



Area of Learning

Autumn One

Autumn Two

Spring One

Spring Two

Summer One

Summer Two

Below are the planned experiences, knowledge, skills and understanding gained by the end of the Reception year. This is in addition to following the children's interests.

Communication and Language



The development of children's spoken language underpins all seven areas of learning and development. Children's **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively. **Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts**, will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary and language structures**.

With the help of signs and symbols, we will be practising listening to others, so that we can follow instructions and answer simple questions such as: "Find something that can...(cut)"
"What is happening in this picture?"
"Where is the...?"

To help us to learn about the importance of turn taking, we will be playing turn taking games with short waiting times, within a small group.

We will have opportunities to explore vocabulary through talk and reading and we will also be taught vocabulary that we need in different areas of our learning. eg: When learning about past and present/history, we would learn days of the week, weekend, today, yesterday, tomorrow. Small world play and role play helps us to explore our own ideas and talk about the

We will continue to practise our listening skills so that we can follow instructions and answer questions such as:
"Find something that is ...(red) and ...(spiky)"
"How are these different?"
"Which one is ... (a fruit)?"

To help us to learn about the importance of turn taking, we will be playing turn taking games within a small group and within the whole class group.

We will be encouraged and supported to bring our own interests into our small world play and role play helps us to share the vocabulary we already know and encourages us to learn more.

We will continue to practise our listening skills so that we can follow instructions and answer questions such as:
"What will happen next?"
"How do you think he feels?"

To help us to work as part of a group we will be engaging in games and activities where we need to work as a team; listening to each other and sharing our own ideas.

We will be encouraged to play a part in a narrative, for example being the Gruffalo, helps us to use and embed the rich vocabulary that we hear in story books.

We will continue to practise our listening skills so that we can follow instructions. We will be able to ask and answer questions to check our understanding and find out more information. This will help us to explore how things work and why things happen, to help us in our problem solving and to organise our thinking, such as:
"How do I make... (a sandwich)?"
"How are these the same?"
"What is a ...? (definitions)"

We will be working in small teams to complete a task and will be learning how to tell our peers what we did.

We will retell and create our own stories for scribing and/or writing tasks – Drawing Club.

We will continue to practise our listening skills so that we can follow instructions, answer questions, problem solve and make predictions:
"What will happen if...?"
"What should we do now?"
"What will happen next?"
"When will I know that..?"
"How did that happen?"

We will be working together to tackle a problem, share our ideas, predict what might happen and work to overcome difficulties.

We will be practising using talk to reason and persuade; Could I have some water because the sand is too dry to model?

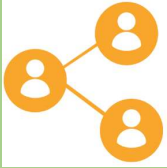
We will be encouraged to play as part of a group, playing cooperatively and sharing ideas to keep play moving.

We will continue to practise our listening skills so that we can follow instructions and answer questions, problem solve, predict, share ideas to reach solutions and explain these to others:
"Why can't we ...eat ice-cream with a knife and fork?"

Explanations: "How can we tell he is sad?"
We will be working with our peers in teams and pairs, drawing from our learning to complete a task or problem. We will be able to explain to our peers what we have done and why.

We will be supported to create and tell an imaginary story of our own in play and/or in writing.

We will be learning that words can be sorted into groups as we learn about animals and how they can be categorised.


