








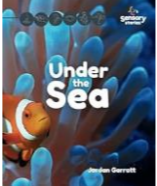


## **Reception Curriculum map – 2026-2027**

At our school, we recognise that the Reception year lays the foundation for lifelong learning. Our EYFS curriculum is carefully designed to ignite children’s curiosity, foster their confidence, and nurture the skills they need to become resilient, independent learners. We offer a broad, balanced and ambitious curriculum rooted in the EYFS Framework, while being tailored to the unique context of our children and community. Through high-quality interactions, rich vocabulary exposure, and meaningful learning experiences, we prioritise communication and language, early reading, and personal development as the golden threads across all learning. Our environment — both indoor and outdoor — is language-rich, inclusive, and inspiring. It enables children to explore, take risks, and make connections. Carefully sequenced teaching and responsive provision ensure all children, including those with SEND or EAL, are supported and challenged to make exceptional progress. Through strong partnerships with families, and a passionate team of early years professionals, we ensure that every child leaves Reception with a love of learning, secure foundational knowledge, and the confidence to thrive in Year 1 and beyond.

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Term and Topic/ Concept (Big Idea)	Autumn 1 Marvellous me! (Identity & Belonging)	Autumn 2 Wild and Wonderful Habitats (Place & Interdependence)	Spring 1 Blue planet (Sustainability & Care for the Earth)	Spring 2 Down at the bottom of the garden (Nature & Discovery)	Summer 1 Ticket to Ride! (Journeys & Exploration)	Summer 2 Once upon a time – Traditional tales (Storytelling & Morality)
<b>Rights Respecting Schools:</b>	Article 5: The right to a family/ guardianship	Article 28: Right to an education  This topic supports their right to learn about the natural world, animals, and sustainability.	Article 24: Right to a clean and safe environment.  Children learn about looking after the oceans and keeping sea animals safe from pollution. They begin to understand how a clean environment keeps us healthy too.	Article 27 – The Right to a Safe Home, Food, and Clothes.  Children learn about nutritious food and how it helps them grow	Article 8: Right to identity and belonging  Exploring different places and ways people live helps children understand and celebrate their own identity and others’.	Article 12: Right to be heard  Children share their thoughts and feelings about stories and characters, discussing right and wrong.
<b>Interests/Lines of Enquiry</b>  These themes may be adapted at various points to allow for children’s interests to flow through the provision	Starting school/settling in My new class School routines New Beginnings My family/My pets Being kind Autumn Celebrating Difference What makes me special Like and dislikes	Bonfire Night Remembrance Sunday Diwali Advent & Christmas	Exploring sea creatures and life under the ocean.  Discovering different ocean environments such as beaches, rock pools and coral reefs.  Learning about how sea animals move and live in water.  Investigating water through play, including floating and sinking.  Understanding how we can care for oceans and protect sea life.	Lifecycles of a plants and minibeasts Bug Hunt What are insects? Habitats Animals around the world Climates / Hibernation Down on the Farm Mini Beasts Animals on the Farm Night and day animals	Train ride - What can you see through the window. Bus ride - Where will the bus take us? Fire engine visit. Police car visit	Investigating a crime scene - who did it? Exploring the settings for different stories, Building dens / houses using different materials. Which one is strongest / waterproof? How can we check?
<b>Cultural capital and enrichment</b>	School tour Harvest festival Buddies Library visit	Trip to Gratefield park – Autumn walk	Trip to Barking riverside	Wormery or ant farm Pancake day World book day Mothers day Posting letters Visits from real life superheroes Superhero day	-	-
<b>CLEAR INTENT</b>	The intent of the "Marvellous Me!" topic is to help children develop a strong sense of identity, confidence, and belonging through exploring themselves, their families, and their emotions in a language-rich, nurturing environment.	The intent of the "Wild and Wonderful Habitats" topic is to spark curiosity about the natural world by exploring a range of animal habitats, fostering observational skills, scientific language, and respect for living things through hands-on, enquiry-based learning.	Deepening children’s understanding of ocean habitats, marine animals, and the importance of protecting our planet through language-rich, imaginative and environmentally focused learning	The intent of the "Down at the Bottom of the Garden" topic is to develop children’s observation and exploration skills by discovering minibeasts and plant life in their immediate environment, fostering curiosity, scientific thinking, and respect for nature through hands-on, outdoor learning experiences	The intent of the "Travelling to Places" topic is to broaden children’s understanding of the world by exploring different modes of transport, places near and far, and cultural diversity, while developing vocabulary, map skills, and a sense of adventure through imaginative and real-life experiences	The intent of the "Traditional Tales" topic is to develop children’s storytelling, sequencing, and language skills by exploring familiar narratives, characters, and morals, while fostering imagination, early reading, and a love of literature through repetition and role play

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<p>RECEPTION TEACHING TEXTS.</p>						
<p>Sensory stories – Adaptive teaching</p>	 <p>(Based in parents' room)</p>	 <p>(Based in parents' room)</p>	 <p>(Based in parents' room)</p>	 <p>(Based in parents' room)</p>	 <p>(Based in parents' room)</p>	
<p>Continuous provision <u>(not exhaustive)</u> books</p>	<p><b>Marvellous Me!</b></p> <ul style="list-style-type: none"> <li>• <i>I Like Myself!</i> – Karen Beaumont</li> <li>• <i>All Are Welcome</i> – Alexandra Penfold</li> <li>• <i>Freddie and the Fairy</i> – Julia Donaldson</li> <li>• <i>Only One You</i> – Linda Kranz</li> <li>• <i>It's Okay to Be Different</i> – Todd Parr.</li> </ul>	<p><b>Wild and Wonderful Habitats / Where Do Animals Live?</b></p> <ul style="list-style-type: none"> <li>• <i>A Walk in the Forest</i> – Maria Dek</li> <li>• <i>In the Snow: Who's Been Here?</i> – Lindsay Barrett George</li> <li>• <i>Little Owl's Night</i> – Divya Srinivasan</li> <li>• <i>Cave Baby</i> – Julia Donaldson</li> <li>• <i>Animal Homes</i> – DK (non-fiction)</li> </ul>	<p><b>Blue Planet / Under the Sea</b></p> <ul style="list-style-type: none"> <li>• <i>The Rainbow Fish</i> – Marcus Pfister</li> <li>• <i>Way Down Deep in the Deep Blue Sea</i> – Jan Peck</li> <li>• <i>Somebody Swallowed Stanley</i> – Sarah Roberts</li> <li>• <i>Clumsy Crab</i> – Ruth Galloway</li> <li>• <i>Big Blue Whale</i> – Nicola Davie</li> </ul>	<p><b>Down at the Bottom of the Garden</b></p> <ul style="list-style-type: none"> <li>• <i>Yucky Worms</i> – Vivian French</li> <li>• <i>Superworm</i> – Julia Donaldson</li> <li>• <i>The Bug Collector</i> – Alex G Griffiths</li> <li>• <i>Tad</i> – Benji Davies</li> <li>• <i>Aaaarrgghh, Spider!</i> – Lydia Monks</li> </ul>	<p><b>Travelling to Places</b></p> <ul style="list-style-type: none"> <li>• <i>The Journey Home from Grandpa's</i> – Jemima Lumley</li> <li>• <i>Maisy Goes by Plane</i> – Lucy Cousins</li> <li>• <i>Oi! Get Off Our Train</i> – John Burningham</li> <li>• <i>Emma Jane's Aeroplane</i> – Katie Haworth</li> <li>• <i>Smed and the smooos</i></li> <li>• <i>All Aboard for the Bobo Road</i> – Stephen Davies</li> </ul>	<p><b>Traditional Tales</b></p> <ul style="list-style-type: none"> <li>• <i>Mr Wolf's Pancakes</i> – Jan Fearnley</li> <li>• <i>The Great Fairy Tale Disaster</i> – David Conway</li> <li>• <i>The Three Little Wolves and the Big Bad Pig</i> – Eugene Trivizas</li> <li>• <i>Jack and the Jelly Bean Stalk</i> – Rachael Mortimer</li> <li>• <i>Cinderella</i> – Malachy Doyle</li> </ul>

