








Wren Park Long Term Plan Knowledge & Skills Progression EYFS - Reception

Area of Learning	Autumn 1- Our Big New Adventure!	Autumn 2: Sparkle & Shine!	Spring 1: Terrific Tales	Spring 2: Wonderful World	Summer 1: The Great Outdoors	Summer 2: Sun, Sea & Sand
Possible Themes/Interests/Lines of Enquiry	Autumn Halloween Family People Who Help Us	Autumn Halloween Diwali Bonfire Night Remembrance Christmas Story/nativity, Elf Christmas around the world TRIP TO WINTER WONDERLAND	Winter Arctic (ice experiments) Snow Bears/Penguins Chinese New Year Fairy Tales	Pancake Day Mother's Day Easter Spring Space Dinosaurs/Mary Anning (Fossil Girl)	Life cycles – Frog/butterfly/plant/sunflowers Local Area Planting/growing/Gardening Food from plants around the world	Summer holidays Hot places Rockpools Mermaids Pirates Under the Sea – Sea creatures Growing up – babies - generations (PSHE)
Communication and Language  Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, Drawing Club, Poetry Basket, speech and language interventions, taking part in whole school events such as Golden Book assemblies, Nativity play, *ShREC High Quality Interaction (Share, Respond, Expand, Conversation)	Understand how to listen carefully and why listening is important. Engage in story times, rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions. Understand 'why' questions. Use sentences 4-6 words. Use talk to organise play.	Listen in familiar & new situations. Engage in story times. Maintain attention in new situations. Ask questions to find out more and to check they understand what has been said to them. Follow instructions with 2 parts in a familiar situation. Start a conversation with peers and familiar adults and continue for many turns. Develop social phrases	Listen attentively in a range of situations. Maintain attention during appropriate activity. Engage in non-fiction books. Consider the listener and take turns. Use talk to organise/stand for something else in play. Begin to use past tense. Begin to recount past events.	Understand why listening is important. Maintain attention in different contexts. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Ask questions to find out more and check understanding. Articulate their ideas and thoughts in well-formed sentences. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Begin to connect one idea or action to another using a range of connectives. Describe events in some detail.	Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. Describe events in some detail. Express ideas about feelings and experiences. Articulate their ideas and thoughts in well-formed sentences. Use language to reason.	Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Speak in well-formed sentences with some detail. Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.
	Learn new vocabulary (vocab display) Use new vocabulary through the day	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.	Use new vocabulary in different contexts Listen to and talk about stories to build familiarity and understanding.			
Personal, Social and Emotional Development Self-regulation  Children develop their personal, social and emotional skills throughout the year through weekly Jigsaw sessions, Picture News, UNICEF Rights of the Child, diversity stories linked to Jigsaw, circle times, social stories, mindfulness activities, yoga	Can talk about feelings. Welcome distractions when upset. Increasingly follow rules. Know likes and dislikes. Independently organise belongings in the morning. Manage personal hygiene. Build constructive and respectful relationships. JIGSAW: BEING ME IN MY WORLD BRITISH VALUES: DEMOCRACY UNICEF RIGHTS OF A CHILD: International Day of Peace, European Day of Languages, Black History Month, World Teachers Day, Harvest & World Food Day	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. Continue to build constructive and respectful relationships. JIGSAW: CELEBRATING DIFFERENCE (INCLUDING BULLYING) BRITISH VALUES: RULE OF LAW UNICEF RIGHTS OF A CHILD: Remembrance Day, Anti-Bullying Week, World Children's Day, Faith Based Festivals, International Day of Persons with Disabilities, Human Rights Day	Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. Manage their own needs. Can identify kindness. Seek others to share activities and experiences. JIGSAW: DREAMS AND GOALS BRITISH VALUES: INDIVIDUAL LIBERTY UNICEF RIGHTS OF A CHILD: Safer Internet Day, Children's Mental Health Week	Can make choices and communicate what they need. Begin to show persistence when faced with challenges. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work. JIGSAW: HEALTHY ME BRITISH VALUES: MUTUAL RESPECT, TOLERANCE & DIVERSITY UNICEF RIGHTS OF A CHILD: World Book Day, International Women's Day, World Water Day	Beginning to know that children think and respond in different ways to them. Can talk about their own abilities positively. Confident to try new activities Show resilience and perseverance. JIGSAW: RELATIONSHIPS BRITISH VALUES: UNICEF RIGHTS OF A CHILD: Earth Day, Mental Health Awareness Week,	Able to identify and moderate own feelings. See themselves as a unique and valued individual. Can seek out a challenge and enjoy the process. Show sensitivity to others' needs and feelings. JIGSAW: CHANGING ME BRITISH VALUES: UNICEF RIGHTS OF A CHILD: Soccer Aid, World Refugee Day, Keeping Safe in the holidays
Religious Education	Believing: Key Question F2: Which people are special and why?	Expressing: Key Question F4: Which times are special and why?	Believing: Key question F1: Which stories are special and why?	Living: Key Question F5: Where do we belong? <i>How do we show respect for one another?</i> <i>How do we show love/how do I know I am</i>	Living: Key Question F6: What is special about our world?	Expressing: Key question F3: Which places are special and why?

