
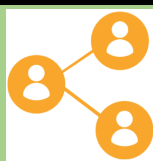


Wildmoor Heath School Long Term Planning - Reception 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Possible Themes/Interests/ Lines of Enquiry</b></p>	<p><b>What makes me special?</b> Chatterbox challenge Our School Our school values Our School rules Settling into school Our Family Our friends Our Heath Religious festival calender</p>	<p><b>How do we celebrate?</b> Autumn Diwali Bonfire Night Fire Service visit The Nativity story Christmas around the world Heath Walk Post Office walk - sending letters to father christmas Religious festival calender</p>	<p><b>What's the weather like today?</b> Winter Weather Ice exploration North and south pole Lunar New Year Heath Walk Local area - Library Trip Space Pancake Day Religious festival calender</p>	<p><b>How can we protect the planet?</b> Planting/Gardening/Spring Recycling Floating and Sinking Superheroes People who help us Heath Walk Easter Religious festival calender</p>	<p><b>What can we find in our garden?</b> Life cycles – Frog/butterfly/plant/sunflowers Minibeasts Local Area – Local park visit Heath Walk Be Healthy week! Planting/ gardening Religious festival calender</p>	<p><b>How have I changed?</b> Summer Hot countries Farm Visit Heath Walk Growing up – babies - generations Jobs Journeys Religious festival calender Transition to year 1</p>
<p><b>Communication and Language</b></p> 	<p><b>Observational checkpoint - Understand 'why' questions.</b> <i>Use sentences 4-6 words.</i> <i>Use past/future tense.</i> <i>Use sentences joined up with words like 'because' and 'or'.</i></p> <p>Understand how to listen carefully and why listening is important.</p> <p>Learn rhymes, poems and songs.</p> <p>Maintain attention in whole class/groups.</p> <p>Follow 2 step instructions in a familiar situation.</p>	<p>Learn new vocabulary</p> <p><i>Engage in story times.</i></p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p><i>Ask questions to find out more and to check they understand what has been said to them.</i></p> <p><i>Use who, where, what and when</i></p> <p>Start a conversation with peers and familiar adults.</p> <p>Develop social phrases.</p>	<p>Listen attentively in a range of situations.</p> <p>Maintain attention during appropriate activity.</p> <p>Develop conversations, consider the listener and take turns.</p> <p>Develop use of past tense. Begin to recount past events.</p> <p>Use new vocabulary throughout the day.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Understand why listening is important.</p> <p>Maintain attention in different contexts.</p> <p>Ask questions to find out more and develop understanding.</p> <p>Use talk to help work out problems and organise thinking and activities explaining how things work and why they might happen.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Begin to connect one idea or action to another using a range of connectives.</p>	<p>Listen and understand instructions while busy with another task.</p> <p>Maintain activity while listening.</p> <p>Understand and ask how and why questions.</p> <p>Describe events in some detail.</p> <p>Express ideas about feelings and experiences.</p> <p>Use language to reason.</p>	<p>Listen and respond with relevant questions, comments, or actions.</p> <p>Attend to others in play.</p> <p>Make comments and clarify thinking with questions.</p> <p>Speak in well-formed sentences with some detail.</p> <p>Use new vocabulary in different contexts.</p> <p>Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.</p> <p>Have the confidence to speak in a range of situations such as in class discussions, small groups, conversations with adults and peers and in some new situations such as greeting a visitor, talking about their learning to a parent, speaking in a sharing afternoon or for show and tell.</p>
<p><b>Personal, Social and Emotional Development Self-regulation</b></p>	<p><b>Observational checkpoint - Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier</b></p>	<p>Identify and moderate their own feelings socially and emotionally.</p> <p>Begin to show resilience and perseverance in the face of challenge.</p>	<p>Show pride in achievements.</p> <p>Understand behavioural expectations of the setting.</p> <p>Can explain right from wrong and try to behave accordingly.</p>	<p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Can make choices and communicate what they need.</p>	<p>Think about the perspectives of others.</p> <p>Can talk about their own abilities positively.</p>	<p>Can seek out a challenge and enjoy the process.</p> <p>Show sensitivity to others' needs and feelings.</p> <p><b>JIGSAW: CHANGING ME</b></p>



Jigsaw Vocabulary

health check. Discuss this sensitively. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play. Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.

See themselves as a valuable individual.

Build constructive and respectful relationships.

Identify their own feelings socially and emotionally.

Manage own personal hygiene.

Welcome distractions when upset.

Increasingly follow rules.

Independently organise belongings in the morning.

JIGSAW: BEING ME IN MY WORLD

Beginning to express their feelings and consider the perspectives of others. Begin to take turns and share resources.

