







## Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Learning Contexts</b>	<b>Ourselves</b>	<b>The Land of Make Believe</b>	<b>Bears</b>	<b>Where we live</b>	<b>New Life</b>	<b>Journeys</b>
<b>Rationale</b> <b>(Why this/Why now?)</b> 	<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>
<b>Enrichment</b>	Theatre/ Book Event		Teddy bears Picnic/Local area walk		Visit to or from a farm/ Caterpillars	
<b>Science (UW)</b> 	<b>Ourselves</b> <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>	<b>Light</b> <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>	<b>Forces</b> <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>	<b>Materials</b> <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>	<b>Animals/Living Things</b> <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>	<b>Earth and Space</b> <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><b>Understanding the World</b></p>  <p><b>History/Geography</b></p>	<p><b>My Family and Me</b></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><b>Make Believe Lands</b></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><b>Bears</b></p> <p>Compare bears from the past to bears from the present.</p> <p>To identify similarities and differences.</p>	<p><b>My home town</b></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><b>New Life</b></p> <p>To know the differences between the seasons.</p> <p>To identify different habitats for different groups of animals</p>	<p><b>Journeys</b></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><b>Expressive Arts and Design</b></p>  <p><b>Art/DT</b></p>	<p><b>Drawing Marvellous Marks</b></p> <p><b>Fruit Salad</b></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><b>Painting and Mixed Media</b></p> <p><b>Structures</b></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><b>Craft and Design – Let’s Get Crafty</b></p> <p><b>Weaving</b></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><b>PE</b></p> 	<p><b>Introduction to PE Unit 1</b></p> <p>In this unit, pupils will be learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They</p>	<p><b>Fundamentals Unit 1</b></p> <p>In this unit, pupils will develop their fundamental movement skills. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling.</p>	<p><b>Gymnastics Unit 1</b></p> <p>Children explore creating shapes, balances, and jumps and begin to develop rocking and rolling.</p> <p>They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus.</p>	<p><b>Dance Unit 1</b></p> <p>Children explore space and how to use space safely. They explore travelling movements, shapes and balances.</p> <p>Children choose their own actions in response to a stimulus. They are given the opportunity</p>	<p><b>Games Unit 1</b></p> <p>Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as</p>	<p><b>Fundamentals Unit 2</b></p> <p>Children will develop skills of balancing, running, hopping, jumping, travelling and changing direction. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe</p>

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	will take part in activities which will develop fundamental movement skills such as running, jumping, skipping.		<p><b>Ball Skills Unit 1</b></p> <p>Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment.</p>	to copy, repeat and remember actions.	learning how to behave when winning and losing.	using space and understand and follow rules and instructions. They work independently and with a partner to complete tasks.
<p><b>PSHE/PSED</b></p> 	<p><b>Self-regulation: My feelings</b></p> <p>In this unit, children are learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.</p>	<p><b>Building relationships: Special relationships</b></p> <p>In this unit, children are learning to explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences.</p>	<p><b>Managing self: Taking on challenges</b></p> <p>In this unit, children will understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' coping strategies, and to learn new skills that</p>	<p><b>Self-regulation: Listening and following instructions</b></p> <p>In this unit, children will learn why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one.</p>	<p><b>Building relationships: My family and friends</b></p> <p>In this unit, children will learn how we all have different beliefs and celebrations, what characteristics make a good friend, and how we need to listen to one another.</p>	<p><b>Managing self: My wellbeing</b></p> <p>In this unit, children will learn how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves.</p>

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			will help them show resilience and perseverance in the face of challenge.			
<p><b>RE</b></p> 	<p><b>What makes us special?</b></p> <p>Christianity</p>	<p><b>What are special times?</b></p> <p>Christianity Hindu Dharma</p>	<p><b>Why are some places special?</b></p> <p>Christianity Islam</p>	<p><b>What makes the world special?</b></p> <p>Christianity Islam</p>	<p><b>Why are some things special?</b></p> <p>Christianity Islam Hindu Dharma Judaism</p>	<p><b>Why are some stories special?</b></p> <p>Christianity Hindu Dharma</p>
<p><b>Music</b></p> 	<p><b>Moving and Clapping</b></p> <p><b>Move to the Music:</b> Skip, Hop and Jump</p>	<p><b>Recalling patterns, Actions and Rhythms</b></p> <p><b>Follow the Leader:</b> Tap with Me</p>	<p><b>Pitch-Matching</b></p> <p><b>Singing Skills 2:</b> Match my Voice</p>	<p><b>Rhymes, Songs and Stories</b></p> <p>Rhymes, Poems and Songs Old and New</p>	<p><b>Playing and Responding</b></p> <p>Noticing Patterns and Describing the Music</p>	<p><b>Singing, Listening and Playing Together</b></p> <p>Exploring Musical Worlds</p>