	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Statutory Framework for EYFS.		nto Year 1 and beyond have be	een considered when planning o	knowledge are taken from the Educa overviews to ensure curriculum cover	
Term dates	1 st September – 24 th October 2025	3 rd November – 19 th December 2025	5 th January – 13 th February 2026	23 rd February – 27 th March 2026	13 th April – 22 nd May 2026	1 st June – 20 th July
	(7 weeks for Reception)	(7 weeks)	(6 weeks)	(5 weeks)	(6 weeks) (May Day)	(7 weeks)
	All About Me	All Around Me	Places I go	Wildlife Wonders	All around our world	Growing Up and Moving On!
Learning Themes	Traditions and celebrations: Autumn – 22.9.25	Traditions and celebrations: Remembrance Day — 11.11.26, Children in Need —	Traditions and celebrations: Christmas Reflections, New	Ramadan – 17.2.26-18.3.26, Holy (Hindu – Festival of	Traditions and celebrations May Day – 4.5.26	Traditions and celebrations Summer – 20.6.26
	Harvest, Diwali – 20.10.25	14.11.25, Hannukah – 20.12.25, Christmas – 25.12.25	Year Resolutions, Chinese New Year – 17.2.25 Shrove Tuesday – 17.2.26	Colours) – 4.3.26, Mother's Day – 15.3.26, Eid – 19.3.26, Spring – 20.3.26, Earth Hour – 28.3.26 and Easter Sunday – 5.4.26	Shavuot (Jewish Holiday) – 21.5.26-23-5-26 Eid-Al-Adha – 26.5.26	Father's Day – 21.6.26
Key Enquiry Questions	Personal information: What is my name? How old am I? What do I look like? Who do I live with? Favourites: What is my favourite colour, animal, food, toy? Family and friends: Who do I live with? Who do I play with? Feelings: What makes me happy, scared, sad, excited, worried?	My surroundings: Where am I? What can I see? What can I hear? What can I do? Who helps me? Rules and expectations: How do I move around my classroom? How do I move around outdoors? What are the rules? How do I use the resources?	My home and school: Where do I live? What can I see? Where is my school? What do I see on my way to school? Places I go: What do I go with my family? What do I see?	Minibeasts Who lives in my garden? Where are they hiding? What are they called? What do they look like? What do they eat? Farm Animals Who lives on a farm? What noises do they make? What do they look like? What is my baby called? Zoo Animals Who do you find at the zoo? What do they look like? What do they eat? Where do they live in the zoo? Who looks after them?	My country What country do I live in? Do I live in a town, city or countryside? My World What does the world look like? What has the world got?	Plants What is a plant? What do the look like? What do plants nee to grow? How can we care for plants? Life cycles What is a life cycle? How does caterpillar grow? Transport How can I travel? What types transport do I know? Which type of transport will get me to? Journeys What is a journey? How to I get to? What has been my journey? Where am I moving to?

	Prime Area - Communication and Language						
Educational Programme for Communication and Language	Communication and language is developed and supported through high quality, skilful interactions between adults and children, through the language rich learning environment, through the frequent stories and books that children hear and enjoy and through engaging experiences and investigations which promote the acquisition and understanding of a rich range of vocabulary and language structures. I library and reports to directions go directly a part of the directions of the person they are communicating with. Understanding he need to look at the person they are communicating with. Understanding he need to look at the person they are communicating with. Understanding he need to look at the person they are communicating with. Understanding he need to look at the person they are communicating with. Understanding he need to turn and face the person they are communicating with. Understanding he need to look at the person they are communicating with. Understanding he need to look at the person they are communicating with. Understanding he need to look at the person they are communicating with. Understanding he need to look at the person they are communicating with. Understanding he need to look at the person they are communicating with. Understanding he need to turn and face the person they are communicating with the p						

	Prime Area - Personal, Social and Emotional Development								
	development. Underpinnii	ng their personal developn	nent are the important att	achments that shape their	appy lives, and is fundamental t social world. Strong, warm and	supportive relationships			
PSED		with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through							
Educational	adult modelling and guida	nce, they will learn how to	look after their bodies, in	cluding healthy eating, and	manage personal needs indepe	endently. Through supported			
Programme	interaction with other chil	dren, they learn how to ma	ake good friendships, coo	perate and resolve conflicts	peaceably. These attributes wil	Il provide a secure platform			
	from which children can a	chieve at school and in late	er life. Personal, Social and	l Emotional Development					
	Reception Development N	latters Statement							
P.S.H.E. (Jigsaw)	Being me in my world (Rule of Law)	Celebrating differences (Tolerance)	Dreams and Goals (Democracy)	Healthy Me (Individual Liberty)	Relationships (Mutual Respect)	Changing Me (Mutual Respect)			

