

Reception Autumn



Our Reception curriculum offer

- ✓ Little Wandle Phonics
- ✓ BLAST 2!
- ✓ NELI
- ✓ Feelings chart and pegs
- ✓ Dough Disco
- ✓ Squiggle while you wiggle
- ✓ Daily circle time, box of tricks
- ✓ Reflection corner, books linked to feelings and emotions
- ✓ NSPCC Pants
- ✓ British Values
- ✓ School Values: Fairness, Kindness, resilience, teamwork and ambition
- ✓ Protected Characteristics
- ✓ Jigsaw

Previous Learning Links

- ✓ Know how to join in with some team games.
- ✓ Know and name some people in their lives that are important to them.
- ✓ Know that we are all special, yet different.
- ✓ Know that fruits and vegetables are good for you and be willing to try new foods.
- ✓ Know where we live and recognise and talk about some features in the local area eg, Lingdale Meadow Garden.
- ✓ Know some of the different environment's animals live in eg, the jungle, a farm
- ✓ Know the names of adult and baby animals
- ✓ Know that it is warm in Summer and what this looks and feels like
- ✓ Know that Spring turns into Summer and begin to notice some changes eg, longer days.
- ✓ Know about the concept new and old, exploring with real objects and pictures in books.
- ✓ Begin to know about the life cycle of a butterfly
- ✓ To begin to use yesterday/today/tomorrow
- ✓ Talk about the changes to our spring seeds
- ✓ Know how important it is to brush our teeth
- ✓ Know how to join different things
- ✓ To use the skills of 'noticing' and 'observing'
- ✓ Know that you can create a new colour by mixing two colours together.
- ✓ Know how to draw and paint a person showing a range of emotions.
- ✓ Know how to manipulate clay and mod roc.
- ✓ Know how to clap syllables in names.

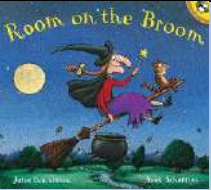
Key Knowledge

- ✓ Know that objects can be used to print and how to do this.
- ✓ Know that you can create a new colour by mixing two colours together
- ✓ Know how to follow step by step instructions to draw a character/person.
- ✓ Know how to use tools and equipment to make a Gingerbread Man.
- ✓ Know how to tap/clap the pulse.
- ✓ Know how to clap syllables in names.
- ✓ Know how to manipulate a range of materials to make characters and homes.
- ✓ Know that there are different types of weather and what typical Autumn weather is like.
- ✓ Know some fruits and vegetables and how they are grown.
- ✓ Know how the environment can change from Autumn to Winter.
- ✓ Know that liquids freeze and solids melt when their temperature is changed.
- ✓ Know that some solids melt when they heat up e.g ice and chocolate.
- ✓ Know the names of some woodland and their habitats and begin to describe their life cycles.
- ✓ Know that some objects float and some sink.
- ✓ Recall some key facts about Harvest Festival, Bonfire Night, Remembrance Day, Diwali & Christmas.
- ✓ Know, repeat and use actions, words or phrases from key texts to retell stories and begin to identify key events within them.
- ✓ Know ways in which our environment changes in Autumn and Winter e.g temperature getting colder, leaves falling from the trees.
- ✓ Know and name who is in their immediate family and listen to other children.
- ✓ Know some differences between Lingdale and other areas.
- ✓ Know how to keep themselves safe and tell trusted adults if they have a problem.
- ✓ Know that everyone is different but in some ways, we are the same and begin to explain these differences.
- ✓ To use the skills of 'noticing' and 'observing'
- ✓ Learn about different roles of people in the community such as police and firefighters

