



# RECEPTION AT THONGSLEY FIELDS

Growing hearts and minds all day, every day.

## Reception Overview (Cycle A – 2023/2024)

Term	Autumn	Autumn	Spring	Spring	Summer	Summer
	1	2	1	2	1	2
<b>Theme</b>	All about me & pets	Bright lights, special nights	Forests	Toys & special things	Growing	Seaside
<b>Reading Texts</b>	<b>Our Very Own Dog</b> Amanda McCardie	<b>Ella's Nightlights</b> Lucy Flemming  <b>Stories of the seasons</b> Melanie Joyce	<b>Trees</b> Carme Lemniscates	<b>Lost in the Toy Museum: An adventure</b> David Lucas	<b>Errol's Garden</b> Gillian Hibbs	<b>The Big Book of the Blue</b> Yuval Zommer  <b>Tad</b> Benji Davies  <b>Commotion in the Ocean</b> Giles Andreae
<b>Core Texts</b>	<b>The Colour Monster</b> Anna Llenas  <b>Incredible You</b> Rhys Brisenden  <b>Dogs</b> Emily Gravett  <b>The Pet</b> Catherine Emmett	<b>How to Catch a Star</b> Oliver Jeffers  <b>My Pet Star</b> Corrinne Averiss  <b>Look Up!</b> Nathan Bryon	<b>Peter and the Wolf</b> Ayesha L Rubio  <b>Lifesize</b> Sophy Henn  <b>Tidy</b> Emily Gravett	<b>Toys in Space</b> Mini Grey  <b>The Everywhere Bear</b> Julia Donaldson  <b>Old Bear</b> by Jane Hissey	<b>Handa's Surprise</b> Eileen Brown  <b>The Enormous Turnip</b> Tolstoy  <b>The Hungry Caterpillar</b> Eric Carle	<b>Snail and the Whale</b> Julia Donaldson  <b>Meet the Oceans</b> Caryl Hart  <b>Class Three All at Sea</b> Julia Jarman and Lynne Chapman
<b>Writing</b>	<b>Initial writing</b> Identifying initial sounds Hearing initial sounds and scribing these.  Verbal retelling of fictional stories.	<b>Starting to blend sounds and write CVC words.</b>  <b>Writing to inform</b> Label writing  <b>Writing to entertain</b> Sound out and write firework noises.	<b>Writing phrases</b> <b>Writing short sentences</b>  <b>Writing to inform</b> Writing captions linked to seasonal changes  <b>Writing to entertain</b> Descriptive settings linked to forest school experiences List making	<b>Writing phrases</b> <b>Writing short sentences</b>  <b>Writing to inform</b> Sorting and labelling toys Writing shopping lists  <b>Writing to entertain</b> Toy poems	<b>Writing short sentences</b> <b>Writing sentences</b>  <b>Writing to inform</b> Instructions of how to plant a seed  <b>Writing to entertain</b> Writing our own version of the Hungry Caterpillar	<b>Writing to inform</b> Fact files – the places Whale visits  <b>Writing to entertain</b> Pirate adventure story

