
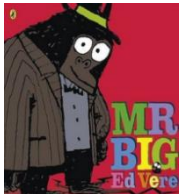
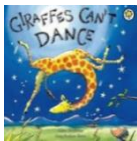
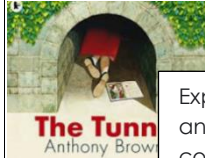

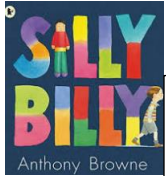
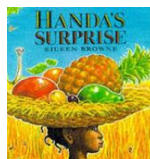




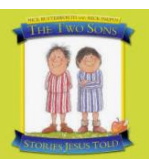

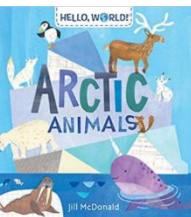
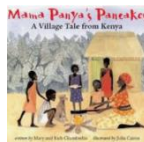
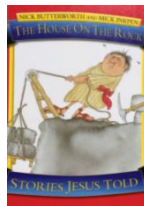
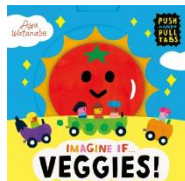
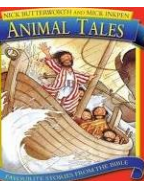
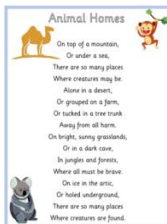

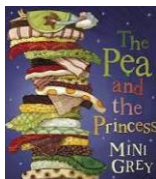
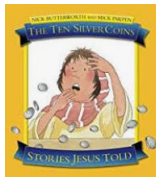

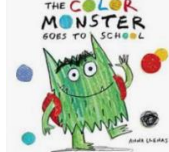

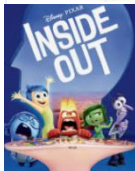

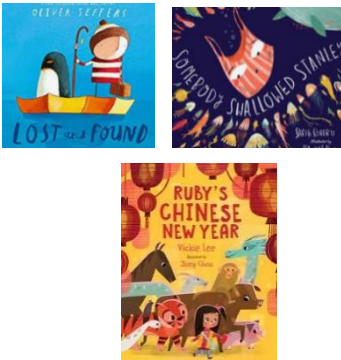




Year Group Curriculum Plan Reception

2023/2024	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Value RE Focus	Thankfulness	Peace	Hope	Love	Wisdom	Community
	<p>F4 Being special, where do we belong?</p> <ul style="list-style-type: none"> -To discuss what makes them special -To look at the differences and similarities of ourselves -To discuss our families and who lives in our home 	<p>F2 Why do Christians perform nativity plays at Christmas?</p> <ul style="list-style-type: none"> - To look at the Christmas story, the characters in the story, the setting and the importance of the story – that Jesus was born and he was a very special baby. - To look at the meaning behind Christmas -To retell the Christmas story using props -To discuss why Christmas is important to Christians 	<p>F1 Why is the word God so important to Christians?</p>	<p>F3 Why do Christians put a cross in the Easter garden?</p> <p>What makes Mum special?</p> <ul style="list-style-type: none"> -To understand the real meaning behind Easter -To retell the Easter story -To discuss why mothers are celebrated and why they are special -Easter 'messy church' day 	<p>F5 Which places are special & why?</p> <ul style="list-style-type: none"> -To investigate different special places in our homes and special buildings -Pentecost 'messy church' day <p>To look at what makes the children special and why. Look at the term 'unique', what does this mean</p> <ul style="list-style-type: none"> -What is the children's special place, why is it special? -Does a special place have to be a building or can it be anywhere? -Think about special places in our community – Rainbows, guides, Swimming etc. – What makes these special? Such as wearing a uniform, belonging to something - Talk about Church as a special place – Why is it special? What makes it special? Look at pictures of a Church. Look at St John's Church in Baildon more specifically. Does anyone go to Church? – Can they share their experiences? 	<p>F6 Which stories are special and why?</p> <ul style="list-style-type: none"> -To explore children's favourite books and discuss why -To talk about the Bible being a special book for Christians -To share stories from the Bible
Key P4C Texts and skills	 <div> <p>All dogs walk and jump and run, but dogs don't fly - it can't be done, can it?</p> </div>	 <div> <p>How can he show them that although he may look a little scary, he is just a great big softy</p> </div>	 <div> <p>A book to offer inspiration</p> </div>	 <div> <p>Explores themes of anxiety, cooperation, curiosity, responsibility and being a risk-taker.</p> </div>	 <div> <p>Explores themes of loneliness and friendship.</p> </div>	 <div> <p>Explores themes childhood worries and how to overcome them.</p> </div>