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<p><b>RICH VOCAUBALRY ( TIER 1 &amp; TIER 2)</b></p>	<p><b>Tier 1:</b> me, mum, dad, baby, happy, sad, big, small, hair, eyes <b>Tier 2:</b> unique, family, emotions, feelings, belong, different, special, proud, kind, respect</p>	<p><b>Tier 1:</b> dog, cat, jungle, tree, sea, snow, hot, cold <b>Tier 2:</b> habitat, environment, shelter, survive, predator, prey, climate, tropical, arctic, woodland</p>	<p><b>Tier 1:</b> fish, sea, water, wet, swim, shell <b>Tier 2:</b> ocean, marine, creature, coral, protect, pollute, waves, underwater, deep, flippers</p>	<p><b>Tier 1:</b> bug, worm, slug, dig, crawl, fly, garden, leaf, seed, plant, flower, sun, water, grow <b>Tier 2:</b> habitat, minibeast, insect, soil, wriggle, camouflage, burrow, observe, delicate, ife cycle, sprout, soil, root, stem, bud, bloom, nurture, change, develop</p>	<p><b>Tier 1:</b> car, bus, train, go, stop, fast, slow, , bike, car, plane, road, fast <b>Tier 2:</b> journey, travel, vehicle, transport, passenger, ticket, destination, explore, map, direction, journey, transport, travel, engine, vehicle, destination, route, journey, safety, traffic</p>	<p><b>Tier 1:</b> pig, bear, wolf, run, big, house, bed, hot <b>Tier 2:</b> character, setting, plot, problem, magic, forest, cottage, wicked, brave, clever</p>
<p><b>Makaton signs for enhancing communication and language / PSED</b></p>	<ul style="list-style-type: none"> <li>• <b>Signs to Learn:</b></li> <li>• Hello / Goodbye</li> <li>• Name</li> <li>• Please / Thank you</li> <li>• Happy / Sad / Angry</li> <li>• Toilet</li> <li>• Help</li> </ul> <p><b>Focus:</b> Feelings, basic needs, building relationships.</p>	<ul style="list-style-type: none"> <li>• <b>Signs to Learn:</b></li> <li>• Bug / Spider / Bee / Butterfly</li> <li>• Garden / Tree / Grass</li> <li>• Look / Listen / Find</li> <li>• Water / Pond</li> </ul> <p><b>Focus:</b> Descriptive language, outdoor exploration, science vocabulary.</p>	<ul style="list-style-type: none"> <li>• Fish / Shark / Whale / Dolphin / Octopus / Turtle</li> <li>• Swim / Water / Sea / Ocean / Wave</li> <li>• Boat / Ship / Submarine</li> <li>• Sand / Rock / Coral / Seaweed</li> <li>• Cold / Deep / Sink / Float</li> <li>• Look / Dive / Clean / Plastic</li> <li>• Earth / World / Save / Help</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Signs to Learn:</b></li> <li>• Grow / Plant / Flower</li> <li>• Doctor / Nurse / Police / Firefighter</li> <li>• Baby / Old</li> <li>• Rain / Sun / Wind</li> </ul> <p><b>Focus:</b> Observation language and community roles.</p>	<ul style="list-style-type: none"> <li>• <b>Signs to Learn:</b></li> <li>• Bus / Train / Car / Plane</li> <li>• Beach / Sand / Sea / Suncream</li> <li>• School / Teacher / Friend</li> <li>• Goodbye / See you soon</li> </ul> <p><b>Focus:</b> Preparing for change, developing independence and confidence.</p>	<ul style="list-style-type: none"> <li>• <b>Signs to Learn:</b></li> <li>• Story / Book</li> <li>• Once upon a time</li> <li>• Big / Little</li> <li>• Hot / Cold</li> <li>• Animal signs (e.g., Wolf, Pig, Bear)</li> </ul> <p><b>Focus:</b> Sequencing, storytelling vocabulary, opposites.</p>
<p><b>Parental Involvement</b></p>	<p>Fred talk: Phonics support – Phonics workshop Introduction to bug club Introduction to Seesaw + Home learning activities Class home bear ( goes home, has own profile) Sharing about my family – baby photo <b>Stay and read</b></p>	<p>Seesaw – weekly home activities to share Class home bear ( goes home, has own profile) Bug club Sharing about my family – What is special to my family? – photos Parent consultation Writing workshop – how to support writing at home <b>Stay and count</b></p>	<p>Seesaw – weekly home activities to share Class home bear ( goes home, has own profile) Bug club Sharing about my family – what do we eat? Are there special foods we make/ buy?  Maths workshop <b>Stay and cook</b></p>	<p>Seesaw – weekly home activities to share Class home bear ( goes home, has own profile) Bug club  <b>Stay and perform</b></p>	<p>Seesaw – weekly home activities to share Class home bear ( goes home, has own profile) Bug club  Transition meeting Reports Parent consultation <b>Stay and create</b></p>	<p>Seesaw – weekly home activities to share Class home bear ( goes home, has own profile) Bug club  Transition meeting Reports</p>
<p><b>Beautiful Outcome</b></p>	<p><b>An event to showcase and celebrate skills and character development developed through the half term. Community and family involvement at the heart of the event.</b></p>					
<p><b>The Gascoigne Quest</b></p>	<p>Ourselves</p> <ul style="list-style-type: none"> <li>- Developing an understanding of themselves as an individual</li> <li>- Developing constructive and respectful relationships at school with key people</li> <li>- Developing positive responses to the feeling and needs of others</li> </ul>	<p>Our World</p> <ul style="list-style-type: none"> <li>- Developing curiosity with the local natural environment</li> <li>- Developing an understanding that people have different beliefs and cultures</li> <li>- Developing an understanding of own history and that of immediate family</li> </ul>	<p>Our Rights</p> <ul style="list-style-type: none"> <li>- Respect that each of us are unique</li> <li>- Developing knowledge of our local community</li> <li>- Know that we all have rights</li> </ul>	<p>Our Education</p> <ul style="list-style-type: none"> <li>- Developing a love of reading and writing</li> <li>- Developing a resilience to new concepts and ideas</li> </ul>	<p>Our Education</p> <ul style="list-style-type: none"> <li>- Developing a love of reading and writing</li> <li>- Developing a resilience to new concepts and ideas</li> </ul>	<p>Reception Graduations celebrating work for the whole year.</p>
<p><b>Gascoigne Treasures – Focus</b></p>	<ul style="list-style-type: none"> <li>- Positive relationships</li> <li>- Kindness and civic responsibility</li> </ul>	<ul style="list-style-type: none"> <li>- Physical Health</li> <li>- Celebrating Diversity</li> <li>- Democratic participation</li> </ul>	<ul style="list-style-type: none"> <li>- Resilience and well being</li> <li>- Thirst for knowledge</li> <li>- Understanding of Universal rights</li> </ul>	<ul style="list-style-type: none"> <li>- Creativity and critical thinking</li> <li>- Aspiration and pride in own achievement</li> </ul>	<ul style="list-style-type: none"> <li>- Personal safety</li> <li>- Pride in our community</li> <li>- Environmental consideration</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding of British Values</li> <li>- Future readiness</li> <li>- Inclusion</li> </ul>
<p align="center"><b>Characteristics of Effective Learning (CoEL)</b></p>						
<p><b>Playing and exploring</b></p>	<p>CoEL advocate that in planning and guiding children’s activities, practitioners must reflect on the different ways that children learn, and then reflect these in their practice. A child’s individual learning characteristic will determine the way they respond to both the teaching and learning taking place in the environment. Three characteristics of effective teaching and learning identified by the EYFS are:</p> <ul style="list-style-type: none"> <li>• Playing and exploring - children investigate and experience things, and ‘have a go’;</li> <li>• Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and</li> <li>• Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</li> </ul>					