Independently choose where they would like to play.

JIGSAW: CELEBRATING DIFFERENCE (INCLUDING BULLYING)

Manage their own needs.

Can identify kindness. Seek others to share activities and experiences.

JIGSAW: DREAMS AND GOALS

Can keep play going by co-operating, listening, speaking, and explaining.

Can reflect on the work of others and self-evaluate their own work.

Beginning to know that children think and respond in different ways to them.

JIGSAW: HEALTHY ME

Can independently use the learning environment and available resources.

Confident to try new activities.

Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.

JIGSAW: RELATIONSHIPS

Physical Development



Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

Get set 4 PE: Introduction to P.E

Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Get set 4 PE: Fundamentals

Progress to a more fluent style of moving, with developing control and grace.

Combine different movements with ease and fluency.

Confidently and safely use a of large and small apparatus range indoors and outside, alone and in a group.

Get set 4 PE: Gymnastics

Progress to a more fluent style of moving, with developing control and grace.

Combine different movements with ease and fluency.

Develop the foundations of a handwriting style which is fast, accurate and efficient.

Get set 4 PE: Dance

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.

Get set 4 PE: Ball skills

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

Develop overall body-strength, balance, co-ordination and agility.

PE: Games / sports day

Literacy



Comprehension: Listen and enjoy sharing a range of books.

Hold a book correctly, handle with care.

Understand the five key concepts about print: • print has meaning

Comprehension: Repeat words and phrases from familiar stories.

Asks questions about stories.

Comprehension: Repeat new vocabulary in a context of a story.

Comprehension: Answer questions about a text that has been read to them.

Begin to predict what might happen next in a story.

Comprehension: Begin to use modelled vocabulary during role play for example in the Small World.

Seeks familiar texts or stories to re-read in the book area.

Comprehension: Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text.

	<ul style="list-style-type: none"> <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> <li>• page sequencing</li> </ul> <p>Recognise some familiar words in print, e.g., own name or advertising logos.</p> <p>Enjoy joining in with rhyme, songs and poems.</p> <p>Explain in simple terms what is happening in a picture in a familiar story.</p>				<p>Requests favourite stories and poems for example during Vote for a story.</p>	
<p><b>High Quality Texts</b></p>	<p><b>Key texts:</b></p> <p><i>The Colour Monster</i></p> <p><i>Pete the Cat</i></p> <p><i>Shark in the Park</i></p> <p><i>The Book of families</i></p> <p><b>Books to support transition:</b></p> <p><i>Little Mouses Big Day</i></p> <p><i>All are welcome here</i></p> <p><i>Starting School</i></p> <p><i>How full is your bucket?</i></p>	<p><i>Owl Babies</i></p> <p><i>The Gruffalo</i></p> <p><i>Little Red Riding Hood</i></p> <p><i>Stick Man</i></p>	<p><i>Lost and Found</i></p> <p><i>The Ginger Bread Man</i></p> <p><i>Jack Frost</i></p> <p><i>The Magic Paintbrush</i></p> <p><i>Mr Wolfs Pancakes</i></p>	<p><i>Not Now Bernard</i></p> <p><i>Little Red Hen</i></p> <p><i>Somebody Swallowed Stanley</i></p> <p><i>Supertato</i></p>	<p><i>Handa's Surprise</i></p> <p><i>The three little pigs</i></p> <p><i>The very Hungry Caterpillar</i></p> <p><i>Oliver's Vegetables</i></p>	<p><i>The Tiger who came to Tea</i></p> <p><i>What the ladybird heard</i></p> <p><i>Once there were giants</i></p> <p><i>Old Mikambia had a Farm</i></p>
<p><b>Books are chosen throughout the year that:</b></p> <p><b>Elicit a strong response such as curiosity, anger, excitement, laughter, empathy.</b></p> <ul style="list-style-type: none"> <li>- <b>Have a strong narrative that will sustain multiple readings – story retelling, vocabulary development and writing stimulus.</b> <ul style="list-style-type: none"> <li>- <b>Extend children's vocabulary</b></li> <li>- <b>Have illustrations which are engaging and reflect children from all backgrounds and cultures.</b></li> <li>- <b>Help children connect with who they are.</b></li> </ul> </li> <li>- <b>Help children to understand the lives of people whose experiences and perspectives may be different to their own.</b></li> </ul>						