	objects we use to represent them.					
Ongoing throughout the year Engage in back and forth talk with peers and adults. Learn new vocabulary and use new vocabulary in different contexts; throughout the day in discussions and conversations. Learn new rhymes, poems and songs. Helicopter Stories weekly, to support and enhance oral story-telling and to express ideas and listen and respond.						
Personal, Social and Emotional Development 	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .					
	We will write our Class Charter together so that we learn about rules and boundaries, to keep ourselves and others safe. We will learn about routines and expectations and understand why rules are important. We will begin to learn how to become independent in our personal hygiene and self-help skills for example coat on peg, bookbag in box, story vote. We will explore and name our feelings and emotions, through stories such as 'Colour Monster' by Anna Llenas and 'How Do YOU Feel' by Anthony Browne. We will talk about kindness and will choose our Kindness Ambassadors to represent our class throughout school. We will begin to think about what being healthy means. We will introduce 'Run a Mile' (see Physical).	We will revisit and review our Class Charter together to make sure we remember our class rules and to see if we need to add any more. We will take part in Anti-bullying week and will learn about discrimination and inclusion through stories such as 'This is Our House' by Michael Rosen. We will learn and make links to our right to non-discrimination (UNCRC 2 and 23). We will learn about caring for others and will become more confident to share our experiences with others by taking turns to take Everywhere Bear home for a sleepover. We will learn about and practise working collaboratively. We will help our Kindness Ambassadors to look for children being kind and will talk about the reasons why.	We will revisit our Class Charter to talk about class expectations and making positive choices. We will learn about healthy eating through stories such as 'Oliver's Fruit Salad' and 'Oliver's Vegetables' by Alison Bartlett and Vivian French. We will invite our grown ups to join us for a Healthy Eating themed Stay and Play session where we will explore different healthy foods. Within our learning, we will make links to our rights to health and health services (UNCRC 24). We will make healthy choices and manage our own needs in relation to eating and drinking; asking for help when we need it. We will invite our grown ups to watch our Class Presentation, where we will showcase our learning and	We will revisit our Class Charter to talk about class expectations and will think about following instructions and requests. We will learn about the importance of sleep to keep us healthy and well through the book 'Can't You Sleep Little Bear?' by Martin Waddell. We will invite our grown ups to join us for a bedtime themed Stay and Play session, where we will learn about the importance of a good bedtime routine. We will learn about people who help us through stories such as 'Cops and Robbers' by Janet and Allan Ahlberg and linked non-fiction texts. We will learn about and identify people from our school community and families who can help us and who we can turn to if we are worried.	We will revisit our Class Charter to talk about class expectations and will focus on keeping ourselves safe when using and transporting tools and equipment. We will learn about toothbrushing and visiting the dentist through the British Dental Association recommended stories such as 'Topsy and Tim Meet the Dentist' by Jean and Gareth Adamson and 'Snappy Croc' by Jane Clarke and Georgie Birkett. Within our learning, we will make links to our rights to health and health services (UNCRC 24) We will have a visit from the Dental Nurse. We will invite our grown ups to join us as we learn about oral health and dental hygiene. This will support them to provide us with guidance and direction as we grow up. (UNCRC A5) We will share stories such as 'Together We Can' by Carly	We will revisit our Class Charter to talk about class expectations and will focus on individual responsibilities. We will learn about keeping ourselves safe and healthy when we use our screens at school and home; particularly in making sure that we do not spend too much time on our screen games. We help our grown ups to learn about this by sharing information and guidance from National Online Safety and on our website so that they can help to keep us safe. We will take part in Sports Day events, working on our strengths and taking steps to challenge ourselves in order to improve our skills and abilities and to achieve our personal bests. (UNCRC A29 Aims of Education Develop every child's personality, talents and abilities).

		<p>We will learn about being a 'Safe Pedestrian' to prepare us for our walking trips – beginning with our Library visit this half term.</p> <p>We will practise getting dressed and undressed for PE. This will help us to become independent.</p>	<p>achievements and share our feelings of pride.</p>	<p>We will begin to learn about keeping our bodies safe and our right to protection of privacy (A 16 article 12 views of the child) using the NSPCC resource 'Pants are Private'.</p> <p>We will begin the process of transition to Year One by having the Year One teacher come to visit us in class to read a story.</p>	<p>Hart, to explore friendship, diversity and collaboration and teamwork.</p> <p>We will explore and talk about our own abilities. We will try new activities showing resilience and perseverance, developing the understanding that more effort or a different approach may help. We will make our own books about the things that 'I am good at'.</p> <p>We will continue the process of transition to Year One by taking part in joint play times with the Year One children and staff. The Year One children will come into class to talk to us about what it's like being in Year One.</p>	<p>We will be able to dress and undress independently for PE and will manage our own self-care. This will prepare us as independent learners.</p> <p>We will continue the process of transition to Year One by spending a morning in the Year One classroom with the staff.</p>
--	--	--	--	--	---	---

Throughout the year we will show pride in our efforts and achievement through the use of the 'Proud Cloud' and by showcasing our talents in our regular 'Reception Class has Talent' sessions and by using the whole school counter reward system.

