

EYFS 'TAUGHT' CURRICULUM THROUGH DIRECTED ACTIVITIES

At Exwick Heights Primary School, we have carefully considered which skills and concepts are more effectively taught directly, as a whole class or in smaller groups for 3-4-year olds and Reception children.

We take a 'small step' approach to teaching key skills – as such, direct teaching sessions are short and well-organised so that learning is embedded overtime and new ideas are introduced more effectively.

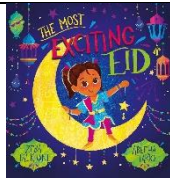
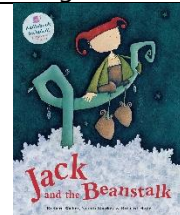
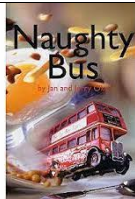
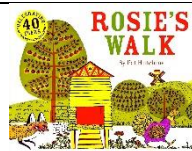
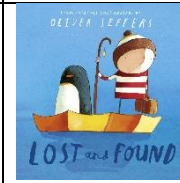



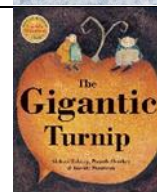
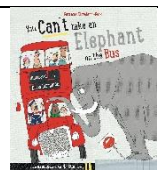

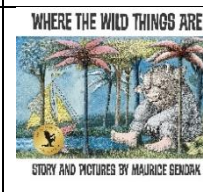
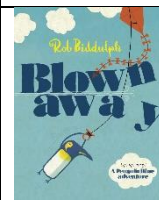
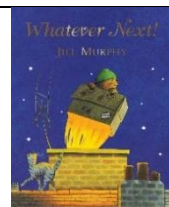


Implemented Curriculum – Specific Schemes Used in the EYFS

Area of learning & development	Specific educational programme/s	3-4 year olds	Reception	Whole class or small group	Frequency per week
Personal, Social and Emotional Development (PSED)	Jigsaw	✓	✓	Whole class or smaller groups	1
Physical development (gross motor)	PE Hub		✓	Whole class	1
Literacy (phonics)	Little Wandle	✓	✓	Whole class	5
Literacy (daily writing practice included in phonics)	Little Wandle		✓	Whole class	5
Literacy (rhyme time)	Little Wandle	✓			5
Literacy (reading practice)	Little Wandle		✓	Small group	3
Literacy (writing practice, including handwriting)	Little Wandle		✓	Small group	minimum 2
Literacy (class text)	see C&L texts	✓	✓	Whole class	minimum 5
Literacy (story time)	Texts chosen from recommended booklists for EYFS children	✓	✓	Whole class or smaller groups	minimum 5
Mathematics	White Rose scheme of learning	✓	✓	Whole class	5
Understanding the World	Devon and Torbay's Agreed syllabus for RE PLAN primary science resources		✓	Whole class or smaller groups	2
Expressive Arts & Design	Kapow		✓	Whole class or smaller groups	2
Expressive Arts & Design	Singing (linked to theme of focus text)		✓	Whole class	3

Communication and Language (C&L)

AUTUMN TERM: THEMES	My world: school	Autumn (incl. Grandparent's Day)	Harvest	Bonfire/firework night	The Nativity	Christmas
Nursery rhymes	Wind the bobbin up	<i>The Grand Old Duke of York</i>	<i>Ring a ring a roses</i>	<i>Miss Molly had a dolly</i>	Twinkle, twinkle little star	
Key text (cycle 1)						
Key text (cycle 2)						
SPRING TERM: THEMES	Chinese New Year	Dreams and goals	Shrove Tuesday	My world: home	Spring (including Mother's Day)	Easter
Nursery rhymes	Hickory Dickory Dock	Jack and Jill	Pat-a-cake	Incy Wincy spider	Mary Mary quite contrary	Humpty Dumpty
Key text (cycle 1)						
Key text (cycle 2)						

SUMMER TERM: THEMES	Eid al-Fitr	Growing	My world: travel - land	My world: travel - land & Father's Day	My world: travel - sea	My world: travel - air	My world: space
Nursery rhymes	<i>Twinkle Twinkle</i>	Round and round the garden	The wheels on the bus	1,2, buckle my shoe	Row, row, row your boat	<i>A sailor went to sea</i>	Hey diddle, diddle
Key text (cycle 1)							
Key text (cycle 2)							

Personal, social & emotional development (PSED)

Term	JIGSAW theme	3 and 4-year-olds will be learning:	Children in reception will be learning:
Autumn 1	Being me in my world	<ul style="list-style-type: none"> To understand how it feels to belong; that we are similar and different To understand how happy and sad can be expressed. To work together and consider other people's feelings. To use gentle hands and understand that it is good to be kind to people. To begin to understand children's rights re: we should all be allowed to learn and play. To learn what being responsible means. 	<ul style="list-style-type: none"> To understand how it feels to belong; that we are similar and different To begin to recognise and manage own feelings To enjoy working with others to make school a good place to be To understand why it is good to be kind and use gentle hands. To begin to understand children's rights re: we should all be allowed to learn and play. To learn what being responsible means.

