






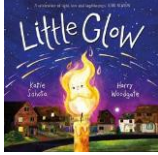
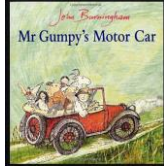
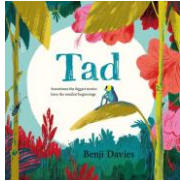
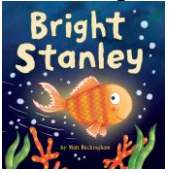
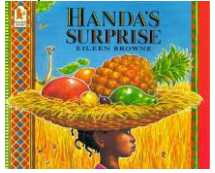


Marine Academy Primary and Nursery Curriculum Map Reception 2023-2024

Reception	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	<p>Who am I? How special are you?</p>  <p>You have started school! With this big change in your life, there is a lot to take in. We will learn about what makes you and your new class friends unique. We will discuss the similarities and differences, focusing on friendship and kindness. We will explore our feelings and emotions. In this topic you will learn all about your identity and new routine through our mini-school role play area.</p>	<p>Festivals of Light What shall we celebrate?</p>  <p>It is the season for celebrating no matter what your beliefs! In this topic you will experience and learn about various different festivals of light, from Bonfire Night to Diwali and Christmas. We will understand the reasons for celebrating these festivals and recognise the special differences between them all.</p>	<p>Transport How will we get there?</p>  <p>There're so many amazing places to go in our world, but what mode of transport should we take? In this topic you will explore and learn about fast and slow modes of transport, as well as how we can travel by land, air and sea. You will learn about floating and sinking, forces and maps. We will look at transport of the past and how it has changed over time. So hop on board and enjoy the journey!</p>	<p>Changes Do you know how wonderful our world is?</p>  <p>Our world is constantly spinning and we are constantly growing! In this topic, you will learn all about life cycles and notice changes in our environment, from caterpillars and butterflies, to tadpoles and frogs! This topic will challenge you to grow your own plants and understand what a plant needs to grow. You will explore and investigate our outdoor environment, while becoming caring citizens to all things nature! Our world is truly wonderful.</p>	<p>Marine Life What lives in our seas and oceans?</p>  <p>Have you ever wondered who or what lives in the ocean? Do you know which sea creature is the biggest or how hard a turtle's shell is? There is a whole other world waiting to be explored and in this topic you will learn about the different creatures that live there. We will gain an understanding of how to care for our oceans, learning to recycle and reuse.</p>	<p>Our Big Wide World Where are we going?</p>  <p>Do you know where Africa is? What would it be like to live there? Is it hot or cold? In this amazing continent, you will come across creatures such as leopards, cheetahs and elephants? How can you tell them apart and what makes each one special? Come with us on a journey as we learn all about a place beyond our home and to recognise those similarities and differences between them.</p>
Focus Texts	<p>Week 1-2: The Colour Monster goes to school by Anna Lenas</p> 	<p>Week 1-2: Little Glow by Katie Stottle and Harry Woodgate</p> 	<p>Week 1-2: My Gumpy's Motor Car by John Burningham.</p> 	<p>Week 1-2: Tad by Benji Davies</p> 	<p>Week 1-2: Bright Stanley by Matt Buckingham</p> 	<p>Week 1-2: Handa's Surprise by Eileen Browne</p> 

	<p>Week 3-4: Perfectly Norman by Tom Percival</p>  <p>Week 5-6: The Smartest Giant in Town by Julia Donaldson</p> 	<p>Week 3-4: Shubh Diwali by Chitra Soundar</p>  <p>Week 5-6: The Christmas Pine by Julia Donaldson</p> 	<p>Week 3-4: The Runaway Train by Benedict Blathwayt</p>  <p>Week 5-6: I Wish I Were a Pilot by Stella Blackstone</p> 	<p>Week 3-4: The Very Hungry Caterpillar by Eric Carle</p>  <p>Week 5-6: Pip and Egg by Alex Latimer</p> 	<p>Week 3-4: The Whale Who Wanted More</p>  <p>Week 5-6: Little Turtle and the Sea by Becky Davies</p> 	<p>Week 3-4: We're Going on a Lion Hunt by David Axtell</p>  <p>Week 5-6: The Selfish Crocodile by Faustin Charles</p> 
<p>Book Hooks to introduce key vocabulary</p>	<p><u>The Colour Monster Goes to School</u> Academy tour: Monster steps left around the Academy which will lead them to the book.</p> <p><u>Perfectly Norman</u> A jar of uniqueness: An empty jar and blank coloured paper arrives in a special parcel, along with the book. As a class, create a jar containing all of the things that makes them special.</p> <p><u>The Smartest Giant in Town</u> Helpful friends: Giant clothes are left in the classroom. What are these for? How could they be used to help people?</p>	<p><u>Little Glow</u> Light: Arrival of a package which contains candles, lanterns, fairy lights and a pumpkin. What could this mean we are learning about this term?</p> <p><u>Shubh Diwali</u> Diwali dance workshop: Children to learn a simple dance routine alongside traditional Diwali/Indian music.</p> <p><u>The Christmas Pine</u> Let's decorate: Children to decorate the home corner with Christmas decorations, alongside traditional Christmas songs. Children to make their own decorations also.</p>	<p><u>My Gumpy's Motor Car</u> An important job: A mechanic visits the children with all of his tools to fix cars. What would we do without mechanics?</p> <p><u>The Runaway Train</u> A train journey: Children to receive train tickets and will then go on a pretend train journey.</p> <p><u>I Wish I Were a Pilot</u> Pack a suitcase: Teddy arrives in the classroom with an empty suitcase. He wants to travel the world! What will he need? Children to help him pack his suitcase with his passport and boarding pass. Children to check the weather and pack accordingly. Where could he go?</p>	<p><u>Tad</u> Tadpoles: Each class to receive some tadpoles! What are they? What will they turn into?</p> <p><u>The Very Hungry Caterpillar</u> Caterpillars: There is an arrival of caterpillars. Children will help the adults put the caterpillars in the pots and discuss what they need to grow.