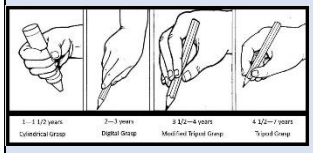
Areas of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes/interests/lines of enquiry Key Texts	**Marvelous Me** **What is Harvest** We're Going To Find the Monster (Malorie Blackman) Colin's Castle (Holly Swain)	**'Seasons and Celebrations'** Halibut Jackson (David Lucas) Oh Dear, Look What I Got (Michael Rosen & Helen Oxenbury)	**'Our Wonderful World'** Super Millie and the Super School Day (Stephanie Clarkson) The Magic Paintbrush (Julia Donaldson)	**'People who Help us'** The Tiny Seed (Eric Carle) I Will Not Never Ever Eat a Tomato (Lauren Child)	**'Growing and Changing'** The Extraordinary Gardener (Sam Boughton) Oi Frog (Kes Grey)	**'Travel and Treasure'** The Night Pirates (Peter Harris & Deborah Allwright) Izzy Gizmo (Pip Jones)
Parental Involvement and Enrichment Activities	Home visits Coffee morning Phonics workshop Harvest Sing Along Parents Evening Hello Yellow Tapestry 'wow moments'	Christmas Production / Nativity Christmas Church service Parent readers Cooking support Individual targets shared Tapestry 'wow moments'	Parent readers Cooking support Maths Workshop Trip to Worcester Park (Pizza Express) Tapestry 'wow moments'	Any parents / carers / relatives invited to come and talk about their job (related to 'people who help us') Fire Engine Visit Parent readers Cooking support Tapestry 'wow moments'	**School Trip: Nower Wood** Parent readers Cooking support Tapestry 'wow moments' **Local visit: Auriol Park**	Sports Day School Report Foods from Around the World' taster afternoon Tapestry 'wow moments' Local Visit: Auriol Park
Communication and Language Communication and language is developed throughout the year through: high quality interactions, daily group discussions, circle time, story time, singing, SALT interventions, Literacy Tree	**Learn new vocabulary. Use new vocabulary through the day.** Enjoy listening to longer stories and can remember much of what happens. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Can start a conversation with an adult or a friend and continue it for many turns. Understand how to listen carefully and why listening is so important.	**Learn new vocabulary. Use new vocabulary through the day.** Understand 'why' questions, like: "Why do you think the caterpillar got so fat?". Engage in story times. Listen to and talk about stories to build familiarity and understanding. Use talk to organise themselves and their play: "Let's go on a bus… you sit there… I'll be the driver." Describe events in some detail.	**Learn new vocabulary. Use new vocabulary through the day.** Explain how things work and why they might happen. Articulate their ideas and thoughts in well-formed sentences. Engage in story times. Develop social phrases	**Learn new vocabulary. Use new vocabulary through the day.** Ask questions to find out more and to check they understand what has been said to them. Listen to and talk about stories to build familiarity and understanding. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	**Learn new vocabulary. Use new vocabulary through the day.** Listen attentively and respond to what they hear with relevant questions, comments and actions when bring read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Explain how things work and why they might happen.	**Learn new vocabulary. Use new vocabulary through the day.** Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

'Speech and language ' intervention groups (identified in A1) to support particular children	**Literacy Tree** Settling in activities Making friends Circle time Children talking about experiences that are familiar to them Talking about their likes / dislikes Talking about school rules and routines Modelling talk routines throughout the day For example 'Good morning, how are you today?' Answering the register	**Literacy Tree** Story language Sound / word hunts Listening and responding to stories Takes part in discussion Understand how to listen and why listening is important Use new vocabulary Choose books that will develop their vocabulary Singing songs and learning lines for the Christmas Production	**Literacy Tree** Using 'I see… I think…I wonder' as prompts for discussions Comparing and describing in detail Talking about recent events (foods from Around the World taster session)	**Literacy Tree** Sustained focus when listening to a story Preparing and asking question to ask 'People who help us'	**Literacy Tree** Talking about the changes that happen in life cycles of plants and the life cycle of a frog Participate in discussions on school trip – ask and answer questions	**Literacy Tree** Read aloud books to children that will extend their knowledge of the world (sea side landscapes) Use new vocabulary related to topics Sharing own thoughts and opinions
Personal, Social and Emotional Development **I can start to recognise and manage my feelings**	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spiderman in the game, and suggesting other ideas.	Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling.	See themselves as a valuable individual. Identify and moderate their own feelings socially and emotionally. Manage their own needs. Show resilience and perseverance in the face of challenge.	Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Think about the perspective of other. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others needs. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