Reception Curriculum 2025-2026

Making relationships

- Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play
- Uses their experiences of adult behaviours to guide their social relationships and interactions

Sense of Self

- Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themself in relation to social groups and to their peers
- Enjoys a sense of belonging through being involved in daily tasks

Understanding Emotions

- Following rules and routines
- Expresses a wide range
 of feelings in their
 interactions with others and
 through their behaviour and
 play, including excitement and
 anxiety, guilt and self-doubt
- Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants
- Manage their own needs. -Personal hygiene

Making relationships

- Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it
- Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers

Sense of Self

 Enjoys a sense of belonging through being involved in daily tasks

Understanding Emotions

- Expresses a wide
 range of feelings in their
 interactions with others and
 through their behaviour and
 play, including excitement
 and anxiety, guilt and self doubt
- Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings
- Manage their own needs. -Personal hygiene

Making relationships

 Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours

Sense of Self

- Recognises that they belong to different communities and social groups and communicates freely about own home and community
- Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group

Understanding Emotions

- Understands their own and other people's feelings, offering empathy and comfort
- Talks about their own and others' feelings and behaviour and its consequences
- Is more able to manage their feelings and tolerate situations in which their wishes cannot be met
- Show resilience and perseverance in the face of challenge
- Manage their own needs. -Personal hygiene
- Identify and moderate their own feelings socially and emotionally

Making relationships

 Is becoming more socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support

Sense of self

- Has a clear idea about what they want to do in their play and how they want to go about it.
- Shows confidence in choosing resources and perseverance in carrying out a chosen activity

Understanding Emotions

- Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people Seeks support, "emotional refuelling" and practical help in new or challenging situations.
- Understand their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge
- Manage their own needs. -Personal hygiene
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.

Making relationships

 Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support

Sense of Self

Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms

Understanding Emotions

- Is aware of behavioural expectations and sensitive to ideas of justice and fairness
- Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise
- Understand their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge
- Manage their own needs. Personal hygiene
- Think about the perspectives of others.

Building relationships

• Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.