</p> <p><u>Pip and Egg</u> Get planting: Children to have a delivery of different seeds! How do we ensure that the seeds grow, just like Pip? Let's get gardening!</p>	<p><u>Bright Stanley</u> Diving equipment: Children to explore different diving equipment. What is it used for? Where can it take us? What would we see?</p> <p><u>The Whale Who Wanted More</u> Treasure: Children to follow a trail of treasure (and some sea artefacts) to find the book. Where has this treasure come from?</p> <p><u>Little Turtle and the Sea</u> An absolute mess: Cover the classrooms in recycling and rubbish. Children to be shocked! How can we make this better?</p>	<p><u>Handa's Surprise</u> Welcome to Africa: A sealed box arrives with African objects. Are these objects from our country? Do we recognise them?</p> <p><u>We're Going on a Lion Hunt</u> Safari: Children to have their own safari jackets and to go on their own 'safari' around the school! What animals can they find along the way?</p> <p><u>The Selfish Crocodile</u> 'No Entry': Put tape over the classroom door and a sign saying no entry. What will we do now? How does it make you feel?</p>

Role Play	School	Home Corner	Train Station	Garden centre	Aquarium	Safari
SMSC	Enhancements: The addition of a Starfish certificate. To include books with words after week 2 and continue to update the Phonics board as they learn new sounds.	Enhancements: The addition of pumpkins, Diwali lights, lanterns and Christmas decorations throughout the term. A nativity set can be added.	Enhancements: provide boxes for children to create their own modes of transport. Perhaps they will make a bus to get them to the train station?	Enhancements: add real fruit and vegetables to garden centre. Add their plants which they have grown to the garden centre. Provide bug hunting equipment.	Enhancements: Introduce new posters and facts about different sea animals each week.	Enhancements: Add the children's pictures from home. Where have our friends been on holiday? How are these places different?
R.E	New beginnings Friendship Kindness Whole Body Listening	Christmas Guy Fawkes Whole Body Listening Remembrance Day	Truth and Honesty Whole Body Listening Chinese New Year	Helping other people Easter Whole Body Listening Mother's Day/Special Ladies Event	Whole Body Listening International Day of Families Caring for our environment	Differences Aspirations Transition Whole Body Listening Father's Day/Special Gentlemen event
Educational Visits / Experiences	Being special: where do we belong? ★ Library Visit ★ Buddy Time ★ 'Bring your favourite book to school' ★ Parents invited in to share stories	Why is Christmas special for Christians? ★ Dress up for Day of the Dead ★ Bonfire Night – watch fireworks ★ Participate in Diwali celebrations ★ Christmas Nativity ★ Christmas Carols	Which stories are special and why? ★ Trip to the local garage ★ Astronaut visit ★ Train ride at Southway ★ Visit from a train driver	Why is Easter special for Christians? ★ Trip to Saltrum Woods ★ Follow the life cycle of a frog in our pond ★ Walk to Ernesettle School to see the bees. ★ Visit from a bee keeper who makes honey. ★ Arrival of caterpillars ★ Growing vegetables and a visit from a gardener.	Why is the word 'God' so important to Christians? ★ Trip to The National Marine Aquarium ★ Visit from a diver ★ Visit from a Marine Biologist	Which places are special and why? ★ Trip to Dartmoor Zoo ★ Have a virtual chat with a Ghanaian school ★ Sharing of holiday pictures ★ Food tasting from around the world
Literacy Sessions	<u>The Colour Monster</u> Week 1: My Literacy book. How do we care for our books? Where do we write? How do we hold a pencil? Can you write your name! (Writing) Week 2: My feelings. How did you feel when you started school? How did the Monster feel in the story at the beginning? How do you know? Did he feel the same at the end of the story? (Comprehension) <u>Perfectly Norman</u> Week 3: I am a reader.	<u>Little Glow</u> Week 1: Inference Skills. Using pictures from the story, can you describe what is happening in each scene? (Comprehension) Week 2: Scan and Spot. When we read, do we read from left to right? Can you scan and spot any graphemes that you already know? What do you recognise? (Word Reading) <u>Shubh Diwali</u> Week 3: Labelling. Can you use your Phonics	<u>Mr Gumpy's Motor Car</u> Week 1: Tricky Words When read the story, can you spot any tricky words? Let's read them together. Do we 'sound talk and sweep' these words? (Word Reading) Week 2: The Characters Using a scene from the story, can you label and identify the characters in the story? What animals went in the motor car? Can you segment each character name? (Writing) <u>The Runaway Train</u>	<u>Tad</u> Week 1: Summarising the story. Can you use your Phonics knowledge to summarise what has happened in the book? What happened to all of the tadpoles? Can you form a sentence to explain what you know? (Writing) Week 2: Sequencing. Using the story, can they make their own zigzag book by sequencing the events from the story. (Comprehension)	<u>Bright Stanley</u> Week 1: Using prosody. Can you read the story with expression? What parts of the story do we need to read in a shocked or scared tone? What does this symbol mean '!'? (Word Reading) Week 2: Answering questions Why did Stanley lose his shoal of fish? What happened? Who did he meet along the way? How did he hurt himself? (Comprehension) <u>The Whale Who Wanted</u>	<u>Handa's Surprise</u> Week 1: Sending a postcard. What is a postcard? Can you write one to Handa? What would she like to know? Do our lives look the same or different? (Writing) Week 2: Adjectives. How did Handa describe the fruit in the story? What words did she use? Can you match the describing words with the fruit? (Word Reading) <u>We're Going on a Lion Hunt</u> Week 3: Innovation.

