



Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy Tree Themes	Outside Inside	Knowing Yourself	Telling a Tale	Sowing a seed	Strength of mind	Family & Friends
Literacy Tree	 <p>Where the wild things are.</p>  <p>Bringing the Rain to Kapiti Plain</p>	 <p>Look up</p>  <p>Halibut Jackson</p>	 <p>The Magic Paintbrush</p>  <p>Little Red</p>	 <p>The Tiny Seed</p>  <p>I Will Not Ever Eat a Tomato.</p>	 <p>Hairy McClary</p>  <p>The Night Pirates</p>	 <p>So Much</p>  <p>Oi Frog</p>
Reading Links	<p>Autumn Books Whole School Text Can I build Another Me</p> <p>Books to help children settle into reception Starting School Colour Monster goes to school Ten Delicious Teachers</p> <p>Autumn texts: Who sunk the Boat Were going on a Leaf Hunt Leaf trouble The Leaf Thief Goodbye Summer, Hello Autumn Autumn Fall Leaves Pattan's Pumpkin</p>	<p>Autumn Books</p> <p>Back to earth with a bump Whatever Next Earth to Stella Christmas Text Harvey Slumfenbergers Present Coming Home One Snowy Night Father Christmas needs a Wee Little Robin Red Vest Pig The Elf</p> <p>Winter texts: Goodbye Autumn, Hello Winter The Snowflake Winter Sleep</p>	<p>Spring Author Eric Carle books Whole School Text I might be an apple.</p> <p>The Great Race- How the Chinese zodiac got their animal names. Traditional Magic Paintbrush animation Traditional Tales Little Red Riding Hood Three Little Pigs Billy Goats Gruff Little Red Riding Hood (Mike Gordon) The Good Little Wolf Jack and the Beanstalk Traditional Tales from other cultures: Hansel and Gretel The Ghanaian Goldilocks</p>	<p>Spring Author Eric Carle books</p> <p>The Extraordinary Gardener The enormous turnip Jack and the beanstalk The Secret Sky Gardener The Little Gardener Eddie's Garden: and how to make it grow A Seed is Sleepy</p>	<p>Summer Author Rachel Bright Books to aid transition to Year 1</p> <p>Summer texts: I want a pet I'm thinking of a pet Hello world Pets Pete the pet I love my white shoes The Pidgeon wants a puppy. Strictly No Elephants May I pet Your Dog. I am a Dog I am A Cat Lucy and Tom at the seaside Hello Summer, Goodbye Spring What the Ladybird heard at the Seaside The Storm Whale in Winter Grandad's Island The Snail and the Whale</p>	<p>Summer Author Rachel Bright Books to aid transition to Year 1</p> <p>Enemy Pie Tadpoles Promise Crunching, Munching Caterpillar Red Eyed Tree Frog</p>



			Spring texts: Goodbye Winter, Hello Spring		The Whale's Song The Rainbow Fish The Big, Blue Whale The Journey Home	
Trips and visits	Autumn walk Autum Cinema visit	Pantomime	Chester zoo	Safari trip wet and wild	Cultural trip Cathedral	Whole school summer day out
Working with Parents	Reception meetings	Arts and Crafts sessions via zoom Parents Evening Nativity	AMBITION WEEK	Perants Evening Easter Arts and Crafts Easter Bonnet	Welcome new parents to reception for spetember Nursery visits	Sports Day Report to parents
Personal, Social, Emotional Development (PSED) (Jigsaw: The mindful approach to PHSE and Religious Education topics are used throughout the year to help support the children's PSED skills)	Self-Regulation: Throughout the year children will work towards simple goals, being able to wait to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. * Controlling own feeling and behaviours. * Able to concentrate on a task * Applying personalised strategies to return to a state of calm. * Able to ignore distractions. * Ability to follow instructions. * Able to curb impulsive behaviours. * Behaving in ways that are socially acceptable. * The ability to persist and persevere.					
	Managing self: Jigsaw: Being me in my world New beginnings: celebrating our start to school, our class rules and routines. Supporting children to build friendships with others, and seeking out others to share experiences with. Children supported to take turns in sharing thoughts and ideas and listening to others. Children are encouraged throughout the year to meet their own needs, personal hygiene.	Managing self: Jigsaw: Celebrating difference Treasure is special: what makes us special? Children to see themselves as a valuable individual Talk about who is special in our world? Anti-bullying week explore friendships: Children to think about perspective of others. Expressing their feelings and consider the feelings of others, examples of how others may feel in particular scenarios.	Managing self: Jigsaw: Dreams and Goals Children to talk about what makes them super? (Prior learning – what makes us special?) Link to Ambition Week. Talk about emotions: Children to begin to explore their own emotions. Identifying and moderating their own feelings socially and emotionally.	Managing self: Jigsaw: Healthy me Know and talk about the different factors that support overall health, including oral health: Link to Grandma feeling unwell. Children will be encouraged to prepare a healthy snack: working together, building constructive and respectful relationships.	Managing self: Jigsaw: Relationships Children to work together look after Mo the school dog and care for him, thinking about what we can do to meet his needs: working together, building constructive and respectful relationships. Talk about how environments can make us feel: Think about the perspective of others.	Managing self: Jigsaw: Changing me Looking after our planet, how can we make a difference? Celebrate our time in reception and all our successes. Practising for Sports day: showing resilience and perseverance in the face of challenge
	Building Relationships:					



Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Playing team games play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively.						
Listening, Attention and Understanding (All children to be assessed by WellComm Tool/Talk Tank)						
<p>Communication and Language (C&L)</p> <p>Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, Tank tanks, circle time, Jigsaw/PSHE sessions, story sessions, singing, speech and language interventions, assemblies and weekly interventions.</p>	<p>Settling in circle times: promoting listening and attention skills, encouraging children to follow instructions.</p> <p>Engaging in story times, including non-fiction texts.</p> <p>Speaking and listening time on carpet: sharing summer and weekend news. Modelling vocab and listening skills.</p> <p>Talk Tank: Why, What, Where, When, How questioning. learning new vocab and encouraging listening and speaking skills.</p>	<p>Beginning to listen attentively during whole class and group sessions.</p> <p>Asking questions during story sessions, to check understanding, encouraging the use of longer sentences.</p> <p>Engaging in story times, including non-fiction texts, and making relevant comments about what they hear.</p> <p>Talk Tank: Why, What, Where, When, How questioning. learning new vocab and encouraging listening and speaking skills.</p> <p>New vocabulary to be introduced and modelled (Vocabulary teaching from Literacy Tree).</p>	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Weekend news: describing events in some detail, modelling.</p> <p>Children to begin connecting ideas.</p> <p>Engaging in story times, including non-fiction texts, learning to remember key points from a story without pictures or props.</p> <p>Talk Tank: Why, What, Where, When, How questioning. learning new vocab and encouraging listening and speaking skills.</p> <p>New vocabulary to be introduced and modelled (Vocabulary teaching from Literacy Tree).</p>	<p>Beginning to listen attentively for longer periods of time.</p> <p>Engaging in story times, including non-fiction texts, asking questions and listening to what others think.</p> <p>Talk Tank: Why, What, Where, When, How questioning. learning new vocab and encouraging listening and speaking skills.</p> <p>New vocabulary to be introduced and modelled ((Vocabulary teaching from Literacy Tree).</p>	<p>Discuss the story, listen and respond to ideas expressed by others, make comments about what they have heard and ask questions to clarify understanding.</p> <p>When planting children will listen to and follow instructions involving several ideas or actions.</p> <p>Engaging in story times, including non-fiction texts, suggesting what may happen next.</p> <p>Talk Tank: Why, What, Where, When, How questioning. learning new vocab and encouraging listening and speaking skills.</p> <p>New vocabulary to be introduced and modelled (Vocabulary teaching from Literacy Tree).</p>	<p>Holds conversation when engaged in back and forth exchanges with teachers and peers.</p> <p>Listening attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions.</p> <p>Engaging in story times, including non-fiction texts, answering how and why questions in response to stories, talking about events and characters.</p> <p>Talk Tank: Why, What, Where, When, How questioning. learning new vocab and encouraging listening and speaking skills.</p> <p>New vocabulary to be introduced and modelled (Vocabulary teaching from Literacy Tree).</p>



