|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **AUTUMN 1 (7 WEEKS)** | **AUTUMN 2 (7 WEEKS)** | **SPRING 1 (6 WEEKS)** | **SPRING 2 (6 WEEKS)** | **SUMMER 1 (6 WEEKS)** | **SUMMER 2 (7 WEEKS)** |
| **Topic title (Cornerstones)** | **Why do you love me so much?** | **What is a shadow?** | **Where does the snow go?** | **Are Eggs Alive** | **Why do spiders eat flies?** | **Which is the biggest dinosaur?** |
| **Additional points to consider** | New children settling in  ***Baseline assessment to be completed*** | **Halloween** (31st October 2023)  **Bonfire Night** (5th November 2023)  **Remembrance Day** (11th November 2023)  **Diwali** (12th November 2023)  **Christmas Nativity**  ***Autumn term assessment*** | **Chinese New Year** (10th February 2024– year of the Dragon) | **Pancake Day** (13th February 2024)  **Mother’s Day** (10th March 2024)  **Easter** (Easter Sunday 31st March 2024)  **Eid** (9th April 2024)  ***Spring term assessment*** | ***Final assessments for end of year data***  **Eid**  **Father’s Day** (16th June 2024) | Transition into Y1 ***End of year data*** |
| **WOW Event** | Sharing treasure boxes | Library Walk  Forest Schools  Stay and play  Dentist visit | Safety Week – visitors in school | Caterpillars/butterflies  Trip | Visitor – story teller | Stay and play |
| **School Events** | McMillan Coffee morning  Harvest festival | Children in Need  Christmas concert  FS Nativity | Panto | Easter Bonnet Parade  Easter Egg competition  Comic relief  World Book day 2;3;23  St Georges and St Patricks day |  | Sports Day  Summer Fayre  Meet your new teacher |
| **Parental Engagement and workshops** | Tapestry information evening  Parents invited into school to observe a phonics lesson  Parents invited in for phonics information evening | Parents invited in to share arts week  Parents in to watch Nativity  Parents evening | Parents invited into school for stay and play linked to topic  Parents evening  Safety week – online workshops | Parents invited in for science day | Parents invited in for a tapestry drop-in | End of year reports  Transition meetings for new starters and parents  Parents invited into school for sports day |
| **SHARED READ HIGH QUALITY TEXTS**  **(2-week cycle)** | **Shared Read: Jack and the beanstalk and Avacado Baby** | **Shared Read: Rubbish and recycling, Owl babies, The Lighthouse Keepers Christmas** | **Shared Read: Percy the parkkeeper, Planet Earth, The day the banana went bad** | **Shared Read: Avocado baby, Elmer, Grumpycorn** | **Shared Read** **Willbee the Bumblebee, Izzy Gizmo, Why do we eat?** | **Shared Read: Stink-O-Saurus, The stone Age, The Solar System** |
| **AREA OF LEARNING** | **Communication and Language**  **This underpins all areas of learning in EYFS**  In Reception our children will learn to listen attentively in a range of situations and understand why this is important. They will be given the opportunities listen to a range of media (poems, songs and rhymes) paying attention to how they sound and responding appropriately with relevant questions comments and actions; this will be in whole class, small groups and independent play. By the end of the year children will be able to have independent (back and forth exchanges) with their peers and adults in the room. | | | | | |
|  | **AUTUMN 1**  **(Coverage)** | **AUTUMN 2**  **(Coverage)** | **SPRING 1**  **(Coverage)** | **SPRING 2**  **(Coverage)** | **SUMMER 1**  **(Coverage)** | **SUMMER 2**  **ELG’s assessment!** |
| **Listening Attention and Understanding.**  **Speaking** | \* Joins in with repeated refrains, and anticipates key events and phrases in rhymes and stories.  \*Focusing attention – still listen or do, but can shift own attention.  \*Beginning to use more complex sentences to link thoughts, eg using and, because.  \*Can retell a simple past event in correct order, eg went down slide, finger hurt.  \*Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.  \*Children express themselves effectively, showing awareness of listener’s needs. | \*Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.  \*Responds to simple instructions, eg to get or put away an object.  \*Uses a range of tenses, eg play, playing, will play, played.  \*Uses intonation, rhythm and phrasing to make the meaning clear to others.  \*Uses vocabulary focused on objects and people that are of particular importance to them. | \* Maintains attention, concentrates and sits quietly during appropriate activity.  \*Two-channelled attention – can listen and do for a short span.  \*Learns and Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.  \*Beginning to understand ‘why’ and ‘how’ questions. | \*Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences  \*Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words  \* They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. | \* They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.  \*Two-channelled attention – can listen and do for a short span.  Introduces a storyline or narrative into their play  \*Describe events in details | **Listening, Attention and Understanding**  \*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.  \*Make comments about what they have heard and ask questions to clarify their understanding.  **Speaking**  \*Participate in small group class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.  \*Offer explanations for why things might happen.  \*Express their ideas and feelings about their experiences using full sentences, including use of past and present, future tenses and making use of conjuctions |
| **AREA OF LEARNING** | **Personal, Social and Emotional Development**  In Reception our children should be able to show an understanding of their own feelings and be able to express these and consider the feelings of others. With the support of ‘zones of regulation’ our children will learn and develop strategies to regulate their own emotions. Through Forest schools and other planned opportunities, we will teach our children how to be resilient when faced with a challenge. We will also teach our children to be independent, be respectful and manage their own needs. Through quality interactions, with our children, we will support them to take turns and work cooperatively. At Royd, we teach the children how to keep their bodies healthy by learning about healthy eating and exercise. The children also develop their understanding of oral hygiene and how to keep their teeth healthy, including a workshop from a dentist. | | | | | |
|  | **AUTUMN 1**  **(Coverage)** | **AUTUMN 2**  **(Coverage)** | **SPRING 1**  **(Coverage)** | **SPRING 2**  **(Coverage)** | **SUMMER 1**  **(Coverage)** | **SUMMER 2**  **ELG’s assessment!** |
| **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT.**  **Self- regulation**  **Managing Self**  **Building Relationships** | \*Settle in to new classroom environment. \*Continue to build relationships with new children and staff in the setting.  \*Manage basic needs with regards to hand washing, toileting and looking after personal belongings.  \*Initiate conversation and play cooperatively with others.  \*Speak to others about interests, feelings  \*Take on board rules and expectations of new routine.  Learn about similarities and difference, taking on board cultural diversity.  Zones of regulations (naming feelings) | \*Explain own knowledge and ask questions of others.  \*Begin to resolve conflict independently.  \*Understand that own actions can affect others  \*Be confident to try new activities and adapt appropriately to change – Forest school and Christmas shows.  \*Introduce zones of regulation, encourage children to talk about their feelings. | \*Play cooperatively, taking turns  \*Talk about fair and unfair  \*Be confident to try new activities  Describe self in positive terms  \*Begin to use tools to regulate emotions.  \*Understand the importance of oral hygiene – Dentist visit | \*Take into account each other’s ideas.  \*Adapt behaviours, talk about feelings.  \*Rules and boundaries and respect.  \*Understand consequences for their behaviour.  \*Recognise others emotions and respond appropriately | \*Show sensitivity to other people’s feelings.  Say when they do or don’t need help  \*\*During Summer 2 support cohort with any gaps in learning! \*\*  \*Support children with emotions as they transition into Y1 | **Self-Regulation**  \*Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.  \*Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  \*Give focussed attention to what the teacher says responding appropriately, even when engaged in activity and show an ability to follow instructions.  **Managing-Self**  \*Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.  \*Explain the reasons for rules, know right from wrong and try to behave accordingly.  Manage their own basic hygiene  **Building Relationships**  \*Work and play cooperatively and take turns with others  \*Form positive attachments with adults and friendships with peers  \*Show sensitivity to their own and others needs. |
