

Reception Curriculum Overview

Curriculum Intent

In Reception we learn differently to the other year groups in our school. The majority of our learning and development is progressed through effective play. We aim to provide a creative and child initiated curriculum where every pupil can thrive. We will promote independence, resilience, compassion and determination throughout our Reception setting, underpinned by a nurturing and positive ethos.

“If young children feel safe, they can take risks, ask questions, make mistakes, learn to trust, share feelings and grow.”

Alfie Kohn

Through our teaching, relationships with children and our learning environment, children will have a holistic curriculum, which enables them to develop and explore their own interests. Day in, day out, our children will follow their interests through open-ended resources and effective adult interactions within the continuous provision. We will then notice the fascinations our children have, so we can respond and create opportunities to follow these fascinations and learn more about them. Some interests that children often have are planned for in our curriculum planning, however this planning can be adapted in order for our children to follow their own fascinations. Each child will form a foundation of phonic knowledge, Early Reading, Writing and Mathematics. These are either taught in discrete sessions, streamed groups, or while the children are engrossed in their play (depending on the appropriateness).

We believe that this curriculum forms a powerful foundation for life-long learning at Wingate Primary school. It allows our children's first year in our school to be an exciting, enjoyable and unique time in their lives which will help them to continue to be the most important people in the world!

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<i>Overarching topics</i>	Me and my family	The Immediate Environment	The Community and the wider world		Fantasy and Make Believe	
Topics	ALL ABOUT ME AND AUTUMN Who am I? Me and my body Feelings (the colour monster) Family and Homes All about me - photos Owl Babies, farmer duck, little red hen, Rosie's walk etc. Autumn Harvest Family Growing up - generations	CELEBRATIONS, HOMES, AUTUMN AND WINTER My home and other peoples homes Autumn Winter Bonfire Night Diwali Christmas/Father Christmas story Christmas around the world	PEOPLE WHO HELP US AND WHERE WE LIVE Wingate village, our school, the community Police, firefighters, nurses and doctors, teachers, ambulance etc. Chinese New Year Winter	TRADITIONAL TALES Pancake Day Easter Lent Planting/Gardening/Spring Cinderella, 3 little pigs, Goldilocks, little red riding hood, Jack and the bean stalk, The Gingerbread man etc.	GROWING AND MINI BEASTS Life cycles - Frogs/butterfly/plants etc Local Area Planting/Gardening Africa - Rights in another country Art - Eric Carle (linked to author of the term)	FANTASY AND THE SUMMER Castles and Dragons The Royal family Pirates Summer time - holidays, rock pools, beach and ice-cream Superheroes Dinosaurs

<p>Reading List</p>	<p>Core books: Fiction books: - The Gruffalo, The Big Book Of Families, Owl Babies, Supertato, Elmer, We're Going On A Bear Hunt, Handa's Surprise, Dinosaur Roar, The Tiger Who Came To Tea, Hairy Mclairy from Donaldson's Dairy, Where's Wally, A Quiet Night In, Where The Wild Things Are Non Fiction Books: - First encyclopaedia of Our World, Animal atlas, inside natures giants, local safari, Britain's distant seas, incredible earth, What on earth.</p>					
<p>Self-help skills</p>	<ul style="list-style-type: none"> • Hang up coat • Take off socks and shoes and put them back on again • Take off jumper • Fasten shoes (Velcro and buckles) • Use the toilet independently • Hand washing • Road safety 	<ul style="list-style-type: none"> • Organize clothing to put on again (inside out etc) • Put on PE kit with little help • Making Toast • Setting the table (Knife, spoon, fork, drink) • Brushing teeth • Road Safety • How to act in a church 	<ul style="list-style-type: none"> • Fasten buttons and zips • Making Toast (continued) • Making a sandwich • Setting the table (continued) • Brushing teeth • Road safety • How to act in a church Change into PE kits independently 	<ul style="list-style-type: none"> • Fasten buttons and zips (continued) • Forest school activities (using tools carefully) • Making a sandwich (continued) • How to care for scratches and grazes • Road Safety • Change into PE kits independently 	<ul style="list-style-type: none"> • Forest school activities (Kelly kettle) • How to care for scratches and grazes • How to act in a restaurant 	<ul style="list-style-type: none"> • Begin shoe tying (laces) • Forest school activities (fire pit) • Beach safety
<p>Assessment Opportunities</p>	<p>Analyse Nursery Assessments National Baseline data by end of term In-house - Baseline on entry data Set up EExAT Set up NELI Phonic Intervention groups</p>	<p>Assessment Booklets Parents evening Baseline analysis Anthony Conlin Data EY team meetings End of Autumn term Data EExAT tracker data</p>	<p>EYFS team meetings Parents evening info</p>	<p>Assessment Booklets EYFS team meetings Anthony Conlin Data End of Spring term Data EExAT tracker data</p>	<p>EYFS team meetings</p>	<p>Assessment Booklets Open Afternoon EYFS team meetings Anthony Conlin Data Submit EOY data EExAT Tracker data</p>

