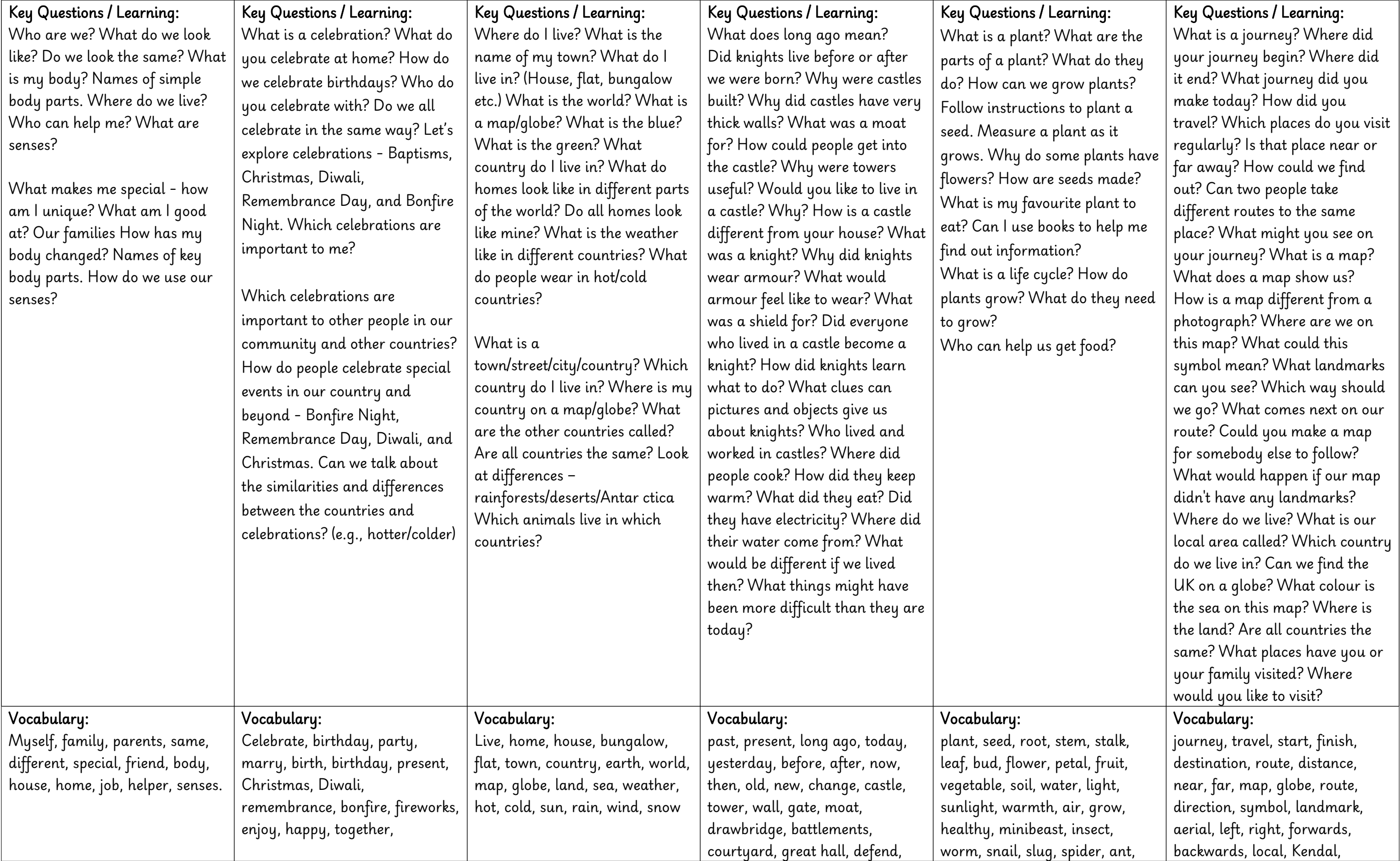
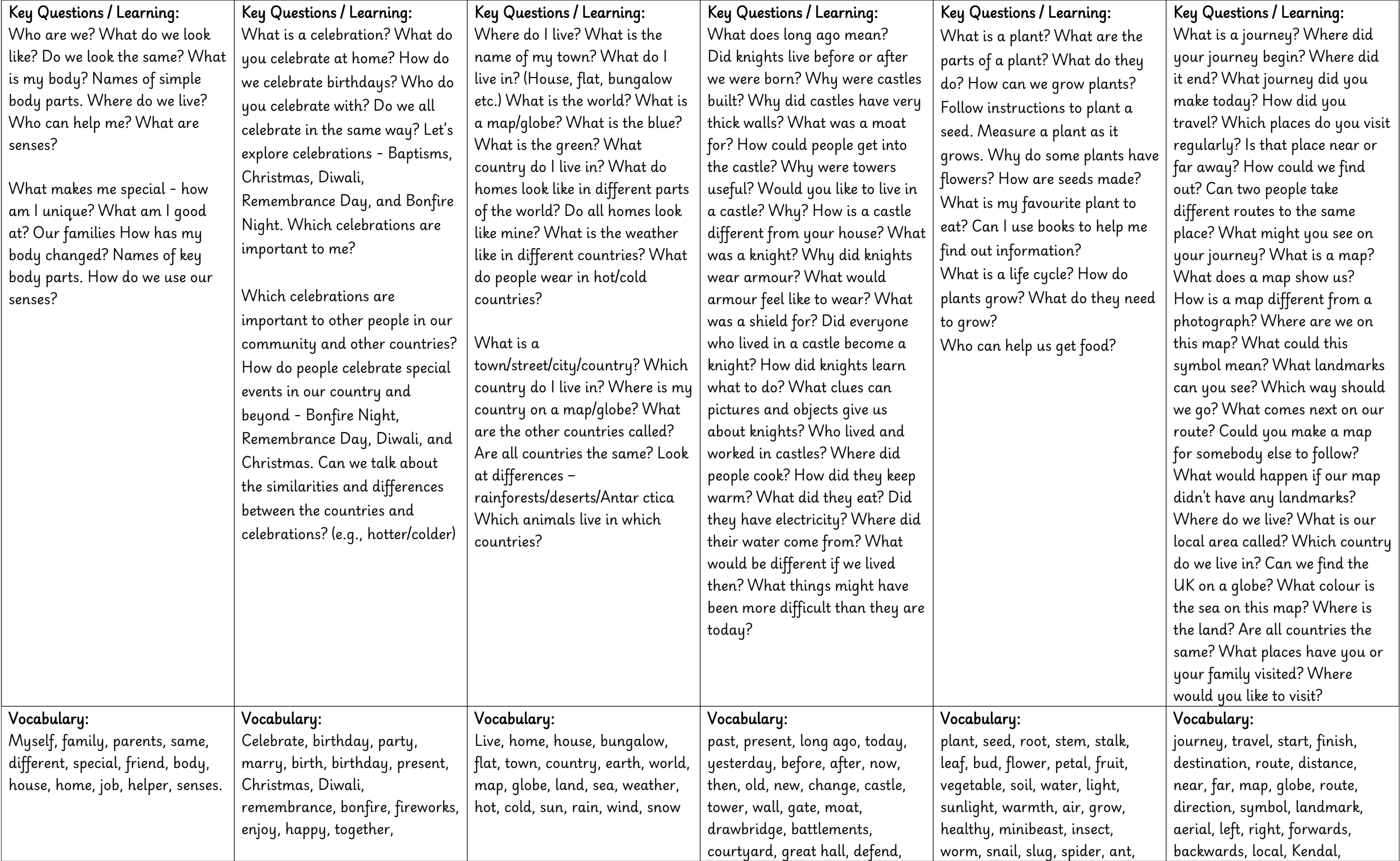