| **AREA OF LEARNING** | **Physical Development**  In Reception as well as planning gross and fine motor opportunities in provision, our children access 2 hours of PE lessons (outdoors and indoors) a week. By the end of year, we will have supported our children to negotiate space and the environment safely, ensuring they are considering themselves and others. They will be able to demonstrate strength, balance and coordination when playing and they will be able to move energetically including running, hopping, jumping, dancing skipping and climbing. Our children will also develop their fine motor skills through a range of opportunities and will ultimately be able to hold their pencil effectively in preparation for fluent writing using the tripod grip. | | | | | |
|  | **AUTUMN 1**  **(Coverage)** | **AUTUMN 2**  **(Coverage)** | **SPRING 1**  **(Coverage)** | **SPRING 2**  **(Coverage)** | **SUMMER 1**  **(Coverage)** | **SUMMER 2**  **ELG’s assessment!** |
| **PHYSICAL DEVELOPMENT**  **Gross Motor**  **Fine Motor** | \*Refine fundamental skills including: Rolling, Crawling  Walking, Jumping, Running  Hopping, Skipping  Climbing  Understand the different factors that support their overall health and wellbeing…  Regular physical activity  Healthy eating  Toothbrushing  Sensible amounts of screen time  Good sleep  Develop skills which help with the school day… lining up and queuing, mealtimes, personal hygiene.  **Outdoor Rugby – agile and balanced when dribbling**  **Indoor – Dance Imoves (Nursery Rhymes)** | Develop body strength, coordination, agility, balance that will be needed in all areas of physical activities.  Develop small motor skills so that they can use a range of tools – scissors, tweezers, small world figures  To improve our tripod grip for writing.  **Outdoor Hockey – agile and balanced when dribbling**  **Indoor – Dance Imoves (Weather and animals)** | Competently and safely use a range of tools.  Use core muscle strength to achieve a good posture  Combine different movements with ease  Importance of healthy teeth and mouth (Dentist visit)  Practise being a safe pedestrian (Safety week)  **Outdoor Football – agile and balanced when dribbling**  **Indoor – Dance Imoves**  **(Construction Building)** | Confidently use a range of large and small apparatus indoors and out.  Develop overall body strength  **Outdoor BASKETBALL – agile and balanced when dribbling**  **Indoor – Gymnastics – Mat work and beginning to use apparatus** | Refine a range of ball skills including throwing, catching, kicking, passing, batting  Develop confidence, competence precission and accuracy when engaging in activities that involve a ball.  Develop the foundations of a handwriting style which is fast accurate and efficient  **Outdoor ORIENTEERING agile and balanced when dribbling**  **Indoor – Gymnastics – Mat work and apparatus** | **Gross Motor**  \*Negotiate space and obstacles safely, with consideration for themselves and others.  \*Demonstrate strength, balance and coordination when playing.  \*Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  **Fine Motor**  \*Hold pencil effectively in preparation for fluent writing. Use the tripod grip  \*Use a range of small tools, including scissors, paintbrushes and cutlery  \*Begin to show care when drawing  **OUTDOOR – ATHLETICS.** |
| **AREA OF LEARNING** | **Literacy Development**  In Reception it is crucial for our children to develop a life long love of reading. This consists of language, comprehension and word reading. Language comprehension starts and birth and is necessary for reading and writing. Word reading comes later and involves working out the pronunciation of unfamiliar words and recognition of familiar words. Writing involves both spelling and handwriting. In addition to these, composition, which is articulating ideas and structuring them in speech before writing them down. In Reception we use Read, Write, Inc to teach phonics where the children hear, say, read and write new phonemes daily, as well as developing fluency through reading ditty books. For shared read sessions, the books are chosen based on their lexile value to ensure children are exposed to a rich vocabulary. | | | | | |
|  | **AUTUMN 1**  **(Coverage)** | **AUTUMN 2**  **(Coverage)** | **SPRING 1**  **(Coverage)** | **SPRING 2**  **(Coverage)** | **SUMMER 1**  **(Coverage)** | **SUMMER 2**  **ELG’s assessment!** |