British Values skills	Democracy We all have a voice	Individual Liberty How do I feel?	Rule of Law Living together and getting along (The Little Red Hen)	Mutual Respect and Tolerance Everyone is special			
	-To express and justify my opinion -To know mine and others' views count -To understand the importance of teamwork -To make choices and begin to understand and respect the democratic process	-To develop an awareness of my own needs, views and feelings -To talk about how I feel -To be sensitive to and respect the feelings of others	-To know what is right/ wrong and can apply this in my life -To understand the need for rules	-To know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, etc. -To know that people have things in common but everyone is unique. -To identify and respect the similarities and differences between people.			
5-a-day class readers: Multicultural Traditional Bible Poem / Rhyme Non Fiction	<div><p>Multicultural - Handas Surprise – following Handa as she walks to her friend</p></div> <div><p>Traditional Tale Little Red Riding Hood</p></div> <div><p>Bible – Ruth, Naomi and Boaz links to Autumn and worked hard and was rewarded</p></div> <div><p>Poem - Autumn Poem</p></div> <div><p>Non – Fiction</p></div>	<div><p>Multicultural - Walk the world a Christmas time</p></div> <div><p>Traditional Tale – Cinderella</p></div> <div><p>Bible – The Lost Sheep</p></div> <div><p>Poem – In Flanders Field</p></div> <div><p>Non – Fiction – The Big Book of Festivals</p></div>	<div><p>Multi-cultural Sweetest Kulu</p></div> <div><p>Traditional Tale – Where the wild things are</p></div> <div><p>Bible – The Two Sons</p></div> <div><p>Poem - Winter Animals</p></div> <div><p>Non – Fiction – Arctic Animals</p></div>	<div><p>Multicultural – Mama Panyas Pancakes</p></div> <div><p>Traditional Tale – Three Billy Goats Gruff</p></div> <div><p>Bible – The House on the Rock</p></div> <div><p>Poem – The Cat in the Hat</p></div> <div><p>Non – Fiction – Imagine if Veggies</p></div>	<div><p>Multicultural – We all went on safari</p></div> <div><p>Traditional Tale – Enormous Crocodile</p></div> <div><p>Bible – Animal Tales</p></div> <div><p>Poems – Animal Homes</p></div> <div><p>Non – Fiction – Endangered Animals</p></div>	<div><p>Multicultural – This is how we do it?</p></div> <div><p>Traditional Tales – The Princess and The Pea</p></div> <div><p>Bible – Ten Lost Coins</p></div> <div><p>Poem – Centrally Heated</p></div> <div><p>Non – Fiction – Bee</p></div>	
	Personal, Social and Emotional Focus and skills	Setting expectations and Rules Exploring emotions <div></div> <div></div> <p>-To explore our feelings and emotions -To find out what makes a good friend</p>	Developing Routines in school Fire Safety -To continue to establish routines in school -To ensure the children are aware of how to keep safe during bonfire night	Managing Feelings -To discuss the importance of the environment and our impact -To continue to develop way to manage own feelings	Problem Solving -To develop ways to problem solve -To continue to develop ways to manage feelings -Discuss points of view and listen to others ideas	Road Safety Opinions -To develop an awareness of road safety -To consider others ideas and opinions	Water Safety Transition -To develop awareness of water safety -Preparing for the transition to Year 1 -Planning new beginnings (year 1) -Explore changes

