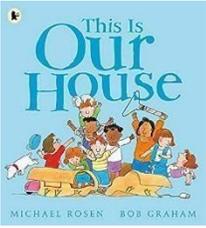
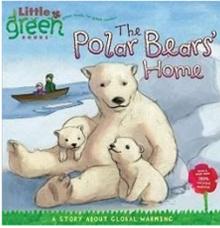
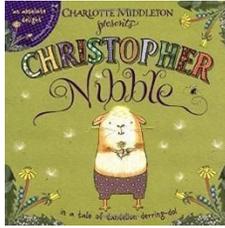
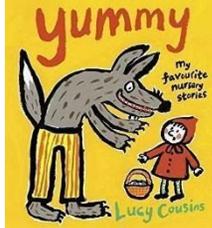
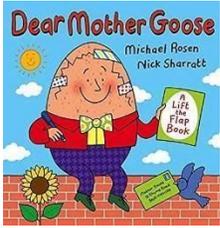


Reception Long Term Map

Autumn Term		Spring Term		Summer Term	
Global Theme: Identity and Diversity Focus: Belonging		Global Theme: Sustainable Development Focus: Preserving the Environment		Global Theme: Social Justice and Equity Focus: Helping Others	
Autumn 1 All About Me	Autumn 2 Our Class Community	Spring 1 Climate Change and Animal Habitats	Spring 2 Minibeast Conservation	Summer 1 Sharing with Others	Summer 2 Problem Solving
Core text: It's Okay to be Different 	Core text: This is Our House 	Core text: The Polar Bear's Home 	Core text: Christopher Nibble 	Core text: Yummy 	Core text: Dear Mother Goose 
Hook: Have familiar adults from around the school (e.g. Mrs. Blain, Mrs. Johnson)	Hook: Have a surprise new 'toy' (or role play area) and explain that only certain adults (e.g. Only Mrs. Ramsay is allowed to play in here!) and/or children can play in it – discuss rules around this and how it makes us feel. Find the new book inside.	Hook: Have footprints from each of the animals leading to different parts of the classroom where the children find small world toy or puppet of each animal.	Hook: Have Zoolab minibeasts OR Can someone bring in a pet guinea pig?? OR Have a selection of flowers in the classroom but all of the buds picked off – Oh no! What happened to our flowers? Can we enjoy these anymore?? Etc.	Hook: Have a picnic basket left in the middle of the classroom with different foods from around the world for all of the children to find. Also have the book and other objects for them to explore from the text inside the picnic basket.	Hook: Have a mailbox appear in the classroom – children find letters posted to them from children and/or adults around the school with questions. Do you think we could answer these letters?
All of our topics cover the broad areas of our curriculum and also focus upon the learning required to meet our Early Learning Goals.					
ELG1: Listening ELG2: Speaking ELG3: Gross Motor Skills ELG4: Fine Motor Skills ELG5: Self-Regulation ELG6: Managing Self ELG7: Building Relationships ELG8: Comprehension ELG9: Word Reading			ELG10: Writing ELG11: Number ELG12: Numerical Patterns ELG13: Past and Present ELG14: People, Cultures and Communities ELG15: The Natural World ELG16: Creating with Materials ELG17: Performing		
Whilst delivering a broad and balanced range of activities for the children during both child-led and adult-directed, the core texts will have a particular focus in the following areas, supporting knowledge, understanding and skills, with learning towards:					
Self-Regulation(a): Show an understanding of their own feelings and those of	Past and Present(a): Talk about the lives of the people around them and their roles in society	People, Cultures and Communities(c): Explain some similarities and differences between life in	Comprehension(a): Demonstrate an understanding of what they have read and has been	Comprehension(a): Demonstrate an understanding of what they have read and has been	Comprehension(a): Demonstrate an understanding of what they have read and has been

others, and regulate their behaviour accordingly

Self-Regulation(b): Have a positive sense of self and show resilience and perseverance in the face of challenge

Self-Regulation(c): Pay attention to their teacher and follow multi-step instructions.

