






Reception




	Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2
Learning Contexts	Ourselves	The Land of Make Believe	Bears	Where we live	New Life	Journeys
Rationale (Why this/Why now?) 	<p>The children start school by talking about themselves, what they look like, who they are, their likes and dislikes. They will describe their families and begin to learn the people who help us.</p>	<p>The children use their previous knowledge of Nursery Rhymes explored in Nursery to develop rhythm, rhyme and story telling. The children will begin to develop an awareness and understanding of traditional story formats.</p>	<p>Using Autumn 2 as a basis for retelling stories and rhymes, the children will explore stories with bears, whilst beginning to explore NF texts to compare and contrast. The children will start to explore the past/present.</p>	<p>Following on from previous learning about themselves, the children will begin to explore their local area and the key features of their town</p>	<p>The children will use previous learning based around “The Very Hungry Caterpillar” as a starting point for learning about life cycles, growth and nature.</p>	<p>As part of the focus on transition to Year 1, the children will explore transport and journeys, drawing maps and sequencing events</p>
Enrichment	Town Hall Performance				Visit to or from a farm	
Science (UW) 	Ourselves <p>Identify key features of self and each other</p> <p>Describe themselves, family and friends.</p> <p>Observe and compare hand, foot and fingerprints</p> <p>Identify key parts of the body.</p>	Light <p>Identify the main source of light as the sun, and other sources of light.</p> <p>To observe how shadows are formed.</p> <p>Identify and describe a rainbow</p>	Forces <p>To identify objects that float and sink and explore why.</p> <p>To explore rolling, pushes and pulls.</p> <p>To observe forces in action – push, pull, roll, fall, bounce</p>	Materials <p>Identify natural materials and explore how they are used.</p> <p>Identify key properties of different types of material</p> <p>Identify how materials can change over time and under different conditions.</p>	Animals/Living Things <p>Name and describe animals that live in different habitats</p> <p>Sort animals according to where they live</p> <p>Name and describe different types of plant.</p> <p>Identify how to care for animals and plants</p> <p>Observe life cycles of plants and animals.</p>	Earth and Space <p>Identify key features of space including the sun, moon and earth.</p> <p>To observe the sun as it moves during the day.</p> <p>To talk about the difference between day and night.</p>

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<p>Understanding the World</p>  <p>History/Geography</p>	<p>My Family and Me</p> <p>To identify key features of personal history (baby-toddler-Nursery-starting school)</p> <p>To talk about the past and the present.</p>	<p>Make Believe Lands</p> <p>To compare the real world from make believe lands and settings.</p> <p>To know that some Nursery Rhymes and stories are set in the past.</p>	<p>Bears</p> <p>Compare bears from the past to bears from the present.</p> <p>To identify similarities and differences.</p>	<p>My home town</p> <p>To identify Middlesbrough as the town we live in.</p> <p>To know address.</p> <p>To identify local landmarks and features of the local area.</p>	<p>New Life</p> <p>To know the differences between the seasons.</p> <p>To identify different habitats for different groups of animals</p>	<p>Journeys</p> <p>To identify similarities and difference between countries around the world.</p> <p>To identify transport needed to travel from A to B.</p>
<p>Expressive Arts and Design</p>  <p>Art/DT</p>	<p>Joan Miro</p> <p>Self Portraits Mackenzie Thorpe</p> <p>Fruit Salad</p> <p>Show a preference for dominant hand.</p> <p>Use one handed tools and equipment.</p> <p>Develop Fine Motor Skills and control</p> <p>Uses a range of tools compentently including food based tools, paint brushes, pens and scissors.</p> <p>Create closed shapes with continuous lines.</p>		<p>Structures</p> <p>Collage/Printing Paul Klee</p> <p>Use one handed tools and equipment.</p> <p>Uses a range of tools compentently including food based tools, paint brushes, pens and scissors.</p> <p>To manipulate resources to complete a desired effect.</p> <p>Explore, use and refine a variety of artistic effects to express ideas and feelings.</p>		<p>Van Gogh Sunflowers</p> <p>Weaving</p> <p>Mix paint to create new colours.</p> <p>To manipulate resources to complete a desired effect.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	
<p>PE</p> 	<p>Fundamental Movement Skills 1</p>	<p>Gym</p> <p>Rocking and Rolling</p>	<p>Net and Wall Games 1</p>	<p>Striking and Fielding Games 1</p>	<p>Athletics 1</p>	<p>Target Games 1</p>
<p>Develop basic skills of sending and receiving a ball by hands and feet (rolling, bouncing, throwing, kicking, catching, stopping).</p> <p>Develop basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Perform sequences of movement by copying and continuing.</p>						



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<p>PSHE/PSED</p> 	<p>Lessons</p> <p>People who help us</p> <p>Keeping Safe</p> <p>Healthy Eating</p> <p>Managing self care</p> <p>Toothbrushing</p> <p>Self Identity and Family</p>	<p>Theme Days/Celebrations</p> <p>Harvest Festival</p> <p>Sukkot</p> <p>Diwali</p> <p>Remembrance Day</p> <p>Christmas</p>	<p>Lessons</p> <p>Being a good friend</p> <p>Taking Turns</p> <p>Sharing</p> <p>Online Safety</p>	<p>Theme Days/Celebrations</p> <p>Mothers Day</p> <p>Shrove Tuesday</p> <p>Easter</p> <p>Children's Mental Health Week</p> <p>Internet Safety Day</p>	<p>Lessons</p> <p>Independent Learning</p> <p>Resilience</p> <p>Belonging</p>	<p>Theme Days/Celebrations</p> <p>NSPCC: Speak Out and Stay Safe – Good Touch/Bad Touch</p> <p>Father's Day</p> <p>Sports Week</p> <p>Transition</p>
<p>RE</p> 	<p>Which people are special and why?</p>	<p>Which times are special and why?</p>	<p>Which stories are special and why?</p>	<p>Which places are special and why?</p>	<p>What is special about our world?</p>	<p>Where do we belong?</p>
<p>Music</p> 	<p>Move to the music</p>	<p>Follow the leader</p>	<p>Singing & matching</p>	<p>Rhymes & Poems</p>	<p>Patterns</p>	<p>Musical worlds</p>
<p>Listen and respond to different types of music.</p> <p>Learn to sing or sing along with songs</p> <p>Identify musical instruments used in pieces of music, including voice or voices.</p> <p>Identify and join in with pulse and rhythm.</p>						