Autumn 2	Celebrating difference	<ul style="list-style-type: none"> To know how it feels to be proud of something we good at. To be able to say ways in which they are special and unique. To know that all families are different. To know that there are lots of different houses and homes. To talk about how to make new friends. To use words to stand up for themselves. 	<ul style="list-style-type: none"> To identify something we are good at and understand that everyone is good at different things. To understand that being different makes us special. To know that we are all different but the same in some ways. To talk about why home is special to oneself. To talk about how to be a kind friend. To know which words to use to stand up for ourselves when someone does or says something unkind.
Term	JIGSAW theme	3 and 4-year-olds will be learning:	Children in reception will be learning:
Spring 1	Dreams and goals	<ul style="list-style-type: none"> To understand what challenge means. To keep trying. To set a goal and work towards it. To know kind words of encouragement. To consider jobs they would like to do when older. To feel proud upon achieving a goal. 	<ul style="list-style-type: none"> To understand that perseverance helps when tackling challenges. To talk about a time when a goal was achieved due to perseverance. To set a goal and work towards it. To use kinds words to encourage others. To understand the link between learning now and jobs we might like to do when older. I can say how I feel when I achieve a goal and know what it means to feel proud.
Spring 2	Healthy me	<ul style="list-style-type: none"> To know names for some parts of the body; to begin to understand the importance of being active for good health. To talk about the things that keep us healthy To know what 'healthy' means and that some foods are healthier than others. To know how to get ready for sleep and that sleep is good for us. To be able to wash own hands and know that it is important to do this before eating, and after going to the toilet. To know what to do in the event of getting lost and how to say 'NO' to strangers. 	<ul style="list-style-type: none"> To understand that exercise helps to keep the body healthy. To understand that moving and resting are good for the body. To know which foods are healthy (or not); to make healthy eating choices. To know how to get ready for sleep and that sleep is good for us. To be able to wash own hands and know that it is important to do this before eating, and after going to the toilet. To know what a stranger is and how to stay safe if a stranger approaches.

Term	JIGSAW theme	3 and 4-year-olds will be learning:	Children in reception will be learning:
Summer 1	Relationships	<ul style="list-style-type: none"> To talk about family. To understand how to make friends, when feeling lonely. To talk about the things we like about our friends. To know what to do if someone is mean to me. To learn strategies to help manage feelings. To work together and enjoy being with friends. 	<ul style="list-style-type: none"> To identify some of the jobs we do in our families and how I feel like I belong. To understand how to make friends, when feeling lonely. To know ways of solving problems, to maintain friendships. To begin to understand the impact of unkind words. To use strategies to help manage feelings. To know how to be a good friend.
Summer 2	Changing me	<ul style="list-style-type: none"> To name parts of the body and show respect for oneself. To talk about the things we can do, and the food we can eat, to be healthy. To understand that we grow from babies to children to adults. To know that we grow and change. To talk about feelings associated with starting school (Reception) To remember some fun things about Nursery. 	<ul style="list-style-type: none"> To name parts of the body To talk about the things we can do, and the food we can eat, to be healthy. To understand that we grow from babies to children to adults. To talk about feelings associated with moving to Year 1 To talk about worries or things to look forward to about being in Year 1. To share happy memories of the year in Reception.