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The focus of the CoEL is on how children learn rather than what they learn i.e. process over outcome. Underpinning the CoEL is the understanding that during their earliest years, children form attitudes about learning that will last a lifetime.						
<b>Personal, Social and Emotional Development</b>						
Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.						
<b>Self-regulation</b>	To recognise different emotions.  To understand how people show emotions.  To focus during short carpet inputs.  To follow simple one step instructions.  To create and follow class rules with support.	To begin to talk about how they are feeling.  To begin to consider the feelings of others.  To adapt behaviour to a range of situations.  To recognise class rules and follow them.	To talk about their feelings.  To focus during longer carpet inputs.  To follow two step instructions.	To identify and moderate their own feelings socially and emotionally.  To consider the feelings and needs of others.	To control their emotions using a range of techniques.  To set a target and work towards achieving this goal with support throughout the process.	To maintain focus during extended whole class carpet time.  To follow instructions of three steps or more.
<b>Managing Self</b>	To wash hands independently.  To put a coat on and zip it up with support.  To independently put on wellies or shoes for forest school.  To explore different areas of the year r classroom.  To identify when they need the toilet.	To develop class rules and understand why we need to have rules.  To independently put their coat on.  To independently put their school shoes on and do them up.  To begin to show confidence to try new activities.  To have a go at putting dressing up clothes on.  To use the toilet independently.	To be confident to have a go and try new activities.  To begin to show resilience and persevere when finding something tricky.  To practise using a zip.  To practise doing up buttons. To ask for help when needed.	To identify and name healthy foods.  To understand and show how we keep our teeth healthy.  To manage their own basic needs independently.	Creating rules for own games / activities – why does the game need rules ( with AS)  Teeth – brushing – why is it important and what can we do to keep our teeth healthy. (sugar / drinks)  To understand why we make healthy food choices.  To show resilience and perseverance in the face of a challenge.  To have a ‘can do’ attitude.	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;  Explain the reasons for rules, know right from wrong and try to behave accordingly;  Transition to Y1 – What will be different / same – rules
<b>Building relationships</b>	To seek support from adults when needed.  To begin to gain confidence when speaking to peers and adults.  To begin to understand sharing and taking turns, with support.	To be confident when speaking to peers and adults.  To play with children who are playing in the same area.  To begin to develop friendships.  To have positive relationships with all Year R staff.	To begin to work as a group with support.  To use taught strategies to support turn taking.  To have the confidence to initiate play with other children.  To share and take turns with toys.  To listen to other children’s ideas and work together.	To listen to other children and agree on a solution and compromise.  <b>To work as a group.</b>  To begin to develop relationships with other adults around the school.	To play with other children.  To have strong friendships.  To share and take turns independently.  To have the confidence to communicate with other adults around the school.	Work and play cooperatively and take turns with others;  Form positive attachments to adults and friendships with peers;  Show sensitivity to their own and to others’ needs.
<b>PSED Knowledge retention</b>	I have different feelings  Class rules keep us safe and help us learn	can have my own ideas / opinions  Fruits and Vegetables are healthy food.  I can eat fatty / sugary food but only small amounts	I brush my teeth 2 times every day  Other children may have different feelings	Food gives us energy  Too much food is not good for our body / <b>unhealthy</b>  Too much sugar is bad for my teeth.	I brush my teeth to keep them clean and healthy  Germs can rot my teeth  Name the zone of regulation	I know what a healthy meal is – balanced  Rules are important in games to make it fair and fun
<b>Communication and Language</b>						
The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.						
<b>Listening, Attention and Understanding</b>	To understand how to listen carefully to stories.  To understand why it is important to listen.  To be able to follow directions.	To engage in story times, joining in with repeating phrases and actions.  To begin to understand how and why questions.  To respond to instructions that have more than one step.	To ask questions to find out more.  To begin to understand humour.  To understand a range of complex sentence structures.	<b>To retell a story.</b>  To follow a story without pictures or props.	To understand questions such as: who, what, when, where, why and how.	To have conversations with adults and peers with back-and-forth exchanges.  Listen attentively and respond to what they hear with relevant questions, comments

