



Reception

* *Online Safety threads through every topic*

Science & Foundation Curriculum

Topic →	All About Me	Festivals & Celebrations	Switch it On Toys	Will you Read me a Story? Traditional Tales	Where do they live?	Are we there yet? Transport
Local Links	Grandparents	Diwali visitor: Mrs Patel	Visitor: own 'old' toys	Local author	Farm	Audley End Railway
Science	Senses	Seasonal changes	Freezing & melting	Keeping healthy	Living things and their habitats	Growing up, Everyday Materials
Art & Design	Colour mixing Self-portrait drawing	Painting 3D form	Creating shades Mixed media, Printing	Observational drawing Transient natural art	Mixed media Collage	Colour circles Block printing
Computing*	Understanding & using technology	Digital Literacy	Programming	Understanding & using technology	Programming	Digital Literacy
D&T	Prepare food	Create post boxes Christmas cards with a moving part	How do things work?	Design /build a home	Talk about different properties of materials	Talk about different properties of materials
Geography	Local area	Seasonal changes	Toys from around the world	Maps of characters journeys	My journey to school	Maps and globes: where is Caldecote, England?
History	How have I changed since I was a baby?	When were these stories told? Historical language – then/now	How have toys changed over time?	Changes within living memory	Where I live now – how has it changed?	How has transport changed over time?
Music	Singing songs& rhymes Body sounds and rhythms	Singing songs Performing to others	Exploring ways of playing un-tuned instruments	Using instruments to add effects to a story. Sound stories	Use a song as a stimulus for group composition	Listening to and comparing music. Creating sound pictures
PE	Gymnastics: fun shapes	Dance: On Parade	Dance: Toys	Games: Fundamentals 1	Gymnastics: Move and Hold	Athletics: Sports Day Fundamentals 2
PSHE	How am I special and what is special about others?	How can I be a good friend? What and who helps us keep safe?	Can I recognize and show emotions?	What helps us stay healthy?	People who are important to me - Who are the people in our class/family?	Growing up. How am I changing? How can I look after my body?
RE	Where do we belong?	What happens at a festival?	How do we celebrate new life?	What is Easter?	Different religions	What happens at a wedding?



Character Education - Reception

Every Caldecote pupil will:

- Be responsible for the upkeep of a raised bed in the 'garden' along with their class
- Have a chance to 'dress up' for a special occasion at least once every year
- Prepare some food and then eat it as part of a celebration
- Perform in front of your class at least once every year
- Tell your class about your favourite character from a book
- Take part in a performance in the hall
- Compete in a whole school sporting competition at least once a year

"5 by 5" by the age of 5 years each Reception pupil will:

- Visit a farm and meet live animals
- Plant something in the outdoors and watch it grow
- Make a sandwich for a picnic
- Climb to the top of something high eg the wall bars in the hall
- Post a letter at the local post box



Reception - Reading			
Decoding	<p>Enjoy rhyming and rhythmic activities. Show an awareness of rhyme and alliteration. Recognise rhythm in spoken words. Continue a rhyming string. Hear and say the initial sound in words. Segment the sounds in simple words and blend them together and know which letter represents some of them. Link sounds to letters, naming and sounding the letters of the alphabet. Use phonic knowledge to decode regular words and read them aloud accurately.</p>	Inference	<p>Begin to understand 'why' and 'how' questions. Answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>
Range of Reading	<p>Show interest in illustrations and print in books and print in the environment. Look and handle books independently (holds books the correct way up and turns pages).</p>	Prediction	<p>Suggest how a story might end.</p>
Familiarity of texts.	<p>Begin to break the flow of speech into words. Begin to read words and simple sentences. Listen to stories with increasing attention and recall. Anticipate key events and phrases in rhymes and stories. Begin to be aware of the way stories are structured. Describe main story settings, events and principal characters.</p>	Authorial Intent	<p>Build up vocabulary that reflects the breadth of their experiences. Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>
Poetry and Performance	<p>Listen to and join in with stories and poems, one-to-one and also in small groups. Join in with repeated refrains in rhymes and stories. Use intonation, rhythm and phrasing to make the meaning clear to others. Develop preference for forms of expression. Play cooperatively as part of a group to develop and act out a narrative. Express themselves effectively, showing awareness of listeners' needs.</p>	Non-Fiction	<p>Know that information can be relayed in the form of print. Know that information can be retrieved from books and computers.</p>
Word Meanings	<p>Recognise familiar words and signs such as own name and advertising logos. Ascribe meanings to marks that they see in different places. Read and understand simple sentences</p>	Discussing Reading	<p>Enjoy an increasing range of books. Follow a story without pictures or props. Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Demonstrate understanding when talking with others about what they have read.</p>
Understanding	<p>Know that print carries meaning and, in English, is read from left to right and top to bottom. Understand humour e.g. nonsense rhymes, jokes.</p>	Book Bands	<p>Pink, Red, Yellow, Blue</p>