Physical development (PD)

Term	Children in reception will be learning to:	
Autumn 1	Gymnastics: Unit 1 <ul style="list-style-type: none"> Develop confidence in fundamental movements Experience jumping, sliding, rolling, moving over and under apparatus. Develop coordination and gross motor skills. 	Dance: Unit 1 <ul style="list-style-type: none"> Recognise actions can be performed to music Copy, repeat and perform some basic actions to music
Autumn 2	Body management: Unit 1 <ul style="list-style-type: none"> Explore balance and managing own body Able to stretch, reach, extend in a variety of ways and positions. Able to control body and perform specific movements on command. 	Speed Agility Travel: Unit 1 <ul style="list-style-type: none"> Travel with some control and coordination. Change direction at speed through both choice and instructions. Perform actions demonstrating changes in speed. Stop, start, pause, prepare for and anticipate movement in a variety of situations.
Term	Children in reception will be learning to:	
Spring 1	Manipulation & coordination: Unit 1 <ul style="list-style-type: none"> Send & receive a variety of objects with different body parts. Work with others to control objects in space. Coordinate body parts in a variety of activities and in different ways. 	Cooperate & Solve problems: Unit 1 <ul style="list-style-type: none"> Organise and match items, images, colours and symbols. Work with a partner to listen, share ideas and question. Collect, distinguish and differentiate colours and create a shape as a team.

Spring 2	Gymnastics: Unit 2 <ul style="list-style-type: none"> Further develop confidence in fundamental movements. Learn and refine a variety of shapes, jumps, balances and rolls. Link simple balance, jump and travel actions. 	Dance: Unit 2 <ul style="list-style-type: none"> Count and move to beats of 8. Work as an individual, partner and part of a group. Copy and repeat movement patterns.
Term	Children in reception will be learning to:	
Summer 1	Body management: Unit 2 <ul style="list-style-type: none"> Explore a variety of rolling, sliding, etc.. Jump using a variety of take offs/landings, use hands and feet in different combinations. Participate in a variety of small group cooperative activities. 	Speed Agility Travel: Unit 2 <ul style="list-style-type: none"> Participate in a variety of agility-based activities. Recognise the difference between actions such as: moving, softly, quietly, quickly, powerfully, etc. Relate body movements to music and percussion.
Summer 2	Manipulation & coordination: Unit 2 <ul style="list-style-type: none"> Coordinate similar objects in a variety of ways. Differentiate ways to manoeuvre objects. Skip in isolation and with a rope. 	Cooperate & Solve problems: Unit 2 <ul style="list-style-type: none"> Copy and repeat various patterns and actions. Continue to work in teams. Solve more complex tasks.

Literacy (L)

Term	3 and 4-year-olds will be learning:	Children in reception will be learning to:			
	Tuning into sounds	Phonics:	Reading:	Writing	Handwriting
Autumn 1		PHASE 2 Graphemes: s a t p i n m d g o c k c k e u r h b f l New tricky words: is l the	<ul style="list-style-type: none"> Read wordless books to establish book behaviours, book talk and to grow vocabulary Some children in Reception will be ready to practise reading Phase 2 Set 1 books before the first assessment. 	<ul style="list-style-type: none"> Write own name 	Taught in phonics lesson

Autumn 2	<p>Progression of sounds: s a t p i n</p> <p>Phonemic awareness focus: to hear the same initial sound for words and names of objects.</p> <p>Oral blending focus: to blend CVC words using oral blending and objects.</p> <p>Recognising their name: to find their name using their picture.</p>	<p>PHASE 2</p> <p>Graphemes: ff ll ss j v w x y z zz qu ch sh th ng nk</p> <ul style="list-style-type: none"> • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) <p>New tricky words: put* pull* full* as and has his her go no to into she push* he of we me be</p> <p><i>*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.</i></p>	<p>Read books within a range:</p> <ul style="list-style-type: none"> • Wordless • Phase 2: Set 1 <ul style="list-style-type: none"> ➢ s a t p i n ➢ no tricky words • Phase 2: set 2 <ul style="list-style-type: none"> ➢ s a t p i n m d ➢ –s for plurals and present tense verbs • Phase 2: set 3 <ul style="list-style-type: none"> ➢ g o c k ck ➢ tricky words: <i>and is the</i> 	<ul style="list-style-type: none"> • Write words with GPCs (with correct letter formation): s a t p l n m m d g o c k ck • Write tricky words: <i>and, is, the</i> • Write phrases/sentences including tricky words and GPCs learnt. 	Taught in phonics lesson
Term					
Spring 1	<p>Progression of sounds: m d g o c k e</p> <p>Phonemic awareness focus: to identify initial sounds of words and names of objects. To distinguish different sounds.</p> <p>Oral blending focus: to blend a wider range of CVC words using oral blending.</p> <p>Recognising their name: to recognise the initial sound of their name.</p>	<p>PHASE 3</p> <p>Graphemes: ai ee igh oa oo oo ar or ur ow oi ear air er</p> <ul style="list-style-type: none"> • words with double letters • longer words <p>New tricky words: was you they my by all are sure pure</p>	<ul style="list-style-type: none"> • Phase 2: set 4 <ul style="list-style-type: none"> ➢ e u r h ➢ tricky words: <i>is I the put pull full as and his has her no go</i> ➢ b f ff l ll ss ➢ tricky words: <i>is I the put pull full as and his has her</i> • Phase 2: set 5 <ul style="list-style-type: none"> ➢ j v w x y z zz qu ch sh th ng nk ➢ tricky words: <i>I the put pull full and her no go to into she push he of we me be</i> 	<ul style="list-style-type: none"> • Write words with GPCs (Phase 2: set 1 – 5), with correct letter formation • Write tricky words: <i>I the put pull full and her no go to into she push he of we me be</i> • Write phrases/sentences including tricky words and GPCs learnt. 	<p>Handwriting practised at start of writing practice session</p> <p>Wk 1: c a d o s (not in books as 2 day week)</p> <p>Wk 2: g q e f</p> <p>Wk 3: i t u j y</p> <p>Wk 4: z v w x</p> <p>Wk 5: b n h</p> <p>Wk 6: m k p</p>

