

# Early Years

# Curriculum Overview

## RECEPTION

2024/25

*At Red Lane we believe that learning should be based on the children's interests. We endeavour to make learning active, hands on and most importantly fun within a play-based curriculum. We recognise that real experiences are vital and we have developed our curriculum to ensure our children are exposed to new topics and experiences that they may not have already seen.*

## Early Years Long Term Topic Overview 2024-2025

Term	Topic Title	Key Concepts	Year Group	Progression of Knowledge
Autumn 1	Changes all around me	Families Emotions Autumn – how trees change/ weather. Know where we live – England.	Under 3	<ul style="list-style-type: none"> <li>Settle into a new environment and build relationships with a familiar adult.</li> <li>Begin to talk about themselves as a person.</li> <li>Name and point to their head, shoulders, knees and toes.</li> <li>Know where their eyes, nose, mouth and cheeks are.</li> </ul>
			Nursery	<ul style="list-style-type: none"> <li>Talk about their home and who lives in their house.</li> <li>Know that there are lots of different types of houses e.g. flats, bungalows and houses.</li> <li>Name the different places in their home e.g. bedroom, kitchen, living room, and bathroom.</li> <li>Understand the concept of first and then</li> <li>Develop an understanding of the present time.</li> <li>Begin to sequence two familiar events from their day.</li> <li>Know what the weather is.</li> <li>Experience different types of weather e.g. rain/sun/snow.</li> <li>Name different types of weather.</li> </ul>
			Reception	<ul style="list-style-type: none"> <li>Name the 4 seasons</li> <li>Observe changes to plants and trees during each season.</li> <li>Know that our day is sequenced and things happen in a particular order</li> <li>Talk about what has already happened and what will come next.</li> <li>Use the language of before, this morning and after.</li> <li>Understand the places within their own classroom and school.</li> <li>Identify their own school on a local map and draw their own map of the classroom.</li> <li>Use positional vocabulary such as near, far, forwards and backwards, left and right to describe position.</li> </ul>
Autumn 2	Let's celebrate	Halloween, Bonfire Night, Diwali, Remembrance Day, Advent & Nativity	Under 3	<ul style="list-style-type: none"> <li>Experience simple traditions</li> <li>Carve pumpkins for Halloween,</li> <li>Make firework pictures for bonfire night</li> <li>Read non-fiction books about Diwali</li> <li>Play with poppies for remembrance day</li> </ul>

				<ul style="list-style-type: none"> <li>Decorate the Christmas tree with baubles.</li> </ul>
			Nursery	<ul style="list-style-type: none"> <li>Knowing how to stay safe when celebrating key festivals</li> <li>Talk about stranger danger when trick or treating</li> <li>Know how to hold a sparkler safely.</li> <li>Recognise how dangerous fireworks can be.</li> <li>Discuss fire safety around the home e.g. lighting of candles for diwali.</li> </ul>
			Reception	<ul style="list-style-type: none"> <li>Name simple festivals which are celebrated in the UK e.g. Halloween, bonfire night, Remembrance Day.</li> <li>Talk about some religious and cultural communities e.g. Hindus celebrate Diwali and Christians celebrate Christmas.</li> <li>Know which festivals take place in this country</li> <li>Understand other people's beliefs.</li> <li>Draw on their own experiences of religious and cultural communities in this country and what has been read in class.</li> <li>Know some similarities and differences between different festivals.</li> <li>Show an understanding of their own feelings and those of others.</li> </ul>
Spring 1	Amazing animals	Animals Winter weather-hot&cold/ice. Antarctica 'v' Arctic Chinese new year Observe different animal	Under 3	<ul style="list-style-type: none"> <li>Name some farm animals including sheep, pig, goat, cow, duck and a chicken.</li> <li>Know what noises each farm animal makes e.g. baa, oink, bleat, moo, quack and cluck.</li> <li>Can join in with the song Old Macdonald had a farm.</li> </ul>
			Nursery	<ul style="list-style-type: none"> <li>Know which animals live on the land</li> <li>Know which animals live in the sea.</li> <li>Talk about the differences land and sea animals.</li> <li>Know that animals were once babies</li> <li>Name animals and their young.</li> <li>Use the language of first and then</li> <li>Know what floating is.</li> <li>Know what sinking is.</li> <li>Name some items which float and some which sink.</li> </ul>
			Reception	<ul style="list-style-type: none"> <li>Hot and cold places/ seasonal changes</li> <li>Name the 4 seasons</li> <li>Observe changes to plants and trees during each season.</li> <li>Know what a solid and liquid is.</li> <li>Know that ice will melt and become water when it is heated.</li> <li>Know that water can freeze and becomes ice when it is frozen.</li> <li>Know which animals live in hot places and which animals live in cold places and why.</li> <li>Explain some similarities and differences between life in this country and life in other countries.</li> <li>Talk about the differences in weather in hot and cold places.</li> </ul>
Spring 2	Traditional tales	Traditional and Alternative tales Fables and morals	Under 3	<ul style="list-style-type: none"> <li>Read some traditional tales – the 3 little pigs, the enormous turnip and the ugly duckling.</li> <li>Enjoy sharing stories with a familiar adult.</li> <li>Show excitement and enjoyment from reading a story</li> </ul>

		Talk about the past.	Nursery	<ul style="list-style-type: none"> <li>• Read some traditional tales – Cinderella, goldilocks and the 3 billy goats gruff</li> <li>• Name some familiar traditional tales e.g. Cinderella, Goldilocks and the 3 bears and the 3 Billy Goats Gruff.</li> <li>• Join in with a repeated refrain.</li> <li>• Begin to talk about the beginning, middle and end of a familiar story.</li> <li>• Sequence traditional tales</li> <li>• Use the language of first, then, next.</li> </ul>
			Reception	<ul style="list-style-type: none"> <li>• Read some traditional tales - the little red hen, hanel and Gretel and compare them to other traditional tales.</li> <li>• Read some alternative versions of the traditional tales they have read.</li> <li>• Fables and morals – the boy who cried wolf, the tortoise and the hare and the lion and the mouse</li> <li>• Know that traditional tales are stories which have been passed on from generation to generation.</li> <li>• Traditional tales have been around for a very long time.</li> <li>• Talk about the setting in each story</li> <li>• Name the key characters in the story</li> <li>• Know that fables usually have a moral</li> <li>• Know that a moral is a lesson we can apply to our own life.</li> </ul>
Summer 1	Grow with me	Spring/weather Planting Being fit and healthy Life cycles of frogs/chickens Minibeasts	Under 3	<ul style="list-style-type: none"> <li>• Name 3 fruits – apple, banana, orange.</li> <li>• Name 3 vegetables – carrot, potato and peas.</li> <li>• Experience tasting different fruit and vegetables.</li> </ul>
			Nursery	<ul style="list-style-type: none"> <li>• Observing plants</li> <li>• Observe plants in their environment growing</li> <li>• Know that a plant needs water to grow.</li> <li>• Help to care for their plants by helping adults to water them.</li> <li>• Know how to keep themselves healthy.</li> <li>• Know that fruit and vegetables are healthy foods.</li> </ul>
			Reception	<ul style="list-style-type: none"> <li>• Minibeasts and their habitats/ Lifecycles/ Seasonal changes</li> <li>• Name the 4 seasons</li> <li>• Observe changes to plants and trees during each season.</li> <li>• Know what a habitat is</li> <li>• Name some minibeasts and their habitats.</li> <li>• Know that the time before now is called the past.</li> <li>• Know what a life cycle is.</li> <li>• Talk about how frogs and butterflies were tadpoles and caterpillars in the past.</li> <li>• Describe how they have changed over time from a baby to a child.</li> <li>• Talk about healthy and unhealthy foods which help us to grow bigger.</li> <li>• Know that it's important to look after our teeth.</li> </ul>
Summer 2	Journeys through time	Adventures and journeys	Under 3	<ul style="list-style-type: none"> <li>• Name simple modes of transport – car, bike, walk, boat</li> <li>• Know the sounds that different transport make.</li> </ul>

		Transport Summer/ weather Share stories about summer.		<ul style="list-style-type: none"> <li>• Observe different types of transport from the school grounds.</li> </ul>
			Nursery	<ul style="list-style-type: none"> <li>• Knowing where people go on their summer holidays.</li> <li>• Talk about places they may visit on holiday.</li> <li>• Describe the weather on holiday.</li> <li>• Talk about places they may visit on holiday.</li> <li>• Recognise the future has not happened yet.</li> <li>• Distinguish between different means of transport – land, air and water.</li> </ul>
			Reception	<ul style="list-style-type: none"> <li>• Name the 4 seasons</li> <li>• Observe changes to plants and trees during each season.</li> <li>• Recall places they have visited in the past.</li> <li>• Know that the time before now is called the past.</li> <li>• Recall places that they have visited</li> <li>• Explain some similarities and differences between life in this country and life in other countries.</li> <li>• Know how we can travel to different places e.g. coach/ plane/ train.</li> </ul>



# Autumn 1

# Long Term Plan

## Changes all around me

*This topic focuses upon changes. Transition is a huge part of this topic and children are supported to settle in their new school and classroom. Children will explore their feelings, their school and it's grounds and their new daily routine. This topic will also explore seasonal changes as autumn begins.*

Term	Autumn 1	
<b>Key Question</b>	Changes all around me	
<b>Key Concepts to learn and remember</b>	<ul style="list-style-type: none"> <li>• To settle and transition into my new class/school</li> <li>• To name my feelings</li> <li>• To understand my daily routine</li> <li>• Know that our day is sequenced and things happen in a particular order</li> <li>• Talk about what has already happened and what will come next.</li> <li>• Use the language of before, this morning and after.</li> <li>• To name my school and talk about my school and its wider grounds</li> <li>• Understand the places within their own classroom and school.</li> <li>• Identify their own school on a local map and draw their own map of the classroom.</li> <li>• Use positional vocabulary such as near, far, forwards and backwards, left and right to describe position.</li> <li>• Name the 4 seasons</li> <li>• Observe changes to plants and trees during each season.</li> </ul>	
<b>Texts – Story Time</b>	<ul style="list-style-type: none"> <li>• It's ok to be different</li> <li>• Ravi's Roar</li> <li>• The Colour Monster</li> <li>• Squirrel's Autumn Search</li> <li>• What can you see in Autumn?</li> <li>• Elmer</li> <li>• The very last leaf</li> <li>• Little acorn</li> <li>• Pumpkin soup</li> <li>• We're going on a leaf hunt</li> <li>• Red Leaf Yellow Leaf</li> <li>• The leaf man</li> </ul>	
<b>Book Talk session</b>	<ul style="list-style-type: none"> <li>• <b>The Colour Monster goes to school</b></li> <li>• <b>All are welcome</b></li> <li>• <b>The squirrels who squabbled</b></li> <li>• The Rainbow Fish</li> <li>• The Very Hungry Worry Monster</li> <li>• Ruby's Worry</li> <li>• All through the night</li> <li>• You can't call an elephant in an emergency</li> <li>• Children of the world</li> <li>• The Tree Book</li> <li>• Twinkl – All about my family poem</li> <li>•</li> </ul>	
<b>Rhyme Time Session</b>	I hear thunder	
<b>Key experiences</b>	Make a picture book for the reading area using photos of families.	
<b>Prime Areas</b>		
<b>PSED</b>	Think Equal Scheme of Learning Same and Different themed books Marvellous Me Sydney and the seahorse Francisco's family Faisal's not himself	
<b>Communication and Language - Vocabulary Development</b>	<i>Please see Vocabulary Progression Document.</i>	
<b>Physical Development PE</b>	<b>Gross Motor</b>	<b>Fine Motor</b>
	Begin to dress self for PE.	Use an effective pencil grip for writing.
	<b>PE Focus</b> Learn how to dress themselves.	
<b>Specific Areas</b>		