Reception reading assessment			
Decoding	<input type="checkbox"/> I can identify rhyming patterns and structures. <input type="checkbox"/> I can join in with patterned dialogue and text. <input type="checkbox"/> I can identify initial sounds and unfamiliar words. <input type="checkbox"/> I can blend CVC words. <input type="checkbox"/> I can control one-to-one matching (Grapheme-phoneme correspondence) <input type="checkbox"/> I can use phonic knowledge to sound out unfamiliar words.	Inference	<input type="checkbox"/> I can begin to understand 'why' and 'how' questions.
Range of Reading	<input type="checkbox"/> I can remain focused and engaged when looking and reading books. <input type="checkbox"/> I can articulate what I am finding interesting in the book. <input type="checkbox"/> I can track the words/lines with my finger.	Prediction	<input type="checkbox"/> I can make predictions about what might happen to the main characters. <input type="checkbox"/> I can predict how the main characters might act/think/feel. <input type="checkbox"/> I can predict what will happen next in the story.
Familiarity of texts.	<input type="checkbox"/> I can read key words and simple sentences. <input type="checkbox"/> I can predict what might happen next in the story. <input type="checkbox"/> I can predict the next part of the rhyme/pattern in the text. <input type="checkbox"/> I can describe where the story is set, who the main characters are and describe the main events.	Authorial Intent	<input type="checkbox"/> I can read repetitive words/phrases and discuss their meanings.
Poetry and Performance	<input type="checkbox"/> I can listen to and join in with stories and poems, one-to-one and also in small groups. <input type="checkbox"/> I can use intonation, rhythm and phrasing to make the meaning clear to others. <input type="checkbox"/> I can use the structure of a simple story to retell and re-enact.	Non-Fiction	<input type="checkbox"/> I can understand that information can be relayed in the form of print. <input type="checkbox"/> I Know that information can be retrieved from books and computers.
Word Meanings	<input type="checkbox"/> I can read repetitive words and high frequency words.	Discussing Reading	<input type="checkbox"/> I can recall events and characters actions in my favourite stories. <input type="checkbox"/> I can remember an event in a story or a fact from an information book. <input type="checkbox"/> I can notice patterns in books by the same author. <input type="checkbox"/> I can notice rhyming patterns in different books.
Understanding	<input type="checkbox"/> I can understand that different texts have different meanings e.g identifying humour, sadness, kindness, fact etc.	Book Bands	Pupils will move on to the next book band through teacher assessment and PM Benchmarking.



Writing - Reception			
Transcription		Composition	
Handwriting	Spelling	Vocabulary, grammar and punctuation	Structure and purpose
<p>Evidence:</p> <ul style="list-style-type: none"> -Holds pencil between thumb and two fingers, no longer using whole-hand grasp. -Holds pencil near point between first two fingers and thumb and uses it with good control. -Can copy some letters, e.g. letters from their name. -Shows a preference for a dominant hand. -Begins to use anticlockwise movement and retrace vertical lines. -Begins to form recognisable letters. -Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> -Be able to spell the tricky words the, to, I, no, go, he, she, we, me, be, was, my, you, her, they, all, are. -Write each letter correctly when following a model. -Be able to segment and spell words containing adjacent consonants. -Write each letter, usually correctly. -Phonics phases 2, 3 & 4 words. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> -Sometimes give meaning to marks as they draw and paint. -Ascribe meanings to marks that they see in different places. -Give meaning to marks they make as they draw, write and paint. -Begin to break the flow of speech into words. -Continue a rhyming string. -Hear and say the initial sound in words. -Segment the sounds in simple words and blend them together. -Link sounds to letters, naming and sounding the letters of the alphabet. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> -Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. -Write own name and other things such as labels, captions. -Attempt to write short sentences in meaningful contexts.
<p>Early Learning Goal Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	<p>Early Learning Goal Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>		