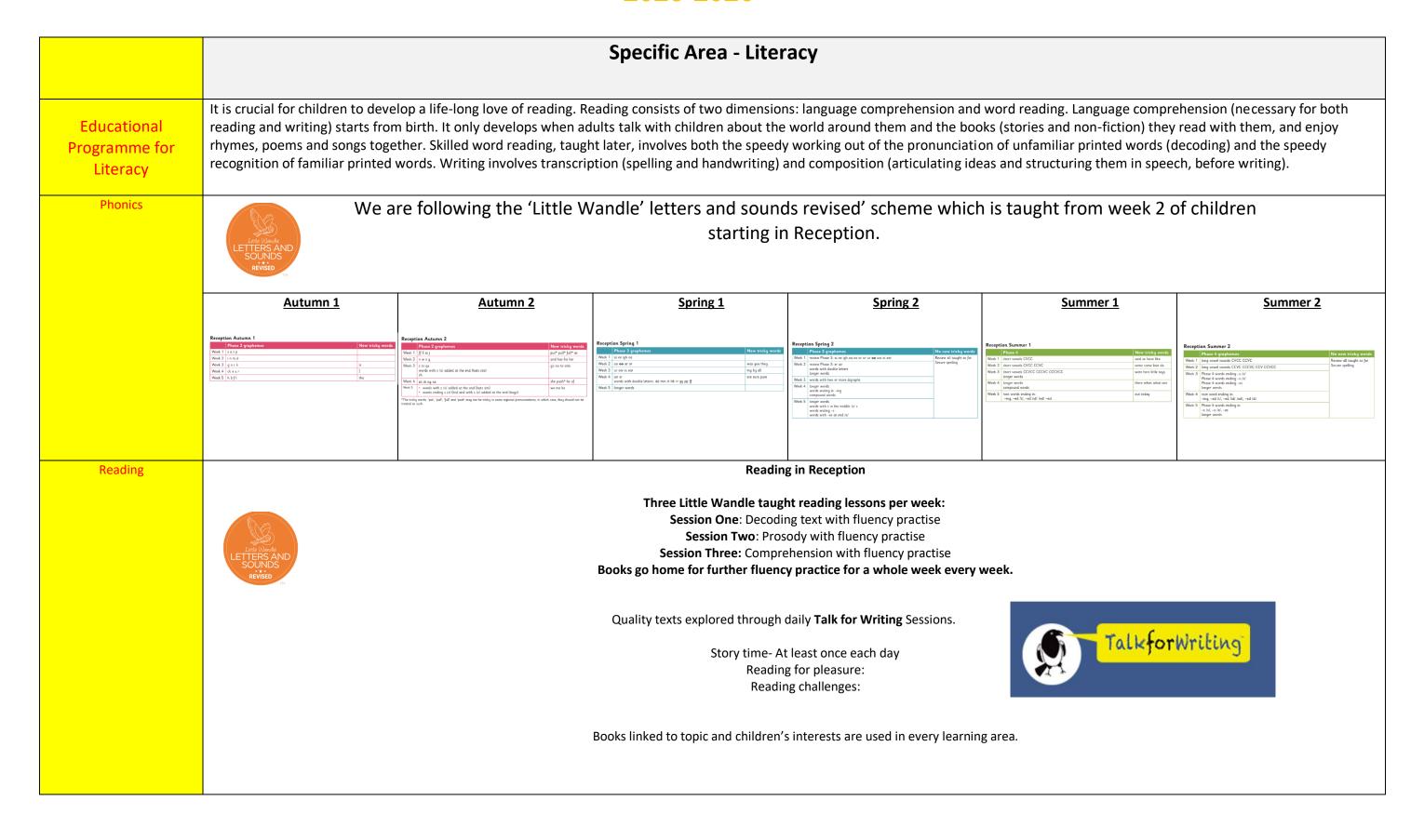
Managing self

- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge

Self-Regulation

 Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly

	Prime Area - Physical Development						
Educational Programme for Physical Development	Physical activity is wital in children's all round development, or ability strength, co-ordination and positional awarieness through turning trine, crawling and play investment with both objects and adults by creating garries and providing opportunities for play both indoors and outdoors, adults can support the properties of the play both indoors and outdoors, adults can support the smaller muscles in the lower arms, with such adults or a good posture when stitting at a table or string on the lower arms, with such adults or a good posture when stitting at a table or string on the lower arms, with such adults or a good posture when stitting at a table or string on the lower arms, with such adults or a good posture when stitting at a table or string on the lower arms, with such adults to support the smaller muscles in the lower arms, with such adults to support the smaller muscles in the lower arms, with such adults to support the smaller muscles in the lower arms, with such adults to support the smaller muscles in the lower arms, with such adults to support the smaller muscles in the lower arms, with such adults to support the smaller muscles in the lower arms, with such adults to support the smaller muscles in the lower arms, with such adults to support the smaller muscles in the lower arms, with such adults to support the smaller muscles in the lower arms, with such adults to support the smaller muscles in the lower arms, with such adults to support the smaller muscles in the lower arms, with such adults to support the smaller muscles in the lower arms, with a many adults to support the smaller muscles in the lower arms, with such adults to support the smaller muscles in the lower arms, with such adults to support the smaller muscles in the lower arms, with such adults to adult to develop B-Lateral Coordination - Symmetrical Movements and adults to develop B-Lateral Coordination - Symmetrical Movements and adults to support the smaller muscles in the lower arms, within a small part to such the such adults to s						



Reception Curriculum 2025-2026

Handwriting

Key Texts within

Literacy:

The book offer can be adapted to

meet the needs/interests of the

children within enhancement.)



It consists of four main threads:

- · Making bodies stronger,
 - Holding the pencil,
- Learning the letters, and
 - Flow and fluency



Fiction

- Three Little Pigs Traditional
- Little Red Hen Traditional
- Goldilocks and the Three Bears - Traditional

Non-Fiction

- Marvellous Me Lisa Bullard
- What makes me a me? –
 Ben Faulks



Fiction

- The Gingerbread Man Traditional
- The Leaf Thief Alice Hemming
- Stickman Julia Donaldson

Non-Fiction

- When Autumn Comes –
 Ekaterina Druckhan
 - Henry Hedgehog's First Autumn – Martini Snowdon-Harrison



Fiction

- Winter Sleep Sean Taylor and Alex Morse
- On Every House in Every Street – Jess Hitchman
- Martha Maps it out Leigh Hodgkinson
- Mr Wolf's Pancakes Jan Fernley

Poetry

The Nature Trail –
 Benjamin Zephaniah

Non-Fiction

- Maps of school environment
- Maps of local areas



Fiction

- That's my Flower Alice Hemming
- Monkey Puzzle Julia Donaldson

Non-fiction

 When Spring Comes – Ekaterina Trukhan

Rhyme/Non-fiction

Little Bee – Autumn
 Publishing



Fiction

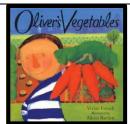
- Dear Earth Isabel Otter
- A Place called home Kate Baker
- Tad Benji Davis