Building Relationships(a): Work and play cooperatively and take turns with others

Building Relationships(b): Form positive attachments and friendships

Building Relationships(c): Show sensitivities to others' needs.

The Natural World(a): Explore the natural world around them, making observations and drawing pictures of animals and plants

The Natural World(c): Understand the effect of the changing seasons on the natural world around them.

Past and Present(b): Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class

Past and Present(c): Recall some important narratives, characters and figures from the past encountered in books read in class

People, Cultures and Communities(c): Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The Natural World(a): Explore the natural world around them, making observations and drawing pictures of animals and plants

The Natural World(b): Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class

The Natural World(c): Understand the effect of the changing seasons on the natural world around them.

Creating with Materials(a): Draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function

Creating with Materials(b): Share their creations, explaining the process they have used

Creating with Materials(c): Make use of props and materials when role-playing characters in narratives and stories.

read to them by retelling stories and narratives using their own words and new vocabulary

Comprehension(b): Anticipate – where appropriate – key events in stories, non-fiction, rhymes and poems

Comprehension(c): Use new vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

Writing(c): Write simple phrases and sentences that can be read by others.

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Comprehension(c): Use new vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

Writing(c): Write simple phrases and sentences that can be read by others.

Past and Present(b): Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class

Performing(a): Sing a range of well-known nursery rhymes and songs

Performing(b): Perform songs, rhymes, poems and stories with others, and – when appropriate – move in time with music

Performing(c): Co-construct, invent, adapt and recount narratives and stories with peers and their teacher.

Phonics - Children have a daily phonics session in groups that at their skill level and regularly reviewed. Each phonic lesson supports the following goals:

- (a): Say a sound for each letter in the alphabet and at least 10 digraphs
- (b): Read words consistent with their phonic knowledge by sound-blending
- (c): Read aloud simple sentences and books that are consistent with their phonic knowledge, including common exception words.
- (d): Write recognisable letters, most of which are correctly formed
- (e): Spell words by identifying sounds in them and representing the sounds with a letter or letters
- (f): Write simple phrases and sentences that can be read by others.

Mathematics - Children will have a daily discrete number/mathematics session as a whole class. This will help the children work towards the following goals:

- (a): Have an understanding of number to 10, linking names of numbers, numerals, their value, and their position in the counting order
- (b): Subitise (recognise quantities without counting) up to 5
- (c): Automatically recall number bonds for numbers 0-5 and for 10, including corresponding partitioning facts
- (d): Automatically recall double facts up to 5+5
- (e): Compare sets of objects up to 10 in different contexts, considering size and difference
- (f): Explore patterns of numbers within numbers up to 10, including evens and odds

