

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

Pre-school Curriculum through Directed Activities

At EHPS, we have carefully considered which skills and concepts are more effectively taught directly, as a whole class or in smaller groups for Pre-school 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.

Overarching themes

AUTUMN THEMES	My Pre-School	Me	My friends	Autumn	KINDNESS	Winter	Christmas
SPRING THEMES	Bears	Food	Pancakes!	Mother's Day	Spring	CURIOSITY - Easter	
SUMMER THEMES	Eid	Giants	Father's Day	Pirates	DETERMINATION	Change	

Communication and Language (C&L)

At Exwick Heights, we develop children's communication and language skills throughout each day by ensuring:

- Secure and trusting relationships between practitioners and children
- A language rich environment including:
 - Spaces that encourage talk
 - Interesting resources and activities
 - Wide range of books and book sharing opportunities
 - Print displayed in a meaningful and purposeful way
 - High quality adult-child interactions
- Sufficient time for practitioners to talk to children

Children in pre-school will be learning:

- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation but may have problems saying:
 - some sounds: r, j, th, ch, and sh
- multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.
 - Use longer sentences of four to six words.
 - Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
 - Start a conversation with an adult or a friend and continue it for many turns.
 - Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Personal, social & emotional development (PSED)

At Exwick Heights, we use the Jigsaw programme to support children's personal, social & emotional development.

Term	Autumn 1: Being me in my world Children in pre-school will be learning:	Autumn 2: Celebrating difference Children in pre-school will be learning:
	<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 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.
Term	Spring 1: Dreams and goals Children in pre-school will be learning:	Spring 2: Healthy me Children in pre-school will be learning:
	<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 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.
Term	Summer 1: Relationships Children in pre-school will be learning:	Summer 2: Changing me Children in pre-school will be learning:
	<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 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.

Physical development (PD) - gross motor

Children in pre-school will be learning to:

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.

AUTUMN Functional movement skills focus							
	Locomotor: walking/running	Object control: wheeled vehicles/rolling	Stability: crawling/climbing	Locomotor: walking/running	Locomotor: jumping/hopping	Stability: body rolling	Object control: throw/catch
SPRING Functional movement skills focus							
	Locomotor: walking/running	Stability: crawling/climbing	Object control: throw/catch	Stability: balancing	Locomotor: jumping/hopping	Object control: rolling	
SUMMER Functional movement skills focus							
	Object control: wheeled vehicles	Object control: throw/catch	Stability: crawling/climbing	Locomotor: walking/running	Stability: body rolling/twisting	Locomotor: jumping/hopping	

Literacy (L) – rhyme-time & tuning into sounds

At Exwick Heights, we are teaching children to read using Little Wandle Letters and Sounds programme. Rhyme time and Tuning into sounds sessions are taught daily.

	Rhyme-time Children in pre-school will be learning to: <ul style="list-style-type: none"> develop their phonological awareness, so that they can: <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, such as money and mother <i>Sing a large repertoire of songs. (C&L)</i> <i>Know many rhymes. (C&L)</i> 	Tuning into Sounds Children in pre-school will be learning to: <ul style="list-style-type: none"> develop their phonological awareness, so that they can: <ul style="list-style-type: none"> recognise words with the same initial sound, such as money and mother
AUTUMN TERM 1	<ul style="list-style-type: none"> Wind the bobbin up 1,2, buckle my shoe Ring-a-ring-a-roses Baa baa black sheep 	
AUTUMN TERM 2	<ul style="list-style-type: none"> Miss Polly had a dolly Hey diddle diddle Twinkle, twinkle little star 	Sound focus: s a t p i n m
SPRING TERM 1	<ul style="list-style-type: none"> Round and round the garden Down at the station Pat-a-cake 	Sound focus: d g o c k e
SPRING TERM 2	<ul style="list-style-type: none"> Incy Wincy spider Mary, Mary quite contrary Humpty Dumpty 	Sound focus: u r h b f l
SUMMER TERM 1	<ul style="list-style-type: none"> The Grand Old Duke of York Hickory, dickory, dock The wheels on the bus 	Sound focus: j v w y z qu ch
SUMMER TERM 2	<ul style="list-style-type: none"> Row, row, row your boat A sailor went to sea Jack and Jill 	Sound focus: ck x sh th ng nk

Literacy (L) – reading for pleasure

Children in pre-school will be learning to:

- Understand the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we read English text from left to right and from top to bottom
 - the names of the different parts of a book
 - page sequencing
- Engage in extended conversations about stories, learning new vocabulary (- see below)
- Enjoy listening to longer stories and can remember much of what happens. (C&L)
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" (C&L)
- Talk about familiar books, and be able to tell a long story. (C&L)

AUTUMN							
VOCABULARY	welcome, expect, choose, goodbye (and other social words/phrases), exhausted/ing	almost, leapt, twirled, jiggled, extremely, wonderful	swallow/ed, accident, embarrassed, shifty, definitely, peep/ed, realise, forgive	across, around, over, past, through, under	patient, helping, sharing, comfort, strong	light, dark/ness, scared, padded (walk), interesting, try/tried, thought, big/little, bigger/biggest, twinkly	excellent, beware, action words e.g. fetch, hop, swirl, float/floating, tosses & turns, deliver

SPRING						
VOCABULARY	Words to describe size	curious, surprised, crowded, grins, notice, cheerful, sugary, beams (smiles), busy, heavy	ingredients, recipe, lumpy, sticky, mixture, disaster, stir/ring, flip, delicious	coils, slither, curl, leaps/springs, feathery, slimy, furry	develops/development perfect, wonderful, stunning, awesome, cracking, amazing, fantastic, incredible, fabulous	perfect, gather, decorate, magically, apply, perched, scattered, hide/hiding/hidden

