

Humshaugh Early Years Long Term Curriculum Plan 2021-2023

NB Nursery 3-4s and **Rising 3s** will be broadly following same curriculum at a differentiated level and with appropriate support when necessary. See **Curricular Goals** and Half Termly **Curriculum Maps** for details.

Year A 2021- 2023		Year B 2021-2022	
Aut 1	All About Me – Now and in the Past.	Aut. 1	Magical Me & How I am Changing
	<p><u>Communication & Language:</u> Reception: Listen and respond in whole class group. Express ideas in sentences including explaining differences between now and in the past. Pretend play: Play imaginatively with others taking on different roles including people from the past.</p> <p><u>PSED: All:</u> Settle into routines and develop in ability to respond to 'Reach the Stars' reward system, Class 1 'Golden Rules' and boundaries to regulate emotions and behaviour at an appropriate level for their age and stage. (+ start 1decision EY programme with KB). Develop age appropriate independence skills at lunchtime, snack time in the bathroom and seek help when needed.</p> <p><u>Physical Development:</u> Reception: Change for PE with some adult support and engage in PE lessons. Engage in a wide range of physical play outdoors and show some understanding how to do this safely. Consolidate tripod grip with pencil and learn to cut out a shape with scissors.</p> <p><u>Literacy:</u> Reception: Listen and respond to stories in class group: <i>'What I like about me'</i> <i>'It's ok to be different'</i> <i>'Elmer,' 'Goodnight Moon,' 'Once There were Giants,' 'The Three Billy Goats Gruff'</i> and a children's version of <i>'The Secret Garden.'</i> Phonics: Consolidate oral phonological awareness of rhythm, rhyme, initial sounds and oral blending CVC words. Learn to orally segment CVC words and begin to learn to read and write RWI Set 1 sounds. Writing: Practise copying own name and start to write it independently, use 'writing' in own play which includes some known letters.</p> <p><u>Maths:</u></p>		<p><u>Communication & Language</u> Reception: Listen and respond in whole class group. Express ideas in sentences including explaining how their things including own bodies have changed over time. Pretend play: Play imaginatively with others taking on different roles including witches, wizards or fairies.</p> <p><u>PSED: All:</u> settle into routines and develop in ability to respond to 'Reach the Stars' reward system, Class 1 'Golden Rules' and boundaries to regulate emotions and behaviour at an appropriate level for their age ad stage. (+ start 1decision EY programme with KB). Develop age appropriate independence skills at lunchtime, snack time in the bathroom and seek help when needed.</p> <p><u>Physical Development:</u> Reception: Change for PE with some adult support and engage in PE lessons. Engage in a wide range of physical play outdoors and show some understanding how to do this safely. Consolidate tripod grip with pencil and learn to cut out a shape with scissors.</p> <p><u>Literacy:</u> Reception: Listen and respond to stories in class group: <i>'It's ok to be different,' 'Owl Babies,' 'Winnie the Witch,' 'The Growing Story' 'The Magic Porridge Pot,' 'Meg & Mog,' 'Room on the Broom.'</i> Phonics: Consolidate oral phonological awareness of rhythm, rhyme, initial sounds and oral blending CVC words. Learn to orally segment CVC words and begin to learn to read and write RWI Set 1 sounds. Writing: Practise copying own name and start to write it independently, use 'writing' in own play which includes some known letters.</p> <p>Nursery 3-4 year olds: engage with whole class stories and show some understanding of them by answering questions or through pretend play,</p> <p><u>Maths:</u></p>

