

Long Term Reception Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about me/People who help	Space and Transport	Winter/ Travelling to Australia	Chinese New Year/ Growing and changing	Under the Sea	Long ago
Theme	My family, my school, my environment, the people around me, people who help us, favourite stories and nursery rhymes.	Our planet Earth, the moon, the sun, the planets in our solar system, space travel, astronauts, the International Space Station. The seasons, signs of Autumn, hibernation. Different types of travel.	Climate, landscape, position on the Earth, distance, marsupial and other amazing animals, landmarks, the first journeys to Australia.	Plants, what plants need to grow, how we grow and change, how animals grow and change, life cycles, how things around us change.	Sea creatures (fish, crabs, jellyfish, dolphins, whales, etc.), Ocean habitats, Pollution and caring for the ocean, Pirates and mermaids (imaginative links), Underwater transport (submarines), Floating and sinking	Our Queen, coronations, The Magna Carta, Buckingham Palace, London, traditional stories, events from the past – Great Fire of London Transport then and now.
Communication and Language						
Communication and Language Including daily phonics sessions, whole class and small group story sessions.	Listen to others one on one or in small groups, e.g. talk about families in circle time and share pictures. Join in with repeating refrains and anticipating key events and phrases in rhymes and stories e.g. in songs, poems, familiar stories, call and response games. Understand use of objects and tools in the classroom e.g. children know what they can do during independent free	Build up vocabulary that reflects knowledge and experience e.g., children can talk about space, what they know about it, what an astronaut does, how we know about space Use different tenses to discuss things that are happening now and things that happened in the past, and things that happened a very	Join in with repeated refrains and familiar stories. Follow directions, recognising left and right e.g. in games such as Simon says Show understanding of prepositions such as 'under, on top' e.g. when tidying the classroom children can say where things belong. Use vocabulary, including phrases, from recently read	Focus attention in a variety of situations; in small groups, 1:1 and whole class Understand 'how' and 'why' questions and use them in a variety of contexts e.g. how do people change as they grow? Use increasingly complex sentences to link thoughts e.g. using 'and', 'because'. E.g. this plant did not grow well because...	Develop vocabulary related to the sea and marine life. Listen attentively and respond with relevant comments or questions. Use language to imagine and recreate roles in play situations.	Describe a pretend object in play based situations, e.g. when role playing a coronation a child might use props for their orb and sceptre. Question to understand why things happen e.g. who, what, when, how e.g. when a visitor comes in to talk to the class, children can ask questions rather than just sharing

Long Term Reception Overview

	<p>flow time, they know how to select the tools they need to make a junk model, to write a letter to someone etc. Respond to multi-step instructions e.g. first we need to put our coats on, then we need to zip them up, then we will get ready to go out to play. Retell past events from stories and from own experience in chronological order; e.g. describing a day at school, describing what they did at the weekend, talking about what happened in a story.</p>	<p>long time ago. Ask relevant questions to find out more information e.g. when sharing a non-fiction text children can say 'I wonder why...' Share opinions, explaining preferences e.g. My favourite planet is... because...</p>	<p>stories in conversations e.g. children can talk about George Stevenson's Rocket and why it was important Ask questions using what, where, when and why to find out information, e.g. when learning about things from the past, children can ask questions to find out more.</p>	<p>This plant grew really well because... Use newly acquired vocabulary to name and describe, and in conversations e.g. children can discuss their plants, how they cared for them and what they noticed. Apply new vocabulary to explain changes noticed in plants.</p>		<p>information they know. Use intonation and rhythm when joining in with stories and rhymes. Respond to questions using full sentences, e.g. I think... because... this will be consistently modelled by adults in all curriculum areas.</p>
<p>Literacy and Suggested Texts (In addition to an approved systematic synthetic phonics scheme)</p>	<p>Fiction including picture books with familiar settings, relating to families, people who help us. Oral retelling of familiar stories using own words and recently introduced vocabulary. Story language; becoming familiar with phrases like 'once upon a time', 'a long time ago', 'lived happily ever after'. Use puppets to retell familiar stories. Poetry; learning and reciting simple poems with rhyme and repetitive language Initial sounds and simple CVC words in</p>	<p>Fiction & Non-fiction texts about space. Emergent writing; encourage short words or phrases in different writing contexts, e.g. in free flow or in a structured lesson. List writing Reading words through sound blending as part of an SSP scheme Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and</p>	<p>Fiction & Non fiction books about transport Identify and anticipate key events in familiar stories including repeated refrains. Role play; using imaginative movement and vocabulary to recreate scenes from familiar stories Initial sounds and simple CCVC words and more in line with an SSP scheme Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing</p>	<p>Fiction & Non-fiction texts about how people, animals and plants grow. Labelling e.g. labelling seed pots Descriptive sentences; children begin to write to describe an object eg. The seed is tiny. The plant is tall. Letter writing including simple sentences and phrases Recognise common exception words within a SSP scheme Write simple phrases and sentences Focus on</p>	<p>Fiction & Non-fiction books about the Ocean. Character profiling. Descriptive language in oral storytelling and in writing. Creating our own stories (orally or written) with a Beginning, middle and end. Jumping into the story Settings- what was the character thinking at this point in the story? Instructions; writing numbered</p>	<p>Fiction & Non-fiction texts about the monarchy, history etc. Children can annotate pictures of monarchs with speech bubbles and thought bubbles. Descriptive sentence writing Instructions; writing simple instructions for a familiar process in a numbered list. Verbal sequencing using temporal connectives. E.g. First I climbed on the climbing frame, then I slid down the big slide! Create fact</p>