Communication and Language

Whole EYFS Focus - C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, EYFS productions, assemblies and weekly interventions.

The development of children's spoken language underpins all seven areas of learning and development. Children's **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively. **Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts**, will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary and language structures**.

Communication and Language

Understand a 2 part instruction or question
Enjoy listening to longer stories and know what happens
Listen to songs and rhymes and respond by joining in
Can start a conversation and take it in turns
Be able to express a point of view
Use talk to organise
Use a wider vocabulary

Understands how to listen carefully
Ask questions to find out more and check understanding
Listens and responds to rhymes songs and poems
Engage in story times
Engage in non-fiction texts
Develop social phrases
Describe events in some detail (events that have happened, are happening or will happen)
Use talk to organise thinking
Use new vocabulary in different contexts
Listen to and talk about non-fiction to develop familiarity and knowledge
Use talk to help work out and problem solve
Articulate ideas and thoughts in well-formed sentences
Connect ideas or actions using connectives

Respond to what they hear with relevant questions, comments and actions.
Make comments about what they have heard and ask questions to clarify their understanding.
Hold conversation when engaged in back-and-forth exchanges.
Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
Offer explanations for why things might happen.
Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions (modelling and support from teacher).

Focus teaching time, talking in areas including modelling interactions and conversations, circle time, talking time, story time, singing in class.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development**. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life**.

<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <ul style="list-style-type: none"> ✓ Controlling own feelings and behaviours ✓ Applying personalised strategies to return to a state of calm ✓ Being able to curb impulsive behaviours ✓ Being able to concentrate on a task ✓ Being able to ignore distractions ✓ Behaving in ways that are pro-social ✓ Planning ✓ Thinking before acting ✓ Delaying gratification ✓ Persisting in the face of difficulty. 	<p style="text-align: center;">Self Regulation</p> <p><i>Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done." Education Endowment Foundation.</i></p> <p><i>At Wingate Primary School we understand that children develop in individual ways and at varying rates - physically, cognitively, linguistically, socially and emotionally.</i></p>
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<p>Personal, Social and Emotional Development</p>	<p>New Beginnings See themselves as a valuable individual. Being me in my world Class Rule Rules and Routines Supporting children to build relationships Dreams and Goals</p>	<p>Getting on and falling out. How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>	<p>Good to be me Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios</p>	<p>Relationships What makes a good friend? Healthy me Random acts of Kindness Looking after pets Looking After our Planet Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on</p>	<p>Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Taking part in sports day - Winning and loosing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</p>
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<p>Physical Development</p> <p><i>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</i></p>	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>
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Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing
 Progress towards a more fluent style of moving, with developing control and grace.
 Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
 Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
 Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
 Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.
 Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