<p>Reception: White Rose Maths: Phases: Getting to know you: Explore provision using positional language & learn about routines and key times of the day. Just like Me: Match, & Sort, Compare Amounts, Compare Size, Mass and Capacity; Explore pattern. Begin the phase It's me 1, 2, 3. Complete jigsaw puzzles with 4-6 pieces</p> <p><u>Expressive Arts & Design:</u> Reception: Skills based focus: learn where resources are kept and how to tidy them away, how to use scissors, hole-punch, sellotape, pencil sharpeners, glue safely and effectively and how to mix colours with paint. Learning nursery rhymes & action songs related to topic and for Harvest. Charanga Unit 1 'Me!'</p> <p><u>Understanding the World:</u> Look at simple calendars and talk about what they did yesterday. Comparing what they did as a baby and what they can do now. Talk about own family and make a simple family tree. Talk to parents and grandparents about what toys they played with as children and compare with own toys. Explore and make simple maps of Humshaugh and where they live now. Discuss whether they have they lived anywhere else in the past?</p> <p><u>RE:</u> Reception: CREATION (UC) F1 Why is the word 'God' so important to Christians?</p>	<p>Reception: White Rose Maths: Phases: Getting to know you: Explore provision using positional language & learn about routines and key times of the day. Just like Me: Match, & Sort, Compare Amounts, Compare Size, Mass and Capacity; Explore pattern. Begin the phase It's me 1, 2, 3. Complete jigsaw puzzles with 4-6 pieces</p> <p><u>Expressive Arts & Design:</u> Reception: Skills based focus: learn where resources are kept and how to tidy them away, how to use scissors, hole-punch, sellotape, pencil sharpeners glue safely and effectively and how to mix colours with paint. Learning songs related to topic and for Nativity Performance. Music: Charanga Unit 1 'Me!'</p> <p><u>Understanding the World:</u> Experiment with mixing ingredients, observe and record changes in potion kitchen, learn about changes in our bodies as we grow including measuring & recording own height and weight, size of hands, shoes etc and comparing with babies or younger children, siblings and familiar adults at home and in school..</p> <p><u>RE:</u> Reception: CREATION (UC) F1 Why is the word 'God' so important to Christians?</p>
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Aut. 2	Traditional Tales 1	Aut. 2	Traditional Tales 2
	<p><u>Communication & Language</u> Listen and respond in whole class group. Express ideas in sentences including using story language and retelling familiar stories with picture prompts. Pretend play: Play imaginatively with others taking on different roles and starting to take on ideas of others.</p> <p><u>PSED: All:</u> Follow routines and respond to 'Reach the Stars' reward system, Class 1 'Golden Rules' and boundaries to regulate emotions and behaviour at an appropriate level for their age and stage.(see Curricular Goals). (+ continue 1decision EY programme). Develop age appropriate independence skills at lunchtime, snack time in the bathroom and seek help when needed. Introduce cleaning teeth after lunch</p> <p><u>Physical Development:</u> Reception: Change for PE with less adult support and engage fully in PE lessons, learning new skills. Engage in a wide range of physical play outdoors_with increasing skill and safety. Consolidate tripod grip with pencil and start to cut out simple shapes with scissors independently.</p> <p><u>Literacy:</u> Listen and respond to stories in class groups, starting to answer more complex when, why questions: Three little Pigs, Red Riding Hood, The Nativity Story; 'Long Ago in Bethlehem' Phonics: Consolidate ability to orally segment CVC words and continue to learn to read and write RWI Set 1 sounds, including sounding out , blending and reading CVC words with known letters. Writing: Write own name independently, use 'writing' in own play which includes a range of known letters and start to write CVC words in labels and captions.</p> <p><u>Maths:</u> Reception: White Rose Maths: Phases: Complete It's me 1,2,3: Represent 1,2 & 3, Compare 1,2 & 3, Learn about Composition of 1, 2 & 3, Triangles & Circles & Positional Language; Light & Dark: Represent numbers to 5, One More & One less. Shapes with 4 sides & Time. Complete jigsaws with up to 8 pieces.