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	1	2	1	2	1	2
<b>Oracy</b>	<p>Films: talking about our pets/pets we would like.</p> <p>Hold conversations when engaged in back-and-forth exchanges with familiar adults and peers.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding.</p>	<p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
<b>Mathematics</b>	<p><b>Mastering number – week 1 to 5</b></p> <p>Subitise to five.</p> <p>Counting objects to find 'how many' – using 1:1 correspondence</p> <p>Song rhymes to learn number sequence</p> <p>Composition of numbers to 5 (part whole of a number)</p> <p>Represent quantities in different ways</p> <p>Begin to compare amounts using comparison language. Eg; 6 cubes is less than 9 cubes</p>	<p><b>Mastering number – week 6 to 10</b></p> <p>Continue to count to find 'how many'</p> <p>To make links between quantities and written number. Be able to represent these in different ways.</p> <p>Continue to compare amounts looking at equal amounts.</p> <p>Composition of numbers – part and whole focus. Eg; 3 is made up of 2 and 1.</p> <p>Number rhymes to 20 and beyond</p> <p>Number bonds up to 5 (including subtraction facts)</p>	<p><b>Mastering number – week 11 to 15</b></p> <p>Subitise to ten.</p> <p>Matching numerals to quantities</p> <p>Counting to find out 'how many altogether'</p> <p>Listening to amounts and verbally recalling these. Eg; clapping 6</p> <p>Using number tracks to look at the sequence of numbers to five</p> <p>Composition of numbers – part and whole focus of missing numbers. Eg; 3 and __ makes 5.</p> <p>Continue to compare amounts looking at equal and unequal amounts. Odd and even.</p> <p>Begin to explore numbers beyond 5.</p>	<p><b>Mastering number – week 16 to 20</b></p> <p>Counting beyond 20</p> <p>Using number tracks to look at the sequence of numbers to ten.</p> <p>Count a set of objects from a larger set. Eg; can you get me 7 bricks</p> <p>Comparing numbers to 8 – looking at where they fit on a number track</p> <p>Composition of numbers to 7 – part and whole focus. Eg; 5 and 2 makes 7.</p> <p>Begin to recall doubles</p> <p>Recall number bonds to 10.</p> <p>Sort objects by different categories.</p>	<p><b>Mastering number – week 21 to 25</b></p> <p>Identify missing numbers in a sequence</p> <p>Doubles – subitising. Eg; 3 and 3 is 6.</p> <p>Composition of numbers to 10 – looking at 4 and 5 makes 9 but 6 and 4 makes 10.</p> <p>Using a ten frame to explore number bonds to 10.</p> <p>Comparing numbers in relation to others. Eg; 4 is one more than 5 but 10 is 5 more.</p>	<p><b>Mastering number – week 26 to 31</b></p> <p>Recap and consolidation of all learning.</p> <p>Shape, space and measure including naming shapes, repeating patterns, comparing size, length and weight.</p>

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Term	Autumn	Autumn	Spring	Spring	Summer	Summer
	1	2	1	2	1	2
<b>Science</b>	<p><b>Animals &amp; Humans</b> Group animals by habitat e.g. farm, pond, jungle, sea. Identify and name the different parts of our bodies and those of different animals. Explore the effects of exercise on our bodies. Our own and our pets' basic hygiene and personal needs, including dressing, washing, going to the toilet, etc.</p>	<p><b>Light and Sound</b> Exploring language such as light/dark, quiet/loud, high/low pitch through everyday objects and experiences. Investigating shadows</p>	<p><b>Animals &amp; Humans</b> Teeth – exploring types of teeth in humans and animals. Dental hygiene.  Exploring habitats - Forests</p>	<p><b>Forces</b> Exploring and investigating cause and effect - transporting different resources – pushes, pulls, twists, floating and sinking.</p>	<p><b>Plants</b> Growing vegetables (not beans) – identifying lifecycles. Compare conditions i.e. what happens to a plant in the sun compared to a plant in a cupboard. Where our food comes from. Origins of our food and exploring our senses (Try Day Friday).</p>	<p><b>Materials</b> Identify similarities and differences between different materials, natural or man-made, flexible or rigid, soft or hard.  <b>Animals &amp; Humans</b> Exploring habitats – marine and coastal.</p>
<b>Design &amp; Technology</b>	<p><b>Design &amp; Make</b> Designing and creating props for puppetry performances.</p>				<p><b>Food &amp; Nutrition</b> Cook and try healthy foods and use a range of tools to help prepare them.</p>	
<b>Computing</b>	<p><b>Photographs and real life</b> Taking digital photographs to record learning. Photos now and then.</p>		<p><b>Programmable toys and Beebots.</b> Investigating the development of technology in relation to toys through time.</p>			
<b>History</b>	<p><b>Past &amp; present events in own lives</b> Changes within living memory. Significant historical events, people and places in their own locality/family tree</p>		<p><b>Toys: Exploring old and new</b> Changes within living memory. Comparing items that are new and old. Ordering/sorting old and new items. Time before their birth.</p>			
<b>Geography</b>	<p><b>Differences &amp; similarities</b> (Revisited from Nursery) Different environments around school and our local area. Identify and compare features of the classroom to the playground/forest school.</p>		<p><b>Differences &amp; similarities</b> Different environments within &amp; around Huntingdon Walk to local shops, the park, etc. and identify local features Identify and compare known features e.g. bedroom v park</p>		<p><b>Differences &amp; similarities – Huntingdon vs Hunstanton</b> Different environments in different places – coast vs town. Visit to the seaside – Identify and compare known physical and human features.</p>	
	<p><b>Weather and seasons</b> (throughout the school year) What is the weather like today – creating weather diaries. Link different seasons with identifying principles, appropriate clothing etc. Creating weather maps - 5 days forecast for Huntingdon weather. Collect simple measurements of temperature and rainfall.</p>					
<b>RE</b>	<p><b>Let's Celebrate!</b> What is a celebration? How children celebrate their birthday and that everybody does this differently – parties, food, invitations. Children could plan their own party – write an invitation – possibly to a Diwali and Christmas parties.</p>				<p><b>My Special Place</b> Where is your happy place? e.g. The park, home, school etc. What does it mean to 'belong'? Investigate special places for religious communities.</p>	

