

Reception

Curriculum Overview for 2024-2025

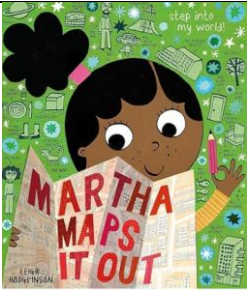
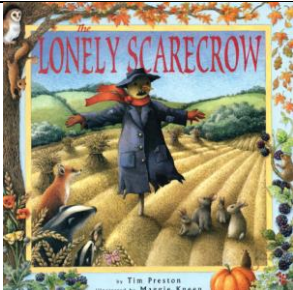
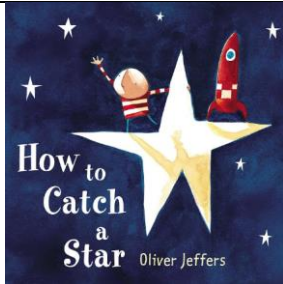
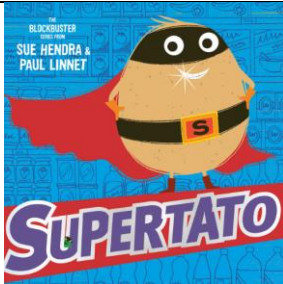

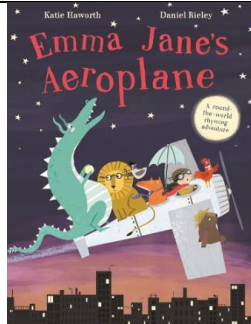


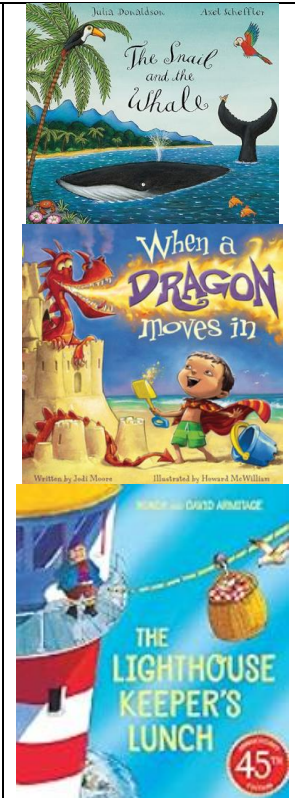
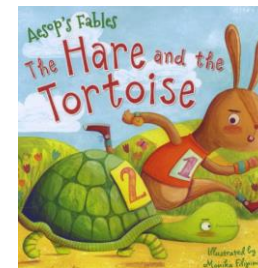
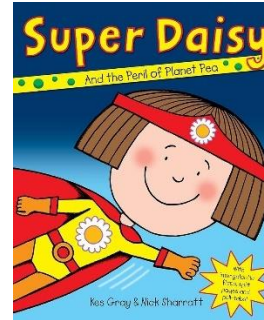
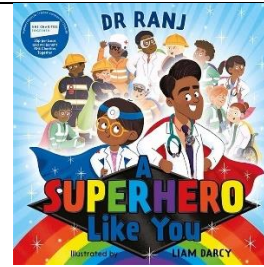
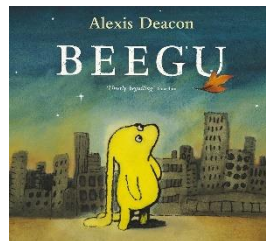
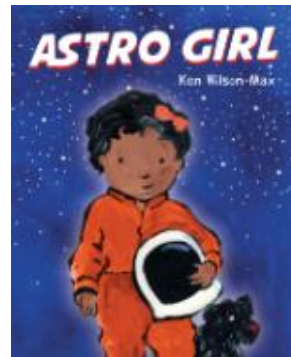
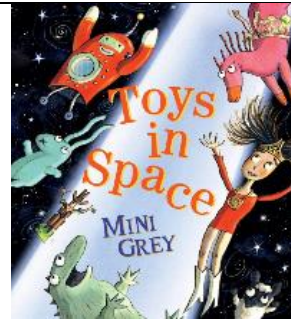
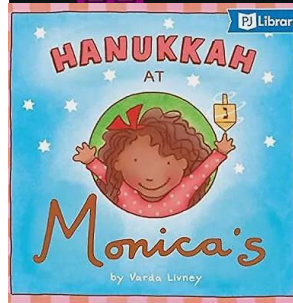
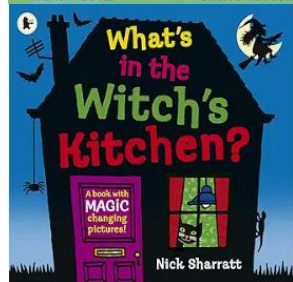
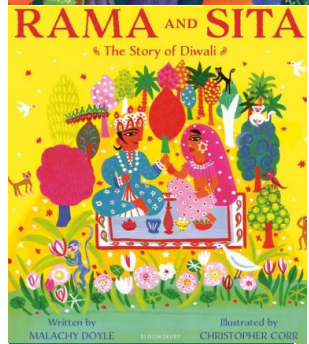
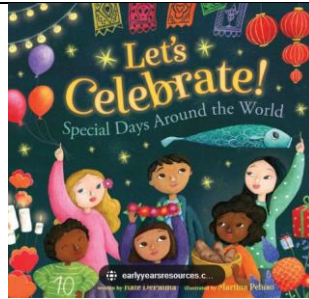
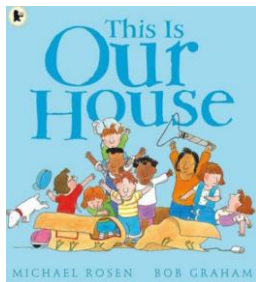
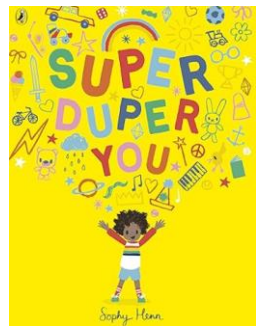
This gives a detailed overview of the experiences your child will have over the course of the year. There are times when teachers may adapt particular topics in response to the interests and needs of each class. Parents are invited to click on the link, below, for further information regarding