Yearly Subject / Thread Overview 2026 / 2027

Class Teachers: Mrs Natalie Evans & Mrs Susan Smith		Class: Gowan		Year Group: Reception	
HT1	HT2	HT3	HT4	HT5	HT6
Understanding the World (History)	Why time (Expressive Arts and Design)	Understanding the World (Geography)	Understanding the World (History)	Why time (Expressive Arts and Design)	Understanding the World (Geography)
Thread Word: Change		Thread Word: Identity	Thread Word: Justice		Thread Word: Journeys
Key Question: What is marvellous about me?	Key Question: What do you enjoy celebrating?	Key Question: How are homes and streets the same and different?	Key Question: How can we be brave and fair like a good knight?	Key Question: What's in our garden?	Key Question: Where would you like to visit?
Quality Texts: 	Quality Texts: 	Quality Texts: 	Quality Texts: 	Quality Texts: 	Quality Texts: 
People of Interest: Ellie Simmonds	People of Interest: Claudia Jones Rhaune Laslett	People of Interest: Norma Merrick Sklarek Balkrishna Doshi Friedensreich Hundertwasser	People of Interest: William Marshal as the real knight William the Conqueror for castles Æthelflæd, Lady of the Mercians as your brave woman	People of Interest: Beatrix Potter George Washington Carver Janaki Ammal	People of Interest: Amelia Earhart – Journey by air Nellie Bly – Journey around the world Helen Sharman – A journey beyond Earth
Enrichment: Brewery Arts Creative Learning Programme Kendal Library Someone marvellous in my family – children share	Enrichment: Kendal Parish Church Visit Celebration week with a focus each day on music, food etc Birthday party Wedding Day	Enrichment: Kendal “Street Detectives” walk Kendal Museum Local Architect visit Investigate homes around the world	Enrichment: Kendal Castle Visit Medieval Experience Day Knight Training School Medieval Cookery A Day in Knight School	Enrichment: Sizergh Gardens Growing Well at Low Sizergh Farm	Enrichment: Go on a journey on a bus Lakeside and Haverthwaite Local area walk Windermere boat trip Windermere Jetty Museum





Unique, relations, similar, skeleton, skull, hearing, see/sight, touch, smell, taste.	Baptise, christening, tradition, anniversary, wedding, carnival, event, festival	Street, city, community, travel, continent, desert, rainforest, Arctic, Antarctic, North Pole, South Pole, boiling, melting, freezing, frost, seasons	protect, knight, armour, helmet, shield, sword, horse, squire, training, brave, bravery, courage, fair, fairness, kind, honest, helpful, protect, persevere, responsibility,	bee, butterfly, caterpillar, beetle, ladybird, garden, habitat, shelter, soil, log, pond, tree, woodland, wildflower, environment	Cumbria, United Kingdom, country, world, land, sea, ocean, coast, countryside, town, city, mountain, transport, walk, bicycle, car, bus, train, railway, boat, ferry, aeroplane, land, water, air
Parental Involvement: Marvellous Me bag/box: children choose 3–5 items, drawings or photographs that tell the class something about themselves. Families contribute "Something marvellous about my child is..." Marvellous Me Gallery: families visit children's self-portraits, achievements, favourite things and "things I can do now" displays.	Parental Involvement: Our Family Celebrations: families share a photo, drawing or message about something they celebrate. This could be a birthday, religious festival, wedding, new baby, anniversary or family tradition. Invite parents/carers to share an authentic celebration through food, clothing, music, stories, objects, songs or crafts.	Parental Involvement: Door Detectives / Street Detectives: on a family walk, children spot different doors, buildings, signs and homes. Families can draw rather than photograph their own home. Reception Town Exhibition: families visit the model neighbourhood children have designed and help identify what makes a good place to live.	Parental Involvement: Bravery at Home: families record an example of their child being brave, fair, kind or persevering. Optional family challenge to find a castle or old building locally. Reception Castle Museum: children become museum guides and show families castles, artefacts, shields and "then and now" learning.	Parental Involvement: Garden/Green-Space Safari: families look for plants, birds and minibeasts in their garden, park, street or another local outdoor space. Send home a seed-growing challenge. Reception Garden Open Afternoon: children guide families around their growing projects, bug hotel and wildlife areas.	Parental Involvement: Our Family Journeys: families share somewhere they have travelled, whether around Kendal, elsewhere in Cumbria or further afield. Children draw the route or destination. Invite parents whose work involves journeys, such as drivers, railway workers, delivery workers, pilots, cabin crew or emergency services. Families can contribute postcards/maps from places meaningful to them.