RSE / PSHE JIGSAW Link to 'Zones of Regulation' and the School Values	**Being me in my world** To understand how it feels to belong and that we are similar and different. To start to recognise and manage my feelings. To think about everybody's right to learn. To understand why it is good to be kind and use gentle hands. To understand children's rights and this means we should all be allowed to learn and play. To learn what being responsible means.	**Celebrating Difference** To identify something I am good at and understand everyone is good at different things. To understand that being different makes us all special. To know we are all different but the same in some ways. To tell you why I think my home is special to me. To tell you how to be a kind friend. To know which words to use to stand up for myself when someone says or does something unkind.	**Deams and Goals** To understand that if I persevere, I can tackle challenges. To keep trying even when it is difficult. To set a goal and work towards it. To use kind words to encourage people. To understand the link between what I learn now and the job I might like to do when I'm older. To say how I feel when I achieve a goal and know what it means to feel proud.	**Healthy Me** To understand that I need to exercise to keep my body healthy. To understand how moving and resting are good for my body. To know which foods are healthy and not so healthy and can make healthy eating choices. To know how to help myself go to sleep and understand why sleep is good for me. To wash my hands thoroughly and understand why this is important. To know who my safe adults are and how to stay safe if they are not close by.	**Relationships** To identify some of the jobs I do in my family and how I feel like I belong. To know how to make friends to stop myself from feeling lonely. To think of ways to solve problems and stay friends. To start to understand the impact of unkind words. To know how to help themselves and others when they feel upset and hurt. To know and show what makes a good relationship.	**Changing me** To name parts of the body. To tell you some things I can do and foods I can eat to be healthy To understand that we all grow from babies to adults. To express how I feel about moving to Year 1. To talk about my worries and/or the things I am looking forward to about being in Year 1. To share my memories of the best bits of this year in Reception.
Physical Development - Fine Motor 	Show a preference for a dominant hand. Be increasingly independent in meeting their own care needs, for example, brushing teeth, using the toilet, washing and drying their hands thoroughly.	Be increasingly independent as they get dressed and undressed, for example, putting coats on a doing up zips. Begin to develop their small motor skills so they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Further develop the skills they need to manage the school day successfully	Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop their small motor skills so they can use a range of tools competently, safely and confidently.	Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop their small motor skills so they can use a range of tools competently, safely and confidently.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

