

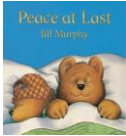

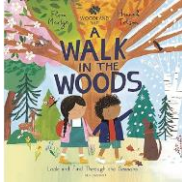

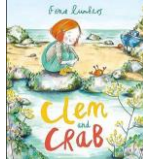

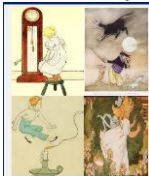
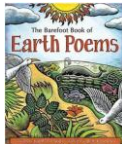
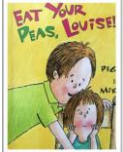
# St Mary's R.C. Primary Reception Curriculum Map- Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Events</b> (seasonal, festivals, events)	Starting school Harvest Autumn St Francis of Assisi CAFOD Family Fast Day Black History Month	Winter Diwali Bonfire Night Feast of All Souls Feast of All Saints Remembrance Day Nursery Rhyme Week Road Safety Week Anti- bullying Week St Andrew's Day First Sunday of Advent Christmas Christmas Performance	New Year Epiphany Big Garden Bird Watch Chinese New Year Candlemas Safer Internet Day Valentines Day Pancake Day Ash Wednesday Lent CAFOD Family Fast Day St David's Day St Patrick's Day	Spring Holi St George's Day Ramadan Mother's Day Easter (Holy Week) May Day World Book Day	Environmental Day May is the Month of Mary Insect week Farm Visit FS2 Teddy Bears Picnic FS1	Summer Eid al-fitr Fathers' Day Beach Party Transition Days
<b>R.E.</b>	<b>Unit 1:</b> <b>Myself</b> - God knows and loves each one <b>BIG QUESTION- Why am I precious?</b> <b>Unit 2:</b> <b>Welcome</b> - Baptism; a welcome to God's family <b>BIG QUESTION- Why is welcome important?</b>	<b>Multi-faith week:</b> Bring your faith to school <b>Unit 4: Celebrating</b> - People celebrate in Church <b>BIG QUESTION- What and why do people celebrate?</b> <b>Unit 3: Birthday</b> - Looking forward to Jesus' birthday <b>BIG QUESTION- Why do we celebrate birthdays?</b>	<b>Unit 5: Gathering</b> - The parish family gathers to celebrate Eucharist <b>BIG QUESTION- Why do people gather together?</b>	<b>Unit 6: Growing</b> - Looking forward to Easter <b>BIG QUESTION- How and why do things grow?</b>	<b>Unit 7: Good News</b> - Passing on the Good news of Jesus <b>BIG QUESTION- What is good news?</b>	<b>Unit 8: Friends</b> - Friends of Jesus <b>BIG QUESTION- Is it good to have friends?</b> <b>Unit 9: Our world</b> - God's wonderful world <b>BIG QUESTION- What makes our world so wonderful?</b>
	<b>PERSONAL DEVELOPMENT</b>					
<b>Caritas</b>	<b>Caritas in Action Day</b> <b>Topic 2 Family and Community</b>	<b>Caritas in Action Day</b> <b>Topic 1: Dignity of the human person</b>	<b>Caritas in Action Day</b> <b>Topic 4: Rights and Responsibilities</b>	<b>Caritas in Action Day</b> <b>Topic 6: The Dignity of Work</b>	<b>Caritas in Action Day</b> <b>Topic 3: Solidarity and the Common Good</b>	<b>Caritas in Action Day</b> <b>Topic 5: Option for the Poor and Vulnerable</b>
	<b>Topic 7: Stewardship woven throughout the year</b>					