Poetry

 My Village: Rhymes from Around the World – collected by Danielle Wright

Non-fiction

- Welcome to our table: A celebration of what children eat everywhere – Laura Mucha and Ed Smith
- Look inside our World Emily Bone



Fiction

- Oliver's Vegetables Vivian
 French
- The Gigantic Turnip Aleksei Tolstoy
- The Journey Neil Griffiths

Non-Fiction

• From seed to sunflower

Poetry/Rhyme/Songs The song offer can be adapted to meet the needs/interests of the children.)	Nursery rhymes/songsAutumn songs	Production songsChristmas songs	 I'm a little snowman Here we go round the mulberry bush 	 Spring chicken Peter Rabbit had a fly upon his nose. Chick chick chicken It's a monkey puzzle 	 Down in the jungle A sailor went to sea Rainforest animals song Alice the camel Noisy animals in the jungle 	 Aeroplane, Aeroplane Row, row row your boat. Wheels on the bus. Twinkle twinkle chocolate bar The seed
Literacy Writing Transcription/ Composition	 Finger strengthening activities- playdough etc. Handwriting- basic lines, shapes and patterns Teach effective pencil hold and writing posture Introduction to daily Name writing – Begin to recognise name card, trace or copy name Follow simple text maps to retell a story. Taking part in speaking activities, using clear speech, Engaging with storytelling, using actions and varying voice. Being engaged with storytelling - suggesting additions and substitutions, Understanding and using new vocabulary. Making up stories, play scenarios, and drawings in response to experiences, such as outings, special occasions. Sometimes gives meaning to drawings and paintings Ascribing meanings to signs, symbols and words seen in different places, including those they make themselves Engage in mark making during child-initiated learning. 	 Finger strengthening activities –threading etc Handwriting- letter shape groups e.g. basic curly caterpillars, basic long ladders, and numbers Teach effective pencil hold and writing posture Daily Name Writing- Find name card, copy name Draw simple text maps following a model and use to rehearse retelling the story. Taking part in speaking activities, using clear speech Engaging with storytelling, trying out new vocabulary confidently. Participate in shared writing -make suggestions, identify sounds, tricky words, re read text. Take part in guided writing, orally composing captions and applying emerging phonic skills. Write simple words/captions based on phonic knowledge. Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations. Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touchscreen technology Begins to break the flow of speech into words, to hear and say sounds in words. 	 Finger strengthening activities- dependent on assessment Handwriting- numbers and letter shape groups e.g. continue to practise curly caterpillars, revisit long ladders, focus robot arms Focus on effective pencil hold and writing posture. Daily Name Writing-Practise Writing/coping first name. Making suggestions during shared writing, help to spell simple words, identify tricky words, identify where a full stop or capital letter is needed Begin to create simple text maps with support, adding words/labels use to rehearse to retell a story. Retell text using text maps using prosody. Use and understand previously learned and newly acquired vocabulary in the correct context. Writes simple transcribed captions applying phonic skills and knowledge with some support. Write tricky words learned so far. Continues to enjoy creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, ticket, lists, invitations and books displaying phonics skills and knowledge. 	 Finger strengthening activities- dependent on assessment Handwriting- continue to practise numbers and letter shape groups knowing where the letters sit on a line. Focus on effective pencil hold and writing posture. Daily Name Writing-Practise Write first name. Begin to copy surname. Making suggestions during shared writing: orally compose new sentences, add new vocabulary, spell simple words, identify tricky words; help to check correct use of full stops and capital letters. Create own text maps, adding words for description, notes etc. Use to rehearse retelling. Innovates known texts. Retell text using text maps. Remembering to use previously learned and newly acquired vocabulary in the correct context. Segments sounds in words and blends them together Writes words based on phonic knowledge during directed tasks and play. Uses their developing phonic knowledge to write things such as labels and captions Begins to write a simple transcribed sentence. Composes sentences orally using conjunctions, 'and', 'so', 'but. 	 Finger strengthening activities-dependent on assessment Handwriting- continue to practise numbers and words using letter shape groups e.g. further curly caterpillars, further long ladders, further robot arms Practises the layout of sentences on lined paper – starting at the margin, appropriate use of ascenders and descenders. Daily Name Writing- writes first name. Continue to practise writing surname. Contribute during shared writing, suggest new ideas, orally compose new sentences, add new vocabulary, help to spell simple words, identify tricky words, check for mistakes e.g. "we need a capital letter there", "we need a full stop there" Innovates known texts. Create own text maps, adding words for description, notes etc. Use to rehearse text before writing. Writes captions and simple sentences based on phonic knowledge during directed tasks and play. Uses developing phonic knowledge and skills to write transcribed sentence including 'tricky words' using capital letters and full stops. Begins to write down captions/sentences they have composed orally. Confidently retell texts, vary voice as appropriate, add own ideas and enhancements to texts. Use an increasing number of connecting words to link ideas, use adjectives to describe. 	 Finger strengthening activities-dependent on assessment Handwriting- continue to practise numbers and words using letter shape groups e.g. further curly caterpillars, further long ladders, further robot arms Practises the layout of sentences on lined paper – starting at the margin, appropriate use of ascenders and descenders. Daily Name Writing- writes first name. Continue to practise writing surname. Contributes during shared writing, suggest new ideas, orally compose new sentences, add new vocabulary, help to spell simple words, identify tricky words, check for mistakes e.g. "we need a capital letter there", "we need a full stop there" Innovates known texts. Confidently retell texts for a range of audiences, vary voice as appropriate, add own ideas and embellishments to texts, use an increasing number of connecting words to link ideas, use adjectives to describe. Uses phonic knowledge and skills to compose and write simple sentences using capital letters and full stops. Looks for increasing opportunities to write during child-initiated learning. Recognise and correct mistakes in written work. Composes and writes simple sentence using phonics skills and knowledge that can be read by others.

