

Reception Curriculum

	Autumn one	Autumn two	Spring one	Spring two	Summer one	Summer two
	Into the woods	Explorers we become	We can make a rainbow	Spring chicken	Heroes and villains	Water, water everywhere
Science	<p>Living things and their habitats The child can describe why living things are suited to their habitats. The child has some experience of animal life cycles, e.g. caterpillar</p> <p>Plants The child has some experience of the life cycle of plant and can name some parts of a plant using key vocabulary.</p>	<p>Forces and magnets The child has explored the effects of different forces and gravity through physical exploration of materials, ramps and their properties via a range of cause and effect experiments. The child has used magnets in explorative play. The child is beginning to understand properties of different materials and metal objects.</p>	<p>Light and sound The child has explored night and nocturnal animals. The child has experienced a range of both natural and man-made light sources. The child has explored identifying and making sound. The child has experimented with volume and pitch.</p>	<p>Animals including humans The child can name animals and some parts of animals The child can name some parts of a human body.</p> <p>Plants The child has some experience of the life cycle of plant and can name some parts of a plant using key vocabulary.</p>		<p>Seasonal changes The child explores seasons and starts to understand the changes in each season. The child can record and describe the weather. The child has observed the effects of changing states of matter (freezing and melting).</p>
Geography	Local communities and families Seasonal changes	Exploring Antarctica and contrasting environments.	Seasonal changes Chinese New Year, discovering different cultures.	Seasonal changes Local environment and how it is suitable for native wildlife.	Seasonal changes How to look after our local environment	Seasonal changes Features of our local environment

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History			Stone Age life; learning about habitats and lifestyle		Castles, kings and queens. Exploring the changes between medieval time and the present day		
Art	Drawing	Exploring different mark making materials	Still life drawing of appropriate objects	Blending and mixing coloured media (chalk, wax)	Sketching different textures	Exploring figurative drawings	Drawing using ink/water soluble paint etc
	Painting	Painting woodland scenes	Exploring different brushstrokes	Artist workshop Introducing primary colours and colour mixing	Painting different textures	Painting portraits	Creating washes
	Printing	Creating rubbings of natural surfaces	Explore printing using a range of manmade objects	Creating a print using different layers of colours	Printing using a range of natural materials	Wax crayon resist printing	Resist printing using salt and/or toothpaste
	Textiles	Sorting different fabrics	Exploring printing methods from other countries	Tie dye using a range of colours	Exploring natural dyes	Pleating, folding and scrunching materials	Exploring ways to join fabrics
	3D	Creating natural structures	Junk modelling different environments	Making large scale construction pieces	Making realistic sculptures (pipe cleaners and pompoms etc)	Sculpting figures with clay	Building using papier Mache
	Collage	Creating collages using cut outs of natural materials/shapes inspired by nature	Creating collages of famous explorers	Creating colour wheel collages	Creating photo collages of animals	Using collage of 3D shapes	Creating landscape collages
D&T	Food and Nutrition	Where food comes from			Seasonal food		
	Construction		Moving parts of vehicles				Using properties of materials to create models that are fit for a purpose,

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							waterproof or floating
	Textiles			Joining felt		Creating puppets	
R.E	<p align="center">Judaism Festivals</p> <p>L1:L.O: To learn how Jews celebrate Purim</p> <p>L2:L.O: To make Hamanstahchen cakes and understand how they link to the Jewish Festival Purim.</p> <p>L3:L.O: To design and make a castle for Esther linking to the festival Purim</p> <p>L4:L.O: To design and create salt dough Purin Symbols</p> <p>L5:L.O: To design and colour in masks linking to the festival Purim</p> <p>L6:L.O: To celebrate the Purim festival</p>	<p align="center">Christianity Celebration and ceremony Christmas: story</p> <p>L1: L.O: To learn how Christians celebrate Jesus’ birthday</p> <p>L2: L.O: To learn how Christians prepare for the celebration of Jesus’ birthday</p> <p>L3:L.O: To make a Christingle used for Christian celebration</p> <p>L4:L.O: To learn about the Christmas Story</p> <p>L5-L6:L.O: To re-enact the Christmas Story [Pre-Nativity Practice]</p>	<p align="center">Islam Festivals</p> <p>L1:L.O: To learn about the celebration Eid</p> <p>L2:L.O: To make my own Eid al-Fitr mobile</p> <p>L3:L.O: To make Eid al-Fitr celebration biscuits</p> <p>L4:L.O: To design my own Islamic prayer mat</p> <p>L5:L.O: To create my own Mehndi pattern</p> <p>L6:L.O: To create and make food used in the celebration Eid</p>	<p align="center">Christianity Easter: Concept of sacrifice & symbolism</p> <p>L1-2: L.O: To listen and respond to a range of faith stories in a variety of ways</p> <p>L3:L.O: To sequence the order of the Easter Story</p> <p>L4:L.O: To understand the significance behind Hot Cross Buns at Easter</p> <p>L5:L.O: To understand the significance behind Easter Eggs as Easter design my own Easter Egg</p> <p>L6:L.O: To design and create my own ‘Easter’ themed treat</p>	<p align="center">Judaism Sharing of food</p> <p>L1:L.O: To understand the importance behind following rules</p> <p>L2:L.O: To understand food rules for the Jewish community</p> <p>L3:L.O: To understand which foods are Kosher (Land Animals)</p> <p>L4:L.O: To understand which foods are Kosher (Fish)</p> <p>L5:L.O: To plan my own Kosher meal using my understanding of Jewish food rules</p> <p>L6:L.O: To try a range of traditionally Jewish food</p>	<p align="center">Islam Art</p> <p>L1:L.O: To understand the significance behind shapes and patterns in Islamic art</p> <p>L2-L3: L.O: To decorate my own geometrical Islamic art</p> <p>L4:L.O: To create my own geometrical Islamic Art</p> <p>L5:L.O: To create geometrical Islamic Art in a group</p> <p>L6:L.O: To create art inspired by Islam</p>	
PSHE	<p>How can we play and work cooperatively together?</p>	<p>Who are the special people in our lives? I can list what is special about me.</p>	<p>How do we keep ourselves safe? I can recognise items which keep me safe.</p>	<p>What is a healthy lifestyle? I can sort healthy foods and unhealthy foods.</p>	<p>What are my rights and responsibilities in school?</p>	<p>Who are the special people in our community?</p>	