	<p>Do I start reading from the front or the back of the book? Can you tell me what these words mean? What graphemes do you recognise? Can we read these CVC words together from the story? (Word Reading)</p> <p>Week 4: Our story. Can you order the pictures from the story? What happens at the beginning of the story? How did they overcome the problem? What happens at the end of the story? (Comprehension)</p> <p><u>The Smartest Giant in Town</u> Week 5: Spotting rhyme in books. Can the children find all the words that rhyme in the story? Can they come up with more words that rhyme? (Word Reading)</p> <p>Week 6: I am a storyteller. Can you remember what happens in the story? How can we remember the story even better? Can we make a story map together? What do we need to include? (Comprehension)</p>	<p>skills to label key Diwali celebrations? What is the first sound that you can hear in the word? What other sounds can you hear? (Writing)</p> <p>Week 4: Initial sounds. Can you match the initial sound to the pictures from the Diwali festival? Can you read the CVC words? (Word Reading)</p> <p><u>The Christmas Pine</u> Week 5: Story mapping. Can you create your own story map including key events from the story? What story language do you notice? (once upon a time) (Comprehension)</p> <p>Week 6: What will happen next? Can you predict what will happen next year after reading this story? Who/what is telling this story? Can they design and label their own Christmas trees, ready for next year? (Comprehension)</p>	<p>Week 3: Ordering. Can you order the pictures of the different transport, depending on when they appear in the story? How did the ending make you feel? (Comprehension)</p> <p>Week 4: Postcard writing. Can you write a postcard to describe your journey to a special place? (Writing)</p> <p><u>I Wish I were a Pilot.</u> Week 5: Writing a List. Can you write a list of all the different modes of transport that we saw in the story? Can you use your segmenting fingers? What sounds can you hear? (Writing)</p> <p>Week 6: Retelling Children you retell the story using the story map as support? Can you follow the order of when each mode of transport appears? Don't forget our story language. (Comprehension)</p>	<p><u>The Very Hungry Caterpillar</u> Week 3: Using digraphs in my writing. Children to label the food that The Very Hungry Caterpillar ate! Can they segment each word? Can they use all the digraphs that they know? (Writing)</p> <p>Week 4: Innovation. Children to edit the story and the story map to create their own version. Introduce the term 'innovate'. (Comprehension)</p> <p><u>Pip and Egg</u> Week 5: Exploring the characters feelings. At each part of the story, discuss how Pip and Egg are feeling. What words do you know to describe the feelings? (Comprehension)</p> <p>Week 6: Tricky Words Using a photo copied page from the book, can you highlight all the tricky words on that page? Can you tell me why it is a tricky word? (Word Reading)</p>	<p><u>More</u> Week 3: The moral of the story. What was most important to Humphrey in the end? Did he need to keep collecting objects? Children to discuss their views, thoughts and feelings on the story. (Comprehension)</p> <p>Week 4: Story Structure Using different pictures from the beginning, middle and end of the story, what happens in each part? Why is each part important in order to make it a great story? (Writing)</p> <p><u>Little Turtle and the Sea</u> Week 5: Letter Writing. Can you write a letter to the Little Turtle? What would you say to him? What advice would you give to him? How do we write a letter? Does it need an address? (Writing)</p> <p>Week 6: Non-fiction facts. Children to write facts based on what they have learnt from their visit to the National Marine Aquarium and from the Marine Biologist. (Writing)</p>	<p>Can you create your own story map, using the structure of this story, by changing parts to make it your own? Where is your hunt going to take place? What location? What problems will you have to overcome? (Comprehension)</p> <p>Week 4: I am a story writer. Using the story map that you made, can you write your story now using your Phonics knowledge? Ensure you have a sentence for the beginning, middle and the end of the story. (Writing)</p> <p><u>The Selfish Crocodile</u> Week 5: Creating a poster. Can you create a poster to warn other animals about the crocodile? Or, perhaps you want to design a poster to remind other animals that they can drink and bathe in the river now? (Writing)</p> <p>Week 6: The end. Have you noticed that at the end of the story, The Selfish Crocodile is now a kinder crocodile? He has grown and learnt a lot! How have you grown and what have you learnt over the past year? (Comprehension)</p>
<p>Independent Learning Time Guided Challenges linked to our Stories</p>	<p>The Colour Monster Starts School Designing and constructing a home: Children to think about what makes their home special, considering their favourite rooms in the home. How is school and home different? (DT)</p> <p>Creating pebble families: Children to talk about who they live with and who are</p>	<p>Little Glow Pumpkin carving: Can the children create a tasty pumpkin snack in our mud kitchen? (DT)</p> <p>Light and Dark: Children use torches to explore light and dark alongside a collection of transparent and non-transparent materials. Encourage children to explore how light can shine</p>	<p>Mr Gumpy's Motor Car Map making: Line a large activity tray with paper. Provide children with pens and small world vehicles. Encourage children to draw a map to use with the toys. Can they draw information from their map to describe it to a friend? (Geography)</p> <p>Friction: Explore friction using a toy car. Encourage</p>	<p>Tad Junk model life cycle: Children to create their own life cycle by using recycling/junk. Can they make a frog using boxes and collage? What else can they design? (DT and History)</p> <p>Visit our pond: Children to make observations of the pond, noticing the life in and around it. Children to draw</p>	<p>Bright Stanley Explore the ocean with Stanley: Program the Bee-bots to travel around the ocean to see what we can find. (Computing)</p> <p>Under the sea scene: Children to use a collage technique to create an under the sea scene, using the characters and objects from our story as inspiration.</p>	<p>Handa's Surprise Fruit tasting: Provide the children with different exotic fruits, like the ones from the story! Children to taste the fruits and rate to see which is their favourite. Is fruit healthy? What makes a healthy diet? (Science)</p> <p>Where does our food come from? Children to find out where favourite foods and</p>