Links to UNCRC

Protective shield.- things that keep us safe and well

<p>Physical Development</p> 	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>		
	<p>Through our daily linked provision activities, we will practise writing our names (first name initially then full name when ready) and our scissor skills, through simple cutting practise. We will use scissors effectively to cut along a line.</p> <p>We will learn to choose the appropriate pair of scissors (eg: regular, spring loaded, long loop or easi-grip) for our hand preference and skill level.</p> <p>We will also practise using our 'kissing fingers' (pincer grip) with resources such as pegs and boards.</p>	<p>Through our daily linked provision activities, we will practise writing our names and some words / captions.</p> <p>We will be able to form some letters correctly.</p> <p>We will develop our scissor skills. We will use our helping hand (non-dominant hand) to hold and help to guide the paper when using scissors. We will use scissors effectively to cut along a curved line and then move on to cutting out a circle shape.</p>	<p>Through our daily linked provision activities, we will practise writing our names and some captions / sentences as appropriate.</p> <p>We will form letters correctly and position them appropriately on a line.</p> <p>We will use scissors effectively to cut out a square shape then move on to complex shapes, such as figures.</p>

	<p>Throughout the year, we will have access to a variety of mark making resources of different lengths and thicknesses to support the progression from palmar to a tripod grasp.</p> <p>We will practise using an anti-clockwise movement and begin to learn letter formation through the Little Wandle phonics programme.</p> <p>We will begin our daily Run a Mile sessions, focusing on the importance of exercise to keep us healthy.</p> <p>We will learn to listen to and follow instructions through playing games such as traffic lights and parachute games, and will develop the ability to work collaboratively.</p> <p>By playing tag games, we will move safely and develop our dodging and evasion skills.</p> <p>We will develop our strength, co-ordination and balance skills as we complete obstacle courses.</p> <p>We will learn and perform a dance routine for the Christmas Show.</p>	<p>We will also further develop our fine motor strength and control with resources such as nuts and bolts.</p> <p>We will continue our daily Run a Mile sessions, and will focus on the effect of exercise on our bodies.</p> <p>We will further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>We will further develop our evasion skills using quick footwork and change of direction.</p> <p>We will develop our throwing skills by learning underarm and overarm throwing positions and techniques (opposite arm).</p> <p>We will begin to play team sports eg: dodgeball, working collaboratively.</p> <p>We will begin to play games, previously taught and led by an adult, independently and follow the known rules.</p> <p>We will learn about different ways of moving and begin to think about how to create and use our own obstacle courses to challenge ourselves and our peers using our physical skills such as lifting, carrying, constructing, stacking and climbing.</p>	<p>We will confidently and effectively use one handed tools such as hole punches.</p> <p>We will continue our daily Run a Mile sessions and will focus on building stamina by running further and for longer.</p> <p>We will be confident to throw, catch and kick a ball with accuracy.</p> <p>We will be able to name some things that we are good at and say why.</p> <p>We will aim for our personal bests on Sports Day and celebrate our achievements, both individually and in house (colour) groups.</p> <p>We will create and set the rules for games to be played indoors and outdoors, sharing these with our peers.</p> <p>We will create and complete our own obstacle courses of increasing complexity to challenge ourselves and our friends.</p> <p>We will become confident to complete the courses.</p>
--	--	---	---

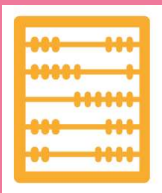
Literacy


Phonics



It is crucial for children to develop a **life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding**) and the **speedy recognition of familiar printed words**. Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Phase One / Two Little Wandle.	Phase Two Little Wandle.	Phase 3 Little Wandle.	Phase 3 Little Wandle.	Phase 4 Little Wandle.	Phase 4 Little Wandle.
<p>Graphemes: s a t p i n m d g o c k c k e u r h b f l</p> <p>Tricky words: is I the</p> <p>Reading for pleasure – we will begin weekly visits to the school library, where</p>	<p>Graphemes: ff ll ss j v w x y z zz qu ch sh th ng nk</p> <p>Tricky words: as and has his her go no to into she he of we me be</p> <p>Reading for pleasure – we will <i>visit the library</i> in the town centre. Library</p>	<p>Graphemes: ai ee igh oa oo oo ar or ur ow oi ear air er</p> <p>Tricky words: was you they my by all are sure pure</p> <p>We will be learning to write from left to right and top to bottom.</p>	<p>Graphemes: Review Phase 3</p> <p>Tricky words: Review the words taught so far</p> <p>We will hold our pencils effectively to form recognisable letters.</p>	<p>Learning in Phonics: Short vowels with adjacent consonants, CVCC CCVC CCVCC CCCVC CCCVCC.</p> <p>Longer words and compound words</p> <p>Tricky words: said so have like some come love do were here</p>	<p>Learning in Phonics: Phase 3 long vowel graphemes with adjacent consonants CVCC CCVC CCCVC CCV CCVCC.</p> <p>Words ending in suffixes: – ing, –ed /t/, –ed /id/ /ed/, –ed /d/ – er, –est.</p> <p>Longer words and compound words.</p>