Year R writers should be able to

Aspect	Autumn	Spring	Summer
Handwriting	Hold a pencil between thumb and two fingers, no longer using whole-hand grasp. Begin to use anticlockwise movement and retrace vertical lines. Copy some letters, e.g. letters from their name	Show a preference for a dominant hand. Hold a pencil near point between first two fingers and thumb and uses it with good control. Begin to form recognisable letters.	Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. Early Learning Goal Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
Composition	Give meanings to marks they make as they draw, write and paint. Break the flow of speech into words Continue a rhyming string Hear and say the initial sound in words	Segment the sounds in simple words and blend them together. Link sounds to letters, naming and sounding the letters of the alphabet. Use some clearly identifiable letters to communicate meaning, representing some sounds correctly in sequence. Write own name and other things such as labels and captions.	Say a sentence, write and read it back to check it makes sense. Attempt to write short sentences in meaningful contexts. Form compound sentences using connectives (coordinating conjunctions) and / but Early Learning Goal Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
Grammar	Orally retell a story, showing understanding of story structure (beginning, middle and end) Begin to write about one idea	Orally retell a story using key vocabulary / phrases Begin to write about more than one idea, using simple sequencing	Begin to use simple sentences to record their orally invented stories, supported by simple conjunction prompts Early Learning Goal Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
Punctuation		Use a capital letter for their name	Leave spaces between words Use a full stop at the end of sentence
Spelling	Spell known words using their phonemes	Spell known words using their phonemes, orally segmenting to aid their writing	Use phonic knowledge to write simple words. Early Learning Goal Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.



Maths - Reception

Number and place value	<ul style="list-style-type: none"> • Recognise numbers 0- 20 • Write numbers 0 -20 • Ordering numbers 0-20 • Count on and back to 20 • More than/less than 	Addition & subtraction	<ul style="list-style-type: none"> • Recognise + - = • Recognise part part whole • Know number bonds to 10 • Add and subtract 2 single digit numbers to 10 	Calculation Pupils learn these strategies and use these resources for calculation in YR <ul style="list-style-type: none"> • Concrete and pictorial representations of adding and subtracting 2 single digit numbers • Part part whole • Recording: use marks that they can interpret • Introduce + - = in simple number sentences • Number lines – count on and back • Ten frame • Grouping and sharing with objects and pictures
Multiplication and Division	<ul style="list-style-type: none"> • Count in 2s • Count in 5s • Count in 10s • Grouping and sharing 	Fractions	<ul style="list-style-type: none"> • Understand half • Understand double 	
Measurement	Everyday language to describe: <ul style="list-style-type: none"> • Weight • Capacity • Distance • Time • Money • Compare quantities and objects 	Geometry	<ul style="list-style-type: none"> • Recognise 2D shapes • Recognise and create patterns Everyday language to describe: <ul style="list-style-type: none"> • Position • Direction 	



Our youngest mathematicians should be able to

Number and place value

- Count forwards /backwards from 0-20
- Recognise numerals 0-20
- Write numerals 0-20
- Correctly order numbers 0-20
- Correctly match numeral and quantity
- Correctly count more than 10 objects
- Compare two groups of objects - identifying which has less/more
- Find 1 more and 1 less than numbers up to 20

Addition & subtraction

- Find the total number of objects in two groups by counting them altogether
- Use language related to addition
- Use language related to subtraction
- Estimate how many objects are in a group
- Add two single digit numbers by counting the total number of objects
- Subtract smaller numbers from larger numbers by counting the number of objects that are left
- Add two single digit numbers by counting on
- Subtract smaller numbers from larger numbers by counting back

Multiplication and Division

- Share objects equally
- Make equal groups of objects
- Count in 2s up to 20
- Count in 5s up to 30
- Count in 10s up to 50