Values: Respect
To know it's alright to be different

Values: Respect
To show appreciation for people who help us

Values: Integrity
To do the right thing without expecting praise

Values: Kindness Creativity

Values: Curiosity Responsibility

Values: Bravery Responsibility Resilience

<p>To recognise differences in others</p> <p>Kindness To help a friend who is upset or having difficulties</p>	<p>Collaboration To share ideas, help each other and to listen to each other</p> <p>Gratitude To show thanks</p>	<p>Curiosity To wonder why?</p> <p>Responsibility To care about what is happening to our planet</p> <p>Gratitude To show thanks for what we have</p>			<p>Gratitude</p>
<p>Diversity, Community & Global Skills:</p> <p>To show sensitivity to people's feelings and needs</p> <p>To recognise, name and deal with feelings in a positive way</p>	<p>Diversity, Community & Global Skills:</p> <p>To recognise, name and deal with feelings in a positive way</p> <p>To notice some effects of own actions on others</p> <p>To show sensitivity to people's feelings and needs</p>	<p>Diversity, Community & Global Skills:</p> <p>To notice some effects of own actions on others</p> <p>To take turns to express a view</p>	<p>Diversity, Community & Global Skills:</p> <p>To ask questions</p> <p>To suggest a way to solve a problem</p> <p>To wonder about ideas</p>	<p>Diversity, Community & Global Skills:</p> <p>To show sensitivity to people's feelings and needs</p>	<p>Diversity, Community & Global Skills:</p> <p>To ask questions</p> <p>To suggest a way to solve a problem</p> <p>To wonder about ideas</p> <p>To show sensitivity to people's feelings and needs</p>
<p>Diversity, Community & Global Project Outcome: Recordings – Children record biographical sentences e.g. Hi my name is ... and I am special because... I can do.... By the end of the year I would like to....</p>	<p>Diversity, Community & Global Project Outcome: Meet people who help us.</p>	<p>Diversity, Community & Global Project Outcome: WWF fundraising – raise money for an animal we want to help</p>	<p>Diversity, Community & Global Project Outcome: Build minibeast homes and bug friendly gardens for Forest School/School Gardens</p>	<p>Diversity, Community & Global Project Outcome: Prepare a meal or food and share it</p>	<p>Diversity, Community & Global Project Outcome: Assembly about how to solve problems at school – link to school values</p>
<p>Writing outcomes:</p> <p>Simple sentences about themselves "I am..." "I can..." "I am special because"</p> <p>Art Outcome:</p> <p>Self portraits</p>	<p>Writing outcomes:</p> <p>'You can' statements e.g. "In Reception you can share.</p>	<p>Writing outcomes:</p> <p>Story writing with speech bubbles and thought bubbles. Fact Files about penguins</p> <p>Art outcome:</p> <p>Animal habitats</p>	<p>Writing outcomes:</p> <p>Instructions on how to care for the minibeasts – leaflets, posters Descriptive language of a minibeast</p> <p>Art outcome:</p> <p>Detailed observational drawings of minibeasts and their parts e.g. patterns and wings</p>	<p>Writing outcomes:</p> <p>Alternative Fairy Tales – (possibly use Little Red Hen) Write their own stories with problems/solutions</p> <p>Art outcome:</p> <p>Food artwork</p>	<p>Writing outcomes:</p> <p>Reception 'Self-Help Book' - Letters with problems and solutions to common problems faced in reception (to pass along to future pupils)</p> <p>Art outcome:</p> <p>Artwork display</p>
<p>Curriculum Overview: Children will settle into new routines and begin forming relationships with peers and adults while recognising what makes them unique.</p> <p>Curriculum Drivers:</p> <p>Physical Health and Wellbeing Introduce growth mindset philosophy. Identifying their</p>	<p>Curriculum Overview: Children will develop their expectations for themselves and others as members of a community. Children will celebrate themselves as individuals and as members of a collective. They will work together to design and create.</p> <p>Curriculum Drivers:</p>	<p>Curriculum Overview: Children will learn about animals and their habitats and explore different options and possibilities for change in the future, e.g. environmental factors vs. human impact</p> <p>Curriculum Drivers:</p> <p>STEAM</p>	<p>Curriculum Overview: Children will learn about the important part that minibeasts have in their ecosystem. Children will learn about living things in their local environment and their role as preservationists.</p> <p>Curriculum Drivers:</p> <p>STEAM</p>	<p>Curriculum Overview: Through traditional tales children will explore the concept of social justice, specifically what is fair and unfair. They will look at building up their storytelling skills to explore how to care for others and what sharing looks like. Children will apply this learning to develop</p>	<p>Curriculum Overview: This half term the children will continue their learning around conflict resolution as they use Mother Goose's letters to inspire their own letter writing and problem solving skills. They will receive letters from the nursery children about common problems in reception, which the children will then use to</p>