<b>Literacy – Reading and Phonics</b>	Recap/ teach vocabulary for picture mnemonics over first week during part-time sessions. Read single letter Set 1 sounds – m,a,s,d,t,I,n,p,g,o,c,k,u,b,e,f
<b>Literacy – Writing</b>	<ul style="list-style-type: none"> <li>• Develop gross and fine motor skills to ensure children are ready for writing.</li> <li>• Develop a tripod pencil grip and identify those who need additional support.</li> <li>• Embed pencil grips where needed.</li> <li>• Practise making anticlockwise movements.</li> <li>• Encourage children to make marks, in line with the progression in writing document.</li> <li>• Develop marks to form recognisable letters.</li> </ul>
<b>Purpose for writing</b>	<ul style="list-style-type: none"> <li>• Draw pictures of their family</li> <li>• Draw pictures to reflect their emotions</li> <li>• Initial sound writing/ letter formation</li> </ul>
<b>Mathematics</b>	White Rose Hub – See Maths Scheme of Learning <ol style="list-style-type: none"> <li>1. Getting to know you – take this time to play and get to know the children.</li> <li>2. Match sort and compare</li> <li>3. Talk about measure and patterns</li> </ol>
<b>Understanding the World</b>	<p><b>History</b>  <b>Changes all around me – my daily routine</b>  The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> <li>1. Know that our day is sequenced and things happen in a particular order</li> <li>2. Talk about what has already happened and what will come next.</li> <li>3. Use the language of before, this morning and after.</li> </ol> <p>This unit exposes children to the concept of time. It allows children to recognise that our routine is structured and each event will take place after or before another event. For example, breakfast comes before lunch. Home time is after lunch. It will be built on the learning from Nursery where children will experience first and then vocabulary. Ultimately, children will begin to explore the past as they talk about things which have already happened in their day/ routine. This is the first step which will be built upon in Spring when children begin to explore life cycles and how animals and people change over time. It is also a precursor to the Year 1 topic Old and New toys where children will talk about how toys have changed throughout history.</p> <p><b>End of Unit Outcome:</b> Children can sequence key events throughout their day using the language of time.</p> <p><b>Science</b>  <b>Changes all around - Seasons</b>  The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> <li>1. Name the 4 seasons</li> <li>2. Observe changes to plants and trees during each season.</li> </ol> <p>The purpose of this unit is for children to begin to learn then names of the 4 seasons and look at changes to trees and plants during this time as each season occurs. Within this unit children will begin to talk about and observe the changes in their environment. This is built upon in year 1 when they begin to learn more about the 4 seasons, including the months that fall into each season and the weather patterns they follow. This is then developed further in year 2 as children learn about what plants need to grow well and when plants grow best.</p> <p><b>End of Unit Outcome:</b> Children can name the four seasons and talk about environmental changes during each season.</p> <p><b>Working Scientifically</b></p> <ol style="list-style-type: none"> <li>1. Comparative and fair testing</li> <li>2. Identifying and classifying</li> <li>3. Observing over time</li> <li>4. Pattern seeking</li> <li>5. Research using secondary sources</li> </ol> <p>Take the children on a nature walk around the school grounds. Collect natural resources that they find e.g. leaves, sticks, fir cones. Talk about the evergreen trees that do not lose their leaves.  Create nature pictures.  Create a STEM journey stick, recording what we saw and found.</p>



	<p><b>Geography</b>  <b>Changes all around – My new school</b>  The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> <li>1. Understand the places within their own classroom and school.</li> <li>2. Identify their own school on a local map and draw their own map of the classroom.</li> <li>3. Use positional vocabulary such as near, far, forwards and backwards, left and right to describe position.</li> </ol> <p>This unit will build upon the knowledge and understanding of their own home studied in Nursery. This unit introduces children to the idea of places outside of their own home for example their school. Ultimately, this unit is designed to give pupils an opportunity to begin to develop an understanding of different places around them. It is a precursor to the Year 1 Bolton topic where children will develop an understanding of the environment around them. Children in Year 1 will begin to develop their knowledge of the Breightmet and Bolton.</p> <p><b>End of Unit Outcome:</b> Children can talk about their classroom and their wider school environment. Children will use words such as near and far, forwards and backwards to describe the location of different things around them.</p>
	<p><b>Computing</b>  Digital citizenship – talk about the importance of being safe both online and offline. See computing long-term plan for more detail of unit.  Digital literacy – teach children how to use simple software on the computer e.g. using paint/ purple mash to draw pictures.</p> <p><b>RE</b>  Why is the word God so important to Christians?</p>
<p><b>Expressive Arts and Design</b></p>	<p><b>Art</b>  Artist study- Henri Rousseau  Drawing</p> <p><b>Music</b>  Charanga Music – Unit 1 Me</p> <p><b>DT</b>  Art Focus this term so no DT unit.</p>

# SCHEME OF WORK: GEOGRAPHY

Term:	Reception – Autumn 1	Key Text(s):	The colour monster goes to school. All are welcome The squirrels who squabbled
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## Changes all around – My new school

The aim of this unit is for pupils to:

1. Understand the places within their own classroom and school.
2. Identify their own school on a local map and draw their own map of the classroom.
3. Use positional vocabulary such as near, far, forwards and backwards, left and right to describe position.

This unit will build upon the knowledge and understanding of their own home studied in Nursery. This unit introduces children to the idea of places outside of their own home for example their school. Ultimately, this unit is designed to give pupils an opportunity to begin to develop an understanding of different places around them. It is a precursor to the Year 1 Bolton topic where children will develop an understanding of the environment around them. Children in Year 1 will begin to develop their knowledge of the Breightmet and Bolton.

**End of Unit Outcome:** Children can talk about their classroom and their wider school environment. Children will use words such as near and far, forwards and backwards to describe the location of different things around them.

### Prior Knowledge Requirements:

- Talk about their own home.
- Name the rooms in their home e.g. bedroom, kitchen.
- Know that people live in different types of houses e.g. flats/ houses and bungalows.

### Key vocabulary for the unit:

Near: something which is close by. It is easy to get to.  
Far: something which is not close to us. It may mean we need to travel to this place.  
Forwards: the direction which you are going in or facing.  
Backwards: the direction which is behind you.  
Left: the location to your left.  
Right: the location to your right.  
Home: the place we live.  
School: the place we visit to learn.  
Map: a representation of an area of land or sea.

### Composite – The Big Idea

There are lots of different buildings around me. There are houses where people live and a school which I go to during the week.

### Components

1. Retrieval of prior learning: Talk about their own homes and who lives inside them. Describe the different places within their home. Know that people will live in different types of houses.
2. Vocabulary – introduce new vocabulary.
3. Read a story – Read the story “The Colour Monster goes to school.” Talk about his experiences of school. Compare and contrast our school with his.
4. Talk about our school. Identify the different parts of the classroom and the wider school e.g. Ks2 building/ pond. Talk about what is the same and what is different. Use vocabulary to describe position of things e.g. dinner hall is near our classroom but pond is far away.

	<ol style="list-style-type: none"> <li>5. Fieldwork – walk around the grounds of the school - collect images of things seen in the environment and make journey sticks adding things they find whilst outside.</li> <li>6. Introduce the idea of a map - Identify school on google maps. Show children atlases. Explore different types of maps. Begin to draw simple maps of their classroom, identifying the key places within the classroom e.g. toilets, doors, outside area.</li> <li>7. Fieldwork – give the children a simple hand drawn map of their classroom. Find and locate the hidden treasure within their classroom/ school grounds.</li> <li>8. Outcome – discussion about the location of Bolton and the human and physical features</li> </ol>
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**Developing a sense of place**  
 Throughout the year pupils will study discrete geographical content through the units of Changes all around me; amazing animals and journeys though time.

In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the wider world around them. Discussions will take place in the moment and will vary depending on the children’s interests and their prior knowledge.

Teachers will develop geographical awareness within conversations as opportunities arise for example countries will be identified during other topics such as Chinese new year but children are not expected to name or locate countries.

Continuous provision plays a huge part in learning in Reception. The environment will be set up to allow children to learn through play. Carefully planned role play areas will provide experiences to expose children to Geography for example by setting up a home corner children can revisit prior knowledge of the home whilst learning new information about their local area.

**Books:**  
 The colour monster goes to school.  
 All are welcome  
 The squirrels who squabbled

Links to further study:  
 Year 1 – Autumn 2 – Local Study Brightmet and Bolton

**Direct Links to the EYFS Early Learning Goals**  
 ELG: People, Culture and Communities  
 Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

ELG: The Natural World  
 Children at the expected level of development will:

**Other wider curriculum links to the EYFS Early Learning Goals**  
 This also links to other areas of learning within the Early Learning Goals including:  
 ELG: Listening, attention and understanding.  
 ELG: Speaking  
 ELG: Comprehension  
 ELG: Past and present

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- 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.

# SCHEME OF WORK: HISTORY

Term:	Reception – Autumn 1	Key Text(s):	The colour monster goes to school
<b>Key Concepts:</b>  Chronological Understanding	<p><b>Changes all around me – my daily routine</b></p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> <li>4. Know that our day is sequenced and things happen in a particular order</li> <li>5. Talk about what has already happened and what will come next.</li> <li>6. Use the language of before, this morning and after.</li> </ol> <p>This unit exposes children to the concept of time. It allows children to recognise that our routine is structured and each event will take place after or before another event. For example, breakfast comes before lunch. Home time is after lunch. It will be built on the learning from Nursery where children will experience first and then vocabulary. Ultimately, children will begin to explore the past as they talk about things which have already happened in their day/ routine. This is the first step which will be built upon in Spring when children begin to explore life cycles and how animals and people change over time. It is also a precursor to the Year 1 topic Old and New toys where children will talk about how toys have changed throughout history.</p> <p><b>End of Unit Outcome:</b> Children can sequence key events throughout their day using the language of time.</p>		
<p><b><u>Prior Knowledge Requirements</u></b></p> <p>Know that we can sequence events using “first and next.” (Nursery Aut 1)</p>	<p><b><u>Key Vocabulary for the unit</u></b></p> <p>Before – time before the current event</p> <p>Then – at the specific time</p> <p>This morning – the time from sunrise until lunch.</p> <p>Yesterday - the day before today.</p> <p>First – the earliest event to happen</p> <p>After – in the time following</p> <p>Next – the event coming immediately after</p> <p>Later – an event coming later in the day</p> <p>Tomorrow – the day after today.</p>		

Composite – The Big Idea	
<p style="text-align: center;"><b><u>Composite – The Big Idea</u></b></p> <p>Children know that their day is structured. They know that we follow a routine and events happen in a particular order. Children can sequence their day using the language of time.</p>	<p style="text-align: center;"><b><u>Components – Sequence of Learning</u></b></p> <ol style="list-style-type: none"> <li>1. Retrieval of previous learning – talk about how children have used “first and then” language in Nursery. Remind children how things will happen after an event e.g. first it’s topic then it’s snack.</li> <li>2. Vocabulary – introduce new vocabulary.</li> <li>3. Read a story - Read the story “The Colour Monster goes to school.” Talk about what happened in his day. What did he do first? What happened next?</li> <li>4. Talk to the children about our daily routine. Talk to the children about the events in our day.</li> <li>5. End of Unit Outcome – Sequence the daily routine cards with the children. Take photos for Tapestry.</li> </ol>
Developing a sense of chronological understanding	
<p><b><u>Developing a sense of chronological understanding</u></b></p> <p>Throughout the year pupils will study content which will develop their chronological understanding through the units of Changes all around me; grow with me and journeys though time.</p> <p>In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the past and how things are similar and different now. This allows children to understand the past through settings, characters and events encountered in books read in class. Discussions will take place in the moment and will vary depending on the children’s interests and their prior knowledge.</p> <p>Teachers will develop chronological understanding within conversations as opportunities arise for example we recognise that the concept of time is hard for children to understand. For this reason children will be exposed to visual timetables, staff will talk about and sequence the day and use familiar language such as “now it’s this... then it’s...” Children will also develop their understanding of vocabulary such as “last week, last month, yesterday, tomorrow, next week.”</p> <p>Continuous provision plays a huge part in learning in Reception. The environment will be set up to allow children to learn through play. Carefully</p>	<p><b>Books:</b></p> <p>The colour monster goes to school</p> <p><b>Links to further study:</b></p> <p>Reception – Summer 1 – Grow with me – Lifecycles.  Reception – Summer 2 – Journey through time – where have I been?  Year 1 – Autumn 1 – Old and New Toys.</p>

planned role play areas will provide experiences to expose children to history. For example, having a visual timetable on display will help the children to see what has happened today and what will happen next.