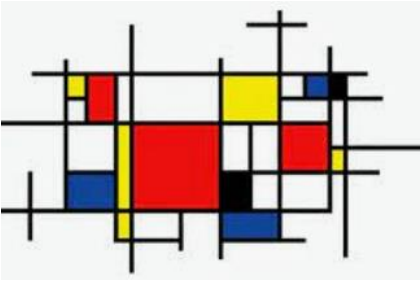
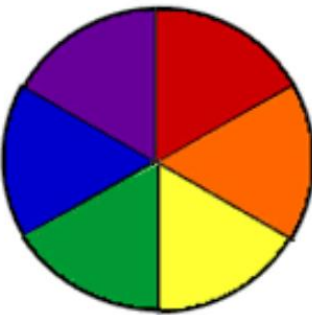

	-To settle into the routine of school Taking care of ourselves <ul style="list-style-type: none"> - Health and wellbeing - Brushing teeth - Healthy lunches 					
Core Topic	Marvellous Me!	Let's Celebrate!	Winter Wonderland	Un-Traditional Tales	Into the Wild	Superheroes Changes
	What makes me special?	How do you celebrate?	Can a polar bear and penguin be friends?	Was the wolf really guilty?	Who lives in the woods?	Do all superheroes wear capes?
Core Texts						
Writing Focus and skills	Writing about our family and ourselves <ul style="list-style-type: none"> -write own name -write initial letters -hears initial letter sounds -retells stories 	Writing about celebrations and exploring different forms of writing e.g. list, card and instructions <ul style="list-style-type: none"> -write cvc words -write labels and captions -To write simple instructions 	Retelling a Story Labelling models <ul style="list-style-type: none"> -writing for a purpose, exploring different forms of writing -writing sentences -label models and designs 	Exploring different forms of writing <ul style="list-style-type: none"> -writing for a purpose, exploring different forms of writing -writing sentences -writing lists -writing instructions 	Writing persuasive pieces <ul style="list-style-type: none"> -To write a persuasive piece -To write a simple story 	Writing a report <ul style="list-style-type: none"> -write a short newspaper report -write a short story
Phonics Focus and skills	Phase 1 <ul style="list-style-type: none"> -Looking at environmental sounds and listening games -week 1 Phase 2 Following Little Wandle <ul style="list-style-type: none"> Week 2 s a t p Week 3 i n m d Week 4 g o c k - is Week 5 c k e u r l - l Week 6 h b f l - the 	Phase 2 Following Little Wandle <ul style="list-style-type: none"> Week 1 ff ll ss j put* pull* full* as Week 2 v w x y and has his her Week 3 z zz qu words with s /s/ added at the end (hats sits) ch go no to into Week 4 sh th ng nk she push* he of Week 5 • words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags) we me be 	Phase 3 Following Little Wandle <ul style="list-style-type: none"> Week 1 ai ee igh oa Week 2 oo oo ar or was you they Week 3 ur ow oi ear my by all Week 4 air er words with double letters: dd mm tt bb rr Week 5 gg pp ff are sure pure Week 5 longer words 	Phase 3 Following Little Wandle <ul style="list-style-type: none"> Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Review all taught so far Secure spelling Week 2 review Phase 3: er air words with double letters longer words Week 3 words with two or more digraphs Week 4 longer words words ending in -ing compound words 	Phase 4 Following Little Wandle <ul style="list-style-type: none"> Week 1 short vowels CVCC said so have like Week 2 short vowels CVCC CCVC some come love do Week 3 short vowels CCVCC CCCVC CCCVCC longer words were here little says Week 4 longer words compound words there when what one Week 5 root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ 	Phase 4 Following Little Wandle <ul style="list-style-type: none"> Week 1 long vowel sounds CVCC CCVC Review all taught so far Secure spelling Week 2 long vowel sounds CCVC CCCVC CCV CCVCC Week 3 Phase 4 words ending -s /s/ Phase 4 words ending -es /z/ Phase 4 words ending -es longer words Week 4 root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/