<p>strengths and next steps. Children will identify differences and similarities between themselves and others, including families. E.g. community walks, self-portraits, photography</p> <p>Digital Literacy and Communication Children will experience listening to audio recordings e.g. audiobooks and podcasts and use iPads to develop their own Children to use cameras to take self-portraits and portraits of their friends</p> <p>STEAM Children will explore using mark making tools to make controlled lines, and circles. Apply these skills to make self-portraits.</p>	<p>Physical Health and Wellbeing Embed growth mindset philosophy. Opportunities to model effective feedback. Managing own feelings and behaviour and supporting others to make positive choices and find a compromise. Identifying own feelings and the feelings of others.</p> <p>Digital Literacy and Communication Children to use cameras to document evidence of their learning and behaviour in the classroom.</p> <p>STEAM Construction, building inclusive spaces e.g. dens and homes. Exploring different textiles and techniques.</p>	<p>Children will make observations about the different animals and their habitats. They will use these observations to form questions and explain what they have found out.</p> <p>Children will use their knowledge of 3D shapes and collage materials to design and create animal habitats</p> <p>Enquiry Children will use their observations about habitats and animals to talk about our own actions and the impact it has on living things.</p> <p>Finance and Enterprise Children will look at how to raise money for the WWF.</p>	<p>Children will make observations about the different animals and their habitats. They will use these observations to form questions and explain what they have found out.</p> <p>Children will research, plan and create a home for the minibests and reflect on their design choices and processes.</p> <p>Enquiry Children will use their observations about habitats and animals to talk about our own actions and the impact it has on living things.</p>	<p>strategies for effective conflict resolution.</p> <p>Curriculum Drivers:</p> <p>Enquiry Children will recall times in their lives when they experienced injustice and talk about how this was solved.</p> <p>Digital Literacy and Communication: Children will use ICT software, e.g. cameras to capture their observations and examples of positive behaviour.</p> <p>Physical Health and Well Being: Children will learn about the different food groups and the importance of a healthy diet. They will learn about food preparation including following a recipe, using tools effectively and safely etc.</p>	<p>respond to with solutions. They will look at what it means to 'care' for others, and build on their conflict resolution from last half term by writing their own solutions.</p> <p>Curriculum Drivers: Physical Health and Wellbeing: The children will explore their own feelings, actions, and the feelings and actions of others. They will look at how to negotiate familiar problems and solve them without aggression. The children will look at what it means to be a good role model and how to teach others to solve problems.</p> <p>Digital Literacy and Communication: Children will use ICT software, e.g. cameras or iPad to interview and record younger and elder pupils.</p>
<p>Curriculum Skills Literacy Word Reading</p> <ul style="list-style-type: none"> Identify the initial sound in a word when given a choice. Hear and say the initial sound in words. Blend the onset then rime to identify an object e.g. d-og. Hear the final sound at the end of a CVC word. Hear the sound in the middle of a CVC word (medial sound). Orally blend CVC words, e.g. "b-a-t", "bat". Orally blend the sounds in CCVC/CVCC words. Recognise some* letters to read some CVC words. Recognise all letters to read some CVC words. 	<p>Curriculum Skills Literacy Word Reading</p> <ul style="list-style-type: none"> Recognise all letters to read some CCVC/CVCC/CVC words. Recognise some* split digraphs to read some CVC words. Recognise all digraphs to read some CVC words. Attempt to read unfamiliar words using a phonics strategy. Know that print is read (in English) top to bottom, left to right. Read a simple sentence. 	<p>Curriculum Skills Literacy Word Reading</p> <ul style="list-style-type: none"> Sight read all CVC common exception words. Read some* common exception words by sight. Read all 45 common exception words by sight. Reads simple sentences with increasing fluency. 			
<p>Curriculum Skills Literacy Comprehension</p> <ul style="list-style-type: none"> Anticipate key events in rhymes, poems and stories. 	<p>Curriculum Skills Literacy Comprehension</p> <ul style="list-style-type: none"> Know that the role of the author is to write the words in the book and the illustrator creates the images. 	<p>Curriculum Skills Literacy Comprehension</p> <ul style="list-style-type: none"> Follow a story without pictures or prompts. 			