**Direct links to the EYFS Early Learning Goals**

ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling

**Other wider curriculum links to the EYFS Early Learning Goals**

This also links to other areas of learning within the Early Learning Goals including:

ELG: Listening, attention and understanding.

ELG: Speaking

ELG: Comprehension

ELG: The Natural World

# SCHEME OF WORK: SCIENCE

Term:	Rec – Autumn then throughout the year as seasons change.	Key Text(s):	The Squirrels Who Squabbled
<b>Unit Title:</b>	<p><b>Changes All Around - Seasons</b></p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> <li>1. Name the 4 seasons</li> <li>2. Observe changes to plants and trees during each season.</li> </ol> <p>The purpose of this unit is for children to begin to learn then names of the 4 seasons and look at changes to trees and plants during this time as each season occurs. Within this unit children will begin to talk about and observe the changes in their environment. This is built upon in year 1 when they begin to learn more about the 4 seasons, including the months that fall into each season and the weather patterns they follow. This is then developed further in year 2 as children learn about what plants need to grow well and when plants grow best.</p> <p><b>End of Unit Outcome:</b> Children can name the four seasons and talk about environmental changes during each season.</p>		
<p><b><u>Prior Knowledge Requirements</u></b></p> <ul style="list-style-type: none"> <li>• Know what the weather is</li> <li>• Experience different types of weather</li> <li>• Name different types of weather.</li> </ul>	<p><b><u>Key Vocabulary for the Unit:</u></b></p> <p><b>Season:</b> Different times of the year, where weather patterns change along with temperature. The seasons are spring, summer, autumn and winter.</p> <p><b>Spring:</b> The time of year between March and May. There is usually lots of signs of new growth in Spring.</p> <p><b>Summer:</b> The hottest season in the UK. It happens between June and August.</p> <p><b>Autumn:</b> Leaves fall off of trees, the days become shorter and in begins to get colder and wetter.</p> <p><b>Winter:</b> The coldest season in the UK. Usually have snow in this season. Occurs between December and February.</p> <p><b>Day:</b> The time where sunlight can be seen.</p> <p><b>Night:</b> Between sunrise and sunset, where it is dark.</p> <p><b>Weather:</b> Weather is what the sky and the air outside are like, such as cold and cloudy.</p>		
<p><b><u>Composite – The Big Idea</u></b></p> <p>There are four seasons – Autumn, Winter, Spring and Summer. Each season has different weather and plants and trees change during each season.</p>	<p><b><u>Components – Sequence of Learning</u></b></p> <ol style="list-style-type: none"> <li>1. Retrieval of previous learning – Talk to the children about the weather. What do they already know? Has anyone been outside before in the rain or snow?</li> <li>2. Teach new Vocabulary</li> <li>3. Read a story – The squirrels who squabbled. Talk about what happens in the story. Talk about the environment.</li> <li>4. Introduce the season – Autumn. Talk about what autumn is and how plants and trees change during Autumn.</li> </ol>		



	<ol style="list-style-type: none"> <li>5. Scientific enquiry - Go on an Autumn Walk. Observe the changes to plants and trees during each season.</li> <li>6. Outcome – children can name the 4 seasons by the end of the year and talk about how the environment changes.</li> </ol> <p><i>Please note – the same structure will be applied during the other seasons but children will be taught at the appropriate time of the year so they can experience the seasons as they happen.</i></p>
<p><b><u>Scientific Enquiry:</u></b></p>	<p><b><u>Working scientifically:</u></b></p> <ol style="list-style-type: none"> <li>1. Comparative and fair testing</li> <li>2. Identifying and classifying</li> <li>3. Observing over time</li> <li>4. Pattern seeking</li> <li>5. Research using secondary sources.</li> </ol> <p>How do the seasons change? Take the children on a nature walk around the school grounds. Collect natural resources that they find e.g. leaves, sticks, fir cones. Talk about the evergreen trees that do not lose their leaves. Create nature pictures. Create a STEM journey stick, recording what we saw and found.</p> <p><b><u>Working Scientifically</u></b></p> <ol style="list-style-type: none"> <li>6. Comparative and fair testing</li> <li>7. Identifying and classifying</li> <li>8. Observing over time</li> <li>9. Pattern seeking</li> <li>10. Research using secondary sources</li> </ol>
<p><b><u>Maths Links:</u></b></p>	
<p><b><u>Developing a sense of the natural world</u></b> Throughout the year pupils will study discrete scientific content through the units of Changes all around; traditional tales and grow with us.</p> <p>In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the wider world around them. Discussions will take place in the moment and will vary depending on the children’s interests and their prior knowledge.</p>	<p><b>Books:</b> The Squirrels Who Squabbled</p> <p>Links to further study: Year 1 – Autumn 1 – Physics: seasonal changes.</p>

Teachers will develop scientific knowledge and scientific enquiry within conversations as opportunities arise for example children will seek out patterns whilst playing in the maths area or in the water tray. Children will notice changes by observing over time when playing in the outdoor provision. Staff will draw children's attention to these things as they play.

Continuous provision plays a huge part in learning in Reception. The environment will be set up to allow children to learn through play. Carefully planned role play areas will provide experiences to expose children to science. For example setting up a shop with fruit and vegetables to talk about harvest.

**Direct Links to the EYFS Early Learning Goals**

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- 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.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

**Other wider curriculum links to the EYFS Early Learning Goals**

This also links to other areas of learning within the Early Learning Goals including:

ELG: Listening, attention and understanding.

ELG: Speaking

ELG: Comprehension

ELG: Past and present

## ART/DT - Reception Spring 1

*End of Unit Outcome: Draw a picture of a jungle animal.*

### Substantive Knowledge

#### 1. Artist Study – Henri Rousseau

Show pictures of Henri Rousseau and who he is. Talk to the children about his pictures. Show some of the drawings he made.



Henri was born in France on the 21<sup>st</sup> May 1844. Rousseau was a self-taught painter and he did not become a full time artist until he turned 49. Some of his most famous paintings include Tiger in a Tropical Storm and The Hungry Lion Throws Itself on the Antelope. Many of his paintings were jungle scenes but he never actually went to a jungle. He used pictures and illustrations in books for his inspiration.

#### 2. EXPLORE ARTWORK

Look at a range of products – his art work and drawings. Talk about what they can see. Explain his drawings are of jungles and trees with jungle animals in.

#### 3. EXPLORE TECHNIQUES

Talk about how we hold a pencil effectively and use a tripod grip. Begin to show accuracy and care when drawing. Talk about the shapes they are drawing in their pictures recognising 2D shapes. Make marks using their pencil and explore the pressure and texture as they press harder with the pencil or lighter.

#### 4. DESIGN

Talk about what the children like in the artwork. Talk about what they want to make themselves.

#### 5. CREATE

Create their final piece of artwork using a pencil. Explore different textures by pressing hard/ light with the pencil.

#### 6. EVALULATE FINAL DESIGN.

Talk about their piece of art and talk about the things they like and the things they think could be better.

### Resources

Pencils

### Vocabulary

Drawing pencil tripod grip pressure hard and light





# Autumn 2

# Long Term Plan

## Let's celebrate

*This topic focuses upon some religious and cultural festivals which take place in this country. The children will begin to understand other people's beliefs and draw upon what they have read in class. They will talk about the similarities and differences between the festivals.*

<b>Term</b>	<b>Autumn 2</b>
<b>Key Question</b>	Let's celebrate

<b>Key concept to learn and remember</b>	<ul style="list-style-type: none"> <li>- Name simple festivals which are celebrated in the UK e.g. Halloween, bonfire night and Remembrance Day.</li> <li>- Talk about some religious and cultural communities e.g. Hindus celebrate Diwali and Christians celebrate Christmas.</li> <li>- Know which festivals take place in this country</li> <li>- Understand other people's beliefs.</li> <li>- Draw on their own experiences of religious and cultural communities in this country and what has been read in class.</li> <li>- Know some similarities and differences between different festivals.</li> <li>- Show an understanding of their own feelings and those of others.</li> </ul>	
<b>Texts – Story Time</b>	Winnie the Witch Happy birthday Winnie the Witch and the magic wand. Polar bear polar bear	
<b>Talk for Writing/ Book Talk session</b>	Room on the broom Lighting a lamp Winnie the Witch How big is a million? The penguin who wanted to find out The Nativity Story	
<b>Rhyme Time Session</b>	5 cheeky monkeys swinging through the trees	
<b>Key experiences</b>	Let Winnie the Witch come to visit. Make a poppy wreath for remembrance day. Perform their own nativity for the parents to watch.	
<b>Prime Areas</b>		
<b>PSED</b>	Think Equal Scheme of Learning Feelings themed books These feelings Weather inside me Passing clouds Curly the Chameleon Ted the Tiger Tamer	
<b>Communication and Language</b>	Please see Vocabulary Progression Document.	
<b>Vocabulary Development</b>		
<b>Physical Development PE</b>	<b>Gross Motor</b>	<b>Fine Motor</b>
	Negotiate space in different ways	Begin to form recognisable letters
	<b>PE focus</b> Negotiate space and move in a range of ways	
<b>Specific Areas</b>		
<b>Literacy – Reading and Phonics</b>	Read all single letter set 1 sounds Blend sounds into words orally	
<b>Literacy – Writing</b>	<ul style="list-style-type: none"> <li>• Begin to form recognisable letters in line with known GPCs.</li> <li>• Identify initial sounds in CVC words.</li> <li>• Orally blend CVC words.</li> <li>• Recording words: <ul style="list-style-type: none"> <li>- Identify sounds in words</li> <li>- Form letters accurately</li> </ul> </li> <li>• Segment sounds to write words.</li> </ul>	
<b>Mathematics</b>	White Rose Hub – See Maths Scheme of Learning <ol style="list-style-type: none"> <li>1. It's me 1,2,3.</li> <li>2. Circles and triangles</li> <li>3. 1,2,3,4,5</li> <li>4. Shapes with 4 sides</li> </ol>	
<b>Understanding the World</b>	<b>History</b> Throughout the year pupils will study content which will develop their chronological understanding through the units of Changes all around me; grow with me and journeys though time.  In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the past and how things are similar and different now. This allows children to understand the past through settings, characters and events encountered in books read in class. Discussions will	