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						and actions when being read to and during whole class discussions and small group interactions;
<b>Speaking</b>	<p>share ideas in a small group.</p> <p>To talk to the class teacher and NN's/ TLA</p> <p>To learn new vocabulary.</p> <p>To develop confidence to ask questions.</p> <p>To begin to learn some basic Makaton signs to support communication.</p>	<p>To answer questions in front of larger groups.</p> <p>To share ideas within larger groups.</p> <p>To use new vocabulary throughout the day.</p> <p>To develop confidence to predict and share story language.</p>	<p>To develop the confidence to talk to other adults that they see around school.</p> <p>To talk in sentences using conjunctions such as; and, because.</p> <p>To begin to use some basic Makaton signs to support communication.</p>	<p>To share their work to the class. Children stand in front of the class and share their pieces of work, show and tell and / or adventures with class Bear.</p> <p>To use new vocabulary in different contexts.</p>	<p>To link statements and stick to a main theme.</p> <p>To use language to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>To use story language during class inputs.</p> <p>To engage in non-fiction books.</p>	<p>To talk to different adults around school.</p> <p>To talk about why things happen.</p> <p>To talk in structured sentences, using a range of tenses.</p> <p>To use some basic Makaton signs to support communication.</p>
<b>CL Knowledge retention</b>	Saying <b>I like / I do not like</b> ... tells the listener your opinion	Saying <b>I Think</b> ... tells the listener my opinion	<b>Retelling a story</b> describes what happened in the story to the listener	<b>Because</b> gives the listener more detail/information  <b>Then</b> helps us say what happens next	Using <b>before</b> tells the listener what has happened  Using <b>after</b> helps tell the listener a story	Asking a <b>why</b> question helps me find out more information

### Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives<sup>7</sup>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Gross motor skills	<u>We will be learning to...</u>	<u>We will be learning to...</u>	<u>We will be learning to...</u>	<u>We will be learning to...</u>	<u>We will be learning to...</u>	<u>We will be learning to...</u>
	<p>To move safely in a space.</p> <p>To stop safely.</p> <p>To have a go at using equipment after being modelled.</p> <p>To follow paths and take turns.</p> <p>To have a go at working with a partner.</p>	<p>To develop control when using equipment.</p> <p>To work co-cooperatively with a partner.</p> <p>To balance.</p> <p>To run and stop.</p> <p>To change direction.</p> <p>To jump and hop.</p> <p>To explore different ways of travel using equipment.</p>	<p>To develop accuracy when throwing to a target.</p> <p>To roll and track a ball.</p> <p>To dribble a ball using their hands.</p> <p>To throw and catch with a partner.</p> <p>To dribble a ball using feet.</p> <p>To kick a target to a target.</p>	<p>To create short sequences using shapes, balances and travelling actions.</p> <p><b>To balance and safely use apparatus.</b></p> <p>To jump and land safely from a height.</p> <p>To develop rocking and rolling.</p> <p>To explore travelling around, over and through apparatus.</p> <p>To create short sequences linking actions together and including apparatus.</p>	<p>To use counting to help to stay in time with music when copying and creating actions.</p> <p>To move safely with confidence, imagination, communicating ideas through movement.</p> <p>To move with control and coordination, expressing ideas through movement.</p> <p>To remember and repeat actions, exploring pathways and shapes.</p>	<p><u>to.</u></p> <p>To develop accuracy when throwing and practise keeping score.</p> <p>To follow instructions and move safely when playing tagging games.</p> <p>To learn to play against an opponent.</p> <p>To play by the rules and develop coordination.</p> <p>To work cooperatively as a team.</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others;</p>

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						Demonstrate strength, balance and coordination when playing;  Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
<b>Fine motor skills</b>	<b><u>We will be learning to...</u></b>  To begin to mark make.  To use play dough, to roll, squash and cut.  To have a go at using tweezers to move small objects.  To have a go at threading large beads.  To use large pegs.  To have a go at tracing their name.  To have a go at using scissors to snip paper.  To paint using large brushes.  To hold a fork and spoon correctly.	<b><u>We will be learning to...</u></b>  To use a dominant hand.  To mark make using different shapes.  To create and attach meaning to marks using pencils and crayons.  To hold scissors correctly and have a go at cutting in straight lines and zig zag lines.  To begin to use tripod grip with support, when mark making.  To accurately draw lines, circles and shapes to draw pictures.  To have a go at tracing letters and writing letters using the correct letter formation.	<b><u>We will be learning to...</u></b>  To begin to use a tripod grip when using mark making tools.  To hold scissors correctly and cut a curved line.  To thread small beads.  To use small pegs.  To use tweezers to move objects.  To have a go at writing letters independently, using the correct letter formation.  To hold scissors correctly and cut out shapes.  To begin to write letters independently, using the correct letter formation.  To use peg boards and bands to create shapes.  To begin to hold a knife correctly and use to cut food with support.	<b><u>We will be learning to...</u></b>  To use a tripod grip when mark making and writing.  To have a go at cutting their food.  To write recognisable letters using the correct letter formation.  To paint using thinner brushes.	<b><u>We will be learning to...</u></b>  To write letters using the correct letter formation.  To hold scissors correctly and cut various materials and shapes.  To create drawings with details.  To independently use a knife, fork and spoon to eat a range of meals.	<b><u>We will be learning to...</u></b>  Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;  Use a range of small tools, including scissors, paint brushes and cutlery;  Begin to show accuracy and care when drawing.
<b>Physical development knowledge retention</b>	can use my thumb and finger to change the playdough shape	I can cut around an object using spring scissors	I can name all the facial features on drawings I create	I know where to position my hands to catch I can say good sleep helps me concentrate / learn Eating healthy keeps my mind and body healthy	know where most letters start when I write Exercise keeps my body and mind healthy	I can hold my pencil between my 2 fingers and thumb
<b>Literacy</b>						
It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)						
<b>Comprehension (Heavily linked to Communication and language)</b>	<b><u>We will be learning to...</u></b>  To use pictures to tell stories.  To use props to retell familiar stories.	<b><u>We will be learning to...</u></b>  To engage during story times, joining in with repeated phrases and actions.	<b><u>We will be learning to...</u></b>  To act out stories.	<b><u>We will be learning to...</u></b>  To retell a story.	<b><u>We will be learning to...</u></b>  To begin to answer questions about what they have read.	<b><u>We will be learning to...</u></b>  Demonstrate understanding of what has been read to them by retelling stories and narratives using their