<p>Also see Understanding The World: People, Culture & Communities</p>	<p><i>Who is special to you and why? What is a good friend like? How can you show that you are a good friend? What stories did Jesus tell about being a friend and caring for others? What stories do special people tell in other religions?</i></p>	<p><i>What special times have you had? What did you celebrate? Why? Who were you with? What happened? What do other people celebrate? What happens at Christmas, and why? What happens at Easter, and why? What stories do you know about Jesus' birth and when he died? What do you think about Jesus? What do Christians say about Jesus? What other festivals have you learnt about? What happens at the festivals, and why? What stories can you remember about festivals? What are the similarities and differences between different people's special times?</i></p>	<p><i>What is your favourite story? What do you like about it, and why? What stories do you know about Jesus? What do you think Jesus was (is) like? Do you know any Bible stories? What stories do you know that are special to Christians (or other faiths)? Who are the stories about? What happens in the story? Does the story tell you about God? What do you learn? What stories do you know that tell you how you should behave towards other people? What are the similarities and differences between different people's special stories?</i></p>	<p><i>loved? Who do you care about? How do we show care/how do I know I am cared for? How do you know what people are feeling? How do we show people they are welcome? What things can we do better together rather than on our own? Where do you belong? How do you know you belong? What makes us feel special about being welcomed into a group of people?</i></p>	<p><i>What do you like in nature? What is your favourite thing? Why do you like it best of all? What have you learned about nature that is new to you? Why do some people say the world is special? What do you think is special about the world? What stories of creation do Christians tell? What do people say about how we should look after the world? How do you think we should look after the world? What are the similarities and differences between different people's ideas about the world?</i></p>	<p><i>Where do you feel safe? Why? Where do you feel happy? Why? Where is special to me? Where is a special place for believers to go? What makes this place special?</i></p>
<p>Physical Development</p>  <p>Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco, Drawing Club, Draw with Rob, Cosmic Kids Yoga, Wake & Shake sessions, outdoor provision</p>	<p>DANCE – DANCE TIL YOU DROP</p> <p>Develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p>	<p>DANCE – DANCE TIL YOU DROP</p> <p>Combine different movements with ease and fluency</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>GYMNASTICS – GYM IN THE JUNGLE</p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Combine different movements with ease and fluency</p>	<p>GYMNASTICS – GYM IN THE JUNGLE</p> <p>(PSHE & SCIENCE LINK) 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.</p>	<p>GAMES – THE OLYMPICS</p> <p>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.</p> <p>Revise and refine the fundamental movement skills they have already acquired: walking, jumping, running, hopping, skipping, climbing.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	
<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop gross motor skills & 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. Develop their fine 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 spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility.</p>						
<p>Literacy</p>  <p>Comprehension & vocabulary enhanced through Poetry Basket – weekly poems, daily storytimes, rhymes, vocabulary wall, Drawing Club vocabulary</p>	<p>Comprehension: Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.</p>	<p>Comprehension: Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play.</p>	<p>Comprehension: Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).</p>	<p>Comprehension: Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books. Innovate a well-known story with support.</p>	<p>Comprehension: Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.</p>	<p>Comprehension: Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p>

