

Reception Medium term plans -2021-New EYFS.

Communication and language (Reception Development Matters Statements)

(Links to Christian ethos and values: Hopefulness, Responsibility, Thankfulness, Justice, Peace, Trust, Forgiveness, Friendship, Truth, and Perseverance)

Understand how to listen carefully and why listening is important

Learn new vocabulary. Class vocabulary post box

Use new vocabulary through the day.

Ask questions to find out more and to check they understand what has been said to them.

Articulate their ideas and thoughts in well-formed sentences.

Connect one idea or action to another using a range of connectives

Describe events in some detail.

Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

Develop social phrases.

Engage in story times. Several daily story times & Daily Worship: Hopefulness, Responsibility, Thankfulness, Justice, Peace, Trust, Forgiveness, Friendship, Truth, and Perseverance

Listen to and talk about stories to build familiarity and understanding.

Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.

Use new vocabulary in different contexts.

Listen carefully to rhymes and songs, paying attention to how they sound.

Learn rhymes, poems and songs.

Engage in non-fiction books.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Continual provision

Daily stories

Daily discussions with emphasis on new vocabulary, often topic or story linked

Child led discussion and negotiation is encouraged in all areas.

'I CAN' talk intervention programme for those in need

Targeted ,topic based discussion , vocabulary

Autumn 1

Me, my class,
my school.
Autumn

Myself,
My body-Life Education Bus,
My Friends,
My Class,
My School ,

Harvest,
Hibernation
Nocturnal animals,
Seasonal changes

Autumn 2

Celebrations
and Festivals
Christmas

All Saints' Day,
Bonfire Night,
Birthdays,
Festivals of light;
Diwali ,
St Lucia,
Christmas Story,
Nativity play,
Christmas traditions **Peace, Justice, Thankfulness,**

Spring 1

Winter
Cockermouth
People who
help us

Weather,
Clothes,
Seasonal changes,
Materials (properties of, ID and named in Nursery)
What to do in an emergency,
Fire Fighters,
Police,
Paramedics,(Dentist , Dr, Nurse taught in Nursery)

	<p>Mountain Rescue, Post lady, Vicar, Farmers Responsibility, Thankfulness, Trust,</p>
<p>Spring 2 Spring Easter</p>	<p>New plant and animal life, Seasonal changes Easter story and traditions Hopefulness, Responsibility, Thankfulness</p>
<p>Summer 1 Life cycles /minibeasts</p>	<p>Ladybirds, Frogs, Dragonflies, Bees, Spiders, Butterflies, Garden creatures, Importance of all creatures to our environment, Different habitats(street/playground/garden/pond/forest/rainforest environments) Responsibility, Thankfulness</p>
<p>Summer 2 Long ago and far away-UK and America</p>	<p>Near and faraway places, Different modes of transport, Old and new transport , Old and new household items, , Old and new clothes , Then and now in England/Europe & America, Christopher Columbus, Native Americans, Totem poles, Cultural differences; Traditional stories, Buffalos/recycling and importance of looking after our environment. What did the European people do to Native Americans? Justice, Peace</p>

Personal, Social and Emotional Development (Reception Development Matters Statements)

(Links to Christian ethos and values: Hopefulness, Responsibility, Thankfulness, Justice, Peace, Trust, Forgiveness, Friendship, Truth, and Perseverance)

See themselves as a valuable individual. Hopefulness, Responsibility, Thankfulness, Justice, Peace, Trust, Forgiveness, Friendship, Truth, and Perseverance

Build constructive and respectful relationships.

Express their feelings and consider the feelings of others

Show resilience and perseverance in the face of challenge.-

Identify and moderate their own feelings socially and emotionally.

Think about the perspectives of others

Manage their own needs. • Personal hygiene Responsibility for self,

Know and talk about the different factors that support their overall health and wellbeing:

- regular physical activity Perseverance at daily exercise
- healthy eating Thankfulness for harvest,
- tooth brushing
- sensible amounts of 'screen time' Responsibility for self,
- having a good sleep routine

Continual provision:

Self-help skills with personal health and wellbeing incorporated at all times.

Organising and dressing self for PE etc.