<b>Literacy</b>	<p><b>Word Reading:</b> Hear general sound discrimination and be able to orally blend and segment.</p> <p><b>Reading groups</b> - sharing books. Establish good book behaviours.</p>	<p><b>Word Reading: Read individual letters by saying the sounds for them.</b>  <b>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</b>  <b>Read a few common exception words matched to the school's phonic programme.</b></p> <p><b>Reading groups</b> - As soon as children can blend. Phase 2 set 1, 2, 3 books.</p> <p>Each session in this 'three read' model has a clear focus:  Read 1: decoding  Read 2: prosody – reading with meaning, stress and intonation  Read 2: comprehension – understanding the text.  Each of these sessions follows the same structure:  Pre-read: Revisit and review  Reading practice: Practise and apply  Review: Pacy review of any misconceptions</p>	<p><b>Word Reading:</b> Read individual letters by saying the sounds for them.</p> <p><b>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</b>  Read a few common exception words matched to the school's phonic programme.</p> <p><b>Reading groups</b> - Phase 2 sets 2, 3, 4, 5</p>	<p><b>Word Reading:</b> Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p><b>Reading groups</b> - Phase 3 set 1, 2</p>	<p><b>Word Reading: Read some letter groups that each represent one sound and say sounds for them.</b>  <b>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</b></p> <p><b>Reading groups</b> - phase 3 set 1, 2</p>	<p><b>Word Reading:</b> Read some tricky words from Phase 4 e.g. said, like, have, so.  <b>Re-read what they have written to check that it makes sense.</b></p> <p><b>Reading groups</b> - Phase 4</p>
	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  Read books consistent with their phonic knowledge.</p>					

<b>Phonics</b>	<p><b>Phase 1</b>  Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.</p> <p><b>Phase 2</b>  Graphemes - s,a,t,p,i,n,m,d,g,o, c,k,ck, e,u,r, h,b,l  Tricky words - is, l, the</p> <p><b>End of term individual Phonic assessment</b></p>	<p><b>Phase 2</b>  Graphemes - ff, ll, ss, j, v, w, x, y, z, zz, qu, s (ending -hats / z- his), ch, sh, th, ng, nk  Tricky words - put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be</p> <p><b>End of term individual Phonic assessment</b></p> <p><b>SEND phonics programme where necessary</b></p> <p><b>1:1 phonics where necessary</b></p>	<p><b>Phase 3</b>  Graphemes - ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er, words with double letters, longer words</p> <p><b>End of term individual Phonic assessment</b></p> <p><b>SEND phonics programme where necessary</b></p> <p><b>1:1 phonics where necessary</b></p>	<p><b>Phase 3</b>  Review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear</p> <p>Review Phase 3: er air words with double letters longer words</p> <p>Words with two or more digraphs</p> <p>Longer words words ending in -ing compound words</p> <p>Longer 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>Review all taught tricky words so far  Secure spelling</p> <p><b>End of term individual Phonic assessment</b></p> <p><b>SEND phonics programme where necessary</b></p> <p><b>1:1 phonics where necessary</b></p>	<p><b>Phase 4</b>  Short vowels CVCC, CCVC, CCVCC, CCCVC, CCC,V,CC, longer words, compound words, root words ending in - ing, ed, t, est, id  Tricky words - said, so, some, have, like, come, love, do, were, here, little, says, there, when, what, one, out, today</p> <p><b>End of term individual Phonic assessment</b></p> <p><b>SEND phonics programme where necessary</b></p> <p><b>1:1 phonics where necessary</b></p>	<p><b>Phase 4</b>  Long vowel sounds CCVC, CVCC, CCCVC, CCV, CCVCC  Phase 4 words ending in s, (z), es, root words ending in- ing, est, er, ed, longer words</p> <p>Review all taught tricky words so far  Secure spelling</p> <p><b>End of term individual Phonic assessment</b></p>
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**Literacy**

Writing Vocabulary

**Emergent writing:** Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.

**Composition:** Use talk to organise describe events and experiences.

**Spelling:** Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.

**Handwriting:** Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.

**Emergent writing:** Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.

**Composition:** Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.

**Spelling:** Orally spell VC and CVC words by identifying the sounds. Write own name.

**Handwriting:** Form letters from their name correctly. Recognise that after a word there is a space.

**Emergent writing:** Use appropriate letters for initial sounds.

**Composition:** Orally compose a sentence and hold it in memory before attempting to write it.

**Spelling:** Spell to write VC and CVC words independently using Phase 2 graphemes.

**Handwriting:** Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.

**Emergent writing:** Build words using letter sounds in writing.

**Composition:** Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.

**Spelling:** Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently.

**Handwriting:** Holds a pencil effectively to form recognisable letters.

**Emergent writing:** Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.

**Composition:** Write a simple sentence with a full stop. Re-read what they have written to check that it makes sense.

**Spelling:** Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.

**Handwriting:** Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.

**Emergent writing:** Show awareness of the different audience for writing.

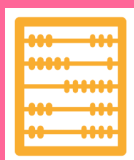
Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.

