

## Reception Long Term Map

	<b>Autumn 1</b> All About Me	<b>Autumn 2</b> Traditional Tales	<b>Spring 1</b> Amazing Animals	<b>Spring 2</b> Our World/ Dinosaurs Space	<b>Summer 1</b> Growing (Plants and people)	<b>Summer 2</b> Good Times! (Superheroes/ Moving On)
<b>Communication and Language</b>	<p><b>Welcome to Reception</b></p> <ul style="list-style-type: none"> <li>• Settling in activities</li> <li>• Making friends</li> <li>• Children talking about experiences that are familiar to them</li> <li>• What are your passions / goals / dreams?</li> <li>• This is me!</li> <li>• Rhyming and alliteration</li> <li>• Familiar Print</li> <li>• Sharing facts about me!</li> <li>• Mood Monsters Shared stories</li> <li>• All about me!</li> <li>• Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”</li> </ul>	<p><b>Tell me a story!</b></p> <ul style="list-style-type: none"> <li>• Settling in activities</li> <li>• Develop vocabulary</li> <li>• Discovering Passions</li> <li>• Tell me a story - retelling stories</li> <li>• Listening and responding to stories</li> <li>• Story language</li> <li>• Word hunts</li> <li>• Following instructions</li> <li>• Takes part in discussion</li> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Use new vocabulary through the day.</li> <li>• Choose books that will develop their vocabulary</li> </ul>	<p><b>Tell me why!</b></p> <ul style="list-style-type: none"> <li>• Using language well</li> <li>• Ask’s how and why questions...</li> <li>• Discovering Passions</li> <li>• Retell a story with story language</li> <li>• Story invention – talk it!</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Describe events in some detail.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Learn rhymes, poems and songs.</li> </ul>	<p><b>Talk it through!</b></p> <ul style="list-style-type: none"> <li>• Describe events in detail – time connectives.</li> <li>• Discovering Passions</li> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Use picture cue cards to talk about an object: “What colour is it? Where would you find it?”</li> <li>• Sustained focus when listening to a story.</li> </ul>	<p><b>What happened?</b></p> <ul style="list-style-type: none"> <li>• Settling in activities</li> <li>• Discovering Passions</li> <li>• Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives.</li> </ul>	<p><b>Time to share!</b></p> <ul style="list-style-type: none"> <li>• Show and tell</li> <li>• Weekend news</li> <li>• Discovering Passions</li> <li>• Read aloud books to children that will extend their knowledge of the world and illustrate a current topic.</li> <li>• Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</li> </ul>

<b>Personal, Social &amp; Emotional Development</b>	<b>Autumn 1</b> All About Me	<b>Autumn 2</b> Traditional Tales	<b>Spring 1</b> Amazing Animals	<b>Spring 2</b> Our World/ Dinosaurs Space	<b>Summer 1</b> Growing (Plants and people)	<b>Summer 2</b> Good Times! (Superheroes/ Moving On)
	<ul style="list-style-type: none"> <li>• New Beginnings</li> <li>• See themselves as a valuable individual.</li> <li>• Being me in my world</li> <li>• Class Rules and Routines</li> <li>• Supporting children to build relationships</li> <li>• Dreams and Goals</li> </ul>	<ul style="list-style-type: none"> <li>• Getting on and falling out.</li> <li>• How to deal with anger</li> <li>• Emotions</li> <li>• Self - Confidence</li> <li>• Build constructive and respectful relationships.</li> <li>• Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</li> </ul>	<ul style="list-style-type: none"> <li>• Good to be me Feelings</li> <li>• Learning about qualities and differences</li> <li>• Looking after pets</li> <li>• Celebrating differences</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• What makes a good friend?</li> <li>• Random acts of Kindness</li> <li>• Looking After our planet</li> <li>• Give children strategies for staying calm in the face of frustration.</li> <li>• Talk them through why we take turns, wait politely, tidy up after ourselves and so on.</li> </ul>	<ul style="list-style-type: none"> <li>• Looking after others</li> <li>• Friendships</li> <li>• Dreams and Goals</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Discuss why we take turns, wait politely, tidy up after ourselves and so on.</li> <li>• Healthy me.</li> </ul>	<ul style="list-style-type: none"> <li>• Taking part in sports day (winning and losing).</li> <li>• Changing me</li> <li>• Look how far I've come!</li> <li>• Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</li> </ul>