<p>special to them. When you leave school, who do you look forward to seeing? (PSHE and RE)</p> <p>Exploring emotions: Children to identify different facial expressions, recognising how they may be feeling. Can they make a happy or sad face using playdough? (PSHE)</p> <p>Perfectly Norman Perform in a talent show: Children to express their strengths by performing in the Theatre. (PSHE and Art)</p> <p>Using mirrors to identify our features: Children to discuss their individual characteristics. (PSHE and Science)</p> <p>Self-portraits using the style of Andy Warhol: Children to paint their face by using contrasting colours. (Art)</p> <p>The Smartest Giant in Town Playing a team game: Children to practise their collaboration, friendship and teamwork skills to play a game. (PSHE)</p> <p>Making new friends: Children to challenge themselves to make a new friend. Can they do something kind to help their friend, just like the giant did? (PSHE)</p> <p>Designing new clothes: Children to design some new sets of clothes for the giant to wear on different occasions, e.g. to a dinner party. (Art)</p>	<p>through some materials. (Science)</p> <p>Bonfire Night: Children to create their own firework pictures. Encourage colour mixing. (Art)</p> <p>Shubh Diwali Diwali: Collect natural materials, such as leaves, conkers, pine cones and acorns. Can the children use them to make large Rangoli patterns outside? (Art)</p> <p>Diwali lamps: Using paper, children to create their own Diwali lamp. (DT)</p> <p>Diwali traditions: Children to share and discuss pictures of Diwali, discussing the where, when and why aspects of the festival. (History and RE)</p> <p>The Christmas Pine The Nativity: Arrange their own Nativity scene and talk about what happens. (RE)</p> <p>A map for Father Christmas: Provide plain paper and encourage the children to draw a map to help Santa find their house. What information do they think they need to put on their map for him? (Geography)</p> <p>Christmas Carols: Provide different instruments, such as jingle bells and rain sticks, for the children to play along to Christmas music with. They may even like to make up their own songs. (Music)</p>	<p>children to explore different materials on a ramp. (Science)</p> <p>Transport of the past: Use display photos to encourage children to talk about similarities and differences between modern types of transport and those used in the past. (History)</p> <p>The Runaway Train Take a Bee-Bot on a journey: Using the Beeb-Bots, children to programme it to go on a journey, visiting different landmarks along the way. (Computing and Geography)</p> <p>Junk model trains: Using a range of different materials and resources, children to create their own train or mode of transport. (DT)</p> <p>What can you see on your journey?: Pretend to go on a train or bus ride around the outside area. Invite children to talk about the natural world and the things that they see on their journey. They could take photos to share, including photos of any vehicles they see or hear. (Science and Geography)</p> <p>I Wish I Were a Pilot Paper aeroplane: Children to make their own paper aeroplane. Discuss what forces are in action and why does our plane fall to the floor? What happens when you throw it from up high? Discuss who Amy Johnson is and why she is so significant. (Science and History)</p> <p>Hot air-balloons: Use your papier-mâché hot-air balloon to encourage storytelling. Where might Teddy travel to?</p>	<p>and label what they see. Discuss what stage of the life cycle the tadpole are at? (Science and Geography)</p> <p>Pond design: Cover a table with a sheet of paper. Provide pens and photos and invite children to draw a pond map. Can they draw the different stages of the life cycle? Can they draw information from their map? (Geography)</p> <p>The Very Hungry Caterpillar Fact finding: Using information from non-fiction texts, film clips and iPads, observe caterpillars and butterflies. Children can ask questions to learn how to encourage them into their setting and how to protect them. (Science and Computing)</p> <p>The Life Cycle of a Butterfly: Explore the life cycle of the butterfly using playdough. Create the different phases and promote children's thinking by asking questions, such as 'Why does a butterfly lay its eggs on leaves?' or 'Where do you think a butterfly likes to live?' (Science and History)</p> <p>Symmetrical butterflies: Explore different artistic effects when painting wings on a butterfly, such as printing, scraping and dribbling. Discuss how symmetrical butterflies are. How can we make our butterflies symmetrical? (Art)</p> <p>Pip and Egg Exploring our senses: Children to feel, smell, look, listen in our natural environment. Can we all feel, smell and see the</p>	<p>(Art)</p> <p>Camouflage: Talk about camouflage and how sea creatures, such as seahorses and octopuses, can change colour to blend in with their surroundings. Provide pictures of a seahorse or octopus for children to colour to match their surroundings. (Science)</p> <p>The Whale Who Wanted More Crabs: Who was the hero in our story? Children to create their own crabs, using paper plates, paint and different materials! Discuss with the children different crab facts. (DT)</p> <p>Beautiful