<ul style="list-style-type: none"> • Sequence a story/recount using visual prompts. • Talk about key features of favourite stories including character and setting. • Know that stories have a title. • Answer simple questions about a story which has just been read. • Retell familiar stories. 	<ul style="list-style-type: none"> • Apply new language from books to first hand situations. • Know the difference between fiction and non-fiction books. • Recall and applies information from non-fiction books to real life situations. • Make links between familiar stories. • Answer questions about a story including characters or/and events. • Orally retell a simple 5 part story • Read and talk about what they have just read. • Make a prediction about what happens next 	<ul style="list-style-type: none"> • Know that books include different elements such as a cover, contents page, blurb, etc. • Share ideas and feelings about a story from their own point of view. • Share ideas and feelings about a story from the point of view of a character. • Answers why and how questions about a book.
<p>Curriculum Skills Literacy Writing - Spelling</p> <ul style="list-style-type: none"> • Hear and say the initial sound in words • Orally segment simple words. • Link known sounds to their phoneme. • Write own name using a capital letter. • Link all single letter graphemes to their phoneme. • Write initial sounds in words • Write end sounds in words • Write CVC words • Attempt to spell unfamiliar words using a phonics strategy. • Write short captions 	<p>Curriculum Skills Literacy Writing - Spelling</p> <ul style="list-style-type: none"> • Write CVCC words • Write a simple sentence • Write simple sentences which can be read by myself and others • Use phase 3 digraphs in writing. 	<p>Curriculum Skills Literacy Writing - Spelling</p> <ul style="list-style-type: none"> • Write 3 linked sentences • Spell at least 35 out of 45 Reception key words correctly • Consistently use finger spaces. • Begin to use capital letters and full stops. • Name the letters of the alphabet matched to their grapheme.
<p>Curriculum Skills Literacy Writing - Handwriting</p> <ul style="list-style-type: none"> • Form clearly identifiable letters to communicate meaning. • Hold pencil with dynamic tripod grip with good control. • Use precursive conventions in writing. • Form the letters in my name correctly. 	<p>Curriculum Skills Literacy Writing - Handwriting</p> <ul style="list-style-type: none"> • Form the vast majority of letters correctly. • Control the size of my writing. • Write all letters using a correct sequence of movements • Begin to join letters 	<p>Curriculum Skills Literacy Writing - Handwriting</p> <p>Consolidate all skills</p>
<p>Curriculum Skills Literacy</p>	<p>Curriculum Skills Literacy</p>	<p>Curriculum Skills Literacy</p>