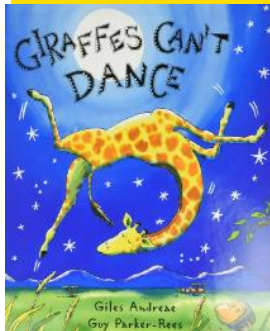
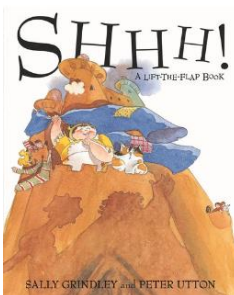
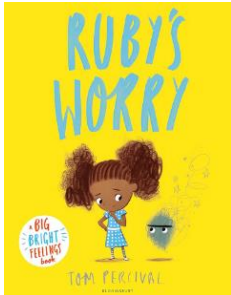
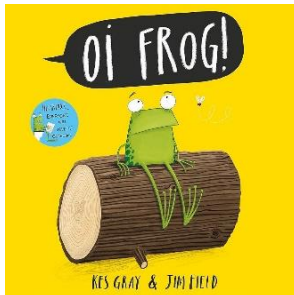
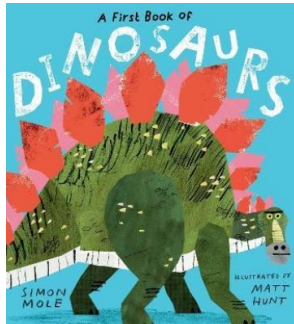
Topics	Autumn 1 Super Me	Autumn 2 Festivals of light	Spring 1 Let's explore Space	Spring 2 To the Rescue...	Summer 1 Traditional Tales from around the world	Summer 2 Hooray! Let's go on Holiday Transport
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Stories form the foundation of our curriculum, high quality picture books are carefully selected to support, the delivery of the curriculum along with developing children's language development and nurture the desire to read. We have a collection of texts that children revisit throughout the reception year.