	<p>take place in the moment and will vary depending on the children's interests and their prior knowledge.</p> <p>Teachers will develop chronological understanding within conversations as opportunities arise</p>	
	<p><b>Science</b> Throughout the year pupils will study discrete scientific content through the units of Changes all around; traditional tales and grow with us.</p> <p>In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the wider world around them. Discussions will take place in the moment and will vary depending on the children's interests and their prior knowledge.</p> <p>Teachers will develop scientific knowledge and scientific enquiry within conversations as opportunities arise.</p>	
	<p><b>Geography</b> Throughout the year pupils will study discrete geographical content through the units of Changes all around me; amazing animals and journeys though time.</p> <p>In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the wider world around them. Discussions will take place in the moment and will vary depending on the children's interests and their prior knowledge.</p> <p>Teachers will develop geographical awareness within conversations as opportunities arise.</p>	
	<p><b>Computing</b> Digital citizenship – talk about the importance of being safe both online and offline. See computing long-term plan for more detail of unit. Digital literacy – teach children how to use simple software on the computer e.g. using paint/ purple mash to draw pictures.</p>	
	<p><b>RE</b> Why is Christmas special for Christians?</p>	
Expressive Arts and Design	<p><b>Art</b> DT focus this term, no Art Unit.</p>	
	<p><b>Music</b> Charanga Music – Unit 2 My Stories</p>	
	<p><b>DT</b> Learn about Nadia Hussain – a baker. Make Christmas bakes with the children e.g. mince pies for Santa.</p>	
Creative Opportunities Activities to take place during the carousel or continuous provision	<p>Create their own rocket using junk modelling resources. Blow paint to create firework pictures. Make their own shape witch picture. Paint pictures of poppies in the field.</p>	<p>Put on a performance of the Nativity for the children to perform. Learn the songs and act the story. Design and make their own Christmas card.</p>

## ART/DT - Reception Autumn 2 - Food

*End of Unit Outcome: Make their own Christmas bakes to share with friends and family.*

### Substantive Knowledge

#### 1. DESIGNER – Nadiya Hussain

Show photos of Nadiya and talk about how she became famous on the great british bake off.



#### 2. EXPLORE DESIGN

Look at a range of products – talk about the food she has made and what kind of baker she is.

#### 3. DESIGN

Look at a range of different types of food from different festivals. Talk about the different foods. Taste them and try them with their friends.

- Have their own ideas and share them with their peers or teachers.
- Use what they already know to learn new things
- Choose ways to do things
- Consider finding new ways to do things.

#### 4. MAKE

Talk about what the children like to eat. Talk about what they want to make themselves.

- Safely use and explore a variety of materials such as paper, card, lollypop sticks, boxes, cello tape and glue.
- Use a range of tools and techniques such as scissors, brushes, pencils and rollers.
- Experiment with colour, design, texture, form and function.
- Use a range of small tools, including scissors, paint brushes and cutlery;

#### 5. EVALUATE

Talk about what they thought went well and what was successful and what they would do differently next time.

- Share their creations, explaining the process they have used.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;



- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

**6. TECHNICAL KNOWLEDGE AND UNDERSTANDING.**

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- 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
- Begin to show accuracy and care

**Resources**

Different festival foods which the children can try.

**Vocabulary**

design make evaluate



# Spring 1

# Long Term Plan

# Amazing animals

*This topic focuses upon developing the children's knowledge of different animals around the world. Children will begin to explore hot and cold places and distinguish between which animals live in each place. The children will begin to identify similarities and differences between life in this country and life in other countries. This topic will also explore seasonal changes as winter begins.*

Term	Spring 1	
Key Question	Amazing animals	
Key concept to learn and remember	<ul style="list-style-type: none"> <li>• Hot and cold places/ seasonal changes</li> <li>• Name the 4 seasons</li> <li>• Talk about spring and how the weather has changed</li> <li>• Observe changes to plants and trees during each season.</li> <li>• Know what a solid and liquid is.</li> <li>• Know that ice will melt and become water when it is heated.</li> <li>• Know that water can freeze and becomes ice when it is frozen.</li> <li>• Know which animals live in hot places and which animals live in cold places and why.</li> <li>• Explain some similarities and differences between life in this country and life in other countries.</li> <li>• Talk about the differences in weather in hot and cold places.</li> <li>• Talk about Chinese New Year.</li> <li>• Recognise how life in China is different to life in this country.</li> <li>• Recall the key events within the story of the Great Race.</li> </ul>	
Texts – Story Time	Rumble in the jungle Giraffes can't dance The lonely giraffe Chapatti moon Mama Panayas Pancakes Night monkey day monkey Dear zoo Theres an Oraguntan in my bedroom.	
Talk for Writing/ Book Talk session	<b>The tiger who came to tea.</b> <b>Monkey puzzle</b> <b>Be brave little penguin</b> <b>Poles apart</b> The Great Race Dragons in the City	
Rhyme Time Session	Hey diddle diddle	
Key experiences	Create a video of an invasion in our classroom. Have animal prints left in the classroom and outdoor area. Who has invaded our classroom? Take part in a Chinese New Year Parade around school.	
<b>Prime Areas</b>		
PSED	Think Equal Scheme of Learning Feelings themed books Northando's Journey Gokul's game Ahmed's journey Monster in the smoke Secret adventures of annoymouse	
Communication and Language	Please see Vocabulary Progression Document.	
Vocabulary Development		
Physical Development PE	<b>Gross Motor</b> Refine different ways of moving around.	<b>Fine Motor</b> Form letters accurately.
	<b>PE focus</b> Gymnastics – balancing and moving on and over and under equipment	
<b>Specific Areas</b>		
Literacy – Reading and Phonics	Blend sounds to read words Read short photocopiable ditty stories Read set 1 diagraphs known as special friends	
Literacy – Writing	Record words Spell using fred fingers Form letters accurately Transcription of dictated captions using known GPCs	
Mathematics	White Rose Hub – See Maths Scheme of Learning <ol style="list-style-type: none"> <li>1. Alive in 5</li> <li>2. Mass and capacity</li> <li>3. Growing 6,7,8</li> <li>4. Length height and time</li> </ol>	
Understanding the World	<b>History</b> Throughout the year pupils will study content which will develop their chronological understanding through the units of Changes all around me; grow with me and	

journeys though time.

In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the past and how things are similar and different now. This allows children to understand the past through settings, characters and events encountered in books read in class. Discussions will take place in the moment and will vary depending on the children's interests and their prior knowledge.

Teachers will develop chronological understanding within conversations as opportunities arise

### **Science**

#### **Amazing animals – changing states**

The aim of this unit is for pupils to:

1. Know what a solid and liquid is.
2. Know that ice will melt and become water when it is heated.
3. Know that water can freeze and becomes ice when it is frozen.

The purpose of this unit is for children to begin to learn about the different states of matter. Children will learn what a solid and what a liquid is. They will explore ice play and talk about how it can melt. Children will discover what makes ice melt. They will also explore how water can be frozen in the freezer to make ice. This is built upon in year 4 when children study states of matter again. In Year 4 children will learn that materials can change state depending on their temperature (heated or cooled), by taking measurements to determine the temperature at which this happens.

**End of Unit Outcome:** Children can talk about melting and freezing. They know that something will melt when it is heated and it will freeze when it cools.

#### **Working scientifically:**

1. Comparative and fair testing
2. Identifying and classifying
3. Observing over time
4. Pattern seeking
5. Research using secondary sources.

How can we get the animals out of the ice?

Freeze some animals inside blocks of ice. Present them to the children. Allow them to watch the ice for a period of time. What do they notice is happening? Talk to the children about what we could do to get the animals out? Discuss how we can melt the ice.

After the experiment talk about how we could get them back in ice?

### **Geography**

#### **Amazing animals – Hot or Cold**

The aim of this unit is for pupils to:

1. Know which animals live in hot places and which animals live in cold places and why.
2. Explain some similarities and differences between life in this country and life in other countries.
3. Talk about the differences in weather in hot and cold places.

This unit will build upon the knowledge and understanding of land and sea animals taught in Nursery. Children should be able to name farm animals and the sounds they make and distinguish between which animals live on land and which animals live under the sea. This unit introduces children to the wider world and similarities and differences between the two places. Children will experience different weather types and describe the weather in hot and cold places. This is deliberately planned for Spring 1 as children will talk about Santa and the North Pole at Christmas and build upon their knowledge of snow. The children may have real experiences of cold weather and snow and ice at this time of year. Ultimately, this unit is designed to give pupils an opportunity to begin to develop an understanding of different places around them. This topic begins to raise awareness of the wider world in preparation for the Year 2 Continents and Oceans topic where children will begin to name and locate the continents and oceans. It is then built upon in the Year 3 Polar Region topic where children will discuss the key climatic features of the Polar Regions, including tundra biomes, including the life supported by these and how global warming is impacting these places.

	<p><b>End of Unit Outcome:</b> Children can talk about the similarities and differences in hot and cold places. The children will know which animals live in hot places and which live in cold places.</p>	
	<p><b>Computing</b>          Computer Science – begin to explore unplugged algorithms. Talk to the children about instructions and how they need to be clear. Explore directional language.          Digital literacy – teach children how to use simple software on the computer e.g. using paint/ purple mash to draw pictures.</p>	
	<p><b>RE</b>          Which places are special and why?</p>	
<p><b>Expressive Arts and Design</b></p>	<p><b>Art – Frank Bowling</b>          Develop the skill of painting using spilling and dripping techniques.</p>	
	<p><b>Music</b>          Charanga Music – Unit 3 Everyone</p>	
	<p><b>DT</b>          Create our own Great Wall to protect against the other Reception class entering!          Discuss the materials to use and why.</p>	
<p><b>Creative Opportunities</b>  <b>Activities to take place during the carousel or continuous provision</b></p>	<p>Create animal masks from paper plates.          Make their own instruments using different materials over a tin/ tub.</p>	<p>Use ink to practise writing Chinese symbols.          Create Chinese paper dragons.          Make their own lantern to parade with.</p>