<b>RHE- Life to the Full and PSHE</b>	<b>RHE</b> <b>Module 1: Created and Loved by God</b> <b>Unit 1: Religious Understanding</b> Handmade with love <b>Unit 2: Me, my body, my health</b> I am me Heads, shoulders, knees and toes <b>Ready Teddy Unit 3:</b> Emotional Wellbeing I like. You like. We all like! Good feelings, bad feelings Let's get real <b>Unit 4- Life Cycles</b> Growing up	<b>PSHE</b> <b>FS2:</b> Who am I? (Likes and dislikes, interests and hobbies)	<b>RHE</b> <b>Module 2: Created to love others</b> <b>Unit 1: Religious Understanding</b> Role model <b>Unit 2: Personal relationships</b> Who's Who? You've got a friend in me Forever friends <b>Unit 3: Keeping safe</b> <b>Sharing isn't always caring</b> Safe inside and out My body, my rules Feeling poorly People who help us	<b>PSHE</b> <b>FS1:</b> How do we stay healthy? <b>FS2:</b> What helps us to stay healthy?	<b>RHE</b> <b>Module 3: Created to live in Community</b> <b>Unit 1: Religious Understanding</b> God is love Loving God, Loving others <b>Unit 2: Living in the Wider World</b> Me, you, us	<b>PSHE</b> <b>FS2:</b> How can we be good members of our community?
<b>myHappyMind</b>	<b>Meet your brain</b>	<b>Celebrate</b>	<b>Appreciate</b>	<b>Relate</b>	<b>Engage</b>	<b>Transition</b>
<b>Safeguarding Sessions</b>	NSPCC Speak Out, Stay Safe Transition to new class	Friendship workshop Road Safety Firework Safety Anti- Bullying	PANTS- NSPCC Mental Health Internet Safety	Clever Never Goes	Sun safety	Water safety Forest school safety
<b>Equality and Diversity Texts</b>	To choose what I like <b>You Choose by Nick Sharratt &amp; Pippa Goodheart</b>	To understand that it's OK to like different things <b>Red Rockets and Rainbow Jelly by Sue Heap &amp; Nick Sharratt</b>	To understand that we are all different <b>Hello Hello by Brendan Wenzel</b>	To understand that all families are different <b>The Family Book by Todd Parr</b>	To celebrate my family <b>Mommy, Mamma and Me by Leslea Newman &amp; Carol Thompson Daily</b>	To make friends with someone who may be different <b>Blue Chameleon by Emily Gravett Daily</b>
<b>CofEL Texts</b>	The lion inside by Rachel Bright	The koala who could By Rachel Bright	Giraffes can't dance by Giles Andreae	The girl who never made mistakes by Mark Prett	Ish by Peter Reynolds	The thing that Lou couldn't do by Ashley Spires
	<b>TOPIC</b>					
<b>Overall Topic</b>	<b>I wonder who I am? (Me, my family and my home)</b>	<b>I wonder what we celebrate? (Celebrations)</b>	<b>I wonder what happens as the seasons change?</b>	<b>I wonder if pirates are real? (Pirates)</b>	<b>I wonder what lives in the ocean? (God's wonderful world!)</b>	<b>I wonder what happened to the dinosaurs? (Dinosaurs)</b>
<b>Topic Question</b>	<b>Where do I live?</b>	<b>What can we celebrate?</b>	<b>Why does ice melt?</b>	<b>Would you be friends with a pirate?</b>	<b>How can we look after God's wonderful world?</b>	<b>Where are the dinosaurs?</b>
<b>Wow!</b>	Pyjama Party Party (St Francis) Visit from a parent with a baby	Diwali Day Box of Autumn fruits and leaves Autumn Walk	Winter themed ice experiment day	Pirate Party	Box of seeds and bulbs Parents visit to plant with child Litter picking	Beach party in school

Communication and Language	<p>Wellcomm Assessments and interventions</p> <p>See topic vocabulary For role play, circle time, rhymes, topic/ PSED, literacy related activities see CL medium planning. Begin to understand how to listen carefully and why listening is important Engage in storytimes Learn new vocabulary Articulate their ideas and thoughts Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen Describe events in some detail. Understand how to listen carefully and why listening is important Develop social phrases Engage in non-fiction books Listen carefully to rhymes paying attention to how they sound.</p>	<p>NELI Wellcomm Interventions</p> <p>See topic vocabulary For role play, circle time, rhymes, topic/ PSED, literacy related activities see CL medium planning.  Listen to and talk about stories to build familiarity and understanding Understand how to listen carefully and why listening is important Learn new vocabulary Engage in story times Engage in non-fiction books Listen to and talk about selected non fiction to develop a deep familiarity with new knowledge and vocabulary Articulate their ideas and thoughts in well-formed sentences</p>	<p>Wellcomm Assessments and Interventions</p> <p>For role play, circle time, rhymes, topic/ PSED, literacy related activities see CL medium planning.  Use new vocabulary in different contexts and throughout the day Articulate their ideas and thoughts in well-formed sentences Use talk to help work out problems and organise thinking and activities Describe events in some detail Listen to and talk about stories to build familiarity and understanding Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p>NELI Wellcomm Interventions</p> <p>For role play, circle time, rhymes, topic/ PSED, literacy related activities see CL medium planning.  Use new vocabulary through the day Articulate their ideas and thoughts in well-formed sentences Describe events in some detail Listen to and talk about stories to build familiarity and understanding Connect one idea or action to another using a range of connectives Learn rhymes, poems and songs</p>	<p>Wellcomm Assessments and Interventions</p> <p>For role play, circle time, rhymes, topic/ PSED, literacy related activities see CL medium planning.  Use new vocabulary in different contexts Articulate their ideas and thoughts in well-formed sentences Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen Re-tell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words Connect one idea or action to another using a range of connectives Describe events in some detail</p>	<p>NELI Wellcomm Interventions</p> <p>For role play, circle time, rhymes, topic/ PSED, literacy related activities see CL medium planning.  Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them Connect one idea or action to another using a range of connectives Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</p>
	Throughout the year adults will plan structured interactions using the following principles: pay attention, time to think, modelling language, show an interest, have fun, shared experiences and work with home.					
Nursery Rhymes	Jack and Jill Humpty Dumpty Miss Polly had a dolly Rock a bye baby Heads, shoulders, knees and toes Put your finger in the air One finger one thumb If you're happy and you know it Baa baa black sheep Hey diddle diddle Horsie horsie The farmer's in his den Dingle, Dangle scarecrow Old MacDonald had a farm I'm a little teapot The Grand Old Duke of York Down in the jungle		Twinkle Twinkle When Goldilocks went to the house of the bears There was a princess long ago Old MacDonald Baa baa black sheep Row, row, row your boat Down at the station The Hokey cokey The wheels on the bus The bear went over the mountain Jack and Jill Wind the bobbin up		Everybody do this Mary Mary Quite Contrary Baa baa black sheep Hey diddle diddle Horsie horsie Little Bo Peep The farmer's in his den Dingle, Dangle scarecrow Old MacDonald had a farm BINGO	