</p>		<p><u>Communication & Language:</u> Reception: Listen and respond in whole class group. Express ideas in sentences including using story language and retelling familiar stories with picture prompts. Pretend play: Play imaginatively with others taking on different roles and starting to take on ideas of others.</p> <p><u>PSED: All:</u> Follow routines and respond to 'Reach the Stars' reward system, Class 1 'Golden Rules' and boundaries to regulate emotions and behaviours at an appropriate level for their age and stage.(see Curricular Goals). (+ continue 1decision EY programme). Develop age appropriate independence skills at lunchtime, snack time in the bathroom and seek help when needed. Introduce cleaning teeth after lunch.</p> <p><u>Physical Development:</u> Reception: Change for PE with less adult support and engage fully in PE lessons, learning new skills. Engage in a wide range of physical play outdoors_with increasing skill and safety. Consolidate tripod grip with pencil and start to cut out shapes simple shapes with scissors independently.</p> <p><u>Literacy:</u> Listen and respond to stories in class groups, starting to answer more complex when, why questions: Goldilocks & The Three Bears, The Gingerbread Man, The Nativity Story: 'Baby Jesus,' 'Night Monkey, Day Monkey' Phonics: Consolidate ability to orally segment CVC words and continue to learn to read and write RWI Set 1 sounds, including sounding out, blending and reading CVC words with known letters. Writing: Write own name independently, use 'writing' in own play which includes a range of known letters and start to write CVC words in labels and captions.</p> <p><u>Maths:</u> Reception: White Rose Maths: Phases: Complete It's me 1,2,3: Represent 1,2 & 3, Compare 1,2 & 3, Learn about Composition of 1, 2</p>

	<p><u>Expressive Arts & Design:</u> Reception: Participate in adult led creative activities related to traditional tales and Christmas and the Christmas Performance, as well as imitating own creations. Learning action songs related to topic and for Christmas. Charanga Unit 2 ‘My Stories! ‘</p> <p><u>Understanding the World:</u> Explore, sort & classify different materials and describe their properties. Make houses from a range of materials and test to compare how strong they are. Talk about sorting materials for recycling and why it is important to recycle materials. Research & record facts about wolves using non- fiction texts and the internet. Talk about wolves teeth and compare with ours. Learn about the importance of cleaning and practise these skills.</p> <p><u>RE:</u> Reception: INCARNATION (UC): F2 Why do Christians perform Nativity plays at Christmas?</p>		<p>& 3, Triangles & Circles & Positional Language; Light & Dark: Represent numbers to 5, One More & One less. Shapes with 4 sides & Time. Complete jigsaws with up to 8 pieces</p> <p><u>Expressive Arts & Design:</u> Reception: Participate in adult led creative activities related to traditional tales and Christmas and the Christmas Performance, as well as imitating own creations. Learning action songs related to topic and for Christmas. Charanga Unit 2 ‘My Stories!’</p> <p><u>Understanding the World</u> Make porridge and or ‘porridge playdough’. Talk about what we have for breakfast at home and discuss our different likes and dislikes. Investigated ways of recording this information. Discuss healthy and unhealthy food choices for breakfast. Discuss our morning routines and how these might be different in different families. Learn about the importance of cleaning teeth in the morning and practise these skills. Make or decorate gingerbread men and or ‘ginger playdough’. Research and record facts about foxes using non-fiction texts and the internet.</p> <p><u>RE:</u> Reception: INCARNATION (UC): F2 Why do Christians perform Nativity plays at Christmas?</p>
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Spri.1	What is it like in a Wood and in the Jungle?	Spr. 1	What is it like in the Winter in the UK and in the Arctic?