# SCHEME OF WORK: SCIENCE

Term:	Reception – Spring 1	Key Text(s):	Poles Apart
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<b>Unit Title:</b>	<p><b>Amazing animals – Changing States</b></p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> <li>4. Know what a solid and liquid is.</li> <li>5. Know that ice will melt and become water when it is heated.</li> <li>6. Know that water can freeze and becomes ice when it is frozen.</li> </ol> <p>The purpose of this unit is for children to begin to learn about the different states of matter. Children will learn what a solid and what a liquid is. They will explore ice play and talk about how it can melt. Children will discover what makes ice melt. They will also explore how water can be frozen in the freezer to make ice. This is built upon in year 4 when children study states of matter again. In Year 4 children will learn that materials can change state depending on their temperature (heated or cooled), by taking measurements to determine the temperature at which this happens.</p> <p><b>End of Unit Outcome:</b> Children can talk about melting and freezing. They know that something will melt when it is heated and it will freeze when it cools.</p>
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<p><b><u>Prior Knowledge Requirements</u></b></p> <ul style="list-style-type: none"> <li>• Know what the weather is</li> <li>• Experience different types of weather</li> <li>• Name different types of weather.</li> <li>• Explored floating and sinking</li> </ul>
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<p><b><u>Key Vocabulary for the Unit:</u></b></p> <p><b>Solid</b> – a hard object which is firm and stable in shape.  <b>Liquid</b> – a substance that flows freely.  <b>Ice</b> – frozen water  <b>Iceberg</b> – a large floating mass of ice that has been carried out to sea.  <b>Water</b> – a liquid that forms the seas, rivers and rain.  <b>Melting</b> – becoming a liquid from being heated  <b>Freezing</b> – below 0°c  <b>Heated</b> – made hot  <b>Frozen</b> – Being turned to ice as a result of cold temperatures.  <b>Hot</b> – a high temperature  <b>Cold</b> – a low temperature</p>
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<p><b><u>Composite – The Big Idea</u></b></p> <p>There are four seasons – Autumn, Winter, Spring and Summer. Each season has different weather and plants and trees change during each season.</p>
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<p><b><u>Components – Sequence of Learning</u></b></p> <ol style="list-style-type: none"> <li>1. Retrieval of previous learning – Talk to the children about the weather. What do they already know? Has anyone been outside before in the rain or snow?</li> <li>2. Teach new Vocabulary</li> </ol>
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	<ol style="list-style-type: none"> <li>3. Read a story – Poles Apart. Talk about the snow and ice. Explore the geography elements with the children first. See Geography progression document. Some children may know that the icebergs are melting. Discuss this if the children bring it up.</li> <li>4. Allow the children time to play with water and ice. Set up two small world trays so they can explore freely. Discuss floating and sinking. Will ice float or sink?</li> <li>5. Teach the children about melting and freezing.</li> <li>6. Set up a scientific enquiry – how can we get the animals out of the ice?</li> <li>7. Outcome – children can name the 4 seasons by the end of the year and talk about how the environment changes.</li> </ol> <p><i>Please note – the same structure will be applied during the other seasons but children will be taught at the appropriate time of the year so they can experience the seasons as they happen.</i></p>
<b><u>Scientific Enquiry:</u></b>	<p><b><u>Working scientifically:</u></b></p> <ol style="list-style-type: none"> <li>1. Comparative and fair testing</li> <li>2. Identifying and classifying</li> <li style="background-color: yellow;">3. Observing over time</li> <li>4. Pattern seeking</li> <li>5. Research using secondary sources.</li> </ol> <p>How can we get the animals out of the ice?  Freeze some animals inside blocks of ice. Present them to the children. Allow them to watch the ice for a period of time. What do they notice is happening? Talk to the children about what we could do to get the animals out?  Discuss how we can melt the ice.  After the experiment talk about how we could get them back in ice?</p>
<b><u>Maths Links:</u></b>	<p>Capacity – full and empty discussions.  Mass – heavy and light</p>
<p><b><u>Developing a sense of the natural world</u></b>  Throughout the year pupils will study discrete scientific content through the units of Changes all around; traditional tales and grow with us.</p> <p>In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the wider world around them. Discussions will take place in the moment and will vary depending on the children’s interests and their prior knowledge.</p> <p>Teachers will develop scientific knowledge and scientific enquiry within conversations as opportunities arise for example children will seek out patterns whilst playing in the maths area or in the water tray. Children will notice changes</p>	<p><b><u>Books:</u></b>  Poles Apart</p> <p>Links to further study:  Year 4 – Chemistry States of Matter</p>

by observing over time when playing in the outdoor provision. Staff will draw children's attention to these things as they play.

Continuous provision plays a huge part in learning in Reception. The environment will be set up to allow children to learn through play. Carefully planned role play areas will provide experiences to expose children to science. For example playing in the water tray, playing outside in the cold snowy weather and through scientific experiments planned for them.

**Direct Links to the EYFS Early Learning Goals**

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- 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.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

**Other wider curriculum links to the EYFS Early Learning Goals**

This also links to other areas of learning within the Early Learning Goals including:

ELG: Listening, attention and understanding.

ELG: Speaking

ELG: Comprehension

ELG: Past and present



## ART/DT - Reception Autumn 1 - Painting

*End of Unit Outcome: explore paint using pouring and dripping techniques.*

### 1. Artist Study – Frank Bowling

Show pictures of Frank Bowling and who he is. Talk to the children about his pictures. Show some of the paintings he made.



Frank Bowling was born on 26<sup>th</sup> February 1934 in Bartica, Guyana. He moved to London to study art at the age of 19. Bowling mixes abstract art with personal memories to create vibrant, colourful, experimental art. To ensure his paintings are unique every time, he uses free-hand dripping, spilling and pouring techniques. In 2008, Bowling became the first black British artist to be awarded with the Order of the British empire for services to art.

### 2. EXPLORE ARTWORK

Look at a range of products – his art work Talk about the colours they can see. Name the primary colours red, blue and yellow.

### 3. EXPLORE TECHNIQUES

Look at a range of pouring and dripping techniques. How could we pour paint? What do we need? How could we drip it? What would we use? Practise using pouring and dripping techniques. Talk about colour mixing and how it changes.

### 4. DESIGN

Talk about what the children like in the artwork. Talk about what they want to make themselves.

### 5. CREATE

Create their final piece of artwork using pouring and dripping techniques.

### 6. EVALULATE FINAL DESIGN.

Talk about their piece of art and talk about the things they like and the things they think could be better.

Blue, red and yellow paint. Cups to pour paint. Brushes to drip paint.

Artwork, painting, primary colours, colour mixing, Frank Bowling.

## SCHEME OF WORK: GEOGRAPHY

Term:	Reception – Spring 1	Key Text(s):	The tiger who came to tea. Monkey puzzle Be brave little penguin Poles apart
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## Amazing animals – Hot or Cold

The aim of this unit is for pupils to:

1. Know which animals live in hot places and which animals live in cold places and why.
2. Explain some similarities and differences between life in this country and life in other countries.
3. Talk about the differences in weather in hot and cold places.

This unit will build upon the knowledge and understanding of land and sea animals taught in Nursery. Children should be able to name farm animals and the sounds they make and distinguish between which animals live on land and which animals live under the sea. This unit introduces children to the wider world and similarities and differences between the two places. Children will experience different weather types and describe the weather in hot and cold places. This is deliberately planned for Spring 1 as children will talk about Santa and the North Pole at Christmas and build upon their knowledge of snow. The children may have real experiences of cold weather and snow and ice at this time of year. Ultimately, this unit is designed to give pupils an opportunity to begin to develop an understanding of different places around them. This topic begins to raise awareness of the wider world in preparation for the Year 2 Continents and Oceans topic where children will begin to name and locate the continents and oceans. It is then built upon in the Year 3 Polar Region topic where children will discuss the key climatic features of the Polar Regions, including tundra biomes, including the life supported by these and how global warming is impacting these places.

**End of Unit Outcome:** Children can talk about the similarities and differences in hot and cold places. The children will know which animals live in hot places and which live in cold places.

### Prior Knowledge Requirements:

- Name farm animals and the sounds they make. (Nursery Spring 1)
- Distinguish between land and sea animals (Nursery Spring 1)
- Use positional vocabulary such as near, far, forwards and backwards, left and right to describe where the animals live. (Rec Aut 1)
- Know that Santa lives in the North Pole which is a cold place. (Rec Aut 2)
- Explored snow and ice in their own garden where the weather allows.

### Key vocabulary for the unit:

Hot – a high temperature which usually feels warm on the skin.  
Cold – a cool temperature which usually feels cold on the skin.  
Same – two or more things which are identical.  
Different – things that are not the same as each other.  
Penguin – a large flightless seabird which lives in the South Pole.  
Polar bear – a large white bear which lives mainly on the ice and is found in the North Pole.  
Whale – a very large mammal which lives in the ocean.  
Walrus – a large marine mammal related to seals which has two large downward-pointing tusks and is found in the North Pole.  
Seal – a mammal which lives in the cold seas.  
Tiger – a large solitary cat with yellow/brown coat and black stripes. It is native to Asia but becoming increasingly rare.  
Lion – a large cat that lives in a pride found usually in Africa and north-western India.  
Monkey – a small to medium sized primate that has a long tail and lives in trees in tropical countries.  
Elephant – the largest living land animal. It is a plant-eating mammal with a trunk, ivory tusks and large ears, native to Africa and southern Asia.

Giraffe – the tallest living land animal. It is a large African mammal with a very long neck.

### **Composite – The Big Idea**

Animals live in lots of different places around the world. Different animals need different things to survive. Some animals are suited to hot places whilst others live in cold places.

### **Components**

1. Retrieval of prior learning: Talk about different types of animals. Discuss land and sea animals. Talk about farm animals and where they live. Discuss the weather and the seasons changing to Winter now. Talk about their experiences of snow and ice. Draw upon their knowledge of Santa living in the North Pole.
2. Vocabulary – introduce new vocabulary.
3. Read a story – Read the story “The tiger who came to tea” and “monkey puzzle.” Talk about where tigers and monkeys live. Draw upon their knowledge of the home and how tigers do not live there. Discuss the animals seen in the jungle.
4. Introduce the concept of hot places. Discuss which animals would live in hot places. Teach the children the difference between lions and tigers which is a common misconception. Talk about how this differs to where we live.
5. Read a story – Read the story “be brave little penguin” and “poles apart.” Talk about how these are cold places and draw upon their knowledge of Santa living in the North Pole.
6. Introduce the concept of cold places. Discuss which animals would live in cold places. Teach the children that polar bears live in the North Pole along with Santa and his reindeers and penguins live in the South Pole along with walruses. Talk about how this differs to where we live.
7. Compare – talk about the similarities and differences between where we live and hot and cold places.
8. Fieldwork – If weather permitting, take the children outside on the school field to explore the snow and ice. Discuss how it feels and what happens to the ice when we touch it. (If not snowy and icy outside, offer opportunities for ice play inside to allow the children to discuss what it feels like.)
9. Outcome – discussion about what hot and cold places look like, which animals live there and how it differs to our country.

### **Developing a sense of place**

Throughout the year pupils will study discrete geographical content through the units of Changes all around me; amazing animals and journeys though time.

In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the wider world around them. Discussions will take place in the moment and will vary depending on the children’s interests and their prior knowledge.

Teachers will develop geographical awareness within conversations as opportunities arise for example countries will be identified during other topics such as the Arctic and Antarctica but the children will not be expected to name or locate them on the map.

Continuous provision plays a huge part in learning in Reception. The environment will be set up to allow children to learn through play. Carefully planned role play areas will provide experiences to expose children to Geography for example by setting up a jungle the children can be exposed to features in a jungle such as leaves and trees whilst not being directly taught the content.

### **Books:**

The tiger who came to tea.  
Monkey puzzle  
Be brave little penguin  
Poles apart

### **Links to further study:**

Year 2 – Autumn 2 - Continents and Oceans  
Year 3 – Autumn 2 - Russia – Polar Regions & Tundra Biome.

**Direct Links to the EYFS Early Learning Goals**

ELG: People, Culture and Communities

Children at the expected level of development will:

- 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.

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- 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.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

**Other wider curriculum links to the EYFS Early Learning Goals**

This also links to other areas of learning within the Early Learning Goals including:

ELG: Listening, attention and understanding.