	What is marvellous about me?	What do you enjoy celebrating?	How are homes and streets the same and different?	How can we be brave and fair like a good knight?	What's in our garden?	Where would you like to visit?
Communication & Language:	Nursery:	Nursery:	Nursery:	Nursery:	Nursery: • Listens more carefully.	Nursery:



• Listening, Attention & Understanding	• Beginning to listen to stories and nursery rhymes. • Beginning to listen to instructions given. • Listens during adult guided activities. • Focusing on an activity of my own choice for a short period of time. • Beginning to show attention to the adults in my setting. • Recognises and points to objects that are spoken to me. • Understands 1 key word instructions e.g. stop, drink.	• Listens to simple stories. • Listens to other people speaking to me. • Focusing more attention on stories being told to them. • Give attention to others who are speaking to me. • Shows an understanding of text being read to them using the pictures. • Understands simple concepts such as 'big/small'.	• Listens to others speaking and continues the conversation following on from what has been said. • Paying attention when listening to longer stories. • Switches attention between listening to others and completing a task. • Recalling what happens in a story I have read. • Understanding a three key word sentence.	• Enjoying listening to longer stories. • Pays more attention to what is happening in the stories being read. • Focusing more attention on a chosen activity. • Sits and listens during quieter or adult led activities when appropriate. • Beginning to understand one step instructions and questions	• Knows why we should listen. • Knows they sometimes have to wait their turn when speaking. • Understanding prepositional language e.g. on, under. • Asking why things are happening.	• Listen attentively and respond to what they hear with relevant questions, comments, or actions. • Maintain attention in whole class and small group contexts for a short time. • May find it difficult to pay attention to more than one thing at a time. • Follow 1 step instructions. • Understand 'why' questions
	Reception: • Children are beginning to listen to other children in their setting. • They listen during story time and show an interest in the books being read. • Children sit on the carpet and show some attention – this may only be for a short time. • Children can pay attention to one thing at a time.	Reception: • Children are listening more on the carpet and when being spoken to by their teacher and peers. • Children continue to listen to new stories that are shared with them. • Children paying more attention on the carpet and during guided tasks.	Reception: • Children's listening skills are continuing to develop and they are listening in lots of different situations such as carpet time, assembly, phonics and other lessons. • Children showing a good level of attention and concentration. • Children being attentive during classroom tasks – both guided and independent.	Reception: • Children listen when both in and out of school and pay attention to the person talking. • When out of school they know it is important to listen to keep safe – such as cars or Stranger danger. • Children can maintain attention in different contexts.	Reception: • Children's listening skills continue to develop, they can listen in a range of situation and can listen while taking part in a guided task while remaining on task. • Children are developing their attention skills to both listen and continue with an activity. • Children following clear instructions with 3 parts.	Reception: • Children show good listening skills and can listen to one another, adults and new people with great skill. • Children attend to others in play. • Children show good levels of attention during learning tasks. • Children can retell a story showing a good understanding. • Children understanding and using a large



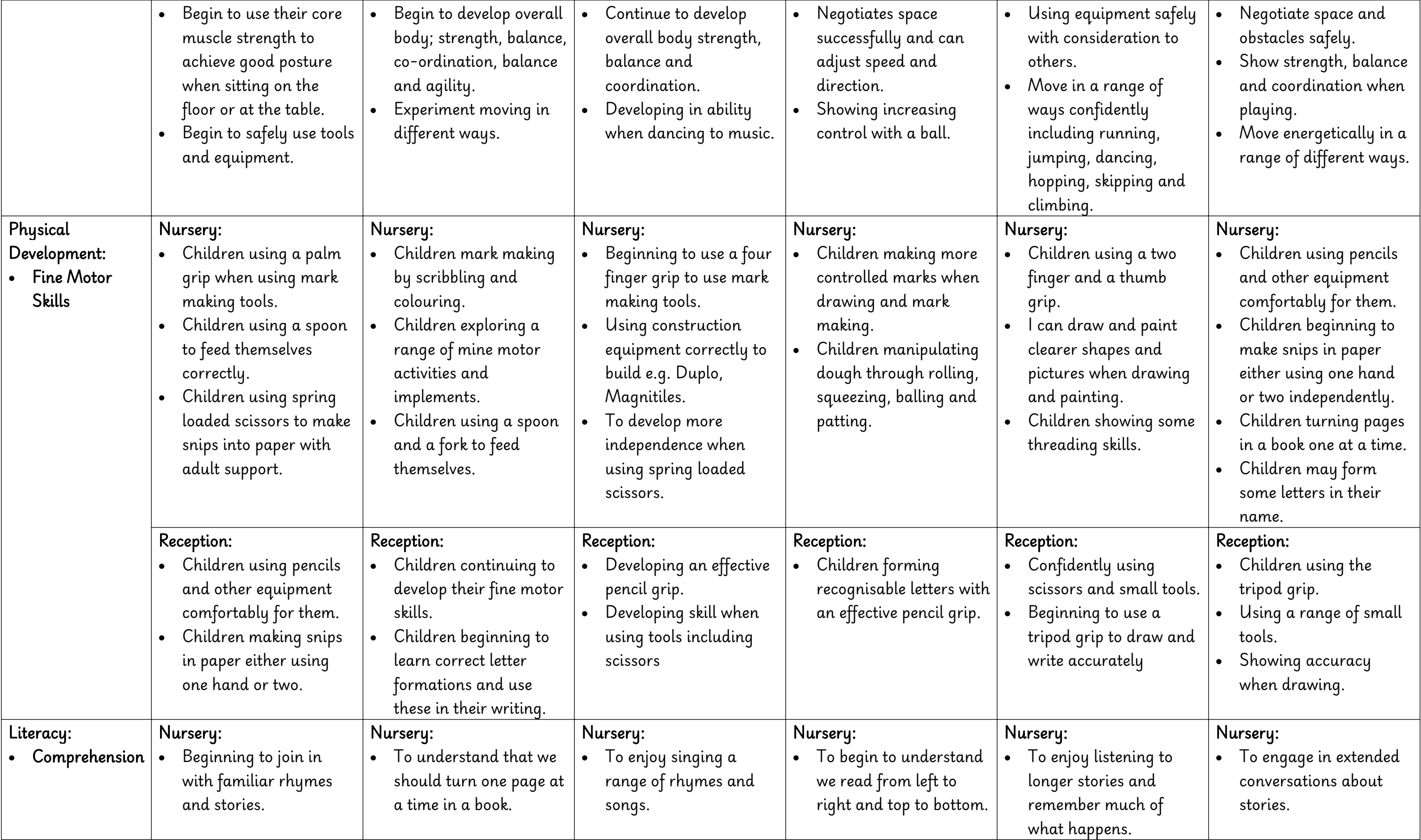
	- Children following simple 1 step instructions. - Children understanding appropriate 'why' questions	- Children understanding why they need to pay attention. - Children following clear instructions with 2 parts	Children taking turns when speaking and responding to their peers and adults with a clear understanding of what has been said	- Children show attention to both peers and adults. - Children asking questions to clarify understanding and confirm knowledge. - Children showing a good understanding of texts that have been read to them through their recall.	- Children using new knowledge and vocab in conversation and play. - Children showing an understand questions through their talk and actions.	number of words and new vocabulary in their conversations and during discussions
Communication & Language: Speaking	Nursery: - Links words together when speaking. - Developing more speech sounds and pronunciation of sounds. - I can use words to begin to communicate my needs.	Nursery: - Using words to communicate what I want and make myself understood. - Asking 'what' questions. - Using the terms 'me, him, her'.	Nursery: - Answering 'who, what, where' questions. - I can a recite Nursery Rhyme from memory. - I am beginning to speak simple sentences. - I am beginning to link sentences with 'and'.	Nursery: - I can recite or retell a past event in my life to someone else. - Asking 'where' and 'who' questions.	Nursery: - Using a wider range of vocabulary in my play. - Singing some songs independently.	Nursery: - Use simple sentences. - Sing a large repertoire of songs e.g. nursery rhymes or numbers songs. - Use talk to organise themselves and their play.
	Reception: - Children speaking in simple sentences. - Children can say simple rhymes and sing songs and poems. - Children speak to the adults and children in the class, they talk to other children during their play.	Reception: - Children using expression to communicate meaning. - Children starting conversations and speaking to familiar adults. - Children taking turns and telling past events. - Children learning about rhyme and alliteration.	Reception: - Children using talk to pretend play. - Children explaining things through speech. - Children describing things through speech. - Children talking in the past tense.	Reception: - Children using talk to clarify their thinking and ideas. - Children speaking in well-formed sentences. - Children using speech to reason and problem solve. - Children verbally telling stories.	Reception: - Children explaining how things work, what has happened and why. - Children solving problems, reasoning with others and fixing friendship issues through speech. - Children adding detail to their sentences. - Children describing things that have	Reception: - Children creating an imaginary story of their own in play. - Children speak clearly in well-formed sentences. - Children using new vocabulary in different contexts. - Children use past, present, and future