**Composition:** Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions). Begin to discuss features of their own writing e.g. what kind of story have they written.

**Spelling:** Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC. Spell irregular common (tricky) words e.g., he, she, we, be, me independently.

**Handwriting:** Use a pencil confidently to write letters that can be clearly recognised, form lower-case and capital letters correctly.

**Mathematics**



**Mastery Number Subitising:**

- perceptually subitise within 3
- identify sub-groups in larger arrangements
- create their own patterns for numbers within 4
- practise using their fingers to represent quantities which they can subitise
- experience subitising in a range of contexts, including temporal patterns made by sounds.

**Cardinality, ordinality and counting:**

- relate the counting sequence to cardinality, seeing that the last

**Mastery Number Subitising:**

- continue from first half-term
- subitise within 5, perceptually and conceptually, depending on the arrangements.

**Cardinality, ordinality and counting:**

- continue to develop their counting skills
- explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand
- begin to count beyond 5
- begin to recognise numerals, relating these to quantities they can subitise and count.

**Composition:**

- explore the concept of 'wholes' and 'parts' by looking at a range of objects that are

**Mastery Number Subitising:**

- increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements
- explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part
- experience patterns which show a small group and '1 more'
- continue to match arrangements to finger patterns.

**Cardinality, ordinality and counting:**

- continue to develop verbal counting to 20 and beyond

**Mastery Number Subitising:**

- explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.

**Cardinality, ordinality and counting:**

- continue to consolidate their understanding of cardinality, working with larger numbers within 10

become more familiar with the counting pattern beyond 20.

**Composition:**

- explore the composition of odd and even numbers, looking at the 'shape' of these numbers

**Mastery Number Subitising:**

- continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns
- use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number
- subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10
- be encouraged to identify when it is appropriate to count and when groups can be subitised.

**Mastery Number**

In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.

**Measure, space and spatial thinking:**

Visualise, build and map (white Rose maths)

	<p>number spoken gives the number in the entire set</p> <ul style="list-style-type: none"> <li>• have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song</li> <li>• have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting</li> <li>• have opportunities to develop an understanding that anything can be counted, including actions and sounds</li> <li>• explore a range of strategies which support accurate counting.</li> </ul> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>• see that all numbers can be made of 1s</li> <li>• compose their own collections within 4.</li> </ul> <p><b>Comparison:</b></p> <ul style="list-style-type: none"> <li>• understand that sets can be compared according to a range of attributes, including by their numerosity</li> <li>• use the language of comparison, including 'more than' and 'fewer than'</li> <li>• compare sets 'just by looking'.</li> </ul>	<p>composed of parts, some of which can be taken apart and some of which cannot</p> <ul style="list-style-type: none"> <li>• explore the composition of numbers within 5.</li> </ul> <p><b>Comparison:</b></p> <ul style="list-style-type: none"> <li>• compare sets using a variety of strategies, including 'just by looking', by subitising and by matching</li> <li>• compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.</li> </ul> <p><b>Measure, space and spatial thinking:</b> Measures and pattern Circles and triangles Shapes with 4 sides.</p>	<ul style="list-style-type: none"> <li>• continue to develop object counting skills, using a range of strategies to develop accuracy</li> <li>• continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10</li> <li>• order numbers, linking cardinal and ordinal representations of number.</li> </ul> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>• continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5</li> <li>• explore the composition of 6, linking this to familiar patterns, including symmetrical patterns</li> <li>• begin to see that numbers within 10 can be composed of '5 and a bit'.</li> </ul> <p><b>Comparison:</b></p> <ul style="list-style-type: none"> <li>• continue to compare sets using the language of comparison, and play games which involve comparing sets</li> <li>• continue to compare sets by matching, identifying when sets are equal</li> <li>• explore ways of making unequal sets equal.</li> </ul> <p><b>Measure, space and spatial thinking:</b> Mass and capacity</p>	<ul style="list-style-type: none"> <li>• begin to link even numbers to doubles</li> <li>• begin to explore the composition of numbers within 10.</li> </ul> <p><b>Comparison:</b></p> <ul style="list-style-type: none"> <li>• compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.</li> </ul> <p><b>Measure, space and spatial thinking::</b> Height, length and time 3D shapes</p>	<p><b>Cardinality, ordinality and counting:</b></p> <ul style="list-style-type: none"> <li>• continue to develop verbal counting to 20 and beyond, including counting from different starting numbers</li> <li>• continue to develop confidence and accuracy in both verbal and object counting.</li> </ul> <p><b>Composition:</b> explore the composition of 10.</p> <p><b>Comparison:</b> order sets of objects, linking this to their understanding of the ordinal number system.</p> <p><b>Measure, space and spatial thinking::</b> Manipulate, compose &amp; decompose</p>	