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Term	Autumn		Spring		Summer	
	1	2	1	2	1	2
<b>Art</b>	<p><b>Drawing: Self-portraits</b> Begin to show accuracy and care when drawing a self-portrait.</p> <p><b>Form: Clay thumb pots/bowls</b> Handle, feel, enjoy and manipulate materials; construct, build, take apart and destroy, shape and model.</p> <p>Divas linked to RE, etc.</p>	<p><b>Shape, Line, Colour &amp; Pattern</b> Developing fine motor control thorough the exploration of different shapes, lines, patterns and colour.</p> <p>Using Starry Night as a vehicle for exploring representations of real and imagined worlds and experiences e.g. linked to festivals and main theme.</p>	<b>Whole School Artist Study</b>		<p><b>Drawing, printing and collage</b> Explore and create repeating patterns; irregular painting patterns; simple symmetry; safely using and explore a variety of materials, tools and techniques, experimenting with colour and design.</p> <p>Detailed drawings of fruit, vegetables and seeds; printing with a variety of objects, etc.</p>	<p><b>Drawing: Self-portraits</b> Demonstrate accuracy and care when drawing a self-portrait.</p>
<b>Music</b>	<p>Perform songs, rhymes, poems and stories with others, and, when appropriate, move in time with music.</p> <p>Explore tuned and un-tuned percussion instruments: similarities, differences, loud, quiet, start and stop, patterns, playing along to familiar songs (e.g. nursery rhymes)</p> <p>Making a range of deliberately chosen sounds in the environment.</p>					
<b>Drama &amp; Performance</b>	Christmas 'Nativity' performance.		World Book Week – poems and rhymes performance			
<b>PSHE</b>	<p><b>Myself &amp; My Relationships 1 Beginning and Belonging</b> (NB, GFG) Respecting others to make the classroom a safe and happy place.</p>	<p><b>Citizenship 2 Me and My World</b> People who can help us and what money can be used for.</p>	<p><b>Myself &amp; My Relationships 3 My Emotions</b> (C, R, GTBM) Different emotions and how people express emotion.</p>	<p><b>Healthy &amp; Safer Lifestyles 3</b> Healthy lifestyle choices including leisure time.</p>	<p><b>Healthy &amp; Safer Lifestyles 1 My Body and Growing Up</b> Our growing bodies and self-care skills.</p>	<p><b>Keeping Safe (Including Drug Education)</b> Staying safe and medicines.</p>
<b>Themed Study</b>	<p><b>Anti-Bullying Week</b> Choose Kindness</p>		World Book Week		Enterprise – whole school theme.	
<b>Sport</b>	<p><b>Fundamental skills</b> Ball skills – developing gross and fine motor skills. Changing independently.</p>		<p><b>Fundamental skills</b> Ball skills – developing gross and fine motor skills Coordination e.g. throwing, catching, skipping Cooperation and team work.</p>		<p><b>Athletics – Sports Day</b> Running, throwing, catching, jumping.</p>	
<b>Indoor PE</b>	<p><b>Yoga</b> Demonstrating strength, balance and coordination. Changing independently</p>	<p><b>Dance</b> Being expressive and moving in time to music. Changing independently</p>	<p><b>Gymnastics</b> Negotiating space and obstacles safely, with consideration for others.</p>	<p><b>Dance</b> Moving energetically and safely within a designated space.</p>	<p><b>Gymnastics</b> Exploring patterns, sequences and performance qualities.</p>	<p><b>Yoga</b> Demonstrating strength, balance and coordination.</p>