<p>PD - Fine Motor</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to 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 correct letter formation.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking Lego blocks</p>
<p>PD - Gross Motor</p>	<p>Cooperation games i.e. parachute games. Climbing - outdoor equipment Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about</p>	<p>Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Bikes and scooter, prams, sack barrow,</p>	<p>Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics / Balance</p>	<p>Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p>	<p>Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music</p>	<p>Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics/ Balance</p>

	thorough handwashing and toileting.	wheel barrow.				
PE Lesson focus	Moving in a variety of different ways Trains (practice lining and moving in a line)	Ball skills - throwing, catching and using balls effectively (use this in to prepare children for use of balls in outside CP) -Circurama Begins	Ball Skills continued (Football with Brian Honour) -Circurama	Balancing and Gymnastics -Circurama	Balancing and Gymnastics - moving on and around equipment -Circurama	Sports day games -Circurama

Literacy	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
Comprehension Weekly visits to the library - encouraging real life use for books and a passion for reading (etc)	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand 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 Sequencing familiar stories through the use of pictures to tell the story. Recognizing initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images. Retelling of stories. Orally retelling new stories. Non-Fiction Focus. Retelling of stories. Sequence story - use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. Enjoys an increasing range of books	Making up stories with themselves as the main character - Using hot seating. Encourage children to record stories through picture drawing/mark making Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read a few common exception words. Make the books available for children to share at school and at home. Children will only have stories allocated to them on bug club that they can read (dependent on phonic knowledge)	Information leaflets about animals in the garden/plants and growing. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events	Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Role play area - book characters	Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.

<p>Phonics (Word Reading)</p>	<p>Phase 1 recap and Learn Phase 2 letter sounds s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, l, ll, f, ff, ss and focus on segmenting and blending learn Beginning of Phase 3 (to finish alphabet) letter sounds j, v, w, x, y, z, zz, qu</p>		<p>Phase 2 and beginning of phase 3 (j, v, w, x, y, z, zz, qu) recap and focus on segmenting and blending learn phase 3 letter sounds, ch, sh, th, ng, ai, ee, igh, oa, oo, oo, or, are, ir/ur/er, ow, oi, ear, air, ure, er Language lessons focusing on tricky word reading and segmenting and blending</p>		<p>Recap of phase 3 graphemes and segmenting and blending. No new letter sounds, but reading adjacent consonants CVCC/CCVC/CCVCC/CCCVC/CCCVCC Learn all phase 4 tricky words and reading words of more than 1 syllable.</p>	
<p>Guided Reading (Comprehension and Word Reading)</p>	<p>Book band lilac and Book band pink A Access comprehension games on Bug Club Homework sent home will reflect on the content of phonics sessions linked to guided reading book. Children will recognize initial sounds and acknowledge that print has meaning</p>		<p>Book band pink B and Book band red A Access comprehension games on Bug Club Homework sent home will reflect on the content of phonics sessions linked to guided reading book. Children will begin to blend sounds to read words and begin to read simple sentences containing known sounds. They will read Tricky words from phases 2 and 3.</p>		<p>Book band red A and book band red B and book band red C Access comprehension games on Bug Club Homework sent home will reflect on the content of phonics sessions linked to guided reading book. Children will blend and segment words, read tricky words and read simple sentences</p>	
<p>Writing Once phase 2 phonic sounds and beginning of phase 3 sounds have been taught, give children activities and scenarios to write about after registration - spider fairy, keys, genie lamp etc. All letter sounds need to be taught before this happens in order for children to use phonic knowledge effectively and not create any misconceptions.</p>	<p>Nursery Rhymes Label body parts Focus on Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Name labels (first name)</p>	<p>Name writing (full name) Writing using initial sounds, Begin story scribing Retelling stories in writing area Writing cards Focus on writing CVC words, sometimes spelled correctly Form lower case letters</p>	<p>People who help us - sign making, poster making. Writing captions for uniforms worn by people who help us. Begin simple sentence writing using phonic knowledge. Writing recipes, lists. Begin to link phonemes to graphemes Begin to write some tricky words Orally compose sentences using fingers</p>	<p>Jack and the Bean stalk - retell parts of the story CVC words / simple sentence writing using high frequency words Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board. Form capital letters Use finger spaces, capital letters and full stops in a sentence Traditional tales character profiles</p>	<p>Bean Diary Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions - life cycles Character descriptions. Write 2 sentences Handa's Surprise (Journey story) Retell the story in own words / reverse the journey Describe each animals Write new version</p>	<p>Write facts about dinosaurs Write a postcard / diary writing Recount - A trip to the park Story writing, writing sentences using a range of tricky words that are spelt correctly. Innovation of familiar texts Using familiar texts as a model for writing own stories. Write three sentences Spell known tricky words Begin to re-read writing and check for some</p>
<p>Mathematics Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>						