## Understanding the World

[Science Curriculum Overview](#)

[Science Vocabulary](#)

[Geography Curriculum Overview](#)

[Geography Vocabulary](#)

[History Curriculum Overview](#)

[History Vocabulary](#)

[Computing Curriculum Overview](#)

[Computing Vocabulary](#)

[RE Vocabulary](#)

**Enquiry:** What makes me special?

Talk about members of their immediate family and the relationship to them  
(**Science:Animals inc. humans / History:Events**)

Name and describe people who are familiar to them, such as the police, the fire service, doctors and teachers (**Science:Animals inc. Humans / History:Events**)

Comment on images of familiar situation in the past – Our School (**History:Events**)

Recognise that people have different beliefs and celebrate special times in different ways (R.E / **Geography:Human Geography**)

Recognise and describe special times or event for them, their friends or family (**History:significance**)

### Computing:

**Operation and Exploration:**  
Knowing how to operate simple equipment.

**Showing an interest in technological toys and objects.**

**Exploring a variety of digital tools and materials to express ideas.**

### Understanding Information:

**Knowing that information can be retrieved from computers.**

**Enquiry:** How do we celebrate?

Recognise that people have different beliefs and celebrate special times in different ways (R.E / **Geography:Human Geography**)

Understand that some places are special to members of their community - church visit (R.E / **Geography:Human Geography**)

Comment on images of familiar situations in the past (**History:Events**)

Compare and contrast characters from stories including figures from the past (**History:Similarity and Difference**)

Name and describe people who are familiar to them, such as the police, the fire service, doctors and teachers (**Science:Animals inc. Humans / History:Events**)

Recognise some similarities and differences between life in this country and life in other countries(**Geography:Human /physical Geography**)

Understand the effect of changing seasons on the natural world around them -(**Science:Seasonal changes / Geography:physical geography**)

Describe what they see, hear, and feel whilst outside (**Science:Living things and their habitats / Seasonal changes / materials / light / forces / sound / Earth & Space**)

Explore the natural world around them (**Science:Living things and their habitats / Seasonal changes / materials / forces / Earth & Space**)

Describe and draw pictures of the natural world including animals and plants (**Geography:Locational Knowledge**)

Recognise and describe special times or event for them, their

**Enquiry:** What's the weather like today?

(Why do we wear different clothes at different times of the year?)

Recognise some similarities and differences between life in this country and life in other countries(**Geography:Human /physical Geography**)

Recognise some environments that are different to the one in which they live.  
(**Science:Living things and their habitats / Geography:Physical Geography**)

Understand the effect of changing seasons on the natural world around them -(**Science:Seasonal changes / Geography:physical geography**)

Describe what they see, hear, and feel whilst outside (**Science:Living things and their habitats / Seasonal changes / materials / light / forces / sound / Earth & Space**)

Explore the natural world around them (**Science:Living things and their habitats / Seasonal changes / materials / forces / Earth & Space**)

Describe and draw pictures of the natural world including animals and plants (**Geography:Locational Knowledge**)

Using language relating to time, organise events using basic chronology, recognising things happened before they were born (**History:Chronology**)

Notice and talk about how materials can change, such as ice melting or dough hardening.(**Science:Materials**)

Use all their senses in hands-on exploration of materials, and discuss what they

**Enquiry:** How can we protect our planet?

Draw information from a simple map **HEATH** (**Geography:Mapwork and Fieldwork**)

Recognise some similarities and differences between life in this country and life in other countries(**Geography:Human /physical Geography**)

Question why things happen and give explanations.(**History:Cause and Consequence**)

Recognise some environments that are different to the one in which they live.  
(**Science:Living things and their habitats / Geography:Physical Geography**)

Understand the effect of changing seasons on the natural world around them -(**Science:Seasonal changes / Geography:physical geography**)

Describe what they see, hear, and feel whilst outside (**Science:Living things and their habitats / Seasonal changes / materials / light / forces / sound / Earth & Space**)

Explore the natural world around them (**Science:Living things and their habitats / Seasonal changes / materials / forces / Earth & Space**)

Make observations of animals and plants and explain why things occur and talk about changes (**Science:Plants**)

