# Curriculum Long Term Plan
# 2026 - 2027 Year: Reception

*Our INSPIRE Curriculum:*

- *develops the* ***INDIVIDUAL*** *- values, attitudes, knowledge, skills and understanding*
- ***NURTURES*** *curiosity and creative thinkers*
- *is broad, balanced and has clear progression in* ***SUBJECT KNOWLEDGE and SKILLS***
- *is filled with rich* ***PURPOSEFUL*** *first-hand experiences and uses expertise beyond the classroom*
- *develops* ***INDEPENDENCE****, resilience and perseverance to always be our best*
- *is flexible and* ***RESPONSIVE*** *to individual needs and interests.*
- ***EMBRACES*** *children's knowledge and understanding of the developing world we live in, modern-cultural Britain and our own diverse community*

| Subjects | Unit A<br><br>All Creations Great and Small | Unit B<br><br>My World and Beyond | Unit C<br><br>Superheroes | Unit D<br><br>Exploring Traditions and Cultures | Unit E<br><br>The Great Outdoors | Unit F<br><br>Under the Sea/ Pirate Adventures |
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| **Enrichment activities** | Tour of the Church – Christenings and new beginnings<br><br>Vicar visit to class<br><br>Invite newborn baby into class<br><br>Create a mysterious hole in outdoor area<br><br>Nature Walk<br><br>Explore harvest vegetables<br><br>Spice painting | Fire Safety – visit from a firefighter<br><br>Oral Health Workshop<br><br>Diwali celebrations<br><br>Road Safety Week<br><br>Imagine That trip – science and discovery<br><br>Christmas Experience at Church activities<br><br>Nativity Performance | Chinese New Year celebrations<br><br>Invite real life superheroes into class<br><br>Special people RE topic - Imam visit<br><br>Secret Reader<br><br>Big Garden Birdwatch<br><br>Pancake Day – Cooking Pancakes | EID celebrations<br><br>Eggucation - Chicks<br><br>Holi artwork<br><br>Baking<br>Easter Treats<br><br>Easter bonnet parade<br><br>Easter egg hunt | Planting and growing - growing broad beans<br><br>Gardening Day<br><br>Caterpillars<br><br>Tadpoles<br><br>Mini – Beast experience - Bee Keeper visit | Pirate Party<br><br>Pirate Ship Role Play Area<br><br>Planting and Growing<br><br>Trip to Knowsley Safari Park<br><br>Recycled art<br><br>Mosque Visit |

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| | | | | | | |
| Christian Value | **Thankfulness** | **Trust** | **Perseverance** | **Justice** | **Service** | **Truthfulness** |
| **Rights Respecting Schools links** | Article 29: Children's education should help them fully develop their | Article 24: Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment. | Article 42: Everyone should know about the children's rights. | Article 39: Children has the right to help if they have been hurt, neglected or badly treated. | Article 31: Children have the right to play and relax, doing things they like. | Article 30: Children have the right to enjoy their own culture, practice their own religion and speak their own language. |
| Characteristics of Effective Learning | **Playing and exploring**: Children investigate and experience things and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning<br>**Active learning**: Children concentrate and keep on trying if they encounter difficulties. They are proud of their achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence | | | | | |

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| | **Creating and thinking critically**: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions. | | | | | |
| **Overarching principles** | **Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.<br>**Positive Relationships**: Children flourish with warm, strong and positive partnerships between all staff and families. This promotes independence across the EYFS curriculum and both school and families are united and can work together.<br>**Enabling Environments**: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build on learning over time.<br>**Learning and Development:** Children develop and learn at different rates. We must be aware of all children and support those who need greater support than others | | | | | |
| **Communication and Language**<br><br>A focus across EYFS. Communication and Language is developed throughout the year through high quality back and forth interactions, daily group discussions, whole class sharing, stories, nursery rhymes and poems, singing, speech and language interventions (Wellcomm), Pie Corbett T4W actions, Tales Toolkit strategies and EYFS performances | DAILY STORY TIME<br><br>Nursery Rhyme/Poem LTP<br>Settling in activities<br>All About me books<br>Making friends<br>Sharing facts about me!<br>Model talk routines through the day e.g. when arriving at school "Good morning, how are you?" | DAILY STORY TIME<br><br>Nursery Rhyme/Poem LTP<br>Develop vocabulary<br>Tell me a story – retelling stories from reading spine<br>Story language<br>Following instructions<br>Taking part in discussions<br>Understanding how to listen carefully and | DAILY STORY TIME<br><br>Nursery Rhyme/Poem LTP<br>Retell a story using story language<br>Listen to and talk about stories to build familiarity and understanding<br>Ask questions to find out more and to check they understand what has been said top them | DAILY STORY TIME<br><br>Nursery Rhyme/Poem LTP<br>Describing events in detail<br>Non-fiction texts to support children knowledge of the world around them<br>Hold conversations with adults and peers, engaging in back-and-forth exchanges | DAILY STORY TIME<br><br>Nursery Rhyme/Poem LTP<br>Re-read stories so children have a deeper understanding of the language being used, can talk about what is happening in the story and the illustrations and relate this to their own lives<br>Develop knowledge of a range of vocabulary | DAILY STORY TIME<br><br>Nursery Rhyme/Poem LTP<br>Read books from reading spines, fiction and non-fiction, that will extend children's knowledge of the world and illustrate a current topic.<br>Continue to develop children's range of vocabulary |

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| | | why listening is important.<br>Use new vocabulary through the day | Describe events in detail | Using language from Word Hierarchy's in the room | | |
| **Personal, Social and Emotional Development** | Personal Hygiene e-Bug resources –<br>• Horrid Hands<br>• Super sneezes<br>Mental Health and emotional wellbeing<br><br>ROAR Resources | Anti-Bullying Week –<br>• United against bullying lesson<br><br>Expect Respect<br>• People who can help us | Keeping Safe – E-safety<br>• Going places safely<br>• ABC Searching<br>• Keep it Private | Healthy lifestyles<br>• People who help us<br><br>Oral Hygiene<br>• Why do we have teeth?<br>• Going to the dentist<br>Less sugary food and drink | Education for Personal Relationships<br>• Know how they can look after themselves<br>• Know why hygiene is important<br>Know that all families are different<br><br>Look at my Learning Journey | Financial Capability/My money week –<br>Spending habits and budgets<br><br>Fair-trade Fortnight |
| **Physical Development**<br><br>Fine Motor<br>Staff to check continuously the process of children's handwriting (pencil grip and letter formation including directionality) | Daily Squiggle Whilst you wiggle/Dough Disco<br><br>Threading, cutting, weaving, playdough and other fine motor activities.<br>Manipulate objects with good fine motor skills | Daily Squiggle Whilst you wiggle/Dough Disco<br><br>Threading, cutting, weaving, playdough and other fine motor activities.<br>Develop muscle tone to put pencil pressure on paper. Use tools to | Daily Squiggle Whilst you wiggle/Dough Disco<br><br>Threading, cutting, weaving, playdough and other fine motor activities.<br>Begin to form letter correctly. Handle tools, objects, | Daily Squiggle Whilst you wiggle/Dough Disco<br><br>Threading, cutting, weaving, playdough and other fine motor activities.<br>Hold pencil effectively with comfortable grip.<br>Forms recognisable | Daily Squiggle Whilst you wiggle/Dough Disco<br><br>Threading, cutting, weaving, playdough and other fine motor activities.<br>Develop pencil grip and letter formation continually | Daily Squiggle Whilst you wiggle/Dough Disco<br><br>Threading, cutting, weaving, playdough and other fine motor activities.<br>Form letters correctly<br>Copy a square |