Daily and weekly 'Rainbow Challenges'

Daily worship

Circle times

Story times -using specific books to explore cultural and LGBTQ+ diversity.

Role play area linked to the topics below.

Small world play with topic links

RE and Daily Worship are both integrated and stand-alone events and activities.

Targeted ,topic based activities and events:

Daily Worship themes and RE

(See 'worship' planning file for details)

Autumn 1

Me, my class,
my school.

Watch theatre production in school.
Visit Cockermouth Library
Autumn walk out

New school year-SEAL
Beginnings
Ourselves
Thankfulness
Harvest

<p>Autumn</p>	<p>Explore concept of differences between people-appearance, preferences, culture, celebrations. Discover how to look after our bodies & minds (life education bus) Explore our different emotions and how we express and control them.</p>	<p>Working together Autumn</p> <p>RE: follow programme 'Understanding Christianity' concepts of: •Creation (creation story, Harvest Festival, Lord's Prayer)</p>
<p>Autumn 2 Celebrations and Festivals Christmas</p>	<p>All Saints Day: church service Reception Nov 5th celebration Watch professional Christmas performance Explore concept of people using light for celebrations-how it makes us feel in contrast to dark Hopefulness, Thankfulness, for gifts take part in Nativity play Justice-respect other's celebrations, Watch KS2 Nativity in Church.</p>	<p>Year 1 'All Saints & All Souls' Getting on and falling out' 'Anti bullying' Awe & Wonder' 'Advent' Star stories/peace' Christmas</p> <p>Year 2 'All saints & All souls' SEAL-'Getting on/ falling out' SEAL 'Say no to bullying' Peace' 'Advent' 'Christmas' Christmas' 'Christmas'</p> <p>RE: follow programme 'Understanding Christianity' concepts of: Incarnation (Christmas story)</p>
<p>Spring 1 Winter Cockermouth People who help us</p>	<p>• being a safe pedestrian Responsibility for self, Visit mountain rescue HQ Visit Fire Station Visits to class from various' people who help' Learn what to do in an emergency-999, own address,</p>	<p>Year 1 'New year resolutions & manners' SEAL-'Going for Goals' 'Rules' 'messages' 'Feelings' 'Health and fitness' 'Old testament stories'</p> <p>year 2 1 -new year resolutions</p>

		<p>2- Going for goals' 3-'Friendship' 4-Myths 5-'Sport' 6- Bravery</p>
<p>Spring 2 Spring Easter</p>	<p>Thankfulness for new life, Church –Easter Celebration Spring walk out Explore concept of Easter and association with New Life Be aware of , and accept different beliefs.</p>	<p>Year 1 1-Seal 2-Caring for animals 3-Environment 4-Power 5-Easter 6-Easter year 2 1 Fair trade/ St David 2 SEAL- Good to be me 3 St Patrick 4 St George 5 Mother's day 6 Easter</p> <p>RE: follow programme 'Understanding Christianity' concept of: Salvation (Easter story, concept of new life, significance of cross)</p>
<p>Summer 1 Life cycles /minibeasts</p>	<p>Responsibility towards nature, Trip to Rookery Woods/Whinlatter Engender love and respect for nature and the natural world. Harm <u>nothing</u>, every creature has a role whatever your emotions about it are.</p>	<p>Year 1 1-SEAL-Relationships 2-choices 3-different perspectives 4-doing your best 5-campaigners for change 6-speaking and listening 7-walk to school week Year 2- 1-SEAL-Relationships 2-Fables 3-Honesty</p>

		<p>4-Birds & animals 5-Miracles 6-Global awareness 7-Recycle</p> <p>RE: follow programme 'Understanding Christianity'</p>
<p>Summer 2 Long ago and far away-UK and America</p>	<p>. Truth, Justice, discuss what Europeans did to Native people Native American Fun day Explore and discuss individual, racial and cultural differences in appearance, traditions, ceremonies, lifestyle, and beliefs. Learn why we must look after the environment and our world Learn what we can do on an individual basis to help environmental problems.</p>	<p>Year 1 SEAL-'Changes' 'Revenge' 'Rights & responsibilities' 'wealth, valuables & riches' 'Bravery' 'Achievements' 'Journeys'</p> <p>Year 2 SEAL 'Changes' 'Creation' 'Creation ''Old Testament stories' 'New Testament stories' 'Choices' 'Achievements' 'Journeys'</p> <p>RE: follow programme 'Understanding Christianity'</p>

Physical Development (Reception Development Matters Statements)

(Links to Christian ethos and values: Hopefulness, Responsibility, Thankfulness, Justice, Peace, Trust, Forgiveness, Friendship, Truth, and Perseverance)

Revise and refine the fundamental movement skills they have already acquired:

• rolling • crawling • walking • jumping • running • hopping • skipping • climbing

Progress towards a more fluent style of moving, with developing control and grace.