Please see 'Read Aloud list

Key texts						
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Super 6	Stories <div></div>			Poetry <div></div>		
Songs and nursery rhyme	Happy and you know it. Head Shoulders, Knees and toes. Ten Tall fingers.	Dreidal, Dreidal, Dreidal. Ten little fireworks standing in a row. Twinkle, twinkle, little star Dem bones Felix Navidad	Five Currant Buns in a Bakers Shop. Spring Chicken. Chick, chick, chick, lay a little egg for me.	Caterpillar Chomp I am the Bakers Man. How to be a Superhero The Super Hero Parade If I could be a SuperHero song (CBeebies) Five SuperHeroes	There's a Worm at the bottom of the garden. The Ants go Marching by. There was an Old Lady Who swallowed a Fly Mary, Mary, quite contrary?	You are my Sunshine. Oh, I do like to be beside the seaside. We're all going on a summer holiday. Summer Time.

		Great Big Polar Bears Jingle Bells				
Vocabulary	Topic specific based Vocabulary linked to 3 words a week by Mrs Wordsmith.	Topic specific based Vocabulary linked to 3 words a week by Mrs Wordsmith.	Topic specific based Vocabulary linked to 3 words a week by Mrs Wordsmith.	Topic specific based Vocabulary linked to 3 words a week by Mrs Wordsmith.	Topic specific based Vocabulary linked to 3 words a week by Mrs Wordsmith.	Topic specific based Vocabulary linked to 3 words a week by Mrs Wordsmith.
Possible Enrichment Opportunities	Parents invited in to talk about celebrations and / or reading stories from home/culture. Autumnal Walk through the woods by the Heath and collecting natural resources for art activities. Family Breakfast. Local Walk outside of school to look at different houses. Secret Garden Visits.	Parents invited in to talk about celebrations and / or reading stories from home/culture. Open classroom where parents are share their festivals and celebrations from home: - Diwali - Hanukah - Christmas - Thanks Giving Visit to local church and synagogue.	Parents invited in to talk about celebrations and / or reading stories from home/culture. CLC workshop visit Postal Museum Visit Visit Burgh House to Sketch blossom	Parents invited in to talk about celebrations and / or reading stories from home/culture. Theatre performance Perform Super hero workshop.	Parents invited in to talk about celebrations and / or reading stories from home/culture. Hampstead Heath Playground picnic	Parents invited in to talk about celebrations and / or reading stories from home/culture. Golders Hill visit PRIDE Themed Rainbow day
Celebrations	Birthdays.	Harvest Festival Halloween Bonfire night Diwali Hanukah Christmas	Chinese New Year	World Book Day Pancake Day Eid Al Fitr Ramadan Mother's day	Father's Day	Transition Day

Cooking	Toast making	Cheese straws.	Making healthy pizza.	Using pastry make feta and tomato parcels.	Puff pastry swirls with vegetables.	Making sandwiches to send to the light house keeper for his lunch.
	Biscuit making.	Cous cous	Chinese noodles	Super food salad.	Fruit kebabs with berries.	Milk shake making
	Smoothies.	Christmas biscuit decoration	Valentine biscuits	Superhero smoothies	Frozen yogurt lollies	Ice lolly using natural fruit juices.
				Cress sandwich making		

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day, in a language-rich environment are 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, storytelling 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