				<p><u>Week 5</u> longer words words with s in the middle /z/ s words ending –s words with –es at end /z/</p>		<p><u>Week 5</u> root word ending in: –er, –est longer words</p>
<p>Reading Focus and Skills</p>	<p>Comprehension</p> <p>Opportunity to discuss and retell stories</p> <p>Picture books introduced for 1:1 reading</p> <p>Word Reading</p> <p>Begin to link sounds to letters</p> <p>Recognise letters and link to sounds they make</p>	<p>Comprehension</p> <p>Retell stories in their own words through small world and reading areas</p> <p>Introduce new vocabulary</p> <p>Word Reading</p> <p>Model Blending and children to repeat blending</p>	<p>Comprehension</p> <p>Anticipate key events in stories</p> <p>Exploring new vocabulary in texts</p> <p>Word Reading</p> <p>Continue to model blending</p> <p>Linking sounds to letters</p> <p>Linking digraphs to sounds</p> <p>Reading confidently books with words</p>	<p>Comprehension</p> <p>Making Predictions about traditional tales and non-traditional tales</p> <p>Using the vocabulary from the text to retell the story in play.</p> <p>Word Reading</p> <p>Tricky words and simple sentences</p>	<p>Comprehension</p> <p>Discuss the use of persuasive vocabulary in stories</p> <p>Word Reading</p> <p>Tricky words and simple sentences</p> <p>Saying a sound for all letters of the alphabet</p> <p>Confident with at least 10 digraphs</p> <p>Consistent blending</p>	<p>Comprehension</p> <p>Exploring new vocabulary</p> <p>Make predictions about text</p> <p>Discuss characters in the story</p> <p>Word Reading</p> <p>Saying a sound for all letters of the alphabet</p> <p>Confident with at least 10 digraphs</p> <p>Consistent blending</p> <p>Reading books to match ability including tricky words and simple sentences</p>
<p>Reciprocal reading</p>	<p>Incredible You</p>  <p>The Very Last Leaf</p> 	<p>Cake by Sue Hendra</p>  <p>We all Celebrate</p> 	<p>Winter sleep</p>  <p>Polar Bear, Polar Bear, What do you hear?</p> 	<p>Focus on traditional tales: The Enormous turnip</p>  <p>Hansel and Gretel</p>  <p>The Ugly Duckling</p> 	<p>Let's go outside – Amy Pixton</p> <p>Mad about Minibeasts – Giles Andreae</p>  <p>Mog The Forgetful Cat – Judith Kerr</p>	<p>There's a super hero in your book – Tom Fletcher</p> <p>We're Moving</p>  <p>Sam Plants a sunflower</p> 