		Specific Area - Mathematics						
Educational Programme for Mathematics	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develor a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and ten-frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.							
	 Getting to know to you Baseline assessment Match, sort and compare Talk about measure and patterns It's me 1,2 and 3 Circles and triangles 1,2,3,4,5 Shapes with 4 sides 	 White Rose MATHS Alive in 5 Mass and capacity Growing 6,7,8 Building 9 and 10 Exploring 3D shapes 	 To 20 and beyond How many now Manipulate, compose and decompose Visualise, build map Make connecti Consolidation 	ose grouping Id and ctions				

		Specific Area – Understanding the World							
Educational Programme for Understanding the World	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.								
Ongoing themes throughout the Year	 Exploring Seasons through: What we see on the ground, around us and in the air. Using our five senses Exploring weather Dressing for 'forest school' 								
Understand the World (Kapow - Geography)	Outdoor adventures Activity 1 - Nature catchers Activity 2 - Exploring the weather Activity 3 - Senses in Nature Activity 4 - Exploring the Seasons Activity 5 - Dress the teddy. Activity 6 - How can we welcome animals on to the school grounds?		Activity 1 - Our school from above Activity 2 - Let's build a map Activity 3 - Investigating maps Activity 4 - Map making		Around the World Activity 1 – Home and Away Activity 2 – Bear's UK travels Activity 3 – City or countryside? Activity 4 – Exploring world landscapes Activity 5 – Desert explorers Activity 6 – Polar explorers				
Understanding the World (Kapow History)	Now and Next Classroom Visual Timetable School Rules – 1, 2 and 3 -Hands up	Peek in the Past Activity – Remembrance: What does it mean to Remember?		Peek in the past Activity 1 – Can you guess who? Activity 2 - Past and Present Activity 3 – My life timeline Activity 4 – Toy box Activity 5 – Spot the difference		Transport through time			