Speaking (All children to be assessed by WellComm Tool)

<p>Modelling how to start a conversation with an adult or friend.</p> <p>Nursery Rhymes: learning new rhymes and songs.</p> <p>New vocabulary to be introduced and modelled (Vocabulary teaching from Literacy Tree).</p> <p>Roleplay</p> <p>Home corner Island and boats And Travel Agents</p> <p>Talk Tank: Why, What, Where, When, How questioning. learning new vocab and encouraging listening and speaking skills.</p>	<p>Encouraging and modelling how to explain what is happening, organising and sequencing ideas and events.</p> <p>New vocabulary to be introduced and modelled (Vocabulary teaching from Literacy Tree).</p> <p>Role Play Space And Clothes shop Santas Workshop</p> <p>Talk Tank: Why, What, Where, When, How questioning. learning new vocab and encouraging listening and speaking skills.</p>	<p>Use language to engage in imaginary play – using superhero props.</p> <p>Learns to hold a conversation and respond to other people.</p> <p>Talk Tank: Why, What, Where, When, How questioning. learning new vocab and encouraging listening and speaking skills.</p> <p>Role play – Woods and Grandmas house and Chinese restaurant</p> <p>New vocabulary to be introduced and modelled (Vocabulary teaching from Literacy Tree).</p>	<p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Beginning to develop their own narratives and explanations by connecting ideas and events.</p> <p>Roleplay- Garden Centre And Grocery Shop</p> <p>Talk Tank: Why, What, Where, When, How questioning. learning new vocab and encouraging listening and speaking skills.</p> <p>New vocabulary to be introduced and modelled (Vocabulary teaching from Literacy Tree).</p>	<p>Use allotments to find out about gardening tools and allow children to use them, building up new vocab.</p> <p>Offer explanations as to what may happen to the seeds, using past, present and future tenses.</p> <p>Roleplay Vets and Pirate ship</p> <p>Talk Tank: Why, What, Where, When, How questioning. learning new vocab and encouraging listening and speaking skills.</p> <p>New vocabulary to be introduced and modelled (Vocabulary teaching from Literacy Tree).</p>	<p>Express their ideas and feelings about their experiences using full sentences, including past, present and future tenses and making use of conjunctions.</p> <p>Holds conversation when engaged in back and forth exchanges with teachers and peers, showing an awareness of the listeners needs.</p> <p>Roleplay Home corner And Pond</p> <p>Talk Tank: Why, What, Where, When, How questioning. learning new vocab and encouraging listening and speaking skills.</p> <p>New vocabulary to be introduced and modelled (Vocabulary teaching from Literacy Tree).</p>
--	---	--	--	---	--

Fine Motor

<p>Physical Development (PD)</p>	<p>Lots of Gross and Fine motor opportunities: Threading, cutting, dough gym, big outdoor movements.</p> <p>Modelling the use of knives and forks in the dinner hall.</p>	<p>Modelling how to use a hold and use a pencil correctly.</p> <p>Encourage children to recognise and write letters from their name and other words</p>	<p>Children to be holding a pencil with good control to form recognisable letters to write words.</p> <p>Using a range of tools competently and safely to create their own animal</p>	<p>Children to use tools with good control, safely and competently to make a healthy snack</p> <p>Showing good control with a pencil, forming recognisable letters to form simple sentences</p>	<p>Children beginning to show more accuracy and care with their drawings –</p> <p>Drawing development: observational drawing show more control and reflect what</p>	<p>Children to hold a pencil effectively in preparation for fluent writing: using the tripod grip in almost all cases.</p> <p>Children to use a range of small tools, including</p>
----------------------------------	---	---	---	---	---	---