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	<p>To sequence familiar stories.</p> <p>To begin to look at books, holding them the right way and turning the pages.</p> <p>To begin to ask questions about stories.</p> <p>To use pictures for clues.</p>	<p>To begin to answer questions about the stories read to them.</p> <p>To independently look at a book, holding them the correct way.</p> <p>To enjoy a range of books, including non-fiction, poems and rhymes.</p>	<p>To begin to predict what may happen next in the story.</p> <p>To suggest how the story may end.</p> <p>To independently look at books, holding it the correct way and turning the pages.</p>	<p>To fill in the gaps of a story map of 'The very hungry caterpillar'</p> <p>To follow a story without props.</p> <p>To talk about characters in the stories read to them.</p>	<p>To use vocabulary that is enhance by their experiences of books.</p> <p>To create their own story map of 'Dear Zoo'.</p> <p>To know that information can be retrieved from books.</p>	<p>own words and recently introduced vocabulary;</p> <p>Anticipate – where appropriate – key events in stories;</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>
<b>Word Reading (Phonics)</b>	<p>To recognise their name.</p> <p>To recognise taught set 1 sounds (m,a,s,d,t, l, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x sh, th, ch, qu, ng, nk, ck, ff, ss, zz, ll)</p> <p>To recognise taught set 1 sounds (m,a,s,d,t, l, n, p, g, o, c, k).</p> <p>To begin to hear initial sounds in words.</p> <p>To begin to hear verbal blending.</p>	<p>To recognise taught set 1 sounds. (m,a,s,d,t, l, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x sh, th, ch, qu, ng, nk, ck, ff, ss, zz, ll)</p> <p>To recognise taught high frequency words (l, the)</p> <p>To identify sounds in words.</p> <p>To begin to blend sounds together to read words using the taught sounds.</p> <p>To sound and blend CVC words – cat, sun, bus.</p>	<p>To recognise taught set 1 sounds. (m,a,s,d,t, l, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x sh, th, ch, qu, ng, nk, ck, ff, ss, zz, ll)</p> <p>To recognise taught high frequency words (l, the)</p> <p>To blend sounds to read words using taught sounds.</p> <p>To read words ending in s – hats, sits.</p> <p>To begin reading captions and sentences using taught sounds.</p> <p>To read books matching their phonics ability.</p>	<p>To recognise taught set 1 and 2 sounds. (m,a,s,d,t, l, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x sh, th, ch, qu, ng, nk, ck, ff, ss, zz, ll, ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy)</p> <p>To recognise taught high frequency words (l, the)</p> <p>To read words with diagraphs – double letters.</p> <p>To begin to read longer words.</p> <p>To recognise diagraphs in words and blend the sounds together.</p> <p>To read sentences containing high frequency words.</p> <p>To read books matching their phonics ability.</p>	<p>To recognise taught set 1 and 2 sounds. (m,a,s,d,t, l, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x sh, th, ch, qu, ng, nk, ck, ff, ss, zz, ll, ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy)</p> <p>To recognise taught high frequency words (l, the)</p> <p>To read longer words.</p> <p>To read longer sentences containing set 1 and 2 words and high frequency words.</p> <p>To read books matching their phonics ability.</p>	<p>To recognise taught set 1 and 2 sounds. (m,a,s,d,t, l, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x sh, th, ch, qu, ng, nk, ck, ff, ss, zz, ll, ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy)</p> <p>To recognise and know all 41 sounds taught so far.</p> <p>To recognise taught high frequency words (l, the)</p> <p>To recognise taught set 1 and 2 sounds.</p> <p>To read longer words.</p> <p>To read longer sentences containing all set 1 and 2 sounds as well as high frequency words.</p> <p>To read books matching their phonics ability.</p>
<b>Word Reading (common exception / tricky words)</b>	<p>Focus Red/tricky word teaching (1/2 term assessment) – l, to, no, go, the</p> <p>Shared reading – Fiction / Non-fiction / Poetry – identifying sounds / words taught</p> <p>Name reading in environment</p> <p>Labels in the environment (with pic cue)</p> <p>Reading behaviours ( fluency / strategies / knowledge and skills) – Pink level</p>	<p>Guided Reading – start groups – Reading simple sentence – made up of CVC + Aut 1/2 common exceptions</p> <p>Focus Red/tricky word teaching (1/2 term assessment) – <b>ADD WORDS</b></p> <p>Shared reading – Fiction / Non-fiction / Poetry – Fred talk read word (CVC words)</p> <p>Independent reading / -</p> <p>reading strategies Reading behaviours ( fluency / strategies / knowledge and skills) – Pink level</p>	<p>Focus Red word teaching (1/2 term assessment)</p> <p>Independent reading / reading strategies</p> <p>Guided Reading – groups – Reading simple sentence – made up of CVC + Spr 1 common exception – red band</p> <p>Shared reading – Fiction / Non-fiction / Poetry</p> <p>Reading behaviours ( fluency / strategies / knowledge and skills) – Red level</p>	<p>Focus Red word teaching (1/2 term assessment)</p> <p>Guided Reading – groups – Reading simple sentence – made up of CVC + Spr 1/2 common exception – red band</p> <p>Independent reading / reading strategies</p> <p>Shared reading – Fiction / Non-fiction / Poetry</p> <p>Reading behaviours ( fluency / strategies / knowledge and skills) – Red level</p>	<p>Focus Red word teaching (1/2 term assessment)</p> <p>Guided Reading – groups – Reading simple sentence – made up of CVC + sum 1 common exception – yellow band</p> <p>Shared reading – Fiction / Non-fiction / Poetry</p> <p>ndependent reading / reading strategies</p> <p>Reading behaviours ( fluency / strategies / knowledge and skills) – Yellow level</p>	<p>Focus Red word teaching (1/2 term assessment)</p> <p>Shared reading – Fiction / Non-fiction / Poetry</p> <p>PoetryIndependent reading / reading strategies</p> <p>Guided Reading – groups – Reading simple sentence – made up of CVC + sum 1/2 common exception – yellow band</p> <p>Reading behaviours ( fluency / strategies / knowledge and skills) – Yellow level</p>
<b>Reading Behaviours</b>	Throughout the year, children will be taught about reading behaviours. We will focus on Knowledge and skills (i.e. holding and using a book), Strategies (i.e. using picture information, rereading, making sense) and fluency (i.e. natural rhythm, understanding and comprehension.). This will be done throughout the year based on child's reading ability.					
<b>Writing</b>	<b>We will be learning to...</b>	<b>We will be learning to...</b>	<b>We will be learning to...</b>	<b>We will be learning to...</b>	<b>We will be learning to...</b>	<b>We will be learning to...</b>