Number Focus and skills	<p><u>Getting to know you</u></p> <p>-Week 1 – counting animals Week 2 – Favourite counting nursery rhyme Week 3 – Positional language, sequencing the school day</p> <p><u>Just like me!</u></p> <p>Week 4 - Identify matching buttons Identify matching socks Describe size and shapes of lids Sorting buttons in groups Collecting natural material and sorting</p> <p>Week 5- Match sizes Compare – more and fewer Compare taller and shorter Compare longer shorter Capacity using boxes</p> <p>Week 6 - AB Patterns with natural objects AB Patterns with household items AB shape patterns Spot the mistake in repeated pattern Patterns using body and movement</p>	<p><u>It's me 1, 2, 3!</u></p> <p>-Week 1 - Number 1 Number 2 Number 3 Number 1,2,3 Sorting objects and subitising Number 1,2,3 Memory game Week 2 - Sorting 1,2,3 Sorting 1,2,3 – dominoes Matching pictures to the numerals 1,2,3 Find 1 more and 1 less Composition of 3 Week 3 - Sorting shapes – triangles and circles Make shape pictures using triangles and circles Circles and triangles with real life objects. Positional language – where's teddy? Positional language – obstacle course</p> <p><u>Light and Dark</u></p> <p>Week 4 - Number 4 Number 5 Number 4 and 5 Composition of 4 Composition of 5 Week 5 - Composition of 4 and 5 Cube shapes with 4 and 5 Finding 1 more to a number Finding 1 less 1 more and 1 less Week 6 - Sorting rectangles and squares Shape hunt Rectangles and squares Day and night Sequencing events</p>	<p><u>Alive in 5!</u></p> <p>-Week 1 - One Less Zero Composition of 5 Composition of 5 Equal and unequal groups Week 2 - Composition of numbers How many altogether? Composition of numbers – 3 groups How many are hiding? (animals) How many are hiding (cubes) Week 3 - Balance scales Full and empty Measuring capacity Measuring capacity Measuring ingredients</p> <p><u>Growing 6,7,8</u></p> <p>Week 4 - Representing 6 Making 7 Making 8 Matching 6,7,8. One more and one less Week 5 - Matching 6, 7 8 Making pairs Combining 2 groups Combining 2 groups Adding more Week 6 - Comparing height Comparing length Days of the week Measuring height Measuring time</p>	<p><u>Building 9 and 10</u></p> <p>Week 1 - Representing 9 and 10 Sorting 9 and 10 in different ways Order numbers to 10 Composition of 9 and 10 Bingo – Numbers to 10 Week 2 - Counting backwards from 10 Comparing within 10 Comparing numbers within 10 Making 10 Making 10 Week 3 – Building 9 and 10 Matching 3D Shapes Real life objects Making 3D Prints Patterns Movement Patterns</p> <p><u>Consolidation</u></p> <p>Week 4 - Activities for: Composition of 5 Equal and unequal groups Measurement Zero Week 5 - ctivities for: Combining 2 groups Length and height Number 6 Number 7 Number 8 Week 6 - Activities for: 3D and Pattern Assessment 3D and real life images Investigate 3D shapes Patterns</p>	<p><u>To 20 and Beyond</u></p> <p>Week 1 - Number Patterns Matching Pictures to numerals Ten frame fill Estimating Ten frame subtraction</p> <p>Week 2 - Missing Numbers Ordering Numerals to 20 Race to 20 Bingo Which holds the most?</p> <p>Week 3 - Find my match – shapes Find my match – Models Match and fill Replicate my shape Tangrams</p> <p><u>First, Then and Now</u></p> <p>Week 4 - Counting On Adding More Adding More Adding Unknown Then Adding Unknown First</p> <p>Week 5 - Take Away with Pebbles Take Away Take Away Unknown Then Pass it on</p> <p>Week 6 - Making new shapes – Triangles Making new shapes – Squares Grandpa's Quilt Tangrams Pattern Blocks</p>	<p><u>Find My Pattern</u></p> <p>Week 1 - Doubles Doubling Double Dice game Double Barrier Game Double Dominoes</p> <p>Week 2 - sharing Picnic – Sharing More people! Grouping (1) Grouping (2)</p> <p>Week 3 - Even and Odd One Odd Day Even and Odd (2) Match – Barrier Game How Many Cubes</p> <p><u>On the Move</u></p> <p>Week 4 - Harry and his bucketful of dinosaurs – adding and subtracting Mr Gumpy's Outing – Composition of number How many Legs? Problem solving Making Boats Problem solving, how many marbles can the boat hold? Building Bridges – Which bridge is the longest?</p> <p>Week 5 - Cuisenaire Rods – Comparing lengths Cuisenaire Rods – Staircase Bean bag game – Composition of number and number bonds Patterns</p> <p><u>Week 6</u> -</p> <p>Making maps Journey to school Obstacle course X marks the spot Designing mazes</p>
Past and Present skills	<p>Harvest</p> <p>-To find out about the transition of Harvest festival, beginning to talk about the need to respect and care for the natural environment. Harvest gifts</p>	<p>Bonfire Night</p> <p>-Share experiences of Bonfire night, talking about differences between materials and changes they notice e.g. fireworks, fire, Guy Fawkes</p>	<p>Talk about images from the past:</p> <p>Changes to the environment in time</p>	<p>Talk about images from the past:</p> <p>Easter</p> <p>- Share traditions about Easter – the Easter games e.g. egg rolling,</p>	<p>Eco-Warriors</p> <p>-Share how we care for the planet, understanding the need to respect and care for the natural environment and all living things. (linking to how</p>	<p>Transition</p> <p>-Talk about what we have enjoyed in Reception and share our favourite times. -What are we looking forward to? _Begin preparation of the transition into Y1,</p>