Long Term Reception Overview

	<p>line with an SSP scheme Provide opportunities for mark making; stamps in playdough, wheels and other shapes for stamping into playdough, carving into fruit and vegetables. Upright mark making such as an easel, a tuff tray on its side, painting with water onto walls, window paints etc. Focus on letter formation</p>	<p>brushes, tracing activities, rubbing activities, whiteboards and pens, clipboards outside etc. Focus on letter formation in line with handwriting policy.</p>	<p>letters of children's names in paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards and pens, clipboards outside etc. Focus on letter formation in line with handwriting policy</p>	<p>letter formation in line with handwriting policy Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, with pens, pencils etc. Writing short sentences using growing knowledge of phonics to attempt unknown spellings</p>	<p>lists in a logical order. Nonsense poetry- how authors play with words Write simple phrases and sentences, making phonetically plausible attempts at writing newly acquired vocabulary. Write labels for sea creatures and underwater settings. Create an underwater adventure story as a class.</p>	<p>books about kings and queens and notice the difference between writing stories and writing information. Role play using newly acquired vocabulary e.g. role play a coronation Write simple phrases and sentences with phonetically plausible attempts at unknown spellings. Ongoing provision for emergent writing and creative mark making e.g. playdough and letter stamps, clipboards and paper, painting on an upright tuff tray, writing with fingers in sand, rice etc.</p>
<p><u>Suggested Texts</u></p>	<p>Referenced in UtW Plan: Dan and Diesel by Charlotte Hudson Hari's Box by Juliet Bell Love Makes a Family by Sophie Beer Here We Are by Oliver Jeffers Tree by Britta Teckentrup The Squirrels who Squabbled by Rachel Bright and Jim Field Seasons by Hannah Pang</p> <p>Drawing Club: The Colour Monster- Anna Llenas I am Absolutely too small for School- Lauren Child.</p>	<p>Referenced in UtW Plan: Naughty Bus by Jan Oke, Duck in the Truck by Jez Alborough, Mrs Armitage on Wheels by Quentin Blake The Wheels on the Tuk Tuk by Kabir Sehgal, Guido's Gondola by Steve Bjorkman and non-fiction books about transport around the world. Mr Gumpy's Motor Car by John Burningham, The Cat, The Mouse and the Runaway Train by Peter Bently Shackleton's Journey by William Grill The Christmas Story</p>	<p>Referenced in UtW Plan: Caroline's Comets by Emily Arnold McCulley Look Up by Nathan Bryon Astro Girl by Ken-Wilson Max How the Stars came to be by Poonam Mistry The Hunting of the Great Bear (Native American) Drawing Club: The Koala who could- Rachel Bright Wombat Stew- Marcia Vaughan Dingo Dog and the Billabong Storm Diary of a Wombat</p>	<p>Referenced in UtW Plan: The Tiny Seed by Eric Carl Baby Botanist by Dr Laura Gehl Jack and the Beanstalk The Enormous Turnip Baba Yaga (Traditional) Drawing Club: The Great Race- Christopher Corr The Tiny Seed- Eric Carle Jack and the beanstalk- Joseph Jacobs</p>	<p>The Lighthouse Keepers Lunch- David and Ronda Armitage Rainbow Fish- Marcus Pfister Tiddler- Julia Donaldson Commotion in the Ocean- Giles Andreae The Snail and the Whale- Julia Donaldson Sharing a Shell- Julia Donaldson</p>	<p>Referenced in UtW Plan: Non-fiction texts- Kings and Queens Zog and Zog and the Flying Doctors by Julia Donaldson The Queen's Hat by Steve Anthony Usborne- Peep inside a castle Drawing Club: Little Red Riding Hood- Charles Perrault The Three Little Pigs- Joseph Jacobs Rumpelstiltskin- The Brothers Grimm</p>