Reading & Phonics (See Phonics Bug Planning)	Word Reading: Hear general sound discrimination and be able to orally blend and segment.	Word Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.	Word Reading: Read individual letters & some digraphs by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.	Word Reading: Read some letter groups (digraphs) that each represent one sound and say sounds for them. Begin to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Word Reading: Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
	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.					
	Phase 1/2 Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words. Phase 2 Know grapheme phoneme correspondence of 1 st set of letter sounds SATPINMD & begin to blend. <i>Write individual graphemes in response to sounds during phonics sessions.</i>	Phase 2 Know grapheme phoneme correspondence of 19 letters & recognise digraphs -ck + consonant endings - ff, ll, ss Phase 3 Know grapheme phoneme correspondence of final 7 letters of the alphabet Know high-frequency common words (I, into, her, the, to, and, no, go, me, be, he, she, my, by). <i>Blend with known letters for reading VC and CVC words.</i> <i>Orally segment for VC and CVC words for spelling</i> <i>Write individual graphemes in response to sounds during phonics sessions.</i>	Phase 2 Consolidate sounds and tricky words from Autumn 2. Phase 3 Consolidate individual letter sounds and know digraphs sh, ch, th, ng, Know the 4 consonant digraphs sh, th, ch, ng & digraphs ai, ee, igh, oa, Know high-frequency common words (they, we, are, you) <i>Blend and segment known sounds for reading and spelling VC, CVC, Revisit & consolidate all phase 2 sounds and tricky words.</i>	Phase 3 Consolidate Phase 2/3 skills. Know digraphs oo, ar, or, ur, ow, oi, er & trigraphs ear, air, ure & digraph ur, Know high-frequency common words (all, was, give, live) <i>Blend and segment known sounds for reading and spelling VC, CVC, CVCC Revisit & consolidate all phase 2 sounds and tricky words.</i> <i>Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.</i>	Consolidation of Phases 2/ 3 Phase 4 Read CVCC/CCVC/CCVCC/CCCVC/CCCVCC words Read high-frequency common words do, said, have, like, so, some, come, were, there, little, one, where, out, what Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Write more graphemes from memory and write a simple caption/sentence using phonic knowledge.	Consolidation of Phases 2/ 3/4 Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling. Write longer sentences using phonic knowledge, write digraphs and trigraphs.
Writing Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing and weekly sessions of Dough Disco, Drawing Club, Draw with Rob, Cosmic Kids Yoga, Wake & Shake & Soccerstars.	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. Makes 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. Know how to form clear ascenders and descenders.	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. 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. 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 and form some capital letters correctly.

<p>Mathematics</p>  <p>We use Master The Curriculum Planning (based on White Rose) alongside Numberblocks & corresponding NCETM powerpoints</p>	<p>Just Like Me, Begin It's Me 1,2,3</p> <p>Count objects, actions, and sounds. Subitise Representing, comparing, composition and formation of 1,2,3 Circles, semi-circles and triangles Matching, Sorting & Comparing Comparing size, mass & capacity Exploring pattern - making simple patterns.</p>	<p>Complete It's Me 1,2,3 & Light & Dark</p> <p>Explore the composition of numbers to 5 Subitise Recall number bonds 0-5 Representing, comparing, composition and formation of 4,5 One more and less Shapes with 4 sides. Positional language</p>	<p>Alive in 5 & Growing 6,7,8</p> <p>Explore the composition of numbers to 8 Subitise Automatic recall number bonds 0-8 Representing, comparing, composition and formation of 6,7 Introducing zero Comparing Mass, capacity, length, height Making pairs, pairs wise, Combining 2 groups Time</p>	<p>Complete Growing 6,7,8 Building 9 & 10</p> <p>Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10 Representing, comparing, composition and formation of 8,9,10 Combining 2 groups 3D shapes Pattern</p>	<p>Complete Building 9&10 Find My Pattern Explore the composition of numbers to 10 and beyond. Subitise Automatic recall number bonds 0-10</p> <p>Number 10 and beyond– subitising, counting, sorting, matching, comparing, ordering Odd & even Doubles Sharing/equal/unequal Patterns and relationships</p>	<p>Complete Find My Pattern To 20 & Beyond First Then Next</p> <p>Explore the composition of numbers beyond 10 (teen numbers) Subitise Automatic recall number bonds 0-10 Numbers to 20– counting, sorting, matching, comparing, ordering Adding more Taking away Doubling Sharing and grouping Tangrams Shape – spatial reasoning</p>
<p>Ongoing throughout the year</p> <p>See White Rose suggested book list for stories & picture books to accompany the different units eg Anno's Counting Book, The Button Box, Rosie's Walk</p>	<p>Link the number symbol with its cardinal number value. Count up to & beyond ten. Compare numbers using more/less/same. Subitise in world around them (eg in nature – flower petals & environment –panels on fence) & on resources eg dice, dominos, playing cards. Understand the 'one more/one less than' relationship between consecutive numbers.</p> <p>Select, rotate, and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy, and create repeating patterns. Compare length, weight, height and capacity.</p>					
<p>Understanding the World</p>	<p>History: Past and Present TIMELINE: PAST, PRESENT, FUTURE (Seasons, Halloween) + ME & MY FAMILY</p>	<p>History: Past and Present TIMELINE: CELEBRATIONS (Bonfire Night, REMEMBRANCE Diwali, Christmas)</p>	<p>History: Past and Present TIMELINE: Pancake Day, Valentines Day, Lunar New year + PEOPLE WHO HELP US</p>	<p>History: Past and Present TIMELINE: Mother's Day, Easter, Spring + DINOSAURS & MARY ANNING</p>	<p>History: Past and Present SEASONS: SUMMER + LIFE CYCLES -TADPOLE/FROG, CATERPILLAR/BUTTERFLY</p>	<p>History: Past and Present HOW HAVE I GROWN AND CHANGED? + CURIOSITY CASE – WHAT AM I?</p>