	<p>Encourage independence use of one handed tools, e.g. scissors.</p> <p>Drawing development/fine motor assessment: self-portraits and encouraged to write their own name.</p> <p>Dough Disco Daily</p>	<p>Continue to encourage children to use one-handed tools independently e.g. scissors.</p> <p>Dough Disco Daily</p> <p>Children to write who is special to them: Family tree</p> <p>Encourage children to form recognisable letters when sounding out.</p> <p>Drawing development: Family Portraits</p>	<p>masks, scissors, pencils, paintbrushes, etc.</p> <p>Dough Disco Daily</p> <p>Introduce registration tasks- -Pencil control- writing name - practising letters and numbers -Cutting skills- using scissors correctly</p> <p>Drawing development: Draw a picture of their favourite healthy meal.</p>	<p>Continue Registration tasks</p> <p>Dough Disco Daily</p> <p>Children to use a range of tools safely and showing good control when planting and gardening</p> <p>Drawing development: Flowers/iPad Observation drawings of plants and gardens</p>	<p>they can see. Linked to animals and pirate self portraits</p> <p>Continue Registration tasks</p> <p>Dough Disco Daily</p>	<p>scissors, paintbrushes and cutlery.</p> <p>Drawing development: Draw a picture of their favourite memory in reception for school report</p> <p>Continue Registration tasks</p> <p>Dough Disco Daily</p>
	Gross Motor					
	<p>Lots of Gross and Fine motor opportunities: Threading, cutting, dough gym, big outdoor movements with building equipment, brushes in water.</p> <p>Encourage independence in putting on and taking off coats, shoes, aprons, etc.</p>	<p>Revise and Refine fundamental movement skills already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p>	<p>Develop overall body strength, encouraging balancing, coordination and agility.</p> <p>Encourage children to use core muscle strength to achieve a good posture when sitting at a table or on the floor.</p> <p>Children to talk about healthy eating and the importance of oral health</p>	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Children negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance, and coordination when playing games/PE sessions</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Children to negotiate space successfully, demonstrate skills; catching, kicking, jumping, balancing, etc. during sports day practises and the event</p>
<p>Literacy (Literacy Tree)</p>	Comprehension: A range of high quality, rich language based books are used throughout the year					
	<p><u>Book to help children settle into reception</u> Starting School Colour Monster goes to school Ten Delicious Teachers</p>	<p>Back to earth with a bump Whatever Next Earth to Stella</p> <p>Christmas Text</p>	<p>The Great Race- How the Chinese zodiac got their animal names.</p> <p>Traditional Magic Paintbrush animation</p>	<p>The Extraordinary Gardener The enormous turnip Jack and the beanstalk The Secret Sky Gardener The Little Gardener Eddie's Garden: and how to make it grow</p>	<p>Summer texts: I want a pet I'm thinking of a pet Hello world Pets Pete the pet I love my white shoes The Pidgeon wants a puppy.</p>	<p>Enemy Pie Tadpoles Promise Crunching, Munching Caterpillar Red Eyed Tree Frog</p>



