

Reception Curriculum Overview 2026 - 27

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
PSHE Jigsaw Topics	Being me in the world	Celebrating differences	Dreams and Goals	Healthy me	Relationships	Changing me
Theme	All About Me Settling in	Once Upon A Time	Superheroes	Beans and butterflies	Pirates	If I had a...
Core Books	<i>A super Duper You! by Sophy Hen</i> <i>You choose by Pippa Goodhart/Nick Sharratt</i> <i>It's Ok to be different by Todd Parr</i> <i>The Family Book by Todd Parr</i> <i>Charlie and Lola books with Soren Lorenson in it: It wasn't Me!</i> <i>Hair Love by Vashti Harrison</i>	<i>The Three Little Pigs by Mara Alperin</i> <i>The Gingerbread Man by Mara Alperin</i>	<i>Traction Man by Mini Grey</i> <i>Super Daisy by Kes Gray</i> <i>George and the dragon by Chris Wormell</i> <i>Supertato books by Sue Henra and Paul Linnet</i> <i>Supertato</i> <i>Supertato:Veggies Assemble</i> <i>Supertato: Run Veggies Run</i> <i>Supertato: Evil Pea Rules Supertato:</i>	<i>Jack and the Beanstalk by Richard Walker</i> <i>The Hungry Caterpillar by Eric Carle</i> <i>Superworm by Julia Donaldson</i>	<i>Pirate Stew by Neil Gaiman</i> <i>Come away from the water Shirley by J. Burningham</i> <i>Don't disturb by R.Findlay</i>	<i>If I had a dinosaur by Gabby Dawney and Alex Barrow</i> <i>Our very own dog by Amanda McCardie</i> <i>Dear Zoo by Rod Campbell, Oi Dog by C Gray & K Gray</i> <i>The Kaola who could By Rachel Bright and Jim Field</i>
Communication and Language	Listening & Attention: Listen and respond for short whole class carpet sessions Listen and participate in small group sessions Introduce circle time object for children to pass around and take turns talking within a larger group Speaking: Practice requests necessary for school eg "Can I have a turn?" "I need the toilet" Create a home	Listening & Attention: Join in retelling stories with repetitive refrains in core stories Speaking: Act out and retell the stories using props and a story sack Play with words and sounds. Understanding: Develop understanding of prepositional words such as eg. over, under, through and play games for children to use and respond to instructions with these words Answer who, what, where questions	Listening & Attention: Join in retelling stories and build the core story Take part in a whole class story whoosh. Speaking: Children to present, explain and talk who their superheroes are and talk about what qualities makes a good superhero. Understanding: Understanding how we use a passport to travel. Understanding the role of a superhero. Generate questions for special visitor (Local hero)	Listening & Attention: To learn dances with instructional actions To sustain attention concentration for a performance Speaking: Talking about what we need for a plant to grow. Making lists with our friends in how we can plant a bean. Talk in length about the lifecycle of a butterfly. Understanding: Children to generate questions about the topic – create a class KWL Begin to understand why and how questions Use and apply language related to measure Rhyme Time: Incey Wincey Spider	Listening & Attention: To listen and recall the main events of the story and retell the core stories. Retell the core story – pirate stew. Speaking: To talk about their holidays and share pictures on Tapestry To speak about ways to keep healthy and share their personal experiences. To talk about what pirates might put in their stew. To role play with a partner in how pirates behave. To follow two – three-part	Listening & Attention: Listening to different animals in their habitats Speaking: Present and explain where different animals might live. Explain the difference between a farm, a pet shop and a zoo. Asking and answering questions with their peers about their work. To use the words 'because' accurately Understanding: Children generate questions about the topic – create a class KWL chart Rhyme Time: Walking in the jungle Down in the jungle How much is that doggy in the