***STORY BOOKS (Geog focus):** *The World Came to My Place today (food), This is How We do It (& 7 ch. around the world-home, school etc), My Granny Went to Market (magic carpet around the world) (History focus): Fossil Girl, Fairy tales, Shirley Hughes stories (familiar situations in the past), When we Were Giants, Peepo, Little People, Big Dreams*

Early Learning Goal Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World: Explore the natural world around them (including Wren's Nest Garden), making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Talk about members of their immediate family. Name & describe people who are familiar to them. Begin to use the language of time when talking about past/present events in their own lives.

BLACK HISTORY MONTH (MAYA ANGELOU)

Talk about key roles people have in society both in the past and present. Ask questions, use different sources to find answers including books, the internet.

Geography: People, Culture and Communities

OUR NEW SCHOOL & THE WREN'S NEST, SEASONS: AUTUMN

Describe what they see, hear, and feel outside.

Talk about & describe the features of their immediate environment with visual representations e.g. classroom maps, map of school, and read common signs and logos.

Know some signs of Autumn and associated weather.

Science: The Natural World DEVELOPING EXPERTS: MAIN FOCUS = FORCES – FLOATING & SINKING/PUSHES & PULLS + WEATHER & SEASONS – AUTUMN

Talk about features of the environment they are in and learn about the different environments (Wren's Nest & Garden).

Explore and ask questions about the natural world around them, making observations.

Describe some important processes and changes in the natural world around them, including the seasons.

Computing: IPADS-take photo

Explore how things work. Develop an awareness of digital storage of information- photography, digital.

The World At War (whole school WW2 topic)

Use the language of time when talking about past/present events in their own lives & the lives of others. Find out about key historical events and why & how we celebrate today. Ask questions, use different sources to find answers including books, the internet.

Geography: People, Culture and Communities

CELEBRATIONS (Bonfire Night, Remembrance, Diwali, Christmas) + STORY MAPS & BEEBOTS (Rosie's Walk)

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Know how to make simple maps from stories.

Science: The Natural World DEVELOPING EXPERTS: OUR BODY L6 - SIMS/DIFFS, MATERIALS L3 -MELTING ICE, FOOD L7 – DOUGH (DIWA POTS) WEATHER & SEASONS – AUTUMN/WINTER

Identify some similarities & differences between the natural world around them, drawing on their experiences and what has been read in class.

Explore and ask questions about the natural world around them. Describe some important processes and changes in the natural world around them, including the seasons and changing states of matter-ice, dough.

Computing: BEEBOTS + POSITIONAL LANGUAGE

Use technology (BeeBot) and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc. (Rosie's Walk map)

Use the language of time when talking about past/present events. Describe features of objects, people, places at different times and make comparisons.