	Changing Seasons	Changing Seasons	Changing Seasons	Changing Seasons	Changing Seasons	Changing Seasons
	Activity 1 - Autumn Treasures	Activity 2 - Whatever the Weather I am a Scientist	Activity 2 - Whatever the Weather	Activity 2 - Whatever the Weather	Activity 2 - Whatever the Weather	Activity 2 - Whatever the Weather
Understanding	Activity 2 -Whatever the weather	Activity 1 – Push or Pull	Activity 3: Winter Wildlife	Activity 4: Spring time magic	Activity 5 - Sandcastle Science	Autumn 6 -Summer Senses
the World (Kapow Science)		Activity 2 – Loud or Quiet Activity 3 – Float or Sink Activity 4 – Freeze or Melt	(linked to text 'Winter Sleep' – woodland animals, e.g. hedgehogs, badgers)	Animal Adventures Activity 1 – Living and non- living (Flashback)	Our Beautiful Planet	Our Beautiful Planet
		Activity 5 – Light or Dark		Activity 2 – Describing minibeasts Activity 3: On the farm Activity 4: Animal homes Activity 5: Zoo animals	Activity 1 – Exploring outdoors Activity 5 – Caring for the Earth	Activity 2- Plants Activity 3 – Exploring plant parts Activity 4 – Planting seeds
				,		
	Autumn – 22.9.25	Remembrance Day –	Christmas Reflections, New	Ramadan – 17.2.26-18.3.26,	May Day – 4.5.26	Summer – 20.6.26
	Harvest, Diwali – 20.10.25	11.11.26, Children in Need	Year Resolutions, Chinese New	Holy (Hindu – Festival of	Shavuot (Jewish Holiday) –	Father's Day – 21.6.26
		– 14.11.25, Hannukah –	Year – 17.2.25	Colours) – 4.3.26, Mother's	21.5.26-23-5-26	_
	What makes us special?	20.12.25, Christmas –	Shrove Tuesday – 17.2.26	Day – 15.3.26, Eid – 19.3.26,	Eid-Al-Adha — 26.5.26	Why are some stories
	Activity 1 - Why are we special	25.12.25		Spring – 20.3.26, Earth Hour –		special?
	Activity 2- Who is special to		Why are some places special?	28.3.26 and Easter Sunday –	What makes the world	Activity 1 – How do some
	you?	Hannukah– Time to		5.4.26	special?	people treat special books?
	Activity 3 - Who helps us?	celebrate	Activity 1 – What places are	Second of The tendents	Activity 1 – What is special	Activity 2 – What is your
	Activity 4 - Why should we	Activity 2 – What is	special to you?	Ramadan – Time to celebrate	about our world?	favourite story?
	care for others?	Hannukah?	Activity 2 – What places are	Activity 5 – What is Ramadan?	Activity 2 – Where do some	Activity 3 – What makes a
Understanding	Activity 5 - Why is Jesus	Christmas - What are	special to our community?	Holy – Time to celebrate	people believe the world	story special?
the World	special to some people?	special times	Activity 3 – What makes a	Activity 3 – What is Holy?	came from?	Activity 4 – What can we learn from a Christian story?
(Kapow RE)	Diwali – What are special times	Activity 4 – Why do many Christians celebrate	place special? Activity 4 – Why are churches	What makes the world	Activity 3 – Why should we look after our world?	Activity 5 – What can we
	Activity 1 – What are special	Christmas?	special to many Christian	special?	Activity 4 – How can we	learn from a Hindu story?
	times?	Activity 5 – How do some	people?	Activity 5 – What is the Easter	care for the world?	icam nom a miliau story:
	Activity 2 – What is Diwali?	Christian people celebrate	Activity 5 – Why are mosques	story?	care for the world.	
	Activity 3 – How do some	Christmas?	special to many Muslim	3.5.7.		
	Hindu people celebrate		people?			
	Diwali?					
	Harvest – Time to celebrate		Shrove Tuesday – Time to			
	Activity 1 - What is the Harvest		celebrate			
	Festival?		Activity 4 – What is Shrove			
	1	Ī	Tuesday?		Ī	

Reception Curriculum 2025-2026

Key questions to help me to answer the 'Big question' or subject specific questions.

These are prompts and ideas and can be used and adapted based on assessment and the needs/interests of the children.

- What is happening on the ground, in the air and in the sky at this time of year?
- Where can I find what I need in my class/school?
- What do I need to do now and next?
- What did I do this morning/last night/yesterday?
- What do I like/dislike?
- What do I look like?
- Who lives in my home?
- What does my home look like?
- What is the same and different about me and my friends?
- Can I name the parts of my body?
- Who do I go to if need help?
- Who helps me at home/school/in my community?
- What helps me to learn about the world around me?

- What are seasons and what changes do they bring?
- What is happening on the ground, in the air and in the sky at this time of year?
- What are people wearing at this time of year and why?
- What is different/same since we started school in September?
- What does tradition mean?
- What traditions do we follow at school and at home?
- How do you celebrate your birthday?
- How do your parents celebrate their birthday?
- Relate to the birth of Christ with gifts etc.What traditions do you follow?
- What does celebration mean?
- How do you and your family celebrate?
- How did your family celebrate when they were young?
- How do people celebrate in places other than Newtown?
- What is Bonfire night and what are the

- What are seasons and what changes do they bring?
- What is happening on the ground, in the air and in the sky at this time of year?
- What are people wearing at this time of year and why?
- What is different/same since we Finished school in December?
- What is near to me in the classroom? What is far from me in the classroom?
- Which class is near to Reception?
- Which classes are far from Reception?
- Where do I live and what is all around me?
- Where is my home on a map of Gornal/Dudley?
- What do I see on my walk to school?
- Which buildings are significant/special to me?
- What places are significant/special to me?
- Can I make a map of my journey to school?
- What new vocabulary do I understand and use?