Spring 2	<p>Progression of sounds: u r h b f l j</p> <p>Phonemic awareness focus: to identify initial sounds of words and names of objects. To articulate sounds correctly – including playing with voice sounds</p> <p>Oral blending focus: to blend a wider range of words using oral blending.</p> <p>Recognising their name: to recognise the capital letter that starts their name.</p>	<p>PHASE 3</p> <p>Graphemes: Review Phase 3</p> <ul style="list-style-type: none"> • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end <p>New tricky words: none - review all taught so far</p>	<ul style="list-style-type: none"> • Phase 3: set 1 <ul style="list-style-type: none"> ➢ ai ee igh oa oo oo ar or ur ow oi ear air er ➢ Words with double letters: dd mm tt bb rr gg pp nn cc ➢ Longer words, e.g. magnet lemon ➢ Compound words, e.g. carpark ➢ Tricky words: <i>I the put pull full and no go to into she push he of we me be was you they my by all are sure pure</i> 	<ul style="list-style-type: none"> • Write words with GPCs (Phase 2: set 1 – Phase 3: set 1), with correct letter formation • Write tricky words: <i>I the put pull full and no go to into she push he of we me be was you they my by all are sure pure</i> • Write dictated phrases/sentences including tricky words and GPCs learnt. 	<p>Handwriting practised at start of writing practice session</p> <p>Wk 7: c a d o s</p> <p>Wk 8: g q e f</p> <p>Wk 9: i t u j y</p> <p>Wk 10: z v w x</p> <p>Wk 11: b n h</p> <p>Wk 12: m k p</p>
Term					
Summer 1	<p>Progression of sounds: v w y z qu ch</p> <p>Phonemic awareness focus: to identify initial sounds of words and objects.</p> <p>Oral blending focus: to blend a wider range of words using oral blending.</p> <p>Recognising their name: to match their name to their picture.</p>	<p>PHASE 4</p> <p>Short vowels with adjacent consonants</p> <ul style="list-style-type: none"> • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –est <p>New tricky words: said so have like some come love do were here little says there when what one out today</p>	<ul style="list-style-type: none"> • Phase 3: set 2 <ul style="list-style-type: none"> ➢ ai ee igh oa oo oo ar or ur ow oi ear air er ➢ Words with more than one digraph, e.g. shimmer Longer words, e.g. fantastic helmet ➢ Compound words, e.g. earring popcorn ➢ Words ending in –ing, e.g. chatting waiting ➢ Words ending in –es, e.g. torches 	<ul style="list-style-type: none"> • Shared composition of sentences • Write words with GPCs (Phase 2: set 1 – Phase 3: set 2), with correct letter formation • Write tricky words: <i>I the put pull full and no go to into she push he of we me be was you they my by all are sure pure</i> 	