<b>Topic Nursery Rhymes</b>		<b>Topic Celebrations</b> Diwali Twinkl Twinkl I'm a little Diva lamp Nativity songs Christmas Pudding Rudolph Who is coming on Christmas night? When Santa got stuck up the chimney Jingle bells Christmas concert songs	<b>Topic Weather and Seasons</b> Let's make a snowman Here we go round the mulberry bush 5 little snowmen I hear thunder I can sing a rainbow <b>Topic Easter</b> Hot cross buns We have a king who rides a donkey Jesus died with arms out wide	<b>Topic Pirates</b> Bobby Shafto I'm a pirate A sailor went to see One-eyed Jack Mrs. Pirate, Captain Patch the Pirate	<b>Minibeasts</b> Little Miss Muffet Incy Wincy Spider Ladybird, ladybird There's a worm at the bottom of the garden
<b>PE</b>	Daily dance/ movement activity Daily outdoors physical activity- ball skills, games, bikes and scooters. Focus on travel: agility, travel and speed etc. <b>Topic related:</b> Bear walks e.g daddy bear slow and tired etc. Why do we need to sleep? What do we need to do to be healthy? <b>PE Session: Gymnastics/ Dance</b> See medium term planning for further information	Daily dance/ movement activity Daily outdoors physical activity- ball skills, games, bikes and scooters. Focus on travel: agility, travel and speed etc. <b>Topic related:</b> Traditional dancing from different cultures/ work to different music <b>PE Session: Gymnastics/ Dance</b> See medium term planning for further information	Daily dance/ movement activity Daily outdoors physical activity- ball skills, games, bikes and scooters. Focus on travel: agility, travel and speed etc. <b>Topic related:</b> Reenact walking through a wood- through the mud, splashing in puddles, jumping off rocks etc. <b>PE Session: Gymnastics/ Dance</b> See medium term planning for further information	Daily dance/ movement activity Daily outdoors physical activity- ball skills, games, bikes and scooters. Focus on travel: agility, travel and speed etc. <b>Topic related:</b> Play Captain's Coming! (following instructions) <b>PE Session: Gymnastics/ Dance</b> See medium term planning for further information	Daily dance/ movement activity Daily outdoors physical activity- ball skills, games, bikes and scooters. Focus on travel: agility, travel and speed etc. <b>Topic related:</b> Look at how crabs move Make a crab obstacle course Follow my leader moving like Clem over the sand/ rocks <b>PE Session: Athletics</b> See medium term planning for further information
<b>Fine motor (topic related)</b>	Scissor activities Dough gym Dough activities Pencil play activities <b>Topic related fine motor activities such as:</b> Folding paper Tie knots in wool Press studs, zips, buttons <b>See medium term planning.</b>	Scissor activities Dough gym Dough activities Pencil play activities <b>Topic related fine motor activities such as:</b> Golf tees/ nails in a pumpkin Marks on silver foil Diwali activities such as decorating mendhi patterns with beads Tweezers and glittery pom poms Gift wrapping parcels Wax resist <b>See medium term planning.</b>	Scissor activities Dough gym Dough activities Pencil play activities <b>Topic related fine motor activities such as:</b> Snowballs and tweezers Hammer flowers out of ice Hole punch leaves to make necklaces Snipping snowflakes <b>See medium term planning.</b>	Scissor activities Dough gym Dough activities Pencil play activities <b>Topic related fine motor activities such as:</b> Thread beads onto pipe cleaners. Wrap 'presents' for the welcome home party Use beads, shells, small stones and coloured rice to make patterns in play dough Use tweezers to retrieve 'treasure' from jelly <b>See medium term planning.</b>	Scissor activities Dough gym Dough activities Pencil play activities <b>Topic related fine motor activities such as:</b> Different shapes and movements in sand tray Use lengths of string/rope to tie and untie knots Use wet sand to build sandcastles Use leftover rope, string, netting, straws etc. to weave a beach mat <b>See medium term planning.</b>