					happened in their life to others	tenses in conversation with peers and adults.
Personal Social & Emotional Development: Self-Regulation	Nursery: - I can express when I feel happy, sad, tired or upset. - I can find out about emotions through stories and discussions.	Nursery: - I can sit nicely and keep my feet to myself. - I can look after the toys and equipment at my setting.	Nursery: - I will talk about my feelings. - I can wait my turn. - I tidy up the resources that I have used. - I am following the behaviour expectations of my nursery.	Nursery: - I know what 'right' choices are and I try my best to make the right choice. - I can talk about my feelings and explore why I might be feeling this way.	Nursery: - I can calm myself down using a strategy that works for me. - I am managing my feelings. - I show control with my emotions. - I can think about how others feel.	Nursery: - I am showing more control over my feelings and behaviours. - I am showing more perseverance and resilience when facing a challenge. - I can talk about the changes as I start school and how I feel.
	Reception: - Children talk about their feelings to trusted adults or special friends. - Children may come into school upset but can be comforted by adults. - Children listen to the rules and expectation and begin to follow them.	Reception: - Children are sharing more often or may comfort a friend who is upset. - Children identify their own emotions and name them. - Children begin to take turns and share resources and are developing patience and understanding that there is more than just them in the class.	Reception: - Children who are very upset know who they can talk to or know some ways to calm themselves down if needed. - Children are becoming more proud of themselves for achieving things such as pupil of the week. - Children know and follow the behavioural expectations of the school.	Reception: - Children have an adult in school they trust and will talk to. - Children talk about their interests and likes and dislikes at school. - Children are beginning to understand why listening is important to help us learn and keep us safe.	Reception: - Children try and share, take turns, reason and look after one another. - They apologise if they hurt someone accidentally or make someone else upset. - Children will without question follows instructions from their teachers or school adults.	Reception: - Children show emotional maturity ready for the emotional resilience needed for KS1. - Children can use reason and resolutions with other children to keep games and play fair. - Children are developing in independence and can manage their behaviour in a range of situations in school.
Personal Social & Emotional Development: Managing Self	Nursery: I can take turns with other children with adult support.	Nursery: - I will have a go at new things. - I am washing my hands after using the toilet	Nursery: I am showing more independence and confidence in my setting and when exploring areas.	Nursery: I can use the toilet independently.	Nursery: - I can manage when routines change. - I can talk about why we need to wash our hands.	Nursery: - I can talk about my achievements in a positive way. - I am becoming more independent in looking



	- I can explore the classroom with adult support. - I can use the toilet with adult support.	with some reminders to do so.	I will use the visual timetable to know what is happening in my day.	- I can focus on my task for a longer period of time. - I can talk about healthy food choices.	I can play nicely with others and extend others play.	after myself, ready to start school.
	Reception: - Children are developing an awareness of themselves and are forming their own opinions. - Children are beginning to learn the classroom rules and are following these with some reminders. - Children are becoming more independent at coming into school in the morning and getting ready for home at home time. - They are using the toilet independently most of the time at school. - They know it is okay to ask for help and will do so.	Reception: - Children are doing things for themselves – because they want to. - They will say what they are doing and why they are doing it too. - Children are using their preferences to choose what they would like to do at school. - Children can put their coats on and are becoming more confident and skilled in using buttons and zips.	Reception: - Children have a good understanding of the behaviour expectations and guide others to follow. - They are proud of what they can do and their achievements. - Children are becoming much more independent – getting things for home, eating their dinner and snacks, asking for help, getting a drink when they want one. - Children independently making healthy food choices such as at dinner time.	Reception: - Children know what makes them happy and do these things, they know what keeps them healthy and will do these things when possible. - Children looking after themselves at school (personal and hygiene needs). - Children developing resilience and perseverance independently	Reception: - Children tell adults and their peers what they have achieved and what they can do now, they are happy with themselves and proud of what they have achieved at school. – - Children are confident to try new things. - They continue to develop their resilience and perseverance independently. - Children can continue to look after and care for themselves.	Reception: - Children are proud of who they are and what they can do. - They talk about themselves positively. - Children continue to look after themselves and understand what healthy choices are. - Children have developed resilience, independence and perseverance to support them through transition and the next step in their school journey.
Personal Social & Emotional Development: Building Relationships	Nursery: I can take turns with other children with support from the adults in my setting.	Nursery: I will play alongside other children in my setting and may need adult support to do this.	Nursery: - I can come into my setting with minimal support from an adult. - I can talk about my family.	Nursery: I am forming friendships with some children in my setting.	Nursery: - I help others who are upset. - I am beginning to solve conflicts with others.	Nursery: - I can ask new adults questions. - I find solutions to conflicts I have had.





