



ST. DUNSTAN'S

### Reception Curriculum Overview

	Autumn		Spring		Summer	
Key Learning Question/ Title	Where are the special and important places in my school?	Who helps me in my community?	How is England different to the desert and Polar regions?	What changes can I observe?	What is an insect?	How can I keep myself healthy?
Overarching Theme	Wonderful Me	People Who Help Me	Hot and Cold Places	Get Growing	Marvellous Mini-beasts	Out of this World (Countries of the World, Being Healthy and Strong, Outer Space)
St. Dunstan's Curriculum Drivers	Leading Learners International St. Dunstan's	Community Matters	Keen to be Green			International St. Dunstan's Healthy Lifestyles
Outcome of learning	I can draw a map of my favourite part of school	I can make a thank you card for someone in the community who helps me	I can write my name	I can create a page for my class fact file	I can draw and label a bee accurately and carefully	I can write about myself for my Year 1 teacher
Engagement with parents or community	Home visits Grandparents' week		Video put on Google classroom Art week exhibition		Photos of models on Google Classroom	
Enrichment	Bear Hunt Workshop Priest visit for Baptism Exploring the school grounds	Visits from people who help us in school and the community. Woking Fire Service, Community Response First Aider	Videos of Desert/Polar exploration	Living Eggs Planting seeds Farm visit to school	Mini-beast hunt in the school grounds. Beekeeper Visit.	Visit year 1 classrooms Reading with Year 5.
Themed Weeks	Fairtrade Fortnight Grandparents Week Road Safety Week Remembrance Day Anti-Bullying Week		Creative Arts Week Chinese New Year Safer Internet Day World Book Day World Maths Day		First Aid Fortnight St. Dunstan's Day Multi-Faith Week	
Role Play Themes	Domestic Role Play	Domestic Role Play Fire station/Police station/Hospital	Domestic Role Play Vets/Pet shop	Domestic Role Play Garden Centre	Domestic Role Play Space rocket/Space station/Dark den Castle role play	Domestic Role Play Supermarket Airport
Core Texts:	<b>Core text:</b> Our Class is a Family / We're Going on a Bear Hunt  Stories and non-fiction texts that relate to key learning: <ul style="list-style-type: none"><li>Wonderful Me</li><li>Family</li><li>Traditional stories and rhymes</li></ul>	<b>Core text:</b> Oi Frog / The Extra Special Baby Nativity story (stories from the past and RE)  Stories and non-fiction texts that relate to key learning: <ul style="list-style-type: none"><li>Snow and Ice</li><li>People Who Help Us</li><li>Christmas</li></ul>	<b>Core text:</b> Non-Fiction texts for Woodland, Desert and Polar regions  Stories and non-fiction texts that relate to key learning: <ul style="list-style-type: none"><li>Amazing animals</li></ul>	<b>Core text:</b> Egg to Chick / Rosie's Walk  Stories and non-fiction texts that relate to key learning: <ul style="list-style-type: none"><li>Growing</li><li>New Life</li></ul>	<b>Core text:</b> Polly Bee Makes Honey / Man on the Moon  Stories and non-fiction texts that relate to key learning: <ul style="list-style-type: none"><li>Marvellous Mini-beasts</li><li>Space</li></ul>	<b>Core text:</b> The Hare and the Tortoise (mental health/resilience focus)  Stories and non-fiction texts that relate to key learning: <ul style="list-style-type: none"><li>Being Healthy and Strong</li><li>Countries around the World</li></ul>

	<b>RE</b>	<b>Creation and Covenant:</b> God made the world and God made me and loves me. Baptism: through the sacrament of baptism, we are invited to be a part of God's family.  <b>Prophecy and Promise:</b> Mary was chosen by God to have a special baby and travelled to Bethlehem. Advent is a time to prepare for Christmas. People celebrate Christmas all over the world in different ways.		<b>Galilee to Jerusalem</b> The kings visited Jesus and brought him gifts. Jesus welcomes everyone and wants us to welcome everyone. Jesus asks us to share what we have with others.  <b>From Desert to Garden</b> Lent is a time to grow closer to Jesus. Signs and symbols of Lent and Easter. Holy Week: the story of Palm Sunday, Good Friday and the resurrection of Jesus on Easter Sunday. Jesus asks us to show love and care to others.		<b>To the Ends of the Earth</b> Pentecost and the Holy Spirit. The Good News of Jesus and the early Church. Our Parish Church  <b>Dialogue and Encounter</b> Friends of Jesus: St Peter and St Paul. Listening to others talk about their faith. Islam.	