	<p>children can choose a book to share at home.</p> <p>We will know that print carries meaning and is read from left to right and top to bottom.</p> <p>Drawing Club – write single letters and some simple words.</p>	<p>cards will be set up for each child to borrow books.</p> <p>We will recognise that after every word there is a space.</p> <p>Drawing Club – write words containing taught sounds.</p>	<p>Emergent writing – Helicopter Stories</p> <p>Drawing Club – write captions containing taught sounds.</p>	<p>Emergent writing – Helicopter Stories</p> <p>Drawing Club – write simple phrases containing taught sounds.</p>	<p>little says there when what one out today.</p> <p>We will form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. We will include spaces between words.</p> <p>Emergent writing – Helicopter Stories</p> <p>Drawing Club – write sentences containing taught sounds.</p>	<p>Tricky words: Review all taught so far.</p> <p>We will use a pencil confidently to write letters that can be clearly recognised.</p> <p>Emergent writing – Helicopter Stories</p> <p>Drawing Club – write sentences containing taught sounds.</p>
	<p>Throughout the academic year, children will learn to:</p> <ul style="list-style-type: none">• Read individual letters by saying the sounds for them.• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.• Read some letter groups that each represent one sound and say sounds for them.• Read common exception words matched to the school's phonics programme (Little Wandle).• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.• Form lower-case and capital letters correctly.• Spell words by identifying the sounds and then writing the sound with letter/s.• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.• Re-read what they have written to check that it makes sense. <p>Children will have access to daily phonics sessions and Drawing Club sessions which will give children opportunities to develop the above skills.</p>					
<p>Mathematics</p> 	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
	<ul style="list-style-type: none">• identify when a set can be subitised and when counting is needed• subitise different arrangements, both unstructured and structured, including using the Hungarian number frame	<ul style="list-style-type: none">• continue to develop our subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals• begin to identify missing parts for numbers within 5	<ul style="list-style-type: none">• continue to develop our counting skills, counting larger sets as well as counting actions and sounds• explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame			

	<ul style="list-style-type: none">• make different arrangements of numbers within 5 and talk about what we can see, to develop our conceptual subitising skills• spot smaller numbers ‘hiding’ inside larger numbers• connect quantities and numbers to finger patterns and explore different ways of representing numbers on our fingers• hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number• develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds• compare sets of objects by matching• begin to develop the language of ‘whole’ when talking about objects which have parts	<ul style="list-style-type: none">• explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame• focus on equal and unequal groups when comparing numbers• understand that two equal groups can be called a ‘double’ and connect this to finger patterns• sort odd and even numbers according to their ‘shape’• continue to develop our understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern• order numbers and play track games• join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers	<ul style="list-style-type: none">• compare quantities and numbers, including sets of objects which have different attributes• continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2• begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10• continue to identify when sets can be subitised and when counting is necessary• develop conceptual subitising skills including when using a rekenrek			
	<p>Throughout the year, we will:</p> <ul style="list-style-type: none">- Select, rotate and manipulate shapes in order to develop spatial reasoning skills- Compose and decompose shapes, so that we can recognise a shape can have other numbers within it, just as numbers can- Continue, copy and create repeating patterns- Compare length, weight and capacity.					
<p>Understanding the World</p> 	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>					
	<p>Through the use of our daily visual timetable we will develop an understanding of past, present and future. We will learn signs and actions to help us to learn and remember the concepts. We will enhance this by learning the days of the week through our morning routine; days of the week song and by</p>	<p>Through stories such as ‘All Families are Special’, we will learn about different family dynamics and how every family is special and unique.</p> <p>We will talk about members of our families and our relationship to them, naming and describing them.</p>	<p>We will continue to learn about the changes to the weather and the environment during Winter. We will explore and experience the changes during our weekly Welly Walks within the school grounds and our wider community.</p> <p>We will monitor and observe the seeds and bulbs we</p>	<p>We will learn about the changes to the weather and the environment in Spring. We will explore and experience the changes during our weekly Forest School sessions.</p> <p>In our weekly Welly Walks, we will look for signs of new life eg: frogspawn by visiting the</p>	<p>We will understand the effect of the changing seasons on the natural world around us.</p> <p>We will continue to observe and record changes to seeds and bulbs planted previously.</p> <p>We will plant herbs and vegetables in our growing area and monitor their progress.</p>	<p>We will learn about the changes to the weather and the environment in Summer.</p> <p>We will continue to care for the plants / herbs / vegetables planted previously, identifying features of growth and change over time.</p>