Explore and talk about different materials they encounter in everyday play and the natural environment (e.g., wood, metal, plastic, fabric, stone)(**Science:Materials**)

**Enquiry:** What can we find living in the garden?

Draw information from a simple map **PARK** (**Geography:Mapwork and Fieldwork**)

Understand the effect of changing seasons on the natural world around them -(**Science:Seasonal changes / Geography:physical geography**)

Describe what they see, hear, and feel whilst outside (**Science:Living things and their habitats / Seasonal changes / materials / light / forces / sound / Earth & Space**)

Explore the natural world around them (**Science:Living things and their habitats / Seasonal changes / materials / forces / Earth & Space**)

Describe and draw pictures of the natural world including animals and plants (**Geography:Locational Knowledge**)

Make observations of animals and plants and explain why things occur and talk about changes (**Science:Plants**)

**Enquiry:** How have I changed since I was a baby?

Talk about members of their immediate family and the relationship to them  
(**Science:Animals inc. humans / History:Events**)

Name and describe people who are familiar to them, such as the police, the fire service, doctors and teachers (**Science:Animals inc. Humans / History:Events**)

Using language relating to time, organise events using basic chronology, recognising things happened before they were born (**History:chronology**)

Observe and describe things that have changed and stayed the same during their life (**History:Continuity and change**)

Comment on images of familiar situations in the past (**History: Events**)

Compare and contrast characters from stories including figures from the past (**History:similarities and differences**)

Question why things happen and give explanations.(**History:Cause and Consequence**)

Draw information from a simple map **ROUTE TO SCHOOL** (**Geography: Map and fieldwork**)

Recognise some environments that are different to the one in which they live.  
(**Science:Living things and their habitats / Geography:Physical Geography**)

Understand the effect of changing seasons on the natural world around them -(**Science:Seasonal changes / Geography:physical geography**)

Describe what they see, hear, and feel whilst outside (**Science:Living things and their habitats / Seasonal changes / materials /**

	<p><b>Recognising the common uses of information technology beyond school.</b></p> <p><b>Creativity and Expression:</b></p> <p><b>Using technology to create digital artwork, music, and presentations.</b></p> <p><b>Saving and retrieving their digital work.</b></p> <p><b>Problem-Solving and Resilience:</b></p> <p><b>Developing resilience and perseverance in the face of challenges when using technology.</b></p> <p><b>Finding more than one solution to a problem, such as a floor robot task.</b></p> <p><b>E-Safety and Health:</b></p> <p><b>Knowing to tell an adult if they encounter inappropriate online content or contact.</b></p>	<p>friends or family <b>(History:significance)</b></p> <p>Using language relating to time, organise events using basic chronology, recognising things happened before they were born <b>(History:Chronology)</b></p> <p>Explore and talk about different materials they encounter in everyday play and the natural environment (e.g., wood, metal, plastic, fabric, stone).<b>(Science:Materials)</b></p> <p>Begin to describe the feel, look, or other simple properties of materials using words like hard, soft, rough, smooth, shiny, dull.<b>(Science:Materials)</b></p> <p>Sort and group everyday objects based on observable properties such as texture, colour, or material type.<b>(Science:Materials)</b></p> <p>Show curiosity and ask questions <b>(Science:Ask questions and plan enquiry)</b></p>	<p>notice.<b>(Science:Materials)</b></p> <p>Talk about how materials are used for specific purposes (e.g., “Raincoats keep us dry because they are waterproof”).<b>(Science:Materials)</b></p> <p>Begin to make simple suggestions about what might happen next, using what they have seen or experienced.<b>(Science:Predict)</b></p> <p>Make observations using their senses and simple equipment <b>(Science:Predict)</b></p> <p>Use their observations to help them to answer their questions<b>(Science:Predict)</b></p>	<p>Record their observations by drawing, taking photographs, using sorting rings or boxes and on simple tick sheets <b>(Science:Record Data)</b></p> <p>Make direct comparisons <b>(Science:Record Data)</b></p> <p>Talk about what they have done and found out <b>(Science:Record Data)</b></p> <p>identify, sort and group. <b>(Science:Record Data)</b></p>		<p><b>light / forces / sound / Earth &amp; Space)</b></p> <p>Explore the natural world around them <b>(Science:Living things and their habitats / Seasonal changes / materials / forces / Earth &amp; Space)</b></p> <p>Describe and draw pictures of the natural world including animals and plants <b>(Geography:Locational Knowledge)</b></p> <p>Recognise and describe special times or event for them, their friends or family <b>(History:significance)</b></p>
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**Discussing the benefits of technology and the importance of sensible "screen time".**