	Threading, cutting, weaving, tweezers, playdough (fine motor activities to change daily / weekly) Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil / paint brush beyond who hand grasp Pencil grip taught and modelled Establish dominant hand Begin to make snips using scissors	Threading, cutting, weaving, tweezers, playdough (fine motor activities to change daily / weekly) Zipping up coat independently Using a variety of tools (scissors, one handed hole punch, tweezers etc) Engage children in structured activities (guide them in how / what to draw) Teach and model correct letter formation Cut along a straight line using scissors	Threading, cutting, weaving, tweezers, playdough (fine motor activities to change daily / weekly) Encourage children to draw freely (busy books) Accurate letter formation Holds scissors using thumb and one finger	Threading, cutting, weaving, tweezers, playdough (fine motor activities to change daily / weekly) Pencil grip and dominant hand secure Letters are beginning to be of a consistent size Begin to draw appropriate size and proportioned pictures Cuts angels on paper (zig zags) Can move paper to support cutting skills Use a toothbrush to clean teeth	Threading, cutting, weaving, tweezers, playdough (fine motor activities to change daily / weekly) Use one hand consistently for fine motor tasks Cuts curves and circles using scissors Begin to draw simple 2D shapes Form letters correctly (and of a consistent size)	Threading, cutting, weaving, tweezers, playdough (fine motor activities to change daily / weekly) Begin to draw pictures with some details Accurately use one handed tools, particularly scissors, pens and pencils
Physical Development – Gross Motor	Continue to develop their movement, balancing and riding (scooters, trikes and bikes) and ball skills. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.	Are increasingly able to use and remember sequences and patterns of movement which are related to music and rhythm. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Revise and refine the fundamental movement skills they have already acquired: Rolling, Crawling, Walking, Jumping, Running, Hopping, Skipping, Climbing Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	Revise and refine the fundamental movement skills they have already acquired: Rolling, Crawling, Walking, Jumping, Running, Hopping, Skipping, Climbing Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Negotiate space and obstacles safely with consideration of themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Negotiate space and obstacles safely with consideration of themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Cooperation games (parachute games / climbing outdoor equipment / walking across a bench) Help children to develop good personal hygiene (hand washing, nose blowing etc) Children are confident to use the toilet independently Changing into Wellies	Ball skills, throwing and catching Crates / drainpipe play (moving them safely) Two wheeled balance bikes and pedal bikes Using dustpan and brushes and brooms to sweep up Learning actions to accompany the Christmas Production songs	Gymnastics / balance and rolling progression Dance / moving to music Bat and ball (striking) Negotiate space when playing	Provide opportunities for children to spin, rock tilt, slide and bounce	Use books / props and other resources to explain the importance and features of a healthy lifestyle (links to fruits and vegetables)	Sports day related activities (races / team games / obstacle course)

	Putting on aprons / rolling up sleeves Putting on coat / packing book bag at end of day					
Literacy	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list. Write some or all of their name.	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list. Write some or all of their name. Begin to form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known-letter sound correspondences. Read some letter groups that each represent one sound and say sounds for them.	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known-letter sound correspondences and where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known-letter sound correspondences and where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Phonics 'Little Wandle'	Phase 2 graphemes s a t p i n m d g o c k ck e u r b f l Tricky words: is I the	Phase 2 graphemes ff ll ss j v w x y z zz qu ch sh th ng nk Words with -s/s added at the end (hats sits etc) Words ending -s/z/ (his) and with -s /z/ added at the end (bag)	Phase 3 Graphemes ai ee igh oa oo o oar or ur ow oi ear air er words with double letters longer words Tricky words: was, you, they, my, by, all, are, sure, pure	Phase 3 graphemes Review phase 3 Longer words, including those with double letters Words with -s/z/ in the middle Words with -es/z/ at the end	Phase 4 graphemes Short vowels with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVCC words Longer words and compound words Words ending in suffixes	Phase 4 graphemes CVCC CCVC CCCVC CCV CCVCC Words ending in suffixes -ing, ed /t/, -ed /id/ ed/, -ed / d/ -er, - est Longer words and compound words