Long Term Reception Overview

	Goldilocks and the three bears- Robert Southey Not now Bernard- David Mckee Ruby's Worry's- Tom Percival A little bit brave- Nicola Kinnear The Gingerbread Man- Jim Aylesworth Binny's Diwali- Thrity Umrigar	Drawing Club: Whatever next- Jill Murphy Man on the moon- Andrew Chaikin Star in a jar- Sam Hay How to catch a star- Oliver Jeffers	Diary of a Baby Wombat Over in Australia	The Very Hungry Caterpillar- Eric Carle Farmer Duck- Martin Waddell Superworm- Julia Donaldson		Toby and the great fire of London- Margaret Nash Vlad the Rat and the story of the Great Fire of London
Traditional Rhymes and Poetry	Baa, baa, black sheep Diddle diddle dumpling Hey diddle diddle Hickory dickory dock Early to bed Georgie Porgie	Little Bo Peep Little Jack Horner Little Miss Muffet One, two, buckle my shoe Star light, star bright Twinkle, twinkle	Ladybird, ladybird Tadpole Little boy blue Mary had a little lamb Mary, Mary, quite contrary Old MacDonald had a farm	Humpty dumpty She'll be coming round the mountain The Grand Old Duke of York	Jack be nimble Monday's child See saw, Margery Daw Poetry Week	It's raining, it's pouring Jack and Jill Old King Cole Old Mother Hubbard Rain, rain, go away Sing a song of sixpence
Sayings and Phrases	'Well I never!' 'A piece of cake' 'An apple a day keeps the doctor away'	'Pull your socks up' 'On cloud nine' 'Don't judge a book by its cover'	'As fit as a fiddle' 'Pigs might fly' 'Don't count your chickens before they have hatched'	'Mountain out of a molehill' 'It's raining cats and dogs' 'If at first you don't succeed, try, try again'	'A drop in the ocean' 'Better late than never' 'The more the merrier'	As good as gold' 'As dead as a dodo' 'Let the cat out of the bag'
Mathematics	Counting, recognising and writing numbers in a range of practical situations including role play, child-initiated play and adult led activities. Secure one to one correspondence; scaffold learning by modelling how we count objects by placing our finger on each one. Verbally count to and back from 10 and then 20 when appropriate. Numbers within 5;	Numbers within 10; including subitise (recognise quantities without counting) up to five number bonds and double facts up to 10 Properties of shapes, tessellation and repeating shape patterns. Colours and patterns; Create repeating patterns with beads on strings, patterns of coloured cars etc. Comparing	Quantity; more and less in different contexts including physical objects such as counters, capacity of containers, money and numbers e.g how many cubes can fit in this box? Can we fit more in this bigger box? How many more can we fit? Numbers within 20; automatic recall of number bonds to 10, secure	Positional language; games where children move objects around and describe their position. Verbally count to 20 and beyond. Time to the hour and beyond; make clocks with cardboard and a split pin. Addition and Subtraction with numbers to 20 using concrete objects to support	Double facts to 10; exploring known facts and how we can apply what we know to new problems. Doubling using concrete objects such as buttons or counters. Comparing quantities of more and less; ordering numbers, recognising how many tens are in	Grouping and sharing; using concrete objects. Equal grouping and sharing. Sharing out counters, buttons, snacks at snack time etc. Measure; how do we measure things in our classroom? Use nonstandard measure such as how many hands long is this table? Exploring using