	Grandparents All about me Family traditions	Talk about images from the past: WW1 remembrance Christmas -Share traditions of Christmas and advent, looking at similarities and differences between religious and cultural communities, drawing on own experiences. -Look at Christmas presents from the past and compare to what the children are wishing for	<ul style="list-style-type: none"> - Look at the changes that have happened in the last 100 years. - Talk about what is causing changes - Talk about then and now 	<ul style="list-style-type: none"> - Compare the clothes worn to events - Look at Easter around the world - How do you celebrate Easter? Gingerbread man bridges created changed etc... What did your design look like? How did it turn out? Changes that were needed?	humans have damaged it in the past) -Explore other ways we can help the planet in the future, (showing respect and care for the natural environment and all living things.)	understanding that changes occur. -Talk about changes that we are preparing for.
People, Culture and Communities skills	Community <ul style="list-style-type: none"> - Find out what it means to be part of a school community - - Talk about themselves and their family, where we live Harvest <ul style="list-style-type: none"> - To find out about the transition of the Harvest Festival - Charity in our community 	Bonfire Night -Share experiences of Bonfire night, talking about keeping safe Christmas <ul style="list-style-type: none"> - Discuss how Christmas is celebrated around the world. - Traditions within our own families - Diwali - To learn about the story of Rama and Sita. - Understand some traditions in the Hindu faith around Diwali. 	Community <ul style="list-style-type: none"> - To think about what it is like to live in the Polar Regions - What is it like to live in Baildon? - Are all our homes the same? - Share photos of us stood outside our homes - Talk about the different types 	Fairtrade Fortnight <ul style="list-style-type: none"> - Look at the countries involved and how people are supported - Understand some of the reasons it is celebrated - Talk about some produce that is fair trade Easter <ul style="list-style-type: none"> - Understand how Christians celebrate Easter and the events in the run up - Investigate traditions around the world 	Eco Warriors <ul style="list-style-type: none"> - Share how we care for our school and local environment. - Go on a local walk to discuss positive and negative things - Share how we care for the planet - Explore other ways we can help the planet 	Transition <ul style="list-style-type: none"> - Community within school and the transition to KS1
The Natural World skills	Develop curiosity and questioning skills -Find out about nocturnal animals by asking questions about what they have observed -To explore autumn vegetables, noticing and commenting on change in their environment and outdoors -Discuss what their observations tell them Changing Season -Begin to recognise the changing season, making observations about autumn.	Changing Season -Begin to recognise the changing season, making observations about winter. - Be able to talk about what is happening/changing	Light and Dark -explore the contrasts of light and dark, commenting on change in their environment and outdoors. Ask questions about what they have observed. Changes in State -Explore the Arctic and Antarctic, recognising some environments that are different from the one in which they live -Discuss what to wear in different environments -Explore the globe	Life Cycle -To find out about Spring animals, making observations, and identifying the habitats of some animals. -To complete "Eggs-periments", explaining why some things occur -Observe tadpoles and the life cycle of a frog. Animals that lay eggs	Animals -To find out about animals around the world and their habitats and explain why some things occur. -To explore why some animals are in threat, showing a knowledge that the environment and living things are influenced by human activity. -To research ways in which we can help the world	Growing & Planting -To plant a seed and care for it -To observe changes in a seed, discussing their observations -To know what a plant needs to grow check -Identify and name the different parts of a plant. -grow geranium