<p>Writing - Composition</p> <ul style="list-style-type: none"> • Mark makes in a variety of forms for different purposes e.g. shopping list, label • Retell familiar stories within imaginative play (small world or role play). • Uses newly introduced vocabulary within their play. • Plan what they will draw, paint and write linked to a particular theme. • Dictate a simple sentence. • Talk about real life events in the correct order. • Break sentences down into the individual words they contain or will use. • Create own storylines which they act out within their play. • Develop and acts narratives as part of a small group. 	<p>Writing - Composition</p> <ul style="list-style-type: none"> • Talk about the characters, settings and events in a story I am creating. • Add verbs to dictated stories to describe what characters are doing • Begin to use some story language e.g. once upon a time... • Speak using compound sentences ready for transcription, beginning to connectives such as "and, then, so, but, next". • Talk about what happens at the beginning, middle and end of a story. • Make up simple stories when given a visual prompt e.g. a character, object and place. 	<p>Writing - Composition</p> <ul style="list-style-type: none"> • Dictate and invent own compositions. • Use adjectives within my story to describe objects, characters and settings my stories. • Think about what to write ahead of writing. • Include newly introduced vocabulary when formulating ideas for writing. • Understand the purposes of different genres for writing and uses them appropriately e.g. lists, messages, labels, stories, instructions etc. • Use titles within my writing to name my stories. • Use a range of openers/endings within my storytelling
<p>Curriculum Skills Art</p> <ul style="list-style-type: none"> • Experiment with different materials when making with a product in mind • Interpret an object through drawing • Express their feelings through drawing e.g. happy or sad • Make choices when experiment with a range of painting equipment • Use found objects to build with a design in mind • Select and use appropriate 3D shapes to build and recreate models • Cut and tear paper and card for their collages • Use a simple painting program to create a picture • Begin to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 	<p>Curriculum Skills Art</p> <ul style="list-style-type: none"> • Draw controlled lines and use the skill to make different shapes • Paint controlled lines and use the skill to make different shapes • Mix colours and describe how they change • Use different tools through printing to create marks • Create a simple pattern • Use their senses to make observations about the different types of textiles • Experiment using different tools in an application • Explain the process that they have used 	<p>Curriculum Skills Art</p> <ul style="list-style-type: none"> • Repeat a print to make a simple pattern • Manipulate fabric to achieve a desired effect? (e.g. weaving, costume making, paper making) • Weave a pattern • Build layers of materials to create an image with support • Say what they liked about their artwork or what they did well • Describe what they can see and like in the work of another artist/craft maker/designer
<p>Curriculum Skills Computing</p> <ul style="list-style-type: none"> • Explore and interact with their environment using a range of equipment. (e.g. using an iPad to record videos and photos) • Recognise and use simple icons, buttons or shortcuts 	<p>Curriculum Skills Computing</p> <ul style="list-style-type: none"> • Develop familiarity with the letters of the keyboard so that they are able to type their name • Recognise and use simple keyboard commands (space bar, enter, delete and backspace) 	<p>Curriculum Skills Computing</p> <ul style="list-style-type: none"> • Use the functions of a simple programming tool (e.g. Ozobot) • Begin to plan and test instructions

<ul style="list-style-type: none"> Use available applications and software to create original content sometimes for a planned outcome Collect information using ICT. (e.g. take photographs, voice recordings, text, share tapestry) 	<ul style="list-style-type: none"> Understand the appropriate vocabulary according to equipment available 	<ul style="list-style-type: none"> Understand that some content is not appropriate for their age Know what to do if they find something they are unsure of (including identifying people who can help)
<p>Curriculum Skills Design Technology</p> <ul style="list-style-type: none"> Use their senses to explore and describe objects Make models of their own choosing Explore making, with different equipment including new ways of joining (e.g. split pins, staples, tags, string) Be proud of what they have made Be aware that ingredients are available from a range of sources (shops, markets, grown at home) Complete basic hygiene tasks (e.g. wash hands) Talk about foods they like and dislike with reasons Discuss the food that they eat during special occasions or cultural celebrations (e.g. birthday, Eid, etc.) Be willing to try new foods Understand the importance of healthy food choices 	<p>Curriculum Skills Design Technology</p> <ul style="list-style-type: none"> Talk about what they want to make Think of some ideas of their own Explain what they are making Use tools safely Share their creations, explaining the process they have used 	<p>Curriculum Skills Design Technology</p> <ul style="list-style-type: none"> Make observations about the features of objects Plan how best to approach a task Select appropriate resources and tools Explain which tools they are using and why Use tools to manipulate materials Identify success and next steps Change their strategy as needed Select and use appropriate tools needed for a recipe Use tools effectively and safely Identify and use the appropriate ingredients for a recipe
<p>Curriculum Skills Geography</p> <ul style="list-style-type: none"> Talk about and describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Discuss the weather and the changes within it Know the immediate surroundings of the school Describe the local environment using simple geographical vocabulary - e.g. street, house, forest, school 	<p>Curriculum Skills Geography</p> <ul style="list-style-type: none"> Explore books about the world Look at and recognise places on maps, globes and atlases. Use a given map to plan a route e.g. walk around Northumberlandia, walk to the park Know some similarities and differences between contrasting environments, drawing on their experiences and what has been read in class; Know that Ponteland is in England/UK 	<p>Curriculum Skills Geography</p> <ul style="list-style-type: none"> Draw simple plans and maps of a known area/made up place and talk about them Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps
<p>Curriculum Skills History</p> <ul style="list-style-type: none"> Recall information from stories, pictures and artefacts from the past Makes comments about what they have heard or seen. Recall events from stories from the past. 	<p>Curriculum Skills History</p> <ul style="list-style-type: none"> Recall and talk about old and new items within their home and school environment Use simple words and phrases to describe the past – then and now 	<p>Curriculum Skills History</p> <ul style="list-style-type: none"> Observe and handle artefacts and use this to begin to ask and answer questions. Talk about significant events in their own past Recall some important narratives, characters and figures from the past