<b>Physical Development- Fine Motor</b>	<b>Autumn 1</b> All About Me	<b>Autumn 2</b> Traditional Tales	<b>Spring 1</b> Amazing Animals	<b>Spring 2</b> Our World/ Dinosaurs Space	<b>Summer 1</b> Growing (Plants and people)	<b>Summer 2</b> Good Times! (Superheroes/ Moving On)
	<ul style="list-style-type: none"> <li>• Fine Motor activities: Threading, cutting, weaving, playdough etc.</li> <li>• Manipulate objects with good fine motor skills.</li> <li>• Draw lines and circles using gross motor movements.</li> <li>• Hold pencil/paint brush beyond whole hand grasp.</li> <li>• Pencil Grip.</li> </ul>	<ul style="list-style-type: none"> <li>• Fine Motor activities: Threading, cutting, weaving, playdough etc.</li> <li>• Develop muscle tone to put pencil pressure on paper.</li> <li>• Use tools to effect changes to materials.</li> <li>• Show preference for dominant hand</li> <li>• Engage children in structured activities: guide them in what to draw, write or copy.</li> <li>• Teach and model correct letter formation.</li> </ul>	<ul style="list-style-type: none"> <li>• Fine Motor activities: Threading, cutting, weaving, playdough etc.</li> <li>• Begin to form letters correctly.</li> <li>• Handle tools, objects, construction and malleable materials with increasing control.</li> <li>• Encourage children to draw freely.</li> <li>• Holding Small Items</li> <li>• Button Clothing</li> <li>• Cutting with Scissors</li> </ul>	<ul style="list-style-type: none"> <li>• Fine Motor activities: Threading, cutting, weaving, playdough etc.</li> <li>• Hold pencil effectively with comfortable grip.</li> <li>• Forms recognisable letters most correctly formed.</li> </ul>	<ul style="list-style-type: none"> <li>• Fine Motor activities: Threading, cutting, weaving, playdough etc.</li> <li>• Develop pencil grip and letter formation continually</li> <li>• Use one hand consistently for fine motor tasks.</li> <li>• Cut along a straight line with scissors.</li> <li>• Start to cut along a curved line, like a circle.</li> <li>• Draw a cross</li> </ul>	<ul style="list-style-type: none"> <li>• Fine Motor activities: Threading, cutting, weaving, playdough etc.</li> <li>• Form letters correctly</li> <li>• Copy a square</li> <li>• Begin to draw diagonal lines, like in a triangle</li> <li>• Start to colour inside the lines of a picture</li> <li>• Start to draw pictures that are recognisable /</li> <li>• Build things with smaller linking blocks, such as Duplo or Lego</li> </ul>

Autumn 1 All About Me	Autumn 2 Traditional Tales	Spring 1 Amazing Animals	Spring 2 Our World/ Dinosaurs Space	Summer 1 Growing (Plants and people)	Summer 2 Good Times! (Superheroes/ Moving On)
<ul style="list-style-type: none"> <li>• Cooperation games i.e. parachute games.</li> <li>• Climbing – outdoor equipment</li> <li>• Different ways of moving to be explored with children</li> <li>• Changing for PE.</li> <li>• Help individual children to develop good personal hygiene.</li> <li>• Acknowledge and praise their efforts.</li> <li>• Provide regular reminders about thorough handwashing and toileting.</li> </ul>	<ul style="list-style-type: none"> <li>• Ball skills- throwing and catching.</li> <li>• Crates play- climbing. Skipping ropes in outside area.</li> <li>• Dance related activities</li> <li>• Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push.</li> <li>• Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts.</li> </ul>	<ul style="list-style-type: none"> <li>• Ball skills- aiming, dribbling, pushing, throwing &amp; catching, patting, or kicking.</li> <li>• Ensure that spaces are accessible to children with varying confidence levels, skills and needs.</li> <li>• Provide a wide range of activities to support a broad range of abilities.</li> <li>• Dance / moving to music.</li> </ul>	<ul style="list-style-type: none"> <li>• Balance- children moving with confidence</li> <li>• dance related activities.</li> <li>• Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</li> <li>• Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>• Obstacle activities</li> <li>• children moving over, under, through and around equipment.</li> <li>• Encourage children to be highly active and get out of breath several times every day.</li> <li>• Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</li> <li>• Dance / moving to music.</li> </ul>	<ul style="list-style-type: none"> <li>• Races / team games involving gross motor movements.</li> <li>• Dance related activities</li> <li>• Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.</li> <li>• Gymnastics/ Balance activities.</li> </ul>