<p><i>White Rose</i></p>	<p>Getting to know you (ops for settling in, introducing areas of provision and getting to know the children. Key times of the day, class routines. Exploring continuous Provision inside and out. Where do things belong? Positional language – in hall around spots) Just like me! – Match (objects and discuss) and sort (objects into sets based on attributes) Compare amounts. Compare size, Mass and Capacity. Exploring pattern (simple patterns, AB)</p>	<p>It's Me 1,2,3! Representing 1, 2 & 3 Comparing 1, 2 & 3. Composition of 1, 2 & 3. Circles and Triangles (exploring, recognising- in things- and creating). Positional Language (use to describe how items are positioned etc) Light and Dark Representing Numbers to 5 1 more and 1 less Shapes with 4 sides Time (night and day)</p>	<p>Alive in 5! Introducing 0 Comparing numbers to 5 Composition of 4 & 5 Compare mass (comparing and estimating) Compare Capacity (half full, nearly full, nearly empty) Growing 6, 7, 8 6, 7 & 8 Combining 2 amounts Making pairs Length & Height Time (sequencing times of day and using language – next, after, then, before, later, now, soon to describe when an activity or event may occur)</p>	<p>Building 9 & 10 Counting to 9 & 10 Comparing numbers to 10 Number bonds to 10 3D shapes Spatial awareness Patterns (AAB, ABB, AABB, AABBB)</p>	<p>To 20 and Beyond Building numbers beyond 10 Counting Patterns beyond 10 Spatial Reasoning (1) Match, rotate, manipulate First then now Adding More Taking away Spatial Reasoning (2) Compose and decompose</p>	<p>Find my pattern Doubling Sharing & grouping Even & Odd Spatial Reasoning (Jigsaws, moving objects to fit in specific and correct spaces) Visualise and Build On the Move Deepening Understanding (problem solving etc) Patterns and Relationships Spatial Reasoning (making maps and plans) Mapping</p>
<p>RE - (Linked to UTW People, culture and communities)</p>	<p>Birthdays Introduce Birthday display and discuss birthday celebrations and how they may differ.</p>	<p>The Christmas story Tell the Christmas story through Christmas performance and through stories. Children will have access to a range of texts about the Christmas story.</p>	<p>The Bible and some stories that Jesus told. Introduce children to parable stories - Veggie tales online and LEGO stories -. Show the children the Bible and its importance to Christians.</p>	<p>The Easter Story Tell the Easter story - Big discussion about how Jesus is now a man! Link Easter craft to the story - eggs, hot cross buns.</p>	<p>Other Special Buildings Look at the special buildings in the North East of England that are linked to Religions. The children can use them to build and explore virtually. Then look at other special buildings around the world that are linked to Religions and explore them and build them.</p>	
<p>Parts of RE are going to be taught through continuous provision in the Reception areas. This will be through the enhancements that we add to our provision which will be organised in red tubs around Reception. There will be small world places of worship, artefacts and pictures within the enhancements which will be carefully taught and introduced to the children prior to their appearance in the continuous provision. Some examples of this are shown in the boxes below.</p>						
<p>RE Enhancements</p>	<p>Introduce birthday display, Pictures of Holy Trinity church, small world church, Diva lamp.</p>	<p>Christmas tree in the role-play area, small world church, Visit to church.</p>	<p>Children's bible in the reading area, images of certain holy books and other artefacts linked to them (see RE cupboard), Visit to church.</p>	<p>Easter crafts in the art area linked to celebrations of Easter, Visit to church.</p>	<p>Pictures of the different places of worship in the block/construction areas, Visit to church.</p>	