<p>Labels, captions and lists are in every EYFS unit: these are covered throughout all topics.</p>	<p>Autumn texts: Who sunk the Boat Were going on a Leaf Hunt Leaf trouble The Leaf Thief Goodbye Summer, Hello Autumn Autumn Fall Leaves Pattan's Pumpkin</p>	<p>Harvey Slumfenbergers Present Coming Home One Snowy Night Father Christmas needs a Wee Little Robin Red Vest Pig The Elf</p> <p>Winter texts: Goodbye Autumn, Hello Winter The Snowflake Winter Sleep</p>	<p>Traditional Tales Little Red Riding Hood Three Little Pigs Billy Goats Gruff Little Red Riding Hood (Mike Gordon) The Good Little Wolf Jack and the Beanstalk</p> <p>Traditional Tales from other cultures: Hansel and Gretel The Ghanaian Goldilocks</p>	<p>A Seed is Sleepy</p>	<p>Strictly No Elephants May I pet Your Dog. I am a Dog I am A Cat</p> <p>Lucy and Tom at the seaside Hello Summer, Goodbye Spring What the Ladybird heard at the Seaside The Storm Whale in Winter Grandad's Island The Snail and the Whale The Whale's Song The Rainbow Fish The Big, Blue Whale The Journey Home</p>	
	<p>Word Reading</p>					
	<p>Read Write Inc Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers</p>	<p>Read Write Inc Read 25 Set 1 sounds Blend orally Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers</p>	<p>Read Write Inc Read 25 Set 1 single-letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.4 Spell using Fred Fingers</p>	<p>Read Write Inc Set 1 Special Friends Read words with Special Friends: Word Time 1.5 and 1.6 Read Word Times 1.1 to 1.4 Read 3-sound nonsense words Spell using Fred Fingers</p>	<p>Read Write Inc Review Set 1 Sounds (reading only) Read 4/5 sound words: Word Time 1.6 and 1.7 Read Word Time 1.1 to 1.5 Read 3/4 sound nonsense words Spell using Fred Fingers</p>	<p>Read Write Inc Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers</p>
<p>Writing (Literacy- Tree)</p>						
<p>Own version 'wild thing' narratives Labels, captions, oral re-telling, developing a new character</p> <p>Tourist information leaflets Labels and captions, retellings, simple explanations</p>	<p>Non-chronological reports Dialogue, diaries, re-telling (oral dictation), mini-autobiography, ship's logz</p> <p>Narrative sequels Signs and labels, captions, invitations, thought bubbles,</p>	<p>Own version 'overcoming' tales Thought bubbles, labels, oral re-telling, writing in role, thank you letters</p> <p>Alternative character versions Labels, notes of advice, adverts</p>	<p>Advice leaflets Labels and captions, advice, retellings, writing in role, narrative, letter</p> <p>Own stories about a fussy eaters Statements, writing in role, shopping lists</p>	<p>Alternative version narratives Character description, writing in role, letters, leaflets</p> <p>'How to be a pirate' guides Writing in role, letters, labels and captions</p>	<p>Own 'So Much' narrative poems Past tense sentences, writing in role, performance/ narrative poetry</p> <p>Own version rhyming narratives Rhyming flipbooks, questions, captions and labels</p>	



		advertisements, letters of advice				
<p>Understanding of the world (UTW)</p> <p>(Talk Tank take place changed weekly in reception)</p>	Past and Present					
	<p>All about me: talk about what makes them special.</p> <p>Our name: introduce ourselves to one another, our name is special</p> <p>School family: we are all welcome</p>	<p>My family: talk about their own immediate family.</p> <p>Talk about and describe people who are familiar/special to them</p> <p>Remembrance Day Guy Fawkes/Bonfire Night</p>	<p>Chinese New Year</p> <p>How is it celebrated in Liverpool?</p> <p>Healthy Eating: How to we stay healthy? Look at fruit starting with apples linked to Little Red</p>	<p>Our bodies: How to we stay healthy? Link to healthy eating and fruit and veg Ting Seeds</p> <p>Growing seeds, looking at change overtime. What do they expect might happen? Children will be encouraged to make predictions</p> <p>Growing seeds, looking at change overtime. What do they expect might happen? Children will be encouraged to make predictions</p> <p>Environment talk about the world link to climate change What might our environment look like in the future if we don't care for it?</p> <p>Pancake day Mother's day</p>	<p>Take care of our school dogs, look at how they have grown and changed.</p> <p>Look at pictures of old priates and ships- label parts of the ships</p>	<p>Our bodies: How we grow and change? Link to healthy eating/ bodies Link to So Much baby</p> <p>Think about our families- family trees</p>
	People, Culture and Communities					
<p>Talk about ourselves: what makes us unique? Do we all look the same? What makes us different?</p> <p>Maps linked to</p> <p>Where is Africa ? What animal live in Africa.</p>	<p>Where we live: Talk about where live, using simple maps</p> <p>Black History week – Mae Jamison -astronaut linked to Look up</p> <p>What do Christmas presents look like in the past?</p>	<p>Look at China: linking to Chinese new year. Use maps, explore their culture, traditions and food.</p> <p>The Great Race- Masks of Chinese race animals</p> <p>The Wishing Tree- Chinese tradition</p>	<p>Celebration: Easter, talk about the celebration of Easter.</p> <p>Children will participate in an Easter Bonnet Parade.</p>	<p>Where do we live: Recap where we live? Look at our planet.</p> <p>Summer holidays: Places around the world. Where might we go on our holidays? How would we get there?</p>	<p>Care for our environment: Children will develop an understanding of growth and change overtime.</p>	