- What are seasons and what changes do they bring?
- What is happening on the ground, in the air and in the sky at this time of year?
- What are people wearing at this time of year and why?
- What is different/same since we came back to school in January?
- What is the past?
- What happened this morning/yesterday/last week/last year?
- How have I changed since I was a baby?
- Why do people celebrate Eid?
- How do people celebrate Eid?
- What are the customs and traditions followed during Ramadan and Eid
- Why do Christians celebrate Easter? How does this compare to things that my family and I celebrate?
- Why do we celebrate Mother's day?
- What are we thankful for?
- What are the Easter traditions?
- What new vocabulary do I understand and use?

- What are seasons and what changes do they bring?
- What is happening on the ground, in the air and in the sky at this time of year?
- What are people wearing at this time of year and why?
- What is different/same since we were at school in March?
- What is Near to me?
- What is far away from my school/home?
- How is my environment different to people living in other parts of the city/World?
- What vocabulary would I use to describe places that I see around me and in books?
- How can I describe different bodies of water? (even if used inaccurately (sea/ocean, lake, river, pond)
- How is water represented on a map or globe?
- What new vocabulary do I understand and use?

- What are seasons and what changes do they bring?
- What is happening on the ground, in the air and in the sky at this time of year?
- What are people wearing at this time of year and why?
- What is different/same since half term?
- What do plants need to grow?(investigation)
- What plants can I eat?
- How do I care for plants?
- What creatures can I find in our garden?
- How do creatures help the garden?
- How do butterflies grow?
- Why don't caterpillars look like their parents?
- What is the same/different about caterpillars and the animals that I have already learned about?
- How have I changed since starting Reception? Looks/abilities/friendships
- What new vocabulary do I understand and use?
- What do I hope for in the future in Year One?
- What does transport mean?
- What types of transport can I name?

	Bonfire night traditions? Why do we wear poppies in November? What does brave, courageous, protect mean? Why part how do Christians celebrate Christmas? What does Nativity mean? What new vocabulary do I understand and use? Maps in the classroom – School map – Gornal Map – Dudley map – UK map – World map. (Destinations children have been to, destinations parents and grandparents are from, places countries discussed during learning should be highlighted on the relevant map.	ary do I e? es and
Ongoing UTW resources	Timeline – Children as babies, teachers as babies/children add events featured through leaning. (Events occurring in school, things that have happened yesterday, last week, last more years, decades etc ago to be added to the timeline.) The following prompts will support the acquisition and retention of skills and knowledge stated in the educational programme and to set the foundations of learning for Year One a beyond.	
5 5	years, decades etc ago to be added to the timeline.) The following prompts will support the acquisition and retention of skills and knowledge stated in the educational programme and to set the foundations of learning for Year One a beyond.	
5 5	years, decades etc ago to be added to the timeline.) The following prompts will support the acquisition and retention of skills and knowledge stated in the educational programme and to set the foundations of learning for Year One a	

EAD – Expressive	Marvellous Marks		Painting and Mixed Media		Sculpture and 3D: Creation	
Arts and Design	Activity 1 - Mark making with		Activity 1 Finger pointing		station	
(1)	Activity 1 – Mark making with wax crayons		Activity 1 – Finger painting		Activity 1 – Clay	
(Kapow - Art and	Activity 2 – mark making with		Activity 2 - Outdoor painting			
Design)	felt tips Activity 3 – Mark making with		Activity 3 – Painting to music		Activity 2 – Playdough	
	chalk		Activity 5 — Fainting to music		Activity 3 – Landscape art	
	Activity 4 – Observational		Activity 4 – Collage and			
	pencil drawings Activity 5 – Drawing faces		transient art		Activity 4 – Designing animal sculptures	
	Activity 6 -		Activity 5 - Landscape collage		animai sculptures	
	Drawing faces in colour				Activity 5 – Creating animal	
					sculptures	
					Activity 6 – Painting animal	
					sculptures	
Expressive Arts &		Cooking and nutrition:		Structures: Junk Modelling		Structures: Boats
Design		Soup				Activity 1 – Waterproof
(Kapow Design		Activity 1 – Fantastic fruit		Activity 1: Exploring junk		materials
Technology)		and vegetables		modelling and		Activity 2 Flooring and
		Activity 2 – Pumpkin Soup		Activity 2 - Cutting and scissor		Activity 2 – Floating and sinking
		Activity 3 - Designing		skills.		
		soup.				Activity 3 – Boats
		Activity 4 – Fine-motor skills		Activity 2: Choosing resources		Activity 4 – Investigating
				Activity 3: Temporary joins		boats
		Activity 5 – Making and evaluating soup.		A satisface de Nachine en entelle		Activity 5- Designing boats
		evaluatilig soup.		Activity 4: Making models		Activity 3- Designing bodts
						Activity 6- Creating and
						testing boats