Talk about key roles people have in society both in the past and present. Name and describe people who are familiar to them within their community eg police, doctors, dentist.

Geography: People, Culture and Communities

SEASONS: WINTER, WEATHER, MAPPING SKILLS: POLAR REGIONS, MAPS LINKED TO STORIES & BEEBOTS CELEBRATIONS (Pancake Day, Valentines Day, Lunar New year), + PEOPLE WHO HELP US

Recognise and describe features of places/environments that are different to the one in which they live e.g. Antarctica/Arctic.

Name people who help us within the community and their jobs.

Know some signs of Winter and associated weather.

Science: The Natural World DEVELOPING EXPERTS: MAIN FOCUS = WEATHER & SEASONS + FOOD L6 – PANCAKES, ANIMALS L2 POLAR HABITATS

Describe some important processes and changes in the natural world around them, including the seasons and changing states of matter-pancake batter.

Identify some similarities & differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Computing: BEEBOTS + DIRECTIONAL LANGUAGE + ONLINE SAFETY DAY

Program a BeeBot/ instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side.

Use the language of time when talking about past/present events. Understand the past through settings, characters (including figures from the past) and events encountered in books read in class and storytelling.

Geography: People, Culture and Communities

SEASONS: SPRING + DINOSAURS/FOSSILS

Describe the environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Comment and ask questions about places and objects they have learnt about – fossils, Lyme Regis (M.Anning)

Know some signs of Spring and associated weather.

Science: The Natural World DEVELOPING EXPERTS: MAIN FOCUS = OUR BODY + FOOD L1 HEALTHY DIET (PSHE link), MATERIALS L2 MELTING CHOCOLATE (EASTER NESTS)

Explore the natural world around them, making observations and drawing pictures of animals and plants.

Describe some important processes and changes in the natural world around them, including changing states of matter – chocolate.

Computing: IWB - GAMES

use technology to play games, taking turns.

Talk about things that have changed. Begin to put these changes in order. Recount and order events, orally, pictorially and using captions.

Geography: People, Culture and Communities

SEASONS: SUMMER

Know some signs of Summer and associated weather.

Describe what they see, hear, and feel outside -plants and animals.

Science: The Natural World DEVELOPING EXPERTS: MAIN FOCUS = PLANTS

(+frogspawn/tadpoles lifecycles) Explore and ask questions about the natural world around them, making observations and drawing pictures of animals and plants.

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Describe some important processes and changes in the natural world around them, including the seasons.

Computing: IPADS - GAMES

use technology to play games, taking turns.

Talk about and understand changes in their own life story. Order experiences in relation to themselves.(Link to Science/PSHE -Growing & Changing) Ask questions about a stimulus e.g. an artefact. Identify some similarities and differences between things in the past and now, drawing on their experiences.

Geography: People, Culture and Communities

WHAT DO WE SEE AT THE SEASIDE/UNDER THE SEA? FEATURES & ANIMALS, WHERE IS THE SEASIDE?

Recognise, know and describe features of different places. Identify similarities and differences between their immediate environment and different places they have visited, learnt about in books or websites – seashores. Create own maps using symbols (x marks the spot treasure maps).

Science: The Natural World DEVELOPING EXPERTS: MAIN FOCUS = ANIMALS + OUR BODY L5 CHANGING BODIES (PSHE link) + Floating & sinking/waterproof materials (link to DT Boats)

Identify some similarities & differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Explore the natural world around them, making observations and drawing pictures of animals and plants.

Describe some important processes and changes in the natural world around them.

Identify some similarities & differences between things in the past and now, drawing on their experiences and what has been read in class.

Computing (link to History):

CURIOSITY CASE explore how technology has changed over time (music - record player, tape/DVD)

Throughout the year, children will begin to develop a sense of **continuity and change (HISTORY)** using the class timeline and Learning Adventure displays, watching the changing seasons & exploring the natural world around them (**SCIENCE/GEOGRAPHY**) & by being able **to compare and contrast characters from stories throughout the year, including figures from the past (HISTORY)**. (Little People, Big Dreams books.) They will develop their understanding of the need to respect and care for the natural environment and all living things (including tadpoles in Spring/summer terms).