	- Be able to talk about what is happeniong/changing		using simple geographical words – Observe changes of state of water and ice, making observations, showing an understanding of freezing and melting.			
Expressive Arts and Design – Creating with materials skills	<p>Independence Accessing Resources</p> <p>-Explore independently accessing resources around the classroom to create a desired effect e.g. paint a self-portrait with more than one colour with the features appropriately placed and detailed.</p> <p>-Explore independent colour mixing, using both powder paint and poster paint</p>	<p>Celebration Crafts</p> <p>-Use scissors to cut desired shapes</p> <p>-use a range of sticking material e.g. glue and sellotape to fix pictures to card.</p> <p>-Make Christmas decorationsby fixing lolly sticks together</p> <p>-Diva – working clay, manipulating different materials</p> <p>DT: creating diva lamps using clay by shaping and moulding</p>	<p>Boat Design</p> <p>Design and make a boat which floats and evaluate it, by joining materials usina range of techniques e.g. cutting, sticking, tying.</p> <p>DT</p> <p>Making kites with recycled materials</p>	<p>Easter</p> <p>-Easter 'messy church' day</p> <p>-To complete their own observation drawings and paintings of Spring flowers</p> <p>-Easter cards</p> <p>-Create a mother's day card</p> <p>- Easter art</p> <p>Bridge Design</p> <p>-To design and create a bridges for the gingerbread man to escape the fox</p> <p>-Make gingerbread men to test the bridge</p>	<p>Seasons</p> <p>-Summer changes</p> <p>Eco-Warriors</p> <p>-Create a rubbish monster</p> <p>-To explore how we stop oil spreading in water</p>	<p>Superheroes</p> <p>-Design super heroes</p> <p>-</p>
Cooking and nutrition	Pumpkin Soup	<p>Cooking and Nutrition</p> <p>-Enjoy making a range of Bonfire treats; Toffee apples,</p>	<p>Cooking and Nutrition</p> <p>-Pancake café</p>	Make Easter nests and buns, observing solids being heated to turn into a liquid.	<p>Party Planning</p> <p>-Planning a tea party for the tiger – creating sandwiches by spreading butter, choosing a healthy filling and cutting into quarters</p>	To plan a superhero café to keep healthy. Cut fruit to create a superhero shield.
Expressive Arts and Design – Being imaginative and expressive skills	<p>Harvest songs</p> <p>Cauliflowers Fluffy</p> <p>Big Blue Tractor</p> <p>Clap your hands and wiggle your fingers song (maths)</p> <p>-Exploring music and discussing how it makes us feel</p>	<p>Nativity songs</p> <p>Twinkle, Twinkle Little star, Away in a Manger</p> <p>Phonics songs</p> <p>Alphabet song</p> <p>-Exploring the sounds of instruments and how we can change them to create a desired effect</p>	<p>Exploring beat and rhythm</p> <p>Alice the Camel</p> <p>10 Green Bottles</p> <p>Let's Jam!</p>	<p>Easter songs</p> <p>Hey, Here Comes Jesus</p> <p>Jesus Remember Me</p> <p>Adding sounds to stories</p> <p>3 little pigs</p> <p>Gingerbread Man</p>	<p>Using instruments to retell stories</p> <p>The Tiger Who Came to Tea</p> <p>Animal Songs</p> <p>The Old Grey Cat,</p> <p>Animal Tea Party</p> <p>Little Green Frog</p> <p>Animal Fair</p> <p>-adding sound effects</p> <p>-exploring rhyme</p>	<p>People Who Help Us</p> <p>People Who help us</p> <p>Let's Be Friends</p> <p>Keeping Healthy</p> <p>-Exploring rhyme</p>