	<p>sharing news of past and future events.</p> <p>We will learn about the weather and the changes to the environment during the season of Autumn. We will explore and experience the changes during our weekly Forest School sessions and welly walks within the school grounds and our wider community.</p> <p>We will find out about celebrations that take place in the Autumn, such as Halloween and Bonfire Night.</p> <p>We will use the story 'Pete the Cat; Rocking in My School Shoes' to explore and talk about our new school environment. We will visit and explore our school building and grounds and will work as a whole class to 'map' what we saw.</p> <p>We will learn that we live in Macclesfield, which is in the UK.</p> <p>We will be able to say our door number and street name (where we live).</p>	<p>We will continue to learn about the changes to the weather and the environment during Autumn and we will explore and find out about Winter as the seasons change. We will use the story 'The Tiny Seed' by Eric Carle as a starting point for finding out about plant life cycles. We will plant seeds and bulbs in our outdoor environment and find out what they need to grow. We will predict what will happen to the seeds / bulbs next.</p> <p>We will learn about different materials and will become investigators during our Welly Walks, to find objects and features within our local environment that are made from wood, metal and plastic.</p> <p>We will draw a map/plan of our classroom/outdoor area as we are introduced to the concept of a map.</p> <p>We will find out about why and how we celebrate Remembrance Day and Christmas Day.</p> <p>We will use stories to explore and learn about the Nativity and will plan and rehearse a performance, which we will perform for our grown ups.</p> <p>We will visit St. Barnabas Church to learn about places that are special for members of our community.</p>	<p>planted last term to check for any changes.</p> <p>We will learn the months of the year through our morning routine and the months of the year song.</p> <p>We will use the language of time when talking about past / present / future events in our own lives and in the lives of others, including people we have learned about through books.</p> <p>We will draw information from a simple map and identify landmarks in our local area.</p> <p>We will learn about healthy / unhealthy foods and find out which foods should be eaten freely and in moderation.</p> <p>We will plan a route to the local shop, <i>visit the shop to buy ingredients</i>, then make and eat fruit salad. We will evaluate the fruit salad, saying what we liked / didn't like about it and what we would do differently next time. We will look at where the fruit comes from and locate the countries on a map.</p> <p>We will be <i>visited by the dentist</i> and learn how to look after our teeth.</p>	<p>local pond within our community.</p> <p>We will observe and record changes to seeds and bulbs planted in the autumn.</p> <p>We will sow summer flowering seeds and monitor their progress.</p> <p>We will revisit our learning on months of the year to create a timeline of events from September to now and look at events that will take place in the future eg: children's birthdays, class trips etc.</p> <p>We will explore different occupations, with a focus on the fire service and nursing. We will find out how an occupation has changed over time (eg: emergency vehicles, radio communication, medical equipment in Florence Nightingale's time) through a historical figure.</p> <p>We will talk about key roles people have in society both in the present and the past. We will name and describe people who are familiar to us within our community eg: police, fire service, doctors, dentist.</p> <p><i>Visit Macclesfield Fire Station.</i> <i>Visit from nurse / health visitor.</i> <i>Visit to Macclesfield Silk Museum.</i></p>	<p>We will continue to add to our class' timeline of events, looking back at what is in the past and looking forward to future events.</p> <p>In our weekly Welly Walks and Forest School sessions, we will focus on looking for signs of animals and their habitats eg: nests, burrows, ant hills etc. We will also revisit the local pond to check on the frogspawn's progress.</p> <p>We will extend our knowledge of animals from different countries ie: zoo animals and begin to create simple groupings eg: birds, fish, animals with fur.</p> <p><i>Visit Peak Wildlife Park / Chester Zoo.</i></p> <p>We will look at UK and world maps to locate where we have been on holiday.</p> <p>Through stories such as 'Handa's Surprise', we will recognise that some environments are different to the one we live in. We will compare different places to where we live and find out what's the same and what's different about them.</p>	<p>We will find out about the life cycle of a plant / animal / insect.</p> <p>During our weekly Welly Walks and Forest School sessions, we will look for different minibeasts and find out about where they live and what they like to eat etc. We will use the information we discover to create a bug hotel.</p> <p>We will understand the need to respect and care for the natural environment and all living things.</p> <p><i>Visit Lower Moss Wood Nature Reserve.</i></p> <p>We will recognise that people have different beliefs and celebrate special times in different ways. We will find out about Eid al-Adha and how it is celebrated.</p>
--	---	---	---	--	--	--