			<ul style="list-style-type: none"> ➤ Tricky words: <i>I the put pull full and no go to into she push he of we me be was you they my by all are sure pure</i> 	<ul style="list-style-type: none"> • Write phrases/sentences, including: <ul style="list-style-type: none"> ➤ tricky words and GPCs learnt ➤ longer words ➤ compound words ➤ word endings e.g. ing, es 	
Summer 2	<p>Progression of sounds: ck x sh th ng nk</p> <p>Phonemic awareness focus: to identify the final sounds of words and objects.</p> <p>Oral blending focus: to blend a wide range of words using oral blending when playing</p> <p>Recognising their name: to match their name to their picture.</p>	<p>PHASE 2</p> <p>Phase 3 long vowel graphemes with adjacent consonants</p> <ul style="list-style-type: none"> • CVCC CCVC CCCVC CCV CCVCC • words ending in suf-xes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est • longer words <p>New tricky words: none - review all taught so far</p>	<ul style="list-style-type: none"> • Phase 4: set 1 <ul style="list-style-type: none"> ➤ Adjacent consonants and short vowels ➤ Tricky words: <i>I the put pull full and no go to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today</i> 	<ul style="list-style-type: none"> • Compose own sentences. • Write words with GPCs (Phase 2: set 1 – Phase 3: set 2) • Write words with adjacent consonants • Write phrases/sentences, including: <ul style="list-style-type: none"> ➤ tricky words e.g. <i>I the put pull full and no go to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today</i> ➤ longer words ➤ compound words ➤ word endings e.g. ing, es 	

Mathematics (M)

Nursery

Comparison 1	Shape, space and measure 1	Pattern 1	Counting 1	Counting 2	Subitising 1
More than, fewer than, same	Explore and build with shapes and objects	Explore repeats	Hear and say number names	Begin to order number names	I see 1, 2, 3
Pattern 2	Shape, space and measure 2	Subitising 2	Counting 3	Shape, space and measure 3	Pattern 3
Join in with repeats	Explore position and space	Show me 1, 2, 3	Move and label 1, 2, 3	Explore position and routes	Explore patterns
Counting 4	Shape, space and measure 4	Subitising 3	Comparison 2	Pattern 4	Shape, space and measure 5
Take and give 1, 2, 3	Match, talk, push and pull	Talk about dots	Compare and sort collections	Lead on own repeats	Start to puzzle
Pattern 5	Subitising 4	Counting 5	Pattern 6	Counting 6	Comparison 3
Making patterns together	Make games and actions	Show me 5	My own pattern	Stop at 1, 2, 3, 4, 5	Match, sort, compare

Reception

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Getting to know you		Match, sort and compare		Talk about measure and patterns		It's me 1, 2, 3		Circles and triangles	1, 2, 3, 4, 5		Shapes with 4 sides
Spring	Alive in 5		Mass and capacity	Growing 6, 7, 8		Length, height and time		Building 9 and 10		Explore 3-D shapes		
Summer	To 20 and beyond		How many now?	Manipulate, compose and decompose		Sharing and grouping		Visualise, build and map		Make connections		Consolidation

Understanding the World (UW)

Term	Theme	UW focus (and NC link):	ICT	3-4 year olds will be learning:	Reception will be learning:
Autumn 1	My World: School	Past & present (History)	Cameras to record memories of first week in school	To begin to make sense of their own life-story and family's history by: <ul style="list-style-type: none"> • talking about photos and memories. • retelling what their parents told them about their school days. 	To comment on images of familiar situations in the past by: <ul style="list-style-type: none"> • thinking about what their school and classroom look like? • Thinking about how it compares with schools in the past?
	Autumn	The Natural World (Science)	Digital micro-scopes / visualisers	<ul style="list-style-type: none"> • To use all their senses in hands-on exploration of natural autumnal objects. • Talk about what they see, using a wide vocabulary. 	To understand the effect of changing seasons on the natural world around them by: <ul style="list-style-type: none"> • Observing living things • Observing different/changing weather patterns
	Harvest	People, Culture & Communities (Geography & RE)	Video clips of farming Easi-ears for storytelling	To show interest in different occupations, including farmers and will learn: <ul style="list-style-type: none"> • new vocabulary related to the occupation (farming) • to use new vocabulary in their speech and play • How we harvest food – by hand and machinery? 	To recognise that people have different beliefs and celebrate special times in different ways by exploring: <ul style="list-style-type: none"> • What is a Harvest Festival? • What does the word 'harvest' mean? • Why is the word 'God' special to Christians? • that harvest celebrations are a way Christians thank their Creator.
Autumn 2	Bonfire Night	The Natural World (Science)	Torches, light box Music player	<ul style="list-style-type: none"> • To explore how things work, including light sources i.e. torches, light box, when exploring light. • To talk about the differences between materials and changes they notice when shining light on or through different materials. • To explore shadows 	To explore the natural world around them with regard to sound and describe what they hear by: <ul style="list-style-type: none"> • listening to sounds outside and identifying the source • making sounds

	The Nativity	Past and Present (History & science)	Microphones linked to performance	To begin to make sense of their own life-story and family's history by: <ul style="list-style-type: none"> learning about the life cycles of humans 	To compare and contrast characters from stories, including figures from the past by: <ul style="list-style-type: none"> talking about the characters in the Nativity drawing out common themes from the story, and talking about own experiences with these themes. singing songs, engaging in role play and other storytelling methods.
	Christmas	People, Culture and Communities (RE)	Listen to traditional music	To continue developing positive attitudes about the differences between people by: <ul style="list-style-type: none"> finding out about Christmas traditions and how different people celebrate Christmas. 	To recognise that people have different beliefs and celebrate special times in different ways by: <ul style="list-style-type: none"> exploring why Christmas is special for Christians.