Festivals	Rosh Hashanah Yom Kippur Sukkot All Saints Day	Diwali Hannukah Christmas	Epiphany Ash Wednesday / Shrove Tuesday St David's Day Shivaratri	Holi Palm Sunday Passover Easter Start of Ramadan	Eid Shavuot	Summer Solstice
UTW - Past and Present (History)	All about me		People who help us and our community		Past and present	
	Introduce the school building and events Introduce the Visual timetable to the children and discuss different parts of the day. Introduce the Birthday display to the children and discuss ages and when our birthdays is/was.	Visual Timetable - Introduce - Yesterday we... Tomorrow we will... parts of the display. Discuss our families and where we live. Discuss previous Christmas celebrations and traditions.	Discuss different jobs and people who help us. Discuss different workplaces, for example, doctors, Co-op, hairdressers. Introduce people from past (linked to topic/artists/authors).	Introduce the times of the day as different events (dinner time/home time etc) Discuss previous Easter celebrations and traditions that we will celebrate and have celebrated (Pancake day, Mother's day, Easter). Link to the Easter story and discuss Jesus' life.	Our lifetime - baby, nursery, Reception Year, Year 1 - Reception to go up to the Junior building to talk to the Y6 children about what it is like being in our school etc. Dinosaurs topic (linked to The Natural World) - how have they impacted on today, how long ago it was, focus on language and vocabulary. Old toys and objects from the past. Visit from a grandparent to talk about what school was like for them. Look at and discuss old photographs of our school and village. Pirates topic - look at pirates now and in the past.	
	Parts of Past and Present are going to be taught through continuous provision in the Reception areas. This will be through the enhancements that we add to our provision which will be organised in red tubs around Reception and through our Visual Timetable and our Birthday display. There will be some artefacts and pictures within the enhancements which will be carefully taught and introduced to the children prior to their appearance in the continuous provision. Some examples of this are shown in the boxes below.					
UTW Past and Present Enhancements	Birthday cake resources in the playdough area. Calendar in home area.	Photographs of different family members (old and young). Old photographs. Christmas tree in the home area. Christmas stories from the past.	Books about different jobs and places of work. Books about people from the past.	The Easter story resources. Images of previous celebrations linked to Easter on discovery area.	Artefacts from Africa (linked to geog) Present and old photographs. Old toys.	
UTW - People, Culture and Communities (Links to	Being me in my world Talk about me and my body. Paint a self-portrait. Label body parts and compare with peers (linked to The Natural World). Help children to learn each others' names and model correct pronunciation.		Comparing how we celebrate different festivals, for example Christmas'. Chinese New Year. Europe hop, City hop, Island hop - introduce a new country/city to the children and experience some of the culture in our own setting.		Linked to dinosaurs, different names for collection of the land on Earth (e.g. Pangea). Linked to pirates, make treasure maps and label with features. Europe hop, City hop, Island hop - introduce a new country/city to the children and experience some	