SUMMER						
VOCABULARY	excited, decorations, gathering, shiny, special, share/sharing	clambered/climbed enormous/huge exchanged/swapped	TBC	wait/ed, quick [as a flash], important, definitely, trudged, narrow, surprise	gigantic, whopping, unusual, shallow, determined, important	giants, change/d, annoyed, chased, puffed out,

Literacy (L) - handwriting and writing

	Children in pre-school will be learning to: - write some letters accurately (<i>through teaching of pre-writing skills</i>).	Children in pre-school will be learning to: - write some or all of their name.
AUTUMN	<ul style="list-style-type: none"> • Imitate vertical (top to bottom) • Copy vertical (top to bottom) 	Focus on name recognition
	<ul style="list-style-type: none"> • Imitate horizontal (left to right) • Copy horizontal (left to right) 	
	<ul style="list-style-type: none"> • Imitate circular lines • Copy circular lines 	
SPRING	<ul style="list-style-type: none"> • Continue to copy vertical, horizontal & circular lines • Imitate a cross (vertical & horizontal lines); opportunities to copy 	Imitate letter shapes in name, using name cards.
	<ul style="list-style-type: none"> • Imitate a square shape; opportunities to copy 	
SUMMER	<ul style="list-style-type: none"> • Imitate left and right diagonal lines; opportunities to copy 	Copy letter shapes in name

Mathematics (M)

At Exwick Heights, we use the White Rose programme to meet the learning & development requirements for mathematics.



Week 1		Week 2		Week 3		Week 4		Week 5		Week 6	
AUTUMN TERM	Block 1 Comparison 1 – More than, fewer than, same			Block 2 Shape, space and measure 1 – Explore and build with shapes and objects				Block 3 Pattern 1 – Explore repeats			Block 4 Counting 1 – Hear and say number names
	<ul style="list-style-type: none"> Collect objects to compare amounts Make simple comparisons of amounts Look for collections of large and small amounts Compare and talk about large and small amounts Make large and small collections Make collections the same 			<ul style="list-style-type: none"> Explore and play with shapes Show interest in simple differences between shapes Put shapes and blocks into position Select shapes for a reason Begin to explore and describe natural shapes and objects Find and collect objects for a purpose 				<ul style="list-style-type: none"> Listen to repeats in songs and stories Start to join in songs with repeats Start to join in with repeats from stories Clap along to songs Make line patterns with own sequences Choose blocks to build roads and towers 			<ul style="list-style-type: none"> Hear some number names Join in saying some number names Model saying number names in order Practise saying number names in order Join in stable order counting forwards Join in stable order counting backwards

Week 7		Week 8		Week 9		Week 10		Week 11		Week 12	
Block 5 Counting 2 – Begin to order number names				Block 6 Subitising 1 – I see 1, 2, 3				Block 7 Pattern 2 – Join in with repeats			Block 8 Shape, space and measure 2 – Explore position and space
<ul style="list-style-type: none"> Model saying 1, 2 and 3 in play Copy the sequence of 1, 2 and 3 Copy fingers to represent 1, 2 and 3 Begin to count actions Say number names in order Begin to recognise anything can be counted 				<ul style="list-style-type: none"> Notice images in books Respond to "I see 1, 2, 3" Recognise "I see 1, 2, 3" Copy "I see 1, 2, 3" Point to 1, 2, 3 Recognise 1,2,3 in well-known tales 				<ul style="list-style-type: none"> Join in with repeated actions in songs Join in with repeats in songs and stories Sing some refrains independently Have a sense of daily routines Say what happens next Make arrangements in art 			<ul style="list-style-type: none"> Respond to simple language of position Arrange blocks in a chosen position Select shapes for a space Recognise when 2 objects are the same shape Explore and describe shapes and objects Sort shapes and objects into simple categories

Week 1		Week 2		Week 3		Week 4		Week 5		Week 6	
SPRING TERM	Block 9 Subitising 2 – Show me 1, 2, 3			Block 10 Counting 3 – Move and label 1, 2, 3				Block 11 Shape, space and measure 3 – Explore position and routes			Block 12 Pattern 3 – Explore own first patterns
	<ul style="list-style-type: none"> Copy fingers to show 1 Copy fingers to show 2 Copy fingers to show 3 Show 1 finger when seeing 1 item in stories Show 2 or 3 fingers when seeing 2 or 3 in stories Show 1,2,3 on fingers when asked 			<ul style="list-style-type: none"> Make actions when saying counting words Move fingers when saying counting words Count out up to 3 objects from rhymes Notice number symbols as labels Label amounts as 1 and not 1 Label amounts as 1,2 or 3 				<ul style="list-style-type: none"> Explore shape resources Explore more complex inset jigsaws Talk about simple positions Move into simple positions Move through positions Follow simple small world routes 			<ul style="list-style-type: none"> Explain simple pattern arrangements Make roads and bridges with intent Choose blocks to copy simple creations Make simple line patterns with objects Make simple pattern arrangements Show an interest in patterns and shapes

Week 7		Week 8		Week 9		Week 10		Week 11		Week 12	
Block 13 Counting 4 – Take and give 1, 2, 3				Block 14 Shape, space and measure 4 – Match, talk, push and pull				Block 15 Subitising 3 – Talk about dots			Block 16 Comparison 2 – Compare and sort collections
<ul style="list-style-type: none"> Choose a group to count Take out 2 from a group Take out 3 from a group Give others 2 items Give others 3 items Count 3 objects with on-to-one correspondence 				<ul style="list-style-type: none"> Match simple shapes Push some shapes and blocks together Make simple arrangements Talk about arrangements Follow simple routes outside Follow toys around a simple route 				<ul style="list-style-type: none"> Become familiar with dot patterns Say when there is 1 dot Say when there are 2 dots Recognise 1 and 2 in different arrangements Say when there are 3 dots Recognise 1,2 and 3 in different arrangements 			<ul style="list-style-type: none"> Notice when two collections are the same Make collections of small objects the same Make collections of large objects the same Recognise two collections are the same using large and small objects Make collections the same using large and small objects Sort and talk about their own collections