Future Learning Links

- ✓ Know that primary colours are red, yellow and blue (Y1/2)
- ✓ Know that patterns can be used to add detail (Y1/2)
- ✓ Know what makes a healthy diet (Y1/2)
- ✓ Learn and name plants and animals living in a habitat (Y1/2)
- ✓ Recall the key events in the Christmas story (Y1/2)
- ✓ Learn that people are unique and that it is ok to be different (Y1/2)
- ✓ Learn to play a range of classroom instruments (Y1/2)
- ✓ Learn that Autumn is a season where the weather begins to get cold and Winter is a season where it can be very cold an sometimes snow (Y1/2)
- ✓ Reflect on events and how they influence change (Y1/2)
- ✓ Know that past means things that have already happened and present means what is happening now (Y1/2)
- ✓ Know the structure of a plant and what each part does (Y1/2/2)
- ✓ Know that forces make objects move (Y1/2)
- ✓ Know how to log in safely (Y1/2)
- ✓ Know that all places have different features (physical and human features) Y1/2
- ✓ Identify similarities and differences between firefighting and past and present London

Key texts, songs and rhymes



Open ended questioning to prompt deeper discussion

I wonder who lives there?
I wonder how you get there?
I wonder what it looks/tastes/sounds/feels like..?
I wonder what happens if...?
I wonder who it is...?
I wonder how it's made...?
I wonder how many?
I wonder why/how/who?

Deep dark wood Mouse Nut Fox Gruffalo Owl Snake Terrible teeth Terrible claws Tusks Knobbly knees Turned out toes Poisonous wart Orange eyes Black tongue Purple prickles	Dark Broom Cat Snake Frog Dog Wand Cauldron Bow Spell Windy Forest Dragon Search	Bird Squirrel Mouse Tree Nest Green Red Orange Gold Autmn Seasons Thief	Gingerbread Man Old Woman Old Man Baker Cow Horse Fox Pig Oven River Kitchen Field Farmhouse Cook Bake	Dark Forest Snow Cold Child Gruffalo Mouse Fox Snake		Nursery Rhymes Pat-a-cake 1,2,3,4,5 once I caught a fish alive This old man 5 little ducks Name song Things for fingers I'm a little teapot Grand Old Duke of York Ring O' Roses Hickory Dickory Dock Not too Difficult ABC song	
						Autumn songs and rhymes One potato, two potato Conkers Cauliflowers fluffy Harvest Samba	Christmas songs and rhymes Little Donkey Away in a Manger Rat a Tat Tat Starry Night Sing a Song of Shepherds Three Wise Men This Christmas Time We Wish you a merry Christmas

Key Learning Opportunities linked to National Curriculum subject areas

Art	Draw an identifiable picture of a person and basic animal. Explore colour mixing with a range of media. Eg – tissue paper. Food colouring, light boxes and paint. Use a range of resources to build with a purpose or meaning. Eg – junk modelling, loose parts, wooden blocks. Use drawing to represent ideas like movement or loud noises, such as movement / art to music. Show different emotions in their drawing / paintings like happiness, sadness, fear e.g. on people's faces.
Design Technology	Explore systems in toys e.g. pop-up books. understand how to manipulate items - pushing toys forwards and backwards. use one-handed tools and equipment. Use scissors to snip paper. Explore a range of materials and begin to experiment with them to create forms and structures. Explore some simple joining techniques (glue, tape). Begin to select tools independently for a given purpose. Say what they have made and how they have made it.
Music	Know the difference between singing and shouting Able to join with songs that have been taught Join in with taught nursery rhymes Explore and play with a range of musical instruments Listen to a range of music types
Science	Understand the need to show respect for animals and the natural world. Identify similarities and differences in the natural world. Explore different materials. Talk about the differences between materials. Talk about growth and decay. Talk about things they have observed. Identify and name different types of weather. Explore different scientific experimentations e.g. Magnets, ramps, floating and sinking etc. Draw simple animals and plants – representing the shapes and 'parts' of the living things. Talk about their pictures. Children investigate ice melting, floating and sinking, sound causing a vibration

Self-regulation and executive function

Executive function includes the child's ability to:

- **Hold information in mind-** *Memory games*
- **Focus their attention-** *Focused adult led jobs*
- **Think flexibly-** *Problem solving opportunities, links to STEM, encourage creative thinking*
- **Inhibit impulsive behaviour-** *Robust morning routine eg, 'name writing';*

These abilities contribute to the child's growing ability to self-regulate:

- **Concentrate their thinking-** *Focused adult activities, oracy rules.*
- **Plan what to do next-** *'Plan, do review', Open ended questions*
- **Monitor what they are doing and adapt-** *Independent 'Rainbow Challenge' jobs*
- **Regulate strong feelings-** *Reflection area/ sensory room, children's mental health week*
- **Be patient for what they want-** *waiting their turn- oracy rules, taking time to speak*
- **Bounce back when things get difficult-** *"If you try, try, try, you can, can, can"*

	Children can talk about and explore the different senses.	
History	To retell the story of The Gruffalo using a timeline to show the different events of the story. Talk about members of their immediate family and community: Children share and discuss pictures of their family and listen to other members of the class. To know about some key events that happen in the autumn term, e.g. Remembrance day, bonfire night or other topical events and where they come from. Children understand the concept of past and that it has happened, can talk about events in the past like what they did at the weekend or their last birthday To share stories from the past linked to the history curriculum progression and talk about what they see within the texts. This needs to be schools specific and link to the history progression document	The characteristics of effective teaching and learning • playing and exploring – children investigate and experience things, and ‘have a go’ • active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements • creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things
Geography	To go on an Autumn walk and explore the surroundings. To describe what they see, hear and feel whilst learning outdoors. To learn about woodland and forest environments. To compare different environments. To draw a map to show the journey of the Gruffalo. To compare and contrast between Lingdale and other areas.	
RE	To learn about Diwali To read and discuss the Christmas story To take part in a Nativity performance	
Computing	I can recognise online or offline. I can recognise that anyone can say 'no'/'please stop'/'I'll tell'/'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset. I can describe ways that some people can be unkind online, I can offer examples of how this can make others feel.	
PSHE/Jigsaw	Being me in my world: Who...me?, How am I feeling today?, Being at school, Gentle hands, Our rights, Our responsibilities. Celebrating differences: What am I good at?, I'm special I'm me!, families, homes, making friends, standing up for yourself.	

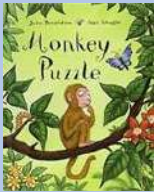
Reception Spring

Our Reception curriculum offer

- ✓ Little Wandle Phonics
- ✓ BLAST 2!
- ✓ Neli
- ✓ Squiggle while you wiggle
- ✓ Daily circle time
- ✓ Reflection corner, books linked to feelings and emotions
- ✓ NSPCC Pants
- ✓ Jigsaw
- ✓ British Values
- ✓ School Virtues: Kindness, Respect, fairness, teamwork and ambition
- ✓ Protected Characteristics