Topics	Super Me Including the local area	Celebrations	Let's explore Space	To the Rescue...	Traditional Tales from around the world	Hooray! Let's go on Holiday Transport
Communication and Language	<p>Settling into Reception. Learning to sit in a group and take turns talking.</p> <p>Becoming familiar with names of children in class and staff and talking about different routines.</p> <p>Naming parts of the body.</p> <p>Role-play families.</p> <p>Talking about families and special occasions such as birthdays.</p> <p>Show and tell of their favourite item from home.</p>	<p>Talk about different festivals and how they are celebrated, what are the similarities and differences.</p> <p>Using different tenses.</p> <p>Retell Diwali story using props.</p> <p>Developing language for negotiating.</p> <p>Show and tell of their favourite toy.</p>	<p>Offer explanations of why things happen and making use of nonfiction books.</p> <p>Asking how and why questions.</p> <p>Reciting poems and songs.</p>	<p>Using language imaginatively when bringing a super hero adventure to life.</p> <p>Describe the super hero / villain they have created.</p> <p>Begin to create and plan their own stories, retelling in sequence.</p> <p>Asking questions.</p>	<p>Class Assembly performance.</p> <p>Sequence, retell and re-enact " and other Traditional stories.</p> <p>Begin to create and plan their own stories, retelling in sequence.</p> <p>Using language from traditional stories, for example, Once upon a time /suddenly etc.</p> <p>Use a range of connectives.</p> <p>Hot-seating, taking on the role of one of the characters.</p>	<p>Describing a recent holiday experience and prepare a presentation to give to the class as a show and tell.</p> <p>Retelling stories in the correct order.</p> <p>Using chronological vocabulary when talking about past experiences and future goals.</p>

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

Personal, Social and Emotional Development	<p>Focus on settling and independence.</p> <p>Developing responsibility – caring for own belongings.</p> <p>Getting to know friends and adult’s names.</p> <p>Draw members of family.</p> <p>Routines and class rules.</p> <p>Begin to take turns with occasional adult support.</p>	<p>Learn about different cultural celebrations related to festivals of light.</p> <p>Thinking about how to be kind and considerate to each other.</p> <p>Preparing for the Christmas concert by discussing how we might feel.</p>	<p>Look at learning goals for year.</p> <p>Explain how to keep clean and healthy, explain why it is important.</p> <p>Explain the importance of oral hygiene.</p>	<p>Grow and taste new foods. Explain what a healthy diet is.</p> <p>Identify and understand basic feelings and how to express emotions.</p> <p>.</p> <p>Preparing for a class assembly.</p>	<p>Explore and express feelings through stories.</p> <p>Goals for growing up.</p> <p>Discussing emotions and behaviour in the context of Traditional Tales.</p>	<p>Preparing for and setting goals transition to Yr1.</p> <p>Visits to new class and spending time in the playground at lunch time.</p>
Early learning Goals	<p>Self-Regulation ELG Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able 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.</p> <p>Managing Self ELG Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</p> <p>Building Relationships ELG Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others’ needs.</p>					

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁶. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.