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. **Perseverance**

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Combine different movements with ease and fluency.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group

Develop overall body-strength, balance, co-ordination and agility

Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. **Perseverance**

Develop the foundations of a handwriting style which is fast, accurate and efficient. **Perseverance**

Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes **Justice, Peace, Forgiveness, Friendship**

Continual provision:

Daily 15 minutes of exercise

Daily Indoor and outdoor cross curricular physical activities.(Gross and fine motor activities are targeted)

Weekly PE on Friday afternoon following iPEP PE Planning

Playdough – each child has individual supply for daily fine motor activities.-dough disco etc.

Targeted ,topic based indoor and outdoor activities:

Autumn 1

Me, my class,
my school.

I PEP unit: Gym - Stretching Shapes

Topic : Gymnastics

Topic Covered: Copy & Repeat

Sports Covered: Gymnastics

Autumn	<p><u>Learning Outcomes</u></p> <p>To climb and use the apparatus safely.</p> <p>To develop controlled balance.</p> <p>To make my body tense, relaxed, curled and stretched.</p> <p>To travel in different ways with control.</p> <p>Copy a partner's sequence of movement.</p>
<p>Autumn 2</p> <p>Celebrations and Festivals</p> <p>Christmas</p>	<p><u>I PEP unit: Dance The UK - Weather</u></p> <p>Topic :</p> <p>Topic Covered: The Weather</p> <p>Sports Covered: Dance</p> <p><u>Learning Outcomes</u></p> <p>Able to demonstrate yoga poses (shelter shapes).</p> <p>Able to demonstrate spinning actions.</p> <p>Able to demonstrate contrasting dynamics – light and heavy.</p> <p>Able to change levels in the space (low and high).</p> <p>Able to develop relationships – under and over.</p>
<p>Spring 1</p> <p>Winter</p> <p>Cockermouth</p> <p>People who help us</p>	<p><u>I PEP unit: Gym - Balance</u></p> <p>Topic : Gymnastics</p> <p>Topic Covered: Following Instruction</p> <p>Sports Covered: Gymnastics</p> <p><u>Learning Outcomes</u></p> <p>Know how to use a variety of equipment & resources.</p> <p>To balance on one foot.</p> <p>To perform static balances.</p> <p>Understand how to listen to & follow instructions.</p> <p>To hold their body still on different bases.</p>
<p>Spring 2</p> <p>Spring</p> <p>Easter</p>	<p><u>I PEP unit: Fun with Quoits & Cones (Athletics)</u></p> <p>Topic : Games</p> <p>Topic Covered: Healthy Eating</p> <p>Sports Covered: Various Athletics</p> <p><u>Learning Outcomes</u></p> <p>To develop appropriate running technique.</p>

	<p>To jump over different sized obstacles. To throw towards a set target. To competently catch a ball or beanbag. To name some healthy foods (fruit & veg</p>
<p>Summer 1 Life cycles /minibeasts</p>	<p><u>I PEP unit: Dance Animals - Mini Beasts</u> Topic : Topic Covered: Mini Beasts Sports Covered: Dance <u>Learning Outcomes</u> Able to demonstrate two-dimensional shapes. Able to demonstrate scuttling actions. Able to move with floaty and fluttery dynamics. Able to move in the space using forwards, backwards and sideway actions. Able to develop relationships – away, towards and around partner</p>
<p>Summer 2 Long ago and far away-UK and America</p>	<p>School Sports day <u>I PEP unit: Turn Taking on Holidays (Strike & Field)</u> Topic : Games Topic Covered: Turn Taking & Spatial Awareness Sports Covered: Tennis, Rounders & Cricket <u>Learning Outcomes</u> To develop hand-eye co-ordination. To be able to throw a ball in the right direction. To be able to take turns with a partner. To develop spatial awareness. To run with developing control and fluency.</p>

Literacy (Reception Development Matters Statements)

(Links to Christian ethos and values: Hopefulness, Responsibility, Thankfulness, Justice, Peace, Trust, Forgiveness, Friendship, Truth, and Perseverance)

Read individual letters by saying the sounds for them **Perseverance**

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 a few common exception words matched to the school’s phonic programme.

Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Form lower-case and capital letters correctly.

Spell words by identifying the sounds and then writing the sound with letter/s.

Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

Re-read what they have written to check that it makes sense.

Continual provision:

We follow the Floppy’s Phonics daily teaching programme.

30 minutes daily phonics lesson.

Story times during morning snack, after lunch and home time.

Oxford Reading tree books are used as the basis for snack time reading.

Pre cursive writing is learned from the start using the All Saints’ ‘join it’ font.

Daily on arrival, each child practises their own name in correct pre cursive handwriting, progressing throughout year from tracing over first name to writing whole name independently. They then also practise numerals, handwriting patterns or graphemes relevant to that week’s focus.

Cross curricular daily writing based on the topic themes outlined below

Independent writing is encouraged in all areas indoors and out.

Targeted ,topic based reading and writing activities and sentence construction (verbal leading to written)

Autumn 1

Me, my class,
my school.

Autumn

Myself,

My body-Life Education Bus,

My Friends,

My Class,

	<p>My School ,</p> <p>Harvest, Hibernation Nocturnal animals, Seasonal changes</p>
<p>Autumn 2 Celebrations and Festivals Christmas</p>	<p>All Saints' Day, Bonfire Night, Birthdays, Festivals of light; Diwali , St Lucia, Christmas Story, Nativity play, Christmas traditions Peace, Justice, Thankfulness,</p>
<p>Spring 1 Winter Cockermouth People who help us</p>	<p>Weather, Clothes, Seasonal changes' What to do in an emergency, Fire Fighters, Police, Medics, Mountain Rescue, Post lady, Vicar, Farmers Responsibility, Thankfulness, Trust,</p>
<p>Spring 2 Spring Easter</p>	<p>New plant and animal life, Seasonal changes Easter story and traditions Hopefulness, Responsibility, Thankfulness</p>

<p>Summer 1 Life cycles /minibeasts</p>	<p>Ladybirds, Frogs, Dragonflies, Bees, Spiders, Butterflies, Garden creatures, Importance of all creatures to our environment, Different habitats(street/playground/garden/pond/forest/rainforest environments) Responsibility, Thankfulness</p>
<p>Summer 2 Long ago and far away-UK and America</p>	<p>Near and faraway places, Different modes of transport, Old and new transport , Old and new household items, , Old and new clothes , Then and now in England/Europe & America, Christopher Columbus, Native Americans, Totem poles, Cultural differences; Traditional stories, Buffalos/recycling and importance of looking after our environment. What did the European people do to Native Americans? Justice, Peace</p>

Mathematics (Reception Development Matters Statements)

(Links to Christian ethos and values: Hopefulness, Responsibility, Thankfulness, Justice, Peace, Trust, Forgiveness, Friendship, Truth, and Perseverance)

Count objects, actions and sounds.

Subitise (Instant recognition of quantity) Truth

Count beyond ten.

Compare numbers.

Understand the 'one more than/one less than' relationship between consecutive numbers.

Explore the composition of numbers to 10.

Automatically recall number bonds for numbers 0–5 and some to 10 Perseverance

Select, rotate and manipulate shapes to develop spatial reasoning skills.

Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

Continue, copy and create repeating patterns.

Compare length, weight and capacity.

Continual provision :

Daily teacher led practical activities based on the 'Big Maths' programme

Independent activities based on the topics below.

Sand, water, construction toys

Targeted topic and 'Big Maths' activities:

Big Maths, see details online

Whole class carpet time to introduce /learn /revise key concepts.

Then split into groups to revise, consolidate or master concept.

Autumn 1

Me, my class, my school.