Autumn 1 All About Me	Autumn 2 Traditional Tales	Spring 1 Amazing Animals	Spring 2 Our World/ Dinosaurs Space	Summer 1 Growing (Plants and people)	Summer 2 Good Times! (Superheroes/ Moving On)
<ul style="list-style-type: none"> <li>• Joining in with rhymes and showing an interest in stories with repeated refrains.</li> <li>• Environment print.</li> <li>• Having a favourite story/rhyme.</li> <li>• Understand the five key concepts about print:               <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> </ul> </li> <li>• Sequencing familiar stories through the use of pictures to tell the story.</li> <li>• Recognising initial sounds.</li> <li>• Name writing activities.</li> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Retell stories related to events through acting/role play.</li> <li>• Christmas letters/lists. Retelling stories using images / apps.</li> <li>• Pie Corbett Actions to retell the story using story maps.</li> <li>• Editing of story maps and orally retelling new stories. Non-Fiction-</li> <li>• Focus Retelling of stories.</li> <li>• Sequence story – use vocabulary of beginning, middle and end.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>• Enjoys an increasing range of books.</li> </ul>	<ul style="list-style-type: none"> <li>• Making up stories with themselves as the main character – Using Tales Toolkit strategy.</li> <li>• Encourage children to record stories through picture drawing/mark making for LAs.</li> <li>• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>• Read a few common exception words matched to RWI.</li> <li>• Make the books available for children to share at school and at home.</li> <li>• Avoid asking children to read books at home they cannot yet read</li> </ul>	<ul style="list-style-type: none"> <li>• Information leaflets about animals in the garden/plants and growing.</li> <li>• Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• World Book Day</li> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>• They develop their own narratives and explanations by connecting ideas or events</li> </ul>	<ul style="list-style-type: none"> <li>• Stories from other cultures and traditions.</li> <li>• Retell a story with actions and / or picture prompts as part of a group.</li> <li>• Use story language when acting out a narrative.</li> <li>• Rhyming words.</li> <li>• Parents reading stories.</li> <li>• Can explain the main events of a story.</li> <li>• Can draw pictures of characters/ event / setting in a story.</li> <li>• May include labels, sentences or captions.</li> <li>• Timeline of how plants grow.</li> </ul>	<ul style="list-style-type: none"> <li>• Can draw pictures of characters/ event / setting in a story.</li> <li>• Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions.</li> <li>• Make predictions.</li> <li>• Beginning to understand that a non-fiction is a non-story- it gives information instead.</li> <li>• Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</li> <li>• Sort books into categories.</li> </ul>

	<b>Autumn 1</b> All About Me	<b>Autumn 2</b> Traditional Tales	<b>Spring 1</b> Amazing Animals	<b>Spring 2</b> Our World/ Dinosaurs Space	<b>Summer 1</b> Growing (Plants and people)	<b>Summer 2</b> Good Times! (Superheroes/ Moving On)
<b>English- Word Reading</b>	<ul style="list-style-type: none"> <li>• <b>Reading:</b> Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall.</li> <li>• Help children to read the sounds speedily (this will make sound-blending easier).</li> <li>• Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.</li> </ul>	<p><i>Differentiated groups</i></p> <ul style="list-style-type: none"> <li>• <b>Reading:</b> Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right.</li> <li>• Spotting diagraphs in words.</li> <li>• Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell</li> </ul>	<p><i>Differentiated groups</i></p> <ul style="list-style-type: none"> <li>• <b>Reading:</b> Rhyming strings, common theme in traditional tales, identifying characters and settings.</li> <li>• Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'.