	<b>RHE</b>	<ul style="list-style-type: none"><li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li><li>Explain the reasons for rules, know right from wrong and try to behave accordingly. (The Rule of Law and Individual Liberty)</li></ul>	<ul style="list-style-type: none"><li>Work and play cooperatively and take turns with others. (Mutual Respect)</li><li>Form positive attachments to adults and friendships with peers. (Mutual Respect)</li></ul>	<ul style="list-style-type: none"><li>Show sensitivity to their own and to others' needs. (Mutual Respect)</li><li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. (Mutual Respect)</li></ul>	<ul style="list-style-type: none"><li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li><li>Explain the reasons for rules, know right from wrong and try to behave accordingly. (The Rule of Law)</li></ul>	<ul style="list-style-type: none"><li>Work and play cooperatively and take turns with others. (Mutual Respect)</li><li>Form positive attachments to adults and friendships with peers. (Mutual Respect)</li></ul>	<ul style="list-style-type: none"><li>Show sensitivity to their own and to others' needs. (Mutual Respect)</li><li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li></ul>
	<b>Online safety</b>	<b>Privacy &amp; Security</b> <ul style="list-style-type: none"><li>identify some simple and detailed examples of my personal information.</li></ul>	<b>Online Bullying</b> <ul style="list-style-type: none"><li>describe ways that people can be unkind online.</li><li>offer examples of how this can make others feel.</li></ul>	<b>Self Image / Online Reputation</b> <ul style="list-style-type: none"><li>Recognise that anyone can say no to people who make them sad – online or offline.</li><li>identify ways that I can put information on the internet.</li></ul>	<b>Health &amp; Wellbeing</b> <ul style="list-style-type: none"><li>identify rules that help keep us safe and healthy in and beyond the home when using technology.</li><li>give some simple examples of these rules.</li></ul>	<b>Managing Online Information / Copyright</b> <ul style="list-style-type: none"><li>talk about how to use the internet as a way of finding information online.</li><li>give some simple examples of how to find information using digital technologies.</li></ul>	<b>Online relationships</b> <ul style="list-style-type: none"><li>recognise some ways in which the internet can be used to communicate.</li><li>use the internet with adult support to communicate with people I know.</li></ul>
	<b>Personal, Social and Emotional Development</b> <ul style="list-style-type: none"><li>Building relationships</li><li>Managing Self</li><li>Self-Regulation</li></ul>	<b><u>Building relationships</u></b> Develop confidence to be able to ask for help Be able to play with others Begin to form positive relationships in the EYFS team Learning Zoo: Kind koala <b><u>Managing Self</u></b> Developing independence – self-care (using the toilet independently) and learning. Getting changed for PE. Learning zoo: Go for it Gorilla. <b><u>Self-regulation</u></b> See themselves as a valuable individual. Knowing the class rules and routines Know when they need to stop what they are doing and listen to the adult, then follow instructions. Zones of Regulation - Recognise own feelings and express them. Learn rules for turn taking and waiting with friends and other groups of children.	<b><u>Building relationships</u></b> Recognising the feelings of our friends. Know what to do if you disagree with someone. Learning Zoo: Kind koala <b><u>Managing Self</u></b> Building their sense of self to develop self – confidence. Learning zoo: Go for it Gorilla. Be confident to try new challenges. <b><u>Self-Regulation</u></b> How to deal with anger emotions. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it. Zones of Regulation – strategies to self-regulate.	<b><u>Building relationships</u></b> Working and playing co-operatively. Talk about themselves and their interests and family. Celebrating differences. Thinking of the perspective of others in different situations. <b><u>Managing Self</u></b> Following rules and routines for staying safe. Know right from wrong (good/bad choices) Talk about self and their own abilities. Talk about themselves in a positive way. <b><u>Self-Regulation</u></b> Zones of Regulation - recognising how others are feeling and how to help them. Identify and moderate their own feelings - socially and emotionally. Follow a set of instructions.		<b><u>Building relationships</u></b> How to be a good friend Understands how their own actions affect others Through traditional moral stories talk about actions and their consequences. To be able to think about how they can help others. <b><u>Managing Self</u></b> Looking back on achievements Looking ahead to new challenges Communicates freely about home and community. <b><u>Self-Regulation</u></b> Changes ahead and planning for these e.g. new year group - Have developed feelings and emotional based vocabulary. Beginning to be able to negotiate and solve problems without anger. Show resilience and perseverance in the face of challenge.	