colours: A coral reef is full of colours! Using the story, can the children create their own coral reef using watercolour paints? (Art)</p> <p>Trapped treasure: Freeze some small world fish and sea artefacts inside ice cubes. Place these in a large activity tray or water tray. Can the children try to free the trapped fish or treasures? Provide the children with a range of tools that can be used safely in order to break the ice. Discuss the act of melting! (Science)</p> <p>Little Turtle and the Sea Recycling: The sea is full of our rubbish! Children to sort out and group the objects depending on what material they are made from. How do you think this rubbish impacts the sea? How do you think the Little Turtle feels? (Science)</p> <p>Posters: Children to create their own posters for the role</p>	<p>fruits come from! Together, discuss where these places are on a globe or map. How did they travel to the UK? (Geography)</p> <p>Home and buildings from around the world: Using different pictures of buildings from around the world and from the story, children to construct different buildings using construction materials. Do our homes all look the same? (DT and Geography)</p> <p>We're Going on a Lion Hunt Safari map: Encourage children to use a simple safari map to draw information from. Can children talk about the route they would take and the animals they can see? You may also like to look on a simple world map to locate areas where safari animals may live. (Geography)</p> <p>Making Music: Listening to African music and making our own instruments and dances. (Music)</p> <p>Similarities and differences: Comparing school uniforms, the weather, buildings and lifecycles by sorting out pictures. Children to use non-fiction books. (Geography and PSHE)</p> <p>The Selfish Crocodile Who is who?: Looking carefully at the colours/patterns on African animals- identifying and recreating them. Children to create their own African animal. (Art & Geography)</p> <p>The Selfish Crocodile home: Invite children to explore</p>
--	---	--	--	---	--

			<p>What might Teddy see? (DT)</p> <p>Floating and Sinking: Children to create paper plate boats or a boat using junk materials. Using the water tray, children to test whether their boat is able to float, or does it sink? (Science and DT)</p>	<p>same things? What bugs can they find? (PSHE and Science)</p> <p>Encouraging wildlife: Children to improve the bug hotel and to make their own minibeast habitats. (Science and DT)</p> <p>Easter Eggs: Chalk on the floor large egg shapes. Children to use various natural objects to create different Easter egg patterns. Discuss with the children the meaning behind Easter. Can they remember why we celebrate Easter? (Art and RE)</p>	<p>play Aquarium to raise awareness about caring for our environment! (Science)</p> <p>Ocean facts: Share non-fiction books and photos with children of contrasting ocean environments. For example, the Arctic Ocean and the coral reefs of the Pacific Ocean. Name and describe some plants and animals that deep sea divers could find as they explore underwater. (Science)</p>	<p>colour mixing as they create a safari sunset picture. Provide yellow and red paint and encourage children to mix the two colours gradually, to create a sunset effect. (Art)</p> <p>Learning, growing and becoming better people: Children to think about Year One. How will it change? What will we want to learn/improve? Children to write a letter to their teacher, discussing their hopes and dreams. (PSHE)</p>
<p>Key Concepts PSHE</p>	<p>Children develop their understanding of P.S.H.E from the onset, not only through their everyday learning, but through carefully planned PSHE and SMSC DEAR themed stories, independent and guided learning opportunities and their very own SMSC Assemblies. Children are encouraged and supported to follow our Academy Rules and live by British Values which underpin the curriculum. Throughout their time in the early years, children have the opportunity to consider their own views and opinions as they are encouraged to consider those of others, for example in Term One when they look closely at their own and each other's' families. They learn about resilience, perseverance and collaboration through our Growth Mind Set behaviours. Through their PE sessions and their daily toothbrushing they begin to understand about the importance of physical health and in Term 6, they learn about eating healthy as an important factor in their own growth and development. The curriculum has been mapped out to ensure that within the specific guided challenges, linked to our purposeful stories, there are opportunities to focus on P.S.H.E, from learning to build relationships to recognising our individual strengths, understanding what makes us unique. Each and every lesson is designed by the nature of its delivery, to support children to strengthen their relationships, self-awareness, self-confidence and develop skills in managing their own feelings and behaviour, making them more mindful of the feelings of their peers.</p>					
<p>Key Concepts Science</p>	<p>Throughout their Reception year, children are exposed to core scientific principles, they are encouraged to question the world around them and talk about the observations they make. For example, in Term 1 during their 'Who Am I?' topic, they look closely at their own features, they learn about their body and the amazing things it can do. During Term 2, as part of their 'Festivals of Light' topic, children use torches to explore light and dark, as well as transparent and non-transparent materials, introducing them to the principle of simple tests. This continues in Term 3, during their 'Transport' topic, where children explore different forces including gravity when making paper aeroplanes and also friction, using toy cars. The children learn about, and are encouraged to ask questions about floating and sinking, while gathering data on what materials float and what materials sink. The process of change and life cycles are explored in Term 4, during their 'Changes' topic, where children will also develop their observation skills as they closely watch butterflies and tadpoles develop into fully-grown butterflies and frogs. The children will begin to use their senses in the outdoor environment while going on bug hunts. This topic allows children to become young Botanists</p>					