ELG: Speaking

ELG: Comprehension

ELG: Past and present



# Spring 2

# Long Term Plan

# Traditional tales

*This topic focuses upon reading and sharing traditional tales and fables. Children will learn that traditional tales are stories that have been passed on from generation to generation. Children will read a variety of traditional tales and fables. They will learn that a moral is a lesson about right or wrong which we can apply to our own life.*

Term	Spring 2
Key Question	Traditional Tales

<b>Key Concept to learn and remember</b>	<p>Read the following traditional tales for enjoyment - the little red hen, hansel and Gretel</p> <p>Read some alternative versions of the traditional tales they have read.</p> <p>Begin to explore the following fables and their associated morals – the boy who cried wolf, the tortoise and the hare and the lion and the mouse</p> <p>Know that traditional tales are stories which have been passed on from generation to generation.</p> <p>Traditional tales have been around for a very long time.</p> <p>Talk about the setting in each story</p> <p>Name the key characters in the story</p> <p>Know that fables usually have a moral</p> <p>Know that a moral is a lesson we can apply to our own life.</p>	
<b>Texts – Story Time</b>	<p>The Gingerbread Man</p> <p>Little Red Riding Hood</p> <p>Ramadan and Eid Stories</p> <p>The Princess and The Pea</p>	
<b>Talk for Writing/ Book Talk session</b>	<p>Hansel and Gretel</p> <p>Little Red Hen</p> <p>The lion and the mouse</p> <p>The boy who cried wolf</p> <p>The tortoise and the hare</p>	
<b>Rhyme Time Session</b>	<p>Three Blind Mice</p>	
<b>Key experiences</b>	<p>Make bread with the children and talk about how we can take turns and help each other.</p>	
<b>Prime Areas</b>		
<b>PSED</b>	<p>Think Equal Scheme of Learning</p> <p>Empathy themed books</p> <p>Biyu and the brave pea</p> <p>Deji &amp; Nnedi</p> <p>Zelda goes on holiday</p> <p>Yoshi is different</p> <p>Nisha and the tiger</p>	
<b>Communication and Language</b>	<p>Please see Vocabulary Progression Document.</p>	
<b>Vocabulary Development</b>		
<b>Physical Development PE</b>	<b>Gross Motor</b>	<b>Fine Motor</b>
	Develop throwing and catching skills using a large ball	Form ascenders and descenders in the correct way.
	<b>PE focus</b>	
<b>Specific Areas</b>		
<b>Literacy – Reading and Phonics</b>	<p>Read Green Storybooks</p> <p>Read set 1 multi-syllabic words including words with 4 or 5 sounds.</p>	
<b>Literacy – Writing</b>	<p>Orally rehearse sentences in a group.</p> <p>Record dictated sentences using known GPCs</p> <p>Correct formation of letters</p> <p>Use CL, FS and FSp.</p>	
<b>Mathematics</b>	<p>White Rose Hub – See Maths Scheme of Learning</p> <ol style="list-style-type: none"> <li>1. Building 9 and 10</li> <li>2. Explore 3D shapes</li> </ol>	
<b>Understanding the World</b>	<p><b>History</b></p> <p>Throughout the year pupils will study content which will develop their chronological understanding through the units of Changes all around me; grow with me and journeys though time.</p> <p>In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the past and how things are similar and different now. This allows children to understand the past through settings, characters and events encountered in books read in class. Discussions will take place in the moment and will vary depending on the children’s interests and their prior knowledge.</p> <p>Teachers will develop chronological understanding within conversations as opportunities arise</p>	

	<p><b>Science</b> Throughout the year pupils will study discrete scientific content through the units of Changes all around; traditional tales and grow with us.</p> <p>In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the wider world around them. Discussions will take place in the moment and will vary depending on the children's interests and their prior knowledge.</p> <p>Teachers will develop scientific knowledge and scientific enquiry within conversations as opportunities arise.</p>
	<p><b>Geography</b> Throughout the year pupils will study discrete geographical content through the units of Changes all around me; amazing animals and journeys though time.</p> <p>In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the wider world around them. Discussions will take place in the moment and will vary depending on the children's interests and their prior knowledge.</p> <p>Teachers will develop geographical awareness within conversations as opportunities arise.</p>
	<p><b>Computing</b> Information Technology – talk about how to use the internet to find information online. Teach children about personal information. Digital literacy – teach children how to use simple software on the computer e.g. using paint/ purple mash to draw pictures.</p>
	<p><b>RE</b> Being special: where do we belong?</p>
<b>Expressive Arts and Design</b>	<p><b>Art</b> No Art due to DT unit.</p>
	<p><b>Music</b> Charanga Music – Unit 5 Big Bear Funk</p>
	<p><b>DT</b> Explore sounds using mechanics. Teach children about Alexander Bell. Create their own plastic telephones to talk to each other.</p>
<b>Creative Opportunities Activities to take place during the carousel or continuous provision</b>	<p>Make their own gingerbread men.</p>

# Summer 1

## Long Term Plan

### Grow with me

*This topic focuses upon developing children's understanding of minibeasts and the different habitats which they can live in. The children will learn about simple life cycles and identify how different minibeasts have changed over time. This topic will also explore seasonal changes as spring begins.*

<b>Term</b>	<b>Summer 1</b>
<b>Key Question</b>	Grow with us
<b>Key Concepts to learn and remember</b>	<ul style="list-style-type: none"><li>• Name the 4 seasons</li><li>• Talk about spring and how things have changed.</li><li>• Observe changes to plants and trees during each season.</li><li>• Know what a habitat is</li><li>• Name some minibeasts and their habitats.</li><li>• Know that the time before now is called the past.</li><li>• Know what a life cycle is.</li><li>• Talk about how frogs and butterflies were tadpoles and caterpillars in the past.</li><li>• Describe how they have changed over time from a baby to a child.</li></ul>
<b>Texts – Story Time</b>	Jack and the beanstalk That's not a daffodil Never use a knife and fork You choose fairy tales The giant jam sandwich



	The disgusting sandwich I will not ever eat a tomato Ketchup on your cornflakes You chose	
<b>Talk for Writing/ Book Talk session</b>	Jobs people do Supertato and the evil pea Lulu loves flowers How to grow a beanstalk <b>The very hungry caterpillar</b> <b>One little frog</b> <b>One little bug</b>	
<b>Rhyme Time Session</b>	Mary mary quite contrary	
<b>Key experiences</b>	Write their parents an invite to a stay and play session. Take the children on a trip to the post box to post their own letters. Set up a crime scene in the classroom with lots of vegetables being held captive/ drawn on.	
<b>Prime Areas</b>		
<b>PSED</b>	Think Equal Scheme of Learning Environment themed books Thabo and the trees Nisha and the tiger A Tiny seed Reha to the rescue Our home	
<b>Communication and Language</b>	Please see Vocabulary Progression Document.	
<b>Vocabulary Development</b>		
<b>Physical Development PE</b>	<b>Gross Motor</b>	<b>Fine Motor</b>
	Develop balance and muscle strength using large muscle coordination	Sit letters on the line
	<b>PE focus</b>	
<b>Specific Areas</b>		
<b>Literacy – Reading and Phonics</b>	Read Red Storybooks Read 4 double constants – ff,ss,ll,ck	
<b>Literacy – Writing</b>	Orally rehearse sentences in a group. Record dictated captions or sentences using known GPCs Correct formation of letters	
<b>Mathematics</b>	White Rose Hub – See Maths Scheme of Learning 1. To 20 and beyond 2. How many now? 3. Manipulate, compose and decompose	
<b>Understanding the World</b>	<b>History</b> <b>Grow with me – Lifecycles</b> The aim of this unit is for pupils to: 1. Know that the time before now is called the past. 2. Know what a life cycle is. 3. Talk about how frogs and butterflies were tadpoles and caterpillars in the past. 4. Describe how they have changed over time from a baby to a child. This unit exposes children to the concept of the past through the stories they have read. It allows children to talk about how insects change over time for example the frog was a tadpole in the past. Children will then apply their knowledge to their own life cycle and talk about how they were once a baby. It will be built on the learning from earlier in the year where children will have developed the language of time. Ultimately, children will begin to explore life cycles and how animals and people change over time. It is also a precursor to the Year 1 topic Old and New toys where children will talk about how toys have changed throughout history.	
	<b>End of Unit Outcome:</b> Children can talk about the past and what a life cycle is. They can talk about how frogs and butterflies change over time and relate it to their own life. Children know they were a baby in the past.	
	<b>Science</b> <b>Grow with us – Habitats</b> The aim of this unit is for pupils to:	

	<p>1. Know what a habitat is 2. Name some minibeasts and their habitats.</p> <p>The purpose of this unit is for children to begin to learn about different life cycles. Children will explore what happens to caterpillars and tadpoles. They will also talk about how seeds change into flowers. This will allow them to develop the concept of growing. Children will learn what a habitat is and how minibeasts have different habitats to live in. This is built upon in year 1 when children study biology – animals. In Year 1, pupils further develop their knowledge of animals as they are introduced to the concept of ‘families’ and how animals are grouped according to their shared properties including fish, amphibians, reptiles, birds and mammals.</p> <p><b>End of Unit Outcome:</b> Children can talk about different minibeasts and their habitats.</p> <p><b>Geography</b> Throughout the year pupils will study discrete geographical content through the units of Changes all around me; amazing animals and journeys though time.</p> <p>In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the wider world around them. Discussions will take place in the moment and will vary depending on the children’s interests and their prior knowledge.</p> <p>Teachers will develop geographical awareness within conversations as opportunities arise.</p> <p><b>Computing</b> Computer Science – begin to explore unplugged algorithms. Talk to the children about instructions and how they need to be clear. Explore directional language. Digital literacy – teach children how to use simple software on the computer e.g. using paint/ purple mash to draw pictures.</p> <p><b>RE</b> Why is Easter special for Christians?</p>	
<b>Expressive Arts and Design</b>	<p><b>Art</b> Carry out some observational drawings of daffodils and tulips. Encourage the children to name the parts of the plants and draw what they see.</p> <p><b>Music</b> Charanga Music – Unit 4 Our World</p> <p><b>DT</b> No DT due to Art unit.</p>	
<b>Creative Opportunities Activities to take place during the carousel or continuous provision</b>	Paint a picture of Florence Nightingale. Make toilet roll people	Grow your own beanstalk. Dissect a flower to look at different parts and their purposes.