Fractions

- Find the double of a number to 10
- Solve problems involving halving numbers to 20

Measurement

- Use vocabulary related to money: cost, amount, pounds, pence
- Use vocabulary related to weight, length, capacity: size, long, short, heavy, light, full, empty
- Use comparative vocabulary: longer, shorter, heavier, lighter, bigger, smaller
- Use simple language related to time: minute, hour, day, week, year, days of the week

Geometry

- Identify common 2D shapes: square, circle, triangle, rectangle
- Describe the properties of these shapes: sides, corners, curved, straight
- Create patterns, including a repeated pattern
- Describe positions and directions: under, on top, next to, behind, in front



Science - Reception

Area of science		Key question	Big idea	Key Vocabulary	Enquiry type	Working Scientifically
Biology	Senses	What are our senses? How do we use our senses to explore, investigate and understand the world around us?	Our senses help us to understand the world	See Hear Touch Smell Taste	Exploration Finding out things from secondary sources Engage in open-ended activity	<input type="checkbox"/> Show curiosity by asking questions about aspects of their familiar world <input type="checkbox"/> Ask how and why questions e.g. how did the dinosaur get stuck in the ice? Why do leaves fall off the trees? <input type="checkbox"/> Closely observe what animals, people and vehicles do <input type="checkbox"/> Observe changes e.g. lifecycle of a butterfly / water into ice back into water? <input type="checkbox"/> Make a suggestion to solve a problem /find new ways of doing things <input type="checkbox"/> Test ideas through open-ended activities <input type="checkbox"/> Identify similarities and differences <input type="checkbox"/> Make a general statement e.g. when looking for woodlice they may say, "They might be in the grass." <input type="checkbox"/> Gather data using non-standard measurements e.g. loud, quiet, short, long, fast, slow <input type="checkbox"/> Develop their own narratives and explanations
	Living things	How do animals grow and change?	All living things have a life cycle	Caterpillar Cocoon Butterfly	Observe Noticing patterns Finding out things from secondary sources Engage in open-ended activity	
	Keeping healthy	Why do we eat and exercise?	All living things need energy and grow	Fruit Vegetables Diary Meat Healthy Unhealthy Exercise	Compare and sort Engage in open-ended activity	
Chemistry	Materials	Are all materials the same?	There are different types of materials which can be used for different types of things	Wood Plastic Glass Metal Rock Water Freeze Melt	Compare and contrast Group Engage in open-ended activity	
Physics	Seasonal changes	Is the weather the same every day?	Different seasons have different weather	Autumn Spring Summer Winter	Observe changes over time Engage in open-ended activity	



Area of science		Young Scientists should be able to
Biology	Senses	<input type="checkbox"/> Name and provide examples of the 5 senses <input type="checkbox"/> Explore different objects/materials using their senses <input type="checkbox"/> Use appropriate vocabulary to describe <input type="checkbox"/> Write observations/take photos <input type="checkbox"/> GD: Understand that we experience and interact with the world differently when our senses such as vision or hearing are impaired
	Mini-beasts	<input type="checkbox"/> Look at diagrams to show steps of a life cycle <input type="checkbox"/> Act out the life cycle of a butterfly <input type="checkbox"/> Use cards to order a life cycle <input type="checkbox"/> Ask questions about mini-beasts found in their environment <input type="checkbox"/> Look at books to learn about a mini-beast e.g. worm <input type="checkbox"/> GD: Order the life cycle of a different animal using knowledge from the life cycle of a butterfly e.g. life cycle of a frog
	Keeping healthy	<input type="checkbox"/> Name and draw some healthy and unhealthy foods <input type="checkbox"/> Sort healthy and unhealthy food <input type="checkbox"/> Make fruit kebabs <input type="checkbox"/> Name different ways to keep fit and healthy <input type="checkbox"/> Explain the difference between dairy, meat and fruit/vegetables based on where some different foods come from <input type="checkbox"/> Identify where different foods come from
Chemistry	Materials	<input type="checkbox"/> Recognise that materials can change state e.g. melting and freezing <input type="checkbox"/> Using their understanding of how the world works, discuss ways in which they can trap an object in ice <input type="checkbox"/> Sort different materials and explain the reason for it <input type="checkbox"/> Investigate where wood comes from <input type="checkbox"/> GD: Identify the similarities and differences between plastic and glass
Physics	Seasonal changes	<input type="checkbox"/> Go on seasonal walks, make observations and take photos/collect resources <input type="checkbox"/> Explain changes to their outside world in each season <input type="checkbox"/> Name different types of weather <input type="checkbox"/> Discuss things we wear in different seasons/weather <input type="checkbox"/> Match pictures/objects with seasons