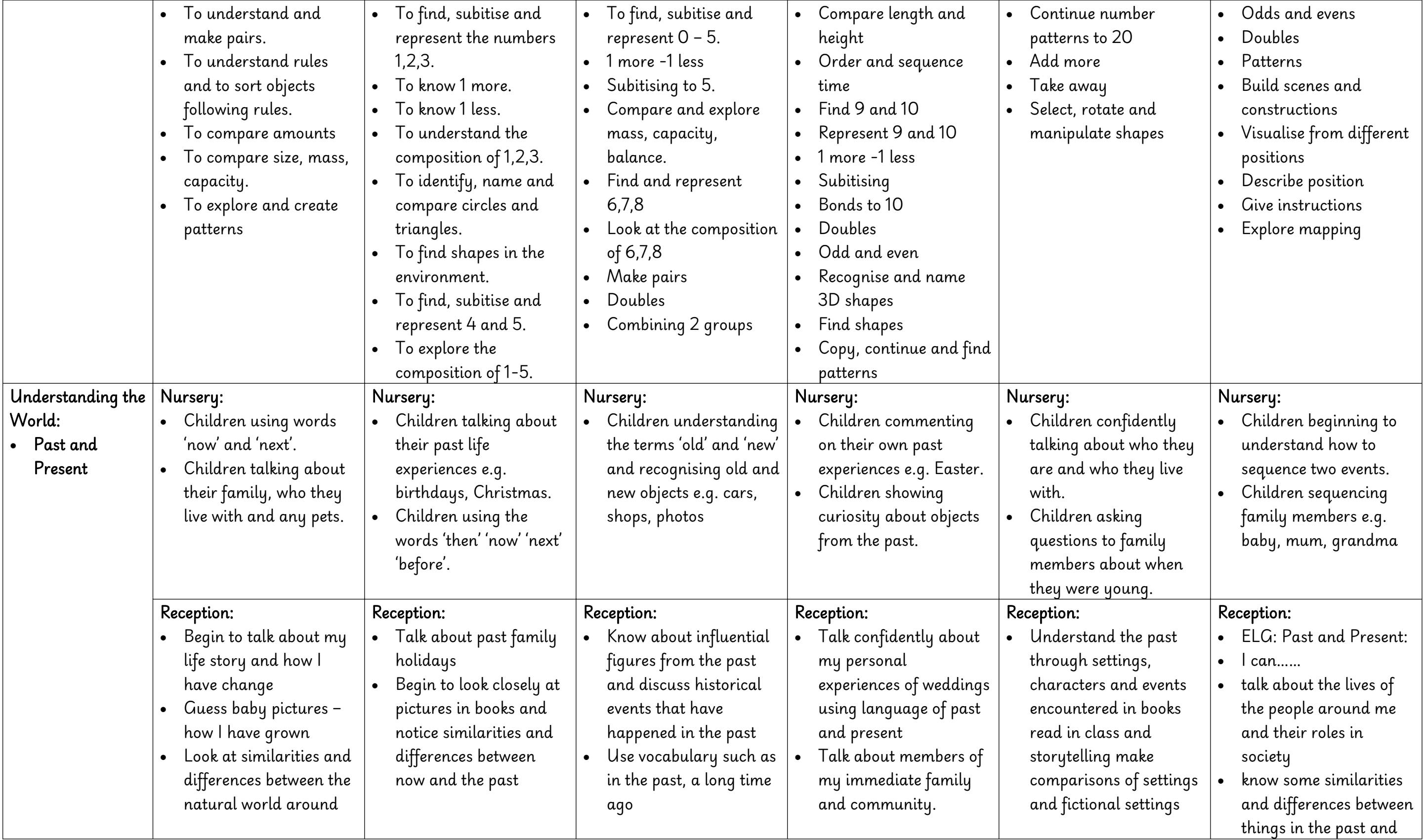
	- Singing some parts or certain Nursery Rhymes. - Hears new vocabulary from stories, rhymes, poems and non-fiction books. Have a favourite book and seeking it/them out to share with an adult or look at alone.	- To begin to understand that print has meaning. - To talk about the pictures in a book with support.	- To enjoy listening to longer stories. - To join in with some simple repeated refrains in well know stories/ rhymes.	To begin to name the parts of a book e.g., front cover, title, and author.	- To talk about a story, turning one page at a time. - To answer simple questions about stories. - Beginning to predict what might happen in a story.	- To know and say how the story might end. - To tell a longer story. - To listen to and enjoy sharing a variety of books and discuss the new vocabulary learnt.
	Reception: - Children joining in with rhyme, songs and poems. - Children are encouraged to hold a book correctly and carefully turn pages. - Children understand books have a beginning and an end. - Children listen and enjoy sharing a range of books both fiction and non-fiction. - Children know that text in English is read top to bottom and left to right. - Children can recognise pictures and illustrations in a text Vs the writing. - Children spotting familiar words in books	Reception: - Children being able to sequence two events from a familiar story – possibly with the use of prompts for support. - Children discussing and hearing a range of books – non-fiction and fiction. - Children being asked questions liked to the books read to them. - Children using texts and images to answer simple questions.	Reception: - Children having favourite books and rhymes – they may know these books from memory. - Say what they liked or disliked about a story. - When listening to a story children use the images to help them read. - Children are becoming increasingly more confident with their understanding of new words in stories. - Children can use a books front cover or blurb to make a prediction.	Reception: - When children are playing they are adapting, roleplaying or using vocabulary from stories they’ve read or heard. - When reading a well-known or repeated story children will join in. - Showing an increasing confidence in sequencing a story. - Gives a suggestion to the ending of a story using the front cover, blurb and beginning to support their suggestions.	Reception: - Use events in a story to suggest what might happen next (with reasonable suggestions being made). - Know what non-fiction and fiction means and can talk about the two text types. - Correctly sequence a story. - Use ‘because’ to give reason when answering ‘why’ questions about a text. - Rehearse and recall rhymes and stories and remembering actions to well-known rhymes.	Reception: - Converses about books talking about the events, the parts they liked and dislikes and gives reason as to why they feel this way. - Knows key vocabulary used in a range of books. - Continue to develop their roleplay to involve the storylines of the books read to them. - Recalls many parts of a text with accuracy