<b>Pathway to writing</b>	<b>Peace at Last</b> 	<b>Festivals</b> 	<b>A Walk in the Woods</b> 	<b>The pirates are coming</b> 	<b>Clem and Crab</b> 	<b>Romeosaurus and Juliet Rex</b> 
<b>Pathway to writing Outcomes</b>	Oral retelling of story. Draw images and write labels to represent the story	To draw and label a plan to build a snowman including things that they will need to decorate the snowman at the end.	Recount/ retell To create a season's booklet and write captions/sentences describing each season.	To write a letter from the point of view of Tom to his mother, describing what he has learned about pirate ships	To orally retell the story. To write a letter to another class encouraging them to put litter in the bin/take it home when they visit the beach and explain why this is important	To rewrite the story.
<b>Pathways to writing vocabulary</b>	peace 'at last' hour tired nocturnal pretending cuckoo leaky refrigerator believe owl hedgehog uncomfortable peeped alarm clock yawn	altar banners bathe celebration design festival floating hurtling international legend marvels parade perform platforms protect smothered spectacular symbolise wintry	season peek burrow rustles blossom sprout lively scuttle flutter honk hedgerows ripe treasures cosy minibeasts glisten chatter bare navy lavender	false alarm warnings pelican attic barrel bobbing villager rusty special trudged yelled silently harbour gangplank captain crew ashore narrow marched growled welcome skull and crossbones	crunch nestled aquarium crashing tide conservation treasure plastics/plastic waste ashore ocean recycled facts glistened protect glimpsed environment	herbivore carnivore stomping disguise commotion balcony interrupted wondered talon swished sighing agreement
<b>Pathways to Poetry</b>	<b>Pathway to Poetry</b> <b>A bundle of rhymes</b>  Jack be nimble Hey Diddle, Diddle Hickory Dickory Dock Little Miss Muffet		<b>Pathway to Poetry</b> <b>Behold</b>  Poems for this unit can be found in: The Barefoot Book of Earth Poems compiled by Judith Nicholls		<b>Pathway to Poetry</b> <b>Eat your peas, Louise and Dinner Time Rhyme</b>  Poems for this unit can be found in: The Puffin Book of Fantastic First Poems edited by June Crebbin	
<b>Pathways to Poetry outcomes</b>	To learn and perform well known nursery rhymes. Recite rhymes and use them to build a narrative.		A class observation poem. Writing outcome: To contribute to a class poem based on observation of nature in your school environment.		Class poem. Writing outcome: To contribute phrase/captions/lines to a class poem.	
<b>Pathway to Poetry vocabulary development</b>	nimble candlestick fiddle sport tuffet curds and whey		above behold below cassava leaves cupped inland mouth-watering notice observe refrain ripe seaward slice watermelon		boil fry harvest if you please mince mushy peas noon roast spam squeeze stew taste tease vegetables	

<b>Other related texts</b>	Happy Birthday Maisie Goldilocks and the three bears by Lauren Child Whatever Next by Jill Murphy Home by Carson Ellis Lullabyhullabaloo by Mick Inkpen	The Story of Diwali by Katie Daynes Sammy Spider's First Hanukkah by Sylvia Rouss Little Glow by Katie Sahota 'Twas the Night Before Christmas by Clement Clarke Moore The Snowman by Raymond Briggs	Tree: Seasons Come, Seasons Go by Patricia Hegarty and Britta Teckentrup If Winter Comes, Tell It I'm Not Here by Simona Ciraolo The Leaf Thief by Alice Hemming and Nicola Slater Seasons by Hannah Pang and Clover Robin (Non-fiction) The Snowflake by Benji Davies Penguin Huddle by Ross Montgomery Blue penguin by Petr Horacek Snow bears by Martin Waddell Sarah Fox- Davies Little Polar Bear by Hans De Beer	The Pirates Next Door by Jonny Duddle Ten Little Pirates by Mike Brownlow How I became a Pirate by Melinda Long Commotion in the Ocean by Giles Andreae Pirates love underpants by Claire Freedman The treasure of pirate Frank by Elspeth Graham and Mal Peet	Kipper the Dog – the Seaside by Mick Inkpen (online story) Bonting by Shirley Hughes (in The Big Alfie Out of Doors Storybook) Seaside and Sea Sound poems by Shirley Hughes One is a Snail, Ten is a Crab by April Sayre and Jeff Sayre Errol's garden	Gigantosaurus by Jonny Duddle Harry and the Bucketful of Dinosaurs by Ian Whybrow and Adrian Reynolds The Somethingsaur by Tony Mitton and Russell Ayto Bumpus Jumpus Dinosaurumpus by Tony Mitton and Guy Parker-Rees The Dirty Great Dinosaur by Martin Waddell and Leonie Lord Rumble, Rumble, Dinosaur by Katrina Charman and Nick Sharratt Dinosaur Roar! by Paul and Henrietta Stickland Stomp, Chomp, Big Roars! Here Come the Dinosaurs! by Kaye Umansky and Nick Sharratt
<b>Traditional Tales</b>	Goldilocks and the three bears The three little pigs	Little red riding hood The little red hen	Chicken Licken The elves and the shoemaker	Cinderella The three billy goats gruff	Jack and the Beanstalk The enormous turnip	The gingerbread man The ugly duckling
<b>Focussed Authors</b>	<b>Julia Donaldson</b> (see Literacy Planning)	<b>Oliver Jeffers</b> (see Literacy Planning)	<b>Traditional Tales</b> (see Literacy Planning)	<b>Jill Murphy</b> (see Literacy Planning)	<b>Eric Carle</b> (see Literacy Planning)	<b>Traditional Tales</b> (see Literacy Planning)