Expressive Arts and Design 	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p>We will explore colour using paint and will mix primary colours to make secondary colours.</p> <p>We will explore collage and create our own Colour Monster collages.</p> <p>We will use simple line drawing to create self-portraits. These will be used to create a class family display.</p> <p>We will recap our joining techniques with a focus on split pins and treasury tags, as we learn to make simple books and models.</p> <p>We will confidently use our voices in different ways including singing, speaking and chanting to a steady beat.</p> <p>We will explore how to make high and low sounds, fast and slow sounds, loud and quiet sounds.</p>	<p>We will explore different printing techniques to create printed pumpkins, poppies and Christmas trees.</p> <p>We will revisit portraits and will use the skills we have gained to draw pictures of our family members.</p> <p>We will use natural resources to create transient artworks in the style of Andy Goldsworthy and Walter Mason.</p> <p>We will listen to familiar pieces of music and talk about when they might be used eg: carols at Christmas time, lullabies before bed etc.</p> <p>We will learn and perform a dance routine for the Christmas Show.</p>	<p>We will use pastels to create still life art work, from observation of the world around us; such as fruits and vegetables.</p> <p>We will learn about joining materials using slots and tabs in our model making.</p> <p>We will use simple percussion instruments such as claves, to create repeated patterns of sounds with increasing accuracy.</p> <p>We will begin to move our bodies to music, with increasing control and rhythm.</p> <p>We will work collaboratively to create our own music and dance routines.</p>	<p>We will create observational paintings of the daffodils we have grown.</p> <p>We will explore different ways of manipulating materials, including twisting, tearing, layering and weaving on the large outdoor weaving frame.</p> <p>We will use percussion instruments to accompany chants and songs, playing along to the beat.</p> <p>We will think about delivering our performances to our peers making links to the stage and theatre and will develop our own outdoor stage based on our learning.</p>	<p>We will create observational drawings of animals using images from books and the animals we meet on our visit to Peak Wildlife Park / Chester Zoo.</p> <p>We will learn about joining materials using flanges and L-braces and when it would be appropriate to use them.</p> <p>We will begin to create our own patterns using percussion instruments or our own choosing.</p> <p>We will work together to create a performance for the year one class as part of our transition.</p>	<p>We will explore the idea that some artists are known as illustrators as they create pictures for story books.</p> <p>We will create brightly coloured paintings inspired by Eric Carle.</p> <p>We will observe and draw insects found on our bug focused Welly Walks.</p> <p>We will listen to different pieces of music and will confidently express whether we like or dislike them and will explain why.</p> <p>We will select and play instruments to represent and respond to stimuli eg: weather, stories.</p> <p>End of year show – we will perform a song / dance to an audience.</p>
Poetry Basket Performance Poems;	<p>1,2,3 It’s Good to be Me (Sing Up)</p> <p>I Can Sing A Rainbow</p>	<p>Leaves Are Falling</p> <p>Wise Old Owl</p> <p>Carrot Nose</p> <p>Falling Apples</p> <p>Away in a Manger</p>	<p>Pancakes</p> <p>A Little Seed</p> <p>Mrs Bluebird</p> <p>Thank You Mum For All You Do</p>	<p>Fire Engine, Fire Engine</p> <p>A Tiny Seed Was Sleeping</p>	<p>Thunderstorm</p> <p>All Join In</p> <p>Down in the Jungle</p> <p>The Animal Fair</p>	<p>There’s a Tiny Caterpillar on a Leaf</p> <p>I Have a Little Frog</p> <p>Song and dance routine for summer show TBC</p>

Rhymes and Songs			Each Peach Pear Plum I Went to the Shop and I Bought ...			
Helicopter Stories	We will begin with grown-ups scribing our stories and writing them down word for word. We will decide which part we would like to play and then we will act out our stories on a simple stage. As we gain confidence in our writing abilities, we will begin to write down our own stories to be performed (see Literacy).					