Literacy: • Word Reading	Nursery: • Hear different environmental sounds around me. • Begin to recognise some environmental print such as supermarket logos.	Nursery: • Discriminate between different instrument sounds. • To sing and perform actions to a familiar nursery rhyme. • Say the rhyming word at the end of a familiar rhyme.	Nursery: • To begin to recognise my own name with support. • Recognise rhythm in spoken words by clapping syllables.	Nursery: • To identify signs and symbols in the environment and recall what they mean. • Spot or suggest rhymes.	Nursery: • To begin recognising some words that start with the same initial sound. • To begin to recognise some individual letter sounds with support.	Nursery: • To recognise my own name independently. • To begin to recognise some individual letter sounds with support. • Recognise some words with the same initial sound e.g. m for mummy and milk. • Orally blend a simple word.
	Reception: • Children can discriminate sounds (Phase 1 Phonics) such as instruments and cars. • Children are beginning to be able to orally blend and segment. (Phase 1 Phonics).	Reception: Phonics lessons/ First sound reading books introduced and children read graphemes (letter sounds) s,a,t, p, i... -Begin to blend some simple words -Children read a few common exception words matched to the phonic programme	Reception: • Continue to read individual graphemes (letters sounds). • Blend simple sounds into VC or CVC words. • Children read a few common exception words matched to the school's phonic programme.	Reception: • Continue to read graphemes as well as some digraphs. • Children reading simple phrases and sentences with known graphemes / phonemes and a few exception words from memory.	Reception: • Children read some graphemes, digraphs, simple phrases and sentences with known graphemes / phonemes and a few exception words from memory.	Reception: • Children beginning to read some tricky words from Phase 4 e.g. said, like, have, so. • Children can re-read what they have written to check that it makes sense
Literacy: • Writing	Nursery: -Develop an interest in making marks. -I am beginning to distinguish between marks and pictures/drawings.	Nursery: Draws marks that are not always distinguishable. - Follows large pattern templates available.	Nursery: • Adds some marks to drawings. • Adds marks that to them symbolises their name.	Nursery: • Beginning to give meaning to the marks I make.	Nursery: • Understands that a written word conveys meaning. • Name writes with the first letter of their name to 'sign' their mark making.	Nursery: • Gives meanings to the marks made. • Can pretend to write in a range of contexts. • Becoming more confident with name writing (writes some or all of their name)
	Reception: • Writes their name - copying it from a name	Reception:	Reception:	Reception:	Reception: • All children being exposed to caption	Reception: • Children writing for a range of purposes e.g.



	card or trying to write it from memory. - Develop an awareness that writing communicates meaning. - Gives meaning to marks they make.	- Continuing to develop a phoneme / grapheme relationship. - Now has increasing control when making marks and drawing. - Copies adult 'writing behaviour' e.g. writing on a whiteboard, writing messages. - Uses some recognisable letters and own symbols such as their name or some initial sounds.	- Children recording letters for initial sounds and end sounds. - Children building and recording simple CVC words.	- Children build CVC, CVCC words using known graphemes. - Children recording these. - Use writing in their play. - Some children moving onto caption writing if ready.	writing and simple sentence writing and extended to copy or create a simple caption e.g. it is a bus. Continue to build on knowledge of letter sounds in writing.	non-fiction and fiction writing. Write short sentences sometimes using finger spaces, capital letters and full stops.
Mathematics: Number Numerical Patterns	Nursery: - To recognise, name and match colours. - To begin to show an interest in counting aloud verbally to 5. - To be able to 'give 1' when asked.	Nursery: - To be able to verbally count to 5 with developing accuracy. - To develop an understanding of '2' e.g. giving 2 items or noticing 2 in the environment.	Nursery: - To begin to be able to verbally count to 10 with developing accuracy. - To develop an understanding of '3' e.g. giving 3 items or noticing 3 in the environment. - To begin to compare quantities that are significantly more than and less/ fewer than visually without counting them.	Nursery: - To verbally count to 10 with developing accuracy. - To develop an understanding of '4' e.g. giving 4 items or noticing 4 in the environment. - To compare quantities that are significantly more and less visually without counting them.	Nursery: - To accurately count to 10. - To develop an understanding of '5' e.g. giving 5 items or noticing 5 in the environment. - To play simple dice and track games developing subitising skills.	Nursery: - To begin to understand that 5 can be shown in different ways. - To begin to subitise to 5. - To count to 10 and beyond.
	Reception: To match and sort objects and pictures.	Reception:	Reception: To understand 0.	Reception: Explore length, height and time	Reception: - Build numbers to 20 - Verbally count to 20	Reception: - Explore sharing - Explore grouping