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	<p>To have a go at ordering letters of their name.</p> <p>To have a go at writing their name.</p> <p>To give meanings to the marks they make.</p> <p>To have a go at writing letters.</p> <p>To copy letters.</p>	<p>To write their name.</p> <p>To write letters following the correct letter formation.</p> <p>To write initial sounds.</p> <p>To write sounds &amp; segment they can hear in CVC words.</p> <p>To write recognisable letters.</p> <p>To use a sound mat to support their writing.</p>	<p>To form letters using the correct letter formation.</p> <p>To write CVC words.</p> <p>To have a go at writing captions, using taught sounds.</p> <p>To begin to use capital letters and finger spaces when writing.</p> <p>To write sounds they can hear in words.</p>	<p>Oral segmenting games – CVC / CCVC</p> <p>Initial / middle / end grapheme - phoneme correspondence (letter Matching)</p> <p>Longer word strategies – reading back and editing</p> <p>Writing ½ terms red words</p> <p>Letter formation – forming most letters correctly</p> <p>Oral sentence making</p> <p>Oral connectives – then / because</p>	<p>To form lower case letters correctly.</p> <p>To begin to form most capital letters correctly.</p> <p>To write sentences using capital letters, finger spaces and full stops.</p> <p>To spell words using taught sounds.</p> <p>To spell some high frequency words correctly.</p> <p>To use their phonics to write longer words.</p>	<p>To form lower case and capital letters correctly.</p> <p>To use a capital letter at the start of a sentence.</p> <p>To use finger spaces and full stops when writing a sentence.</p> <p>To spell some taught high frequency words correctly.</p> <p>To write longer words using their phonics.</p> <p>To begin to read their work back.</p>
<b>Writing Genres / Writing for a purpose</b>	Initial sounds Captions Name writing	Initial, end , middle sounds Captions Lists (shopping / cooking) Labelling / Card making	Lists Invitations Instructions/ Recipes labelling	Longer captions Sentence writing Signs / notices Facts / non-fiction	Sentence writing Recounts Story retelling	Extended sentence writing – using connectives– ‘because, then, and’ Multiple sentences ( 2- 3) on a topic Recounts Story retelling
<b>Literacy Knowledge retention</b>	Words are made up with sounds  Each letter makes a sound	Single letter sounds – grapheme-phoneme correspondence  Some words we can not sound out	Words have a start middle end sound  Some words we can not sound out	<b>Finger spaces</b> – Used after each word written  <b>Special friends</b> – 2 letters that make 1 sound when read  Know that a <b>non-fiction</b> book gives the reader information.	A capital letter starts a name  <b>Special friends</b> – 2 letters that make 1 sound when read	<ul style="list-style-type: none"> <li>● A full stop ends a sentence</li> <li>● A capital letter starts a sentence</li> </ul>

### Mathematics

**Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.**

<b>Number</b>	<ul style="list-style-type: none"> <li>● perceptually subitise within 3</li> <li>● identify sub-groups in larger arrangements</li> <li>● create their own patterns for numbers within 4</li> <li>● practise using their fingers to represent quantities which they can subitise</li> <li>● experience subitising in a range of contexts, including temporal patterns made by sounds.</li> <li>● see that all numbers can be made of 1s</li> <li>● compose their own collections within 4.</li> </ul>	<ul style="list-style-type: none"> <li>● continue from first half-term subitise within 5, perceptually and conceptually, depending on the arrangements.</li> <li>● continue to develop their counting skills</li> <li>● explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand</li> <li>● begin to count beyond 5</li> </ul> <p>begin to recognise numerals, relating these to quantities they can subitise and count.</p>	<ul style="list-style-type: none"> <li>● increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements</li> <li>● explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part</li> <li>● experience patterns which show a small group and ‘1 more’</li> </ul> <p>continue to match arrangements to finger patterns.</p> <ul style="list-style-type: none"> <li>● continue to develop verbal counting to 20 and beyond</li> <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> </ul> <p>order numbers, linking cardinal and ordinal representations of number.</p>	<ul style="list-style-type: none"> <li>● explore symmetrical patterns, in which each side is a familiar pattern, linking this to ‘doubles’.</li> <li>● continue to consolidate their understanding of cardinality, working with larger numbers within 10</li> <li>● become more familiar with the counting pattern beyond 20.</li> </ul>	<ul style="list-style-type: none"> <li>● continue to practise increasingly familiar subitising arrangements, including those which expose ‘1 more’ or ‘doubles’ patterns</li> <li>● 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</li> <li>● subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10</li> <li>● be encouraged to identify when it is appropriate to count and when groups can be subitised.</li> <li>● continue to develop verbal counting to 20 and beyond, including counting from different starting numbers</li> </ul> <p>continue to develop confidence and accuracy in both verbal and object counting.</p>	<p>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.</p>
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## Reception Curriculum map – 2026-2027

<b>Numerical patterns</b>	<ul style="list-style-type: none"> <li>relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set</li> <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> <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>	<ul style="list-style-type: none"> <li>explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot</li> <li>explore the composition of numbers within 5.</li> <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>	<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> <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>	<ul style="list-style-type: none"> <li>explore the composition of odd and even numbers, looking at the 'shape' of these numbers</li> <li>begin to link even numbers to doubles</li> <li>begin to explore the composition of numbers within 10.</li> <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>	<ul style="list-style-type: none"> <li>explore the composition of 10.</li> <li>order sets of objects, linking this to their understanding of the ordinal number system.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Maths Knowledge retention</b>	Know the correct numerals to match up to 5  Know that I can use my finger to help me count accurately	I know when two sets have the same total  I know that a whole can be made of parts	Know correct numerals to match to totals up to 10  Know that I can make a 5 arrangement in different ways	Know that word <b>Equal</b> means sets have same amount within them  Know the language of comparison	Know my double facts to 10	Know my number bonds to 10

**Mathematics: Shape, space and measure -  
To develop children's understanding of shape, pattern, position, and measurement, enabling them to describe, compare and explore the world around them with confidence and curiosity.**