	<p><u>Communication & Language:</u> Reception: Listen and respond in whole class group. Express ideas in sentences including using story language and retelling familiar stories with minimal prompts and making predictions of what might happen next in an unfamiliar story. Pretend play: Play imaginatively with others taking on different roles, incorporating familiar storylines and taking on ideas of others.</p> <p><u>PSED: All:</u> Follow routines and respond to 'Reach the Stars' reward system, Class 1 'Golden Rules' and boundaries to regulate emotions and behaviours at an appropriate level for their age and stage. (See Curricular Goals). (+ continue 1decision EY programme). Develop age appropriate independence skills at lunchtime, snack time in the bathroom and seek help when needed.</p> <p><u>Physical Development:</u> Reception: Change for PE with minimal adult support and engage fully in PE lessons, continuing to develop new skills. Engage in a wide range of physical play outdoors_with increasing skill and safety. Use effective tripod grip with pencil to write most of Set 1 letters and cut use scissors and other tools independently for own creations.</p> <p><u>Literacy:</u> Listen and respond to stories or non-fiction books in class groups, starting to answer more complex when, why and how questions: '<i>The Gruffalo</i>', '<i>My Friend Bear</i>,' '<i>Giraffes can't dance</i>,' '<i>The Selfish Crocodile</i>,' '<i>Down in the Jungle</i>,' '<i>Row your boat</i>' (songs and stories) '<i>Rumble in the Jungle</i>', '<i>Dear Zoo</i>'. '<i>Rainforests: Explore My World</i>;(non- fiction) Phonics: Consolidate reading and writing all RWI Set 1 in CVC and words and start to read and write CVCC and CCVC words with known letters. Writing: Start to write simple phrases and sentences in meaningful contexts.</p> <p><u>Maths:</u> Reception: White Rose Maths: Phases: Alive in 5!: Introduce Zero, compare 4 and 5, Composition of 4 & 5, Compare Mass (2) Compare Capacity (2). Begin Phase Growing 6, 7 and 8: 6, 7 and 8.</p>		<p><u>Communication & Language:</u> Reception: Listen and respond in whole class group. Express ideas in sentences including using story language and retelling familiar stories with minimal prompts and making predictions of what might happen next in an unfamiliar story. Pretend play: Play imaginatively with others taking on different roles, incorporating familiar storylines and taking on ideas of others.</p> <p><u>PSED: All:</u> Follow routines and respond to 'Reach the Stars' reward system, Class 1 'Golden Rules' and boundaries to regulate emotions and behaviours at an appropriate level for their age and stage. (See Curricular Goals). (+ continue 1decision EY programme). Develop age appropriate independence skills at lunchtime, snack time in the bathroom and seek help when needed.</p> <p><u>Physical Development:</u> Reception: Change for PE with minimal adult support and engage fully in PE lessons, continuing to develop skills. Engage in a wide range of physical play outdoors_with increasing skill and safety.</p> <p><u>Literacy:</u> Listen and respond to stories or non-fiction books in class groups, starting to answer more complex when, why and how questions: '<i>The Secrets of Winter</i>',(non-fiction) '<i>Snow Bear</i>,' '<i>We're going on a Bear Hunt</i>' '<i>The Ugly Duckling</i>,' '<i>The Snowman</i>' '<i>Way up in the Arctic</i>' (Fiction & non-fiction)'Phonics: Consolidate reading and writing all RWI Set 1 in CVC and words and start to read and write CVCC and CCVC words with known letters. Begin learning RWI Set 2 Sounds. Writing: Start to write simple phrases and sentences in meaningful contexts.</p> <p><u>Maths:</u> Reception: White Rose Maths: Phases: Alive in 5!: Introduce Zero, compare 4 and 5, Composition of 4 & 5, Compare Mass (2) Compare Capacity (2). Begin Phase Growing 6, 7 and 8: 6, 7 and 8. Complete jigsaws with 10 pieces.</p>