Week 1		Week 2		Week 3		Week 4		Week 5		Week 6	
SUMMER TERM	Block 17 Pattern 4 – Lead on own repeats		Block 18 Shape, space and measure 5 – Starting to puzzle		Block 19 Pattern 5 – Making patterns together		Block 20 Subitising 4 – Make games and actions				
	<ul style="list-style-type: none">Join in fully with sequences and songsSing rhymes independentlyLead sequences and songsRead on in familiar repeating storiesCopy art-based simple patternsExplore own line and repeating patterns in art		<ul style="list-style-type: none">Complete shape-match puzzlesComplete simple jigsawsMatch objects to picturesMatch objects to shadowsExplore objects and small world from different positionsMake simple routes in small world with lines and curves		<ul style="list-style-type: none">Sing their own songs independentlyClap in time to a beatMake and talk about movement patternsTalk about objects in patterns and arrangementsCopy AB patterns with supportContinue AB patterns with support		<ul style="list-style-type: none">Match dot patternsBe introduced to subitising gamesPlay subitising gamesCopy sets of soundsListen to and represent sounds with fingersListen to and represent sounds with resources				

Week 7		Week 8		Week 9		Week 10		Week 11		Week 12	
	Block 21 Counting 5 – Show me 5		Block 22 Pattern 6 – My own pattern		Block 23 Counting 6 – Stop at 1, 2, 3, 4, 5		Block 24 Comparison 3 – Match, sort, compare				
	<ul style="list-style-type: none">• Sing rhymes to 5 and join in with movements• Move props to 5• Move props back from 5• Show fingers to 5• Begin to count 5 objects with one-to-one correspondence• Match numerals to quantities when acting out songs		<ul style="list-style-type: none">• Continue AB patterns• Create their own AB patterns• Notice an error in a pattern• Build constructions with simple enclosures• Copy simple repeated constructions• Begin to sequence some events		<ul style="list-style-type: none">• Count out up to 5 objects from a larger group• Explore counting to 5 in different ways• Verbally count to a given number• Label objects with numerals• Independently show fingers to 5• Begin to make marks to represent quantities		<ul style="list-style-type: none">• Compare up to 5 different objects• Compare by matching• Make the same set by matching• Match by type• Recognise attributes of objects• Begin to sort some objects to a type				

Understanding the World (UW)

AUTUMN TERM

Theme	UW focus	Children in pre-school will be learning to:	Technological experiences, linked to learning focus:
My pre-school	Past & Present (<i>History</i>)	<ul style="list-style-type: none"> Begin to make sense of their own life-story 	
Me			
My friends	People, cultures and communities	<ul style="list-style-type: none"> Continue developing positive attitudes about the differences between people. 	
Autumn	The Natural World (<i>Science: Living things and their habitats</i>)	<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Begin to understand the need to respect and care for the natural environment and all living things. 	Woodland animals remote-control
Kindness	People, cultures and communities	<ul style="list-style-type: none"> Show interest in different occupations. 	
Winter	The Natural World (<i>Science: Light (& electricity)</i>)	<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about the differences between materials and changes they notice 	Light resources
Christmas	People, cultures and communities	<ul style="list-style-type: none"> Continue developing positive attitudes about the differences between people (- similarities between different families and communities). 	

SPRING TERM

Theme	UW focus	Children in pre-school will be learning to:	Technological experiences, linked to learning focus:
Bears	The Natural World (<i>Science: Sound</i>)	<ul style="list-style-type: none"> Explore how things work. 	
Food	People, cultures and communities (<i>Geography</i>)	<ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	
Pancakes!	The Natural World (<i>Science: Materials, including changing materials</i>)	<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about the differences between materials and changes they notice 	Technology in the kitchen
Mother's Day	Past & Present (<i>Science/History: Humans</i>)	<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. Understand the key features of the life cycle of a plant and an animal. 	iPads/cameras
Spring Curiosity	The Natural World (<i>Science: Animals, excluding humans</i>)	<ul style="list-style-type: none"> Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. 	

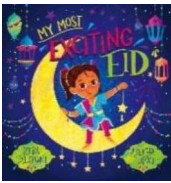
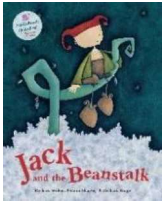
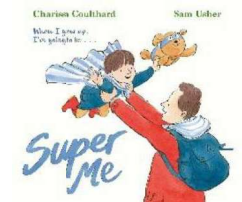

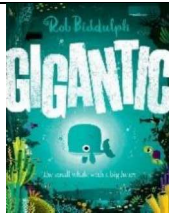

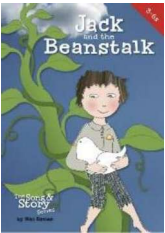

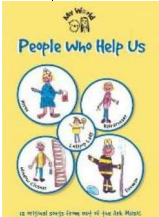
SUMMER TERM

Theme	UW focus	Children in pre-school will be learning to:	Technological experiences, linked to learning focus:
Eid	People, cultures and communities	<ul style="list-style-type: none"> Continue developing positive attitudes about the differences between people (- similarities between different families and communities). 	Online clips of celebration PenPals translator pen
Giants	The Natural World (<i>Science: Plants</i>)	<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things 	Online time-lapse clips of plants growing
Father's Day	People, cultures and communities	<ul style="list-style-type: none"> Show interest in different occupations. 	
Pirates	The Natural World (<i>Science: Forces</i>)	<ul style="list-style-type: none"> Explore how things work. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. 	
Determination	The Natural World (<i>Science: Animals, excluding humans</i>)	<ul style="list-style-type: none"> Begin to understand the need to respect and care for the natural environment and all living things. 	
Change	Past & Present (<i>Science/History: Humans</i>)	<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. Understand the key features of the life cycle of a plant and an animal. 	