	<p>when they grow plants from a seed. In Term 5, children gather data when learning about different types of sea creatures in their 'Marine Life' topic, finding out about different ocean facts. The children will ask questions when a Marine Biologist visits them. The children will explore marine habitats and learn about what 'camouflage' means. Finally, in Term 6, the children become Zoologists as they classify different animals on their safari during their 'Our Big Wide World' topic.</p>
<p>Key Concepts History</p>	<p>Children in our Reception classes begin to learn the concept of history as they develop an awareness of past events in their own lives. In Term 1 during their 'Who am I?' topic, they remember and discuss the special people in their lives, past and present. In Term 2 as part of their 'Festivals of Light' topic, they learn about historical and present Diwali traditions. In Term 3, the children will learn about significant figures in history, such as Amy Johnson who was the first women to fly solo from London to Australia in a plane. The children explore how transport has changed over time, looking at similarities and differences between transport of the past and what we use today by using their observational skills when looking at pictures. Throughout Term 4, children are introduced to the concept of a timeline as look closely at how things change over time including, plants and animals. In Term 6, the children consider their transition into Year One, as well as reflect on their growth in Reception. The children begin to gain an understanding of the chronology of their own lives when they look closely at how they have changed and grown as a person. Children are introduced to a range of stories which promote discussions such as how clothes and toys have changed over time.</p>
<p>Key Concepts Geography</p>	<p>Children in our Reception classes begin to develop their geographical understanding and vocabulary through topics, where they learn that there is a world beyond their own doorstep. Through stories, role-play, small -world play and visits to places such as: the National Marine Aquarium, the local woods and Dartmoor Zoo, they begin to understand that there are other countries in the world, developing an early concept of biodiversity. For example, during their 'Our Big Wide World' topic, pupils learn about countries within Africa, its weather, native animals and produce. The begin to recognise differences within buildings from around the world also. They begin to develop other geographical skills such as mapping, in a variety of different topics, including their 'Festivals of Light' topic where they create their own maps for Father Christmas, map designing when using their small world vehicles during their 'Transport' topic, as well as using and creating a safari map during their 'Our Big Wide World' topic. During Independent Learning time, children will conduct surveys to establish which fruit is the most popular when fruit tasting in Term 6, as well as take part in fieldwork when exploring the natural environment. First- hand experiences and learning outside in the natural environment help them to learn about the importance of caring for our planet and lays the foundations for developing an understanding of physical and human geographical features of the world.</p>
<p>Key Concepts R.E</p>	<p>Children in our Reception classes are prepared for future R.E. learning throughout their everyday curriculum. As they learn alongside each other, they learn tolerance, kindness and sensitivity. Children are always encouraged to ask questions, articulate their ideas and listen to others' opinions and beliefs in a respectful manner. For example, in Term 1 during their 'Who Am I?' topic, children discuss their families and special events in their lives. They look at what makes them unique and what makes their friends just as unique. During their 'Festivals of Light' topic they share how they celebrate events and begin to understand that there are differences between the way in which families live. The children take part in Diwali celebrations and talk about how they celebrate Christmas in their home. In Term 4, the children learn about the meaning behind Easter and why we celebrate it. In Term 6, during their 'Our Big Wide World' topic, they learn about the lives of people in Africa and make comparisons to their own lives and way of living. Throughout the year, the children have key questions to consider, from 'Being special: where do we belong?' to 'Why is the word 'God' so important to Christians?'. Children have time to reflect and consider other children's</p>

	<p>points of view. Through carefully planned DEAR sessions and SMSC Assemblies children learn that different communities have different ideas, values and identities.</p>		
	<p style="text-align: center;">Christianity</p> <p>When God Made the World by Matthew Paul Turner What a Beautiful Name by Scott Ligertwood</p>	<p style="text-align: center;">Islam</p> <p>The Proudest Blue by Ibtihal Muhammed Two Pigeons on a Pilgrimage by Rabia Bashir</p>	<p style="text-align: center;">Judaism</p> <p>Near: Psalm 139 by Sally Lloyd-Jones Found: Psalm 23 by Sally Lloyd-Jones</p>
	<p style="text-align: center;">Hinduism</p> <p>Festival of Colours by Kabir Sehgal Ganesh's Sweet Tooth by Sanjay Patel</p>	<p style="text-align: center;">Sikhism</p> <p>Fauja Singh Keeps Going by Simran Singh Jeet</p>	<p style="text-align: center;">Buddhism</p> <p>A Handful Of Quiet by Thich Nhat Hanh</p>