Long Term Reception Overview

	<p>including subitise (recognise quantities without counting) up to five Number games, pattern games, ongoing mathematical provision for independent choice including numbers in sand tray, clocks, money etc.</p> <p><u>NCETM- Mastering Number:</u> Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. Pupils will:</p> <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and 	<p>quantities; e.g. pouring water or sand from one container to another and seeing which holds the most.</p> <p><u>NCETM-Mastering Number:</u> Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. Pupils will:</p> <ul style="list-style-type: none"> • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers 	<p>understanding of numbers between 10 and 20, recognise the value of 10. Counting objects hidden in the sand tray, counting small objects using tweezers to move them from one pot to another.</p> <p><u>NCETM-Mastering Number:</u> Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 	<p>understanding. Odd and even numbers; using concrete objects such as Numicon to support understanding</p> <p><u>NCETM-Mastering Number:</u> Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. Pupils will:</p> <ul style="list-style-type: none"> • understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and 	<p>a two digit number. Money; begin to recognise coins and their value. Use a till and labels in a shop role play or a shop based tuff tray activity. Time to the hour and beyond; use a large clock to demonstrate.</p> <p><u>NCETM- Mastering Number:</u> Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of 	<p>rulers and measuring tapes to measure our feet, each others legs etc. Time to the half hour and beyond. Addition and Subtraction within numbers to 20 in practical, concrete contexts. Write numbers in a range of practical situations e.g to label things, in role play area, with chalk on the playground etc.</p> <p><u>NCETM- Mastering Number:</u> Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. Pupils will:</p> <ul style="list-style-type: none"> • begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary
--	--	--	--	--	--	--

Long Term Reception Overview

	<p>talk about what they can see, to develop their conceptual subitising skills</p> <ul style="list-style-type: none"> • spot smaller numbers 'hiding' inside larger numbers 	<ul style="list-style-type: none"> • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts. 	<ul style="list-style-type: none"> • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing number 	<p>ordinality through the 'staircase' pattern</p> <ul style="list-style-type: none"> • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 	<p>numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</p> <ul style="list-style-type: none"> • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2. 	<ul style="list-style-type: none"> • develop conceptual subitising skills including when using a rekenrek
<h3>Understanding the World</h3>						

Long Term Reception Overview

<p>Past and Present (History)</p>	<p>My past, present, future and that of others including characters from stories Families; when I was a baby, when my family members were young. Family Trees, diverse representations of family life. Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year? Our school year – what will we do this year in Reception?</p>	<p>Guy Fawkes- Bonfire night People who looked at the stars; Galileo. Traditional stories to explain the stars e.g. What scientists and astronomers know about our Solar System now; our sun, the planets in our solar system. The Moon landings; Neil Armstrong The International Space Station; when and why it was built and launched</p>	<p>George Stevenson; The invention of the Steam Train Transport in the past; horse and carriage, motor cars, penny farthing, omnibus, ferry, other locally relevant transport from history Modern transport including the Japanese Bullet Train, hovercraft, racing cars, aeroplanes and other examples of technologically advanced transport Ernest Shackleton the explorer; The South Pole, the challenges of his journey The first £10 tickets to Australia.</p>	<p>Farming in the past; locally relevant information e.g. local areas that used to be farmland, what was grown, what those areas look like now. How farming worked in the past; use of horses and carts, horses and cows pulling ploughs. Present day use of machinery in farming.</p>	<p>Ocean pollution over time. Discuss real vs imaginary creatures Compare real sea animals to mermaids.</p>	<p>The Story of King John and the Magna Carta (Teachers to tell story based on historical events) Locally significant areas in the past e.g. a local historical building Queen Elizabeth II's coronation in Westminster Abbey.</p>
<p>People, Culture and communities (geography)</p>	<p>Location of our school and the local area My route to school; what do I pass? Do I take transport? What do we like about our local area? What would we change? Community; this means the people who feature in our lives, our school is an important part of our community, friends, families, religious communities, people with shared interests</p>	<p>Astronauts and Astronomers; including Mae Jaimeson, Tim Peak, Caroline Hershel.</p>	<p>Aboriginal culture and people The Flying doctor, how people travel across the out back of Australia, how they live and are educated in the outback. Transport in our local area and contrasted with transport for long journeys (to Australia)- children's experience of transport. Road</p>	<p>Farming in our local area; what crops are grown where we live? Identify fruit and vegetables that can be grown locally, or within the local region. Identify where the fruit and vegetables we eat come from. Including but not limited to: Oranges: Spain Bananas: Central America Lemons: South Africa</p>	<p>Explore different sea habitats: coral reefs, rock pools, deep sea. Investigate floating and sinking with sea-themed objects. Watch clips of ocean life and discuss how creatures survive. Learn about the importance of keeping oceans</p>	<p>The Monarchy; Queen Elizabeth II, the Royal Family, Buckingham Palace, Windsor Castle. Countries around the world that have Queen Elizabeth as their monarch including; Canada, Jamaica, New Zealand, Australia and more. The Union Flag of The United Kingdom, flags from</p>