Autumn

Core Numeracy

Counting

Saying Numbers

1. I can count to 10

Actual Counting

1. I can count 3 objects

Learn Its

+: $1 + 1$, $2 + 2$

Outer Maths

Amounts

Amounts of Distance

2. I can describe an object as tall or short

Amounts of Mass

2. I can describe an amount of mass as heavy or light

Amounts of Money

2. I can play 'shop'! 1 - buying things

Amounts of Space

2. I can describe an amount of space

Amounts of Temperature

3. I can compare hot to cold

4. I understand hotter and colder

Amounts of Time

5. I can describe periods of time

Amounts of Turn

1. I can make a whole turn

Shape

Explore and Draw

4. I can show interest in shapes around me

2D Shapes

3. I can describe simple 2D shapes

3D Shapes

2. I can use 3D shapes when I play

Position and Direction

6. I can move myself in lots of specific ways

Explaining Data

Diagrams and Tables

2. I can record my sorting using mark making

Dangerous Maths

Pattern Spotting

4. I can create two colour patterns

Autumn 2

Celebrations and Festivals

Christmas

Spring 1

Winter

Cockermouth

People who help
us

Spring 2

Spring

Easter

Core Numeracy

Counting

Saying Numbers

1. I can count to 10

Reading Numbers

1. I can read 1d numbers

CORE Numbers

1. I can understand numbers to 10

Actual Counting

2. I can count 4 objects

3. I can count 5 objects

4. I can count 6 objects

5. I can count 10 objects

Counting On

1. I can Count On and Count Back 1

Learn Its

2. +: 3 + 3, 4 + 4, 5 + 5

It's Nothing New

Doubling with Pim (without crossing 10)

1. I can double 1d numbers

Calculation

Addition

1. I know when to add some more

2. I know to find the total

Subtraction

1. I know when to take some away

2. I know to take some away, then count how many are left

Division

1. I can give out objects fairly

Outer Maths

Shape

Explore and Draw

5. I can use shapes with purpose as I play

2D Shapes

4. I can see when shapes are similar

5. I can recognise a circle

6. I can recognise a square

7. I can recognise a triangle

3D Shapes

3. I can recognise a cube

4. I can recognise a pyramid

5. I can recognise a sphere

Position and Direction

7. I can describe my own position

Amounts

Amounts of Distance

3. I can compare 2 different amounts of distance

Amounts of Mass

3. I can compare 2 different amounts of mass

Amounts of Money

3. I can play 'shop'! 2 - identifying coins, narrating and giving change

Amounts of Space

3. I can compare 2 different amounts of space

Amounts of Temperature

4. I understand hotter and colder

Amounts of Time

6. I can order daily events

Amounts of Turn

1. I can make a whole turn

Fractions

Fractions of a Set

1. I can show awareness of half of an amount

Explaining Data

		<p>Diagrams and Tables</p> <p>3. I can collect data using objects</p> <p><u>Dangerous Maths</u></p> <p><u>Pattern Spotting</u></p> <p>5. I can create three colour patterns</p>
<p>Summer 1 Life cycles /minibeasts</p> <p>Summer 2 Long ago and far away-UK and America</p>	<p>Counting Saying Numbers I can count to 20</p> <p>Reading Numbers I can read the numbers 11 - 20</p> <p>CORE Numbers I can understand numbers to 10</p> <p>Actual Counting I can count 20 objects</p> <p>Counting On I can Count On and Count Back 2 I can Count On and Count Back 3 I can Count On and Count Back 4 I can Count On and Count Back 5</p> <p>Counting Multiples I can count in 10s</p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p>Learn Its 2 + 1, 2 + 3 Multiples of 10</p> <p>It's Nothing New</p> <p>The Pim Principle Swap 'the thing' to another object Doubling with Pim (without crossing 10)</p>	<p>Shape Explore and Draw I can create a symmetrical picture</p> <p>2D Shapes I can name and describe simple 2D shapes I can recognise a rectangle (and know that a square is a special rectangle) I can identify 2D shapes in real life</p> <p>3D Shapes I can describe simple 3D shapes I can identify 3D shapes in real life</p> <p>Position and Direction I can describe a variety of different positions, for me, others or objects as I play</p> <p>Amounts Amounts of Distance I can compare 3 different amounts of distance</p> <p>Amounts of Mass I can compare 3 different amounts of mass</p> <p>Amounts of Money I can play 'shop'! 3 - making simple calculations</p> <p>Amounts of Space I can compare 3 different amounts of space</p> <p>Amounts of Temperature I understand hotter and colder</p>