	<b>Communication and Language</b> <ul style="list-style-type: none"> <li>Listening, Attention and Understanding</li> <li>Speaking</li> </ul>	<u><b>Listening , Attention and Understanding</b></u> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. <u><b>Speaking</b></u> Participate in one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Speak clearly, taking turns and listening to what others say.  To practise enunciating words and sounds clearly that they have heard in nursery rhymes.	<u><b>Listening , Attention and Understanding</b></u> As per previous half terms plus: Express their ideas and feelings about their experiences using full sentences, including use of the past tense and conjunctions (tricky word – and).	<u><b>Listening , Attention and Understanding</b></u> Make comments about what they have heard and ask questions to clarify their understanding. <u><b>Speaking</b></u> Participate in whole class discussions, offering their own ideas, using recently introduced vocabulary. Speak clearly, taking turns and listening to what others say. Express their ideas and feelings about their experiences using full sentences, including use of the past tense, present tense and conjunctions (tricky word – and).	<u><b>Listening , Attention and Understanding</b></u> Make comments about what they have heard and ask questions to clarify their understanding. <u><b>Speaking</b></u> As per previous half terms plus: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems.	<u><b>Listening , Attention and Understanding</b></u> Hold conversations when engaged in back-and-forth exchanges with their teacher and peers. <u><b>Speaking</b></u> As per previous half terms.	<u><b>Listening , Attention and Understanding</b></u> As per previous half terms <u><b>Speaking</b></u> As per previous half terms plus: Become familiar with a few traditional and modern stories, recognising and joining in with predictable phrases and reciting some traditional and modern poems by heart. Review key skills prior to transition to Year 1.
	<b>Physical Development</b> <ul style="list-style-type: none"> <li>Fine Motor Skills</li> <li>Gross Motor Skills</li> </ul>	<ul style="list-style-type: none"> <li>Develop their fine motor skills: one-handed tools (including scissors, pencils, paint brushes and cutlery) and show a dominant hand.</li> <li>Further develop the skills required to successful manage the school day; hanging up blazers/coats, lining up, mealtimes and personal hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently - including pencils for writing (continue to develop pencil grip)</li> <li>Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop their small motor skills - including pencils for writing (use a comfortable grip with control when holding pens/pencils to form recognisable letters)</li> <li>Be increasingly independent undressing/dressing for PE (buttons/zips/etc).</li> <li>Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop their small motor skills - including pencils for writing (use a comfortable grip with good control when holding pens/pencils to form recognisable letters)</li> <li>Be increasingly independent when undressing/dressing for PE (buttons/zips/etc.).</li> <li>Continue to develop body-strength, balance, co-ordination, and agility with outdoor play equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently - including pencils for writing (develop a handwriting style which is accurate and efficient)</li> <li>Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.</li> <li>Use tools to cut fruit for healthy snack time</li> </ul>	<ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently - including pencils for writing (develop a handwriting style which is accurate and efficient)</li> <li>Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.</li> </ul>
	<b>PE</b>	Develop overall body strength, co-ordination, balance and agility.  <b>Personal Focus –</b> Working on simple tasks independently. Following instructions and practices safely. <b>Coordination skill: Bike theme</b> Encourage the children to move in different ways and directions and on different levels. Explain the importance of working in a space. <b>Static Balance skill: Pirate theme.</b> Stay as still as possible balancing on one leg. Progress to bending on one leg. Use of a partner or a wall to support balance.	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.  <b>Social Focus –</b> Work sensibly with others, taking turns. Sharing equipment and opportunities with friends. <b>Dynamic balance to Agility skill:</b> Explore activities with others. Finding different ways of moving. Talk to the children about how to land safely and in balance, e.g. by bending knees and keeping head up. <b>Static Balance skill:</b> Seated balance Handling and moving equipment without dropping it. Moving in lots of different ways, on and off the equipment.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.  <b>Creative Focus –</b> Exploring and describing different movements. Understanding what was a success and why. Following rules and instructions. <b>Coordination skill:</b> Ball skills Moving, rolling and balancing the ball. Working with a partner to roll and stop the ball. <b>Counterbalance skill:</b> With a partner Keeping heads up and backs straight moving with balance and control. Moving with high knees and driving arms forward, without wobbling.	Combine different movements with ease and fluency  <b>Applying Physical Focus –</b> Performing a single skill or movement with some control, performing a range of skills and link two movements together. Exploring movements independently and with confidence. <b>Coordination skill:</b> Sending and Receiving Provide opportunities for the children to try rolling, throwing, catching and collecting a variety of different equipment. Talk with the children about the importance of sending the ball with control and what this might look like. <b>Agility skill:</b> Reaction/Response Children to explore travelling under, over and around obstacles.	Continue to develop overall body strength, balance, co-ordination and agility. Confidently and safely use a range of small and large apparatus. <b>Focus:</b> small and large apparatus in the hall  <b>Creative Focus -</b> following instructions, practise safely, independent work <b>Physical Skill –</b> Perform a single skill/movement with some control. Using a small range of skills and linking two movements together  Talk to the children about keeping their tummy tight, back straight and head up to keep their balance. Encourage children to try a variety of different balances while they/others are rolling the ball around/through their bodies.	Know and talk about the different factors that support their overall health and wellbeing. Develop a healthy understanding of competition and appreciating others <b>Focus:</b> Sports Day <b>Health and Fitness -</b> Changes to the body after exercise include increased heart rate. Exercise, among others, strengthens our heart. Exercise can have a positive effect on our mood and how we feel.  Encourage the children to explore rolling, chasing and catching the ball at different speeds. Challenge the children to add jumps and turns when throwing and chasing balls. Provide opportunities for the children to explore the activities with different sized balls.