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| | Draw lines and circles using gross motor movements<br>Hold pencil/paint brush beyond whole grasp<br>Pencil grip | effect changes to materials. Show preference for dominant hand. Engage children in structured activities: guide them in what to draw, write or copy. Teach and model the correct letter formation. | construction and malleable materials with increasing control. Encourage children to draw freely.<br>Holding small items, button clothing, cutting with scissors | letters, most correctly formed | Use one hand consistently for fine motor tasks<br>Cut along a straight line with scissors<br>Start to cut along a curved line, like a circle<br>Draw a cross | Begin to draw diagonal lines, like in a triangle<br>Start to colour inside the lines of a picture<br>Start to draw pictures that are recognisable<br>Build things with smaller linking blocks<br>Programmable toys (Beebots/Codeapillar) |
| **Gross Motor/Beacon PE** | Movement and Story Telling - Focus story The Gruffalo<br><br>**Skills:**<br>1. Spatial Awareness & Boundaries<br>2. Changing Speed & Directions<br>3. Vertical Jumping & Landing<br>4. Horizontal Leaping | Movement and Story Telling - Focus story Stickman<br><br>**Skills:**<br>1. Underarm Throwing<br>2. Overarm Throwing & Distance<br>3. Two-Handed Catching<br>4. Intercepting & Active Tracking | Movement and Story Telling - Focus story The Very Hungry Caterpillar<br><br>**Skills:**<br>1. Static Balance & Postural Control<br>2. Dynamic Balance & Linear Pathways<br>3. Low-Level Weight Transfers & Core Strength | Movement and Story Telling<br>(Focus story We're Going on a Bear Hunt)<br><br>**Skills:**<br>1. High Knee Locomotion & Resistance<br>2. Weight Transfer & Lateral Sinking | Movement and Story Telling<br>(Focus story Room on the Broom)<br><br>**Skills:**<br>1. Overarm Striking & Trajectory Tracking<br>2. Manipulative Dribbling & Path Tracking<br>3. Striking a Moving Target | Movement and Story Telling<br>(Fundamental Movement Skills: focus story The Rainbow Fish)<br><br>**Skills:**<br>1. Underarm Striking & Trajectory Tracking |

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| | 5. Rhythmic Skipping & Galloping<br>6. Side-Stepping & Agility Consolidation<br><br>Forest School | 5. Striking with Implements<br>6. Controlled Kicking & Grand Finale<br><br>Forest School | 4. Weight Transfer & Rocking<br>5. Controlled Explosion & Extension<br>6. Fluid Movement Integration<br><br>Forest School | 3. Sinking, Lifting, & Unstable Footing<br>4. High-Level Locomotion & Level Shifts<br>5. Leaning & Directional Resistance<br>6. High-Speed Agility & Reverse Pathways<br><br>Forest School<br><br>. | 4. Evasive Dodging & Body Angling<br>5. Collaborative Weight-Bearing Shapes<br>6. Combined Locomotor & Object Run<br><br>Forest School | 2. Foot Tracking & Coordinated Tap Dribbling<br>3. Overhand Interception & Hand-Eye Tracking<br>4. Accurate Passing & Targeted Release<br>5. Complex Group Trajectories<br>6. Full Programme Performance Showcase<br><br>Forest School<br><br>Sports Day |
| **Literacy** | **Read to Write focus book** - The Something by Rebecca Cobb | **Read to Write focus book** - Star in a Jar by Sam Hay | **Read to Write focus book** - Juniper Jupiter by Lizzy Stewart | **Read to Write focus book** - Little Red by Bethan Woollvin | **Read to Write focus book** - The Extraordinary Gardener | **Read to Write focus book** - The Storm Whale by Benji Davies |