<p>Physical Development</p> <p>5 a day fitness video to run throughout the year.</p>	<p>Range of finger gym activities on offer daily to support fine motor skills.</p> <p>Move around school and the playground safely.</p> <p>Begin to establish a dominant hand for writing.</p> <p>Regular opportunities to practice cutting skills.</p> <p>Pencil Grip activities.</p> <p>Begin to use a range of tools safely and appropriately.</p>	<p>Range of finger gym activities on offer daily to support fine motor skills.</p> <p>Look at ways to stay healthy.</p> <p>Look at different ways you can move your body including crawling, walking, climbing and running providing using larger apparatus to provide challenge.</p> <p>Imitate different cultural dances and create own dances.</p> <p>Pencil grip development.</p>	<p>Range of finger gym activities on offer daily to support fine motor skills.</p> <p>Running games, What's the time Mr Wolf.</p> <p>Finger Gym activities.</p> <p>Using construction kits and recycled materials to assemble vehicles for moon discovery.</p>	<p>Range of finger gym activities on offer daily to support fine motor skills.</p> <p>Using junk modelling to design and build vehicles for their super hero to use.</p> <p>Super hero obstacle courses. Using wool as laser beams attached to different objects.</p> <p>Children to plant and tend to vegetable/plant plot in reception garden, using gardening tools. Using malleable materials to create models of flowers and plants.</p> <p>Moving in the style of a super hero.</p>	<p>Range of finger gym activities on offer daily to support fine motor skills.</p> <p>Obstacle courses based on how to escape the prison in the Magic Paintbrush.</p> <p>Look at how a Chinese dragon moves and create own dragon using material found in classroom.</p> <p>Re-enact the race form the hare and the tortoise.</p> <p>Look at ways to stay healthy and strong.</p>	<p>Range of finger gym activities on offer daily to support fine motor skills.</p> <p>Build sandcastles in the sand area to recreate When a Dragon Moves In.</p> <p>Use Play dough / natural materials to make different transport models.</p> <p>Pencil Grip focus this term to ensure letter formation is clear and concise.</p>
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Physical Development Coach Sessions						
Early Learning Goals	Gross Motor Skills ELG Children at the expected level of development will: 11 - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills ELG Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.					
Literacy EYFS Statutory Educational Programme: 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	- Daily, planned story time – using core texts for reception focused information text - Opportunities to join in with familiar rhymes, songs and stories, throughout the day - Story table with puppets and other props to retell key text - Talk about and reflect on the stories listened to - Revisit speech bubbles, what would the characters say? - Hot seating a character from key text - Role play opportunities linked to key stories - Discuss a range of stories, recalling the setting, main events and characters, reflect on how the characters feel, what was the problem, how was it resolved.					
Early Learning Goal	Comprehension ELG Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.					
Word Reading Little Wandle Phonics Scheme	Daily Phonics Little Wandle phase 2 graphemes Taught GPC’s: s a t p l n m d g o c k c k e u r h b f l Tricky Words:	Daily Phonics Little Wandle phase 2 graphemes Reinforce taught GPC’s: h b f l ff ll ss j v w x y z zz qu ch sh th ng ng	Daily Phonics Little Wandle phase 3 graphemes Reinforce taught GPC’s: ai ee igh oa oo oo ar or ur ow oi ear air er and longer words	Daily Phonics Little Wandle phase 3 graphemes Reinforce taught GPC’s: Review Phase 3, ai ee igh oa o oar or ur oo ow oi ear er air	Daily Phonics Little Wandle phase 4 graphemes Reinforce taught GPC’s: Short vowels CVCC, CCVC	Daily Phonics Little Wandle phase 4 graphemes Reinforce taught GPC’s: long vowel sounds CVCC CCVC, Phase 4 words ending -s -es longer words

	I the is	words ending with s Tricky words: put pull full as and has his her go no to into she push he of we me be		Longer words Words ending in -ing Tricky words: Review all taught so far	Longer words, compound words, root words ending in: -ing, -ed, -est Tricky words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today.	root word ending in: -ing, -ed /t/ -ed /id/ /ed/ -ed /d/ - er -est Longer words Tricky Words Review all taught so far. Secure spelling
Early Learning Goal	Word Reading ELG Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words					
Writing Literacy activities are planned using high-quality texts to inspire writing The writing area provides children with a wealth of inviting resources to use.	Writing activities linked to text. - list family members - draw and label a map of their journey to school - make a spoon super me character and answer 'I am super because...' Name Writing. Drawing and labelling 'my family'. Explore mark making with a purpose. Identifying and writing initial sounds.	Writing activities linked to text. Explore rhyming words linked to What's in the Witches Kitchen. Drawing and labelling the characters from the Diwali story. Using descriptive language to write a sentence. Writing a letter to Father Christmas. Write a question to ask parent visitors. Make a list of items	Writing activities linked to text. Writing a list of the things we would take with us to space. Writing a description of an alien using adjectives. Design their own alien and writing a detailed description. Create a lost toy poster for a toy that was stolen and taken to	Writing activities linked to text. Comic-style writing using speech bubbles. Drawing and labelling a map. Creating a villain for the super hero to defeat and writing a character description. Writing non-fiction texts eg recipes, shopping lists. Write for school newsletter,	Writing activities linked to text. Creating their own house made out of sweets and writing a detailed description of it. Retelling the story of Hansel and Gretel by writing sentences to match each piece of the story.	Writing activities linked to text. Story map, writing labels and captions. Describe a dragon that lives inside their sandcastle. Creating a poster about their favourite holiday. Writing 'all about me' books for transition. Writing letters to the nursery explaining what to expect in reception. Writing for a purpose, opportunities within the