	<b>Literacy – Phonics and Word Reading</b>	<p>*Begin when all children F/T</p> <p><u>Phase 2 Graphemes</u> s a t p i n m d g o c k c k e u r h b f l</p> <p><u>Tricky Words</u> is, I, the</p> <p>Read aloud simple sentences and books that are consistent with the phonic knowledge.</p>	<p><u>Phase 2 Graphemes</u> ff ll ss j v w x y z zz qu ch sh th ng nk • 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 sings)</p> <p><u>Tricky Words</u> put* pull* full* as and has his her go no to into she push* he of we me be</p> <p>Read aloud simple sentences and books that are consistent with the phonic knowledge.</p>	<p><u>Phase 3 Graphemes</u> ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words</p> <p><u>Tricky Words</u> was you they my by all are sure pure</p> <p>Read aloud simple sentences and books that are consistent with the phonic knowledge.</p>	<p><u>Phase 3 Graphemes</u> Review Phase 3 • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end</p> <p><u>Tricky Words</u> Review all taught so far. Read aloud simple sentences and books that are consistent with the phonic knowledge.</p>	<p><u>Phase 4 Graphemes</u> Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –est</p> <p><u>Tricky Words</u> said so have like some come love do were here little says there when what one out today</p> <p>Read aloud simple sentences and books that are consistent with the phonic knowledge. half terms.</p>	<p><u>Phase 4 Graphemes</u> Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words</p> <p><u>Tricky Words</u> Review all taught so far. Read aloud simple sentences and books that are consistent with the phonic knowledge.</p>
	<b>Literacy – Comprehension</b>	Demonstrate understanding of what has been read to them by retelling stories using a simple sequencing format, visually and orally.	Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary.	Use and understand recently introduced vocabulary during discussion about stories and rhymes during role-play.	Use and understand recently introduced vocabulary during discussion about non-fiction and poems during role-play.	Anticipate, where appropriate, key events in stories (fiction and non-fiction).	Anticipate, where appropriate, key events in stories (fiction and non-fiction).
