and keep a beat Week 3

	Activity: Create an owl Skill: Tool Mastery: Experiment with different brush sizes and textures (sponges vs. brushes) to create varied effects. Week 4 Activity: Owl Collage Skill: Texture Exploration: Select and sort materials based on tactile qualities (fluffy, rough, shiny) to represent feathers. Week 5 Activity: Little Hens (toilet rolls) Skill: 3D Construction: Transform a 3D object by adding attachments and considering the all-around view of a sculpture. Week 6 Activity: Teach about Diwali and create diva lamps Skill: Malleable Manipulation: Roll, pinch, and pat clay or	page to achieve a planned effect. Week 4 Activity: Observational painting Skill: Detailed Observation: Look closely at an object (e.g., an autumn leaf or fruit) to match colors and mimic specific shapes/lines. Week 5 Activity: Christmas Decoration Skill: Joining & Fastening: Use various adhesives (glue, masking tape, or string) to attach different materials to a 3D base. Week 6 Activity: Christmas Cards Skills: Compositional Design: Plan the placement of multiple elements (e.g a tree, stars, and snow) to create a balanced scene.	Activity: Painting to music (Kapow Unit) Skill: Expressive Mark Making: Translate auditory speed into visual marks (fast staccato dots for high notes, long sweeping lines for slow notes). Week 4 Activity: Paint to music from around the world Skill: Emotional Color Theory: Choose specific colors to represent the "mood" or "culture" of the music (e.g., warm reds for fast drums, cool blues for flutes). Week 5 Activity: Lunar New Year Skill: Complex Cutting: Navigate curves and corners with scissors to create specific silhouettes (e.g., lanterns or scales) for a collective effect. Week 6 Activity: Dragon Dancing	Week 3 Activity: Observational drawing of daffodils Skill: Line & Form: Focus on seeing shapes (the trumpet vs. the petals) and creating outlines of the shapes. Week 4 Activity: Large scale Art together using natural resources Skill: Design & Scale: Sort materials by size/colour to create 'Land Art' (Goldsworthy style), focusing on working within a boundary. Week 5 Activity: Mothers Day Cards Skill: Delicate Detail: Use fine-motor control to add intricate marks (dots, swirls, or patterns) using small-scale tools like cotton buds or thin brushes. Week 6 Activity: Easter Cards	Week 3 Activity: Paint your clay animal Skill: Surface Finish & Detail: Select colors that represent reality or mood, using small brushes to apply paint to specific 3D zones without blending. Week 4 Activity: Junk Modelling (Clean Up) Skills: Structural Problem Solving: Select connectors (tape, split pins, or glue) based on their strength to join materials. Week 5 Activity: Yvonne Coomber (Local artist) Recreate flower paintings Skill: Layering & Spontaneity: Use splattering, dripping, and dabbing to create an organic, wild meadow effect rather than a rigid drawing. Week 6 Activity: Introduce musical instruments	Activity: Explore Tempo (Kapow Lesson 3) Skill: Recognise tempo in music: Adapt physical movements and sounds to match changes in speed Week 4 Activity: Use boomwhackers to create a beat Skill: Follow and make a beat: working as a group to strike an instrument on a specific cue. Week 5 Activity: Use drums to create beats with different tempos Skills: Instrumental Control: Demonstrate the ability to start and stop a beat immediately on command Week 6 Activity: Use a variety of instruments to copy music Skill: Collaborative Performance: Use an instrument to mimic
--	--	---	---	--	--	--

	dough to create a functional form with an intentional cavity.		Skills: Rhythmic Response: Coordinate whole-body movements to a beat, using props (the art they made) to extend their physical "marks" into the air.	Skills: Textural Representation: Use mark making to mimic physical feel - stippling paint to look like a fluffy chick.	Skill: Exploration & Classification: Distinguish between how sounds are made (hitting, shaking, blowing) and categorise instruments.	patterns, focusing on volume and timing.
Nursery Rhymes	Old MacDonald 5 current buns Dingle Dangle Scarecrow	It's raining, it's pouring 5 Little Men in a Flying Saucer Little miss muffet	Horsey Horsey Little Jack Horner 5 Little Monkeys jumping on the bed	Little Peter Rabbit Little Bow Peep Little Jack Horner	5 Little Speckled Frogs 5 fat peas in a pea pod press Tommy Thumb	The Grand Old Duke of York London Bridge is Falling Down One big Hippo Balancing
Communication and Language	Follow adult cues to listen. Know behaviours for successful listening. Children participate in repetitive or predictable texts. Repeat new vocabulary after it is introduced. Follow cues for turn taking in conversation. Children repeat back a full sentence that	Join in and learn rhymes and poems. Understand the agreed rules for conversational turn taking in small and larger groups. With support children ask questions to find out more about what has been said to them. Respond to how and why questions. Follow two step instructions.	To participate in group story telling (Helicopter Stories) To add connectives to the end of simple sentences to extend and give more detail. For example and, so and because. To retell familiar stories using pictures and actions as prompts	To answer open ended or speculative questions. - To use talk to help work out problems. To be able to explain how something works and why they might happen. Retell a familiar story in detail using a story map and/or their own words. To use new vocabulary introduced over the half term.	To recall and use key vocabulary for the half term. To listen to and discuss non-fiction texts. To understand the social phrases used in our school – good morning, you're welcome, how are you? To ask questions to clarify understanding. To respond to class discussions with	To recall and use key vocabulary for the half term. To listen to and discuss non-fiction texts. To ask questions to clarify understanding. To respond to class discussions with relevant questions or comments. To express ideas and feelings about their experiences