	language display in collaboration with parents. Play with sounds in words through phase one phonics songs and activities Understanding: Play games and songs with instructions eg. Simon says Practice transitions with key instructions eg. Now it's time for fruit Sequence the order of the day with the visual timetable Rhyme Time: Create a bank of children's favourite and familiar rhymes Name songsHello & Goodbye song Please & Thank you Time to Talk: Explore the story “Would you Rather” and “You Choose” Talking tables in small groups	about the core texts. Rhyme Time: I see the wind I hear thunder What's the weather? Christmas performance Language for Thinking Blanks Levels of Language questioning	Rhyme Time: How to be a superhero. The superhero parade. Im a superhero. If I could be a superhero. Story Telling: Act out the story “Traction Man” with props. Change parts of the story. Language for Thinking Blanks Levels of Language questioning for the In Space Scene.	Baby Bumblebee Worm at the bottom of my garden Baby butterfly Tiny Caterpillar on a Leaf Story Telling: Create stories about minibeasts on story maker and retell using story words Language for Thinking Blanks Levels of Language questioning for jack climbing the beanstalk scene	instructions when following their treasure maps. Rhyme Time: This is the way I'm a pirate Over the deep blue sea. Story Telling: Create stories about superheroes on story maker Language for Thinking Blanks Levels of Language questioning for the pirate scene	window Bingo was in name-o 5 little dogs Were going to the Zoo Story Telling: Create stories about animals and use story words and extend with adjectives Language for Thinking Blanks Levels of Language questioning for a rainforest scene
Key Vocabulary	New Vocabulary: - me - my - name - family - friend - feelings - happy - sad - kind - body - grow - same - unique - different	New Vocabulary: - once upon a time - castle - forest - giant - king - queen - prince - princess - fairy - magic - hero - villain	New Vocabulary: - superhero - hero - power - brave - strong - help - save - costume - mask - cape - good - kind	New Vocabulary: - caterpillar - egg - leaf - hungry - eat - food - grow - bigger - change - cocoon - chrysalis - butterfly - days	New Vocabulary: - pirate - ship - captain - crew - treasure - map - island - sea - adventure - flag - sword - chest	New Vocabulary: - pet - animal - dog - cat - fish - bird - care - food - water - home - kind - gentle - habitat
Celebrations	Black History Halloween	Diwali stories Christmas Stories	Chinese New Year Pancake Day	Easter Ramadan/ Eid	International day	Eid-al-Adha

Literacy: Reading RWI	RWI lessons – read individual letters by saying the sounds for them and starting to blend sounds into words - Shared reading of the core stories o Children to bring in their favourite story to read - Create a “favourite stories” box as a class together - Story sacks and props for each of the traditional tales for retelling - Newspapers, magazines, recipes books for the home corner - Phonics: Read Write Inc	RWI lessons – read some ‘special friends’ (two letters that come together to make one sound) and continue blending to read words - Shared reading of the core stories - Guided reading begins - Reading Café begins - Story sacks & props - Non-fiction texts about seasons - Take home banded books begin - Make class book of children’s own stories - Phonics: Read Write Inc	RWI lessons – read a few common exception words (red words) and to begin to read simple phrases o Re-read books to build up confidence in word reading and their fluency and understanding - Shared reading of the core stories - Guided reading - Reading Café - Story sacks & props - Take home banded books - Share books and stories about places around the world - Make class book of children’s own stories - Phonics: Read Write Inc	RWI lessons – read simple sentences made up of words with known letter sound correspondences o Re-read books to build up confidence in word reading and their fluency and understanding - Shared reading of the core stories - Guided reading - Reading Café - Story sacks & props - Take home banded books - Phonics: Read Write Inc	RWI lessons o Re-read books to build up confidence in word reading and their fluency and understanding - Shared reading of the core stories - Guided reading - Reading Café - Story sacks & props - Take home banded books - Phonics: Read Write Inc	RWI lessons o Shared reading of the core stories o Guided reading - Story sacks & props - Take home banded books - Phonics: Read Write Inc
Writing	Writing Outcomes – All About Me Week 1 LO: To write my name/to draw and construct a self-portrait Week 2 LO: To write a I can/I am sentence/I can write words to show who I am Week 3 LO: I can draw my family/I can write labels (labels of family drawing - Mum dad) Week 4 LO: I can describe my hair words/labels/sentences Week 5 LO: I can write a book I am me (add into free flow)	Writing Outcomes – Once upon a time Week 1 LO: To write a list. Week 2 LO: To write a recipe for the gingerbread men and make your own gingerbread men. Week 3 LO: I make a lost poster for the gingerbread man. Week 4 LO: I can create an alternate ending for The Three Little Pigs. Week 5 LO: To write an invitation to a party. Week 6 To create an extended ending for a familiar fairytale story.	