</li> <li>• Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</li> </ul>	<p><i>Differentiated groups</i></p> <ul style="list-style-type: none"> <li>• <b>Reading:</b> Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.</li> <li>• Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</li> <li>• Children should not be required to use other strategies to work out words.</li> </ul>	<p><i>Differentiated groups</i></p> <ul style="list-style-type: none"> <li>• <b>Reading:</b> Non-fiction texts, internal blending.</li> <li>• Naming letters of the alphabet. Distinguishing capital letters and lower-case letters.</li> <li>• Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.</li> </ul>	<p><i>Differentiated groups</i></p> <ul style="list-style-type: none"> <li>• <b>Reading:</b> Reading simple sentences with fluency.</li> <li>• Reading CVCC and CCVC words confidently.</li> <li>• End of term assessments.</li> <li>• Transition work with Year 1 staff.</li> </ul>
<b>English- Writing</b>	<ul style="list-style-type: none"> <li>• Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</li> <li>• Shopping lists,</li> <li>• Writing initial sounds and simple captions.</li> <li>• Use initial sounds to label characters / images.</li> <li>• Silly soup.</li> <li>• Names Labels/ Captions Lists Diagrams Messages</li> <li>• Create a Message centre!</li> </ul>	<ul style="list-style-type: none"> <li>• Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions for porridge.</li> <li>• Help children identify the sound that is tricky to spell.</li> <li>• Sequence the story.</li> <li>• Write a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing some of the tricky words such as I, me, my, like, to, the.</li> <li>• Writing CVC words.</li> <li>• Labels using CVC, CVCC, CCVC words.</li> <li>• Guided writing based around developing short sentences in a meaningful context. Create a story board.</li> </ul>	<ul style="list-style-type: none"> <li>• Creating own story maps, writing captions and labels, writing simple sentences.</li> <li>• Writing short sentences to accompany story maps.</li> <li>• Order the Easter story.</li> <li>• Labels and captions – life cycles.</li> <li>• Recount – A trip to the park.</li> <li>• Character descriptions.</li> <li>• Write 2 sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Rhyming words.</li> <li>• Acrostic poems</li> </ul>	<ul style="list-style-type: none"> <li>• Story writing, writing sentences using a range of tricky words that are spelt correctly.</li> <li>• Beginning to use full stops, capital letters and finger spaces.</li> <li>• Innovation of familiar texts.</li> <li>• Using familiar texts as a model for writing own stories/character description.</li> </ul>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"> <li>• Maths baselines</li> <li>• Number rhymes and games</li> <li>• Consolidation of number and number patterns</li> </ul>	<p><b>RLS1</b> Subitising (including equivalence, more and less) Subitising numbers up to 5; recognising the amount without counting. Recognising numbers to 5 and linking names to their values.</p> <p><b>RLS2</b> Counting Skills (stable order and one to one correspondence) Counting reliably, using number names in order and one to one correspondence comparing the groups after classification.</p> <p><b>RLS3</b> Comparison –Measures Comparing objects by length, thickness and weight/mass, using appropriate language to describe and order them.</p>	<p><b>RLS4</b> Pattern Recognition Noticing, describing and extending patterns, including thinking about what part is the repeating unit.</p> <p><b>RLS5</b> Classification Classifying (grouping) objects using given criteria and their own ideas.</p> <p><b>RLS6</b> Counting the Sort (including cardinality) Counting a set of items accurately, saying how many are in the set and comparing this to the amount in other sets.</p> <p><b>RLS7</b> Using Counting to Compare Using counting to compare and finding a precise numerical difference in sets of objects in varied contexts.</p>	<p><b>RLS8</b> Spatial Thinking Developing spatial thinking and spatial language linked to position and direction, in movements and using symbols.</p> <p><b>RLS9</b> Magnitude – Ordering and Estimating Knowing the position of numbers 0-10 and the relationship to other numbers, such as 0, 5 or 10</p> <p><b>RLS10</b> Regrouping the Whole. Developing a deeper understanding that numbers.