Previous Learning Links ✓ Know some key facts about Chinese New Year, Easter, Valentine's Day, Shrove Tuesday, Mother's Day and World Book Day. ✓ Know how to keep themselves safe in a variety of ways, NSPCC PANTS, internet safety, stranger danger. ✓ Know and name some people in their lives that are important to them. ✓ Know, repeat and use actions, words or phrases from key texts. ✓ Know vocabulary from key texts and use in their own play. ✓ Know that you can create a new colour by mixing two colours together. ✓ Know the names of adult and baby animals. ✓ Know where some animals live eg, farm animals on a farm ,sea creatures in the sea. ✓ Know that it is cold in Winter and what this looks and feels like. ✓ Know that Winter turns into Spring and begin to notice some changes. ✓ Know that fruits and vegetables are good for you and be willing to try new foods. ✓ Know some of the routines in Reception and follow our Reception rules. ✓ Know that we live in Lingdale and recognise some local landmarks. ✓ Know some obvious feelings and begin to know how people might be feeling. ✓ To develop how to “notice and see”.	Key Knowledge ✓ Know the primary colours and that new colours can be made by colour mixing. ✓ Know how to follow a design brief given by the teacher. ✓ Know that mixing colours make new colours. ✓ Know how to join materials for different purposes ✓ Know how to sing taught songs. ✓ Know that families have a range of structures and begin to name differences in families. ✓ Know ways in which our environment changes in Spring e.g Autumn bulbs growing and lambs being born. ✓ Know that pancakes are made using batter and that it changes from a liquid to a pancake. ✓ Know that humans start their lives as babies and grow into adults. ✓ Know some of the changes that occur during the life cycle of a butterfly. ✓ Know that we live in Lingdale and name some local landmarks. ✓ Know how to use the iPad to take a photo. ✓ Know that Mother's day and Valentine's day celebrate the people that we love. ✓ Know that everyone has different feelings and begin to understand the reasons for these. ✓ Know some key events in the Easter story and understand how Shrove Tuesday is linked to this. ✓ Know that Chinese New year is celebrated in China every year and discuss how it is celebrated. ✓ Recall some key facts about Chinese New Year, Easter, Valentine's Day, Shrove Tuesday, Mother's Day and World Book Day. ✓ To use the skills of 'noticing' and 'observing' ✓ Explore the concept of some new and old household objects. ✓ Learn about the differences between sea and land. Know they live in a village. ✓ Will know how to describe a simple sequence of events using first, next, then, in everyday contexts. ✓ Know how to record the weather using symbols as a class.	Future Learning Links ✓ Learn that colour is all around us in nature and the man-made world. (Y1/2) ✓ Learn the materials which objects are made from. (Y1/2) ✓ Learn and name plants and animals living in a habitat (Y1/2) ✓ Learn that people are unique and that it is ok to be different (Y1/2) ✓ Learn to play a range of classroom instruments (Y1/2) ✓ To understand why hands, surfaces and tools need to be clean when making their sandwich (food hygiene). (Y1/2) ✓ Know that past means things that have already happened and present means what is happening now. (Y1/2) ✓ Know that Spring is a season where the weather is beginning to warm up. (Y1/2) ✓ Know that Lingdale is a part of England (Y1/2) ✓ To collect data and present findings (Y1/2) ✓ To know what a solid, liquid and gas are. (Y1/2) ✓ To know there are four seasons and their names. (Y1/2) ✓ To know the structure of a plant. (Y1/2) ✓ To know that plants need water, light and a suitable temperature to grow and stay healthy. (Y1/2) ✓ Know that everyone's family is different (Y1/2) ✓ To learn how to use and construct maps in the context of the local area. (Y1/2) ✓ To know how to sequence past Queen, present King and future King. (Y1/2) ✓ To know what the weather is like across the UK (Y1/2)
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Key texts, songs and rhymes



Open ended questioning to prompt deeper discussion

- I wonder who lives there?
- I wonder how you get there?
- I wonder what it looks/tastes/sounds/feels like..?
- I wonder what happens if...?
- I wonder who it is...?
- I wonder how it's made...?
- I wonder how many?
- I wonder why/how/who?

Handa Akeyo Banana Guava Orange Mango Pineapple Avocado Passion-fruit Tangerine Monkey Ostrich Zebra Elephant Giraffe Antelope Parrott Goat Sweet	Burglar Farm Silent Ladybird Prize cow Noise Map Keys Hefty Hugh Lanky Len Creep Night Panda car Police Plan Whisper	Hen Farmyard Animals Bread Wheat Mill Flour Bake Help Ingredients Mill Ask Mix Cool Share	Lost Baby monkey Bigger Elephant Butterfly Coils Treetops Brown Furry Caterpillars Parrot Bat Snake Spider Found Family Frog Upset Same Different		Nursery Rhymes (From Master the curriculum and Little Wandle) 1 Potato, 2 Potato, 3 Potato 4 5 Little Speckled Frogs 5 Little Ducks 5 Currant Buns 5 Sausages 1 Finger, 1 Thumb 1,2, Buckle my Shoe 2 Little Dickie Birds Head, Shoulders, Knees and Toes Zoom, Zoom,Zoom 1,2,3,4,5 Once I caught a Fish Alive Baa, Baa Black Sheep Humpty Dumpty Incy Wincy Jack and Jill Ring-a-ring-a-roses Round and round the garden Twinkle, Twinkle Little Star Wind the Bobbin Up
					Spring songs and rhymes 10 Little Daffodlis 5 Warm Eggs Wiggly Giggles Currant Buns 5 Little Peas in a Peapod Pressed Over in the Meadow I went to the cabbages Peter Rabbit In and out the dusty bluebells