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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Outdoor Learning						



# RECEPTION AT THONGSLEY FIELDS

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## Reception Overview (Cycle B – 2022/2023)

Term	Autumn	Autumn	Spring	Spring	Summer	Summer
	1	2	1	2	1	2
<b>Theme</b>	What makes you special?	People who can help us	Dinosaurs	Explorers	Traditional tales	Transport
<b>Reading Texts</b>	<b>The Doorbell Rang</b> Pat Hutchins	<b>Norman the Slug Who Saved Christmas</b> by Sue Hendra	<b>Dinosaurs Love Underpants</b> Claire Friedman  <b>Harry and His Bucketful of Dinosaurs</b> Ian Whybrow  <b>Dinosaurs Lifesize</b> Sophy Henn	<b>Handa's Hen</b> Eileen Brown  <b>The Tiger Who Came To Tea</b> Judith Kerr  <b>Croc and Bird</b> Alexis Deacon	<b>The Three Little Pigs and The Big Bad Book</b> Lucy Rowland  <b>The Pea and the Princess</b> Mini Grey	<b>The Hundred Decker Bus</b> Mike Smith  <b>This Bus Is For Us</b> Michael Rosen
<b>Core Texts</b>	<b>Super Duper You</b> Sophy Henn  <b>The Perfect Fit</b> Naomi Jones  <b>Pumpkin Soup</b> Helen Cooper	<b>Emergency!</b> Margret Mayo  <b>The Jolly Postman</b> Janet and Allen Ahlberg	<b>Am I Yours?</b> Alex Latimer  <b>Dinosaur Department Store</b> Lily Murray and Richard Meritt  <b>Never Show a T Rex a book</b> Rashmi Sirdeshpande	<b>We're going on a bear hunt</b> Michael Rosen  <b>We're going on a Lion Hunt</b> David Axtell  <b>There's a Tiger in the Garden</b> Lizzy Stewart	<b>Three Little Pigs</b> Nicola Baxter and Jan Lewis  <b>Jack and the Bean Stalk</b>  <b>Wolves</b> Emily Gravett  <b>The Three Ninja Pigs</b> David Bedford	<b>The Train Ride</b> June Crebbin  <b>Naughty Bus</b> Jan and Jerry Oke  <b>You Can't Take an Elephant on the Bus</b> Patricia Cleveland
<b>Writing</b>	<b>Hearing initial sounds</b> <b>Oral blending and segmenting</b> <b>Writing single sounds</b>  <b>Writing to inform</b> Labelling body parts and skeletons Sorting and labelling fruit and veg Writing shopping lists and recipes	<b>Oral blending and segmenting</b> <b>Writing single sounds</b> <b>Writing cvc words</b>  <b>Writing to entertain</b> Writing our own Emergency! poem  <b>Writing to inform</b> Labelling emergency vehicles Writing lists of people who help us. Writing letters to characters in the story	<b>Writing cvc words</b> <b>Writing short phrases</b>  <b>Writing to inform</b> Drawing and labelling dinosaurs  <b>Writing to entertain</b> Imagining what a dinosaur would do in school  <b>Writing to persuade</b> Writing letters to SLT about the dinosaur in the library	<b>Writing phrases</b> <b>Writing short sentences</b>  <b>Writing to inform</b> Sorting and labelling animals Writing fact sheets about animals Writing shopping lists and menus  <b>Writing to entertain</b> Imagining animals in the garden	<b>Writing short sentences</b> <b>Writing sentences</b>  <b>Writing to inform</b> Describing images from the story  <b>Writing to entertain</b> Writing an alternative to the three little pigs.	<b>Writing sentences/ multiple sentences.</b> <b>Writing a simple story</b>  <b>Writing to inform</b> Sorting and labelling different vehicles  <b>Writing to entertain</b> Writing a transport poem Writing our own Naughty Bus adventure