Expressive arts & design (EA&D) – music (singing)

AUTUMN Children in pre-school will be learning to:							
<ul style="list-style-type: none">Remember and sing entire songs.Sing the pitch of a tone sung by another person ('pitch match').Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.Create their own songs or improvise a song around one they know.	Songs supporting routines and social phrases: 	Songs for Autumn from:   			Songs for Winter 	Songs for Christmas from: 	

SPRING Children in pre-school will be learning to:						
<ul style="list-style-type: none">Remember and sing entire songs.Sing the pitch of a tone sung by another person ('pitch match').Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.Create their own songs or improvise a song around one they know.	Story songs 		Songs for Pancake Day from: 	Songs for Mother's Day celebration from: 	Songs about spring from: 	Songs about Easter traditions (e.g. egg hunts) from: 

<p>SUMMER</p> <p>Children in pre-school will be learning to:</p>						
<ul style="list-style-type: none"> Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. 		<p>Story songs</p> 	<p>Songs for Father's Day celebration from:</p>  <p>Songs about occupations from:</p> 			

Reception Curriculum through Directed Activities

At EHPS, we have carefully considered which skills and concepts are more effectively taught directly, as a whole class or in smaller groups for 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.

Overarching themes

AUTUMN THEMES	My School	Me	Autumn	Harvest	Kindness	Nativity	Christmas
SPRING THEMES	Winter	My Home	Chinese New Year	Mother's Day	Spring	Curiosity	
SUMMER THEMES	My World: travel	My World: places	Father's Day	Summer	Determination	Transition: looking forward	

Communication and Language (C&L)

At Exwick Heights, we develop children's communication and language skills by ensuring:

- Secure and trusting relationships between practitioners and children
- A language rich environment including:
 - Spaces that encourage talk
 - Interesting resources and activities
 - A wide range of books and book sharing opportunities
 - Print displayed in a meaningful and purposeful way
 - High quality adult-child interactions
- Sufficient time each day for practitioners to talk to children

Children in reception will be learning:


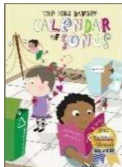



- Understand how to listen carefully and why listening is important.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.

Communication and Language (C&L) – linked to books

AUTUMN TERM

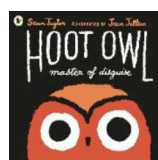
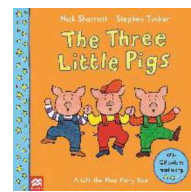
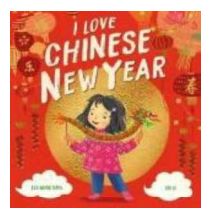
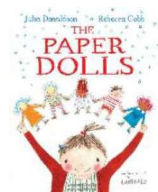
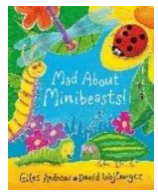
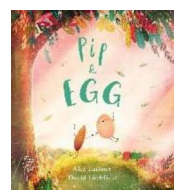
Children in reception will be learning:






<ul style="list-style-type: none"> Engage in story times. Listen to and talk about stories to build familiarity and understanding. Understand how to listen carefully and why listening is important. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. 							
<ul style="list-style-type: none"> Learn new vocabulary (taken from the core 'real aloud' story) Use new vocabulary through the day. Use new vocabulary in different contexts (through continuous and enhanced provision). 	tidy/tidily polite tasty thoughtful share/s decorate/s	<i>words that describe size e.g.</i> small-smaller-smallest big-bigger-biggest <i>alternatives for big/small e.g.</i> giant/tiny	tidy/tidied neat check/ed/ing untangled mighty feat perfect/ly hunted rumbled/churned ordered	harvest grind/ground fine knead/ing delicious shaping/shaped	collection magnificent marvellous patient immediately incredibly fortunately gentle	refused splendid toward suddenly glorious replied	probably flatten slide twinkling supposed to cinch
<ul style="list-style-type: none"> Engage in non-fiction books (linked to theme) 			Autumn	Harvest	People who help us take	Non-fiction that explores why	Toys – past and present

<ul style="list-style-type: none">Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.			Woodland animals	Harvest Festival Bread-making	care of ourselves	Christmas is special for Christians	
<ul style="list-style-type: none">Listen carefully to rhymes and songs, paying attention to how they sound.Learn rhymes, poems and songs. (NB: poems and rhymes chosen from class poetry basket)	Songs supporting routines and social phrases: 	Little Red Hen Rap AND... Songs for Autumn/Harvest Festival from:   	Songs for Nativity performance	Christmas songs from: 			

SPRING TERM

Children in reception will be learning:

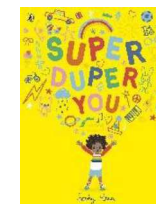
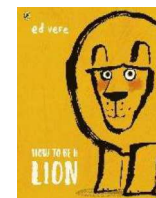
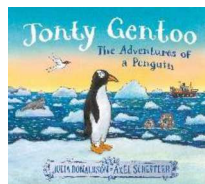
<ul style="list-style-type: none"> Engage in story times. Listen to and talk about stories to build familiarity and understanding. Understand how to listen carefully and why listening is important. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. 						
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------