Key Learning Opportunities linked to National Curriculum subject areas	
Art	Begin to follow a 'design brief' given by the teacher to create models and pictures using a range of resources. Choose the most appropriate way to make their idea following a 'design' that they have produced to meet a given purpose. Go back to their designs and improve these building on their previous learning. Explore ways of joining materials for different purposes. Draw with increasing complexity including beginning to add additional shapes for detail
Design Technology	
Music	Able to pitch match in simple call and response tasks Able to sing taught songs with melody matching Musical Knowledge and Skills: Able to use instruments to match a simple taught rhythm and able to make up own musical patterns Perform a known rhyme solo to an audience
Science	To discuss families. To go on a spring walk at different points across the season. To make pancakes and discuss the change of state. To discuss life cycles eg through caterpillars turning into butterflies. Draw information from simple maps e.g. land and sea. □ Describe what they can see, hear and feel when outside Understand the effect of changing seasons on the natural world around themselves e.g. that leaves change colour in autumn that the trees are bare in winter, etc. Children investigate light travelling through transparent materials, shadows. Children can name different materials e.g. wood, plastic, metal, fabric, glass etc. Show care and concern for living things. To talk about why some things happen e.g. melting, freezing, floating, sinking etc.

Self-regulation and executive function Executive function includes the child's ability to: • Hold information in mind- <i>Memory games, Memory story bag</i> • Focus their attention- <i>Box of tricks-oracy rules, Dogum activities to promote listening & attention. Focused adult led jobs</i> • Think flexibly- <i>Problem solving opportunities, links to STEM, encourage creative thinking</i> • Inhibit impulsive behaviour- <i>Robust morning routine eg, 'name writing', Dogum, Jigsaw, Picture news.</i> These abilities contribute to the child's growing ability to self -regulate: • Concentrate their thinking- <i>Focused adult activities, oracy rules.</i> • Plan what to do next- <i>'Plan, do review', Tales Toolkit, Open ended questions</i> • Monitor what they are doing and adapt- <i>Independent 'butterfly' jobs</i> • Regulate strong feelings- <i>Reflection area, picture news, children's mental health week</i> • Be patient for what they want- <i>waiting their turn- oracy rules, taking time to speak</i> • Bounce back when things get difficult- <i>"If you try, try, try, you can, can, can."</i>
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Self-regulation and executive function

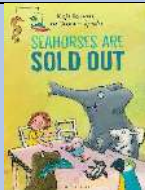
Executive function includes the child's ability to:

- **Hold information in mind-** *Memory games, Memory story bag*
- **Focus their attention-** *Box of tricks-oracy rules, Dogum activities to promote listening & attention. Focused adult led jobs*
- **Think flexibly-** *Problem solving opportunities, links to STEM, encourage creative thinking*
- **Inhibit impulsive behaviour-** *Robust morning routine eg, 'name writing', Dogum, Jigsaw, Picture news.*

These abilities contribute to the child's growing ability to self -regulate:

- **Concentrate their thinking-** *Focused adult activities, oracy rules.*
- **Plan what to do next-** *'Plan, do review', Tales Toolkit, Open ended questions*
- **Monitor what they are doing and adapt-** *Independent 'butterfly' jobs*
- **Regulate strong feelings-** *Reflection area, picture news, children's mental health week*
- **Be patient for what they want-** *waiting their turn- oracy rules, taking time to speak*
- **Bounce back when things get difficult-** *"If you try, try, try, you can, can, can"*

