



St. Wilfrid's CE Primary Academy Curriculum Overview 2024-2025



Reception

<u>Term:</u>	<u>Autumn Term</u>		<u>Spring Term</u>		<u>Summer Term</u>	
<u>Focus Theme:</u>	Good to be me!	Come and celebrate!	All around us	Spring Time	Once upon a time...	Growing
<u>Hook:</u>	Family Photos	Santa's Grotto role play	Exploration Walk round school and Virtual tour of Standish	Visit to Church	Porridge 'Experiment'	Planting Beans/sunflowers
<u>Focus Reading Text:</u>	Starting School by Janet and Allan Ahlberg 	The Christmas Story by Heather Amery 	The Journey home from Grandpa's by Jemima Lumley 	We're going on an egg hunt by Martha Mumford 	Goldilocks and the Three Bears by Heather Amery 	Jack and the Beanstalk by Mara Alperin 
<u>Home Learning project:</u>	'Marvellous Me' box		Easter bonnet		Character masks	
<u>Showcase:</u>	Painting Portraits Nursery to visit Reception art gallery	Nativity Performance	Exhibition of Vehicle Models Mini presentation to Year 1	Easter Bonnet parade	Mask Parade	Portrait Gallery
<u>Focus Theme Enrichment:</u>	Celebrations in Rhyme As Creatives Workshop		Visit from police officer/fire service/ambulance from our community (with vehicles)		Freshwater storytelling Workshop - Fairy tales	Smithills Farm

Literacy:

Developing a passion for reading

*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)*

Comprehension

Word Reading

ELS

Autumn Term

Spring Term

Summer Term

Good to be me!

Come and celebrate!

All around us

Spring Time

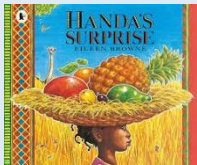
Once upon a time...

Growing

Funny Bones

by Allan Ahlberg and Janet Ahlberg

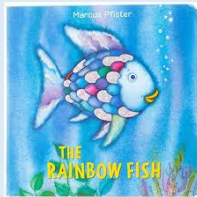
Handa's Surprise
by Eileen Browne



Peepo

by Allan Ahlberg and Janet Ahlberg

Rainbow Fish
by Marcus Pfister



Where the Poppies Now Grow

by Hilary Robinson



The Scarecrow's Wedding

by Julia Donaldson

The Nativity

by Gemma Barder

The Story of Baby Jesus

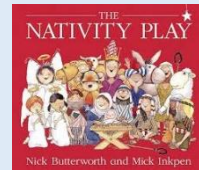
by Mary Kelly

Dear Santa

by Rod Campbell

The Nativity Play

by Nick Butterworth



Christmas around the world

Through my Window

by Tony Bradman

The Mitten
by Jan Brett

Coming to England
by Baroness Floella Benjamin



The Journey Home from Grandpa's

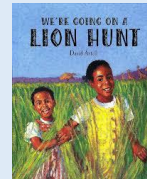
by Jemima Lumley

We're going on a bear hunt

by Michael Rosen

We're going on a lion hunt

by David Axtell



Non-fiction books on transport

Seasons come seasons go tree

by Patricia Hegarty

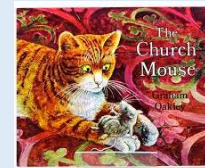
Busy Spring- Nature wakes up



Little Baa

by Kim Lewis

'The Church Mouse'
by Graham Oakley

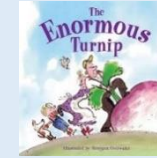


Easter story

Goldilocks

The Three little pigs

The Enormous turnip



The Three Billy Goat's Gruff

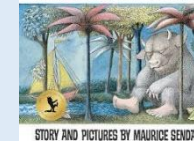
The Gingerbread Man

Jack and the Beanstalk

The Little Red Hen

Where the Wild Things Are
by Maurice Sendak

WHERE THE WILD THINGS ARE



The Growing story

by Ruth Krauss



The Tiny Seed
by Eric Carle

The Very Hungry Caterpillar

by Eric Carle

'A super hero like you'

by Dr. Ranj Singh

The Colour Monster

by Anna Llenas



Monkey Puzzle
by Julia Donaldson

Jasper's Beanstalk
by Nick Butterworth

Poetry

Daily Read and Recite:

Collection of rhymes, poems and songs

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Writing:

Texts used as stimulus across the year

*Writing is an important **lifelong skill**. Learning to write is a complex process that involves learning many skills. First, children need to learn to speak, build their vocabulary and develop the fine motor coordination they will need to manipulate a writing instrument. As they grow, they need to learn about the alphabet and to **make connections between spoken and written words**. Children need to learn to write so they can communicate and express themselves. Formal writing, taught later in reception, involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). Children should be provided with opportunities to build their **physical strength and control in the core, upper body, hands and fingers**. Writing develops alongside all learning areas, especially communication and language, reading and mathematics. Writing, along with reading, makes up literacy, one of the four specific areas of the Early Years Foundation Stage (EYFS).*

	Autumn Term		Spring Term		Summer Term	
	Dominant hand, tripod grip, mark making, giving meaning to marks	Consolidate Autumn One Help children identify the sound that is tricky to spell.	Writing based around developing short sentences in a meaningful context.	Writing based around developing short sentences in a meaningful context.	Write recognisable letters (lower case and capital) most of which are formed correctly	Write recognisable letters (lower case and capital) most of which are formed correctly
	Writing initial sounds and simple captions.	Sequence the story	Form most lower-case and capital letter correctly	Form most lower-case and capital letter correctly	Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs	Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs
	Use initial sounds to label characters and images.	Write a caption	Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs	Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs	Write simple phrases and sentences that can be read by others including: word spacing, full stop, capital letter	Write simple phrases and sentences that can be read by others including: word spacing full stop, capital letter
	Write name correctly	Use correct letter formation	Write captions/phrases and begin to write simple sentences using known GPCs ...sentence, full stop, capital letter and word Spacing	Write captions/phrases and begin to write simple sentences using known GPCs ...sentence, full stop, capital letter and word Spacing	Begin to sequence 2-3 sentences within purposeful fiction/ nonfiction writing, such as: 2-3-part story, (e.g., using story map/planner)	Begin to sequence 2-3 sentences within purposeful fiction/ nonfiction writing, such as: 2-3-part story, (e.g., using story map/planner)
	Use some of their print and letter knowledge in their early writing	Begin to reread what they have written	Re-read what they have written to make sure it makes sense	Re-read what they have written to make sure it makes sense	Instructions, Fact cards	Instructions, Fact cards
	Begin to form lower-case letters correctly	Begin to spell CVC words correctly using GPC	Begin to write a variety of fiction and non-fiction sentences/captions	Begin to write a variety of fiction and non-fiction sentences/ captions		Labelling, close activities, alphabetical order, recount, sentences retelling and ordering stories.
	Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs	Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs	Labelling, instructions and Sentences	Instructions and adjectives		
	Use initial sounds VC Words	Write labels		Mothering Sunday poems and descriptions.		
	Oral rehearsal	Begin to write lists and captions, focusing on ...label, caption, space				
		Invitations, cards, Letters,				
Phonics: ELS	Phonics Phase 1 aspects 5,6,7 Phase 2 as children are ready	Continue Phase 2 and introduce Phase 3 when children are ready	Phase 2 and Phase 3	Phase 3	Phase 4 recap all sounds	Phase 4 recap all sounds and key words

Physical Development:

Gross Motor Skills:
through outdoor learning in the outdoor area and weekly PE lessons