# SCHEME OF WORK: SCIENCE

Term:	Reception – Summer 1	Key Text(s):	The Very Hungry Caterpillar One little frog One little bug
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<b>Unit Title:</b>	<p><b>Grow With Us – Habitats</b></p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> <li>3. Know what a habitat is</li> <li>4. Name some minibeasts and their habitats.</li> </ol> <p>The purpose of this unit is for children to begin to learn about different life cycles. Children will explore what happens to caterpillars and tadpoles. They will also talk about how seeds change into flowers. This will allow them to develop the concept of growing. Children will learn what a habitat is and how minibeasts have different habitats to live in. This is built upon in year 1 when children study biology – animals. In Year 1, pupils further develop their knowledge of animals as they are introduced to the concept of ‘families’ and how animals are grouped according to their shared properties including fish, amphibians, reptiles, birds and mammals.</p> <p><b>End of Unit Outcome:</b> Children can talk about different minibeasts and their habitats.</p>
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<p><b><u>Prior Knowledge Requirements</u></b></p> <ul style="list-style-type: none"> <li>• Know that plants need water to grow.</li> <li>• Name animals and their babies.</li> </ul>	<p><b><u>Key Vocabulary for the Unit:</u></b></p> <p><b>Caterpillar</b> – the larve of a butterfly  <b>Butterfly</b> – a nectar feeding insect with brightly coloured wings  <b>Tadpole</b> – a tailed larva of an amphibian.  <b>Frog</b> – a tailless amphibian  <b>Life cycle</b> – the changes in the life of a living thing.  <b>Growing</b> – increasing in size and changing physically.  <b>Habitat</b> - the natural home or environment of an animal plant or other organism.</p>
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<p><b><u>Composite – The Big Idea</u></b></p> <p>Habitats are the natural home or environment of an animal plant or other organism. The children will begin to name some minibeasts and their habitats.</p>	<p><b><u>Components – Sequence of Learning</u></b></p> <ol style="list-style-type: none"> <li>1. Retrieval of previous learning – Talk to the children about the Amazing animal topic. Recall the names of some animals and their babies.</li> <li>2. Teach new Vocabulary</li> <li>3. Read a story – The very hungry caterpillar. Talk about the life cycles and how the minibeasts change.</li> <li>4. Look at different types of minibeasts.</li> <li>5. Teach the children about habitats.</li> </ol>
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	<p>6. Set up a scientific enquiry – observe caterpillars turning into butterflies.</p> <p>7. Outcome – children can name minibeasts and their habitats.</p>
<b><u>Scientific Enquiry:</u></b>	<p><b><u>Working scientifically:</u></b></p> <ol style="list-style-type: none"> <li>1. Comparative and fair testing</li> <li>2. Identifying and classifying</li> <li>3. Observing over time</li> <li>4. Pattern seeking</li> <li>5. Research using secondary sources.</li> </ol> <p>How do caterpillars turn into butterflies? Observe caterpillars turning into butterflies in the classroom. Take them outside and release them.</p>
<b><u>Maths Links:</u></b>	

<p><b><u>Developing a sense of the natural world</u></b></p> <p>Throughout the year pupils will study discrete scientific content through the units of Changes all around; traditional tales and grow with us.</p> <p>In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the wider world around them. Discussions will take place in the moment and will vary depending on the children’s interests and their prior knowledge.</p> <p>Teachers will develop scientific knowledge and scientific enquiry within conversations as opportunities arise for example children will seek out patterns whilst playing in the maths area or in the water tray. Children will notice changes by observing over time when playing in the outdoor provision. Staff will draw children’s attention to these things as they play.</p> <p>Continuous provision plays a huge part in learning in Reception. The environment will be set up to allow children to learn through play. Carefully planned role play areas will provide experiences to expose children to science. For example children will have a garden centre set up and they will be exposed to a small world tray with different habitats and minibeasts.</p>	<p><b><u>Books:</u></b></p> <p>The Very Hungry Caterpillar</p> <p>Links to further study: Year 1 – Biology Animals.</p>

**Direct Links to the EYFS Early Learning Goals**

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- 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.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

**Other wider curriculum links to the EYFS Early Learning Goals**

This also links to other areas of learning within the Early Learning Goals including:

ELG: Listening, attention and understanding.

ELG: Speaking

ELG: Comprehension

ELG: Past and present

*End of Unit Outcome: Create a collage picture of outdoor items.*

**Substantive Knowledge**

**1. Artist Study – Joan Miro**

Show pictures of Joan Miro and who he is. Talk to the children about his pictures. Show some of the drawings he made.



Joan Miro was born in Barcelona in 1893. He was inspired by his family who were all craft makers including black smiths, gold smiths and a cabinetmaker. He was very artist but his parents wanted him to find a more reliable job. He did not enjoy working in the business world. His artwork began with painting and drawing but he then began to experiment with more unusual materials, making simple collages using found items such as wire, leather, nails and string.

**2. EXPLORE ARTWORK**

Look at a range of products – his art work and drawings. Talk about what they can see. Explain how the shapes and pieces have been added together.

**3. EXPLORE TECHNIQUES**

Explore collages by cutting and ripping different sizes of paper. Use scissors to cut pieces of materials. Use glue sticks to stick pieces of paper.

**4. DESIGN**

Talk about what the children like in the artwork. Talk about what they want to make themselves.

**5. CREATE**

Create their final piece of artwork using a pencil. Explore the outdoor area and collect things they can add to their collage.

**6. EVALULATE FINAL DESIGN.**

Talk about their piece of art and talk about the things they like and the things they think could be better.

**Resources**

Outdoor natural items glue scissors

**Vocabulary**

Cut stick glue scissors

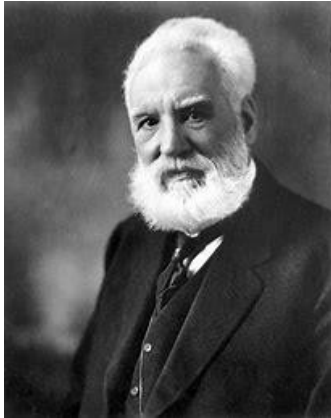
## ART/DT - Reception Summer 1 - Mechanisms

*End of Unit Outcome: use a plastic cup to make a telephone to communicate with.*

### Substantive Knowledge

#### 1. DESIGNER – Alexander Bell

Show photos of Alexander and talk about his creation.



#### 2. EXPLORE DESIGN

Look at a range of products – Share photos of old phones and what they use to be like. Where possible provide some old phones to explore and play with.

#### 3. DESIGN

Talk about how we can talk to others. Share ideas of how to our own phones.

- Have their own ideas and share them with their peers or teachers.
- Use what they already know to learn new things
- Choose ways to do things
- Consider finding new ways to do things.

#### 4. MAKE

Talk about what they want to make themselves. Make a paper cup telephone to explore.

- Safely use and explore a variety of materials such as paper, card, lollypop sticks, boxes, cello tape and glue.
- Use a range of tools and techniques such as scissors, brushes, pencils and rollers.
- Experiment with colour, design, texture, form and function.
- Use a range of small tools, including scissors, paint brushes and cutlery;

## 5. **EVALUATE**

Talk about what they thought went well and what was successful and what they would do differently next time.

- Share their creations, explaining the process they have used.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

## 6. **TECHNICAL KNOWLEDGE AND UNDERSTANDING.**

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- 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
- Begin to show accuracy and care

### **Resources**

Paper cups string old phones

### **Vocabulary**

Design make evaluate





# Summer 2

# Long Term Plan

# Journeys through time

*This topic focuses upon developing children's understanding of the past. The children will discuss places that they have visited across the year. They will explore different types of transport and how people can travel to different places. This topic will also explore seasonal changes as summer begins.*

<b>Term</b>	<b>Summer 2</b>
<b>Key Question</b>	Journeys through time

<b>Key concept to learn and remember</b>	<ul style="list-style-type: none"> <li>Understanding how holidays have changed from the past/ Seasonal changes</li> <li>Name the 4 seasons</li> <li>Talk about summer and how the weather has changed.</li> <li>Observe changes to plants and trees during each season.</li> <li>Recall places they have visited in the past.</li> <li>Know that the time before now is called the past.</li> <li>Recall places that they have visited</li> <li>Explain some similarities and differences between life in this country and life in other countries.</li> <li>Know how we can travel to different places e.g. car/ coach/ plane/ train.</li> </ul>	
<b>Texts – Story Time</b>	The journey home Bears adventure Above and below sea and shore Look what I found at the seaside You can't take an elephant on holiday Stella and the seagull Our beach The big adventure	
<b>Talk for Writing/ Book Talk session</b>	Winnie and Wilbur at the Seaside <b>The Light House Keepers Lunch</b> <b>At the Beach – postcards.</b> <b>The train ride</b> <b>We all go travelling by</b> The boy who sailed the world Martha maps it out. Seaside holidays then and now	
<b>Rhyme Time Session</b>	There's a worm at the bottom of the garden	
<b>Key experiences</b>	Organise a school trip to take the children to a farm to meet the different animals. Organise a beach day in school! Prepare a picnic for the children to have outside and set up an outdoor sand area.	
<b>Prime Areas</b>		
<b>PSED</b>	Think Equal Scheme of Learning Goals themed books Dream in the drawer	
<b>Communication and Language</b>	Please see Vocabulary Progression Document.	
<b>Vocabulary Development</b>		
<b>Physical Development PE</b>	<b>Gross Motor</b>	<b>Fine Motor</b>
	Coordinate their bodies to participate in team games.	Form capital letters in the correct size.
	PE focus Team games – sport day practise	
<b>Specific Areas</b>		
<b>Literacy – Reading and Phonics</b>	Read Green or Purple Storybooks Read Set 2 Vowel Sounds – ay, ee, igh, ow, oo, oo	
<b>Literacy – Writing</b>	Record dictated sentences using known GPCs Compose own sentences applying knowledge of GPCs Correct formation of letters Use CL, FS and FSp.	
<b>Mathematics</b>	White Rose Hub – See Maths Scheme of Learning <ol style="list-style-type: none"> <li>Sharing and grouping</li> <li>Visualise, build and map</li> <li>Make connections</li> </ol>	
<b>Understanding the World</b>	<b>History</b> <b>Journeys through time – the past</b> The aim of this unit is for pupils to: <ol style="list-style-type: none"> <li>Recall places they have visited in the past.</li> <li>Know that the time before now is called the past.</li> </ol> <p>This unit exposes children to the concept of the past through the stories they have read. It allows children to talk about where they have been throughout the past year and draw upon their knowledge of the past. Ultimately, children will talk about places they have visited e.g. the panto at the theatre and holidays they have been on. It is also a precursor to the Year 1 topic Old and New toys where children will talk about how toys have changed throughout history.</p>	

	<p><b>End of Unit Outcome:</b> Children can talk about the past and places they have visited.</p> <p><b>Science</b> Explore life cycles of a frog, chick and butterfly. Use photos to create physical life cycles to show the children how animals reproduce.</p> <p><b>Working Scientifically</b></p> <ol style="list-style-type: none"> <li>1. Comparative and fair testing</li> <li>2. Identifying and classifying</li> <li>3. Observing over time</li> <li>4. Pattern seeking</li> <li>5. Research using secondary sources</li> </ol> <p>Observe caterpillars turning into butterflies in the classroom. Release the butterflies in the outdoor area. Observe and look for other bugs whilst outside.</p>	
	<p><b>Geography</b> <b>Journeys through time – the past</b> The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> <li>1. Recall places that they have visited</li> <li>2. Explain some similarities and differences between life in this country and life in other countries.</li> <li>3. Know how we can travel to different places e.g. car/ coach/ plane/ train.</li> </ol> <p>This unit will build upon the knowledge and understanding of summer holidays taught in Nursery. Children should be able to talk about their own experiences of holidays and what they can do on a holiday. This unit continues to develop children’s awareness of the wider world and similarities and differences between the two places. This builds upon their learning in Spring 1 when children developed an understanding of hot and cold places around the world. By this point in the year, children will also have developed their speech and should be able to use the past tense to describe holidays they have been on. Ultimately, this unit is designed to give pupils an opportunity to develop an understanding of different places around them. Children will learn how we can travel to different places using different types of transport. This topic begins to raise awareness of the places you can visit and the types of holidays people will have. This is in preparation for the Year 1 Seaside North West of England topic and helps to develop an awareness of the wider world in preparation for the Year 2 Continents and Oceans topic where children will begin to name and locate the continents and oceans.</p> <p><b>End of Unit Outcome:</b> Children can recall places they have visited on their holidays.</p>	
	<p><b>Computing</b> Information Technology – talk about how to use the internet to find information online. Teach children about personal information. Digital literacy – teach children how to use simple software on the computer e.g. using paint/ purple mash to draw pictures.</p>	
	<p><b>RE</b> Which stories are special and why?</p>	
<p><b>Expressive Arts and Design</b></p>	<p><b>Art</b> Use sugar cubes to make sculptures and models of transport from then and now linking to the seaside topic e.g. cars now and then.</p> <p><b>Music</b> Charanga Music – Unit 6 Reflect, Rewind an Replay</p> <p><b>DT</b> No DT due to Art unit.</p>	
<p><b>Creative Opportunities</b> <b>Activities to take place during the carousel or continuous provision</b></p>	<p>Make paperchain caterpillars. Create symmetrical pictures of ladybirds and butterflies.</p>	<p>Make a sand picture.</p>

# SCHEME OF WORK: GEOGRAPHY

Term:	Reception – Summer 2	Key Text(s):	At the beach – postcards The Light House Keepers lunch. We all go travelling by The train ride
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## Journeys through time – the past

The aim of this unit is for pupils to:

1. Recall places that they have visited
2. Explain some similarities and differences between life in this country and life in other countries.
3. Know how we can travel to different places e.g. car/ coach/ plane/ train.