Term	Theme	UW focus (and NC link):	ICT	3-4 year olds will be learning:	Reception will be learning:
Spring 1	Chinese New Year	People, Culture & Communities (Geography)	Listen to traditional music Video clips showing CNY celebration Penpal translator pen	To continue developing positive attitudes about the differences between people by learning about the Chinese New Year's celebration.	Recognise that people have different beliefs and celebrate special times in different ways.
	Dreams & Goals	Past & present (History)		To show interest in different occupations by: <ul style="list-style-type: none"> further exploring the life of the artist their class is named after (reg: Little People, Big Dreams series) Talking about different occupations (and challenging stereotypes). 	To compare and contrast characters from stories, including figures from the past by: <ul style="list-style-type: none"> further exploring the life of the artist their class is named after (reg: Little People, Big Dreams series) drawing out key themes, including kindness, curiosity and determination

				<ul style="list-style-type: none"> Thinking about the future and what occupation they would like to do as an adult. 	
	Shrove Tuesday	The Natural World (<i>Science</i>)	Everyday technology for cooking e.g. whisks	<p>To use all their senses in hands-on exploration of natural materials and talk about what they see, using a wide vocabulary.</p> <p>To talk about the differences between materials and changes they notice by:</p> <ul style="list-style-type: none"> changing materials from one state to another. 	<p>To explore the natural world around them by:</p> <ul style="list-style-type: none"> exploring a range of materials in a sensory way combining materials [ingredients] compare how materials change i.e. making pancakes with different types of flour talking about what they see/feel
Spring 2	My World: Home	Past & present (<i>History</i>)	<p>Telephones & walkie talkies</p> <p>Easi-ears for storytelling</p>	<p>To explore how things work by:</p> <ul style="list-style-type: none"> exploring technology in the home past and present 	To comment on images of familiar situations in the past re: homes
	Spring	The Natural World (<i>Science</i>)	Voice recorders to record observations	<p>To understand the key features of the life cycle of an animal; and to begin to understand the need to respect and care for the natural environment and all living things by:</p> <ul style="list-style-type: none"> caring for eggs and the young animals that emerge (e.g. chicks, tadpoles, caterpillars) observing change over time 	<p>To explore the natural world around them, specifically:</p> <ul style="list-style-type: none"> exploring animals (minibeasts) in the surrounding natural environment, including contrasting natural environments. <p>To describe what they see, hear and feel whilst outside.</p> <p>To recognise some environments that are different to the one in which they live.</p>
	Easter	People, Culture & Communities (<i>RE</i>)		To use all their senses in hands-on exploration of natural materials and talk about what they see, using a wide vocabulary when exploring the signs of Spring (re: new life).	<p>To recognise that people have different beliefs and celebrate special times in different ways by:</p> <ul style="list-style-type: none"> exploring why Easter is special for Christians.

Term	Theme	UW focus (and NC link):	ICT	3-4 year olds will be learning:	Reception will be learning:
Summer 1	Eid Al-Fitr	People, Culture & Communities (RE and Geography)	Listen to traditional music Video clips showing Eid celebration Penpal translator pen	To continue developing positive attitudes about the differences between people by learning about the Eid Al-Fitr.	To recognise that people have different beliefs and celebrate special times in different ways; specifically in relation to the Muslim celebration – Eid Al-Fitr, children will be: <ul style="list-style-type: none"> learning about places are special and why; exploring the questions: Where do you feel happy? Why? Where is special to me? Where is a special place for believers to go? What makes this place special.
	Growing Plants	The Natural World (Science)	Watching time lapse videos of plant growing Easi-ears for storytelling	To plant seeds and care for growing plants . To understand the key features of the life cycle of a plant. To begin to understand the need to respect and care for the natural environment and all living things.	To explore the natural world around them, specifically: <ul style="list-style-type: none"> exploring the plants in the surrounding natural environment, including contrasting natural environments. To describe what they see, hear and feel whilst outside. To recognise some environments that are different to the one in which they live.
	My World: travel (land by vehicle)	Past & Present (History)	Remote-controlled/programmable toys, including cars and train	To talk about what they see, using a wide vocabulary when exploring different wheeled vehicles.	To comment on images of familiar situations in the past re: wheeled vehicles <ul style="list-style-type: none"> compare and contrast vehicles past and present - What is the name of this transport? What do you notice? Can you see things that are the same/different? How have they changed?
Summer 2	My World: travel (land by foot)	People, Culture & Communities (Geography)	Programmable toys (Beebot)	Talk about what they see, using a wide vocabulary.	To draw information from a simple map.
	My World: travel (sea)	The Natural World (Science)		To explore and talk about different forces they can feel.	To recognise some environments that are different to the one in which they live by: <ul style="list-style-type: none"> exploring animals from different habitats including the sea