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| **Comprehension – Developing a passion for reading**<br><br>*The children will study one core book but there will be lots of satellite texts the children are exposed to by the same author and stories that follow the same theme by different authors.*<br><br>*Children will also be exposed to our Reading Spine books, fiction and non-fiction on a daily basis* | ***Writing Outcome and Purpose***<br>***Narrative:*** *A losing story*<br>***Purpose:*** *To tell and write a losing story*<br>***Recount:*** *Animal information*<br>***Purpose:*** *To inform*<br>***Grammar: Word***<br>*To teach HFWs; is, it, in at, and, the*<br>***Grammar: Sentence Focus on:***<br>*Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage)*<br>***Grammar: Text Focus on:***<br>*Sequencing spoken sentences to form short narratives orally.* | ***Writing Outcome and Purpose***<br>***Narrative:*** *A finding story*<br>***Purpose:*** *To tell and write a finding story*<br>***Information:*** *A poster to find a lost star*<br>***Purpose:*** *To inform (and describe)*<br>***Grammar: Word***<br>****Secure previous unit high frequency words and teach:*** *I, no, go, to*<br>***Grammar: Sentence Build on previous units & focus on:***<br>*Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage)*<br>***Grammar: Text*** | ***Writing Outcome and Purpose***<br>***Narrative:*** *A superhero story*<br>***Purpose:*** *To tell and write a super-hero story*<br>***Information:*** *A letter wanting to be a sidekick*<br>***Purpose:*** *To inform*<br>***Grammar: Word***<br>****Secure previous unit high frequency words and teach:*** *he, she, we*<br>***Grammar: Sentence Build on previous units & focus on:***<br>*Combining words to make labels, captions, lists, phrases and short sentences. Joining words using and joining words and clauses using 'and'*<br>***Grammar: Text*** | ***Writing Outcome and Purpose***<br>***Narrative:*** *A Traditional Tale*<br>***Purpose:*** *To tell and write a traditional tale*<br>***Instructions:*** *How to trap an animal*<br>***Purpose:*** *To instruct*<br>***Grammar: Word***<br>****Secure previous unit high frequency words and teach:*** *me, be, was, no*<br>***Grammar: Sentence Build on previous units & focus on:***<br>*Combining words to make labels, captions, lists, phrases and short sentences. Joining words using and joining words and clauses using 'and'*<br>***Grammar: Text*** | ***Writing Outcome and Purpose***<br>***Narrative:*** *A transformational story*<br>***Purpose:*** *To tell and write a transformational story*<br>***Instructions:*** *How to grow a garden/plant/vegetable*<br>***Purpose:*** *To instruct*<br>***Grammar: Word***<br>****Secure previous unit high frequency words and teach:*** *my, they, her, all, are*<br>***Grammar: Sentence Build on previous units & focus on:***<br>*Combining words to make labels, captions, lists, phrases and short sentences. Joining words using and* | ***Writing Outcome and Purpose***<br>***Narrative:*** *A friendship story*<br>***Purpose:*** *To tell and write a friendship story*<br>***Poems:*** *Sea creature poems*<br>***Purpose:*** *To describe*<br>***Grammar: Word***<br>****Secure previous unit high frequency words and teach:***<br>*have, like, some, come, you, were, little, one, all, do, when, out what*<br>***Grammar: Sentence Build on previous units & focus on:***<br>*Combining words to make labels, captions, lists, phrases and short sentences. Joining words using and* |

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| | Help retell stories orally by:<br>1) Using repeated story language e.g. she ran, and she ran, and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly<br>**Grammar:**<br>**Punctuation**<br>**Focus on:**<br>Letter formation<br>Separation of words with spaces | Build on previous units & focus on:<br>Sequencing sentences to form short narratives.<br>Help retell stories orally to support writing (depending on developmental stage) by:<br>1) Using repeated story language e.g. she ran, and she ran, and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly<br>**Grammar:**<br>**Punctuation**<br>**Build on previous units & focus on:**<br>Letter formation<br>Separation of words with spaces Personal pronoun – I | **Build on previous units & focus on:**<br>Sequencing sentences to form short narratives.<br>Help retell stories orally to support writing (depending on developmental stage) by:<br>1) Using repeated story language e.g. she ran, and she ran, and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly<br>**Grammar:**<br>**Punctuation**<br>**Build on previous units & focus on:**<br>Letter formation<br>Separation of words with spaces Capital letters | **Build on previous units & focus on:**<br>Sequencing sentences to form short narratives.<br>Help retell stories orally to support writing (depending on developmental stage) by:<br>1) Using repeated story language e.g. she ran, and she ran, and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly<br>**Grammar:**<br>**Punctuation**<br>**Build on previous units & focus on:**<br>Letter formation<br>Separation of words with spaces Capital letters | joining words and clauses using 'and'<br>**Grammar: Text**<br>**Build on previous units & focus on:**<br>Sequencing sentences to form short narratives.<br>Help retell stories orally to support writing (depending on developmental stage) by:<br>1) Using repeated story language e.g. she ran, and she ran, and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly<br>**Grammar:**<br>**Punctuation**<br>**Build on previous units & focus on:** | joining words and clauses using 'and'.<br>**Grammar: Text**<br>**Build on previous units & focus on:**<br>Sequencing sentences to form short narratives.<br>Help retell stories orally to support writing (depending on developmental stage) by:<br>1) Using repeated story language e.g. she ran, and she ran, and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly<br>**Grammar:**<br>**Punctuation**<br>**Build on previous units & focus on:** |

