






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
<p>Rationale (Why this/Why now?)</p> 	<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	Theatre/ Book Event		Teddy bears Picnic/Local area walk		Visit to or from a farm/ Caterpillars	
<p>Science (UW)</p> 	<p>Ourselves</p> <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>	<p>Light</p> <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>	<p>Forces</p> <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>	<p>Materials</p> <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>	<p>Animals/Living Things</p> <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>	<p>Earth and Space</p> <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>Drawing Marvellous Marks</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 competently including food based tools, paint brushes, pens and scissors.</p> <p>Create closed shapes with continuous lines.</p>		<p>Painting and Mixed Media</p> <p>Structures</p> <p>Use one handed tools and equipment.</p> <p>Uses a range of tools competently 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>Craft and Design – Let’s Get Crafty</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>Building Relationships – My family and Friends</p> <p>Self-Regulation – My Feelings</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>Building Relationships - special relationships</p> <p>Managing Self – Taking on Challenges</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>Self-Regulation – listening to and following instructions</p> <p>Managing Self – My well being</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>What makes us special?</p>	<p>What times are special?</p>	<p>Why are some places special?</p>	<p>What makes the world special?</p>	<p>Why are some things special?</p>	<p>Why are some stories special?</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>						