




<b>EYFS 2 Reception</b> Personal, Social and Emotional Development	<b>Do you want to be friends?</b> PSED Jigsaw- Being me in my world.	<b>Do Pinecones Know It's Raining?</b> PSED Jigsaw- Celebrating difference	<b>Will you read me a story?</b> PSED Jigsaw- Dreams and Goals	<b>How can your garden grow?</b> PSED Jigsaw- Healthy Me.	<b>Why Do Pirates Wear an eyepatch?</b> PSED Jigsaw-Relationships.	<b>Are you mad about mini beasts?</b> PSED Jigsaw – Changing me
<b>Communication, Language &amp; Literacy</b>	<b>Text focus;</b>  Where the wild things are. Bring the rain to Kapiti plain	<b>Text Focus;</b>  I am Henry Finch  Halibut Jackson	<b>Text Focus;</b>  The Magic Paintbrush  Little Red	<b>Text Focus;</b> The Tiny Seed I Will Not Ever Never Eat a Tomato – subscription only	<b>Text Focus;</b> The Night Pirates Hairy Maclary	<b>Text Focus;</b> So Much Oi Frog!
	<b>People who help us.</b> Developing relationships and talking about our family. Use talk to talk about personal experiences PSHE Know why they are similar or different to other people	Talk linked to seasonal change.- weather the natural environment	Talk linked to the skills involved in becoming a storyteller	Talk around children's experience of growing and planting Where does our food come from?	Talk related to positive and negative relationships	Talking scientifically, investigating and discovery
	RWI Phonics Set 1 Sounds	RWI Phonics Set 2 Sounds Guided reading- Ditties	<b>RWI Phonics</b> Guided reading	RWI Phonics Guided Reading	RWI Phonics Guided Reading	RWI Phonics Guided Reading
<b>Mathematics</b>	<b>Pattern</b>  Create and extend patterns, Recognising and repeating sound patterns, Understanding the concept of a 'pair', Looking at images with lines of symmetry, Identify and reiterate a continually growing pattern.	<b>Comparison</b>  Counting forwards and backwards in 1s, Recognizing the numeral, Subitizing, Compare and contrast two different quantities, Compare and contrast two equal quantities.	<b>Number Operations</b> <b>Composition</b>  Explore ordinal aspect of number. Continue to develop understanding that numbers are made up of other numbers, exploring the concept of splitting/partitioning. Continue to develop ability to subitise. Consider how we represent numbers. Develop visualisation, Explore and investigate number.	<b>Measurement</b>  Recognise the following as measurements to be selected according to context: length/height, capacity, mass/weight, time, money	<b>Shape and Space</b>  To recognise common 2D and 3D shapes. To describe shapes. To compose and decompose shapes and combine to make different shapes. To identify shapes	<b>Cardinality and Counting</b>  Counting: saying number words in sequence, Counting: knowing the last number counted gives the total so far, Subitising: recognising small quantities without needing to count them all, Numeral meanings, Conservation: knowing that the number does not change if things are rearranged (as long as none have been added or taken away)

<b>Understanding the World Past and Present</b>	Meeting people who will help us Talking about people who have helped us grow-remembering when we were babies	Talking about events in their own lives and recalling special times with their families. Birthdays, Christmas etc	Talk about The Royals and the Monarchy in England	Talk about how people used to grow their own food and compare fast food to natural produce.	Talk about growing up and becoming a positive member of the community.	Talk about our next steps- transitioning into big school.
<b>People, culture and communities</b>	Geography- Kenya; people from around the world. Diwali	Re-act Bible stories and discuss other religions from RE Curriculum	Chinese New Year- Traditions	Look at maps of Great Britain and look how much land we have to grow food and how we need to take care of our land.	Science; investigating Talk about Global issues	Talk about the UN Rights of the Child- Do all children have the right to an education?
<b>The natural world</b>	Looking at maps- comparing our environment with Africa	Looking at seasonal changes and the environment around us. The weather- Freezing, cold, temperature	SG 3: Good Health & Well-Being 	Where does our food come from? SG 15: Life On Land 	Global Linking; Recycling plastic- Bag for life. Life under the sea. How can we protect it? SG 14: Life Below Water  Below Water	-RSPB- Wildlife challenge.
<b>Expressive Arts and Design Being Imaginative (Role Play)</b>	Home Corner	Christmas performance	Fairy Tale Castle	Role Play Farm shop, Healthy eating café.	Pirate role play	Investigation area
<b>(Music) Charanga</b>	<b>Unit 1</b> Cross-curricular/topic-based focus: Me! - explore: growing, homes, colour, toys, how I look	<b>Unit 2</b> Cross-curricular and topic-based focus: My Stories - explore: using your imagination, Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend, Once upon a time	<b>Unit 1</b> Cross-curricular and topic-based focus: Everyone! - explore: family, friends, people and music from around the world	<b>Unit 2</b> Cross-curricular and topic-based focus: Our World - explore: animals, jungle, mini beasts, night and day, sand and water, seaside, seasons, weather, sea, space	<b>Unit 1</b> Big Bear Funk - A Transition Unit: A. Listen and Appraise B. Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments C. Perform and Share	<b>Unit 2</b> Reflect, Rewind and Replay: Consolidation of learning and contextualising the history of music.
<b>(Art)</b>	Self Portraits Colour mixing Use different sizes of brushes Working with colours Paint work  Howard Hodgkin	Natural Art work inspired by Andy Goldsworthy	Drawing/painting Draw and paint human figure Identify shape and colours of humans and animals Pablo Picasso	Art with food inspired by Carl Warner		Bark and leaf rubbings

<b>Exploring and using media</b>	PVA glue art-cologie  Experience of simple cutting, shaping and joining skills using scissors, glue, paper fasteners and masking tape.	Christmas cards and gifts Experience of using of basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card. Experience of different methods of joining card and paper.	Early experiences of working with paper and card to make simple flaps and hinges.	Experience of using construction kits to build walls, towers and frameworks.	Making telescopes treasure chests and other box modelling Assembled vehicles with moving wheels using construction kits. • Explore moving vehicles through play.	Box modelling habitats • Gained some experience of designing, making and evaluating products for a specified user and purpose
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**Early Learning Goal** Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations

**Early Learning Goal** Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

**Early Learning Goal** Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

**Early Learning Goal** Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

**Early Learning Goal** Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

**Early Learning Goal** Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes

**Early Learning Goal** Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