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| | **Drawing Club Stories** – Leaf Man and The Enormous Turnip | **Drawing Club Stories** – Stickman and The Nativity | Personal pronoun - I<br>Full Stops<br>**Drawing Club Stories** – Supertato and The Magic Porridge Pot | Personal pronoun - I<br>Full Stops<br>**Drawing Club Stories** – The three Billy Goats Gruff and Hansel and Gretel | Letter formation<br>Separation of words with spaces Capital letters<br>Personal pronoun - I<br>Full Stops<br>Capital Letters for names<br>**Drawing Club Stories** The three liitle pigs and Superworm | Letter formation<br>Separation of words with spaces Capital letters<br>Personal pronoun – I<br>Full Stops<br>Capital Letters for names<br>**Drawing Club Stories** – Jack and the Bean Stalk and Pirates love underpants |
| **Literacy**<br><br>**Word Reading**<br>Children will be working in different groups for RWI. The focus will be on consolidation of Set 1 and 2 sounds, Green words. Ditty sheets, Red Ditty Books and working through the different coloured bands. Children will work through the RWI programme, based on the half termly | **Phonics Sounds: RWI**<br>Read first 16 Set 1 sounds<br>Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers<br>Read 26 Set 1 sounds Blend orally<br>Learn to blend: Word | **Phonics Sounds: RWI**<br>Read 26 Set 1 sounds Blend orally<br>Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers<br>Read 26 Set 1 single letter sounds speedily Blend independently | **Phonics Sounds: RWI**<br>Set 1 Special Friends<br>Read words with Special Friends: Word Time 1.5 and 1.6<br>Read Word Times 1.1 to 1.4<br>Read 3-sound nonsense words | **Phonics Sounds: RWI**<br>Review Set 1 Sounds<br>Read 4/5 sound words: Word Time 1.6 and 1.7<br>Read Word Time 1.1 to 1.5<br>Read 3/4 sound nonsense words | **Phonics Sounds: RWI**<br>Read Set 2 Sounds and Phonics Green Words<br>Read Set 1 Phonics Green Words and build speed Read nonsense words<br>Spell using Fred Fingers | **Phonics Sounds: RWI**<br>Read Set 2 Sounds and Phonics Green Words<br>Read Set 1 Phonics Green Words and build speed Read nonsense words<br>Spell using Fred Fingers |