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Expressive Arts &	Exploring Sound	Celebration Music	Music and Movement	Musical stories	Transport
Design	Activity 1 Vocal counds		Activity 1 Action congs	Activity 1 Maying to music	Activity 1 Evaloring
(Kapow Music)	Activity 1 – Vocal sounds	Christmas songs for	Activity 1 – Action songs	Activity 1 – Moving to music	Activity 1 – Exploring different types of transport
	Activity 2 – Body sounds	Nativity	Activity 2 – Finding the beat	Activity 2 – Storytelling with	amerent types or transport
	,	Activity 4 – Traditional		actions	Activity 2 – Trains
	Activity 3 – Instrumental	Christmas Music	Activity 3 – Exploring tempo		
	sounds			Activity 3 – Using instruments	Activity 3 – Boats
	Activity 4 – Environmental	Activity 5 – Christmas	Activity 4 – Exploring tempo	to represent actions	Activity 4 – Cars
	sounds	Action Songs	and pitch through dance	Activity 4 – Musical story	Activity 4 – Cars
	554.145		Lesson 5 – Music and	composition	Activity 5 – Transport journey
	Activity 5 – Nature sounds		movement performance		
				Activity 5 -Musical story	
	Celebration Music			performance	
	Diwali Music				
		1	F	aroughout the December Veer	

Expressive Art and Design throughout the Reception Year

Children will be given repeated opportunities to practise, embed and extend the skills listed above through carefully selected resources available in continuous provision and through direct teaching during quality interactions between adults and children.

Children will also:

- Begins to build a collection of songs and dances
- Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to
- Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking
- Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding
- Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama and the visual arts.
- Creates representations of both imaginary and real-life ideas, events, people and objects
- Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences
- Chooses particular movements, instruments sounds, colours and materials for their own imaginative purposes
- Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping

enrich the curriculum		Advent Santa	Anima		Invite a gardener in.		
Planned Experiences to	Forest School	Forest School Georgina Varney –		Local area walk – Gornal Village Farm		Forest School Botanical Gardens – Butterflies and Plants	
			Forest	School			
Events		Visiting Santa Christmas party					
Whole school		Non-uniform: Children in Need		Easter Bonnet Parade		Sports Day	
Key Vocabulary	length, hair colour, eye colour, skin colour, likes, dislikes, similarities, differences, Diwali – Rama, Sita, Diva, light, festival, tradition, rangoli, fireworks Autumn – Trees, leaves, weather, damp, wet, fog	parliament, rules, law, justice, government Christmas, Reverend Nativity, Jesus, Mary, Joseph, Bethlehem, angels, worship, gift, celebrate, tradition, birth Winter - frosty, icy, snowy, cold, freezing, changes,	quarter, fireworks, snake, health, wealth, happiness, lantern, red envelopes, dragon, Winter - frosty, icy, snowy, cold, freezing, changes, frozen	after, reward, thanks Easter Jesus Christ, risen, cross, betrayed, rose, Sunday Spring blossom, plants, showers, seeds, shoots, seedlings, new life,		changing, developing, young, chicks, tadpoles, caterpillars, stages, Allotment-beetroot, corn, beans, pumpkins, lettuce, Height, length, measure	
	•	celebrate, celebration, reward, party, festival, tradition, Remembrance, poppy, soldier, brave, courageous, protect, respect. Bonfire, Guy Fawkes, gun powder, Houses of	local area, Transport, bus, tram, Outside trees- oak, ash, beech, holly, bushes, plants, school, allotments, playground, hut, school building, upstairs, hall, reception area Lunar new year, Chinese	Eid Allah, Ramadan, fasting, Eid-al-Fitr, Qur'an, the Prophet Muhammed (PBUH), Lunar calendar, good deeds, Eid Mubarak Celebrate, tradition, Mother's day significant, care, support, help, look	Spring blossom, plants, showers, seeds, shoots, seedlings, new life, warmer, lighter, brighter	Plants-growing, planting, seeds, shoots, roots, seedling. Food - vegetables, grow, cut, mix, blend, mash, taste, improve Animals-creatures, insects born, growing,	