This unit will build upon the knowledge and understanding of summer holidays taught in Nursery. Children should be able to talk about their own experiences of holidays and what they can do on a holiday. This unit continues to develop children's awareness of the wider world and similarities and differences between the two places. This builds upon their learning in Spring 1 when children developed an understanding of hot and cold places around the world. By this point in the year, children will also have developed their speech and should be able to use the past tense to describe holidays they have been on. Ultimately, this unit is designed to give pupils an opportunity to develop an understanding of different places around them. Children will learn how we can travel to different places using different types of transport. This topic begins to raise awareness of the places you can visit and the types of holidays people will have. This is in preparation for the Year 1 Seaside North West of England topic and helps to develop an awareness of the wider world in preparation for the Year 2 Continents and Oceans topic where children will begin to name and locate the continents and oceans.

**End of Unit Outcome:** Children can recall places they have visited on their holidays.

### Prior Knowledge Requirements:

- Use of past tense within their speech.
- Talk about their own experiences of holidays (Nur – Sum 2)
- Know what you can do whilst on holiday (Nur – Sum 2)
- Understand places within their own classroom and school. (Rec – Autumn 1)
- Identify their own school on a local map and draw simple maps (Rec – Autumn 1)
- Use positional vocabulary such as near, far, forwards and backwards, left and right to describe where the animals live. (Rec Aut 1)
- Explain some similarities and differences between life in this country and life in other countries. (Rec - Spr 1)
- Talk about the differences in weather in hot and cold places. (Rec - Spr 1)

### Key vocabulary for the unit:

Same – two or more things which are identical.  
Different – things that are not the same as each other.  
Holiday  
Near: something which is close by. It is easy to get to.  
Far: something which is not close to us. It may mean we need to travel to this place.  
Car – a four wheeled road vehicle that can carry a small number of people  
Bus – a large motor vehicle which can carry lots of people but usually sticks to a local route.  
Coach – a single decker bus used for longer journeys. It can carry lots of people.  
Train – a series of connected railway carriages which travels on a track. It can be used for longer journeys.  
Plane – a flying vehicle with wings which carries hundreds of people. It is usually used to take people to different countries.

<p style="text-align: center;"><b><u>Composite – The Big Idea</u></b></p> <p>Summer is the season where lots of people have holidays! Our summer holidays often take us to new places which can be similar to where we live or very different! When we travel on holiday we can travel in lots of different ways.</p>	<p style="text-align: center;"><b><u>Components</u></b></p> <ol style="list-style-type: none"> <li>10. Retrieval of prior learning: Talk about holidays in general. Does anyone have any holidays planned? Has anyone been on holiday this year? Talk to the children about different ways of travelling.</li> <li>11. Vocabulary – introduce new vocabulary.</li> <li>12. Read a story – Read the story “At the beach - postcards” and “the light house keeper’s lunch” Talk about where the people are. Discuss holidays the children have been on and the things they saw e.g. light house in the sea.</li> <li>13. Introduce the concept of the past. Discuss places the children have already been. This could be things like the theatre for the Christmas Panto or school trips such as a visit to the farm. Recall what the children have done last week/ last weekend. Talk about previous holidays that they have been on, distinguishing between places that are the same and different to our country. Revisit hot and cold places and how some holidays can be hot and some can be cold.</li> <li>14. Read a story – Read the story “the train ride” and “we all go travelling by.” Talk different types of transport and their experiences of travelling on different types of transport.</li> <li>15. Introduce the concept of transport and how we use different types of transport for different things. E.g. cars/ buses are local travel and coaches/ trains/ planes are for longer distances.</li> <li>16. Compare – talk about the similarities and differences between places they have visited and where we live.</li> <li>17. Fieldwork – Conduct a vehicle survey stood on Red Lane at the top of the school grounds. Count how many cars/ buses/ coaches/ planes they see. Discuss why we won’t see trains.</li> <li>18. Outcome – discussion about where they have visited on holiday and how they travelled to the place.</li> </ol>
<p><b><u>Developing a sense of place</u></b></p> <p>Throughout the year pupils will study discrete geographical content through the units of Changes all around me; amazing animals and journeys though time.</p> <p>In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the wider world around them. Discussions will take place in the moment and will vary depending on the children’s interests and their prior knowledge.</p> <p>Teachers will develop geographical awareness within conversations as opportunities arise for example countries will be identified during the discussions about their holiday. Children will have an awareness of the world and countries may be pointed out on a world map however children will not be expected to name or locate them.</p> <p>Continuous provision plays a huge part in learning in Reception. The environment will be set up to allow children to learn through play. Carefully planned role play areas will provide experiences to expose children to Geography for example by setting up a jungle the children can be exposed to features in a jungle such as leaves and trees whilst not being directly taught the content.</p>	<p><b>Books:</b></p> <p>At the beach – postcards  The Light House Keepers lunch.  We all go travelling by  The train ride</p> <p><b>Links to further study:</b></p> <p>Year 1 – Summer 2 – Seaside North West of England.  Year 2 – Continents and Oceans</p>

**Direct Links to the EYFS Early Learning Goals**

ELG: People, Culture and Communities

Children at the expected level of development will:

- 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.

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- 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.

ELG: Past and Present

Children at the expected level of development will:

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

**Other wider curriculum links to the EYFS Early Learning Goals**

This also links to other areas of learning within the Early Learning Goals including:

ELG: Listening, attention and understanding.

ELG: Speaking

ELG: Comprehension

ELG: Past and present

# SCHEME OF WORK: HISTORY

Term:	Reception – Summer 2	Key Text(s):	At the beach – postcards The Light House Keepers lunch. We all go travelling by The train ride
Key Concepts:  Chronological Understanding	<p><b>Journeys through time – the past</b></p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> <li>3. Recall places they have visited in the past.</li> <li>4. Know that the time before now is called the past.</li> </ol> <p>This unit exposes children to the concept of the past through the stories they have read. It allows children to talk about where they have been throughout the past year and draw upon their knowledge of the past. Ultimately, children will talk about places they have visited e.g. the panto at the theatre and holidays they have been on. It is also a precursor to the Year 1 topic Old and New toys where children will talk about how toys have changed throughout history.</p> <p><b>End of Unit Outcome:</b> Children can talk about the past and places they have visited.</p>		
<b>Prior Knowledge Requirements</b>			
<p><b><u>Prior Knowledge Requirements</u></b></p> <p>Use the language of before, this morning and after. (Rec Aut 1)</p> <p>Describe how they have changed over time from a baby to a child. (Rec Sum 1)</p>	<p><b><u>Key Vocabulary for the unit</u></b></p> <p>Past – time which has gone by.</p> <p>Before – time before the current event</p> <p>Then – at the specific time</p> <p>This morning – the time from sunrise until lunch.</p> <p>Yesterday - the day before today.</p> <p>First – the earliest event to happen</p> <p>After – in the time following</p> <p>Next – the event coming immediately after</p> <p>Later – an event coming later in the day</p> <p>Tomorrow – the day after today.</p>		
<b>Composite – The Big Idea</b>			
<p><b><u>Composite – The Big Idea</u></b></p> <p>Summer is the season where lots of people have holidays! Our summer holidays often take us to new places which can be similar to where we live or very</p>	<p><b><u>Components – Sequence of Learning</u></b></p> <ol style="list-style-type: none"> <li>1. Retrieval of previous learning – talk about the language of time. Talk about how things change. Draw upon their knowledge of the seasons and how they change e.g. Autumn – Spring.</li> <li>2. Vocabulary – introduce new vocabulary.</li> </ol>		

different! When we travel on holiday we can travel in lots of different ways.

3. Read a story - Read the story "At the beach postcards." Talk about the places people have been to in the story. Recall the key events and sequence the story.
4. Read a story – Read the story "The light house keepers lunch." Talk about light houses and how they were used to give boats light in the sea. Discuss how things have changed over time. These are not seen as often.
5. Discuss places the children have visited or holidays they have been on.
6. End of Unit Outcome – Talk about places they have visited over the last year.

### **Developing a sense of chronological understanding**

Throughout the year pupils will study content which will develop their chronological understanding through the units of Changes all around me; grow with me and journeys though time.

In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the past and how things are similar and different now. This allows children to understand the past through settings, characters and events encountered in books read in class. Discussions will take place in the moment and will vary depending on the children's interests and their prior knowledge.

Teachers will develop chronological understanding within conversations as opportunities arise for example we recognise that the concept of time is hard for children to understand. For this reason children will be exposed to visual timetables, staff will talk about and sequence the day and use familiar language such as "now it's this... then it's..." Children will also develop their understanding of vocabulary such as "last week, last month, yesterday, tomorrow, next week."

Continuous provision plays a huge part in learning in Reception. The environment will be set up to allow children to learn through play. Carefully planned role play areas will provide experiences to expose children to history. For example, having an airport in the classroom will allow children to talk about their holidays and where they have been.

### **Books:**

At the beach – postcards  
The Light House Keepers lunch.  
We all go travelling by  
The train ride

### **Links to further study:**

Year 1 – Autumn 1 – Old and New Toys.



### **Direct links to the EYFS Early Learning Goals**

ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- 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.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

### **Other wider curriculum links to the EYFS Early Learning Goals**

This also links to other areas of learning within the Early Learning Goals including:

ELG: Listening, attention and understanding.

ELG: Speaking

ELG: Comprehension

ELG: The Natural World

## ART/DT - Reception Summer 2

*End of Unit Outcome: Create a sculpture using junk modelling resources.*

### Substantive Knowledge

#### 1. Artist Study – Brendan Jamison

Show pictures of Brendan Jamison and who he is. Talk to the children about his sculptures. Show that children can make things from nothing.



Brendan Jamison was born 1979, in Belfast Northern Ireland. Brendan works primarily as a sculptor using sugar cubes as his favoured material. He uses special sculpting tools to shape the sugar cubes and an adhesive material to bind them together. He has created a sugar cube model of 10 Downing Street, a whole sugar city called 'Sugar Metropolis' and Tate Modern.

#### 2. EXPLORE ARTWORK

Look at a range of products – his art work and drawings. Talk about what they can see. Explain how the sculptures have been built from sugar cubes. Can they think of things they could build with?

#### 3. EXPLORE TECHNIQUES

Know how to make playdough using flour, salt and water. Use everyday objects such as boxes and tubes to create their own sculptures.

#### 4. DESIGN

Talk about what the children like in the artwork. Talk about what they want to make themselves.

#### 5. CREATE

Create their final piece of artwork using the resources collected from home.

#### 6. EVALUATE FINAL DESIGN.

Talk about their piece of art and talk about the things they like and the things they think could be better.

### Resources

Boxes tubes cellotape glue

### Vocabulary

Boxes tube playdough flour water