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Term	Autumn	Autumn	Spring	Spring	Summer	Summer
	1	2	1	2	1	2
<b>Oracy</b>	<p>Films: talking about our what makes them special.</p> <p>Hold conversations when engaged in back-and-forth exchanges with familiar adults and peers.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions – linked to external visitors.</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding; - exploring dinosaur vocabulary.</p>	<p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support.</p> <p>Performance of a well know story e.g. <i>We're going on a bear hunt.</i></p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
<b>Mathematics</b>	<p><b>Mastering number – week 1 to 5</b></p> <p>Subitise to five.</p> <p>Counting objects to find 'how many' – using 1:1 correspondence</p> <p>Song rhymes to learn number sequence</p> <p>Composition of numbers to 5 (part whole of a number)</p> <p>Represent quantities in different ways</p> <p>Begin to compare numbers using comparison language</p>	<p><b>Mastering number – week 6 to 10</b></p> <p>Continue to count to find 'how many'</p> <p>To make links between quantities and written number. Be able to represent these in different ways.</p> <p>Continue to compare amounts looking at equal amounts.</p> <p>Composition of numbers – part and whole focus. Eg; 3 is made up of 2 and 1.</p> <p>Number rhymes to 20 and beyond</p> <p><b>Number bonds up to 5 (including subtraction facts)</b></p>	<p><b>Mastering number – week 11 to 15</b></p> <p>Subitise to ten.</p> <p>Matching numerals to quantities</p> <p>Counting to find out 'how many altogether'</p> <p>Using number tracks to look at the sequence of numbers to five</p> <p>Composition of numbers – part and whole focus of missing numbers. Eg; 3 and ___ makes 5.</p> <p>Continue to compare amounts looking at equal and unequal amounts.</p> <p>Begin to explore numbers beyond 5.</p> <p><b>Automatically recall (without reference to rhymes, counting or other aids)</b></p>	<p><b>Mastering number – week 16 to 20</b></p> <p>Counting beyond 20</p> <p>Using number tracks to look at the sequence of numbers to ten.</p> <p>Count a set of objects from a larger set. Eg; can you get me 7 bricks</p> <p>Comparing numbers to 8 – looking at where they fit on a number track</p> <p>Composition of numbers to 7 – part and whole focus. Eg; 5 and 2 makes 7.</p> <p>Begin to recall doubles</p> <p>Recall number bonds to 10.</p> <p>Sort objects by different categories.</p>	<p><b>Mastering number – week 21 to 25</b></p> <p>Identify missing numbers in a sequence</p> <p>Doubles – subitising. Eg; 3 and 3 is 6.</p> <p>Composition of numbers to 10 – looking at 4 and 5 makes 9 but 6 and 4 makes 10.</p> <p>Using a ten frame to explore number bonds to 10.</p> <p>Comparing numbers in relation to others. Eg; 4 is one more than 5 but 10 is 5 more.</p> <p>Explore and represent patterns <b>within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</b></p>	<p><b>Mastering number – week 26 to 31</b></p> <p>Recap and consolidation of all learning.</p>

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Term	Autumn	Autumn	Spring	Spring	Summer	Summer
	1	2	1	2	1	2
<b>Science</b>	<b>Animals &amp; Humans</b> Identify and name the different parts of our bodies and those of different animals. Explore the effects of exercise on our bodies. Learning about our own and our pets' basic hygiene and personal needs, including dressing, washing, going to the toilet, etc.	<b>Light and Sound</b> Exploring language such as light/dark, quiet/loud, high/low pitch through everyday objects and experiences. Investigating shadows	<b>Animals &amp; Humans</b> Teeth – exploring types of teeth in humans and animals. Dental hygiene.	<b>Animals &amp; Humans</b> Group animals by habitat e.g. farm, pond, jungle, sea. Sorting and grouping animals by attributes. Exploring habitats – Forests	<b>Materials</b> Identify similarities and differences between different materials, natural or man-made, flexible or rigid, soft or hard.	<b>Forces</b> Exploring and investigating cause and effect - transporting different resources – pushes, pulls, twists, floating and sinking.
<b>Design &amp; Technology</b>	<b>Food &amp; Nutrition</b> Exploring healthy foods and the tools used to prepare them.				<b>Design &amp; Make</b> Designing and building houses for the pigs based upon the materials properties.	
<b>Computing</b>	<b>Photographs and real life</b> Taking digital photographs to record learning. Photos now and then.		<b>There is a dinosaur in the classroom!</b> Using green screens to create digital fact files about dinosaurs. Watching weather reports for the UK and Eastern region.			
<b>History</b>	<b>Past &amp; present events in own lives</b> Changes within living memory. Significant historical events, people and places in their own locality/family tree Nurses over time study: Nurses as superheroes.				<b>Homes: Exploring old and new</b> Changes within living memory. - moving house? Comparing items that are new and old. - for example, castles, thatched cottages, new innovations etc. Ordering/sorting old and new items. Time before their birth.	
<b>Geography</b>	<b>Differences &amp; similarities</b> (Revisited from Nursery) Different environments around school and our local area. Identify and compare features of the classroom to the playground/forest school.		<b>Differences &amp; similarities</b> Different environments within & around Huntingdon. Walk to local shops, the park, etc. and identify local features Identify and compare known features e.g. bedroom v park		<b>Journeys</b> Explore maps as part of journeys and the different physical and human features that they can represent.	
	<b>Weather and seasons</b> (throughout the school year) What is the weather like today – creating weather diaries. Link different seasons with identifying principles, appropriate clothing etc. Creating weather maps - 5 days forecast for Huntingdon weather. Collect simple measurements of temperature and rainfall.					
<b>RE</b>	<b>Me and My Family</b> Discuss that all families are different and unique. Who is in your family? People who help us – religious perspective.				<b>Christianity: Retelling parables</b> David the shepherd boy/ David and Goliath Sowing the seeds	