<p><b>Maths</b> <b>(Maths No Problem)</b></p>	<p><b>Number and Pattern:</b>  <b>Matching-</b> To be able to identify similarities and differences across a range of criteria e.g. colour, shape, size, texture and function.  <b>Sorting-</b> To be able to sort by colour, shape, size, texture and function.  <b>AB Patterns-</b> To recognise, extend, create and fix simple AB patterns.  <b>Counting-</b> To be able to count reliably (with one to one correspondence and understanding of cardinality) up to 5 forwards and backwards.  <b>Counting-</b> To be able to compare numbers, order and write numbers to 5.  <b>Comparison of numbers up to 5-</b> To know 1 more than, 1 less than and the relationship between consecutive whole numbers.  <b>Comparison of numbers up to 5-</b> To be able to represent numbers 1-5 in different ways.  <b>Shape, Space and Measure:</b>  <b>Comparing and Ordering-</b> To be able to compare and order by size, length and time.  <b>Time-</b> To be able to talk in terms of night and day, days of the week and months of the year. To be able to use language related to time and to be able to sequence events.  <b>2D Shape-</b> To be recognise language associated with 2D shapes, specifically triangles and squares.  <b>2D Shape-</b> To be recognise language associated with 2D shapes, specifically rectangles and circles.  <b>Positional Language-</b> To understand positional language.</p>	<p><b>Number and Pattern:</b>  <b>Counting-</b> Understanding zero is an empty set, 1 fewer than, Adding and Subtracting zero  <b>Counting and Ordering-</b> To be able to count to 10, forwards and backwards. To understand ordinal numbers and be able to name positions, e.g. first, second, third etc.  <b>Counting-</b> To represent numbers on a five and ten frame. To match number names to numerals and to representations on ten frames up to 10. To write numbers to 10.  <b>Addition-</b> To use a counting all strategy to combine two sets up to 10.  <b>Comparing and Ordering-</b> To compare quantity. To count on and back to find 1 more and 1 fewer. To be able to order numbers to 10.  <b>Counting-</b> To find number bonds to 6.  <b>Counting-</b> To be able to create number bonds to make 7-10.  <b>Patterns-</b> To be able to copy, continue and create AAB, ABC and AABC patterns.  <b>Shape, Space and Measure:</b>  <b>Measuring Lengths and Heights-</b> To be able to measure end-to-end length, compare lengths and use non-standard units of measurement.  <b>Capacity-</b> To be able to use the language ‘empty’, ‘full’, and ‘half full’ to describe how much is in a container. To be able to measure the capacity of containers.  <b>2D Shape-</b> To be able to compose 2D shapes using tangrams and pattern blocks  <b>3D Shape-</b> To be able to recognise 3D shapes</p>	<p><b>Number and Pattern:</b>  <b>Counting on to Add-</b> To be able to use counting on as a strategy for addition.  <b>Counting Forwards and Backwards-</b> To be able to count forwards and backwards within 10. To be able to recognise 1 more and 1 less.  <b>Counting to 20-</b> To be able to count to and from 20.  <b>Doubling-</b> To be able to double numbers 1-5. To be able to recognise doubles and non- doubles.  <b>Halving and Sharing-</b> To be able to halve sets of items and even numbers by sharing with 2 equal groups.  <b>Odds and Evens-</b> To be able to recognise and understand odd and even numbers.  <b>Data-</b> To be able to collect and represent data sets.  <b>Problem Solving-</b> To be able to develop problem solving skills (Number and Pattern and SSM.)  <b>Word Problems-</b> To be able to focus on word problems.  <b>Shape, Space and Measure:</b>  <b>Mass-</b> To be able to understand the mass of different objects.  <b>Volume and Capacity-</b> To be able to describe and compare different capacities.  <b>Money-</b> To be able to recognise 1p, 2p, 5p, and 10p coins. Pay for items using a contribution of these coins. To be able to calculate change from 10p.</p>
<p><b>Number Rhymes</b></p>	<p>5 little monkeys  5 currant buns  5 little speckled frogs  5 little men  5 little ducks  5 little apples  5 little pumpkins  <b>Plus counting songs on the internet.</b></p>	<p>2 little dicky birds  5 little snowmen  Alice the Camel  1,2,3,4,5 Once I caught a fish alive  Hickory, Dickory Dock  <b>Plus counting songs on the internet.</b></p>	<p>10 Fat Sausages  10 in the Bed  10 Green Bottles  1, 2 Buckle My Shoe This Old Man  The goats come marching in  One tomato, two tomatoes  5 little dinosaurs  <b>Plus counting songs on the internet.</b></p>