<p>Complete jigsaws with 10 pieces.</p> <p><u>Expressive Arts & Design:</u> Reception: Participate in adult led creative activities related to woodland or the jungle including animal print fabric collages as well as initiating own creations. Learn songs and actions for an Easter Performance, Learning action songs related to topic. Charanga Unit 3 'Everyone!'</p> <p><u>Understanding the World:</u></p> <p>Reception: Compare the two different environments of British Woodland and Tropical Jungle. Find about and record facts about both from text books and the internet. Go on a woodland walk and collect woodland natural materials. Make a class jungle in a terrarium https://www.ecokidsplanet.co.uk/blogs/news/make-your-own-jungle-terrarium Talk about the differences and similarities in the environments and what creatures live in them. Look at world maps or globes to find out which areas of the world are jungles. Talk about the importance of having jungle areas (rainforest) in the world. Make own maps to lead someone through a wood. Research and record facts about animals that live in both environments.</p> <p><u>RE:</u> Reception: Diocesan Syllabus: F4 Being Special, where do we belong?</p>	<p><u>Expressive Arts & Design:</u> Reception: Participate in adult led creative activities related to Winter or the Arctic including polar bear collages (foam & PVA) as well as initiating own creations. Learn songs and actions for an Easter Performance, Learning action songs related to topic. Charanga Unit 3 'Everyone!'</p> <p><u>Understanding the World:</u> Reception: Learn about the changes in our country during Winter and compare this with the climate in the Arctic. Find about and record facts about both from text books and the internet. Go on a Winter walk and take photos of signs of Winter. Use them to make a simple map of the walk. Make a 'story map' for Bear Hunt. Make a class mini winter garden https://barleyandbirch.com/make-mini-winter-sensory-garden-for-kids/. Look at maps or globes to see where the Arctic is in the world. Talk about similarities and differences between the two environments. Investigate what creatures live in the Arctic. Research and record facts about some arctic animals. Find about people who live in the Arctic Circle and how they live. Talk about global warming and the importance of keeping the polar ice caps cold.</p> <p><u>RE:</u> Reception: Diocesan Syllabus: F4 Being Special, where do we belong?</p>
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Spr. 2 Weather & Growing Things	Spr. 2 People who help us
<p><u>Communication & Language:</u> Reception: Listen well and respond appropriately in whole class group, starting to listen to other children and take into account their views. Express ideas in sentences including using story language and retelling familiar stories making predictions of what might happen next in an unfamiliar story and talking about characters feelings or motivations. Pretend play: Play imaginatively with others taking on different roles, incorporating familiar and new storylines and taking on ideas of others.</p> <p><u>PSED: All:</u> Follow routines and respond to 'Reach the Stars' reward system, Class 1 'Golden Rules' and boundaries to regulate emotions and behaviours at an appropriate level for their age and stage. (See Curricular Goals). (+ continue 1decision EY programme). Develop age appropriate independence skills at lunchtime, snack time in the bathroom and seek help when needed.</p> <p><u>Physical Development:</u> Reception: Change for PE with minimal adult support and engage fully in PE lessons, continuing to develop skills. Engage in a wide range of physical play outdoors with increasing skill and safety.</p> <p><u>Literacy:</u> Reception Stories: 'Jack & the Beanstalk' '<i>Jasper's Beanstalk</i>,' '<i>Ten Seeds</i>' '<i>Sunflower House</i>,' '<i>The Hungry Caterpillar</i>' + Non Fiction books and PPTs about <i>Weather</i>. Phonics Learn to read & write remaining RWI: Set 2 sounds and begin to learn RWI Set 3 sounds.</p> <p><u>Maths:</u> Reception: White Rose: Phases: Finish Growing 6, 7 and 8: Making Pairs & Combining Two Groups, Length, Height & Time, then Building 9 & 10: Comparing Numbers to 10, Bonds to 10, 3d Shape Pattern (2).</p> <p><u>Expressive Arts & Design:</u> Reception: Make pictures and collages with seeds and other natural materials. Closely observe a plant and make observational drawings.</p>	<p><u>Communication & Language:</u> Reception: Listen well and respond appropriately in whole class group, starting to listen to other children and take into account their views. Express ideas in sentences including using story language and retelling familiar stories making predictions of what might happen next in an unfamiliar story and talking about characters feelings or motivations. Pretend play: Play imaginatively with others taking on different roles, incorporating familiar and new storylines and taking on ideas of others.