Art Skills	Art Skills Focus Marvellous Me Topics Children to use mirrors to spot what makes us special what are our features Pencil drawings Self Portrait Painting self	Exploring Art with Nature Creating pictures using natural materials Following a seasonal walk, using resources to create a seasonal picture Exploring clay	Piet Modrian  Children to explore primary colours through the work of Mondrian Children to be in the painting area of the classroom being modelled how to effectively use paint pumps and powder paints to mix primary colours.	Colour Wheels and Rainbows  Children to explore mixing colours with poster paints and powder paints.	Collage Linked to animals and camouflage Children to explore using tissue paper to create animal patterns for different habitats.	Arcimboldo Giuseppe Vegetable printing and collage skills 
PE Focus skills	Yoga -Joining the adventures of Tatty Bumpkin as the children develop core strength skills -Follow instructions -Listen to instructions -Join in with a story -To get dressed and undressed Independently Gymnastics -Find out expectations for PE in school -develop core strength -basic gymnastic shapes, rolls and methods of travelling -Look at the presentation	Gymnastics -Find out expectations for PE in school -develop core strength -basic gymnastic shapes, rolls and methods of travelling -Look at the presentation Dance -To follow instructions to create a simple dance routine -To create their own simple dance routines -Nativity dances	Yoga & Mindfulness -To continue to develop core strength -To explore ways to relax Games - Children will: -To develop the ability to throw accurately at a target. -To use throwing skills in a small sided game. -Develop the ability to control a ball in a range of ways. -To be able to use a bat or racket to move and control an object. -To develop the ability catch and bounce a ball. -To develop the ability to kick a ball.	Dance -Listen to familiar songs and learn dance routines for: *I'm a Little Teapot' *Wheels on the Bus' *Heads, Shoulders, Knees and Toes' -Children will use the new routines to create their own dances. Games Children will: -To develop the ability to throw accurately at a target. -To use throwing skills in a small sided game. -Develop the ability to control a ball in a range of ways. -To be able to use a bat or racket to move and control an object. -To develop the ability catch and bounce a ball. -To develop the ability to kick a ball.	Athletics -Running in different ways , navigating obstacles and jumping, landing safely -Throwing and catching	Athletics -To master basic running skills -To throw objects at a target Sports day practice -To join in with sports day -To practise the basic skills
Physical Development Gross	Learn how to move freely and in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, and hopping.		Learn to copy actions for nursery songs when performing in front of an audience.		Learn how to move freely and in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, and hopping.	

	Explore healthy bopdies and minds		Learn to catch a large ball using the palms of their hands and fingers.		Manouver around the outdoor area with care and confidence Looking at healthy bodies and minds	
Physical Development Fine motor	Learn to use a tripod grip to form recognisable letters Learn to use scissors to cut along a line. Learn to use scissors to cut out regular shapes, e.g. square, rectangle, triangle and circle Learn to peel carrots using a vegetable peeler independently and safely		Learn to hold a pencil correctly and use it effectively for writing, forming letters correctly. Completing puzzles, arts, crafts and developing confidence with control when using tools.		Learn to hold a pencil correctly and use it effectively for writing, forming letters correctly. Completing puzzles, arts, crafts and developing confidence with control when using tools.	
Curriculum Enhancement/ Parental Involvement	-Stay and Play sessions -School environment walks	-Stories round the fire pit -Remembrance Day	-Church Visit -Changes to the outdoors/ observations	-Observing changing to hot/ cold temperatures.	-Nell Bank	-Vet visit -Bug houses
Home Learning Opportunities	Autumn Pictures Autumn animals / walk project	Learning lines for the Christmas nativity Sharing customs and traditions from home.	Penguin Project	Make bird feeders as part of their topic	Search the home for appliances and create posters. Tiger research	Planting seeds and keeping a plant diary