History	To think about key roles in the family or society that their families have and how this helps to keep households or communities safe. To share stories Children know that some things stay the same and some things change as we grow up. To know about some key events that happen in the spring term, e.g. Shrove Tuesday, Easter, Mother's Day or other topical events and where they come from. To read versions of a story with the same story line and compare the characters and settings within the book. Children can use past and present vocabulary in their everyday language	The characteristics of effective teaching and learning • playing and exploring – children investigate and experience things, and 'have a go' • active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements • creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things
Geography	To compare between Lingdale and the village in Handa's Surprise. To compare and contrast Lingdale with the different story settings explored so far. Look at different countries and discuss similarities and differences, use photographs to visualise this Use images from the internet to understand the processes of visiting a different country. Develop their knowledge of the celebration of special times from around the world and where these take place locally, including the building Children enjoy making maps of their local area including key features such as their own house local shop etc	
RE	To understand what Shrove Tuesday is To understand how people celebrate To understand what Easter is	
Computing	To be able to take a photo I can recognise some ways in which the internet can be used to communicate and I can give examples of how I (might) use technology to communicate with people I know. I can identify some simple examples of my personal information (e.g name, address, birthday, age, location), I can describe who would be trustworthy to share this information with, I can explain why they are trusted.	
PSHE/Jigsaw	Dreams and goals: Challenge, Never giving up, Setting a goal, Obstacles and support, Flight to the future, Footprint awards. Healthy me: Everybody's body, We like to move it move it, Food glorious food, Sweet dreams, Keeping clean, Safe adults.	

Reception Summer 				
Our Reception curriculum offer ✓ Little Wandle Phonics ✓ BLAST 2! ✓ Neli ✓ Feelings chart and pegs ✓ Dough Disco ✓ Squiggle while you wiggle ✓ Daily circle time ✓ Reflection corner, books linked to feelings and emotions ✓ NSPCC Pants ✓ British Values ✓ School Virtues: Kindness, teamwork, ambition, resilience and fairness ✓ Protected Characteristics				
Previous Learning Links ✓ Know and name some people in their lives that are important to them. ✓ Know how to join in with some team games. ✓ Know and name some people in their lives that are important to them. ✓ Know that we are all special, yet different. ✓ Know that fruits and vegetables are good for you and be willing to try new foods. ✓ Know where we live and recognise and talk about some features in the local area eg, Lingdale Meadow Garden. ✓ Know some of the different environment's animals live in eg, the jungle, a farm ✓ Know the names of adult and baby animals ✓ Know that it is warm in Summer and what this looks and feels like ✓ Know that Spring turns into Summer and begin to notice some changes eg, longer days. ✓ Know about the concept new and old, exploring with real objects and pictures in books. ✓ Begin to know about the life cycle of a butterfly ✓ To begin to use yesterday/today/tomorrow ✓ Talk about the changes to our spring seeds ✓ Know how important it is to brush our teeth ✓ Know how to join different things ✓ To use the skills of 'noticing' and 'observing' ✓ Know that you can create a new colour by mixing two colours together. ✓ Know how to draw and paint a person showing a range of emotions.		Key Knowledge ✓ Know that paint can be made lighter or darker. ✓ Know how to copy a simple beat pattern using body percussion or instruments. ✓ Know that the weather in Summer is usually sunny and the temperature is warmer. ✓ Know that humans have 5 senses including smell and taste. ✓ Know that butterflies come from caterpillars ✓ Know that the sun is out during the day and the moon is visible on a night. ✓ Begin to name events and when they occur e.g going to school. ✓ Begin to know the life cycle of a plant beginning at seed. ✓ Know and name some animals that live in the ocean. ✓ Know that some materials can be recycled and turned into something new. ✓ Know some links between rivers, seas and oceans. ✓ Know that maps can be used to show us where to go and begin to know how to use them. ✓ Know what you may see on a trip to the beach e.g sand, ocean, ice cream ✓ Know some key features of a map and how to draw one. ✓ Know and name some differences between Lingdale and the settings in our stories e.g a garden and the ocean. ✓ Know how to order main events in a story. ✓ To use the skills of 'noticing' and 'observing'. ✓ Know and name who is in their immediate family and listen to other children. ✓ Children will have knowledge of what a Nurse is and they will know that there are important people from the past that we learn about.		Future Learning Links ✓ Learn that Summer is a season where we get lots of sunshine. (Y1/2) ✓ Learn that collage is a piece of art that is made by sticking various different materials on to a backing. (Y1/2) ✓ To identify appropriate materials to be used to create their design. (Y1/2) ✓ To identify appropriate materials to be used to create their design. (Y1/2) ✓ To understand why hands, surfaces and tools need to be clean when making their sandwich (food hygiene). (Y1/2) ✓ Follow the; analyse, design, make and evaluate process and identify their own strengths and areas of development. (Y1/2) ✓ To be able to read a simple key. (Y1/2) ✓ To devise a map with a simple key. (Y1/2) ✓ Label the seas, which surround the UK. (Y1/2) ✓ Know that in summer it is generally sunny and hot and in winter it may hail and snow. (Y1/2) ✓ Identify and name plants and animals in their habitats. (Y1/2) ✓ To know where light comes from. (Y1/2) ✓ To know who Florence Nightingale is and what she did to help. (Y1/2) ✓ To know who Mary Seacole is and what she did. (Y1/2) ✓
Key texts, songs and rhymes				Open ended questioning to prompt deeper discussion I wonder who lives there? I wonder how you get there? I wonder what it looks/tastes/sounds/feels like..? I wonder what happens if...? I wonder who it is...? I wonder how it's made...? I wonder how many? I wonder why/how/who?
				