</p> <p><u>PSED: All:</u> Follow routines and respond to 'Reach the Stars' reward system, Class 1 'Golden Rules' and boundaries to regulate emotions and behaviours at an appropriate level for their age and stage. (See Curricular Goals). (+ continue 1decision EY programme). Develop age appropriate independence skills at lunchtime, snack time in the bathroom and seek help when needed.</p> <p><u>Physical Development:</u> Reception: Change for PE with minimal adult support and engage fully in PE lessons, continuing to develop skills. Engage in a wide range of physical play outdoors with increasing skill and safety.</p> <p><u>Literacy:</u> Reception Stories: 'The Enormous Turnip' '<i>The Jolly Postman</i>' <i>Busy People Series: 'Fire Fighter', 'Police Officer', Vet, 'Doctor' 'The Life of Florence Nightingale'</i> Phonics RWI: learn to read and write remaining Set 2 sounds and begin to learn RWI Set 3 sounds.</p> <p><u>Maths:</u> Reception: White Rose: Phases: Finish Growing 6, 7 and 8: Making Pairs & Combining Two Groups, Length, Height & Time, then Building 9 & 10: Comparing Numbers to 10, Bonds to 10, 3d Shape Pattern (2). Begin 'To 20 and Beyond.'</p> <p><u>Expressive Arts & Design:</u> Reception: Paint, draw and collage pictures of people who help us. Make a fire engine, ambulance or police car from junk modelling. Make Easter cards. Learn songs for Easter Service. Make an Easter Garden</p>

	<p>Music. Charanga; Unit 4: 'Our World,'</p> <p><u>Understanding the World:</u> Learn about how to grow plants and follow instructions to plant a bean or a sunflower and cress. Learn how to take care of plants, make observations of growth and take measurements. Learn about the weather, make observations and record them in different ways.</p> <p><u>RE:</u> Reception: SALVATION (UC) F3 Why do Christians put a cross in an Easter garden?</p>		<p>in RE. Role-play being people who help us and act out scenarios with small world figures. Music: Charanga; Unit 4: 'Our World'</p> <p><u>Understanding the World:</u> Reception: Visits from people who different jobs: Vet, Doctor, Fire fighter, Police, Paramedic, Search & Rescue + dog, Farmer etc. Research & record facts about different helpful professions using non-fiction texts and the Internet. Learn about helpful people in the past e.g. Florence Nightingale, Grace Darling.</p> <p><u>RE:</u> Reception: SALVATION (UC) F3 Why do Christians put a cross in an Easter garden?</p>
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Sum. 1 & 2	Pirates & The Sea	Sum. 1 & 2	All Around the World: what is it like in other countries?
	<p><u>Communication & Language:</u> Reception: Listen attentively in a classroom environment and respond with comments and questions. Express ideas and feelings, using new vocabulary and a range of tenses. Hold conversations with peers and adults using full sentences, staying on topic, expressing own views and opinions and listening to others' views and opinion.</p> <p><u>PSED:</u> Identify own feelings and regulate own behaviour appropriately in most situations in school. Show kindness and care towards others as part of being 'good soil'. Show resilience and perseverance to overcome challenges. Make plans and decisions independently and show a fascination for learning about new things. Manage basic hygiene, health and safety and personal needs independently most of the time including oral hygiene, pedestrian safety and changing for outdoor learning.</p> <p><u>Physical Development:</u> Reception: Change for PE independently and move energetically showing strength, balance and coordination safely. Use a pencil effectively using the correct tripod grip, correctly forming engage fully in PE lessons, continuing to develop skills including collaboration with others. Use a range of small tools competently including scissors and cutlery.</p> <p><u>Literacy:</u> Reception: Stories: 'On a Pirate Ship', 'The Treasure of Pirate Frank', 'The Pirates are Coming' 'Night Pirates' 'Seaside Poems,' 'The Lighthouse Keeper's Lunch' 'Winnie at the Seaside' and 'My Little Book of Ocean Life' (Non-fiction) Phonics: Continue consolidating RWI Set 2 and learning new RWI Set 3 Letter Sounds. Writing: Write phonetically plausible sentences for a range of purposes which can be read by others with some correctly spelled irregular HFWs.