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Term	Autumn		Spring		Summer	
	1	2	1	2	1	2
<b>Art</b>	<b>Drawing: Self-portraits</b> Begin to show accuracy and care when drawing a self-portrait.  <b>Shape, Line, Colour &amp; Pattern</b> Developing fine motor control through the exploration of different shapes, lines, patterns and colour. Exploring colour and shape through flowers (Van Gogh, O'Keeffe, etc.) and abstract art (Kandinsky, Matisse, etc.).		<b>Form: Clay thumb pots/bowls</b> Handle, feel, enjoy and manipulate materials; construct, build, take apart and destroy, shape and model. Dinosaur eyes linked to main theme, etc.		<b>Whole School Artist Study</b>	
<b>Music</b>	Perform songs, rhymes, poems and stories with others, and, when appropriate, move in time with music. Explore tuned and un-tuned percussion instruments: similarities, differences, loud, quiet, start and stop, patterns, playing along to familiar songs (e.g. nursery rhymes) Making a range of deliberately chosen sounds in the environment.					
<b>Drama &amp; Performance</b>	Christmas 'Nativity' performance.		World Book Week – poems and rhymes performance			
<b>PSHE</b>	<b>Myself &amp; My Relationships Beginning and Belonging</b> The children will learn about respecting others to make the classroom a safe and happy place.	<b>Citizenship Me and My World</b> The children will learn about people who can help us and what money can be used for.	<b>Myself &amp; My Relationships My Emotions</b> The children will learn about emotions and how people express emotion.	<b>Healthy &amp; Safer Lifestyles</b> The children will learn about healthy lifestyle choices including leisure time.	<b>Healthy &amp; Safer Lifestyles My Body and Growing Up</b> The children will learn about growing bodies and self-care skills	<b>Keeping Safe (Including Drug Education)</b> The children will learn about how to stay safe and about the use of medicine.
<b>Themed Study</b>	<b>Anti-bullying Week</b>		<b>Children's Mental Health Week</b> <b>UK Safer internet Day</b>		<b>Enterprise whole school theme</b>	
<b>Sport</b>	<b>Fundamental skills</b> Ball skills – developing gross and fine motor skills. Changing independently.		<b>Fundamental skills</b> Ball skills – developing gross and fine motor skills Coordination e.g. throwing, catching, skipping Cooperation and team work.		<b>Athletics – Sports Day</b> Running, throwing, catching, jumping.	
<b>Indoor PE</b>	<b>Yoga</b> Demonstrating strength, balance and coordination. Changing independently	<b>Dance</b> Being expressive and moving in time to music. Changing independently	<b>Gymnastics</b> Negotiating space and obstacles safely, with consideration for others.	<b>Yoga</b> Demonstrating strength, balance and coordination. Changing independently	<b>Dance</b> Being expressive and moving in time to music. Changing independently	<b>Gymnastics</b> Negotiating space and obstacles safely, with consideration for others.
<b>Outdoor Learning</b>						

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