GEOGRAPHY: People, Culture and Communities Children will know that people in other countries may speak different **languages** (register in different languages, learning greetings of children's home languages in the Wren's Nest & exposure to other languages through staff knowledge, visitors, different celebrations & festivals, children's holidays experiences and extended families) These ongoing experiences will develop children's knowledge of **similarities and differences between different religious and cultural communities in Wren Park** & the local area, as well as developing their **understanding of similarities and differences between life in this country and life in other countries.**

COMPUTING: Children have daily access to a range of technology resources such as role-play equipment/toys eg microwave, keyboard, telephones, toys with switches, books with sound buttons/interactive flaps, beebots, as well as using class ipads and interactive whiteboards to support learning in other areas of the curriculum & for different purposes eg ipads to watch videos, play games, take photographs and listen to stories. Reception children take part in Online Safety Day along with the rest of the school and regularly revisit the topic of keeping safe online.

Expressive Arts and Design

KAPOW ART SCHEME:
DRAWING: MARVELLOUS
MARKS Mark making with different

KAPOW D&T SCHEME:
STRUCTURES: JUNK
MODELLING & CLAY DIVA
LAMP

KAPOW ART SCHEME:
PAINTING & MIXED MEDIA:
PAINT MY WORLD & D&T

KAPOW D&T SCHEME:
TEXTILES - BOOKMARKS
& SEASONAL PROJECT:
COOKING – CHOC NESTS (link to

KAPOW ART SCHEME:
SCULPTURE & 3D: CREATION
STATION

KAPOW D&T SCHEME:
STRUCTURES -BOATS
MUSIC: Charanga Songs- Reflect, Rewind & Replay



We follow the KAPOW Scheme of work for Art & DT & the Charanga Scheme for Music.

Early Learning Goals:

Creating with Materials:

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive:

Invent, adapt and recount narratives and stories with peers and their teacher.

Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

media, Observational pencil drawings

MUSIC: Charanga Songs-Me!

Pat-a-cake
1, 2, 3, 4, 5, Once I Caught a Fish Alive
This Old Man
Five Little Ducks
Name Song
Things for Fingers

Develop storylines in their pretend play.

& Christmas cards & calendars

MUSIC: Charanga Songs-My Stories

I'm A Little Teapot
The Grand Old Duke of York
Ring O' Roses
Hickory Dickory Dock
Not Too Difficult
The ABC Song

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

COOKING: PANCAKES (link to Science/Maths weighing)

MUSIC: Charanga Songs-Everyone!

Wind the Bobbin Up
Rock-a-bye Baby
Five Little Monkeys Jumping on The Bed
Twinkle, Twinkle
If You're Happy and You Know It
Head, Shoulders, Knees and Toes

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

Science) & Mother's Day cards & Easter cards

MUSIC: Charanga Songs-Our World

Old Macdonald
Incy Wincy Spider
Baa, Baa Black Sheep
Row, Row, Row Your Boat
The Wheels on The Bus
The Hokey Cokey

Create collaboratively sharing ideas, resources, and skills.

MUSIC: Charanga Songs-Big Bear Funk

Big Bear Funk

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

Big Bear Funk
Baa, Baa Black Sheep
Twinkle, Twinkle
Incy Wincy Spider
Rock-a-bye Baby
Row, Row, Row Your Boat

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

MUSIC & DANCE: Throughout the year, children will sing a range of well-known nursery rhymes and songs & they will perform songs, rhymes, poems and stories with others and try to move in time with music. **Whole class: Poetry Basket, Go Noodle Wakey Shakey songs/dances, Cosmic Kids Yoga, Body Percussion (Dance Monkey), Nativity Show.** During free-flow & continuous provision, they will have the opportunity to explore and engage in music making and dance in the music garden and using musical instruments, performing solo or in groups.

ART & DESIGN TECHNOLOGY: During free-flow & continuous provision, children will have the opportunity to explore and use a variety of tools, materials and techniques, experimenting with colour, design, texture, form and function e.g. Dough, junk modelling, loose parts, construction kits, natural materials outside.

ROLE PLAY/STORY RETELLING: During free-flow & continuous provision, children will have the opportunity to explore and make use of props and materials to invent, adapt and recount narratives and stories both indoors and outdoors in role-play areas, puppet theatre, building site, café, loose parts, construction areas.