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| assessments and sessions will be matched to individual needs. (This planning as a guide) | Time 1.1 to 1.4 Spell using Fred Fingers | using Phonics Green Word cards: Word Time 1.1 to 1.4 Spell using Fred Fingers | Spell using Fred Fingers | Spell using Fred Fingers | | |
| **Maths**<br><br>We use Mastering Number to develop strong number sense and calculation fluency in our children. We also ensure that there are lots of opportunities for mathematical experiences in the continuous provision. | Baseline Assessment<br><br>Subitising within 3<br><br>Focus on counting skills<br><br>Explore how all numbers are made of 1s<br><br>Focus on composition of 3 and 4<br><br>Subitise objects and sounds<br><br>Develop spatial understanding, using prepositional language and gestures | Comparison of sets - 'just by looking'<br><br>Use the language of comparison: more than and fewer than.<br><br>Focus on counting skills<br><br>Focus on the 'five-ness of 5' using one hand and the die pattern for 5<br><br>Comparison of sets - by matching<br><br>Use the language of comparison: more than, fewer than, an equal number | on die patterns Match numerals to quantities within 5<br><br>Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number<br><br>Focus on 5<br><br>Compose 3Dconstructions. Explore difference and equivalence<br><br>Focus on 6 and 7 as '5 and a bit' | Focus on the 'staircase' pattern and ordering numbers<br><br>Focus on ordering of numbers to 8 Use language of less than<br><br>Shape - Sort and classify 2D shapes Compose pictures with shapes<br><br>Focus on 7<br><br>Doubles – explore how some numbers can be made with 2 equal parts<br><br>Sorting numbers according to attributes - odd and even numbers | Patterns – Focus on copying, continuing and creating<br><br>Counting –focus on larger sets and things that cannot be seen<br><br>Subitising – to 6, including in structured arrangements<br><br>Composition – '5 and a bit'<br><br>Composition - of 10<br><br>Comparison – linked to ordinality Play track games | Measure – Make connections in meaningful contexts<br><br>Subitise to 5<br><br>Introduce the rekenrek<br><br>Automatic recall of bonds to 5<br><br>Composition of numbers to 10<br><br>Comparison<br><br>Number patterns<br><br>Counting |

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| | | Explore the concept of 'whole' and 'part'<br><br>Practical exploration of 'parts' and 'wholes' Focus on matching, turning and flipping. Focus on the composition of 3, 4 and 5<br><br>Practise object counting skills<br><br>Match numerals to quantities within 10<br><br>Verbal counting beyond 20.<br><br>Consolidation and review | Compare sets and use language of comparison: more than, fewer than, an equal number to make unequal sets equal<br><br>Consolidation and review | Consolidation and review | Consolidation and review | Consolidation and review |
| **Religious Education** | I am special. What makes a person special? | EYFS 3 How do Christians celebrate Jesus' birthday? | EYFS 7 Special People.<br><br>EYFS 5 Why did Jesus tell stories? | EYFS 6 Why do Christians believe that Easter is all about love? | EYFS 9 Where do some people go to worship God? | EYFS 11 Why do people of faith have times of special celebration? |

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| | EYFS 2 Why do Christians say thank you to God at Harvest time? | | | | | |
| **Understanding the World** | **Past and Present**<br>Our families and special times<br>Photos of families<br>Long ago – How times have changed<br><br>**People, cultures and Community**<br>Different types of families. Can draw similarities and make comparisons between other families.<br>Diwali celebrations<br><br>**Natural World** | **Past and Present**<br>Explore the seasons<br>Bonfire Night<br>Show photos of how Christmas used to be celebrated in the past.<br><br>**People, cultures and Community**<br>Christmas story<br><br>How was Christmas celebrated in the past<br><br>**Natural World**<br>Light and Dark – day and night<br>Electricity | **Past and Present**<br>Children to talk about experiences that are familiar to them and how they were different to them in the past<br><br>**People, cultures and Community**<br>Chinese New Year celebration<br>Tasting Chinese food<br>People Who Help Us<br><br>**Natural World**<br>Introduce children to recycling and how it can take care of our world. Look at what | **Past and Present**<br>Listening to stories and placing events in chronological order<br>Long ago – how times have changed<br><br>**People, cultures and Community**<br>Exploring Spring<br>Easter<br>Our family traditions<br>Different cultures and traditions<br>Share different cultural versions of famous fairy tales<br>Introduce children to a range of fictional | **Past and Present**<br>VE day – discussing events that have taken place in the past<br><br>**People, cultures and Community**<br>Celebrating Eid.<br>Encourage children to make comparisons between themselves and other children and families<br><br>Encourage children to talk about their own home and comment on what it is like. Show photos of children's | **Past and Present**<br>Growing and how seeds/plants change<br><br>**People, cultures and Community**<br>Talking about different religions and places of worship and making comparisons between own religion and others<br><br>**Natural World**<br>**Natural World**<br>Explore a range of animals. Think about conservation and plastic pollution in the ocean |