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	<p>I can show how to be kind to others.</p> <p>I can say what makes a good friend.</p> <p>I can sort my wants and needs.</p> <p>I can manage my friendships.</p>	<p>I can say what is the same and different about me and my friends.</p> <p>I can talk about how special people care for me.</p>	<p>I can talk about the risks when I play.</p> <p>I can learn the rules for road safety.</p> <p>I can learn the rules for fire safety.</p> <p>I can learn the rules for water safety.</p> <p>I can learn the rules for kitchen safety.</p>	<p>I can talk about healthy choices.</p> <p>I can talk about why exercise is good for me.</p> <p>I can talk about why sleep is good for me.</p> <p>I can talk about germs and how they are dangerous.</p>	<p>I can talk about my rights.</p> <p>I can talk about my responsibilities.</p> <p>I can show how to be a good friend.</p> <p>I can show good learning behaviour.</p> <p>I can talk about problems with my friends.</p>	<p>I can say how special people look after me.</p> <p>I can talk about the role of the police.</p> <p>I can talk about the role of the fire brigade.</p> <p>I can talk about the role of the NHS.</p> <p>I can talk about the lifeboat service and coastguard.</p>
Online Safety	<p>I can talk about the school rules for online safety.</p>	<p>I can say what personal information is.</p> <p>I can say what I should share and not share.</p>	<p>I can talk about who can help me.</p> <p>I can ask for help when I am online.</p>	<p>I can recognise what is kind and unkind on the internet.</p>	<p>I can say what anonymous means.</p>	<p>I can recognise the risks of being online.</p>

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<p>MH and WB</p>	<p>How can we play and work cooperatively together? Children to be taught how to manage their emotions through explicit self-regulation strategies.</p> <p>I can talk about my feelings.</p> <p>I can say if my feelings have changed.</p> <p>I know how to calm down.</p> <p>I know how to make myself feel better.</p> <p>I can say ask for help.</p>	<p>Who are the special people in our lives? Children to be taught that they have self-worth and that this is important for their self-esteem. Children to use this knowledge to manage relationships with others.</p> <p>I say what I like about myself.</p> <p>I can say what makes me special.</p> <p>I can say what I like about my friends.</p> <p>I can why someone is my friend.</p> <p>I can say ask for help.</p>	<p>How do we keep ourselves safe? Children to be taught how to manage risky behaviour and failure, through recognising the behaviour and self-regulation strategies.</p> <p>I can say what is not safe.</p> <p>I can say what is safe.</p> <p>I can say how I feel.</p> <p>I can say what to do if I am upset.</p> <p>I can say ask for help.</p>	<p>What is a healthy lifestyle? Children to be taught the explicit links between a healthy lifestyle and MHEW.</p> <p>I can talk about what makes me healthy.</p> <p>I can make healthy choices.</p> <p>I can talk about my mental health.</p> <p>I can show you how to be healthy all over my body.</p> <p>I can say ask for help.</p>	<p>What are my rights and responsibilities in school? Children to understand that rights and responsibilities links to our self worth. Children to be taught explicitly how to recognise these difficult emotions and how to self-regulate them.</p> <p>I can say what my rights are.</p> <p>I can say what my responsibilities are.</p> <p>I can say how I am feeling.</p> <p>I can say if my feelings have changed.</p> <p>I can rate my feelings.</p> <p>I know how to make myself feel better.</p> <p>I can say ask for help.</p>	<p>Who are the special people in our community? Children to be taught how to ask for help if they are struggling emotionally- linked to recognising this.</p> <p>I can talk about my feelings.</p> <p>I can say if my feelings have changed.</p> <p>I can say ask for help.</p>
<p>Technology</p>	<p>Using VR headset to support learning.</p>	<p>Coding caterpillar</p>	<p>I pads and Bee bots</p>	<p>Completing a simple program on the IWB</p>	<p>How we use technology at school, at home and in the wider environment.</p>	<p>Choosing technology for a purpose.</p>
<p>Literacy Books covered</p>	<ul style="list-style-type: none"> * Goldilocks and 3 bears * Where's my teddy * Where the wild things are * The very lonely firefly * Little Red Riding Hood 	<ul style="list-style-type: none"> * Rama and Sita * Cave Baby * The Emperor's Egg * Christmas stories * Nativity 	<ul style="list-style-type: none"> * The Day the Crayons Quit * The Rainbow bear * Brown Bear, brown bear * The Rainbow Fish * Chinese new year 	<ul style="list-style-type: none"> * The Egg * In the Nest * The Ugly duckling * Little Red Hen 	<ul style="list-style-type: none"> * 3 Little Pigs * The true story of the 3 little pigs * Supertato * Superhero stories * Real life heroes 	<ul style="list-style-type: none"> * Can you catch a mermaid? * Julian is a mermaid * When crabs cross the sand * Poetry * Sea-life facts