**Expressive Arts and Design**

[ART Curriculum Overview](#)

[Art Vocabulary](#)

Art Big Ideas -  
Colour (explore mixing)  
Tone/Form (lighter/darker)  
Pattern/Texture (printing / combining)  
Line/Shape (increasing accuracy)

[DT Curriculum Overview](#)

[DT Vocabulary](#)

DT Big Ideas-  
User  
Purpose  
Functionality  
Design decisions  
Innovation  
Authenticity

[Music Vocabulary](#)

**Art - Generate ideas** -Work purposefully responding to colours, shapes, materials etc. Create simple representations of people and other things.  
**Create** - Work spontaneously and enjoy the act of making/creating. Sustain concentration and control when experimenting with tools and materials.

**Evaluate** - Recognise and describe key features of their own and others' work.

**Drawing: Self portrait**  
Understand they can use lines to enclose a space and then begin to use these shapes to represent objects. Create simple representations of events, people and objects. Experiment with texture, form and function. Represent their own ideas, thoughts and feelings through drawings.  
Begin to use a variety of drawing tools (pencils, pastels, chalks, fingers)

*Poetry Basket – seasonal poems*

**Get Set For Music: Journeys**  
**\*Listening** - respond by mark-making, explain how the music makes you feel  
**\*Composing** - rhythms, titi/ta and rests  
**\*Performing** - rhythms, call and response, chant, use tempo  
**\*Social and emotional** - inclusive, sharing ideas, communication, confidence, understanding feelings

**Their Favourite songs- song cards**

**Develop storylines in their pretend play.**

**Art - Generate ideas, Create and Evaluate**

**Painting: Jackson Pollock artist study**  
Know that Jackson Pollock created Splatter paintings  
Know that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities. Know how to explain what they are doing.

Explore different coloured paints noting how they can be used.  
Explore what happens when they mix colours. Choose particular colours to use for a purpose. Experiment with different sizes of brushes.  
Uses a variety of tools to spread paint, such as fingers and spatulas as well as brushes.  
Uses colour and marks to express moods.

**Printing:**  
Print with natural (e.g. apple, orange etc) and manmade objects noting the shapes produced.  
Use printing to improve fine motor skills ensuring prints are placed accurately.

**DT**  
**Design**-Select appropriate resources.  
Use gestures, talking and arrangements of materials and components to show design.  
Use the language of designing and making (join, build, shape, longer, shorter, heavier etc.).

**Make** - Construct with a purpose, using a variety of resources. Use simple tools and techniques. Build / construct with a wide range of objects.  
Select tools and techniques to shape, assemble and join.  
Replicate structures with materials / components.

**Art - Generate ideas, Create and Evaluate**

**Collage: Winter collage**  
Explore different coloured paints noting how they can be used.  
Explore what happens when they mix colours. Choose particular colours to use for a purpose. Experiment with different sizes of brushes.  
Uses a variety of tools to spread paint, such as fingers and spatulas as well as brushes.  
Uses colour and marks to express moods.

**Printing:**  
Print with natural (e.g. apple, orange etc) and manmade objects noting the shapes produced.  
Use printing to improve fine motor skills ensuring prints are placed accurately.

**DT - Design, Make, Evaluate**

**Mechanisms: gingerbread man trap**  
**Design** - Select appropriate resources.  
Use gestures, talking and arrangements of materials and components to show design.  
Use the language of designing and making (join, build, shape, longer, shorter, heavier etc.).  
**Make** - Construct with a purpose, using a variety of resources. Use simple tools and techniques. Build / construct with a wide range of objects.  
Select tools and techniques to shape, assemble and join (glue, tape, fold, flap). Replicate structures with materials / components.  
Discuss how to make an activity safe and hygienic.  
Record experiences by drawing, writing, voice recording.

**Art - Generate ideas, Create and Evaluate**

**Painting: Pier Mondrian artist study**  
Know that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities. Know how to explain what they are doing.

Explore different coloured paints noting how they can be used.  
Explore what happens when they mix colours. Choose particular colours to use for a purpose. Experiment with different sizes of brushes.  
Uses a variety of tools to spread paint, such as fingers and spatulas as well as brushes.  
Uses colour and marks to express moods.

**Printing:**  
Print with natural (e.g. apple, orange etc) and manmade objects noting the shapes produced.  
Use printing to improve fine motor skills ensuring prints are placed accurately.