	<p>I can double 1d numbers</p> <p>Calculation</p> <p>Addition</p> <p>I add the right amount</p> <p>I add the right amount and can count how many altogether</p> <p>I can add numbers of objects to 10</p> <p>Subtraction</p> <p>I take away the right amount</p> <p>I take away the right amount and count how many are left</p> <p>I can take away numbers of objects to 10</p> <p>Multiplication</p> <p>I can set out groups of toys when I play</p> <p>I can find the total amount of toys</p> <p>Division</p> <p>I can count how many each person was given</p> <p>I can share an even number of objects between two people</p> <p>I can halve an even number of objects</p> <p>I can share 6, 9, 12 or 15 objects between 3 people</p>	<p>Amounts of Time</p> <p>I can begin to measure time</p> <p>I know about annual events</p> <p>I can chant the days of the week</p> <p>Amounts of Turn</p> <p>I can make a half turn</p> <p>Fractions</p> <p>Fractions of a Set</p> <p>I can find half of an amount by dividing it into two</p> <p>Explaining Data</p> <p>Diagrams and Tables</p> <p>I can record my sorting using numbers</p> <p>Bar Charts</p> <p>I can build counting towers</p> <p>Dangerous Maths</p> <p>Pattern Spotting</p> <p>I can spot, copy and create different patterns</p>
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Understanding the world (Reception Development Matters Statements)

(Links to Christian ethos and values: Hopefulness, Responsibility, Thankfulness, Justice, Peace, Trust, Forgiveness, Friendship, Truth, and Perseverance)

Talk about members of their immediate family and community
Name and describe people who are familiar to them. **Trust, Friendship**
Comment on images of familiar situations in the past.
Compare and contrast characters from stories, including figures from the past
Draw information from a simple map.
Understand that some places are special to members of their community.
Recognise that people have different beliefs and celebrate special times in different ways.-
Recognise some similarities and differences between life in this country and life in other countries
Explore the natural world around them.
Describe what they see, hear and feel whilst outside.
Recognise some environments that are different from the one in which they live.-
Understand the effect of changing seasons on the natural world around them.

Continual provision:

Indoor and outdoor independent and teacher led activities linked to the topics below.

Regular 'Forest School' activities.

Exploring Area-interactive display of topic related objects and equipment.

Small world imaginative play related to topics.

Targeted ,topic based activities:

Autumn 1

Me, my class,
my school.

Autumn

Exploring area=5 senses

= Autumn collection

Small world=dolls house/ school

Myself, -appearance , likes dislikes, life line

My family-Variety of different families. Older people's life line/history

My body-Life Education Bus,

My Friends,-compare and contrast appearance , preferences , culture

My Class, (as above)

My School (different classes-find out about staff and different jobs),

	<p>Harvest, - Hibernation Nocturnal animals, Seasonal changes</p>
<p>Autumn 2 Celebrations and Festivals Christmas</p>	<p>Exploring area=dark and light items-party items, different sources of light. Small world=woodland and wildlife</p> <p>All Saints' Day, Bonfire Night, Birthdays, Festivals of light; Diwali , St Lucia, Christmas Story, Nativity play, Christmas traditions Peace, Justice, Thankfulness,</p>
<p>Spring 1 Winter Cockermouth People who help us</p>	<p>Exploring area=telephones, address books =maps / plans of Cockermouth Small world=bee bots on 3D road town display</p> <p>Weather, Clothes, Seasonal changes' What to do in an emergency, Fire Fighters, Police, Medics, Mountain Rescue, Post lady, Vicar, Farmers Responsibility, Thankfulness, Trust,</p>