		Tricky words: put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be		Words with -s/s/ and /z/ at the end Tricky words: review all taught so far	-ing, -ed /t/, -ed / id / ed/, -est Tricky words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, out, one, today	Tricky words: Review all taught so far
Children will be identified for intervention based on termly sound assessments (1:1 and group support for particular children) All children to take part in daily phonics and talk for writing sessions	Make marks in play, giving meaning to marks and labelling Write lists Write initial sounds and simple captions Use initial sounds to label Begin to recognise and write own name Orally segment sounds in words Retell nursery rhymes and stories (talk for writing) Allocated daily reading record and reading book Sound folder (home)	Sequence events in stories Retell nursery rhymes and stories (talk for writing) Writing sorry letters to Little Red Hen Writing Christmas cards Confident in recognising and attempting own name writing	Create story maps and re-tell stories (talk for writing) Begin to describe characters Writing captions in speech bubbles (what would baby bear say?) Writing lists (what would you take to the moon?) Reading age / phase appropriate books	Writing simple sentences Using finger spaces between words Write captions Creating a 'magic medicine' (based on 'Zog and the Flying Doctors') Reading age / phase appropriate books	Writing labels and captions (labelling the parts of a plant) Writing a list – what does a plant need to grow? Story map of Jack and the Beanstalk Re-telling using Talk for Writing Reading age / phase appropriate books Spell HF words	Writing a simple sentence to describe a pirate Reading age / phase appropriate books Spell HF words Begin to write letters of a consistent size Writing a non fiction piece about a historical explorer / pirate
Mathematics Use of 'NCETM planning' along with 'Number Talk' and Numicon: Firm Foundations	**Subitising** **Children will:** Subitise within 3 Identify sub-groups in larger arrangements. Create their own patterns for numbers within 4. Practise using their fingers to represent quantities which they can subitise. Experience subitising in a range of contexts, including temporal patterns made by sounds. **Cardinality, ordinality and counting** **Children will:** Relate the counting sequence to cardinality,	**Subitising** **Children will:** Subitise within 5, perceptually and conceptually, depending on the arrangements. **Cardinality, ordinality and counting** **Children will:** Continue to develop their counting skills. Explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand. Count beyond 10. Begin to recognise numerals, relating these to quantities they can subitise and count. **Composition:**	**Subitising** **Children will:** Increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements. Explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part. Experience patterns which show a small group and '1 more'. Continue to match arrangements to finger patterns. **Cardinality, ordinality and counting**	**Subitising** **Children will:** Explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. **Cardinality, ordinality and counting** **Children will:** Continue to consolidate their understanding of cardinality, working with larger numbers within 10. Become more familiar with the counting pattern beyond 20. **Composition:** **Children will:** Explore the composition of odd and even	**Subitising** **Children will:** Continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns. Use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number. Subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10.	

	seeing that the last number spoken gives the number in the entire set. Have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song. Have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting. Have opportunities to develop an understanding that anything can be counted, including actions and sounds. Explore a range of strategies which support accurate counting. **Composition** **Children will:** See that all numbers can be made of 1s. Compose their own collections within 4. **Comparison** **Children will:** Understand that sets can be compared according to a range of attributes, including by their numerosity. Use the language of comparison, including 'more than' and 'fewer than'. Compare sets 'just by looking'.	**Children will:** Explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot Explore the composition of numbers within 5. **Comparison:** **Children will:** Compare sets using a variety of strategies, including 'just by looking', by subitising and by matching Compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.	**Children will:** Continue to develop verbal counting to 20 and beyond. Continue to develop object counting skills, using a range of strategies to develop accuracy. Continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 Order numbers, linking cardinal and ordinal representations of number. **Composition:** **Children will:** Continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5. Explore the composition of 6, linking this to familiar patterns, including symmetrical patterns. Begin to see that numbers within 10 can be composed of '5 and a bit'.	numbers, looking at the 'shape' of these numbers. Begin to link even numbers to doubles. Begin to explore the composition of numbers within 10. **Comparison:** **Children will** Compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.	Be encouraged to identify when it is appropriate to count and when groups can be subitised. **Cardinality, ordinality and counting** **Children will:** Continue to develop verbal counting to 20 and beyond, including counting from different starting numbers. Continue to develop confidence and accuracy in both verbal and object counting. **Composition:** **Children will:** Explore the composition of 10.	
Understanding the World	Begin to make sense of their own life-story and their families history.	Understand that some places are special to	Know that there are different countries in the world and talk about the	Compare and contrast characters from stories,	Plant seeds and care for growing plants.	Comment on images of familiar situations in the past.