</p>	<p><b>RLS11</b> Regrouping parts to find the total (the whole). Combining parts to make a whole and using the part, whole model to develop an understanding of addition.</p> <p><b>RLS12</b> Finding the whole and missing parts. Explores what to do when something is missing; initially the whole but moving on to working out a missing part. Different types of problems will be used to teach. different strategies.</p> <p><b>RLS13</b> Ten and Some More. Understanding values to 20 (focusing on the numbers 10 – 20) by creating the unit of 10, for comparison and finding one more and one less than a number.</p>	<p><b>RLS14</b> Doubling and Halving Exploring doubling and halving, including solving problems involving doubling and Halving.</p> <p><b>RLS15</b> Odd and Even Understanding that numbers are either odd or even, looking at their ‘composition’ and whether they share fairly into two groups.</p> <p><b>RLS16</b> Counting Beyond 20 Counting beyond 20, recognising the pattern of the counting system, exploring the value of tens and ones in numbers.</p>



Autumn 1 All About Me	Autumn 2 Traditional Tales	Spring 1 Amazing Animals	Spring 2 Our World/ Dinosaurs Space	Summer 1 Growing (Plants and people)	Summer 2 Good Times! (Superheroes/ Moving On)
<ul style="list-style-type: none"> <li>Identifying their family.</li> <li>Commenting on photos of their family; naming who they can see and of what relation they are to them.</li> <li>Can talk about what they do with their family and places they have been with their family.</li> <li>Can draw similarities and make comparisons between other families.</li> <li>Name and describe people who are familiar to them. Festivals we celebrate as a class. Similarities and differences between people's occasions.</li> <li>Read fictional stories about families and start to tell the difference between real and fiction.</li> <li>Talk about members of their immediate family and community.</li> <li>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>Can talk about what they have done with their families during Christmas' in the past.</li> <li>Show photos of how Christmas used to be celebrated in the past.</li> <li>Why we celebrate Christmas and perform nativity.</li> <li>Use world maps to show children where some stories are based.</li> <li>Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.</li> <li>Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need.</li> <li>How and why we prepare for different occasions.</li> <li>Seasons changing to winter.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to stories and placing events in chronological order.</li> <li>What can we do here to take care of animals in the jungle?</li> <li>Compare animals from a jungle to those on a farm.</li> <li>Explore a range of jungle animals.</li> <li>Learn their names and label their body parts.</li> <li>Could include a trip to the zoo.</li> <li>Nocturnal Animals Making sense of different environments and habitats.</li> <li>Use images, video clips, shared texts, and other resources to bring the wider world into the classroom.</li> <li>Listen to what children say about what they see.</li> <li>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</li> <li>After close observation, draw pictures of the</li> </ul>	<ul style="list-style-type: none"> <li>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals.</li> <li>Create opportunities to discuss how we care for the natural world around us.</li> <li>Can children make comments on the weather, culture, clothing, housing.</li> <li>Change in living things.</li> <li>Changes in the leaves, weather, seasons,</li> <li>Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.</li> <li>Building a 'Bug Hotel'</li> <li>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</li> <li>Encourage interactions with the</li> </ul>	<ul style="list-style-type: none"> <li>Use Handa's Surprise to explore a different country.</li> <li>Discuss how they got to school and what mode of transport they used.</li> <li>Introduce the children to a range of transport and where they can be found.</li> <li>Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.</li> <li>Use bee-bots on simple maps. Encourage the children to use navigational language.</li> <li>Can children talk about their homes and what there is to do near their homes?</li> <li>Look out for children drawing/painting or constructing their homes.</li> </ul>	<ul style="list-style-type: none"> <li>To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.</li> <li>Learn about what a palaeontologist is and how they explore really old artefacts.</li> <li>Introduce Mary Anning as the first female to find a fossil.</li> <li>Materials: Floating / Sinking – boat building Metallic / non-metallic objects.</li> <li>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</li> <li>Special places in the classroom for reflection.</li> <li>Which places are important in the community to</li> </ul>