| **LITERACY**  **Comprehension and Word reading** | \* Continues a rhyming string.  \*Hears and says the initial sounds in words  \*Reads name and other familiar words  \*Holds book correctly and understands the geography of a book – use vocabulary such as title, author, blurb  Word Reading:  Read individual letters by saying the sound for them | \*Link sounds to letters, naming and sounding the letters of the alphabet  \*Repeats words or phrases from familiar stories  \*Fills in the missing words or phrases from well- known stories or rhymes  \*Repeats and uses vocabulary heard in story  \*Looks at books independently  Word Reading: Blend sounds into words | \*Begins to read words and captions.  \*Enjoys an increasing range of books  \*Knows many high frequency words  \*Apply vocabulary taught through topic and stories.  Word Reading: Read simple phrases and sentences  Re-read to build fluency Read letter groups: th, sh, ch, ee, or, igh | \*Listens to stories with increasing attention and recall  \*Uses vocabulary and forms of speech that are increasingly influenced by their love for books  Word Reading: Practise reading some words at sight to build fluency.  Assess children’s high frequency knowledge. | \*Beginning to be aware of how stories are structured  \*Suggest how a story might end  \*Knows that information can be retrieved from books and computers.  \*Tell their own stories based on story vocabulary that they have heard.  \*\*During Summer 2 support cohort with any gaps in learning! \*\* | **Comprehension**.  \*Demonstrates understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  \*Anticipates key events in stories.  Use and understand recently introduced vocabulary during discussions about stories, rhymes and poems during play.  **Word Reading**  \*Say a sound for each letter in the alphabet and at least 10 digraphs.  \*Read words consistent with their phonics knowledge by sound blending.  Read aloud simple sentences and books that are consistent with their phonics knowledge, including some conception words. |
| **Writing** | \*Gives meaning to marks they make as they draw, write and paint.  \*Continues a rhyming string.  \*Hears and says the initial sound in words.  \*Can segment the sounds in simple words and blend them together.  \*Links sounds to letters, naming and sounding the letters of the alphabet.  \*Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.  \*Practise pencil grip | \*Use phonic knowledge to write sounds, words and sometimes simple captions.  \*Finish sentence starters.  \*Develop understanding of sentence structure (silly sentences – who, what, where, when)  \*Write for different purposes – Lists/letters to santa/cards | \*Use phonics knowledge to write simple captions.  \*Build and write simple sentences sometimes using punctuation.  \*write for different purposes  \*Form lower case and capital letters correctly | \*Use phonics knowledge to write simple sentences  \*Write a simple sentence using punctuation CL, FS, FS  \*write for different purposes | \*Make sentences more exciting by using adjective.  Teach children about punctuation and encourage them to use it in their writing.  \*Story-telling and story writing.  \*\*During Summer 2 support cohort with any gaps in learning! \*\* | **Writing**  \*Write recognisable letters, most of which are correctly formed.  \*Spell words by identifying sounds in them and representing the sounds with a letter or letters.  \*Write simple phrases and sentences that can be read by others. |
| **AREA OF LEARNING** | **Mathematical Development**  In Reception we ensure that children develop a strong grounding in number, this is essential so that children develop the necessary building blocks to excel mathematically. Our children should be able to count confidently and develop a deep understanding of numbers to ten, the relationship between them and any patterns within those numbers. To ensure children can retain and apply skills taught, they take part in ‘Number Ninja’ sessions where they recall previous learning daily through short interactive activities. At Royd we achieved the Early Years Charter Mark based on active maths sessions. The sessions engage the children in practical and interactive learning, creating an enjoyable environment for maths learning. | | | | | |
|  | **AUTUMN 1**  **(Coverage)** | **AUTUMN 2**  **(Coverage)** | **SPRING 1**  **(Coverage)** | **SPRING 2**  **(Coverage)** | **SUMMER 1**  **(Coverage)** | **SUMMER 2**  **ELG’s assessment!** |
| **MATHEMATICS**  **Number and Numerical Patterns** | \*Recognises some numerals of personal significance.  \*Recognises numerals 1 – 10  \*Counts up to three or four objects by saying one number name for each item.  \*Counts actions or objects which cannot be moved.  \*Counts objects to 10, and beginning to count beyond 10.  \*Counts out up to six objects from a larger group.  \*Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.  \*Counts an irregular arrangement of up to ten objects.  \*Estimates how many objects they can see and checks by counting them.  \*Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects.  \*Finds the total number of items in two groups by counting all of them.  \*Says the number that is one more than a given number.  \*Finds one more or one less from a group of up to five objects, then ten objects.  SSM  \*Selects a particular named shape.  \*Can describe their relative position such as ‘behind’ or ‘next to’.  \*Orders two or three items by length or height | \*Continue to work on basic number skills stated in Aut 1 – work with numbers beyond 10.  \*Work on counting back and finding 1 less than  \* Solve simple addition and subtraction calculations in practical ways – lots of nursery rhymes to support this.  Subitise  SSM:  \*Begin to know the difference between 3d Solid and 2D flat shapes.  \*Pattern and repeating patterns  Order and sequence events.  \*use positional language  \*Language to compare size and weight. | \*Count on and back using numbers to 10 and then 20  \*Order numbers to 10 and 20, knowing which is the biggest and smallest number  \*Find one more and one less than a given number.  \*Solve simple addition and subtraction calculations recording answers.  \*Number bonds to 5 and then 10  \*Repeating patterns  SSM:  \*Begin to describe 2D and 3D shapes using mathematical terms.  \*Use basic language to do with time and money | \*Count, order, recognise numbers to 20 and beyond (counting on and back)  \*Understand the value of a number using numicon  \*Find one more and one less than a given number.  \*Solve simple addition and subtraction calculations in a more formal way.  \*Solve basic doubling and halving calculations  \*Recall number bonds to 10  SSM  \*Name and describe familiar 2D and 3D shapes  \*Describe and use pattern (repeating/symmetrical)  \*Order items by weight and capacity. | \*Consolidate and revisit GAPS in children’s understanding of number.  \*Look at partitioning teen numbers using numicon as a visual support.  Re-visit doubling, halving and sharing.  \*Teach the children about odd and even numbers  SSM:  \*Secure understanding chi’s knowledge of 3D and 2D shapes work on GAPS  \*Realise that other shapes can be within shapes  \*Weight and capacity  \*Problem solving using what we know about shape, space, measure  \*\*During Summer 2 support cohort with any gaps in learning! \*\* | **Number**  \*Have a deep understanding of numbers to 10, including the composition of each number  \*Subitise up to 5  \*Automatically recall number bonds up to 5 and some number bonds to 10, including double facts  **Numerical Patterns**  \*Verbally count beyond 20, recognising the pattern of the counting system.  \*Compare quantities up to 10 in different contexts, recognising when one quantity is greater than or the same as the other quantity.  \*Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. |
| **AREA OF LEARNING** | **Understanding of the World**  In Reception we guide our children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. Throughout the year we provide our children with different opportunities to develop skills in these areas including; forest schools where the children explore the local woodlands, a visit to our local library and educational visits (which in the past have included Cannon Hall Farm, Yorkshire Wildlife Park, pond-dipping at Greno Woods and The Rainbow Factory). The children have also enjoyed different activities to develop their sense of the natural world by planting and looking after flowers and plants in our outdoor learning space and developing their understanding of life cycles by watching living eggs hatch and seeing the chicks begin to grow. | | | | | |
|  | **AUTUMN 1**  **(Coverage)** | **AUTUMN 2**  **(Coverage)** | **SPRING 1**  **(Coverage)** | **SPRING 2**  **(Coverage)** | **SUMMER 1**  **(Coverage)** | **SUMMER 2**  **ELG’s assessment!** |
| **UNDERSTANDING OF THE WORLD**  **Past and Present (History)**  **People, Culture and Communities**  **(RE)**  **The Natural World (Science and Geography)** | \*Have a sense of own immediate family and relations  \*Look at pictures of them in the past and sequence,  \*In pretend play imitate actions and events from family and cultural background  \*Enjoy playing with small world  \*Show an interest in lives of people who are familiar to them  Know that some things make them unique  \*Learn they have similarities and differences  \*Recognise and describe special events and family occasions  \*Remember and talk about significant events in their own experience (History)  \*Name body parts – talk about growth and changes over time.  **(History)**  **\*looking at baby photos and talking about how we have changed**  **\*discussing who is in our families**  **\*talking about past and present events in our lives**  **(Geography)**  **\*Talking about our house and what we can see around our house**  **(RE)**  **\*Harvest festival** | \*Have their own friends  \*Learn they have similarities and differences  \*Notice detailed features of their environment  \*Shows interest in different occupations and ways of life.  \*Learn about other cultures and religions  \*Teach the children about the Christmas story and Jesus  **(History)**  **\*Remembrance Day**  **\*Talking about toys they would like for Christmas and linking this toys that the teachers got for Christmas when they were children – comparing toys from the past to the present**  **(RE)**  **\*Nativity**  **(Geography)**  **\*Seasons – focussing on Autumn and Winter**  **(RE)**  **\*Diwali** | \*Talks about why things happen and how things work.  \*Comments and asks questions of their familiar world  **(Geography)**  **\*Compare different climates around the world to our local environment (North Pole/South Pole)**  **\*Looking at why snow isn’t found everywhere**  **\*Compare homes around the World**  **(Science)**  **\*Discuss changes in materials – igloos/brick – linked to weather))**  **(People, Culture and Communities)**  **\*Chinese New Year**  **\*Safety Week – looking at people who help us**  **(History)**  **\*Safety Week – comparing ambulances etc from past to present and saying what is better!** | \*Can talk about some of the things they have observed  \*Looks closely at similarities, differences, patterns and change.  \*Engage children in living things - caterpillars hatching, discuss how they change over time and how we care for living things. (Science)  \*Teach children about Lent and the Easter story.  Teach children about the symbols within a church  What a plant needs to grow.  **(RE)**  **\*Easter story**  **(Geography)**  **\*Seasons – focussing on Spring and Summer** | \*Show care and concern for living things and the environment  \*Develop an understanding of growth, decay and changes over time  \* Can talk about some of the things they have observed such as plants, animals, natural and found objects.  **\*Plant seeds, care for them and watch how they change overtime. (Science**)  \***What is an explorer? (History) Go and be an explorer**  **(Science)**  **\*Plants – how to care for plants and planting seeds/flowers**  **\*Changes in state of water**  **(Geography)**  **\*Comparing minibeasts and their habitats from where we live and around the World**  **(RE)**  **\*Eid (dependant on when it falls)**  **\*Reflecting on our time in Reception** | **Past and Present**  \*Talk about the lives of people around them and their roles in society  \*Know some similarities and differences between things in the past and now drawing on their experiences and what has been read in class.  \*Understand the past through settings, characters and events encountered in books  **People, Culture and Communities**  \*Describe their immediate environment, using knowledge from observation and stories.  \*Know some similarities and differences between religions and cultural communities  \*Explain some similarities and differences between life in this country and others.  **Natural World**  **\***Explore nature around them, making observations and drawing pictures of animals and plants  \*Know some similarities and differences between the natural world around them and contrasting environments  \*Understand some important processes and changes in the natural world**.**  **(Geography)**  **\*Maps – making a map of a dinosaur world and moving a dinosaur around from place to place**  **\*Maps – making a map of the classroom and how can the children get around the classroom using directional language**  **\*comparing where dinosaurs live to where we live**  **(Past and present)**  **\*Changes – how have we changed? Link this to transition**  **\*Pre-historic – e.g. dinosaurs (History)**  **(RE)**  **\*Eid (dependant on when it falls)**  **\*Reflecting on our time in Reception** |
| **AREA OF LEARNING** | **Expressive Arts and Design**  In Reception we aim to develop our children’s artistic and cultural awareness and support their imagination in creativity. We feel that it is important to allow children regular opportunities to engage with the arts, enabling them to explore and play with a wide range of materials and media. Each year the children take part in ‘Arts Week’ where they use a range of media to develop their skill base. These include collage, using clay, painting and sketching. Each year we look at an artist with the children including Piet Mondrian. The children have access to musical instruments in provision and are encouraged to express themselves creatively when making their own music. | | | | | |