<ul style="list-style-type: none"> Learn new vocabulary (linked to the core 'real aloud' story) Use new vocabulary through the day. Use new vocabulary in different contexts (through continuous and enhanced provision). 	master of [...] disguise wise devise shadowy mouthwatering satisfied perfect	solid escaped clung/cling tumbling [down] slithered caught	imaginative trustworthy popular gentle/kind adventurous creative energetic hardworking generous	slunk crouch/ed float/ed explore/d knash/ed crunch/ed snip/ped join/ed	shelter scuttle admit beautiful heavenly shimmering dazzling slimy	invent/ed sturdy thrilled decide/d wonderful seriously
<ul style="list-style-type: none"> Engage in non-fiction books (linked to theme) Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	Winter Light/dark	Different kinds of homes – past and present (including household objects)	China Chinese New Year	Mothers Day traditions	Spring Minibeasts	Non-fiction that explores why Easter is special for Christians
<ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. <p>(NB: poems and rhymes chosen from class poetry basket)</p>	Songs about winter from: 	Songs from: 	Songs for Chinese New Year from: 	Songs for Mother's Day celebration from: 	Songs about spring and minibeasts from: 	Songs about Easter from: 

SUMMER TERM

Children in reception will be learning:

- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Understand how to listen carefully and why listening is important.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.



- Learn new vocabulary (linked to the core 'real aloud' story)
- Use new vocabulary through the day.
- Use new vocabulary in different contexts (through continuous and enhanced provision).

reflection

rescue

powerful

cosy

thank you/good night (and other social phrases)

adore/adoring

stroll

adventure

flap/ping

waddle/waddling

enormous

fluttered

gorgeous

absolutely

definitely

astonishing

mighty

recline/reclining

spark/sparked (ref. idea)

"pardon me"

magical

craggy

soldier (on)

pledge

steadfast

ruckus

vim

scale [ref. climb]

venture/d

exhausted

bold

proud

brilliant

- Engage in non-fiction books (linked to theme)
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Transport – past and present

Contrasting habitats - jungle and polar regions, including the animals that live there

Places of worship

Summer

Contrasting habitats – desert and ocean, including the

Earth & space, including travel

Growing up
Human lifecycle

				animals that live there		
<ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. (NB: poems and rhymes chosen from class poetry basket) 	<p>Songs about travel from:</p> 	<p>Songs about animal homes from:</p> 	<p>Songs for Father's Day celebration from:</p> 	<p>Songs about Summer from:</p> 	<p>Songs about space from:</p> 	

Personal, social & emotional development (PSED)

At Exwick Heights, we use the Jigsaw programme to support children's personal, social & emotional development.



Term	Autumn 1: Being me in my world Children in reception will be learning:	Autumn 2: Celebrating difference Children in reception will be learning:
	<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. 	<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	Spring 1: Dreams and goals Children in reception will be learning:	Spring 2: Healthy me Children in reception will be learning:
	<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. 	<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	Summer 1: Relationships Children in reception will be learning:	Summer 2: Changing me Children in reception will be learning:
	<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. 	<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)

At Exwick Heights, we use the PE Hub programme to support children's physical (gross motor) development; fine motor skills are developed through continuous and enhanced provision opportunities, as well as through handwriting sessions (~ see Literacy).



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. 	Dance: Unit 2 <ul style="list-style-type: none"> Count and move to beats of 8.

	<ul style="list-style-type: none"> Learn and refine a variety of shapes, jumps, balances and rolls. Link simple balance, jump and travel actions. 	<ul style="list-style-type: none"> 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) – phonics & early reading



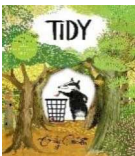

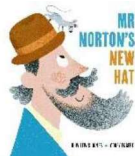
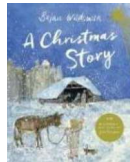

At Exwick Heights, we are teaching children to read using Little Wandle Letters and Sounds programme. Children have daily phonics sessions and 3 reading practice sessions each week.

	Children in reception will be learning to:	Children in reception will be learning to:	Children in reception will be learning to:
	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. 	<ul style="list-style-type: none"> Read a few common exception ('tricky') words matched to the school's phonic programme. 	<ul style="list-style-type: none"> Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
	Phase 2	New tricky words	Matched reading practice books *
Autumn 1	<ul style="list-style-type: none"> s a t p i n m d g o c k c k e u r h b f l 	is I the	By week 4: Wordless
Autumn 2	<ul style="list-style-type: none"> ff ll ss j v w x y z zz qu ch sh th ng nk 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) 	put* pull* full* as and has his her go no to into she push* he of we me be	Phase 2 (set 1) – Phase 2 (Set 3)
	Phase 3	New tricky words	Matched reading practice books
Spring 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 longer words 	was you they my by all are sure pure	Phase 2 (set 4) – Phase 2 (set 5)
Spring 2	<ul style="list-style-type: none"> Review Phase 3 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 	Review all taught so far	Phase 3 (set 1)
	Phase 4	New tricky words	Matched reading practice books
Summer 1	<ul style="list-style-type: none"> Short vowels with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est 	said so have like some come love do were here little says there when what one out today	Phase 3 (set 2)
Summer 2	<ul style="list-style-type: none"> Phase 3 long vowel graphemes with adjacent consonants CVCC CCVC CCCVC CCV CCVCC words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est longer words 	Review all taught so far	Phase 4 (set 1)
			<i>*ref: Collins Big Cat for Little Wandle Letters and Sounds Revised</i>

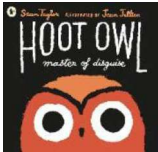
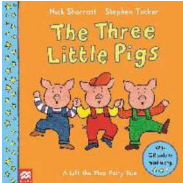
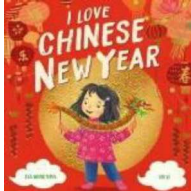
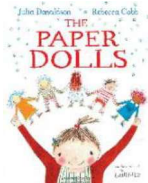
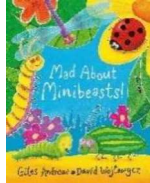
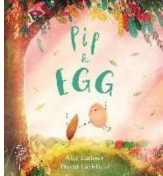
Literacy (L) – handwriting and early writing

Direct teaching of early writing matches the progression in the spelling element of the Little Wandle Letters and Sounds programme; wherever possible, writing activities will link to the core text.