	My World: travel (air)	People, Culture & Communities (<i>Geography</i>)	Video clips to bring the wider world into the classroom	To know that there are different countries in the world and talk about the similarities or differences they have experienced or seen in photos.	To recognise some similarities and differences between life in this country and life in other countries by: <ul style="list-style-type: none"> studying a contrasting location exploring how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on.
	Space travel	Past and present (<i>History, Geography & science</i>)		To show interest in different occupations, including famous astronauts i.e. Mae Jemison.	To explore the natural world around them and describing what they see, hear and feel when: <ul style="list-style-type: none"> finding out about the Earth, Sun, Moon, planets and stars space travel

Expressive arts & design (EA&D)

Term	Children in reception will be learning:	
Autumn 1	Art & Design: mark making	Music: exploring sound
	<ul style="list-style-type: none"> To explore making marks with wax crayons. To investigate the marks and patterns made by different textures. 	<ul style="list-style-type: none"> To explore using voices to make a variety of sounds.
	<ul style="list-style-type: none"> To explore making marks with felt tips. To use a felt tip to make patterns. 	<ul style="list-style-type: none"> To explore how to use our bodies to make sounds.
	<ul style="list-style-type: none"> To explore making marks with chalk. To make controlled large and small movements. To compare different ways of making marks and drawing. 	<ul style="list-style-type: none"> To explore the sounds of different instruments.
	<ul style="list-style-type: none"> To explore mark making using pencils. To create a simple observational drawing. 	<ul style="list-style-type: none"> To identify sounds in the environment and differentiate between them.
	<ul style="list-style-type: none"> To explore mark making using pencils. To create a simple observational drawing. 	<ul style="list-style-type: none"> To use voices to imitate nature sounds.
	<ul style="list-style-type: none"> To use a variety of colours and materials to create a self-portrait. To express their own self-image through art. 	

Autumn 2	Design & Technology: junk modelling	Music: celebration music
	<ul style="list-style-type: none"> To explore and investigate the tools and materials in the junk modelling area. 	Kwanzaa <ul style="list-style-type: none"> To learn about music from another culture, particularly when related to the festival of Kwanzaa To take part in a traditional call and response song To find classroom objects to use as drums and play in response to African music
	<ul style="list-style-type: none"> To develop scissor skills. To investigate cutting different materials. 	Christmas <ul style="list-style-type: none"> To learn about traditional Christmas music To take part in a group song involving singing, voice sounds and playing instruments To sing and move to a Christmas song
	<ul style="list-style-type: none"> To learn how to plan and select the correct resources needed to make a model. 	Christmas <ul style="list-style-type: none"> To suggest appropriate actions to match song lyrics To sing and move to Christmas songs
	<ul style="list-style-type: none"> To verbally plan and create a junk model. 	
	<ul style="list-style-type: none"> To share a finished model and talk about the processes in its creation. 	
	<ul style="list-style-type: none"> To explore different ways to temporarily join materials together. 	
Spring 1	Art & Design: painting and mixed media	Music: music & movement
	<ul style="list-style-type: none"> To explore paint through finger painting. To describe the texture and colours as they paint. To talk about their work and decide whether it is abstract or figurative. 	<ul style="list-style-type: none"> To understand why songs have actions To learn some simple Makaton signs to accompany a song
	<ul style="list-style-type: none"> To create natural paintbrushes using found objects. To use natural paint brushes and mud paint to create artwork. To talk about their work and decide whether it is abstract or figurative. 	<ul style="list-style-type: none"> To explore beat through body movement To express feelings and emotions through movement to music
	<ul style="list-style-type: none"> To respond to music through the medium of paint. To use paint to express ideas and feelings. 	<ul style="list-style-type: none"> To explore beat through body movement To express feelings and emotions through movement to music
	<ul style="list-style-type: none"> To make child-led collages using mixed media. To use loose parts to create a piece of transient art. 	<ul style="list-style-type: none"> To explore pitch and tempo through scarf dancing and body movement To express feelings and emotions through movement to music
	<ul style="list-style-type: none"> To create landscape collages inspired by the work of Megan Coyle. 	<ul style="list-style-type: none"> To perform action songs to a small audience.
	<ul style="list-style-type: none"> To create a large piece of group artwork based around fireworks. 	
	<ul style="list-style-type: none"> To experiment with colour, design and painting techniques. 	