Fine Motor Skills:
daily opportunities for fine motor activities

*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**.*

Autumn Term		Spring Term		Summer Term	
Be increasingly independent as they get dressed and undressed Use a comfortable grip with good control when holding pens and pencil Use one-handed tools and equipment, for example, making snips in paper with scissors Be increasingly independent in meeting their own care needs Introduction to how to use resources safely, construction and outdoors area, bikes etc., Fundamental P.E Skills-agility	Be increasingly independent as they get dressed and undressed Use a comfortable grip with good control when holding pens and pencil Use one-handed tools and equipment, for example, making snips in paper with scissors Be increasingly independent in meeting their own care needs Negotiates space, avoid obstacles Uses tools to change materials Develop pincer control with small objects Fundamental P.E Skills- throwing and catching	Develop their small motor skills to use a range of tools competently, safely and confidently Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Develop the foundations of a handwriting style Develop self-regulation skills Handle objects safely: Malleable materials. Develop larger control using balance bikes Fundamental P.E Skills gymnastics (circuits)	Develop their small motor skills to use a range of tools competently, safely and confidently Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Develop the foundations of a handwriting style Develop self-regulation skills Use large construction materials to build Improve balance and mobility Fundamental P.E Skills- balancing and jumping	Spatial awareness Demonstrate balance, strength and coordination Move in a variety of ways energetically Tripod grip Develop fluency Accurate and careful drawing Understand health and exercise Fundamental P.E Skills- ball skills, team games	Spatial awareness Demonstrate balance, strength and coordination Move in a variety of ways energetically Tripod grip Develop fluency Accurate and careful drawing Children to know impact of exercise on body, manage hygiene etc. Healthy Eating. Fundamental P.E Skills- agility

Maths:

*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.*

Autumn Term		Spring Term		Summer Term	
Early Mathematical Experiences Counting rhymes, songs and games. Classifying objects based on one attribute Matching equal and unequal sets Comparing objects and sets. Subitising. 1-5 Ordering objects and sets/ introduce manipulatives. Number recognition. Begin to form numbers Pattern and early number Recognise, describe, copy and extend colour and size patterns Count and represent the numbers 1 to 5 Estimate and check by counting. Recognise numbers in the environment.	Numbers within 5 Count up to six objects. One more or one fewer Order numerals 1 – 5 Conservation of numbers within five Addition and subtraction within 5 Explore addition and subtraction Measures Estimate, order compare, discuss and explore capacity, weight and lengths Shape and sorting Describe and sort 2-D shapes Describe position accurately Calendar and time Days of the week, seasons Night and Daytime Positional language	Zero Understanding of concept of Zero Numbers within 10 Count up to ten objects Represent, order and explore numbers to ten Composition One more or fewer, one greater or less Subitise Comparing 2 quantities, ordering quantities Pairing Writing numbers Addition and subtraction within 10 Explore addition –combining two groups Subtraction as taking away Number Bonds to 10 addition, subtraction and equals symbols Sharing equally	Measures Vocabulary for, comparing weight and height and length and capacity (full and empty estimation) Time – sequence events, yesterday/today/tomorrow Days of the Week Patterns Repeating patterns Shape Describe and sort 3-D shapes Describe similarities and differences	Numbers beyond 10 Build and identify numbers to 20 and begin to understand order and place value Composition Count on and back to beyond 10 Subitise One more/one less Missing Numbers, Estimating Writing numbers Addition and subtraction within 20 Understand an amount can be changed by adding more or taking away Begin to add on by counting on Begin to problem solve and reason Recall number bonds to 5/10 Doubling Double means twice the amount. Say doubles of numbers to 10	Sharing/Even and Odd Share to make equal groups Recognise some quantities can't be paired or shared equally – begin to understand odd one left Begin to understand the odd and even number structure Shape and Space Positional language Spatial reasoning Shapes can be combined or separated to make a new shape Patterns Patterns in numbers and shape Repeating patterns Symmetry

Communication and Language: Listening, Attention and Understanding, Speaking

Whole EYFS Focus –C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, Poetry, speech and language interventions, role-play areas, sharing weekend news, EYFS productions, assemblies and weekly interventions

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**.