<b>Shape, space and measure .</b>	<b><u>We will be learning to...</u></b>  (Getting started) • Recognise basic 2D shapes (circle, triangle, square, rectangle) • Match, sort, and compare by shape and size • Begin using positional language (in, on, under)	<b><u>We will be learning to...</u></b>  (Describing & comparing) • Describe 2D shapes using properties (sides, corners) • Compare objects by size, length, height • Begin sequencing by size	<b><u>We will be learning to...</u></b>  (Building & Exploring) • Introduce 3D shapes (sphere, cube, cone, cylinder) • Explore capacity and weight with containers and balance scales • Continue to compare size and length	<b><u>We will be learning to...</u></b>  (Measuring & Positioning) • Use language of time (day/night, now/next, before/after) • Introduce simple measuring tools (rulers, timers) • <b>Explore ordinal numbers (1st, 2nd, 3rd)</b>	<b><u>We will be learning to...</u></b>  (Consolidating & Applying) • Compose & decompose shapes (combine shapes to make new ones) • Begin to use informal units to measure • Explore pattern (ABAB, ABC, AABB) and symmetry	<b><u>We will be learning to...</u></b>  (Mastery & Challenge) • Use shape, space & measure in real-life contexts (e.g., building models, role-play) • Describe and use everyday mathematical language fluently • Prepare for Year 1: deeper spatial reasoning and accurate comparisons
<b>Key Vocabulary</b>	circle, triangle, square, rectangle, big, small, long, short, same, different, in, on, under, cross, star,	side, corner, tall, taller, longest, shortest, bigger than, smaller than	sphere, cube, cylinder, cone, heavy, light, full, empty, more, less	first, next, before, after, today, tomorrow, faster, slower	pattern, repeat, measure, combine, same, half, whole, mirror	shape names, measure, describe, estimate, compare, rotate, turn, behind, beside
<b>Example of activities / teaching</b>	Shape hunts, sorting trays, shape puzzles, "Where's the teddy?" game	Build with blocks, describe & draw shapes, use cubes to measure	Water play with pouring, compare weights, build shape towers	Daily routines chart, sequencing events, races and timing	Pegboard patterns, measuring footprints, creating symmetrical pictures	Role-play shop (money/measure), obstacle courses, building a zoo map or model town

### Understanding the World

**Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.**

<b>Past and Present</b>	What did I do before reception? Nursery / home?	Me as a baby – what could I do / what can I do now? – compare and contrast	Animals from the past – Dinosaurs – comparing dinosaurs to animals now – why are there no dinosaurs now?	Comparing technology from the past – computers / phones / tv  <b>Seasons</b>	Comparing toys from the past to toys now – compare and contrast	Comparing clothes from the past and now – how did school children dress? What did their classroom look like?
<b>People, Culture and Communities</b>	My family – who is in my family unit?  Where do I live? – who do I live with? Who do my friends live with/ is it the same?  Describing our school environment – mapping out areas we know (lunch hall / outdoor / our class)	What do I celebrate? is it same as others in class?  What's different at school to home? What can I do in school I cant do at home / vice versa.  My family religion / belief	Barking - where we live – what is it like? What do I see on my way to school / to my friends – simple maps – parks / shops / entertainment Explore and map local community – parks / shops we know / house  London –Where is London on a map? Where is barking – landmarks /Tube maps / queen / royalty	Where in the world do we come from? Do we have family in other countries? – exploring world maps  What are those countries like? Hot/ cold / by sea / dessert / forests?	Faith – what faith does my family follow – what do we do to celebrate our faith?  Comparing and contrasting faiths within the class	Comparing and contrasting two countries – terrain based – Looking at similarities and differences - languages / clothes / school / food / weather / animals - e.g. – India  Describing simple features on maps – water / sea / land / mountains / ice
<b>The Natural World</b>	Personal preference – exploring what we do and don't like	Comparing 2 environments – Space (moon) and Earth – what is the same / what is different?	Decay – observing and commenting on natural decay – food / leaves	Growing – seed to plate – what do seeds need to grow / what do they do?	Patterns of change – mixing to create something new – cooking / baking	Similarities and differences between objects – sorting

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	Summer - Autumn – what is happening outside  Introduction to ipad – taking photos	Autumn - Winter – what is happening to the season		Vegetable or fruit – comparing and grouping  Growth in animals – caterpillar focus	What food is special to me and my family?  Do we all eat the same food at home?  Observing plants growth / change – sunflowers	and classifying objects – same and different  Y1 – Reception – what’s the same and what’s different
<b>RE / Celebrations / Religious observance</b>	Sukkot – What happens?	Diwali Firework and light dance Christmas	Chinese New year	Holi Easter Eid-UI-Fitr – What happens / My Muslim Faith	<ul style="list-style-type: none"> <li>Eid-UI-Fitr – What happens / My Muslim Faith</li> </ul>	<ul style="list-style-type: none"> <li>Eid</li> </ul>
<b>UW knowledge retention</b>	<ul style="list-style-type: none"> <li>Know that Autumn follows Summer</li> <li>Know that our school is in Barking</li> <li>Know that Jewish people celebrate Sukkot</li> </ul>	<ul style="list-style-type: none"> <li>Know that some Christians visit a church to pray</li> <li>Know that some Hindu’s visit a temple to pray</li> <li>Know that Winter follows Autumn</li> </ul>	<ul style="list-style-type: none"> <li>Know that some animals are extinct – like dinosaurs and Dodo’s</li> <li>Know that we live in London and that is in the UK</li> </ul>	<ul style="list-style-type: none"> <li>Name common and exotic <b>Fruits and Vegetables</b></li> <li><b>To name 3 facts about a country and compare to UK</b></li> </ul>	<ul style="list-style-type: none"> <li>Know that some Muslim people visit a mosque to pray</li> <li>Know that my mum and dad would have played with different toys when they were young</li> </ul>	<ul style="list-style-type: none"> <li>Know that people wore different clothes a long time ago</li> <li>Know that different places in the world have different weather – desert is hot and dry and the arctic is cold and wet</li> </ul>