<p>Spring 2 Spring Easter</p>	<p>Exploring area=Easter and new life items Small world=Easter hill & Jerusalem scene</p> <p>New plant and animal life, Seasonal changes Easter story and traditions Hopefulness, Responsibility, Thankfulness</p>
<p>Summer 1 Life cycles /minibeasts</p>	<p>Exploring area=Live display of class pet caterpillars, ladybirds, snails, tadpoles Small world=real grass garden in tray.</p> <p>Ladybirds, Frogs, Dragonflies, Bees, Spiders, Butterflies, Garden creatures, Importance of all creatures to our environment, Different habitats(street/playground/garden/pond/forest/rainforest environments) Responsibility, Thankfulness</p>
<p>Summer 2 Long ago and far away-UK and America</p>	<p>Exploring area=modes of transport with 'different' powers' Native American items</p> <p>Small world=transport toys UK dolls house-Native American scene</p> <p>Near and faraway places, Different modes of transport, Old and new transport , Old and new household items, , Old and new clothes , Then and now in England/Europe & America, Cultural diversity and differences Christopher Columbus,</p>

	<p>Native Americans, Totem poles, Cultural differences; Traditional stories, Buffalos/recycling and importance of looking after our environment. What did the European people do to Native Americans? Justice, Peace</p>
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Expressive arts and design (Reception, Development Matters Statements)

(Links to Christian ethos and values: Hopefulness, Responsibility, Thankfulness, Justice, Peace, Trust, Forgiveness, Friendship, Truth, and Perseverance)

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Return to and build on their previous learning, refining ideas and developing their ability to represent them. Perseverance

Create collaboratively, sharing ideas, resources and skills.

Listen attentively, move to and talk about music, expressing their feelings and responses.

Watch and talk about dance and performance art, expressing their feelings and responses.

Sing in a group or on their own, increasingly matching the pitch and following the melody.-

Develop storylines in their pretend play.- Hopefulness, Responsibility, Thankfulness, Justice, Peace, Trust, Forgiveness, Friendship, Truth, and Perseverance) Explore and engage in music making and dance, performing solo or in groups.

Continual provision

Independent activities in the 'making area'

Teacher led activities linked to the topics below

Class dance workshops

Christmas performance

Weekly music and singing lessons

classroom role play area:

Register time music (melody online)

Targeted ,topic based activities:

Autumn 1

Me, my class,
my school.

Autumn

classroom role play area=home corner

self-portrait-pencil (keep in Art books)

self-portrait –paint

clay handprint

mixed media collage of school staff

block primary colour pictures -**focus on an Artist-Mondrian**-.print squares of paint on black paper

Make collaborative Mondrian display.

colour mixing in paint using primary colours

observational drawings of Autumn(keep in Art books)

leaf rubbing

	<p>leaf prints on fabric fruit and veg paint printing</p>
<p>Autumn 2 Celebrations and Festivals Christmas</p>	<p>Classroom role play area=party room & stage Candles for All Saints service Transform Candles to firework rockets for shape work dark and light pictures sunsets silhouettes of self (for calendar) sparkly collage Christmas card Christmas decoration- -pine cone reindeer woodwork snowman clay Diwali lamp(Christmas present) Firework pictures Fire work collages</p>
<p>Spring 1 Winter Cockermouth People who help us</p>	<p>classroom role play area=hospital false snow exploration toys hidden in ice cubes frozen pictures -natural items frozen in ice trays woodwork vehicle models plastic people sewn fabric items-tool belt Medal collage picture</p>
<p>Spring 2 Spring Easter</p>	<p>classroom role play area=shop/ post office observational spring flower pics colour mixing- sew a fabric purse silk painted Easter card felted 'egg' Easter egg pattern colouring</p>
<p>Summer 1 Life cycles- Minibeasts- habitats.</p>	<p>classroom role play area=jungle Dance workshop Peg dragonfly Fold over painted butterflies Clay snail</p>

	<p>Pipe cleaner spiders Roll a marble in paint to make snail trails Fold over painted ladybirds observational drawing of minibeast (keep in art book)</p>
<p>Summer 2 Long ago and far away-UK and America</p>	<p><u>classroom role play area</u>=aeroplane create own drum beats and dances campfire singing and role play going on a bear hunt drama self-portrait (keep in art book) portraits of contrasting people from past make a small totem pole individual images for class totem pole wool dream catchers model tipi cardboard canoe cardboard twisting hand drum</p>