	<ul style="list-style-type: none"> <li>• Introduce children to different occupations.</li> <li>• Listen out for and make note of children’s discussion between themselves regarding their experience of past birthday celebrations.</li> <li>• Seasons – autumn.</li> </ul>		<p>natural world, including animals and plants.</p> <ul style="list-style-type: none"> <li>• Comparing the world – knowing about different countries.</li> </ul>	<p>outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p> <ul style="list-style-type: none"> <li>• Look for children incorporating their understanding of the seasons and weather in their play.</li> <li>• Use the BeeBots</li> <li>• Environments – Features of local environment.</li> <li>• Maps of local area Comparing places on Google Earth – how are they similar/different?</li> <li>• Introduce the children to NASA and America. Can children differentiate between land and water?</li> <li>• Why do Christians celebrate Easter? Why do they put a cross in the garden?</li> <li>• Explore similarities and differences between weddings in different cultures.</li> <li>• Look at traditional weddings, why people get married.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage them to comment on what their home is like.</li> <li>• Show photos of the children’s homes and encourage them to draw comparisons.</li> <li>• Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.</li> <li>• Take children to places of worship and places of local importance to the community.</li> <li>• Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there.</li> </ul>	<p>religious families? Visit from / to the local church?</p>
--	---	--	--	---	--	--



Autumn 1 All About Me	Autumn 2 Traditional Tales	Spring 1 Amazing Animals	Spring 2 Our World/ Dinosaurs Space	Summer 1 Growing (Plants and people)	Summer 2 Good Times! (Superheroes/ Moving On)
<ul style="list-style-type: none"> <li>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.</li> <li>Sing call-and-response songs, so that children can echo phrases of songs you sing.</li> <li>Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</li> <li>Julia Donaldson songs.</li> <li>Exploring sounds and how they can be changed, tapping out of simple rhythms.</li> <li>Provide opportunities to work together to develop and realise creative ideas</li> </ul>	<ul style="list-style-type: none"> <li>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats.</li> <li>Listen to music and make their own dances in response.</li> <li>Castle models</li> <li>Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems.</li> <li>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</li> <li>Role Play Party's and Celebrations Role Play of The Nativity</li> <li>Cooking or baking biscuits – gingerbread (DT).</li> </ul>	<ul style="list-style-type: none"> <li>Rousseau's Tiger / animal prints / Designing homes for hibernating animals.</li> <li>Collage owls / symmetrical butterflies.</li> <li>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.</li> <li>Making lanterns, Chinese writing, puppet making, Chinese music and composition</li> <li>Shadow Puppets - cutting / sticking.</li> <li>Paper plate jellyfish</li> <li>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</li> <li>Animal weaving – fish weaving (DT).</li> </ul>	<ul style="list-style-type: none"> <li>Make different textures; make patterns using different colours.</li> <li>Children will explore ways to protect the growing of plants by designing scarecrows.</li> <li>Collage-farm animals / Making houses.</li> <li>Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers</li> <li>Mother's Day crafts Easter crafts.</li> <li>Artwork themed around Eric Carle / The Seasons.</li> <li>Provide a wide range of props for play which encourage imagination.</li> </ul>	<ul style="list-style-type: none"> <li>Design and make rockets.</li> <li>Design and make objects they may need in space, thinking about form and function.