	<p>Create a map of the school building and label it.</p> <p>Writing taught GPCs as part of Little Wandle Sounds.</p> <p>Writing for a purpose, opportunities within the role play area and across the setting.</p> <ul style="list-style-type: none"> • Postcards • Telephone Messages • Shopping lists 	<p>you would need to build a scarecrow.</p> <p>Writing for a purpose, opportunities within the role play area and across the setting.</p> <ul style="list-style-type: none"> ▪ List for the Elves ▪ Letters ▪ Cards ▪ Shopping list ▪ Party invitations 	<p>space.</p> <p>Writing for a purpose, opportunities within the role play area and across the setting.</p> <ul style="list-style-type: none"> ▪ Drawing and labelling a map of the moon ▪ Writing notes for the astronauts ▪ List of things to take to space ▪ Making space traveler identity cards and space travel passports. 	<p>recounting trip to Hampstead Heath.</p> <p>Writing a character description book making, developing stamina to write own stories, and using a planning frame.</p> <p>Writing for a purpose, opportunities within the role play area and across the setting.</p> <ul style="list-style-type: none"> ▪ Lists of things a super hero can do. ▪ Shopping lists ▪ Recipe for a super hero potion ▪ Instruction manual lists ▪ Writing notes for the super hero 	<p>Retelling the Magic Paintbrush and creating their own ending to the story.</p> <p>Looking closely at the Tortoise and the Hare and writing about the moral of the story.</p> <p>Writing a recipe for cooking sessions.</p> <p>Story map, writing labels and captions.</p> <p>Using featured traditional tales as a model for writing own stories.</p> <p>Beginning to use full stops, capital letters and finger spaces.</p> <p>Writing for a purpose, opportunities within the role play area and across the setting.</p> <ul style="list-style-type: none"> • Shopping list • Information books • Book making • Letters to their favourite 	<p>role play area and across the setting.</p> <ul style="list-style-type: none"> • Shopping list • Making tickets for the airplane • Information books • Book making • Writing shop labels for the ice cream shop.
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					character	
Early Learning Goal	Writing ELG Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.					
Mathematics						
EYFS Statutory Educational Programme: 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						
Mathematics White Rose Maths scheme of work	Use 2D shapes to create face and body pictures.	Look at colour and shape patterns.	Identify 3D shapes in buildings and go on a shape hunt in the local area.	Introduce teen numbers- recognising the repeating pattern.		
	Consolidate naming and ordering numbers to ten.	Create own Rangoli patterns.	Sort different materials.	Draw and negotiate maps using positional and directional language.		
	Reliably making sets of numbers up to ten.	Create repeating patterns using 2D and 3D shapes.	Design logo for space craft using different 2D/3D shapes and patterns.	Recall number bonds to 10.		
	Survey of different features for example eye colour.	Explore capacity and measure through cooking.	Use secret codes to explore number.	Add and subtract using concrete objects.		
	Order the class by height and create a height chart.		Ordinal numbers.	Explore the concept of time and time telling time to the hour using the Tortoise and the Hare.		
			Weight, order items by weight and use heavier / lighter vocabulary.	Creating a pictogram of how we get to school and the different modes of transport that are used.		
			Naming 3D shapes.			
			Use language of movement / direction when describing journeys.			
			Sharing food with others.			
			Measure plant growth using non-standard measures.			

	<p>Use and understand everyday language – before, after, yesterday, today and tomorrow.</p> <p>Focus on recognising how old a child is and looking at numerals with personal significance. Stick their name in the correct ten frame on the birthday board. Ex, I am four, I am five.</p>		<p>Favourite fruits / vegetables data chart using pictograms and tally charts.</p> <p>Mini-beast hunt tally chart.</p>	
White Rose Topics	<p>Match sort and compare. Talk about measure and patterns. It's me 1,2,3! Circles and triangles. 1,2,3,4,5 Shapes with 4 sides.</p>	<p>Alive in 5. Mass and capacity. Growing 6,7,8 Length, height and time. Building 9 and 10. Explore 3D shapes.</p>	<p>To 20 and beyond. How many now? Manipulate compose and decompose. Sharing and grouping. Visualise build and map. Make connections.</p>	
				
Early Learning Goal	<p>Number ELG Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns ELG Children at the expected level of development will: 12 - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other</p>			

quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

EYFS Statutory Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.