	<b>Literacy – Writing</b>	<p>To sit with the correct posture for writing.</p> <p>To hold the pencil correctly using the tripod grip.</p> <p>To form letters correctly for the sounds they have learnt.</p> <p>Write their own name correctly.</p> <p>To participate in whole class or small group talk as preparation for writing.</p> <p>To orally rehearse ideas before writing.</p>	<p>As per previous half terms, plus:</p> <p>To form lowercase letters in the correct direction, starting and finishing in the correct place.</p> <p>To read aloud what they have written.</p>	<p>As per previous half terms plus:</p> <p>To write correctly a few of the common exception words that have been learned for reading.</p>	<p>As per previous half terms, plus:</p> <p>To spell words by identifying sounds in them and representing the sounds with letters.</p> <p>To write simple phrases and sentences that can be read by others.</p> <p>To use finger spaces to isolate new words and to ensure all letters are on the line.</p>	As per previous half terms.	<p>To begin to use capital letters and distinguish these from lowercase letters.</p> <p>To begin to use full stops at the end of an idea.</p> <p>To compose and write independently when they have the necessary skills.</p> <p>Review key skills prior to transition to Year 1.</p>
	<b>Maths- Number and Numerical Patterns</b>	<p><u>Subitising to 3.</u> Learning how to quantify sets of objects by subitising, rather than counting. When subitising, children can say how many there are in a small group of objects by 'just seeing' and knowing straightaway without needing to count.</p> <p><u>Counting, Cardinality and Ordinality.</u> To understand the purpose of counting; children will now develop their counting skills to enable them to identify how many there are in a set that cannot be subitised. This connects subitising and counting to cardinality whereby the last number in</p>	<p><u>Counting, Cardinality and Ordinality.</u> Continue to engage with activities that underline the purpose of counting – to find out 'how many' objects there are altogether. They will practise their 1:1 correspondence skill, by counting numbers at the same time as moving or tagging objects. Children also develop their understanding of the concept of cardinality – that the last number in the count tells us 'how many' things there are altogether – and begin to apply this concept to count more abstract things, such as claps and jumps.</p>	<p><u>Subitising</u> Finding sub-groups within larger numbers, e.g. I can see that 7 is 3 and 3 and 1.</p> <p><u>Counting, Ordinality and Cardinality</u> Focusing on the ordinal aspect by investigating the difference in value of consecutive whole numbers.</p> <p><u>Composition</u> Partitioning 5- considering the missing parts, exploring different ways to represent numbers and explore 6 and 7 as numbers that are composed of '5 and a bit'.</p>	<p><u>Counting, Ordinality and Cardinality</u> Counting up to 20 and beyond (investigating the pattern of the number system). Consolidate the 'stable order principle' of no. 10 10.</p> <p><u>Comparison-</u> Focusing on ordinality: considering where numbers to 8 are in relation to each other</p> <p><u>Composition</u> Focusing on composition of numbers to 7. Learning to combine two equal parts to make a whole. Starting to recall some doubles facts. Identifying odd and even number by combining parts.</p>	<p><u>Counting, Ordinality and Cardinality</u> Developing confidence in using different counting strategies, such as counting on from a given number, counting a larger number of objects and counting things that cannot be moved.</p> <p><u>Subitising</u> Being able to subitise increasingly complex arrangements and talk about why some sets are easier to subitise than others.</p> <p><u>Composition</u> Thinking about the magnitude of numbers: Using number tracks to compare number that are near or far from each other,</p>	Revisiting, recapping and reinforcing all of the content and skills learnt so far this year and assessing the children's progress.



		<p>the count tells us 'how many' things there are altogether.</p> <p><b><u>Composition</u></b> Exploring how numbers can be composed of 1s and, from this, begin to investigate the composition of 3 and 4 e.g. that 3 is made up of 1 and 2.</p> <p><b><u>Comparison</u></b> Focus on developing this innate skill as children are encouraged to look carefully and use the language of comparison to describe sets of objects that they can see</p>	<p><b><u>Comparison.</u></b> Comparing the number of objects in 2 sets by matching them 1:1. Seeing that objects in some sets can be matched without any being left over will draw the children's attention to instances when the quantities of objects are equal. Language is a key focus and adults will need to reinforce the language of 'more than', 'fewer than' and 'an equal number' to describe how many objects there are in each set.</p> <p><b><u>Composition.</u></b> Begin to understand that whole things are often made up of smaller parts and that a whole is, therefore, bigger than its parts. Investigating the "wholes" and "parts" of 3, 4 and 5.</p>	<p><b><u>Comparison</u></b> Are quantities equal or unequal, can we manipulate the sets to make them equal.</p>			