*Poetry Basket – seasonal poems*

**Get Set For Music: Circus**  
**\*Singing** - adding actions, soloist, call and response  
**\*Listening** -identifying music, responding to changes  
**\*Composing** -creating rhythms, improvising  
**\*Performing** -playing to the pulse, moving to music, copying rhythms  
**\*Social and emotional** - sharing, respect, kindness, working safely, confidence, independence determination

**Create collaboratively sharing ideas, resources, and skills.**

**Art - Generate ideas, Create and Evaluate**

**Painting: Henri Matisse artist study**  
Know that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities. Know how to explain what they are doing.

**Sculpture: clay minibeast**  
Explore and manipulate materials to achieve a planned effect. Select tools needed to shape materials.  
Using playdough for, squeezing, pinching and rolling them to make familiar or fantasy objects. Experiment with different materials both inside and out, natural and manmade, to create pieces of sculpture linked to areas of learning including the natural world. Impress and apply simple decoration.

**DT - Design, Make, Evaluate**

**Food:** healthy eating  
Begin to understand some food preparation tools, techniques and processes.  
Practise stirring, mixing, pouring, blending.  
Discuss how to make an activity safe and hygienic.  
Discuss use of senses  
Understand the need for variety in food.  
Begin to understand that eating well contributes to good health.

**Get Set For Music: Deep Blue Sea**  
**\*Listening** - changes in pitch, respond with movement, describing sounds  
**\*Composing** - exploring instruments and their sounds, simple rhythms and melodies

**Art - Generate ideas, Create and Evaluate**

**Drawing: Self portrait ASSESSMENT**

**Drawing: Self portrait**  
Understand they can use lines to enclose a space and then begin to use these shapes to represent objects. Create simple representations of events, people and objects. Experiment with texture, form and function. Represent their own ideas, thoughts and feelings through drawings.  
Begin to use a variety of drawing tools (pencils, pastels, chalks, fingers)

*Poetry Basket – seasonal poems*

**Get Set For Music: Space**  
**\*Listening** -identify sounds of instruments, dynamics and tempo, express thoughts and feelings, respond with movement  
**\*Composing** - to a theme, consider dynamics and tempo, explore 3 notes  
**\*Performing** - with a partner, percussion instruments, speak, sing and play, simple melodies, pitch, so, mi and la  
**\*Social and emotional** - collaboration, communication, kindness, patience, sharing, move safely, respect, independence, self-control, persevere

**Watch and talk about dance and performance art, expressing their feelings and responses.**

Discuss how to make an activity safe and hygienic.  
Record experiences by drawing, writing, voice recording.  
Understand that different media can be combined for a purpose.

*Evaluate*- Adapt work if necessary. Dismantle, examine, talk about existing objects/structures. Consider and manage some risks. Practise some appropriate safety measures independently. Talk about how things work. Look at similarities and differences between existing objects / materials / tools. Show an interest in technological toys. Describe textures.

**Textiles: Sewing christmas decoration**

*Poetry Basket – seasonal poems*

**Get Set For Music: Whatever the Weather**

**\*Listening** - identify instruments, describe timbre, respond with mark making and movement

**\*Composing** - simple melodies, thematic piece, creating new verses, create rhythms

**\*Performing** - repeat rhythms, respond with movement, play percussion, so and mi, add actions, play and sing together

**\*Social and emotional** - collaboration, listening, working safely, take turns, share, self-control, perseverance, confidence, patience, independence

**Sing in a group or on their own, increasingly matching the pitch and following the melody.**

Understand that different media can be combined for a purpose.

**Evaluate:** Adapt work if necessary.

Dismantle, examine, talk about existing objects/structures.

Consider and manage some risks. Practise some appropriate safety measures independently.

Talk about how things work.

Look at similarities and differences between existing objects / materials / tools.

Show an interest in technological toys.

Describe textures.

(DT)

*Poetry Basket – seasonal poems*

**Get Set For Music: Minibeasts**

**\*Listening** - mark-making, respond with movement, recognise similarities and changes in tempo and dynamics, explain preference

**\*Composing** - new verses, words and actions, sound effects, select instruments, dynamics, tempo

**\*Performing** -sing, play percussion, dynamics, tempo, repeat rhythms, match words and rhythms, vocal sounds, pitch, add actions

**\*Social and emotional** - work safely, listen, share, collaborate, support, share feelings, confidence, patience, respect, self-control

**Return to and build on their previous learning, refining ideas and developing their ability to represent them.**

**\*Performing** - following hand signals, steady beat, range of percussion instruments, follow written symbols, call and response, identifying pitch, using different voices

**\*Social and emotional** - collaboration, working safely, respect, sharing, self-control, understanding thoughts and feelings

**Listen attentively, move to, and talk about music, expressing their feelings and responses.**