<p>Understanding the World</p>	<p>Past and Presents Sequence events in own life and use time related vocabulary, 'Now I'm in reception, when I was a baby'. Concertina books detailing New born to 4 years old in pictures.</p> <p>People, culture and communities Talking about families.</p> <p>Walking around Hampstead High Street; taking photos of local landmarks (tube, Waterstones, Roni's) and talking about features the shops on the high street and what they stock.</p> <p>Making maps of journey to school.</p> <p>The Natural World</p>	<p>Past and present Using time related vocabulary, link to seasons and the end of the year.</p> <p>People, culture and communities Explore and ask questions about winter celebrations.</p> <p>Make comparisons between different festivals.</p> <p>Research and prepare questions for Visitors eg a Open Classroom discussion of Hanukkah, Christmas and Diwali.</p> <p>Using a world map, make up a class display of languages spoken and countries visited.</p>	<p>Past and present New year – personal timeline and goals for the future, using chronological vocabulary.</p> <p>People, culture and communities Looking at celebration of Chinese New Year.</p> <p>Spring festivals with a focus on Jewish festivals and Easter.</p> <p>The Natural World Observing the changes in seasons.</p> <p>Visit to Hampstead Heath for a winter Walk.</p>	<p>Past and present Compare past and present super hero characters. E.g superman through the ages.</p> <p>People, culture and communities Looking at experiences of different religions. Ramadan and Eid.</p> <p>Think about real life super heroes such as the NHS and emergency services.</p> <p>Name someone who has been your super hero and present to the class.</p> <p>The Natural World Observing growth in bulbs planted – labelling different parts of the plant</p>	<p>Past and Presents Comparing past and present using traditional stories, comparing clothes for example.</p> <p>People, culture and communities Looking at different versions of traditional stories, making comparisons.</p> <p>Looking closely at three different countries (story related) in detail. Germany – Hansel and Gretel China – The magic Paintbrush Africa – The Tortoise and the Hare</p> <p>The Natural World Compare and contrast the animals</p>	<p>Past and present Preparing for transition, reflecting on how they have changed over the year.</p> <p>Writing letters to the Nursery children transferring to Reception.</p> <p>What they hope to achieve moving to Year 1 reflecting on things they can do now that they couldn't do at the start of the year.</p> <p>People, culture and communities Revisit world map generated in Autumn Term and update.</p> <p>Make comparisons between Habitats – comparing the Heath to the Dessert – Dubai.</p> <p>Make comparisons</p>
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	<p>Caring for the outside area.</p> <p>Planting bulbs ready for spring / Mother's day.</p>	<p>Explore Halloween and how it is celebrated in Hampstead.</p> <p>The Natural World Collecting natural resources to create Winter Wreath.</p> <p>Nature table to show transition between seasons.</p>			<p>in China with here in the UK.</p>	<p>between life in this country and in other countries, using stories and videos. Focus on the Desert – Dubai and London.</p> <p>The Natural World Caring for nature recognising the impact of human activity on the world.</p> <p>What does it mean to recycle – looking at the impact?</p> <p>Recognise some environments are different to the one in which they live in.</p>
Early Learning Goal	<p>Past and Present ELG Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling;</p> <p>People Culture and Communities ELG Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; - 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; - 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>The Natural World ELG Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>					
RE Concepts taught throughout the year: welcoming, thanking, sharing, belonging,	<p>Belonging</p> <p>What makes us special?</p>	<p>Celebrating birthdays.</p> <p>How do people celebrate? Hanukah Christmas</p>	<p>Looking at places that are special to members in the community – including places of worship.</p>	<p>Ramadan Eid al Fitr</p>	<p>Family and community Shabbat</p>	<p>Special and sacred clothes</p>

storytelling, celebration, remembering, looking forward		Diwali				
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Expressive Arts and Design

EYFS Statutory Educational Programme: 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.