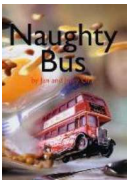
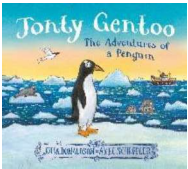
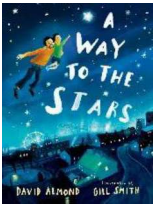


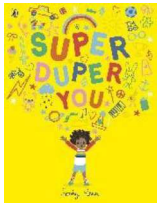
AUTUMN TERM

Children will be learning to:							
<ul style="list-style-type: none"> Form lower-case and capital letters (for the first letter in their name) correctly. 	Formation taught during phonics lessons: s a t p	Formation taught during phonics lessons: i n m d g o c k	Formation taught during phonics lessons: c k e u r h b f l	Revisit formation of specific letters (based on teacher assessment)	Formation taught during phonics lessons: ff ll ss j v w x y	Formation taught during phonics lessons: z z qu ch sh th ng nk	Revisit formation of specific letters (based on teacher assessment)
<ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s. 	Baseline	Baseline	Baseline	Baseline	Focus on CVC words including Phase 2 GPCs	Focus on CVC words including Phase 2 GPCs	Focus on CVC words including Phase 2 GPCs incl. <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)

SPRING TERM

Children will be learning to						
<ul style="list-style-type: none"> Form lower-case and capital letters correctly. 	Formation taught separately to phonics lessons - Curly Caterpillar letters: c o a g q	Formation taught separately to phonics lessons - Curly Caterpillar letters: d e f s	Formation taught separately to phonics lessons - Long Ladder letters: i l j t u y	Formation taught separately to phonics lessons - Zig-Zag letters: z v w x (k)	Formation taught separately to phonics lessons - One-armed robot letters: r n m	Formation taught separately to phonics lessons - One-armed robot letters: h p b
<ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s. 	Focus on CVC words, including Phase 3 GPCs taught so far	Focus on CVC words, including Phase 3 GPCs taught so far	Focus on CVC words, including Phase 3 GPCs taught so far, incl: <ul style="list-style-type: none"> words with double letters longer words 	Short sentences, including Phase 3 words	Short sentences, including Phase 3 words	Short sentences, including Phase 3 words
<ul style="list-style-type: none"> Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. 	Phrases	Phrases	Phrases			

SUMMER TERM

<p>Children will be learning to</p>						
<ul style="list-style-type: none"> Form lower-case and capital letters correctly. 	<p>Formation taught separately to phonics lessons - Capital letters: C O S</p>	<p>Formation taught separately to phonics lessons - Capital letters: A E F H I</p>	<p>Formation taught separately to phonics lessons - Capital letters: K L M N T</p>	<p>Formation taught separately to phonics lessons - Capital letters: V W X Y Z</p>	<p>Formation taught separately to phonics lessons - Capital letters: B D R P</p>	<p>Formation taught separately to phonics lessons - Capital letters: G J Q U</p>
<ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. 	<p>Short sentences, including Phase 4 words</p>	<p>Short sentences, including Phase 4 words</p>	<p>Short sentences, including Phase 4 words</p>	<p>Short sentences, including Phase 4 words</p>	<p>Short sentences, including Phase 4 words</p>	<p>Short sentences, including Phase 4 words</p>

Mathematics (M)

At Exwick Heights, we use the White Rose programme to support children's learning & development in mathematics. Children have daily mathematics sessions.



AUTUMN TERM

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<i>Getting to Know You & Baseline</i>		Block 1 – Match, sort and compare Children in reception will be learning to:		Block 2 – Talk about measure and pattern Children in reception will be learning to:	
		<ul style="list-style-type: none"> • Step 1 Match objects • Step 2 Match pictures and objects • Step 3 Identify a set • Step 4 Sort objects to a type • Step 5 Explore sorting techniques • Step 6 Create sorting rules • Step 7 Compare amounts 		<ul style="list-style-type: none"> • Step 1 Compare size • Step 2 Compare mass • Step 3 Compare capacity • Step 4 Explore simple patterns • Step 5 Copy and continue simple patterns • Step 6 Create simple patterns 	

Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Block 3 – It's me 1, 2, 3		Block 4 – Circles and triangles		Block 5 – 1, 2, 3, 4, 5	
				Block 6 – Shapes with 4 sides	

Children in reception will be learning to:	Children in reception will be learning to:	Children in reception will be learning to:	Children in reception will be learning to:
<ul style="list-style-type: none"> Step 1 Find 1, 2 and 3 Step 2 Subitise 1, 2 and 3 Step 3 Represent 1, 2 and 3 Step 4 1 more Step 5 1 less Step 6 Composition of 1, 2 and 3 	<ul style="list-style-type: none"> Step 1 Identify and name circles and triangles Step 2 Compare circles and triangles Step 3 Shapes in the environment Step 4 Describe position 	<ul style="list-style-type: none"> Step 1 Find 4 and 5 Step 2 Subitise 4 and 5 Step 3 Represent 4 and 5 Step 4 1 more Step 5 1 less Step 6 Composition of 4 and 5 Step 7 Composition of 1–5 	<ul style="list-style-type: none"> Step 1 Identify and name shapes with 4 sides Step 2 Combine shapes with 4 sides Step 3 Shapes in the environment Step 4 My day and night