Seed Soil Water Roots Stem Leaves Bud Flower Petal Sunlight Grow	Shell Crab Hermit crab Anemone Blob Brush Bristle worm Rock pool Fish Friend Gull Sea Welk shell Storm Share Run Hide Scuttle Room	Cloak Hood Basket Woods/forest Woodcutter/huntsman Wolf Grandma Path Cottage Disguise Stranger Strayed Greedy cunning	Dog Seahorse Fish Cat Bird Monkey Elephant Crocodile Giraffe Lion Penguin Snake Goat Rabbit	Nursery Rhymes (From Master the curriculum and Little Wandle) 1 Potato, 2 Potato, 3 Potato 4 5 Little Speckled Frogs 5 Little Ducks 5 Currant Buns 5 little Men 1 Finger, 1 Thumb 1,2, Buckle my Shoe Head, Shoulders, Knees and Toes Zoom, Zoom,Zoom 1,2,3,4,5 Once I caught a Fish Alive Baa, Baa Black Sheep Hey diddle diddle Humpty Dumpty Jack and Jill Pat-a-cake Grand old duke of York Ring-a-ring-a-roses Round and round the garden Twinkle, Twinkle Little Star Wind the Bobbin Up The Wheels on the Bus Row, Row, Row your boat Hickory Dickory Dock Summer songs and rhymes Down at the bottom of the deep blue sea The sun has got his hat on A sailor went to sea
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Key Learning Opportunities linked to National Curriculum subject areas		Self-regulation and executive function
Art	- Be able to use shapes and colour to express emotions within creations. - Create collaborative creations sharing ideas, resources and skills for specific purposes including to complement role play. - Create pictures and models using a range of resources from their own ideas. - Be able to talk about what they have made and why they have made it. - Make darker and lighter shades of colours.	Executive function includes the child's ability to: Hold information in mind- <i>Playing games like "Memory pairs".</i> Focus their attention- <i>Box of tricks oracy rules</i> Think flexibly- <i>Problem solving opportunities, links to STEM</i> Inhibit impulsive behaviour- <i>Follow Reception routines and expectations appropriately, eg, inside voice</i> These abilities contribute to the child's growing ability to self -regulate: Concentrate their thinking- <i>Focus on one thing at a time</i> Plan what to do next- <i>Have the opportunity to talk to an adult about making a decision as to what they will do next., which area they will play and learn in next</i> Monitor what they are doing and adapt- Regulate strong feelings- <i>use the reflection area to talk about emotions</i> Be patient for what they want- <i>wait their turn during snack time</i> Bounce back when things get difficult- <i>Nurture and encouragement to move on when upset because something hasn't gone their way, eg sharing a toy. "If you try, try, try, you can, can, can"</i>
Design Technology	- Look at pictures to help decide what to make. - Look at pictures of real structures/buildings/vehicles etc. and talk about their features with others to help develop ideas. - Select an appropriate tool for a given purpose. - Safely use and explore tools to achieve a texture, form or function e.g. cutting, stirring, printing. - Work with peers to create a shared project. - Say what they like about a model or structure they have made and describe it's features. - Reflect and make choices about how to improve their model as they work on it. - Listen to feedback from others to improve a creation. - Transfer skills and techniques from previous learning into new projects.	
Music	- Learn a list of suggested songs and rhymes - Singing: Able to sing a song / rhyme that has been taught – pitch and melody matching appropriate to the age of the child · Able to perform a simple poem (as part of a group), - Able to copy a simple beat pattern X X - - X – including with instruments Able to play an allocated instrument(s) as part of a planned musical composition Able to move in time with music	