<p>Geography and RE)</p>	<p>Discuss children's families and homes and the similarities and differences between these. Celebrating festivals (linked to RE) - Christian and Hinduism. Hallowe'en. Christmas performance. Christmas party and dinner. Diwali celebration.</p>	<p>Look at children around the world and discuss the similarities and differences between us and them. (Linked to Past and Present) look at the present aerial view of Wingate on Google maps and also show the image of the old aerial view. Discuss recognisable features and discuss any changes they notice between the maps. Create a mini school grounds in the block area and children create their own map of this.</p>	<p>of the culture in our own setting. Create a map after visits around the community. Create a mini Wingate in the block area and label the different features - create a map of this. Africa and Kenya - Link to Handa's surprise. Discuss the similarities and differences we have to children that live in Kenya. Address misconception of Africa as a continent and not a country</p>
<p>Parts of People, Culture and Communities are going to be taught through continuous provision in the Reception areas. This will also be through the enhancements that we add to our provision which will be organised in red tubs around Reception. There will be some artefacts and pictures within the enhancements which will be carefully taught and introduced to the children prior to their appearance in the continuous provision. Some examples of this are shown in the boxes below.</p>			
<p>UTW People, Culture and Communities Enhancements</p>	<p>Mirrors. Portraits of children. Photographs of different family members. Christmas small world. Decorate home area for Christmas.</p>	<p>Children around the world in the small world area/dolls house. Aerial view of Wingate school.</p>	<p>Images of Wingate village for children to recreate. Dinosaurs in the small world area. Pirate role play. Pirate small world.</p>
<p>UTW - The Natural World</p>	<p>Me and my Body - labelling the parts of the body The 5 senses. Drawing detailed pictures of natural objects - leaves, trees, insects, flowers, pinecones, fir trees, stick insects Weather Tree - identifying different weather types Seasonal changes - Autumnal changes, linked to animals of Britain and what they do. Autumnal walk to see the difference in leaves and beginning of winter and how bare the trees look along with the lack of animals around (why aren't there many animals around?) Learn about some nocturnal animals (linked to Maths Light and Dark)</p>	<p>Looking after wildlife during winter Plants and growing - grow beans in transparent bags/containers and look at the parts of a plant and label Mini-beasts - building a bug hotel- what do mini-beasts need? Naming specific parts of the body with children - ear lobes, elbows, naming fingers, wrist, thigh, heel, palm, etc, Seasonal changes Winter -Discuss and recap prior discussions about the way it looks outside and the changes from when we started school and the time it gets dark. Discuss weather vane and make predictions about the weather using the class weather tree. In spring discuss the lighter days and the new beginning of plants and baby animals.</p>	<p>Continue to plant and grow vegetables, fruit and plants (Lettuce, strawberries and sunflowers if no different interest from children) Investigate life cycles of butterflies using Insect Lore butterflies Explore the natural world around them. Forest school and Wingate Woods visits (plant/animal hunts) Know similarities and differences between the natural world around them and contrasting environments - Link to Handa's surprise and Kenya and England Linked to Dinosaurs topic - discussing the carnivores, omnivores and herbivores characteristics - link to animals in the present Naming parts of animals and insects bodies. Weather Tree - noticing the difference in the weather throughout the year, continue making predictions about what the weather is like in the 4 seasons and noticing patterns in each month</p>

Creatures	Stick insects					Pond Snails				Butterflies	
Planting (month by month) to be done in the growing beds on top grass	Sept Onions, bulbs	Oct Garlic,	Nov Fruit tree	Dec rhubarb	Jan Broad beans	Feb peas	March Wild flowers	April sunflowers	May tomatoes	June Bedding plants	July Prepare planting area for the summer holidays and new cohort

Expressive Arts and Design

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.

The development of children's artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

EAD - Creating with Materials (Links to Art and D&T)