Autumn Term		Spring Term		Summer Term	
Understand 'why' questions	Understand 'why' questions	Learn new relevant vocabulary	Learn new relevant vocabulary	Listening and responding	Listening and responding
Know many rhymes, be able to talk about familiar books, and be able to tell a long story	Know many rhymes, be able to talk about familiar books, and be able to tell a long story	Articulate ideas and thoughts in well-formed sentences	Articulate ideas and thoughts in well-formed sentences	Making comments	Making comments
Understand a question or instruction that has two parts	Understand a question or instruction that has two parts	Listen to and talk about stories to build familiarity and understanding	Listen to and talk about stories to build familiarity and understanding	Holding back and forth conversations	Holding back and forth conversations
Understand how to listen carefully and why listening is important	Understand how to listen carefully and why listening is important	Listen carefully to rhymes and songs, paying attention to how they sound	Listen carefully to rhymes and songs, paying attention to how they sound	Participate in discussions	Participate in discussions
Connect one idea or action to another using a range of connectives	Role play: Explore roles and characters	Learn rhymes, poems and songs	Learn rhymes, poems and songs	Offer explanations	Offer explanations
Listening to stories and sequencing ideas	Maintain attention	Learn from non-fiction books	Learn from non-fiction books	Express ideas and feelings in full sentences including different tenses and conjunctions	Express ideas and feelings in full sentences including different tenses and conjunctions
Model: Show, tell and question.		Listening games to a collection of sounds	Follow stories and respond to questions	Respond to ideas expressed by others – begin to ask how and why questions,	Respond and ask questions
		Make up stories, different endings	Respond to what others might say	Begin to use past, present in vocabulary,	Explain ideas and connect events
		Begin to anticipate events in stories		Respond/ask questions	

Personal, Social and Emotional Development:

Self -Regulation

Managing Self

Building Relationships

Think Equal Level 2

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**.

Autumn Term		Spring Term		Summer Term	
Become more outgoing with unfamiliar people, in the safe context of their setting	Become more outgoing with unfamiliar people, in the safe context of their setting	Express feelings	Express feelings	Understand own and others feelings	Understand own and others feelings
Talk about their feelings	Talk about their feelings	Identify own feelings socially and emotionally	Identify own feelings socially and emotionally	Focus attention	Focus attention
Play with other children, extending and elaborating play ideas	Play with other children, extending and elaborating play ideas	Show resilience and perseverance	Show resilience and perseverance	Respond appropriately	Respond appropriately
Follow simple instructions	Increasingly follow rules without reminders, understanding why they are important	Think about the perspectives of others	Think about the perspectives of others	Show independence resilience and perseverance	Show independence resilience and perseverance
Increasingly follow rules without reminders, understanding why they are important	Following two-part instructions	See themselves as a valuable individual	See themselves as a valuable individual	Know right from wrong	Know right from wrong
Circle time: Rules of school, getting to know each other, family names, Harvest Marvellous me	Circle time: Making friends, falling out and consequences of actions Special people	Community: What's around us? Understand the importance of listening and following instructions.	Belonging	Manage own hygiene and basic needs	Manage own hygiene and basic needs
				Work cooperatively, positively and sensitively	Work cooperatively, positively and sensitively
				Explore emotions: How to deal with upsets	What we want to be when we grow up
				Getting along with each other	Follow more complex instructions and answer how and why questions

Understanding the world:

People, culture and Communities

Our Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.

They will begin to understand and value the differences of individuals and groups within their own and the wider community.

Children will have opportunity to develop their emerging moral and cultural awareness.