<p><b>Understanding the World</b></p>	<p><b>Weather and seasons:</b> Explore the natural world around them.</p> <p><b>I wonder who I am? (Me, my family and my home)</b></p> <p>What makes me special? Who lives in my home?</p> <p><b>Awareness of self:</b> exploring our senses, appearance, uniqueness; parts of the body Keeping healthy- exercise and healthy food. Dental hygiene</p> <p><b>Talk about our past and present:</b> How I am growing and changing. Birthdays and other celebrations past and future</p> <p><b>My family</b></p> <p>Talk about immediate family and community and name and describe them. Find out about families who are from different countries.</p> <p><b>My home and Locality</b></p> <p>Where do I live? What is my house like? Who lives there? Locality of Radcliffe. Buildings in Radcliffe? Focus on church and old church. Radcliffe in the past. Find England and Radcliffe on a map?</p> <p><b>Peace at Last links:</b> Shadows; light and dark Listening walk- animals we hear at night and during the day.</p> <p><b>Topic: Black History Month</b></p> <p><b>Person of significance:</b> Famous black people, in the past and now. Focus on Mary</p>	<p><b>Weather and seasons:</b> Explore the natural world around them</p> <p><b>Autumn Days</b></p> <p>Observe change in the seasons: Where do animals go at night? Hibernation Day and night</p> <p><b>I wonder about my world? (Celebrations)</b></p> <p><b>Celebrations from our culture and other cultures</b></p> <p><b>Celebrations from our culture and other cultures</b></p> <p>Find out about celebrations around the world</p> <p><b>Diwali</b></p> <p>How is it celebrated? Making diva lamps, Rangoli patterns, Mendhi patterns and Diwali cards. Try Indian food. Listen to Indian music. Find India on a globe/ map.</p> <p><b>Bonfire Night</b></p> <p>Bonfire Night celebrations</p> <p><b>Significant Person:</b> Guy Fawkes</p> <p><b>Remembrance Day</b></p> <p>Talk about why we celebrate Remembrance Day. Make poppies.</p> <p><b>All Saints and All Souls Day</b></p> <p>Find out about All Saints and All Souls Day. Children to share pictures of family members who have died, to share.</p> <p><b>Advent/ Christmas/ Celebrations</b></p> <p>Travelling crib Church decoration Christmas in different countries.</p>	<p><b>Weather and seasons:</b> Explore the natural world around them</p> <p><b>Celebrations from our culture:</b></p> <p>New Year, Epiphany, Valentine's Day</p> <p><b>Celebrations from other cultures:</b> Chinese New Year</p> <p>Find out about Chinese New Year. Can they find China on a map/ globe. Make and eat Chinese food, lanterns. Chinese music and dragon dance. Preparations for CNY, look at Chinese food, decorations and celebrations.</p> <p><b>I wonder about changing seasons?</b></p> <p><b>(Cold weather and cold places)</b></p> <p>Focus on 'Walk in the woods'. What do we see in Summer, Autumn, Winter including animals and minibeasts.</p> <p><b>Cold weather</b></p> <p>Explore the snow if possible. Talk about their past e.g. days in the snow and holidays abroad in hot and cold places etc.</p> <p>What do we need to wear in different seasons? How can we care for his birds in winter? Why might they struggle to find food? Make bird feeders/ fat balls</p> <p>What countries might the birds fly to in Winter? Why? Go bird watching</p> <p><b>Cold Places</b></p> <p>Using the globe/ Google maps to find the Arctic and Antarctic- point out land and</p>	<p><b>Weather and seasons:</b> Explore the natural world around them</p> <p><b>Celebrations from our culture:</b></p> <p>Shrove Tuesday, Ash Wednesday, Mother's Day, Holy Week, Easter, St Patrick's Day</p> <p><b>Respect the traditions and celebrations from other cultures:</b> Holi (Hindu), Ramadan (Islam)</p>  <p><b>I wonder if pirates are real? (Pirates)</b></p> <p>What is a pirate? What did they do/ wear/ have? Look at old and new transport. How did a pirate travel? Parts of a pirate ship. Use map/ globe/ Google earth- identify the land and sea? Find islands Countries visited by children (and pirates). Climates of different countries- what grows there? Where animals live- Can the children remember polar region animals?</p> <p><b>Significant Person</b></p> <p>Anne Bonny- Pirate</p> <p><b>Lent/ Easter/ Celebrations</b></p> <p>Learning about Lent and Easter How is Easter celebrated around the world? Celebrations with our family. Find where Jesus lived Visit to church Changes of state- Melting</p>	<p><b>Weather and seasons:</b> Explore the natural world around them</p> <p><b>Celebrations from our culture:</b></p> <p>Pentecost, St George's Day</p> <p><b>Marvellous Minibeasts</b></p> <p>God's wonderful creation. Talk about parks and other areas in Radcliffe. Where can we find minibeasts? Draw pictures of plants and animals Make a bug hotel Life cycle of a butterfly</p> <p><b>I wonder what lives in the ocean?</b></p> <p>Looking after God's wonderful creation. Where can we find water? Use globes and maps. Compare and contrast beaches with cities and towns What will we find in water? Watch video of tide going in and out Recall polar regions.</p> <p><b>Recycling-</b> How is plastic recycled? Learn about climate change and pollution. Keeping creatures happy and healthy Floating and sinking. Seaside holidays past and present</p> <p><b>Significant Person:</b> David Attenborough</p>	<p><b>Celebrations from other cultures:</b> Eid al-Fitr</p> <p><b>Weather and seasons:</b> Explore the natural world around them Spring to Summer changes they see in their environment. Animals and plants.</p> <p><b>How does your garden grow?</b></p> <p>God's wonderful creation. Looking after plants, trees and flowers in our country and elsewhere. Conditions for growth. Parks in Radcliffe.</p> <p><b>I wonder what happened to the dinosaurs?</b></p> <p>What do we know about dinosaurs? When did they live/ eat? Herbivores, carnivores and omnivores Finding out about fossils. Using maps and globes. What is a palaeontologist?</p> <p><b>Significant Person</b></p> <p>Mary Anning- British Palaeontologist</p> <p><b>Going to the farm</b></p> <p>What will we see at the farm? Baby animals and their mums Where does milk come from? Life cycles</p>
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		Seacole and Rosa Parks <b>Significant Person:</b> St Francis of Assisi- party to celebrate his feast day.	Christmas in the past Family celebrations What is Advent? Visit church. <b>Light and dark:</b> When is it light? Dark? Light sources Look at shadows outside if possible.	sea. Focus on weather, culture, clothing, housing and animals in cold places. Focus on pollution and climate change. Changing states of matter- Making and melting ice. History of explorers- look at photos from the past <b>Significant Person</b> Scott and Shackleton	chocolate <b>Significant Person</b> Jesus		
Exploring the natural world		<b>All about the seasons; Signs of Autumn (September to November)</b>	<b>All about seasons Signs of Winter (November/ December)</b>	<b>Signs of Winter (December/ January)</b>	<b>Signs of Spring (March/ April)</b>	<b>Signs of Spring (April/ May)</b>	<b>Signs of Summer (June/ July)</b>
		Tree: Seasons come, Seasons go Goodbye Summer Hello Autumn 	Goodbye Autumn Hello Winter Fletcher and the snowflake Christmas 	A little bit of Winter 	A little bit of Winter Goodbye Winter Hello Spring 	Fletcher and the springtime blossom 	Goodbye Spring Hello Summer Fletcher and the summer show 
		Explore the natural world around them <i>Autumn</i> Changes, they observe in their environment To discuss daily weather/ seasons Describe what they see, hear and feel whilst outside (Science Link)		Explore the natural world around them Winter and Spring changes they see in their environment To discuss daily weather/ seasons. Describe what they see, hear and feel whilst outside. (Science Link)		Explore the natural world around them Spring and Summer changes they see in their environment To discuss daily weather/ seasons. Describe what they see, hear and feel whilst outside. (Science Link)	
Expressive Arts and Design	Art	<b>Drawing / painting skills – self portraits</b> Drawing / painting skills – self portraits Mixing paints <b>Peace at last Topic:</b> Night and day pictures	<b>Scissor skills / collage</b> Scissor skills/ Printing/ Clay Artist- Kandinsky  <b>Celebrations Topic:</b> Firework pictures Wax resist pictures	<b>Printing / collage / manipulating dough</b> Scissor skills/ Printing/ Chinese Art <b>A walk in the woods Topic:</b> Bark rubbings Collage of flowers Observational drawing of a flower/ bird/ tree	<b>Drawing /scissor skills / paint mixing</b> Colour Mixing/ Collage/ Drawing <b>The pirates are coming Topic:</b> Design own pirate flag Design a treasure map	<b>Drawing / paint Artist - Van Gogh</b> Drawing/ collage/ clay Artist- Van Gogh <b>Clem and Crab Topic:</b> Use junk modelling resources to create a sea creature Use plastic waste to create a collage (of a crab) just like Clem	<b>Printing / scissor skills / collage</b> Printing/ Paint/ Collage Artist- Andy Warhol <b>Romeosaurus and Juliet Rex Topic:</b> Make masks to reenact the story