	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand the effect of changing seasons on the natural world around them. Continue to develop positive attitudes about the differences between people.	members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Know some similarities and differences between different religions and cultural communities in this country, drawing on their experiences and what has been read in class.	differences they have experiences or seen in photos. Recognise some environments that are different to the one in which they live. 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. 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.	including figures from the past. Talk about the lives of the people around them and their roles in society.	Understand the key features of the life cycle of a plant and animal. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important process and changes in the natural world around them, including the seasons and changing states of matter.	Compare and contrast characters from stories, including figures from the past. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Draw information from a simple map.
	Cooking: baking bread (linked to 'The Little Red Hen' Talk about special celebrations / birthdays in their life (History) Tell you something about where they live (geog) Talk about what they notice about the weather on a daily basis and how this impacts them (need a hat, gloves, sunhat, coat etc) (geog) Describe what they see / hear and feel when outside (Geog / Science)	Cooking: Scrambled egg Continue to develop positive attitudes about the differences between people Recognise that we celebrate certain events such as bonfire night because of events that happened many years ago (history)	Cooking: Make and taste porridge. Pancakes (shrove Tuesday) Foods from around the world taster afternoon Experience looking at Atlases and world globes (Geography) Recognise that different animals are found in different parts of the world (bears from around the world) and that their habitats may have different features (Geog) Begin to understand that when ice warms up it	Explore the natural world around them (Geog ./ Science) Compare and contrast characters from the past (Mary Seacole) (History) Talk about the roles of particular 'People who help us' Understand who a 'dentist' is and what they do.	Cooking: Vegetable stew Talk about how they have changed since they were a baby (History) Talk about how adults and children are different (History) Name body parts (Science) Know that a plant is a living thing (Science) Understand how plants grow and correctly sequence the growth patterns (Science)	Cooking: Ice cream sundaes and fruit kebabs Understand why we have maps and what they might be used for (Geog) Follow a simple map to help find objects / features around school (link to Pirates / treasure hunt) (Geog) Understand where Worcester Park is in relation to the world (Surrey, England, Europe, World) Geog Compare and contrast characters from the past

	Seasons and features of Autumn (plants and animals) (Science) Nocturnal animals (Science)		melts and changes back into water (Science) Explore and begin to understand why different materials are better to use for different things (e.g. What could / should baby bear use for his helmet?) (Science) Match objects / clothing to hot and cold weather (Geog)		Confidently list what plants need to grow (science) Sequence the life cycle of a frog (science) Use Geographical words: field, farm, soil, forest, hill etc when looking at physical features of different landscapes (geog)	(explorers and pirates) (History)
Expressive Arts and Design	Develop their own ideas and the decide which materials to use to express them. Join different materials and explore different textures. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Create their own songs or improvise a song around one they know.	Remember and sing entire songs. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour mixing. Sing in a group or on their own, increasingly matching the pitch and following the melody.	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills.	Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Sing a range of well-known nursery rhymes and songs. Invent, adapt and recount narratives and stories with peers and their teacher.	Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music
KAPOW These are the learning objectives that the children will cover throughout the Year. We match these carefully to the skills that the children need to build on throughout their Reception Year – our aim is for all	**Structures: Junk Modelling** Explore and investigate the tools and materials in the junk modelling area. Develop scissor skills. Investigate cutting different materials.	**Drawing: Marvellous Marks** Explore making marks with wax crayons. Investigate the marks and patterns made by different textures. Explore making marks with felt tips.	**Textiles: Bookmarks** Develop threading and weaving skills. Practise and apply weaving skills to a specific material e.g. paper. Practise and apply threading skills with	**Painting and Mixed Media: Paint my World** Explore paint through finger painting. Describe the texture and colours as they paint.	**Structures: Boats** Understand what waterproof means and to test whether materials are waterproof. Test and make predictions for which materials float or sink.	**Structures and 3D creation station** Explore clay and its properties. Explore playdough and its properties. Use tools safely and with confidence.