	has been modelled for them, generated from their own talk. Children begin to use simple sentences to recall an event.	Recall and define specialist vocabulary. To recall an event in more detail. Children can use full sentences when prompted.		Engage in non-fiction books and talk about their features.	relevant questions or comments.	To use the language associated with transition.
Communication and Language Provision	Intensive Interactions - Adults provided a running commentary, tune into children’s play and make links to prior learning Communication friendly spaces Oracy Strategies- Sentence Stems/ Talk Partners/ Talking into nests/ Choral Response Listening and Attention Games/ Circle Times - To articulate their ideas and thoughts in well-formed sentences. Vocabulary - Explicit teaching of key vocabulary and encouragement to use it in different contexts. Daily Story Times - Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Book Based Curriculum - Retelling of stories, immersing children in the story to develop interest and a love of reading Story Mapping and retelling stories Poetry Basket Helicopter Stories Nursery Rhymes and Songs - Listen carefully to rhymes and songs, paying attention to how they sound, learning new vocabulary and repetition.	Intensive Interactions - Adults provided a running commentary, tune into children’s play and make links to prior learning Communication friendly spaces Oracy Strategies- Sentence Stems/ Talk Partners/ Talking into nests/ Choral Response Listening and Attention Games/ Circle Times - To articulate their ideas and thoughts in well-formed sentences. Vocabulary - Explicit teaching of key vocabulary and encouragement to use it in different contexts. Daily Story Times - Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Book Based Curriculum - Retelling of stories, immersing children in the story to develop interest and a love of reading Story Mapping and retelling stories Poetry Basket Helicopter Stories Nursery Rhymes and Songs - Listen carefully to rhymes and songs, paying attention to how they sound, learning new vocabulary and repetition.	Intensive Interactions - Adults provided a running commentary, tune into children’s play and make links to prior learning Communication friendly spaces Oracy Strategies- Sentence Stems/ Talk Partners/ Talking into nests/ Choral Response Listening and Attention Games/ Circle Times - To articulate their ideas and thoughts in well-formed sentences. Vocabulary - Explicit teaching of key vocabulary and encouragement to use it in different contexts. Daily Story Times - Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Book Based Curriculum - Retelling of stories, immersing children in the story to develop interest and a love of reading Story Mapping and retelling stories Poetry Basket Helicopter Stories Nursery Rhymes and Songs - Listen carefully to rhymes and songs, paying attention to how they sound, learning new vocabulary and repetition.			Intensive Interactions - Adults provided a running commentary, tune into children’s play and make links to prior learning Communication friendly spaces Oracy Strategies- Sentence Stems/ Talk Partners/ Talking into nests/ Choral Response Listening and Attention Games/ Circle Times - To articulate their ideas and thoughts in well-formed sentences. Vocabulary - Explicit teaching of key vocabulary and encouragement to use it in different contexts. Daily Story Times - Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Book Based Curriculum - Retelling of stories, immersing children in the story to develop interest and a love of reading Story Mapping and retelling stories Poetry Basket Helicopter Stories Nursery Rhymes and Songs - Listen carefully to rhymes and songs, paying attention to how they sound, learning new vocabulary and repetition.

	Genres of Reading: Fiction, poetry, fantasy, non-fiction, fairy tale, humour, bilingual. Small World Provision Library Books Home Reading Incentive: Reading Teddy Bear Awarded	Genres of Reading: Fiction, poetry, fantasy, non-fiction, fairy tale, humour, bilingual. Small World Provision Library Books Home Reading Incentive: Vending Machine Token awarded	Genres of Reading: Fiction, poetry, fantasy, non-fiction, fairy tale, humour, bilingual. Small World Provision Library Books Home Reading Incentive: Storytelling Picnic
British Values	Vote: Children will cast a vote for several things including a vote for the story time book. They learn about democracy. P4C: Children will take part in Philosophy for Children circle times demonstrating British Values of listening to others and respecting their right to their own opinion. The questions posed and the subjects raised provoke discussion about society and it's fundamental ethics and morals.		