Art & Design - Reception

Generate ideas and make

Draw	Paint	Sculpt / 3D	Print	Collage	Mould	Textiles	Digital (covered in computing)	Key Vocab / Learning Concepts
Uses marks, lines and curves expressively Creates a self portrait	Use a variety of tools to spread paint Colour mixing	Pulls apart and reconstructs basic shapes	Experimental printing with hands, feet, materials etc Block printing	Handles different materials and uses to recreate	Explore textures eg playdough and plasticine	Handles and manipulates materials such as threads, cottons, wool, raffia, grass	Creates images using selection of tools	Colour mixing, Pattern Line Print Collage,

Knowledge

Artists: Giuseppe Arcimboldi; Andy Goldsworthy; Wassily Kandinsky

Young Artists and Designers should be able to

- Draw a self-portrait with main facial features clearly identifiable
- Mix paint to create a range of different colours
- Creates junk models that resemble objects in real life
- Creates patterns with a variety of printing tools including body parts
- Creates a landscape / picture using different materials and appropriate colours
- Creates models that are recognisable eg animals
- Can reshape materials to create patterns, images etc
- Uses IT to create a picture



Computing - Reception					
Area of Computing	Key Understanding and skills	Vocabulary	Implementation	Online Safety	
Computer Science/ IT /Digital Literacy	Understanding Technology	<p>To recognise that a range of technology is used in places such as homes and schools.</p> <p>To know how to operate simple equipment.</p> <p>To use ICT hardware to interact with age-appropriate computer software.</p>	<p>Computer / computing</p> <p>Lap top</p> <p>Bee Bot</p> <p>iPad</p> <p>Names of common age appropriate technology equipment</p>	<p>Plugged and unplugged activities</p> <p>Maths/Phonics/ stories using online websites.</p>	<p>Core Objective for Reception: To begin to use technology safely.</p> <p>Understanding and skills: I understand and follow the schools safer internet agreement. I know to tell a trusted adult if anything on the internet upsets me. I understand to keep passwords private and not to share personal information online.</p> <p>Key Vocabulary: Internet Safe Upset</p>
	Digital Literacy	<p>To know that information can be retrieved from computers/digital devices.</p> <p>To complete a simple program on a computer.</p> <p>To select and use technology for a purpose.</p> <p>To create a simple piece of digital content.</p>	<p>Photograph</p> <p>Camera</p> <p>Home screen</p> <p>keyboard</p> <p>Keys</p> <p>Upper/ lower case/letters</p> <p>Enter</p>	<p>ICT 2 Simple pictures</p> <p>Use a paint program</p> <p>Use Word to write a name label.</p> <p>Take photographs on the iPad.</p>	
	Programming	<p>To make a programmable toy or floor robot work by pressing buttons to create sounds and movements.</p>	<p>Forwards</p> <p>Backwards</p> <p>Left</p> <p>Right</p> <p>Go</p>	<p>Bee Bot instructions</p> <p>Programmable toys</p> <p>iPad Programming APPs</p>	



Our youngest computer users should be able to

- Access a range of programs independently on different devices (desktops, laptops, iPads, Clevertouch)
- Create a simple program by pressing buttons to create sounds, movement, etc.
- Use a program to produce words and/or images

A safer computer user in Reception

- Knows that passwords are private and must not be shared
- Is confident to tell an adult if they see anything online that they find upsetting
- Understands there are rules that they must follow when using technology



Design & Technology - Reception

Generate ideas and Make

Food	Materials	Textiles	Electrical and Electronics	Construction	Mechanics	Computing	Key Vocab / Learning Concepts
Prepare food Practise cutting skills	Cut stick and glue	Talk about properties of different materials	Switching off and on How do things work?	Make models	Share picture pop up books	Begin to develop skills	Cut, join, Cook, bake Safety Clean, dirty