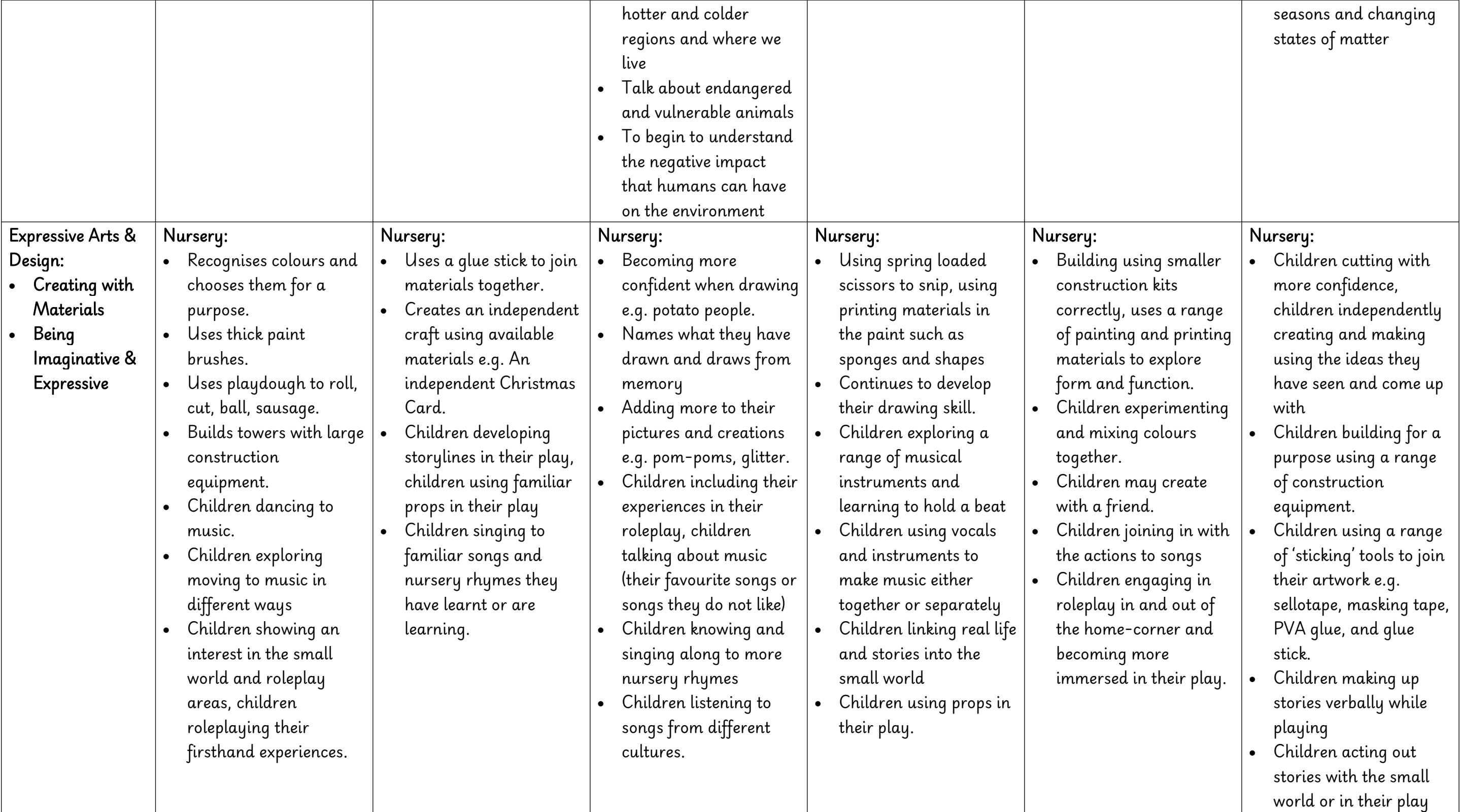
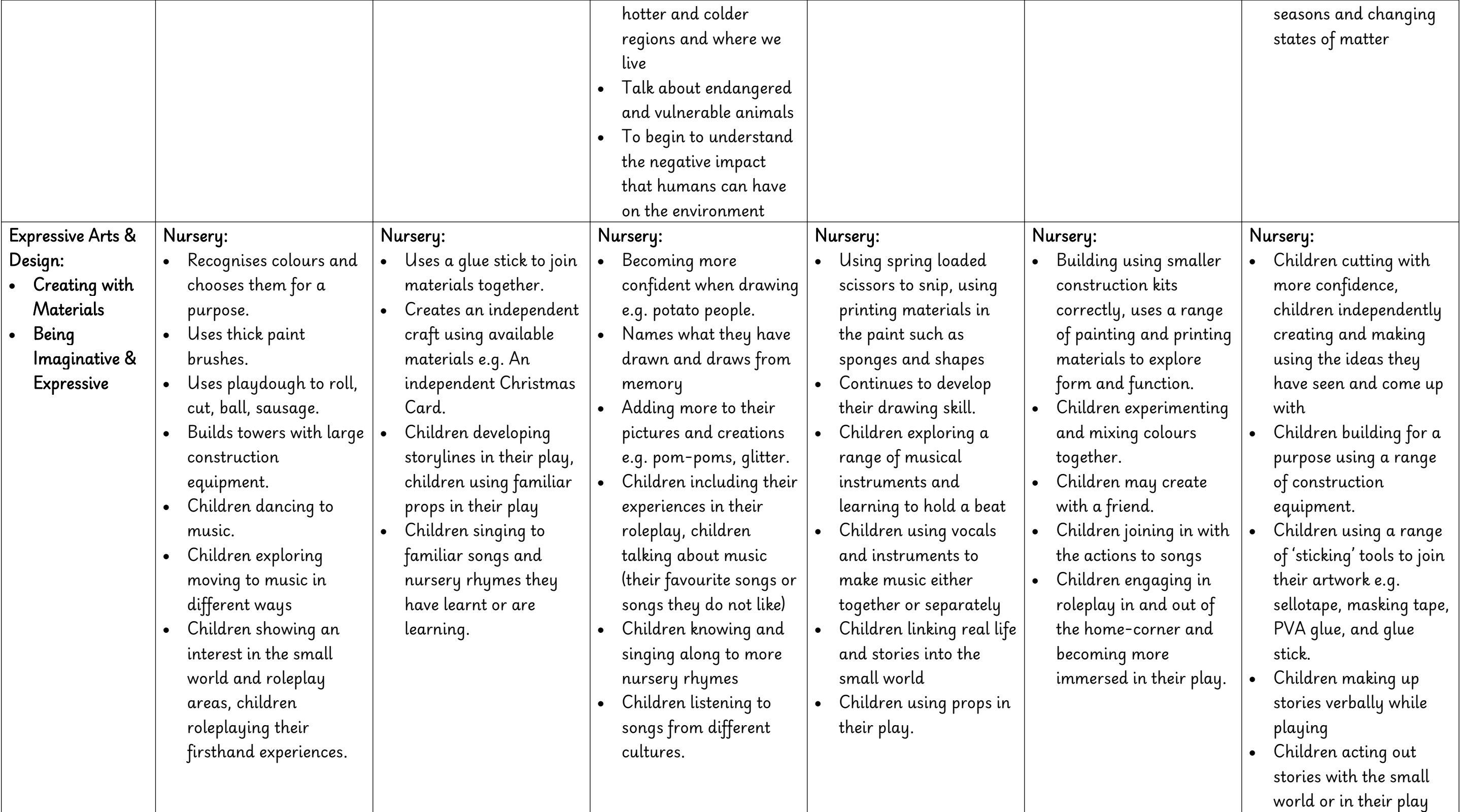
	me in the past and present	- Know and talk about influential figures from the past - Guy Fawkes - Talk about the soldiers, poppies, two minutes silence - Know some historical facts and stories from different religions and celebrations – Bonfire night, Guy Fawkes, Poppy Day	- Recognise some similarities and differences between life in this country and life in other countries - Comment on images of familiar situations in the past - Compare characters from stories, including figures from the past - Talk about how homes have changed - Comment on images showing homes in the past	Know and talk about influential figures from the past		now, drawing on my experiences and what has been read in class understand the past through settings, characters and events encountered in books read in class and through storytelling
Understanding the World: People, Culture & Communities	Nursery: - Children talking about their families. - Children talking about who is special to them and why. - Children naming their family members.	Nursery: - Children talking about how we look after our friends and families. - Children talking about their homes and what they have inside their homes. - Children talking about the celebration of Christmas.	Nursery: - Children recognising familiar signs, shops in the local environment. - I can talk about the transport used in my community. - I can talk about the similarities and differences between celebrations	Nursery: - Children speaking positively about differences between people and ways of life. - Children showing an interest in people with a range of occupations.	Nursery: - Children developing an idea of 'belonging'. - Children beginning to understand what the 'wider world' is and how we all play a part and get along with one another.	Nursery: - Children using the correct vocabulary to name different features of their community. - Children know there are other countries than England and that they look different to ours.
	Reception: - Talk about members of my immediate family and community - Name and describe people who are familiar to me	Reception: - To be able to draw information from a simple map - Talk about the features of different celebrations for different faiths	Reception: - Learn about different cultures in other places in the world - Find out how the lives of people in different countries are the same and different to mine	Reception: - Know that some children live in poverty - Understand how to care for nature - Know that people celebrate getting	Reception: - Understand why some people say the world is special - Talk about what I think is special about the world	Reception: - ELG: people, culture and communities: - I can..... - Describe my immediate environment using knowledge from observations,