	<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>Past and Present</li> <li>People, Culture and Communities</li> <li>The Natural World</li> </ul>	<p><b><u>Past and Present</u></b> Name and describe people who are familiar to them. Changes and special events that have happened in their lives. Begin to understand the passing of time through stories. <b><u>People, Culture and Communities</u></b> Map of route from classroom to the office. <b><u>The Natural World</u></b> Explore the world around them using their 5 senses e.g. hear, see, touch, smell. (water and sand play and nature) Talk about the changing season and record the weather. <b><u>Past and Present</u></b> <b><u>People, Culture and Communities</u></b> Describe immediate environment – name town and road of the school. Talk about what they can see in an aerial view of the school setting. Explore the school grounds and describe what they see, hear and feel and the season. Talk about natural and man-made features in the school grounds.</p>	<p><b><u>Past and Present</u></b> Talk about members of the community and their roles in society. <b><u>People, Culture and Communities</u></b> Know some similarities and differences of how Christmas is celebrated in our country (drawing on the children's cultures) <b><u>The Natural World</u></b> Name some animals and plants that they see. Talk about the changing season and record the weather.</p>	<p><b><u>Past and Present</u></b> <b><u>People, Culture and Communities</u></b> Explore animals in the UK and other countries to explain some similarities and differences in the environment e.g. sea, land and that the UK is different to other countries e.g. meerkats need somewhere sandy. <b><u>The Natural World</u></b> Know some similarities of the natural world around them and contrasting environments. (UK and Polar regions) Know some changes in the natural world e.g. changing states of matter. Talk about the changing season and record the weather.</p>	<p><b><u>Past and Present</u></b> Talk about changes in the growth of chickens and tadpoles. <b><u>The Natural World</u></b> Make observations and drawings of animals and plants in their natural world e.g. chicks, tadpoles, flowers and plants. Noting changes in seasons and how animals behave differently. Explore and discuss farm animals and how to care for them. Name some animals that they see. .</p>	<p><b><u>Past and Present</u></b> Talk about the lives of people in society e.g. engineers, astronauts, designers, scientists. <b><u>People, Culture and Communities</u></b> Through stories and texts be able to describe the environment of space. <b><u>The Natural World</u></b> To know similarities and differences between life on Earth and space. To explore the natural world around them e.g. light and dark. Explore and talk about the natural world around making observations and pictures of animals and plants. Name some animals and plants that they see. Talk about the changing season and record the weather.</p>	<p><b><u>Past and Present</u></b> <b><u>People, Culture and Communities</u></b> Compare England with other countries of the world e.g. life and the natural world <b><u>The Natural World</u></b> Know and discuss how to care for God's world Talk about the changing season and record the weather. Explore shadows on the playground. Exploring sinking and floating.</p>

	<b>Expressive Arts and Design</b>  Creating with Materials	<b><u>Colour Mixing</u></b> Colour and emotions. Primary colour mixing.  <b><u>Self- Portraits</u></b> Self-portrait using paint and collage. Mixing skin and hair colour.  Look at self-portraits from a variety of artists.	<b><u>Colour Mixing</u></b> Making secondary colours for Autumn colours. Print using natural objects (leaves, conkers).  Use splatter technique to create a fireworks picture.  <b><u>Clay</u></b> Use cutters to cut shapes to fold and mould to create a poppy flower	<b><u>Arts Week- The Holy Family</u></b>  <b><u>Collage</u></b> Tearing and cutting materials. Applying the correct amount of glue.	<b><u>Painting</u></b> Colour mixing to create accurate painting of Spring flowers. Use tools to create textures and patterns with paint.  Design own alien creature and use learnt paint techniques to create an alien painting.	<b><u>Drawing</u></b> Observational drawings of mini-beasts in the school grounds. Follow instructions to draw a honey bee.  <b><u>Pattern making</u></b> Use Rosie's Walk illustrations as inspiration to create a fox or tree in the same style. Repeating patterns.	<b><u>Shape and Colour</u></b> Look at the work and techniques used by the artist Kandinsky. Use knowledge of colour theory and 2D shapes to create pictures inspired by Kandinsky.
	Being Imaginative and Expressive	<b><u>Music</u></b> Listen attentively, move to, and talk about music, expressing their feelings and responses.  Explore and engage in music making and dance, performing solo or in groups.	<b><u>Music</u></b> Sing in a group or on their own, increasingly matching the pitch and following the melody.  Learn a rhyme of the week and songs with actions for Rehearse and perform songs for the Nativity performance.	<b><u>Dance</u></b> Watch and talk about dance and performance art, expressing their feelings and responses.  Dragon dance to celebrate Chinese New Year. Plus, other Spring celebrations.  <b><u>Music</u></b> Learn a rhyme of the week and songs with actions.	<b><u>Music and dance</u></b> Explore and engage in music making and dance, performing solo or in groups.  Create an instrument that makes a sound like a farm animal. Listen to sounds that farm animals make and try to perform them.  Learn a rhyme of the week and songs with actions.	<b><u>Music</u></b> Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing call-and-response songs, so that children can echo phrases of songs you sing.  Learn bug ball, mini-beast songs. Performs their own bugs songs/movements/rhymes.	<b><u>Music</u></b> Listen attentively, move to and talk about music, expressing their feelings and responses.  Listen to music from the countries that pupils have visited of their cultural heritage.  <b><u>Performing</u></b> Develop storylines in their pretend play using the props in the learning environment.