Young Designers should be able to

- Prepare some simple food using cutting implements
- Use a range of materials and joining techniques to create a model
- To talk about their constructions and give reasons for their choices
- To operate an object with switches and investigate how it works



Geography - Reception

Our youngest geographers should be able to:

1. Understanding the world People and communities: pupils talk about past and present events in their own lives and in the lives of family members. They know that other pupils don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
2. The world: pupils know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
3. Technology: pupils recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Topic ➔	People	Communities	The World	Animals & Plants around me	Technology
Skills Covered	1	1	2	2	3
Activity Ideas/Context	Similarities and differences between themselves and others What traditions does your family have?	What does it mean to be part of a community?	Compare environments (homes, families etc)	How do animals and plants change over time? (grow)	What technology do you have at home?
Vocabulary	Family Difference	Community Similarities & differences Caldecote Village Home	Cambridge Town City London England	Winter Spring Summer Autumn	Ipads Laptops Computers Televisions Satellite



History - Reception			
Key Content	Understanding the World	Understanding the World	People and Communities
Topic	Where do they live?	Switch it on! Toys and Transport	All About Me How I have changed since I was a baby
Key Vocab	Past Present Future	Similarities Differences Old / New	Baby, child, adult Grow, Change
Historical skills	<ul style="list-style-type: none"> • Through exploration and play, show understanding of things that are old and those that are new and give some reasons why they know this • Begin to show understanding of chronology by sorting items (photos, pupils, calendar) into an order • Use language associated with time and talk about events that happened in the past (yesterday, last week, last year) and those that will happen in the future • Discuss differences about where they live: different houses, buildings, cars, etc 		

Our youngest Historians should be able to
<ul style="list-style-type: none"> ▪ Sort some images into chronological order ie youngest to oldest ▪ Identify some changes between them as a baby and how they are now ▪ Identify similarities and differences between my toys and old toys. ▪ Talk about events in school and at home that are of interest ▪ Say that they live in Caldecote and go to Caldecote Primary School



Music - Reception			
Featured Composers: Aaron Copland (1900-1990) & Johannes Brahms (1833-1897)			
EYFS	<p>Expressive arts and design involves enabling pupils to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.</p> <p>Exploring and using media and materials: pupils sing songs, make music and dance, and experiment with ways of changing them.</p> <p>Being imaginative: They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories</p>		
	Performing	Improvising and Composing	Listening and reviewing
Skills – What?	<p>Join in with songs and rhymes</p> <p>Clap along to a song or rhyme</p> <p>Copy and repeat a given rhythm using body sounds or un-tuned instruments</p> <p>Follow signals to start and stop when singing and playing</p>	<p>Make sounds and explore ways of making body sounds and playing un-tuned instruments</p> <p>Begin to create own patterns and rhythms using body sounds and un-tuned instruments</p> <p>Choose sounds – body sounds, objects or un-tuned instruments to create effects e.g. for a sound story</p>	<p>Say how a piece of music makes them feel.</p> <p>Create a visual representation of a piece of music</p> <p>Use simple musical vocabulary to describe music they have or have listened to. E.g quiet/loud, fast/slow</p> <p>Name some of the instruments they can hear in a piece of music.</p>
Inter-related dimensions	<ul style="list-style-type: none"> • Pitch – recognise and respond to high, low sounds • Duration - recognise and respond to a pulse • Dynamics – recognise and play loud and quiet sounds • Tempo- recognise and play loud and quiet sounds • Timbre – identify different percussion sounds • Texture – recognise how sounds and instruments being added creates a different effect • Structure – understand beginning and end 		
Possible Coverage	<p>Warm ups.</p> <p>Class songs and rhymes (on-going)</p> <p>Rhythm games (on-going)</p> <p>Christmas production</p> <p>On-going singing assemblies</p>	<p>Sound stories e.g. Polar Bear, Polar Bear (Spring2)</p> <p>Learn 'I Went to Visit a Farm One Day' song.</p> <p>Use song as a stimulus for composition.(Summer 1)</p>	<p>Listening to different types and genres of music from different periods and composers.</p> <p>Responding with words, visuals and pictures (on-going with emphasis in Autumn 1 and Summer 1</p>