Writing Outcomes – Superheroes Week 1 LO: To create a passport. Week 2 LO: To label costumes that superheroes wear eg cape etc. Week 3LO: To create a list. Week 4:LO: To invent stories – superheroes. Week 5 LO: To create mini rescue reports.	Writing Outcomes – Beans and Butterflies Week 1 LO: To create a list Week 2 LO: To plant a bean and to create a bean diary. Week 3LO: To create character speech bubbles for ‘Jack and the Beanstalk’. Week 4 LO: To create a butterfly diary. Week 5 LO: To write a butterfly description. Week 6 LO: To create an alternate story for The Very Hungry Caterpillar.	Writing Outcomes – Pirates Week 1 LO: To create a set of instructions. Week 2 LO: To create a wanted poster for a pirate. Week 3 LO: To create a diary. Week 4 LO: To create a storm description. Week 5 LO: To begin to write a pirate story	Writing Outcomes – If I had a..... Week 1: If I had a ...sentences Week 2: If I had a... book Week 3: Lists and instructions Week 4: Retelling a story Week 5: Rewriting a known story.

Physical development: Physical Education Specialist GROSS MOTOR FINE MOTOR Nina Birch Health & Self care	<u>Physical Education Specialist</u> Fundamental Movement and spatial awareness Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Activities, such as Jelly Bean or Be an Animal games <u>Gross motor</u> Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Experiments with different ways of moving. - rolling, crawling, walking, jumping, running, hopping, skipping and climbing. <u>Fine motor</u> Use pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons Encourage children to draw freely <u>Health & Self Care</u> To make independent choices for school lunches and request foods they like in the canteen To carry their lunch tray independently and use cutlery to feed themselves To use the toilet independently in school and request the toilet when needed To put on aprons independently when choosing to play in the creative area or water tray To look after personal belongings by hanging their coat up and putting	<u>Physical Education Specialist</u> Working as part of a team – throwing at a target Sliding a beanbag to a partner, throwing bean bags/bibs into hoops <u>Gross motor</u> Balance Travels with confidence and skill around, under, over and through balancing and climbing equipment <u>Fine motor</u> Develop the foundations of a handwriting style which is fast, accurate and efficient. Engage children in structured activities: guide them in what to draw, write or copy mark making - pre – writing marks (Nina Birch) <u>Health & Self Care</u> Talk about the changed in their body when engaging with exercise To look after their additional belonging for winter, eg gloves, hats and scarves; to be able to take them on and off and store them appropriately To know how to move and store equipment safely and take carefully considerations about risks they take when playing	<u>Physical Education Specialist</u> Starting to throw and catch, working as part of a small group Activities such as throwing a scarf or bib to a partner, sliding a beanbag to a partner, group/class games such as duck duck goose and parachute games <u>Gross motor</u> Agility Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. <u>Fine motor</u> Teach and model correct letter formation Start Nina Birch Handwriting Scheme <u>Health & Self Care Children's Mental Health Week</u> Understand different emotions for the Zones of Regulation Children to explore ways of keeping a healthy brain and mind as well as physical body Begin to talk about physical changes in the body when discusses different seasons and weather	<u>Physical Education Specialist</u> Kicking with feet and using different parts of the body Activities, such as dribbling a football, then developing into adding in obstacles to navigate, sending and receiving using feet <u>Gross motor</u> Co-ordination Ball skills Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Can kick a large ball. <u>Fine motor</u> Regular repetition so that correct formation becomes fluent Nina Birch Handwriting Scheme <u>Health & Self Care</u> To talk about a healthy range of foods. Learn why it is important to make healthy food choices. Learn how to sort food into food groups and how to make a balanced meal.	<u>Physical Education Specialist</u> Gymnastics, body awareness and making shapes Balancing using different body parts, making shapes with your body, different movements and jumps. Copying a partner's movements. <u>Gross motor</u> Dance Gymnastics Jumps off an object and lands appropriately. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. <u>Fine motor</u> Continuously check the process of children's handwriting (pencil grip and letter formation). Nina Birch HandwritingScheme <u>Health & Self Care</u> Children to know a range of ways to help them look after their emotional health by having a toolbox of strategies to help regulate their own emotions. For children to learn about the importance of oral hygiene and know how to brush their teeth effectively	<u>Physical Education Specialist</u> Racket games, control and accuracy Using tennis rackets to move beanbags and foam balls around a space, hitting a foam ball against a wall, team games <u>Gross motor</u> Multi skills and Athletics Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. <u>Fine motor</u> Nina Birch Handwriting Scheme H <u>Health & Self Care</u> To know a range of ways to keep healthy, to develop language through the hospital role play Children to learn the names of different organs in the body and learn more about human growth, change and development
--	--	--	---	--	---	--

	their book bag in their tray Learn to use equipment in the school's provision safely To wash and dry hands effectively					
Maths Maths Mastery Mastering Number	Developing Early Mathematical Concepts U1 Classifying objects based on one attribute Matching equal and unequal sets Comparing objects and sets Ordering objects and sets Pattern and Early Number U2 Recognise, describe, copy and extend colour and size patterns Count and represent the numbers 1 to 3 Subitising Perceptually subitise within 3 Identify sub-groups in larger arrangements Create their own patterns for numbers within 4 Practise using their fingers to represent Experience subitising in a range of contexts Cardinality, ordinality and counting relate the counting sequence to cardinality opportunities to	Number within 6 U3 Count up to six objects. One more or one fewer Order numbers 1 – 6 Conservation of numbers within six Addition and Subtraction within 6 U4 Explore zero Explore addition and subtraction Measure U5 Estimate and check by counting Estimate, order compare, discuss and explore capacity, weight and lengths Shape and Sorting U6 Describe, and sort 3 D shapes Describe position Accurately Subitising Continue from first half-term Subitise within 5, perceptually and conceptually, depending on the arrangements. Cardinality, ordinality	Numbers within 10 U7 Count up to ten objects Represent, order and explore numbers to ten One more or fewer, one greater or less Calendar and Time U8 Days of the week, seasons Sequence daily events Addition and Subtraction within 10 U9 Explore addition as counting on and subtraction as taking away Grouping and Sharing U10 Counting and sharing in equal groups Grouping into fives and tens Relationship between grouping and sharing Subitising increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part experience patterns which show a small group and '1 more' continue to match arrangements to finger patterns. , continue to develop verbal counting to 20 and beyond Cardinality, ordinality and counting continue to develop object counting skills, using a range of strategies to develop accuracy continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 order numbers, linking cardinal and ordinal	Numbers within 15 U11 Count up to 15 objects and recognise different representations Order and explore number patterns to 15 One more or fewer Doubling and Halving U12 Doubling and halving Relationship between doubling and halving Shape and Pattern U13 Describe and sort 2-D and 3-D shapes Recognise, complete and create patterns Subitising explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. Cardinality, ordinality and counting continue to consolidate their understanding of cardinality, working with larger numbers within 10 become more familiar with the counting pattern beyond 20. Composition explore the composition of odd and even numbers, looking at the 'shape' of these numbers begin to link	Securing addition and subtraction facts U14 Commutativity Explore addition and subtraction Compare two amounts Number patterns withing 20 U15 Count up to 10 and beyond with objects Represent, compare and explore numbers to 20 One more or fewer Number patterns beyond 20 U16 One more one less Estimate and count Grouping and sharing Subitising continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number subitise structured and	Money U17 Coin recognition and values Combinations to total 20p Change from 10p Measure U18 Describe capacities Compare volumes Compare weights Estimate, compare and order lengths Explorations of pattern within number U19 Explore numbers and strategies Recognise and extend patterns Apply number, shape and measures knowledge Count forwards and backwards in this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers

	develop their knowledge of the counting sequence opportunities to develop 1:1 correspondence opportunities to develop an understanding that anything can be counted explore a range of strategies which support accurate counting. Composition see that all numbers can be made of 1s compose their own collections within 4. Comparison understand that sets can be compared according to a range of attributes, including by their numerosity use the language of comparison, including 'more than' and 'fewer than' compare sets 'just by looking'.	and counting continue to develop their counting skills explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand begin to count beyond 5 begin to recognise numerals, relating these to quantities they can subitise and count. Composition explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot explore the composition of numbers within 5. Comparison compare sets using a variety of strategies, including 'just by looking', by subitising and by matching compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.	representations of number. Composition continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 explore the composition of 6, linking this to familiar patterns, including symmetrical patterns begin to see that numbers within 10 can be composed of '5 and a bit'. Comparison continue to compare sets using the language of comparison, and play games which involve comparing sets continue to compare sets by matching, identifying when sets are equal explore ways of making unequal sets equal.	even numbers to doubles begin to explore the composition of numbers within 10. Comparison compare numbers, reasoning about which is more, using both an understanding of the 'how manyness' of a number, and its position in the number system.	unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 be encouraged to identify when it is appropriate to count and when groups can be subitised. Cardinality, ordinality and counting continue to develop verbal counting to 20 and beyond, including counting from different starting numbers continue to develop confidence and accuracy in both verbal and object counting. Composition explore the composition of 10. Comparison order sets of objects, linking this to their understanding of the ordinal number system.	
--	---	--	--	--	--	--

Understanding of the World (RE) People, Culture and Communities	Transitions Talking about starting school and making friends. Explore through the core story “We are all Welcome” What makes us special? Exploring the different ways people are special; using stories, discussions and creative activities to learn about what makes themselves, people around them and in the community special. All About Us Share about ourselves. Talk and celebrate our similarities and differences. Ancestry and origins Create map display and involve parents in making home languages “welcome” display	Special Events Share with one another how they are celebrated through photographs, videos and visitors. - Birthdays - Fireworks night - Halloween - Diwali - Christmas - Hanukkah What are special times? Discovering what special times are for different people; using pictures, stories and videos to explore the significance of Diwali and Christmas and how they are celebrated.	Special Events Share with one another how they are celebrated through photographs, videos and visitors. - Birthdays - New Year - Chinese New Year - Valentines Days Why are some places special? Investigating what makes places special and significant to different people.	Special Events Share with one another how they are celebrated through photographs, videos and visitors. - Birthdays - Mother's Day - St Patrick's Day What makes the world special? Exploring what makes the world around the children special, learning why the world can be special to both themselves and others.	Special Events Share with one another how they are celebrated through photographs, videos and visitors. - Birthdays - St.George's Day - Ramadan & Eid Why are some things special? Exploring special things, children will discuss what is special to them and why prayer beads, symbols, books and candles can be special to others.	Special Events Share with one another how they are celebrated through photographs, videos and visitors. - Birthdays - Father's Day - Sports Day Why are some stories special? Discussing favourite stories and exploring why some stories are special to other people. Time to celebrate Exploring the significance of various festivals, through stories, images and creative activities; learning about the customs and meanings behind these celebrations.