*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.*

Autumn Term		Spring Term		Summer Term	
<p>Where I Live My family Maps of school</p> <p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</p> <p>Can talk about what they do with their family and places they have been with their family.</p> <p>Can draw similarities and make comparisons between other families.</p> <p>Name and describe people who are familiar to them.</p> <p>Read fictional stories about families and start to tell the difference between real and fiction.</p> <p>Talk about members of their immediate family and community.</p> <p>Stranger danger/Road Safety</p> <p>Talking about occupations and how to identify strangers that can help them when they are in need.</p> <p>Name and describe people who are familiar to them People in their local/school community... site manager, office manager, lollypop person, shop keeper</p>	<p>Different celebrations between different religions and cultural communities in this country</p> <p>Develop a knowledge and awareness of other festivals ... Harvest, Diwali</p> <p>Begin to understand that some places are special to members of their community</p> <p>Talk about special places they go with their family... places of worship visited by children</p> <p>Begin to recognise that people have different beliefs and celebrate special times</p> <p>Develop a knowledge and awareness of other festivals ... Bonfire Night, Christmas</p> <p>To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</p> <p>Introduce children to different occupations and how they do their jobs.</p> <p>Talk about members of their immediate family and community</p> <p>Describe family members ... grandparent, older, younger</p> <p>Understand that there are many different types of families</p>	<p>Investigate their immediate environment- Standish, linking with people in our society</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</p> <p>Listen to what children say about what they see</p> <p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them</p> <p>Understand that some places are special to members of their community</p> <p>Recognise that people have different beliefs and celebrate special times in different ways – Chinese New Year</p> <p>Recognise some similarities and differences between life in this country and other countries</p>	<p>Different celebrations between different religions and cultural communities in this country</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</p> <p>Listen to what children say about what they see</p> <p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them</p> <p>Understand that some places are special to members of their community</p> <p>Recognise that people have different beliefs and celebrate special times in different ways – Chinese New Year</p> <p>Recognise some similarities and differences between life in this country and other countries</p>	<p>Map work</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate – maps</p>	<p>Compare a farm in the UK with one in Uganda</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate – maps</p>

Understanding the world:

Past and Present

Children begin to explore History by first starting with their own and through reading and exploring high quality texts

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Autumn Term		Spring Term		Summer Term	
<p>Personal History: When I was in Nursery. What is old? What is new?</p> <p>Talk about members of their immediate family and community.</p> <p>Begin to make sense of their own life-story and family's history in terms of their family dynamics linked to All About Me. Grandparent, older, younger etc.</p> <p>Begin to comment on images of familiar situations in the past, when mum was little...</p> <p>Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations</p>	<p>The Christmas Story Christmas in the past</p> <p>Children to comment on familiar situations linked to celebrations in the past – Bonfire Night / Christmas / Diwali. Can children talk about what they have done with their families during past celebrations?</p> <p>Show photos of how Christmas used to be celebrated in the past.</p> <p>Begin to identify similarities and differences. -Family history – Christmas focus - what was life like for children's parents/grandparents when they were 4/5 years old – what is the same /different – toys/celebrations/ traditions</p> <p>Listen to what children say about their own past experiences with people who are familiar to them.</p> <p>Comment on images of familiar situations in the past Think about a time it snowed / was frosty – what did you do? What is the same / different about the experience now? How? Why?</p>	<p>Talk about the lives of people around us and their roles in society.</p> <p>Talk about people that the children may have come across within their community, such as the police, the fire service, doctors and teachers.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>Listening to stories and placing events in chronological order –linked to text focus for Literacy.</p>	<p>Stories from the past (Easter)</p> <p>Know some similarities and differences between things in the past and now, drawing on how they have grown and changed, what can they do now that they couldn't in the past.</p> <p>Listening to stories and placing events in chronological order – linked to text focus for Literacy.</p>	<p>Stories our parents and grandparents heard</p> <p>Traditional Tale Settings – use as a stimulus to discuss what life is like in the setting for the characters – then and now</p> <p>Listening to stories and placing events in chronological order – linked to text focus for Literacy.</p>	<p>Adult and Baby Life-cycles Personal History: How have I changed? Jobs</p> <p>Changes in living things – Think about life cycles and place in order events to show change over time.</p> <p>Additionally link to seasonal change over the year 'now and then'</p> <p>Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>

Understanding the world:

The natural world

We encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.