Key Vocabulary	Song Rhyme Loud quiet Start Stop rhythm	Loud Quiet Fast Slow Names of un-tuned instruments	Composer Instruments Loud Quiet Fast slow
	Our Youngest Musicians should know how to		
<ul style="list-style-type: none">▪ use their voice to speak, sing and chant▪ use instruments to perform▪ clap short rhythmic patterns▪ make different sounds with their voice and with instruments▪ repeat short rhythmic and melodic patterns▪ make a sequence of sounds▪ respond to different moods in music▪ say whether they like or dislike a piece of music▪ choose sounds to represent different things▪ follow instructions about when to play and sing			



PSHE - Reception		
Relationships	Health & Well-Being	Living in the Wider World
<p>How am I special and what is special about other people? Beginning and belonging; My family and friends; Anti-bullying <small>MMR 1 + MMR 2</small></p> <p>Can I recognise and show emotions? My emotions <small>MMR 3</small></p>	<p>What helps us stay healthy? My body and growing up; Healthy lifestyles <small>HSL 1 + HSL 3</small></p> <p>What and who helps to keep us safe? Keeping safe (including drug education) <small>HSL 2</small></p>	<p>Who are the people in our class? Identities and diversity <small>c1</small></p> <p>How can we look after each other and our community? Me and my world <small>c2</small></p>
SMSC (spiritual, moral, social and cultural) development throughout the year		
Mindfulness/ Calming, Reflection times, initiating play in a group, taking turns, sharing, respecting property		
Possible Evidence		
<p>Form positive attachments and friendship. Talk about the lives of people around them and their roles in society. Show an understanding of their own feelings and those of others, and regulate their behavior accordingly. Work and play co-operatively and take turns with others.</p>	<p>Understand the importance of healthy food choices. Show sensitivities to others' needs. Manage their own basic hygiene and personal needs. Explain the reasons for rules and know right from wrong.</p>	<p>Know some similarities or differences between different religions and cultural communities in this country, drawing on their own experiences and what has been read in class.</p>
Key Vocabulary		
<p>Bullying Emotion (Happy, Sad, Angry, Worried, Excited) Friends</p>	<p>Rules Risk Right</p>	<p>Family Home Community</p>



Feelings Safety Circle	Wrong Change (Correct Terminology for body parts)	Difference Similarity
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PE - Reception		
Themes	Skills	Key Vocabulary
Dance		
	To move different parts of my body To dance on the spot and when moving To copy an action To move to music with some prompts	Perform Copy
Gymnastics		
Fun gym shapes* Move and Hold*	To jump and land safely To stand on one leg with stretched arms for support To jump like a star To jump and reach up high To bend my legs when I jump To jump off low level platforms	Shapes – tall and wide Jump – straight and star
Games		
Multiskills – Fundamentals Unit 1*	To throw a ball with two hands To roll a ball in different directions To roll a ball to my partner To kick a ball forwards, backwards and sideways	Throwing Catching
Athletics		
Sprinting Throwing Jumping Multiskills – Fundamentals Unit 2*	To run to an end goal keeping focused To throw different objects in a straight line To travel along a track in different ways To balance a bean bag on my head	Running skipping
Knowledge and understanding of health, fitness and the body		



<p>To have fun whilst participating in physical activity To name some ways to keep a healthy diet To know what exercise is To get dressed independently</p>	<p>Healthy Exercise</p>
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RE - Reception						
Big Question	Where do we belong?	What happens at a festival?	How do we celebrate new life?	What is Easter?	What can we learn from stories from different religions?	What happens at a wedding?
Key Learning	Ourselves, our families and our communities. Celebrations and special times.	Celebrations and special times.	Celebrations and special times.	Celebrations and special times	Noah's Ark	Celebrations and special times
Key Vocabulary	Harvest Thankful Sharing	Diwali Hannukah	Chinese New Year Birth Birthdays	Easter Cross Jesus Spring New life	Noah Ark Dove	Love Wedding Bride Groom Ceremony