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| | Exploring Autumn – Autumn Walk<br>Children can talk about their 5 senses – what they can hear, see, smell, touch and taste<br>Animals from minibeasts to dinosaurs<br>To understand where dinosaurs are now and begin to understand they were alive a long time ago | Exploring the night sky and planets<br>Special objects and treasures in our environment | rubbish can do to our environment and animals. Create opportunities to discuss how we can care for the natural world<br>Use the Bee-Bots and sequencing games | characters and creatures from stories and begin to differentiate these characters from real people in their lives<br><br>**Natural World**<br>Use Bee-Bots on simple maps<br>Same/Different – Sorting games<br>New Life – baby chicks, life cycles<br>Our family traditions | homes and encourage them to make comparisons<br>Environments – features of the local environment. Maps of the local area.<br>Comparing places on Google Earth – how are they similar/different?<br>Programmable toys (Beebots/Codeapillar)<br>Planting and growing – life cycle of a bean | Book: Somebody's Swallowed Stanley<br>Share non-fiction texts that offer an insight into contrasting environments<br>Materials: Floating/sinking – boat building. Metallic and non-metallic objects<br>Can children differentiate between land and water |
| **Expressive Art & Design**<br><br>**Focus Artist and Key Art work** |  | **Starry Night**<br>**Vincent Van Gogh** |  | **Yayoi Kusama** | **Vincent Van Gogh – Sunflowers**<br> | **The Great Wave Hokusai**<br> |

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| **Expressive Art & Design**<br><br>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.<br><br>**Children to produce a piece of art work each half term and display in class/Tapestry – lots of links to fine motor skills. Children to be encouraged to talk about their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work/interests** | **Being Imaginative and Expressive**<br>Self-portraits<br>Exploring mark making tools creating pictures to take home<br>Exploring Harvest vegetables using printing and rubbing techniques<br><br>In Harmony - Children will have opportunities to find the pulse (the heartbeat of the song) and high and low sounds. Use percussion instruments. Learning new songs like Head tum toes, Chocolate treats, Seesaw and Cobbler Cobbler | **Being Imaginative and Expressive**<br>Bonfire Night Firework pictures<br>Colour mixing – Jackson Pollock Starry Night by Vincent Van Gogh<br>Creativity with the iPad<br><br>In Harmony – Find the pulse. Copy clap and rhythm. Explore high and low pitch. Inharmony sharing session.<br><br>**Creating with Materials**<br>Building space rockets and junk modelling<br>Turn ourselves into aliens<br>Create your own planet | **Being Imaginative and Expressive**<br>Paul Klee – linking images to cityscapes and mathematics<br>Using 3d shapes to create cityscapes<br>Mark making animals from CNY story.<br><br>In Harmony – Explore high and low pitch and explore rhythm creatures. New songs to learn; Slowly Slowly, Hey Mr Woodpecker, Jackaroos and Chinese New Year.<br><br>**Creating with Materials** | **Being Imaginative and Expressive**<br>Designing your own pancake using a variety of toppings<br>Role playing our favourite stories for world book day.<br>Using our imagination Spring into Summer – Kandinsky<br><br>Inharmony – Explore high and low pitch and explore rhythm creatures. In Harmony sharing session. New songs to learn; Bells in the steeple, Hot Cross Buns, Oliver Twist and Mary had a little lamb. | **Being Imaginative and Expressive**<br>Observational drawing and painting of natural beauty in our garden.<br>Exploring sensory tuff tray with items representing EID.<br><br>In Harmony – Learn new songs; sway trees sway, bow wow wow, clocks, swing me. Using resources like bells, scarves, drums and claves to find the rhythm or pitch.<br><br>**Creating with Materials**<br>Design and create your own extraordinary garden/ dream gardens | **Being Imaginative and Expressive**<br>Sea life pictures<br>Hokusai – The Great Wave Picture – making our own versions, paper, collage<br>Water Lilies by Claude Monet<br>Observational painting of lily's using watercolours.<br><br>In Harmony – Learn new songs; Rain is falling down, Swing me, Swallows in the sunshine, Sally go round the sun. Use rhythm creatures in songs like 'caterpillar'. In Harmony sharing session. |