</p> <p><u>Maths:</u> Reception: White Rose: Phases: Complete 'To 20 and Beyond':</p>		<p><u>Communication & Language:</u> Reception: Listen attentively in a classroom environment and respond with comments and questions. Express ideas and feelings, using new vocabulary and a range of tenses. Hold conversations with peers and adults using full sentences, staying on topic, expressing own views and opinions and listening to others' views and opinion.</p> <p><u>PSED:</u> Identify own feelings and regulate own behaviour appropriately in most situations in school. Show kindness and care towards others as part of being 'good soil'. Show resilience and perseverance to overcome challenges. Make plans and decisions independently and show a fascination for learning about new things. Manage basic hygiene, health and safety and personal needs independently most of the time including oral hygiene, pedestrian safety and changing for outdoor learning.</p> <p><u>Physical Development:</u> Reception: Change for PE independently and move energetically showing strength, balance and coordination safely. Use a pencil effectively using the correct tripod grip, correctly forming engage fully in PE lessons, continuing to develop skills including collaboration with others. Use a range of small tools competently including scissors and cutlery.</p> <p><u>Literacy:</u> Reception Stories: 'The Barefoot Books Children of the World' (non-fiction), 'What we Wear' (non-fiction) 'Everybody says Shalom' (Israel) 'Rosie's Walk' (USA). 'Handa's Surprise' (Kenya), 'The Great Race' (China), 'Les Couleurs d'Elmer' (France) 'The Story of Rama and Sita' (India) 'El Mundo' (Spain). Phonics: Continue consolidating RWI Set 2 and learning new RWI Set 3 Letter Sounds. Writing: Write phonetically plausible sentences for a range of purposes which can be read by others with some correctly spelled irregular HFWs.</p> <p><u>Maths:</u> Reception: White Rose: Phases: Complete 'To 20 and Beyond': Building numbers beyond 10, Counting patterns beyond 10, Spatial Reasoning (1) Match, Rotate & Manipulate, First, then Now: Adding More and Taking Away, Spatial Reasoning (2): Compose &</p>

<p>Building numbers beyond 10, Counting patterns beyond 10, Spatial Reasoning (1) Match, Rotate & Manipulate, First, then Now: Adding More and Taking Away, Spatial Reasoning (2): Compose & Decompose; Find My Pattern: Doubling, Sharing & Grouping, Even & Odd, Spatial Reasoning (3) Visualise & Build, On the Move: Deepening Understanding, Patterns & Relationships, Spatial Reasoning (4) Mapping.</p> <p><u>Expressive Arts & Design:</u> Reception: Learn new action songs, relating to topic. Construct, collage, paint and draw things relating to the pirate and seaside topic. Make pirate maps to show where to find buried treasure. Learn some action songs for a small performance. Music: Charanga; Unit 5 ‘Big Bear Funk’; Unit 6: Reflect, Rewind, & Replay.</p> <p><u>Understanding the World:</u> Learn about and compare different animals and plants found under the sea using non-fiction texts and the internet and compare with those who live on land, Also learn about seaside safety and the work of the RNLI</p> <p><u>RE:</u> Reception: Diocesan Syllabus: F6 Which Stories are special and why?</p>	<p>Decompose; Find My Pattern: Doubling, Sharing & Grouping, Even & Odd, Spatial Reasoning (3) Visualise & Build, On the Move: Deepening Understanding, Patterns & Relationships, Spatial Reasoning (4) Mapping.</p> <p><u>Expressive Arts & Design:</u> Reception: Make flags from different countries, Design Chinese Characters, Indian Rangoli patterns, Picasso style portraits. Make a Star of David, Menorah, a model of the Eiffel Tower or Empire State Building. Learn action songs from different countries for a small end of year performance. Music: Charanga; Unit 5 ‘Big Bear Funk’; Unit 6: Reflect, Rewind, & Replay.</p> <p><u>Understanding the World:</u> Reception: Look at maps and globes to locate countries we are learning about. Make passports and each week experience foods, games, music, costumes etc. from the different countries we are learning about, stamping passports each ‘visit’. Talk about similarities and differences between different people, countries including weather and the UK. Plot our route around the countries on a simple global map,</p> <p><u>RE:</u> Reception: Diocesan Syllabus: F6 Who are Jewish and how do they live?</p>
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