	• Recognise the differences between myself and my friends (appearance, likes/dislikes, families) • Talk about what makes me feel special • Know what groups I belong to • Understand how we show people they are welcome • Know that I have a right to learn and play, safely and happily • Know that hands can be used kindly and unkindly • Know special things about myself -Know how happiness and sadness can be expressed -Know that being kind is good	• Know why different people celebrate different things • Talk about special past times • Know about the Jewish celebration Hanukkah • To know what happens at Diwali and why • Advent/Christmas around the world • To know what happens at Christmas, and why • To know what being unique means • To know the names of some emotions such as happy, sad, frightened, angry	• Talk about safer internet day • Talk about who is special to me and why? • Understand why some people are special • Talk about what a good friend is like • Understand the similarities and differences between different people's special stories • Know what a challenge is • Know that it is important to keep trying • Know what a goal is • Know how to set goals and work towards them • Know when I have achieved a goal • Know which words are kind • Know some jobs I might like to do when I am older • Know that I must work hard now in order to be able to achieve the job I want when I am older	married in different ways • Know that some places are special to people in my community	• Describe my local habitat and compare with a contrasting country	discussions, stories, non-fiction texts and maps
Understanding the World:	Nursery:	Nursery:	Nursery: • Children understanding how and why we	Nursery:	Nursery:	Nursery:



• The Natural World	• Children showing respect and care for their environment. • Children talking about their home environment and school environment. • Children exploring their world and environment through their senses.	• Children exploring the changing weather and seasons • Children continuing to explore using their senses. • Children naming parts of the body. • Children showing more of an interest in the world.	respect and care for animals. • Children exploring a range of materials and natural objects.	• Children exploring the changing weather and seasons (Spring). • Children learning about new life and plants based around Spring time.	• Children growing plants from seeds and caring for them • Children exploring how these plants grow and change over time.	• Children exploring the changing weather and seasons (Summer) • Children noticing changes such as ice melting in the sun and offering a reason why
	Reception: • Explore the natural world and describe what I see, hear and feel when outside • Understand the effects of the changing seasons around me – autumn - Talk about harvest	Reception: • Begin to describe what I see, smell and feel in the natural world • Talk about recycling – linked to recycling week • Begin to understand the negative impact that humans can have on the environment	Reception: • Know the name of the road, and the name of the village where my school is located • Find and name the arctic and Antarctic on a globe/map • Talk about why something melts or freezes and the changes that happen • Make observations of the animals that live in the arctic/Antarctic/ desert and talk about what makes them special • Compare the weather in winter to the weather in autumn • Recognise the similarities and differences between	Reception: • Talk about signs of spring / changes from winter to spring – spring walk. • Understand the effect of changing seasons on the natural world around me • Explore the natural world around me, making observations and drawing pictures of animals and plants • Explore non-contact forces (gravity and magnetism)	Reception: • Know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what I have read	Reception: • ELG: The Natural World: • I can..... • Explore the natural world around me, making observations and drawing pictures of animals and plants • Know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class • Understand some important processes and changes in the natural world around me, including the





						Children performing songs either vocally or with an instrument,
	Reception: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function - Follow drawings and curved and straight lines to create line drawings of different buildings - Detailed self-portraits using a choice of materials - Know a range of songs related to myself and my community - Sing in a group or on my own, following the melody and increasingly matching the pitch - Copy-clap the rhythm of names - Explore high sounds and low sounds using voices - Begin to move in response to music - Begin to use observation skills to	Reception: - Sing a range of well-known nursery rhymes and songs - Explore colour mixing using primary colours - Explore warm and cool colours looking at Autumn and Winter - Print or collage to create a pattern or image - Select colours appropriately for tasks - Learn about arts and crafts from different countries - Diwali lamps, Christmas cards, Hanukah cards, Rangoli - Listen to and explore the beats of different music from around the world - Know that different music is played for different celebration - Learn to play percussion instruments and listen to the sounds they make	Reception: - Start to create my own storylines that include peers - Know different songs and dances from around the world - Join in simple songs remembering some of the words - Participate in action songs which call for movement - Move to musical stimuli in a variety of ways, e.g., hopping, marching, skipping and jumping - Explore and engage in music making and have a simple understanding of a beat - Share creative ideas with peers and begin to work together, sharing skills - Continue to draw and paint pictures with increasing complexity - Construct with a purpose in mind, using a variety of resources	Reception: - Design with a purpose in mind and explain the process I have used - Make 3D models of my favourite bugs, ensuring that they have the different features - Draw an object from careful observation talking about the features that I have included - Make props to use in role play and small world play - Know a repertoire of songs – nursery, topical, seasonal, interdenominational and multi-cultural - Imitate and create movement in response to music - Tap out simple repeated rhythms and make some up showing interest in the way musical instruments sound	Reception: - Create collaboratively sharing ideas, resources and skills - Change the tempo and dynamics whilst playing music - Know how to use a wide variety of instruments - Begin to understand emotion through music and can describe music in simple terms - Draw with details - Problem solve and reflect on my designs and creations - Construct with a purpose - Independently use tools and techniques with increased care and precision - Experiment with colour, design, texture, form and function	Reception: - ELG: Creating with Materials - I can..... - safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function - share my creations, explaining the process I have used - make use of props and materials when role playing characters in narratives and stories - ELG: Being Imaginative and Expressive - I can..... - invent, adapt and recount narratives and stories - sing a range of well known nursery rhymes and songs perform songs, rhymes, poems and stories with others and when appropriate try to move in time with music



	draw things with increasing details	• Know that sounds can be changed by altering the way they are made • Move to musical stimuli and keep in time to the music.	• Safely construct with a purpose and evaluate my designs • Select tools and techniques needed to shape, assemble and join materials I am using and explain the process I have used • Make observations and draw pictures of Arctic/Antarctic animals • Return to and build on their previous learning, refining ideas and developing the ability to represent them • Know that different materials can be used to create art • Explore art from different places around the world	• Explore high pitch and low pitch in the context of songs • Create collaboratively sharing ideas, resources and skills • Use tools and techniques with increased care and precision • Mix a range of colours needed for a purpose		
R.E.	Why are we all different and special?	How do Christians celebrate Jesus' birthday?	What makes a place special or holy?	Why do Christians believe that Easter is all about love?	Prayer	Which stories did Jesus hear when he was a child?
P.S.H.E.						
Music	SPARKYARD My musical classroom		SPARKYARD Musical patterns and performing		SPARKYARD Sound stories	