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| | **Creating with Materials**<br>All about me poster<br>All about me paper bags<br>Exploring natural Autumn items<br>Creating homes from small world resources and fabrics | Exploring Diwali, Hannukah and Christmas create special items to share with families. | Comic Strip Art<br>Create a Superhero<br>Create comic book costumes and accessories using craft materials.<br>CNY art – lanterns, dragons | **Creating with Materials**<br>Last Supper Art<br>Easter Art – baskets, cards, chicks, eggs<br>Observation drawing, painting and collage of scenes of spring. | Vincent Van Gogh – Sunflowers<br>Creating EID celebration cards.<br>Creating moon and star hanging for celebrate Ramadan | **Creating with Materials**<br>Creating pirate hats and accessories to enjoy in our role play.<br>Andy Goldsworthy – Transient Art -Using found item |
| **Themed days and weeks** | Harvest celebration<br>**September/October**<br>Roald Dahl Day<br>**13th September**<br>National fitness day<br>**16th September**<br>Black History Month<br>**October**<br>Grandparents' day<br>**4th October**<br>World Mental Health Day **10th October** | Bonfire Night<br>**5th November**<br>Diwali<br>**8th November**<br>World Science Day<br>**10th November**<br>Remembrance Day<br>**11th November**<br>World Kindness Day<br>**13th November**<br>Road safety week<br>**15th - 21st November**<br>Anti-Bullying Week<br>**16th – 20th November**<br>1st Sunday of Advent<br>**29th November**<br>Hanukkah | Superhero Day<br>**date TBC**<br>Martin Luther King Day<br>**18th January**<br>Big Garden Birdwatch<br>**29th – 31st January**<br>National Story Telling Week<br>**30th January – 7th February**<br>Chinese New Year<br>**6th February**<br>Ramadan starts<br>**begins evening of Tuesday 7th February**<br>Shrove Tuesday<br>**9th February** | St. David's Day<br>**Sunday - 1st March**<br>World Book Day<br>**4th March**<br>British Science Week<br>**5th – 14th March**<br>Mother's Day<br>**7th March**<br>International Women's Day<br>**Saturday 8th March**<br>Ramadan ends<br>**9th March**<br>Eid Al-Fitr<br>**evening of Thursday 9th – Friday 10th March – Eid** | Gardening Day<br>**date TBC**<br>Passover<br>**21st - 29th April**<br>Earth Day<br>**22nd April**<br>St George's Day<br>**23rd April**<br>VE Day<br>**8th May**<br>Mental Health Week<br>**10th – 16th May**<br>Eid-Al-Adha<br>**16th – 20th May** (*Please note this date is subject to change according to | World Environment Day<br>**5th June (during half-term)**<br>World Ocean Day<br>**8th June (during half-term)**<br>Healthy Eating Week<br>**10th - 14th June**<br>Father's Day<br>**20th June**<br>Pirate Day<br>**date TBC** |

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| | | **evening of 4th December - 12th December**<br>*Christmas Jumper Day*<br>**10th December** | *Safer internet day*<br>**9th February**<br>*Valentine's Day*<br>**14th February (activities out during CP week 6)** | *Global Recycling Day*<br>**18th March**<br>*World Poetry Day*<br>**21st March**<br>*Holi*<br>**22nd March**<br>*Easter bonnet parade*<br>**date TBC**<br>*Easter Sunday*<br>**28th March** | *the sighting of the moon).*<br>*Walk to school week. –*<br>**17th – 21st May**<br>*World Bee Day*<br>**20th May** | |