	<b>DT</b>	<b>Peace at Last Topic:</b> Junk model houses Make masks of characters from Peace at Last	<b>Food &amp; Nutrition Preparing vegetables/ seasonality</b> Food and Nutrition- Preparing Fruit <b>Celebrations Topic:</b> Make a sparkler with pipe cleaner Paper plate carnival masks Lanterns	<b>Construction Joining Structures</b> Construction Sliders <b>A walk in the woods Topic:</b> Make a scarecrow Make a bug hotel Make an instrument that sounds like rain	<b>Wheeled vehicles</b> Food and Seasonality <b>The pirates are coming Topic:</b> Make a treasure map Make a telescope Pattern making shells and pebbles	<b>Construction Bridges</b> Food and Seasonality <b>Clem and Crab Topic:</b> Junk modelling creatures	<b>Construction Sliders</b> Construction- Joining structures <b>Romeosaurus and Juliet Rex Topic:</b> Make masks to reenact the story
	<b>Music</b>	<b>Exploring Sound</b> Exploring how we can use our voice, bodies and instruments to make sounds, and identifying sounds in the environment.	<b>Celebration Music</b> Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas. <b>Celebration Topic:</b> Stage streamers and percussion instruments	<b>Music and Movement</b> Creating simple actions to well-known songs, learning how to move to a beat and expressing feelings and emotions through movement to music <b>A Walk in the Woods Topic:</b> Listen and move to Vivaldi Four Seasons Make instruments to sound like the weather	<b>Musical Stories</b> Moving to music (based on traditional tales) with instruction, changing movements to match the tempo, pitch or dynamic of the piece; understanding that music and instruments can be used to convey moods or represent characters; playing an instrument as part of a group story. <b>The pirates are coming Topic:</b> Learn some sea shanties or simple pirate poems to perform (e.g. One-eyed Jack, Mrs. Pirate, Captain Patch the Pirate)	<b>Transport</b> Identifying and copying sounds produced by different vehicles using voices, bodies and instruments, demonstrating tempo changes and understanding how symbols can represent sound. <b>Clem and Crab Topic:</b> Dance to Under the Sea- Little Mermaid Read Sea Sound by Shirley Hughes. Listen to the sounds of the sea in seashells and use percussion instruments to recreate the sound of the sea. A 'rainmaker' provides a realistic sea sound.	<b>Big band</b> Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song. <b>Romeosaurus and Juliet Rex Topic:</b> Listen to Shakespearian music – dance/movement • Experiment with percussion instruments to accompany the expressive dance.
<b>Computing</b>		<b>Digital Literacy</b> Smartie the Penguin – Pop ups and In Apps purchasing  <b>Information Technology</b> Use iPads to take pictures of the outdoor environment.  Explore mark making, drawing images and letter shapes in IWB and print feature Drag and Drop games	<b>Digital Literacy</b> Smartie the Penguin – Inappropriate websites  Draw information from a digital map. (Google Maps)	<b>Digital Literacy</b> Smartie the Penguin – Cyber-bullying  Continue to draw information from a digital map  <b>Information Technology</b> Use iPads to record and take pictures. Take photos of seasons.	<b>Digital Literacy</b> Smartie the Penguin – Upsetting images  <b>Information Technology</b> Use iPads to record growth of plants and flowers Digital painting Use CD player/headphones – listen to audio books.	<b>Digital Literacy</b> Smartie the Penguin – Unreliable Information  <b>Computer Science</b> Bee Bots  <b>Information Technology</b> Use iPads to record performance Use iPads to record/take pictures of their peers work.	<b>Digital Literacy</b> Smartie the Penguin – Talking to strangers online QR Codes (to use QR codes) <b>Computer Science</b> Bee Bots <b>Information Technology</b> Develop typing skills Introduce to logging on and logging off <b>Andy's Dinosaur Adventure game</b> <b>Drawing dinosaurs on Purple MASH</b>