<p style="text-align: center;">Key Concepts Music</p>	<p>Children in Reception develop knowledge of sound, songs, music and instruments from the very beginning of the year and throughout their time in Reception. They have continual access to musical instruments where they can explore and distinguish the different sounds (timbre) that musical instruments make and how they can be played differently to create a new sound or dynamic. They use songs, music and dance as a way of expressing themselves freely during their independent learning time but equally teachers use music throughout the curriculum. For example, the use of musical instruments in Maths lessons supports children's understanding of pattern. In Term 2 when learning about 'Festivals of Light', children will dance to Diwali music as part of their book hook and sing Christmas carols to celebrate Christmas. In Term 6, as part of their 'Our Big Wide World' topic children listen to and recreate African music. In addition to this, children in Reception have weekly singing assemblies where they learn to perform a mixture of modern and traditional songs. Children are also introduced to the concept of rhythm and beats during their weekly music sessions with our specialist music leader. Their knowledge of music and the experiences on offer throughout their Reception year, provides children with the confidence and knowledge to begin the next stage of their education in KS1.</p>		
<p style="text-align: center;">Key Concepts Art</p>	<p>Children in our Reception classes develop a love of art through their imaginative play as well as through guided sessions. Children are encouraged to express themselves freely by exploring and creating with variety of materials, tools and techniques. They experiment with colour, design, texture, form and function in order to create purposeful marks and they are taught the skills which enable them to do this safely. For example, in Term 1 as part of their 'Who am I?' topic children learn to paint in the style of great artists such as Andy Warhol when they paint self-portraits. In Term 2 they learn how to mix colours carefully to create firework pictures and In Term 5, children learn how to correctly use watercolours, pastels and chalks as they paint coral reefs and under the sea scenes. In Term 4, children are encouraged to create observational drawings, paintings, sculptures and use natural materials to create artwork around nature and life cycles. In Term 6 as they look closely at animal patterns, they learn about the importance of thick and thin paintbrushes to create an effect.</p>		
<p style="text-align: center;">Key Concepts Design & Technology</p>	<p>Children in our Reception classes begin to develop their understanding of Design and Technology from the very beginning. Through the safe use of scissors, paintbrushes, playdough modelling tools and construction, children learn 'the best tools for the job'. Throughout the year, children have access to a well-resourced creative area where they design and make their own models; it is here they discover the joys of PVA glue compared to a glue stick or masking tape compared to sticky tape. In Term 1 the children design and construct. They design and construct their own home or their future home and are encouraged to articulate a rationale for their designs. In Term 2, the children are encouraged to use the correct tools safely when carving pumpkins and learn how to create a Diwali lamp. During Term 3, with their topic 'Transport' the children design and make their own junk model trains, then evaluating their model to see if it is fit for</p>		

	<p>purpose. In Term 4, they design and build homes for bugs, butterflies and other creatures that they discover during their 'Changes' topic. In Term 5 during their 'Marine Life' topic the children will create their own moving animals such as crabs, selecting the tools they need to join their components together. Throughout the year, daily Plan, Do and Review sessions where children plan and critically evaluate their ideas, help to develop the essential critical thinking skills that are required for later success in their Design and Technology learning.</p>					
<p>Key Concepts Computing</p>	<p>Children in our Reception classes learn to use technology in a responsible, competent, and confident manner on a day-to-day basis during their independent learning through the use of Alexa, Bee-Bots and iPads. However, it is in Term 3 where their developing knowledge of computing is brought to life especially through their topic 'Transport. Here children will learn about early programming and algorithms as they program Bee-Bots to go on a journey, visiting different landmarks along the way. They will begin to think logically about the equipment needed to become a real life diver, as well as exploring how video and photographic footage is available for us to look at. Throughout the year, children will begin to understand the scope of technology; for example when they use Google Earth to plan a journey during their 'Transport' topic or when they use Google images and Google to fact find during their 'Changes' topic'. The children Skype their counterparts in Ghana in Term 6 and begin to understand how useful technology is. The planned experiences and opportunities that the children encounter provide with them with firm foundations to build upon their knowledge and develop digital literacy for future learning.</p>					