	Understanding of the World (Geography)	Nursery and Reception will think about journeys they do, for example their walk to school. They will look at simple maps to show a journey. The will have daily class discussions on weather and seasons as part of their morning routine. A walk around the local environment and around the school grounds will provide opportunities to observe changes in their surrounding environment.	Nursery and Reception children will go on a walk around their local environment. They will observe the effect of the changing seasons in their environment. The children will look at simple maps of the local area and will talk about what maps are used for. They will create a journey stick (Nursery) or a class map (Reception) to show their journey from school to a point in the local area.  	The children will find out about the different places/countries that are represented within the class. They will learn how to say hello in different languages through songs and register time. Children will look at the flags of countries they are from and will decorate their own flags. The children will have an international day to celebrate all the different countries around the world that we are from. Children will dress up in the colours of their heritage flag colours/traditional costume. Children will plot where they come from on a class world map.		

Understanding of the World (History)	Children will talk about their own family and people who are special to them. They will bring in photos of themselves as a baby and share these with the class. Children will talk about what they can do now compared to when they were a baby, using vocabulary related to the passing of time.		Children will look at look at photos of the local area from the past and present and discuss how they have changed over time. They will discuss whether the changes have a positive or negative impact on the local area.		Children will learn about the life cycle of plants, humans and other animals including mini beasts.	
Understanding of the World (Science)	Our Body Learn about your body parts: the arms, legs and chest, hands, feet, eyes, nose, ears, mouth and hair. Discover how our bodies change. Explore our similarities and how we are all unique. How human's grow and change. Focus on oral hygiene. Linked Stories: "What happened to you" By James Catchpole Animals Learn that animals are living things. Discover where animals live and what they need to survive. Explore where birds live. Learn about farm animals. Science skill focus: classifying Investigating magnets. Classify objects as magnetic or non magnetic	Weather and Seasons Learn about rain, ice and water. Describe why the air moves. Explore snow melting. Discover how rainbows are formed. Learn about the seasonal changes that happen in Spring and Summer. Learn about the seasonal changes that happen in Autumn and Winter. Environmental Awareness Rocket Says Clean Up! Through this story discuss the importance of look after our environment. What do the clean up crew do and why? Materials The three little pigs. Why did the house blow down? Which material is best and why? Build a new house for the three little pigs.	Space Explore outer space. Discover why rockets are important. Forces Understand what happens push or pull something. Explore objects that sink and float. Machines Explore different types of machines and mechanisms. Learn how machines make jobs easier. Discover different types of transport. Science skill focus: predicting Friction train. Using ramps test out different materials attached to the ramp (bubbles wrap, tinfoil) mark how far the train travels each time. Record and evaluate your findings.	Plants Discover that plants are living things. Learn about plants and where they come from. Explore how to look after plants. Insects and Invertebrates Learn about insects and invertebrates. Discover where insects and invertebrates live. Observe them in their habitats. Describe what a habitat is. Life Cycle: Butterfly: observe caterpillars in class From Egg to Chicks Science Week Selection of experiments chosen with the children	The Senses Learn about the senses. Explore ways to make sounds. Science skill focus: observing Talk about melting, freezing and changes in materials. Can we speed it up or slow it down? What would happen if? Food Learn about your diet and how to stay healthy. Explore different types of vegetables. Discover different types of fruit. Learn about chicken and eggs. Discover that cows produce milk. Examine different ingredients and then weigh them to make a mixture.	Environmental Awareness Boogie Bear Through this story begin to explore the idea of global warming and endangered animals. Discuss the affects of our actions on the environment. Animals Learn that animals are living things. Discover where animals live and what they need to survive. Explore where birds live. Light and Dark Learn about different types of light sources. Experiment with lenses and creating shadows.