	<b>Exploring IT Equipment</b> Using IT in the areas of CP. i.e. CD Player; Camera/ iPad; Remote control cars; Talking tins etc; iPad- games. Taking photographs with cameras and iPads; Using IWB for mark making and drag and drop games; Using CD player to listen to music and stories; Exploring BeeBots					
<b>Cultural Capital Opportunities</b>	Initial visit to church- Local walk Post box visit	Post letter to Father Christmas Nativity performance Church visit- Advent Diwali	Visit to church Epiphany Chinese New Year Pancake Day	World Book Day Visit to church Easter Easter Egg hunt	Visit to church Mini beast hunt	Visit to church Visit to the farm Forest school Beach Party
<b>Parent Opportunities</b>	RWI Parent Session x2 Reading opportunity Nativity Learning Journey Opportunity Stay and Play Parents- mystery reader		RWI Parent Session Reading opportunity Mystery Reader Learning Journey Opportunity Stay and Play		RWI Parent Session and Reading opportunity Spend a morning in EYFS! Beach Party and Ice Cream Learning Journey Opportunity Stay and Pray Farm Trip	

**We use the seasons, religious and cultural celebrations, special days, visits and visitors, as a basis for our learning. We have also selected 12 topics which are spread out over a 2 year cycle. These are based on Pathways to writing books and topics are open- ended to allow for children’s interests and curiosities. For example, our first topic is ‘I wonder who I am?’ and our chosen book is ‘Peace at Last. From this starting point, we can learn about our families and homes, birthdays, growth, our senses, our body and more. We follow the children’s interests and plan our teaching and learning around their interests as well as ensuring there is daily opportunity for child- initiated sessions where the children are able to play, explore, practise, experiment and discover through carefully planned areas of provision both indoor and outdoors while being supported and encouraged by the adults.**

**Please also see the medium term plans for each subject area.**