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| <ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Explore colour and colour mixing. • Show different emotions in their drawings - happiness, sadness, fear etc. • Mondrian recreation of art and discussion of prime colours. • Colour mixing (take away colours in art area and discover ways to make them again) | <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. • Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating masks. • Making lanterns, Chinese writing, puppet making • Children will explore ways to protect the growing of plants by designing scarecrows. • Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers • Mother's Day crafts Easter crafts Home Corner role play • Artwork themed around Eric Carle / The Seasons - Art • Colour mixing (take away colours in art area and discover ways to make them again) • Puppet shows: Provide a wide range of props for play which encourage imagination. | <ul style="list-style-type: none"> • (Creating with Materials) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. • (The Natural World) Explore the natural world around them, making observations and drawing pictures of animals and plants. • Symmetrical butterflies • Provide children with a range of materials for children to construct with. • Junk modelling, houses, bridges boats and transport. • Design and make rockets. Design and make objects they may need when playing pirate games, thinking about form and function. • Colour mixing (take away colours in art area and discover ways to make them again) • Father's Day Crafts • Water pictures, collage, shading by adding black or white, • Salt dough fossils • Puppet shows: Provide a wide range of props |
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				for play which encourage imagination.		
EAD - Being Imaginative and Expressive (Links to Music and links to Literacy)	Sing call-and-response songs, so that children can echo phrases of songs you sing. Festival/Harvest/Christmas/Nativity songs Exploring sounds and how they can be changed, tapping out of simple rhythms. Listen to music and make their own dances in response. Role Play Party's and Celebrations Role Play of The Nativity		Animal prints / .Designing homes for hibernating animals. Chinese music and composition Shadow Puppets Make different textures; make patterns using different colours Provide a wide range of props for play which encourage imagination.		Learn a traditional African song and dance and perform it / Encourage children to create their own music. Exploration of other countries - dressing up in different costumes.	
Computing	To use an age appropriate programme such as paint, to become familiar with a laptop. To use different forms of technology for a particular purpose		To log onto a computer and use the basic features of the Microsoft TEAMS programme. To Program the Botley Robot to complete a simple track To use an iPad to take a picture and retrieve it		To log onto a computer independently. To begin to print work and know where to locate the printer that has been used. To program a Bee-Bot to perform a set of simple directions/instructions.	
Computing Enhancements	Laptops		Botley on a tuff tray		Bee-Bot following a route (children draw route on big paper to follow)	
Languages	French		Mandarin	German	Spanish	
Vocabulary and communicating for a purpose in languages.	Greetings linked to different parts of the day with actions - Bonjour, Salut, Bonuit, Bon soir, bonne appetit	Numbers in language - Un deux trois quatre cinq	Greetings (simplified due to complexed language) - Ni hao, ni hao ma, wo hen hao, zai jian, (New year song) 'Xin nian hao'	Greetings linked to different parts of the day with actions - Guten Morgan, Guten Tag, Guten abend, Guten nacht	Hola, Buenos dias, Buenos tardes, Buenos noches	Numbers in language - Uno, dos, tres, cuatro, cinco
	Introducing oneself - Je m'appelle Ca va? Ca va bien, merci	Fruit - Video J'aime les fruit. Colours - rouge, bleu, jaune, vert, orange, noir, blanc	Numbers in language - yi er san si wu	Numbers in language - eins, zwei, drei, vier, funf	Introducing oneself - me llamo, como estas? Moy bien, gracias	Fruit song Adios song 'Hasta manana'
Cultural Awareness	Introduce the map of the world and the national flag. Discuss the country and introduce some real life resources or objects that they will have in the specific country - baguette, flag, snails, perfume. Address any stereotypes that children may have.		Discuss the country and introduce some real life resources or objects that they will have in the specific	Brief introduction of map and country. Discuss some of the key places of interest and things that come from Germany.	Introduce the map of the world and the national flag. Discuss the country and introduce some real life resources or objects that they will have in the specific country. Use pictures to support discussions. Address any stereotypes that children may have.	
Languages as a subject is taught to Reception through short discrete sessions which link to the areas of learning - Communication and Language, Understanding the world (people and communities) and Expressive arts and design (Being imaginative and expressive). Each session will be structured as Revisit, Teach, Practise and Apply - the same structure as our Phonics sessions.						

RR	Right to an education	Practise your own religion	Right to food and water	Right to a family	Right to Play	Right to be safe
Jigsaw (PSHE)	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me

Early Learning Goals (End of Year Expectations) - Holistic/ Best Fit

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design	Communication and Language
<p>ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>ELG: Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>	<p>ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p>ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate - where appropriate - key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ELG: Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ELG: Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>	<p>ELG: Number Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ELG: Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>ELG: Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.</p>	<p>ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>

TRIPS - Farm, local restaurant, local woods, Coop, McColls shop, beach, doctor's surgery, local park, Wingate church, equestrian centre, tour to see monuments around the North East (Penshaw Monument, Durham Cathedral, Angel of the North, Bridges on the Tyne).