children to work towards the Early Learning Goals	Learn how to plan and select the correct resources needed to make a model. Verbally plan and create a junk model. Share a finished model and talk about the processes in its creation. Explore different ways to temporarily join materials together.	Explore making marks with chalk. Make controlled large and small movements. Compare different ways of making marks and drawing.	specific materials e.g. hessian and wool. Use threading or sewing to design a product (bookmark). Create a textiles product (bookmark) following their own design. Reflect with children on how they have achieved their aims.	Talk about their work and decide whether it is abstract or figurative. Respond to music through the medium of paint. Use paint to express ideas and feelings Make child-led collages using mixed media. Use loose parts to create a piece of transient art. Create landscape collages inspired by the work of Megan Coyle. Create a large piece of group artwork based around fireworks. Experiment with colour, design and painting techniques.	Learn about the different features and structures of boats and ships. Investigate how the shape and structure of boats affects the way they move Design a boat. Create a boat based upon their own design	Create natural 3D landscape pictures using found objects. Generate inspiration and conversation about sculpture art and artists. Create a design for a 3D animal sculpture. Begin making a 3D clay sculpture using the designs created last lesson. Make a 3D clay sculpture using the designs created last lesson. Share their creation, explaining the processes they have used.
	Artists self portrait (Frieda Karlo) Sing call and response songs, so that children can echo phrases of songs you sing Creating a self portrait and explaining their creation Provide opportunities to work together to develop and evaluate creative ideas Draw simple circles to represent the face of people Draw simple things from memory	Making a moving scarecrow Autumn Collage and leaf rubbings Colour mixing – mix primary colours to make secondary colours Firework pictures and collages Making a Diwali lamp Singing Christmas songs with actions The use of story maps, props, puppets and story sacks will encourage children to retell, invent and adapt stories	Design and make rockets for baby bear to take to the moon Design and make objects they may need in space, thinking about form and function Collage stars / collage bears Teach children different techniques for joining materials, such as how to use adhesive tape Mother's day cards Easter craft	Construct and emergency vehicle (junk modelling) Make nurses hats using folding paper (origami) techniques Acting out stories (taking on the role of 'Zog')	Observational drawing of fruit / flowers / plants Add white / black paint to alter shade of a colour Retell stories using props Make their own 'Superhero' character out of a potato (design, make, evaluate)	Move to music and learn a dance routine (Pirate Dance) Father's day cards Observational drawing of shells Painting own shell design and evaluating

		Christmas craft and collage Poppy field painting (Van Gough)				

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Design and Technology **KAPOW** These are the learning objectives that the children will cover throughout the Year. We match these carefully to the skills that the children need to build on throughout their Reception Year – our aim is for all children to work towards the Early Learning Goals	**Structures: Junk Modelling** Explore and investigate the tools and materials in the junk modelling area. Develop scissor skills. Investigate cutting different materials. Learn how to plan and select the correct resources needed to make a model. Verbally plan and create a junk model. Share a finished model and talk about the processes in its creation. Explore different ways to temporarily join materials together.	**Drawing: Marvellous Marks** Explore making marks with wax crayons. Investigate the marks and patterns made by different textures. Explore making marks with felt tips. Explore making marks with chalk. Make controlled large and small movements. Compare different ways of making marks and drawing.	**Textiles: Bookmarks** Develop threading and weaving skills. Practise and apply weaving skills to a specific material e.g. paper. Practise and apply threading skills with specific materials e.g. hessian and wool. Use threading or sewing to design a product (bookmark). Create a textiles product (bookmark) following their own design. Reflect with children on how they have achieved their aims.	**Painting and Mixed Media: Paint my World** Explore paint through finger painting. Describe the texture and colours as they paint. Talk about their work and decide whether it is abstract or figurative. Respond to music through the medium of paint. Use paint to express ideas and feelings Make child-led collages using mixed media. Use loose parts to create a piece of transient art. Create landscape collages inspired by the work of Megan Coyle. Create a large piece of group artwork based around fireworks. Experiment with colour, design and painting techniques.	**Structures: Boats** Understand what waterproof means and to test whether materials are waterproof. Test and make predictions for which materials float or sink. Learn about the different features and structures of boats and ships. Investigate how the shape and structure of boats affects the way they move Design a boat. Create a boat based upon their own design	**Structures and 3D creation station** Explore clay and its properties. Explore playdough and its properties. Use tools safely and with confidence. Create natural 3D landscape pictures using found objects. Generate inspiration and conversation about sculpture art and artists. Create a design for a 3D animal sculpture. Begin making a 3D clay sculpture using the designs created last lesson. Make a 3D clay sculpture using the designs created last lesson. Share their creation, explaining the processes they have used.