</li> <li>Learn a traditional African song and dance and perform it.</li> <li>Encourage children to create their own music.</li> <li>Junk modelling, houses, bridges boats and transport.</li> <li>Exploration of other countries – dressing up in different costumes.</li> <li>Retelling familiar stories</li> <li>Creating outer of space pictures</li> <li>Provide children with a range of materials for children to construct with.</li> <li>Building enclosures for animals - DT</li> </ul>	<ul style="list-style-type: none"> <li>Sand pictures.</li> <li>Rainbow fish collages</li> <li>Lighthouse designs</li> <li>Puppet shows: Provide a wide range of props for play, which encourage imagination.</li> <li>Salt dough fossils</li> <li>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</li> <li>Colour mixing – underwater pictures.</li> <li>Father's Day Crafts</li> </ul>

	<b>Autumn 1</b> All About Me	<b>Autumn 2</b> Traditional Tales	<b>Spring 1</b> Amazing Animals	<b>Spring 2</b> Our World/ Dinosaurs Space	<b>Summer 1</b> Growing (Plants and people)	<b>Summer 2</b> Good Times! (Superheroes/ Moving On)
<b>Key Texts</b>	<ul style="list-style-type: none"> <li>• Owl Babies</li> <li>• Once there were Giants</li> <li>• Stick Man</li> <li>• The Smartest Giant</li> <li>• The Colour Monster</li> <li>• The Rainbow Fish</li> <li>• Funny Bones</li> <li>• The Big Book of Families</li> <li>• Pete the Cat</li> </ul>	<ul style="list-style-type: none"> <li>• The Jolly Postman</li> <li>• Goldilocks</li> <li>• Farmer Duck</li> <li>• Hansel &amp; Gretel</li> <li>• The Ugly Duckling</li> <li>• Christmas Story / Nativity</li> <li>• Rama and Sita</li> </ul>	<ul style="list-style-type: none"> <li>• The Emperors Egg</li> <li>• The Very Hungry Caterpillar</li> <li>• Aghh Spider!</li> <li>• Tiger who came to tea</li> <li>• Diary of a wombat</li> <li>• Elephant and the Bad Baby</li> <li>• Pig in the Pond</li> </ul>	<ul style="list-style-type: none"> <li>• Tyrannosaurus Drip</li> <li>• Stone Age Boy</li> <li>• The Girl and the Dinosaur</li> <li>• Here We Are</li> <li>• Lost and Found</li> <li>• Dinosaurs and all that Rubbish</li> <li>• Someone's Followed Staley</li> </ul>	<ul style="list-style-type: none"> <li>• The Tiny Seed</li> <li>• Oliver's Vegetables</li> <li>• Jack and the Beanstalk</li> <li>• One Plastic Bag</li> <li>• Jasper's Beanstalk</li> <li>• Tree, Seasons come and seasons go.</li> <li>• A stroll through the seasons</li> </ul>	<ul style="list-style-type: none"> <li>• Supertato</li> <li>• Superworm</li> <li>• My Brother is a Superhero</li> <li>• Superbat</li> <li>• Flotsam</li> </ul>
<b>Wow Moments</b>	<ul style="list-style-type: none"> <li>• Autumn Trail</li> <li>• Remembrance Day</li> <li>• Nurse / Firefighter visit</li> <li>• Harvest Time</li> <li>• Birthdays</li> <li>• Favourite Songs</li> <li>• Talent show</li> <li>• Roald Dahl Day</li> <li>• Halloween</li> <li>• What do I want to be when I grow up? (Video for parents)</li> <li>• Secret storyteller</li> </ul>	<ul style="list-style-type: none"> <li>• Guy Fawkes / Bonfire Night</li> <li>• Christmas / Nativity</li> <li>• Diwali</li> <li>• Hannukah</li> <li>• Black History Month</li> <li>• Remembrance day</li> <li>• Road Safety</li> <li>• Stories by the Fireside</li> <li>• World Space Week</li> <li>• Children in Need</li> <li>• Anti- Bullying Week</li> </ul>	<ul style="list-style-type: none"> <li>• Zoo Lab visit</li> <li>• Chinese New Year</li> <li>• Story Telling Week</li> <li>• Random Acts of Kindness Week</li> <li>• Valentine's Day</li> <li>• Internet Safety Day</li> <li>• Animal Art week</li> <li>• Let's go on Safari - An animal a day!</li> </ul>	<ul style="list-style-type: none"> <li>• Look after the dinosaur egg.</li> <li>• Exploring textures – scales, beans, honey, shaving foam.</li> <li>• Easter</li> <li>• Lent</li> </ul>	<ul style="list-style-type: none"> <li>• Walk to the park / Picnic</li> <li>• Planting seeds</li> <li>• Weather experiments</li> <li>• Weather Forecast videos</li> <li>• Nature Scavenger Hunt</li> <li>• Queen's Birthday</li> <li>• Science Week</li> <li>• Healthy eating – eating our own vegetables that we grew.</li> </ul>	<ul style="list-style-type: none"> <li>• Superhero day</li> <li>• Superheroes and good times – flying into year 1 (Transition).</li> <li>• Moving on</li> <li>• Memories</li> <li>• Sports Day – winning and losing</li> <li>• Growing up – looking back</li> </ul>