SPRING TERM

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Block 1 – Alive in 5		Block 2 – Mass and capacity	Block 3 – Growing 6, 7, 8		Block 4 – Length, height and time	
Children in reception will be learning to:		Children in reception will be learning to:	Children in reception will be learning to:		Children in reception will be learning to:	
<ul style="list-style-type: none"> Step 1 Introduce zero Step 2 Find 0 to 5 Step 3 Subitise 0 to 5 Step 4 Represent 0 to 5 		<ul style="list-style-type: none"> Step 1 Compare mass Step 2 Find a balance Step 3 Explore capacity Step 4 Compare capacity 	<ul style="list-style-type: none"> Step 1 Find 6, 7 and 8 Step 2 Represent 6, 7 and 8 Step 3 1 more Step 4 1 less 		<ul style="list-style-type: none"> Step 1 Explore length Step 2 Compare length Step 3 Explore height Step 4 Compare height 	

<ul style="list-style-type: none"> • Step 5 1 more • Step 6 1 less • Step 7 Composition • Step 8 Conceptual subitising to 5 		<ul style="list-style-type: none"> • Step 5 Composition of 6, 7 and 8 • Step 6 Make pairs – odd and even • Step 7 Double to 8 (find a double) • Step 8 Double to 8 (make a double) • Step 9 Combine two groups • Step 10 Conceptual subitising 	<ul style="list-style-type: none"> • Step 5 Talk about time • Step 6 Order and sequence time
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------

Week 8	Week 9	Week 10	Week 11	Week 12
Block 5 – Building 9 and 10 Children in reception will be learning to:			Block 6 – Explore 3-D shape Children in reception will be learning to:	
<ul style="list-style-type: none"> • Step 1 Find 9 and 10 • Step 2 Compare numbers to 10 • Step 3 Represent 9 and 10 • Step 4 Conceptual subitising to 10 • Step 5 1 more • Step 6 1 less • Step 7 Composition to 10 		<ul style="list-style-type: none"> • Step 8 Bonds to 10 (2 parts) • Step 9 Make arrangements of 10 • Step 10 Bonds to 10 (3 parts) • Step 11 Doubles to 10 (find a double) • Step 12 Doubles to 10 (make a double) • Step 13 Explore even and odd 	<ul style="list-style-type: none"> • Step 1 Recognise and name 3-D shapes • Step 2 Find 2-D shapes within 3-D shapes • Step 3 Use 3-D shapes for tasks • Step 4 3-D shapes in the environment • Step 5 Identify more complex patterns • Step 6 Copy and continue patterns • Step 7 Patterns in the environment 	

SUMMER TERM

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Block 1 – To 20 and beyond Children in reception will be learning to:	Block 2 – How many now? Children in reception will be learning to:	Block 3 – Manipulate, compose and decompose Children in reception will be learning to:	Block 4 – Sharing and grouping Children in reception will be learning to:			
<ul style="list-style-type: none"> Step 1 Build numbers beyond 10 (10–13) Step 2 Continue patterns beyond 10 (10–13) Step 3 Build numbers beyond 10 (14–20) Step 4 Continue patterns beyond 10 (14–20) Step 5 Verbal counting beyond 20 Step 6 Verbal counting patterns 	<ul style="list-style-type: none"> Step 1 Add more Step 2 How many did I add? Step 3 Take away Step 4 How many did I take away? 	<ul style="list-style-type: none"> Step 1 Select shapes for a purpose Step 2 Rotate shapes Step 3 Manipulate shapes Step 4 Explain shape arrangements Step 5 Compose shapes Step 6 Decompose shapes Step 7 Copy 2-D shape pictures Step 8 Find 2-D shapes within 3-D shapes 	<ul style="list-style-type: none"> Step 1 Explore sharing Step 2 Sharing Step 3 Explore grouping Step 4 Grouping Step 5 Even and odd sharing Step 6 Play with and build doubles 			

Week 8	Week 9	Week 10	Week 11	Week 12
Block 5 – Visualise, build and map Children in reception will be learning to:			Block 6 – Make connections Children in reception will be learning to:	Consolidation
<ul style="list-style-type: none"> Step 1 Identify units of repeating patterns Step 2 Create own pattern rules Step 3 Explore own pattern rules Step 4 Replicate and build scenes and constructions Step 5 Visualise from different positions Step 6 Describe positions 			<ul style="list-style-type: none"> Step 7 Give instructions to build Step 8 Explore mapping Step 9 Represent maps with models Step 10 Create own maps from familiar places Step 11 Create own maps and plans from story situations 	<ul style="list-style-type: none"> Step 1 Deepen understanding Step 2 Patterns and relationships

Understanding the World (UW)

At Exwick Heights, programmes used to support teaching in UW include PLAN Matrices (science) and the Devon & Torquay Agreed Syllabus (RE).