Science	- To make observations of their local area, animals and plants. - To go on a summer walk at different points across the season - To draw pictures of animals that include the main features of that animal e.g. 4 legs for a dog, stripes and wings for a bee etc. - To draw pictures of plants using the correct colours and including specific parts (leaves, flowers etc) . - To talk about some similarities and differences between their local environment and that of other countries they come across in books. - To talk about the different seasons. - To link different types of weather to different seasons. - To talk about changes of states such as freezing and melting. - To understand changes in the natural world such as day and night. - To talk about some life cycles such as a caterpillar and sunflower. - To grow a sunflower - To be able to name some sea animals	The characteristics of effective teaching and learning - playing and exploring – children investigate and experience things, and 'have a go' - active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements - creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things
History	- Make links between past and present through everyday objects – trip to Saltburn - To be able to compare the present and the past, drawing on the knowledge they have established in the classroom as well as their own personal experiences. - To understand family history: If possible children can retell what their parents told them about their life story and family history in brief. - To develop their knowledge of key roles in society such as Doctors, Nurses, Police Offices etc, and extend this to encompass our own personal responsibility -i.e. what we can all do to help society (recycling, saving energy, etc)	
Geography	- Name places of local importance to the community, drawing on their own experiences where possible - Children can talk about the features of the places that they are familiar with and can begin to describe how they are different to other places. - Children are able to utilise the vocabulary needed to describe the people, places and communities they are discussing - Talk about some similarities and differences between their local environment and that of other countries they come across in books. - Talk about the different seasons. - Draw maps linked to trip	
RE	- To understand differences (diversity week) - To understand what we can learn from stories	
Computing	- To be aware of how to stay safe online when at school and at home - Know that information can be retrieved from computers - Use a device to support learning and explain what they are doing - Recognise that a range of technology is used in places such as homes and schools - Know that technology is used for a range of purposes - Operate mechanical toys - Show an interest with technological toys or real objects - Operate simple equipment e.g. a remote control - Swipe or click on a digital device to achieve an outcome - I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples of these rules.	
PSHE/Jigsaw	- Relationships: My family and me, Make friends make friends-never ever break friends, Falling out and bullying, Being the best friends we can. - Changing me: My body, Respecting my body, Growing up, Fun and fears, Celebration.	