Spring 2	Design & Technology: exploring threading and weaving	Music: musical stories
	<ul style="list-style-type: none"> To develop threading and weaving skills. 	<ul style="list-style-type: none"> To listen to the lyrics and melody: "Teddy Bear's Picnic" by John Walter Bratton and Jimmy Kennedy and recall part of the story. To move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece. To talk about how a piece of music makes you feel.
	<ul style="list-style-type: none"> To practise and apply weaving skills to a specific material e.g. paper. 	<ul style="list-style-type: none"> To listen to the classical piece and narrated story of "Peter and the Wolf" by Sergei Prokofiev and recall the characters from the story. To understand that music and instruments can be used to convey moods or represent characters. To talk about how a piece of music makes you feel.
	<ul style="list-style-type: none"> To practise and apply threading skills with specific materials e.g. hessian and wool. 	<ul style="list-style-type: none"> To use actions to retell a story to music To sing and perform a group song
	<ul style="list-style-type: none"> To use threading or sewing to design a product (bookmark). 	<ul style="list-style-type: none"> To learn how instruments can represent a certain mood, character or action To experiment with the sounds of different instruments
	<ul style="list-style-type: none"> To create a textiles product (bookmark) following their own design. 	<ul style="list-style-type: none"> To create a musical story based upon a familiar routine To use instruments to represent moods or actions To play an instrument as part of a group story
	<ul style="list-style-type: none"> To reflect with children on how they have achieved their aims. 	<ul style="list-style-type: none"> To create a musical story based upon a familiar routine To use movement to express moods or actions within a musical story To play an instrument as part of a musical story and perform as a group
Summer 1	Art & Design: sculpture and 3D	Music: big band
	<ul style="list-style-type: none"> To explore clay and its properties. 	<ul style="list-style-type: none"> To discuss what makes a musical instrument To use recyclable materials to create a simple representation of a musical instrument
	<ul style="list-style-type: none"> To explore playdough and its properties. To use tools safely and with confidence. 	<ul style="list-style-type: none"> To learn what an orchestra is To learn about the four different groups of musical instruments
	<ul style="list-style-type: none"> To create natural 3D landscape pictures using found objects. 	<ul style="list-style-type: none"> To copy and follow a beat To follow a beat using an untuned instrument
	<ul style="list-style-type: none"> To generate inspiration and conversation about sculpture art and artists. To create a design for a 3D animal sculpture. 	<ul style="list-style-type: none"> To experiment with playing tuned and untuned instruments To play in time to familiar songs
	<ul style="list-style-type: none"> To begin making a 3D clay sculpture using the designs created last lesson. 	<ul style="list-style-type: none"> To choose appropriate instruments to represent different parts of a song. To perform a practised song to a small audience.

	<ul style="list-style-type: none"> To make a 3D clay sculpture using the designs created last lesson. To share their creation, explaining the processes they have used. 	
Summer 2	Design & Technology: structures (boats)	Music: transport
	<ul style="list-style-type: none"> To understand what waterproof means and to test whether materials are waterproof. 	<ul style="list-style-type: none"> To explore creating sound effects.
	<ul style="list-style-type: none"> To test and make predictions for which materials float or sink. 	<ul style="list-style-type: none"> To explore making sounds at different speeds.
	<ul style="list-style-type: none"> To compare the uses of boats. 	<ul style="list-style-type: none"> To explore moving to different tempos.
	<ul style="list-style-type: none"> To investigate how the shape and structure of boats affects the way they move. 	<ul style="list-style-type: none"> To interpret symbols to show a change in speed.
	<ul style="list-style-type: none"> To design a boat. 	<ul style="list-style-type: none"> To interpret a simple score to show tempo changes.
	<ul style="list-style-type: none"> To create a boat based upon their own design. 	

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