Long Term Reception Overview

	e.g. hobbies. People who help us in our community; including but not limited to teachers, doctors and nurses, firefighters, police shop workers, rubbish collectors.		Safety – how we travel safely. How people from different cultures travel; the tuk tuk in Bangkok, gondolas in Venice, Felucca in Egypt, Dog Sled in Norway	Pineapples: Costa Rica Apples: France Onions: The Netherlands Cauliflower: Spain Broccoli: The UK	clean (recycling, pollution). Explore maps/globes to find oceans and seas. Sharing and friendship.	countries the children have connections to.
The Natural World (Science)	The human body: Facial features, body parts, the senses Seasons of the year; Autumn. Deciduous and evergreen trees. Observing leaves using magnifying glasses, leaves changing colour.	Seasons of the year: Winter. Animal hibernation, why do some animals hibernate? How do other animals survive winter? Our planet Earth, land and sea, plants and animals, weather, gravity. The moon, the sun, the planets in our solar system, space travel, astronauts. Changing states of matter: Why can we see our breath when it is cold?	Forces: push, pull, twist Friction Air transport Water transport Changing state of matter; frost and ice- looking closely at ice, what happens when it warms? Why can we see our breath when it is cold? Animals and their young – marsupials. Animal classifications. Animal habitats.	Seasons of the year: Spring. The first signs of spring; snowdrops, cherry blossom, buds and flowers, birds nesting, bees, lighter evenings. Growing and changing; how people change as they grow, how animals change as they grow. Life cycles of a butterfly and/or frog. Identify and draw the following animals and their babies including but not limited to: Sheep and Lamb Cows and Calf Horse and foal Butterfly and Caterpillar Frog and tadpole Dog and puppy Cat and kitten Plants; how they grow from seeds and bulbs. What plants need to grow. Identify parts of	Seasons of the Year: Summer. How we stay safe in the sun; sunscreen, hats, sunglasses. Explore seaside environments (beach, cliffs, lighthouse) Talk about where animals live (land vs sea) •Observe natural materials (sand, rocks, water) Learn about fish (fins, gills, scales) Compare different sea creatures Talk about how fish survive underwater. Explore rockpool habitats Identify animals (crab, starfish, anemone) Understand that animals live in different environments	Forces: Pushes pulls twists Changing states. Seasons of the Year: Summer.

Long Term Reception Overview

				plants including roots, stem and leaves. Identify trees and plants growing locally on the school grounds or in local parks. Draw pictures of local plants.	Learn about ocean layers (surface, deep) Explore how environments differ (light/dark) Talk about animals in different parts of the ocean Learn the life cycle of a turtle Understand pollution and its impact on oceans Explore floating and sinking. Discuss real vs imaginary creatures Compare real sea animals to mermaids.	
Personal, Social and Emotional Development	Our classroom and school rules; how we all help to make our classroom a happy place to learn My Feelings; words I can use to describe how I am feeling. What can I do if I am feeling big emotions? Who are the police and how can they help us?	Relationships: Kind vs Un-kind How can I be a good friend? How can I make other children feel happy? How can adults at school help me?	Keeping safe How can I play safely? How can I keep safe at school? How can I keep safe at home? Independence.	Well-being How can I be a germ buster? How does exercise help me? How does food help me? Dental hygiene.	Understanding the law What are rules? What are consequences? Including everyone; diversity within our school and the wider community	Show sensitivity to others' needs and feelings. Form positive relationships and work cooperatively. Show confidence in new situations and independence in selecting resources. Getting ready for Year 1.
Physical Development						