Expressive Arts and Design Creating with materials	Painting and colour Experiment with colour mixing. Drawing My family & things that are important to me 3D work Make a clay tea light for Diwali. Making Christmas decorations: salt dough Textiles and texture Create textured scenes (fairytale castles)	Painting and colour Create Fireworks pictures using different art materials eg. Blow paint, oil pastels, glitter, chalks. Drawing Draw your own “terrible creatures” from well-known fairy tales.	Painting and colour Experiment with colour mixing. Textiles and texture Make a potato superhero using a variety of tools and techniques. Design a cape for Supertato. Drawing Draw and design a superhero costume	Drawing Observational drawings of plants and flowers. Printing Vegetable printing. Use of repetitive patterns. Learn about Andy Warhol. Pattern Simple symmetry of butterflies Textiles and texture Leaf and flower mosaics and collages. Study Eric Carle’s Illustrations Painting and colour Investigate using natural materials for painting eg tea bags, flowers and spices.	Drawing Modes of transport; create your own design Draw and design a wanted poster for a pirate. 3D work Children work in small groups to make something that can fly, something that can sail, something that can go on land. Junk modelling different modes of transport. Mechanisms Make a pirate ship that can move.	Textiles and texture Look at animal patterns and textures to create a model of your own chosen animal. 3D work Creating shoe box habitats for animals around the world Drawing Draw scenes of your rite habitats
Design and Technology – creating with materials and building imagination	Weekly outdoor provision through the year Focus: Structures Designing and building shelters	Weekly outdoor provision through the year Focus: Mechanisms Building Traps for the Ginger Bread Man	Weekly outdoor provision through the year Focus: Textiles Design a cape for Supertato	Weekly outdoor provision through the year Focus: Structures Design and build a Bug Hotel	Weekly outdoor provision through the year Focus: Mechanisms How do wheels work?	Weekly outdoor provision through the year Focus: Nutrition Making Salads (sweet and savoury)
Role play	Home Corner - Cafe Link children's own home lives through pictures/recipes foods from around the world. Look at different types of homes. Write shopping lists & read recipes. Key	Post office Prepare letter/ cards/ presents/ parcels to be sent around the world. Key Vocabulary: postal worker, stamps, weight, package, parcel, envelope, address, sender, receiver.	School Role Play Children to decide and choose what they would like. Key Vocabulary: to be developed around children's choice of role play	Garden Centre Sorting dairy, fruit, vegetables. Cash register to pay for foods and shopping list to write before going to the garden centre Key Vocabulary: dairy, carbohydrates, protein, freezer, organic, cashier, conveyor belt, plants,	Hospital/ dentist Look at the human body and skeleton. Taking X-Rays, administering medicine and writing prescriptions. Key Vocabulary: hygiene, statoscope, prescription,	Children to Vote and decide on an amimal themed role play area Ideas – - Vet - Zoo - Pet shop Puppy day care

	Vocabulary: iron, microwave, fridge, freezer, recipe, calendar,			growing	appointment, patient, monitor, injections	
Being imaginative and expressive (Music Specialist)	Taking Ownership Unit Aim: Pupils explore how to sing and play known songs, follow class conductor and practise playing the pulse.		Pulse and Rhythm Unit Aim: Pupils clap 4 beat rhythms, sing solos, identify high/middle/low and differentiate between pulse and rhythm.		Speeding up and slowing down Unit Aim: Pupils recognise and play different speeds and recognise known songs by rhythm alone.	
	We have instruments out in provision always, and a stage, encouraging children to sing and dance in a group or on their own. Watch and talk about dance and performance art, expressing their feelings and responses. Listen, move and talk about music in daily provision.					
Trips and Events	• Harvest • Black History Month • Library trip	• Black History Month • EYFS Nativity • Advent	• Supervised toothbrushing programme • Chinese New Year • Library trip • Acts of Kindness • Local walks • Reading with parents	• Cooking with parents • World Book Day • Red Nose Day • Reading with parents • Local walks • Supervised toothbrushing programme	• Induction for new parents • Local walks • Reading with parents • Supervised toothbrushing programme • Library trip	• Transition • Local walks • Reading/den building morning with parents • Supervised toothbrushing programme