<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society • Understand that they have had more than one birthday • Know that the days and months change 	<ul style="list-style-type: none"> • To make comparisons about when they were a baby and now 	
<p>Curriculum Skills MFL</p> <p>Not taught</p>	<p>Curriculum Skills MFL</p> <ul style="list-style-type: none"> • Show the beginning of interest and participation. • Begin to maintain attention to words in other languages. 	<p>Curriculum Skills MFL</p> <ul style="list-style-type: none"> • Repeat simple vocabulary for common nouns and verbs. • Repeat simple phrases, sometimes without understanding.
<p>Curriculum Skills Music</p> <ul style="list-style-type: none"> • Perform their own songs and chants • Perform songs and rhymes with others • Learning songs to perform by heart • Children clap short rhythmic patterns • Experiment with creating sounds with different instruments 	<p>Curriculum Skills Music</p> <ul style="list-style-type: none"> • Move in time with the music • Make a range of sounds with their voice • Make a range of sounds with instruments 	<p>Curriculum Skills Music</p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs; • Begin to sequence sounds to create a rhythm or beat • Can say if they like or dislike a piece of music • Begin to describe the sounds? (e.g. loud, soft, high, low, fast, slow) • Begin to express how music makes them feel
<p>Curriculum Skills PE</p> <ul style="list-style-type: none"> • Dress and undress themselves into PE Kit • Demonstrate spatial awareness • Control their fundamental movement skills (e.g. stopping and starting on command, walking and running safely) • Hold a pencil comfortably using the tripod grip • Use a range of small tools, including scissors, paintbrushes and cutlery • Listen to, understand and follow basic rules • Show good awareness of personal space • Watch and comment on what they have seen • Identifies the impact of physical activity on their bodies • Understand the importance of healthy food choices; 	<p>Curriculum Skills PE</p> <ul style="list-style-type: none"> • Move creatively using whole body (e.g. dancing, posing, balancing) • Copy and perform basic movements • Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and coordination • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing • Show accuracy and care when drawing and copying. 	<p>Curriculum Skills PE</p> <ul style="list-style-type: none"> • Identify a target and use effective throwing techniques • Develop confidence and resilience • Describe the differences in the way their body works and feels when playing different games • Compete fairly showing good sportsmanship
<p>Curriculum Skills RE</p> <ul style="list-style-type: none"> • To explore and ask questions about the natural world. 	<p>Curriculum Skills RE</p>	<p>Curriculum Skills RE</p>

<ul style="list-style-type: none"> To know that some people believe that Jesus was a special baby who was born at Christmas. To participate in a nativity service that retells the birth of Jesus. Listen to the Christmas story and re enact with peers. 		<ul style="list-style-type: none"> To listen to the Easter story and begin to recognise its significance for Christians. 		<ul style="list-style-type: none"> Talk about similarities and differences amongst ourselves 	
Role Play: School Home	Role Play: School Home Christmas	Role Play: Deconstructed	Role Play: Deconstructed	Role Play: Deconstructed	Role Play: Deconstructed
Visit: School environment	Visit: Fire Brigade Police Officer Mystery Reader Parent/community members and their role Church / nativity	Visit: Animals?	Visit: Scotswood Gardens Minibeast Superheroes	Visit: Byker City Farm Bake with children	Visit: Visit with new children and/or nursery Interview y1 children