Long Term Reception Overview

Discrete PE Lessons	Fundamentals/Circle games	Gymnastics	Dance	Ball games/games	Athletics	Athletics
Gross Motor	Spatial awareness and multi step instruction games Running, jumping, using tricycles and scooters outside with increasing control.	Spatial awareness and coordination games, throwing and catching	Team games and ball skills including using a racquet Running, jumping, hopping from foot to foot, running around obstacles Dance to music, moving with control around the floor	Invasion games, throwing and catching Balance-standing on one leg, walking along a bench, climbing.	Team games including relay races, using racquets and balls, throwing and catching Running, jumping, hopping, skipping, jumping over obstacles, skipping with a rope	Racing and obstacle courses – skills for sports day Running, jumping, hopping, skipping, travelling under and over obstacles, throwing and catching
Fine Motor	Small tools; cutlery, tweezers, pipettes, scissors. Cutting paper, card, fabric, tracing, using templates, playdough Drawing myself; what features do I have?	Small tools; cutlery, tweezers, pipettes, scissors Drawing and painting,	Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals Drawing, painting and modelling dough animals, pencil control	Small tools; cutlery, tweezers, pipettes, scissors Drawing maps, transport, junk modelling vehicles	Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals Drawing and painting sea settings. Hole punch and ribbon to make fish. Spiral patterns Weaving Cutting and sequencing.	Small tools; cutlery, tweezers, pipettes, scissors. Cutting textured paper, tracing, using templates, playdough Drawing, painting, weaving or simple sewing.
Expressive Arts and Design						
Creating with materials	Exploring colour. Painting with primary colours. Mixing secondary colours. A study of Miro. Painting: portraits.	Colour and the seasons. Exploring which colours show us different seasons. A study of Pissarro's season paintings	Exploring what we can see in the world around us. Looking at Lowry and drawing our own houses and "matchstick" people.	Animals in art. A study of Rousseau's "Tiger in a Tropical Storm. Studying how Van Gogh used different	Use media and materials to create and design. Sing songs and make music related to the sea.	Exploring line. Taking a line for a walk. Creating drip paintings like Jackson Pollock. Creating pictures like Hundertwasser using

Long Term Reception Overview

			Using the architecture of Hundertwasser to inspire us to draw imaginary houses. Aboriginal dot paintings Australian landmark drawings.	marks to draw still life. Collage.	Use imagination in art, music, dance, role-play and stories. Painting real fish with ink and wax resist.	spirals and curved lines
Being imaginative and expressive	Get Set 4 Music All about me: Unit 1	Singing in a group (Christmas Performances) Get Set 4 Music Space: Unit 2	Get Set 4 Music Journeys: Unit 2	Get Set 4 Music Minibeasts: Unit 2	Get Set 4 Music Deep Blue Sea: Unit 2	Get Set 4 Music Traditional Tales: Unit 1
I.C.T/Technology	iCompute – Nursery Rhymes (an intro to algorithms/sequences) e-safety	iCompute – Nursery Rhymes (an intro to algorithms/sequences) e-safety	iPad rules / licence e-safety	iPads: sleep, wake up, open an app, leave an app, confidence & independence. e-safety	iGuess – Beasts (QR Codes) e-safety	iGuess – Beasts (QR Codes) e-safety
Festivals and celebrations	Diwali Halloween	Guy Fawkes Remembrance Sunday Diwali St Andrew's Day Advent + Christmas Thanksgiving Hanukah	Chinese New Year Valentine's Day Shrove Tuesday Australia Day	Chinese New Year St David's Day Holi Mothering Sunday Easter Baisakhi	St George's Day May Day Ramadan	Father's Day Eid ul Fitr Summer Solstice
Trips/visitors		Trip/Visit: Pantomime Visitors: Firefighters		The Farm Nature Walk	Trip/Visit: Aquarium visit or virtual underwater tour. Visitors: Invite a marine biologist or local environmental officer.	

Long Term Reception Overview

					Themed Day: "Under the Sea Dress-Up Day" or "Ocean Rescue Day".	
Special Events	Roald Dahl Day	Guy Fawkes Night Remembrance Day Children in Need Nativity Christmas service	Australia Day	World book day Easter service	End of year assembly	Transition