Expressive Art and Design	<p>Children to learn about the artist Andy Goldsworthy and about his natural art, sculptures and photography. To compliment this read Leaf Man then select own natural materials, sourced from Heath to create either a pattern, and a family portrait.</p>  	<p>Singing and dancing to Fireworks.</p> <p>Design a trick or treat poster.</p> <p>Recreate a Hampstead haunted house.</p> <p>Looking at Jackson Pollok. Select materials to recreate a Firework sky at night.</p>  <p>Christmas Carol Recital, singing and dancing.</p> <p>Christmas string decorations for the Winter Fair.</p>	<p>National Gallery Take One Picture participation in whole school art project.</p> <p>Using polystyrene tiles design a flag that will go onto a space rocket.</p> <p>Using paper mache build and create the different planets in the solar system.</p> <p>Water colour earth painting using different types of clay.</p> <p>Using junk modelling to create a space rocket.</p>	<p>Design a costume for a super hero.</p> <p>Design and create a vehicle for the super hero using an axel and a wheel. Looking carefully at joining techniques matching to purpose. Using split pins and treasury tags.</p> <p>Self-portrait in the style of a super hero.</p> <p>Children to create dances in style of super heroes, again using instruments to evoke different powers.</p> <p>Observational drawings of mini-beasts linked to the Hampstead Heath Visit.</p>	<p>Making puppets based on traditional stories.</p> <p>Working in groups to retell a chosen traditional story and perform to the nursery, creating puppets, backdrop and accompanying music.</p> <p>Decorate and create a gingerbread house to entice Hansel and Gretel into it. Use junk modeling for the base of the building.</p> <p>Using different materials to create different paintbrushes and</p>	<p>Sea collage image Colour mixing trying to create the colour of the sea.</p> <p>Using axels and wheels to recreate different modes of transport.</p> <p>Dance to Carnival of Animals using diff. instruments to evoke different animals.</p> <p>Observational plant drawings with a focus on William Morris.</p> 
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	<p>- Tracing a picture of my house and comparing their house with different houses in the area.</p> <p>-Sing a range of familiar songs and nursery rhymes.</p> <p>-Begin to use observation skills to draw things with increasing details.</p> <p>Explore mixing colours and shading colours.</p>			Creating sculptures of mini- beasts using a range of materials.	<p>assessing their usability.</p> <p>Design and Create a medal to give the Tortoise when he wins the race.</p>	<p>Using sticks to paint a picture.</p> <p>Observing and selecting materials to recreate animal markings. Who made these marks?</p> <p>Creating dioramas of the beach – selecting materials to decorate backdrop and to make models</p> <p>Using pastels to blend background for pictures based on the seaside and English countryside.</p>
Early Learning Goal	<p>Creating with Materials ELG Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative and Expressive ELG Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; 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.</p>					
Role Play	Waterstones book shop and café.	Post and Sorting Office.	Space Station	Super Hero HQ	The Gingerbread house for the Witch.	Ice cream shop and Café Beach hut
Characteristics of effective learning	<p>The EYFS is about how children learn, as well as what they learn. Children need opportunities to develop their own play and independent exploration. This is enjoyable and motivating. They also need adults to ‘scaffold’ their learning by giving them just enough help to achieve something they could not do independently. Helping children to think, discuss and plan ahead is important, like gathering the materials they need to make a den before they start building. These are ways of helping children to develop the characteristics of effective learning. In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:</p> <ul style="list-style-type: none"> • playing and exploring – children investigate and experience things, and ‘have a go’ • active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements • creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things 					

Activity	Coding with Max sessions. Using code to move objects around a maze. Create drawings on the ipad and using code to animate it.	The Jolly Postman has lost his sack. Design something that will help him to carry all of the Christmas post.	<p>Selecting materials to make a model of mini beasts with moving parts.</p> <p>Stain glass planets Design space travel logo</p>	Working in groups to produce a dance-carnival of animals, reviewing what works well and how to improve further. Plan-do-review model	How can you rescue Yin from the prison if she didn't have her magic paintbrush? adapting model as required.	Making a sailboat that will take us to the beach. What type of material should it be?
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