### Expressive Arts and Design

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

<b>Creating with Materials -ART + DT</b>	<p>To name colours.</p> <p>To experiment with mixing colours.</p> <p>To create simple representations of people and objects.</p> <p>To draw and colour with pencils and crayons.</p> <p>To role-play using given props and costumes.</p> <p>To explore different techniques for joining materials. <i>(Glue stick)</i></p> <p>To know how to work safely and hygienically.</p> <p>To use non-statutory measures. <i>(Spoons, cups)</i></p>	<p>To use colours for a particular purpose.</p> <p>To share their creations.</p> <p>To explore different techniques for joining materials. <i>(Glue stick, PVA)</i></p> <p>To know how to work safely and hygienically.</p> <p>To use non-statutory measures. <i>(Spoons, cups)</i></p> <p>To use some cooking techniques.</p> <p>Children to help make gingerbread and cupcakes to decorate.</p> <p>To use paint to create wrapping paper to wrap up boxes for the Christmas role-play.</p>	<p>To experiment with different mark making tools such as art pencils, pastels and chalks.</p> <p>To explore different techniques for joining materials. <i>(Glue stick, PVA, masking tape, tape)</i></p> <p>To know how to work safely and hygienically.</p> <p>To use non-statutory measures. <i>(Spoons, cups)</i></p> <p>To use some cooking techniques.</p> <p>Children to make valentines biscuits.</p> <p>To use junking modelling to create an alien and rocket.</p> <p>To different materials and resources to create a planet.</p>	<p><b>To use natural objects to make a piece of art.</b></p> <p>To share creations and talk about the process.</p> <p>To explore different techniques for joining materials. <i>(Glue stick, PVA, masking tape, tape, split pins)</i></p> <p>To know how to work safely and hygienically.</p> <p>To use non-statutory measures. <i>(Spoons, cups)</i></p> <p>To use some cooking techniques.</p> <p>Children to make and try pancakes.</p> <p>To begin to make props and costumes for the role play area.</p>	<p>To draw more detailed pictures of people and objects.</p> <p>To manipulate materials.</p> <p>To create observational drawings.</p> <p>To explore different techniques for joining materials. <i>(Glue stick, PVA, masking tape, tape, split pins)</i></p> <p>To know how to work safely and hygienically.</p> <p>To use non-statutory measures. <i>(Spoons, cups)</i></p> <p>To use some cooking techniques.</p> <p>To create Easter nests using chocolate.</p> <p>To begin to plan what they are going to make.</p>	<p>To know some similarities and differences between materials.</p> <p>To learn and compare different materials and their outcome.</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>To explore different techniques for joining materials. <i>(Glue stick, PVA, masking tape, tape, split pins)</i></p> <p>To know how to work safely and hygienically.</p> <p>To use non-statutory measures. <i>(Spoons, cups)</i></p>
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	<p>To use some cooking techniques.</p> <p>Spreading icing on a cookie and decorating it.</p> <p>To use different construction materials.</p> <p>To use paint to create a self-portrait.</p>			<p>To create a collage rainbow fish using a range of different materials.</p>		<p>To use some cooking techniques.</p> <p>To create animal masks.</p> <p>To continue an animal print.</p>
<b>Creating with Materials – ARTIST FOCUS</b>	Jackson Pollock	Wassily Kandinsky	Piet Mondrian	Andy Goldsworthy	Van Gogh	Antony Gormley
<b>Being Imaginative and Expressive - MUSIC</b>	<p>Repeating a sound/ beat sequences – abbabba using different parts of body</p> <p>Respond to music with movement – using ribbons – mimicking speed</p> <p>Start a class bank of songs – built on repertoire throughout year – With BOOK for indpen prompt</p>	<p>Introduction to percussion instruments discussing differences / similarities What can the instrument do / how can you change its sound – loud, quiet / fast / slow</p> <p>Tapping out rhythms – words of familiar sounds / syllables of objects / names</p> <p>Call and response / MYYT with claves – sound patterns with the claves</p> <p>Call and response sounds – using different pitch – high and low</p>	<p>Recording – what songs we know – adding a beat to familiar songs – using claves</p> <p>Keeping a beat – body percussion – what sounds can your body make</p> <p>Focus on shakers – how can we manipulate the sound made.</p> <p>Singing for an audience (smaller) – own class / other group</p>	<p>Changing familiar songs – altering words / actions</p> <p>Watching dance performance (Ballet – Matthew borne pieces) – talk about how make them feel? With and without sound</p> <p>Using percussion to match instruments to different movements – stamping</p>	<p>Moving to music – exploring different ways to move body to music – using ribbons / fabric – focus on tempo / beat of the music</p> <p>Viewing and replicating simple dances – popular culture</p> <p>Singing for an audience (larger) – other class / community – songs with pitch change</p>	<p>Viewing and Replicating traditional dances from around the world</p> <p>Changing / making up own songs – using familiar rhythms (i.e. nursery rhymes )</p> <p>Using percussion instruments to keep a beat to familiar songs / rhymes</p>
<b>Key Musical Vocabulary</b>	Beat / tempo / soft / hard / loud / quiet / fast / slow /					
<b>Being Imaginative and Expressive – ROLE PLAY</b>	<p>Joining in with repeated refrains of stories – using props</p>	<p>Developing storylines in play – what is your character doing – what can they use? Where will they go? what will they do? Who will they meet?</p> <p>Playing alongside other children / with small group in same role play</p>	<p>Role playing familiar stories -well known to the children. – using props / making props</p> <p>Using phrasing from familiar stories</p>	<p>Changing familiar tradition stories – changing the characters / actions of the characters – e.g. the 3 little ducks and the big bad wolf</p> <p>Using different voices to indicate characters</p>	<p>How does that make me feel? And why?– stories/ role play of familiar characters</p> <p>Developing own ideas / opinions</p> <p>Focus on emotions within the story – how can you show happy / sadness / anger</p>	<p>Incorporating back and forth dialogue – retelling own stories / adaptations of own stories</p> <p>Designating roles</p> <p>Creating bespoke props for role play – what would the character wear / why?</p>
<b>Music appreciation ( listening / exposure)</b>	West African drumming	Indian Music	Classical music – piano / strings	South American music – pan pipes	Traditional British music – folk	Popular music
<b>Expressive Art and Design Knowledge retention</b>	<p>Know that when you mix two colours</p> <p>Know that Jackson Pollock is an expressionist painter</p>	<p>Know that Kandinsky used circles in his Art work</p> <p>Know that when using water colours – wash brush after each colour</p>	<p>Mondrian uses natural objects to create art</p> <p>Know that I can add white to a colour to make it <b>Lighter</b></p> <p>Know that I can add black to a colour to make it <b>Darker</b></p>	<p>To know what type of art Van Gogh creates</p> <p>To know How to make <b>secondary colours</b></p>	<p>Mondrian uses squares and rectangles to create his art work</p> <p>To make a <b>PLAN</b> is to think about an idea before you start your action/building/creating</p>	<p>Know that there are traditional dances in different countries – can name 2</p> <p>Know that Antony Gormley is a sculptor</p> <p>Sculptors made models out of different materials like clay and metal</p>

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