|  | **AUTUMN 1**  **(Coverage)** | **AUTUMN 2**  **(Coverage)** | **SPRING 1**  **(Coverage)** | **SPRING 2**  **(Coverage)** | **SUMMER 1**  **(Coverage)** | **SUMMER 2**  **ELG’s assessment!** |
| **EXPRESSIVE ARTS AND DESIGN**  **Creating with materials**  **Being imaginative and expressive** | \*Join in singing favourite songs  \*Learns new songs, rhymes and poem  \*Create sounds by banging, shaking and tapping  \*Beginning to use representation to communicate  \*Begins to make believe by pretending and uses props as part of play  \*Experiments with various materials and medias  **(Creating with materials)**  **\*Self-portraits**  **(Being imaginative and expressive)**  **\*Dance PE lessons**  **\*Re-enacting Rama and Sita for Diwali** | \*Shows interest in the way instruments sound  \*Experiments with blocks colours and marks\*Is interested in and describes the texture of things  \*Engages in imaginative role play  (Creating with materials)  \*Piet Mondrian  \*Christmas cards and crafts  **(Being imaginative and expressive)**  **\*Dance PE lessons**  **\*Nativity** | \*Enjoys joining in with dancing and ring games  \*Sings familiar songs  \*Understands they can fix and join to enclose a space  \* Show different emotions in their drawings  \*Explore colours and colour mixing  **(Creating with materials/being imaginative and expressive)**  **\*Joining materials**  **\*Designing structures**  **(Being imaginative and expressive)**  **\*Dance PE lessons**  **\*Re-enacting the Chinese New Year story** | \*Begin to move rhythmically  \*Initiates movement in response to music  \*Sings favourite songs  \*Uses various construction materials for a purpose  \*Uses available resources to create props to support role play  \*Re-enacts narratives and stories with peers – Grumpycorn  **(Creating with materials)**  **\*Experimenting with colour mixing**  **\*Mother’s Day cards** | \*Is able to adapt work to make it even better  \*Joins construction materials to build and balance  \*Uses movement to express feelings  \*Builds stories around toys and experiences  (Creating with materials)  \*Father’s Day cards  **(Being imaginative and expressive)**  **\*Retelling familiar stories through music and dance.** | **Creating and Material**  \*Safely use and explore a variety of materials, tools and techniques, experimenting with colour and design.  \*Share their creations, explaining the process they have used.  \*Make use of props and materials when role playing characters in narratives and stories  **Being imaginative and expressive**  \*Invent, adapt and recount narratives and stories with peers  \*Sing a range of well known nursery rhymes and songs  \*Perform songs, rhymes, poems and stories with others.  **(Creating with materials/being imaginative and expressive)**  **\*Arts Week**  \*Retell familiar stories through music and dance |
| **AREA OF LEARNING** | **Computing/Technology**  In Reception we want our children to be able to explore different technology (e.g. Beebots, EasiSpeak Dictaphones, iPad, computers and digital cameras) in practical and meaningful ways. For example, the children have used EasiSpeak Dictaphones to record a Christmas wish list for Father Christmas to hear. Technology is everywhere and will play a pivotal part in our children’s lives. The children also take part in an animation project using the software ‘Animate It’ where they create a film based on a story they have read in class. | | | | | |
|  | **AUTUMN 1**  **(Coverage)** | **AUTUMN 2**  **(Coverage)** | **SPRING 1**  **(Coverage)** | **SPRING 2**  **(Coverage)** | **SUMMER 1**  **(Coverage)** | **SUMMER 2**  **ELG’s assessment!** |
| **Computing links** | Relevant websites for independent activities in provision  Acquire basic skills e.g. turning on ICT equipment and mouse control | Relevant websites for independent activities in provision  Show interest in technical equipment  To use familiar programmes for a purpose e.g. purple mash and interactive whiteboard.  To count | Relevant websites for independent activities in provision  Know how to operate simple equipment  To Animate  Develop understanding of online safety during safety week! | Relevant websites for independent activities in provision  Know how to play an interactive games  To explore using the beebots. - navigate around a beebot, using skills of programming (change of direction/on and off and clear button) | Relevant websites for independent activities in provision  Show skill in making toys work  Use the EasiSpeaks to record a weather report – use the record button, press the replay button | To use a digital camera confidently e.g using the capture button, holding the camera still and using the playback button to view photo’s. |