AUTUMN TERM

Theme	UW focus (and NC link):	Children in reception will be learning to:	Technological experiences, linked to learning focus:
My school	People, Culture & Communities (<i>Geography – people & place</i>)	<ul style="list-style-type: none"> Familiarise with the school environment, indoors and out Familiarise with routines and expectations Name and describe people who are familiar to them 	Technology used in school e.g. photocopiers, automatic doors, mobile technology – tablets and phones, hand dryer
Me			
Autumn	The Natural World (<i>Science: Living things and their habitat – woodland animals</i>)	<ul style="list-style-type: none"> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. 	Woodland remote/coding creatures Visualiser/microscopes
	The Natural World (<i>Science: Seasonal change – autumn</i>)	<ul style="list-style-type: none"> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. 	
Harvest	The Natural World (<i>Science: changing materials</i>)	Explore the natural world around them by: <ul style="list-style-type: none"> exploring a range of materials in a sensory way 	Technology used in the kitchen Online clips of bread making

		<ul style="list-style-type: none"> combining materials [ingredients] compare how materials change i.e. making bread with different types of flour talking about what they see/feel 	
	People, Culture & Communities <i>(RE: Why is the word 'God' special to Christians?)</i>	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. 	Online clips of Harvest time e.g. cBeebies 'My First Festival – Harvest'.
Kindness	People, Culture & Communities <i>(Science: humans)</i>	<ul style="list-style-type: none"> Talk about members of their immediate family and community; and <i>show interest in different occupations.</i> Name and describe people who are familiar to them. <i>Find out about how to take care of themselves</i> 	cBeebies online games and clips about people who help us.
Nativity	People, Culture & Communities <i>(RE: Why is Christmas special for Christians?)</i>	Recognise that people have different beliefs and celebrate special times in different ways by exploring why Christmas is special for Christians. Specifically, to: <ul style="list-style-type: none"> Talk about people who are special to them Say what makes their family and friends special to them Recall simply what happens at a traditional Christian festival (Christmas) Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus Retell religious stories, making connections with personal experiences. 	Microphones – recording voice Speaker
Christmas	Past & present <i>(History: Christmas presents in the past)</i>	<ul style="list-style-type: none"> Comment on images of familiar situations in the past by thinking about presents/toys given in the past and how these compare to presents/toys given now. 	Remote control toys
	The Natural World <i>(Science: forces)</i>	<ul style="list-style-type: none"> <i>Explore how things work, specifically toys</i> Describe what they see, hear and feel 	

SPRING TERM

Theme	UW focus (and NC link):	Children in reception will be learning to:	Technological experiences, linked to learning focus:
Winter	The Natural World (Science: light – shadows)	<ul style="list-style-type: none"> Describe what they see, hear and feel whilst outside, specifically when exploring shadows 	Light resources e.g. light box, torches, projector
	The Natural World (Science: Seasonal change – winter)	<ul style="list-style-type: none"> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. 	
My Home	Past & present (History: comparing homes 'now and then')	<ul style="list-style-type: none"> Comment on images of familiar situations in the past. 	Technology used in the home e.g. hoovers, microwaves, tills, mobile phones, washing machines etc. Easi-ear headphones
Chinese New Year	People, Culture & Communities (Geography)	<ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways Recognise some similarities and differences between life in this country and life in other countries. 	Online clips about Chinese New Year e.g. Celebrating Chinese and Lunar New Year PenPal (translator pen)
Mother's Day	Past & present (History: the history of Mother's Day)	<ul style="list-style-type: none"> Talk about members of their immediate family and community Comment on images of familiar situations in the past. 	Kitchen technology for making cakes/biscuits
Spring	The Natural World (Science: Living things and their habitat – minibeasts)	<ul style="list-style-type: none"> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. 	Lightbox with minibeast x-rays
	The Natural World (Science: Seasonal change – spring)	<ul style="list-style-type: none"> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. 	Cameras/iPads
Curiosity	People, Culture & Communities (RE: Why is Easter special for Christians?)	<p>Recognise that people have different beliefs and celebrate special times in different ways. Specifically, to:</p> <ul style="list-style-type: none"> Recognise and retell stories connected with celebration of Easter Say why Easter is a special time for Christians Talk about ideas of new life in nature Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature Talk about some ways Christians remember these stories at Easter. 	Story headphones

SUMMER TERM

Theme	UW focus (and NC link):	Children in reception will be learning to:	Technological experiences, linked to learning focus:
My World: travel	Past & present (History: transport)	Comment on images of familiar situations in the past.	Remote controlled cars/train
My World: places	The Natural World (Geography: contrasting environments)	Draw information from a simple map. Recognise some environments that are different from the one in which they live.	Technology used when going places e.g. SatNav Beebots
	The Natural World (Science: animals)	Recognise some environments that are different from the one in which they live.	Online clips of environments (incl. animals)
Father's Day	People, Culture & Communities (RE: Which places are special and why?)	Name and describe people who are familiar to them. Talk about members of their immediate family and community Understand that some places are special to members of their community.	Story headphones
Summer	The Natural World (Science: Seasonal change – Summer)	<ul style="list-style-type: none"> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. 	Projector and other light sources for shadow making
	The Natural World (Science: animals)	Recognise some environments that are different from the one in which they live.	Online clips of environments (incl. animals)
Determination	The Natural World (Science: Earth & Space)	Explore the natural world around them. Describe what they see, hear and feel whilst outside.	Illuminated mark making boards
Transition	People, Culture & Communities (Science: humans)	<ul style="list-style-type: none"> Talk about members [of the school] community; and <i>show interest in different occupations.</i> Name and describe people who are familiar to them. 	Cameras/iPads

Expressive arts & design (EA&D)

At Exwick Heights, we use the Kapow programme to support children's learning & development in EA&D.



Term	Children in reception will be learning:	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. 	<p>Kwanzaa</p> <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. 	<p>Christmas</p> <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. 	<p>Christmas</p> <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. 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.

		<ul style="list-style-type: none"> 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. 	<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 create a design for a 3D animal sculpture. 	
	<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. 	

[Back to 'contents'](#)