		The Queen- who is she? – linked to Halibut Jackson	Chinese zodiac animal – learn about the animal for this year Linking to healthy food, what food do people eat around the world? Food tasting during Chinese banquet			
The Natural World						
	Autumn: look at weather and changes during this season. Link to bringing the rain to Kapiti Plain- droughts and rain. Trees and leaves linked to where the wild things are. Floating and sinking- linked to where the wild things are?	Winter: look at weather and changes during this season Light/dark: Look at shadows, day and night, Link to Look up Space- look at star constellations, moon etc link to Look up Materials- exploring clothes, camouflage - linked to Halibut Jackson	Look at China on a map and explore places and landmarks. How can we get to China.? Woodland animals linked to Little red and the woods. Explore habitats of woodland animals. Learn about wolves	Spring: Look at weather and changes during this season. Look at plants, flowers etc Plants: different types of flowers. What do they need to grow? How do you care for them? Healthy eating and bodies linked to fruit and veg Care for our environment: Children will develop an understanding of growth and change overtime.	Summer: Look at weather and changes during this season. Seaside's /Oceans and seas Sea life	Local habitats- frogs and ponds Life cycles Rainforests and tree frogs- nocturnal, predators and prey
Maths (Power Maths)	Number and place value Addition and subtraction Measurement – Time		Addition and subtraction Number and place value Geometry – properties of shapes		Geometry – properties of shapes Addition and subtraction Number and place value and Multiplication and division	
Creating with Materials						
	Children will be encouraged to use the creative area to explore, use and refine a variety of artistic effects to express their ideas and feelings Create animal masks to use in role play.	Firework art: straws, forks, chalks using zig zag and stripe patterns Junk modelling: Create a rockets, encourage children to use boxes, tubes, containers, etc. Sharing their creations	Paper modelling: Create a Dragons, lanterns, encourage children to use paper, card, stickers- Sharing their creations and how they created them. Junk modelling- make a group Chinese dragon, children help to paint and create 3D flames.	Draw fruit- introduce pastels Spring: using oil pastels and water colours to draw pictures of flowers, experiment with different tones. Mother's day cards	Animal Pattern: Look at different animal pattern and prints encourage children to create patterns Clay: use clay to create our favourite animals, using tools to sculpt	Tree frog models- independent activity to follow instructions to make a moving model tree frog. Split pins frogs Father's day cards



Expressive Arts and Design (EAD)	<p>Pencil: Create their own self-portraits (drawing development: using mirrors)</p> <p>Autumn Collages: use leaf man text to create our own leaf man</p> <p>Printing: Leaf printing, talk about textures – smooth, bumpy, spiky, etc.</p> <p>Sandwiches</p>	<p>and how they created them.</p> <p>Linked to space rockets and 3D shapes.</p> <p>Sponge painting /finger printing for star constellations, enhancements for creative area</p> <p>Pencil: Create their family portrait (drawing development)</p> <p>Christmas time: cards, calendars, Christmas decorations will also be part of the provision during this time.</p> <p>Sewing – halibut Jackson clothes.</p> <p>Santas workshop- design toys- junk modelling</p>	<p>Create dragon masks/tiger masks to use in role play.</p> <p>Printing- animal footprints with potatoes, leaf printing.</p> <p>Mixing colours: children to think about a different colour cloak for Little Red, she doesn't want a Red cloak anymore. Allow children to explore colour and what happens when they mix colours together.</p> <p>Making relief print leaves with string</p> <p>Pencil: observational drawing of fruit.</p> <p>Artist: Kandinsky – Winter Landscape – linked to the woods/ woodlands Little Red book</p> <p>Printing, woodland animal footprints/leaves introduce clay/ salt dough to make imprints.</p>	<p>Pencil: observational drawing of plants/seeds</p> <p>Design a garden Flower pressing, rubbings</p> <p>Look at Eric Carle illustration and use tissue paper to create flowers.</p> <p>Printing: finger printing to create a garden</p>	<p>Pirate self portraits</p> <p>Junk modelling- boats</p> <p>Design flags, maps and boats</p> <p>Messages in bottles</p> <p>Look at Rangoli Patterns and encourage children to create their own in RE</p> <p>Pencil: observational self portraits/ family trees</p>	<p>Pencil: Draw a picture of their favourite memory of reception for reports (drawing development)</p> <p>Follow tutorial- How to draw and tree frog</p>
	Being Imaginative Music- Charanga					
Charanga : Me	Charanga- My Stories	Charanga: Everyone	Charanga: Our World	Charanga Big Bear Funk	Charanga: Reflect Rewind and Replay	
<p>Children will have the opportunity to sing familiar songs and will begin to build a repertoire of songs.</p> <p>Children will listen to, move to and talk about music, linking combinations of movements to music</p>	<p>Nativity: Children will learn songs and perform as part of their school nativity, children will engage in music making and performing as a group, learning new songs as well as singing some well-known songs</p>	<p>Children will learn to sing nursery rhymes and action songs</p> <p>The great Race puppets and props in tray to retell the story.</p>	<p>Children will learn to sing nursery rhymes and action songs</p>	<p>Children will listen to, move to and talk about music, they will sing matching melody</p>	<p>Children will learn to sing nursery rhymes and action songs</p> <p>Children will be able to develop narratives in their play drawing on familiar stories</p>	