<p>Maths</p>	<p><u>Cardinality and Counting</u> <i>Understanding that the cardinal value of a number refers to the quantity, or 'howmanyness' of things it represents</i></p> <p>WK1: Assessment</p> <p>WK 2: Counting: saying number words in sequence</p> <p>WK 3: Counting: tagging each object with one number word</p> <p>WK 4: Counting: knowing the last number counted gives the total so far</p> <p>WK 5: Subitising: recognising small quantities without needing to count them</p>	<p><u>Comparison</u> <i>Understanding that comparing numbers involves knowing which numbers are worth more or less than each other</i></p> <p>WK1: More than / less than</p> <p>WK2: Identifying groups with the same number of things</p> <p>WK3: Comparing numbers and reasoning</p> <p>WK4: Knowing the 'one more than/one less than' relationship between counting numbers</p> <p>WK5: Collecting and comparing data</p> <p>WK6: Problem Solving</p>	<p><u>Composition</u> <i>Understanding that one number can be composed from two or more smaller numbers</i></p> <p>WK1: Part-whole: identifying smaller numbers within a number</p> <p>WK2: Inverse operations</p> <p>WK3: A number can be partitioned into different pairs of numbers</p> <p>WK4: A number can be partitioned into more than two numbers</p> <p>WK5: Number bonds: knowing which pairs make a given number</p> <p>WK6: Revisit, review and extend</p>	<p><u>Shape and Space</u> <i>Understanding what happens when shapes move, or combine with other shapes, helps develop wider mathematical thinking</i></p> <p>WK1: Developing spatial vocabulary</p> <p>WK2: Identifying similarities between shapes</p> <p>WK3: Properties of shape</p> <p>WK4: Relationships between shapes</p> <p>WK5: Revisit, review and extend</p> <p>WK6: Revisit, review and extend</p>	<p><u>Pattern</u> <i>Looking for and finding patterns helps children notice and understand mathematical relationships</i></p> <p>WK1: Continuing and copying a simple pattern</p> <p>WK2: Creating simple patterns</p> <p>WK3: Spotting an error in a simple pattern</p> <p>WK4: Identifying the unit of repeat in a pattern</p> <p>WK5: Continuing a pattern which ends mid-unit</p> <p>WK6: Revisit, review and extend</p>	<p><u>Measures</u> <i>Comparing different aspects such as length, weight and volume, as a preliminary to using units to compare later.</i></p> <p>WK1: Recognising attributes</p> <p>WK2: Comparing amounts of continuous quantities</p> <p>WK3: Estimating and predicting</p> <p>WK4: Comparing indirectly</p> <p>WK5: Recognising the relationship between the size and number of units</p> <p>WK6: Use units to compare things</p>

	all WK6: Numeral meanings WK 7: Conservation: knowing that the number does not change if things are rearranged WK:8 Revisit, review and extend	WK:7 Revisit, review and extend				WK7: Use time to sequence events
P.E.	Negotiating space adjusting speed and changing direction	Jumping and landing safely, rolling and balancing	Balanceability	Ball control	Climbing safely, negotiating obstacles	Races and games
Independent Learning Time	Through their independent learning time children access planned and purposeful learning challenges that inspire them to build upon their knowledge and skills across the taught curriculum. For example, children will continue to develop their understanding of science, through opportunities to observe and record the lifecycles of butterflies as well as living creatures in the pond or in the bug hotel and under rocks in the outdoor learning environment. They will become geographers when they explore different places around the world through stories, maps, small-world play and a safari role-play. Children have access to Bee-Bots, an Alexa, iPads and computers, introducing them to the foundations of computing. They explore art and design & technology through a well-resourced creative area; here the children learn to think critically as they join, fold, cut and build using construction and different materials. Children become historians as they use their own experiences in their imaginative play as well as creating pictures, drawings and stories about transport from the past. Children have access to non-fiction books on a daily basis that is updated every term to excite and enthuse independent exploratory learning to find facts and information. During independent learning time, children have the opportunity to access high quality guided teaching, to ensure that children are scaffolded and provided with great learning opportunities that is modelled to them on a daily basis. Independent learning time is an opportunity where we can bring a book to life, ensuring children are excited about books and stories.					
Literacy Sessions	Our Reception children will take part in a weekly Literacy session. These sessions are in groups of six, offering the children a personalised and tailored curriculum to meet their unique needs and abilities at that time. This intimate session ensures children are given high quality Literacy teaching, where children can apply their own Literacy skills, from Word Reading, Comprehension and Writing. These sessions are another opportunity for children to become immersed in a story and for them to see their selves as story tellers, story writers and readers. Children will become familiar with a story in order for them to become confident in having book talk and for them to gain a real love for reading. Children will write their name in every session, will use their phonological awareness and skills taught in Phonics lessons, as well as have a purposeful opportunity to discuss the book. The focus within each Literacy session will change, from understanding story structure, using prosody when reading, to writing a letter to one of the characters in the story.					
Storytelling Sessions	Children will have direct teaching during a storytelling session, three times a week. This will be a session based around oracy, prosody, story language and use of Makaton in order to retell a whole story. Sessions will include creating a class story map, learning Makaton signs for key vocabulary and retelling a shortened					

version of each story. Stories used have been carefully selected, where rhyme, alliteration or repetition is used. This is another opportunity where children can visualise and see themselves as a storyteller, as well as ensuring every child is immersed in the current story, which will aid their independent learning. Key vocabulary from each story is shared with parents on their Home Learning sheet.