We use our outdoor provision to provide first hand experiences of the natural world

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Autumn Term		Spring Term		Summer Term	
Exploring our immediate environment. Talk about local environment and where we live. Mapwork of Standish.	Observing similarities & differences. What happens in Autumn? Observing changes, colours and patterns in environment Colour and Light How can we help the wildlife in Winter?	Exploring our immediate environment. Field Trip: Looking for the signs of Spring including Observing changes drawing pictures of animals and plants Compare our environment to a contrasting one	Investigating the Spring season. Observing changes drawing pictures of animals and plants	Materials, Natural and Man-Made. Exploring properties Explore the settings of the tales and compare. Investigate changing states of matter- bread baking, porridge	Growing plants, Observing changes. Sorting and classifying Farm animals Trip to farm

Expressive Arts and Design:

Creating with Materials

Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, clay sculptures,

Lots of links to Fine Motor Skills. Children to explain their work to others.

*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.*

Autumn Term		Spring Term		Summer Term	
Painting and drawing Self-portraits Collage work: My friends Cutting and sticking skills Artist: Archimboldo	Craft. Making cards, calendars and decorations. Selecting appropriate materials. Collage Artist: Van Gogh	Build their own town or city of helpful people in the small World.	Architecture Observational drawings Stained Glass Windows Planning large scale models Selecting materials Artist: Helen Whittaker	Sculpture, Den Making, using a variety of materials. Drama, making character masks. Artist: Sandra Suarez	Textiles and Collage, Printing onto textiles Making costumes and props for class assemblies Artist: Andy Goldsworthy

Expressive Arts and Design:

Being Imaginative and Expressive

Moving to music, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.

Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.

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Autumn Term		Spring Term		Summer Term	
Actions, movement and imagination – Me Sing well known nursery rhymes and songs	Singing and performing Recount the narrative of the First Christmas	Singing and body percussion - Everyone!	Singing and percussion – Our World	Invent, adapt and recount Traditional Tales Traditional Tales – Big Bear Funk	Dance/Drama, Performing for others Pitched instruments

Specific Areas:

<p><u>Religious Education</u></p>	<p>EYFS 2 Harvest: Why do people of faith say thank you to God at harvest time?</p> <p>EYFS 3 Special People: Why do Christians believe Jesus is special?</p> <p>Links to World Faiths: Founders and Leaders of faith</p>	<p>EYFS 4 Christmas: How do Christians celebrate Jesus' birthday?</p> <p>Links to World Faiths: Hanukah, Diwali</p>	<p>EYFS 5 Stories Jesus Heard: What stories did Jesus hear when he was a child?</p> <p>EYFS 6 Stories Jesus Told: Why did Jesus tell Stories?</p>	<p>EYFS 7 Easter: Why do Christians believe that Easter is all about love?</p>	<p>EYFS 9 Special Places: What makes a place holy?</p> <p>Links to World Faiths: Prayer</p>	<p>EYFS 11 Special Times: How do you celebrate special times?</p> <p>Links to World Faiths: Festivals and Celebrations</p>
<p><u>SMSC</u></p>	<p>Our Reception Curriculum promotes children's Spiritual, Moral, Social and Cultural Development, ensuring that they are prepared to be reflective about and responsible for their actions as good citizens.</p>					
<p><u>Fundamental British Values</u></p>	<p>Our Reception Curriculum actively promotes the Fundamental British Values of <i>democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>, in order to prepare children for life in Modern Britain.</p>					
<p><u>Christian Values</u></p>	<p>Our Christian Values underpin all of our Curriculum at St. Wilfrid's: FAIR, FORGIVE, TRUST, HOPE, LOVE, JOY, COURAGE, KIND and PEACE</p>					