St Leo's & Southmead

Catholic Nursery & Primary School

			<p>Children will create dragon props, encouraging children to introduce a storyline or narrative to their play about the great race.</p> <p>Children to use instrument to create dragon dance music.</p> <p>Puppets and props for Little Red to encourage role play</p>			
Religious Education: Come and See: (Topic)	<p>Myself: God knows and loves each one Welcome: Baptism – a welcome to God's family Birthday: Looking forward to Jesus' Birthday</p>		<p>Celebrating: People celebrate in Church Gathering: Parish family gathers to celebrate Eucharist Growing: Looking forward to Easter</p>		<p>Good News: Passing on the Good News of Jesus Friends: Friends of Jesus Our World: God's wonderful world</p>	
School Topics	<p>Can I build Another Me Remembrance Day Black History week</p>	<p>Anti Bullying Week</p>	<p>Ambition Week</p>		<p>Science Week</p>	
Year One Links	<p>Talk about weather and seasonal changes – Autumn (Geography)</p> <p>Plants/trees/leaves (science)</p> <p>Self Portraits (Art)</p> <p>Talk Tank Read Write inc</p>	<p>Talk about weather and seasonal changes – Winter (Geography)</p> <p>Encourage children to use phrases - Toys (History) Santas Workshop</p> <p>Ppaer Toys (DT)</p> <p>Talk Tank Read Write inc</p>	<p>Talk about weather and seasonal changes – Spring (Geography)</p> <p>Talk about and describe everyday materials (Science)</p> <p>What woodland animals eat? Link to herbivore, carnivore and omnivore (Science)</p> <p>Talk Tank Read Write inc</p>	<p>Talk about weather and seasonal changes – Spring (Geography)</p> <p>At the Farm- Geography</p> <p>Talk about/observe different garden plants. Science</p> <p>Talk Tank Read Write inc</p>	<p>Talk about weather and seasonal changes – Summer (Geography)</p> <p>Plants (Science)</p> <p>Seaside's in the past- (History)</p> <p>Talk Tank Read Write inc</p>	<p>Talk about weather and seasonal changes – Summer</p> <p>Talk about/observe different garden plants.</p> <p>Lifecycles (Science) frogs</p> <p>Talk Tank Read Write inc</p>
Events/Celebrations	<p>Season: Autumn Harvest Festival Black History Month Halloween (31st October)</p>	<p>Seasonal Change: Autumn/Winter Black History Month linked to Mae Jamison- Look Up Bonfire Night (5th November) Remembrance Sunday Anti-Bullying week Christmas</p>	<p>Chinese New Year Number day</p>	<p>Seasonal Change – Winter/Spring Shrove Tuesday (28th Feb) World Book Day (2nd March) British Science Week Mother's Day Palm Sunday Easter</p>	<p>Seasonal Change- Spring/Summer St Georges day Queen's birthday</p>	<p>Father's day</p>