Reception Learning Journey 2025 - 2026

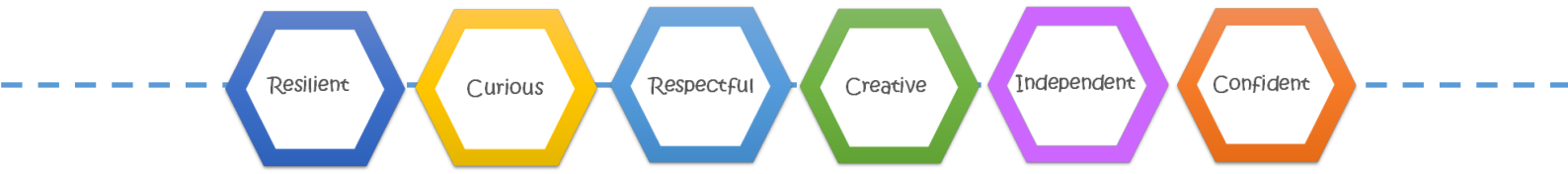
Autumn		Spring		Summer	
Character Development					
Resilience	Curiosity	Respectfulness	Creativity	Independence	Confidence
Theme					
Outside Inside	**Knowing Yourself - Let's Celebrate**	**Talents, Powers and Superheroes**	**Nature Detectives**	**Marvellous Me**	**Family & Friends**
Possible ideas / Mini-themes *These themes may change or be replaced depending on child interest or fascination*					
Starting school All about me My local area Autumn Harvest	Halloween Remembrance Day Africa Diwali Friendship Week Nursery Rhymes Space and Solar System Christmas	New Year Winter Superheroes Emergency Services Vehicles Lunar New Year	Spring Plants Growing Wild and domestic animals Maps	Dinosaurs Environment Our bodies Our world Pets Pirates	Summer Toys Sports Keeping fit and healthy living Holidays
Whole School Events					
Harvest E-safety week Life Space Come and Read Black History Month	Remembrance Day Friendship Week Diwali Bonfire Night Trip to St Paul's Christmas Nativity Christingle Children in Need Christmas Jumper Day	Lunar New Year Children's Mental Health Awareness Week	World book day Poetry week Mother's Day Red Nose Day Holi Ramadan Eid International Women's Day	Environment Week St George's Day Country Dancing Eid STEAM Week Earth Day	Windrush Day Year 2 leavers show Father's Day Come and Read Sports and Healthy Living Week 30 Days Wild Take One Picture
Reception Trips and Experiences					
Autumn Walk Life Space Visit	African Drumming Workshop World Nursery Rhyme Week Church Trip at Christmas	Winter Walk Visit Orpington Library Police/Firefighter/Nurse Visits to school Parents invited to talk about professions Big Bird Watch	Spring Walk Tyland Barn Vegetable/Plant growing competition Ramadan / Eid Visitor	Pirate Drama Workshop Trip to London Transport Museum Butterflies and Tadpoles	Visit Keston Mosque Summer Walk
LEARNING JOURNEY					
Personal Social and Emotional Development – SCARF ***Self-regulation*** ***Managing self*** ***Building relationships***					
My new school	Friendship Week - What is a friend?	**SCARF: Keeping Myself Safe**	**SCARF: Rights and Responsibilities**	**SCARF: Growing and Changing**	Preparing for change -

Resilient Curious Respectful Creative Independent Confident

Code of Conduct Developing independence **SCARF: All about me and my relationship** • What makes me special? • People Close to me • Getting help – Who can help me? • My feelings	**SCARF: Valuing Difference** • Similarities and difference • Celebrating difference • Same and different families and homes • Showing kindness and being a caring friend **SDG 5**	• Keeping my body safe • Safe secrets and touches • People who help us keep safe. • Safety indoors and outdoors • Keeping safe online Growth Mindset (Being my Best SCARF) **SDG 4** **SDG 8**	• Looking after things: friends, environment, money. **SDG 13** **SDG 14** **SDG 15**	• Cycles • Life stages • My body	transition to new class **SCARF: Being my Best** • Keeping my body healthy – mind, food, exercise, sleep **SDG 3**
Home Sweet Home (CLL, PSED and UTW)					
A new home / DIY Moving in Daily Life – Cooking Daily Life – Technology A New Baby Growth	Diwali Bonfire Night Cleaning / Chores Shopping – Money Illness Winter Christmas	New Year Selfcare – Exercise Selfcare – Good Hygiene Taking Care of Others Lunar New Year Valentine's Day	Taking Care of Pets Shrove Tuesday Baking Spring Cleaning Easter	Keeping in Touch Eid Birthdays Family Time King's Coronation Celebrations	Summer Summer Holidays Picnics Packing Up House for Sale

Safeguarding

Relationships	**Friendship Week**- How to be a good friend. **Odd Socks Day** – valuing differences **Speak out, stay safe** – NSPCC – PANTS Rules, Pantosaurus **Safety in the classroom** via Code of Conduct and choose it, use it, put it away. **Classroom rules -** How can we make our classroom a happy and safe place? **School Code of Conduct** **Characters of Learning** (Confidence, Independence, Resilience, Respect) **All about Me**-Things that make us the same and different. Valuing each other as individuals. **Who can help me?** Identify who can help if they are sad, worried or scared. (Identifying trusted adults in school, at home and in the community). Identify ways to help others or themselves if they are sad or worried. **Same and Different families**- being sensitive towards others **I am caring**- building friendships and co-operation
Health and Wellbeing **SDG 4** **SDG 5** **SDG 15**	**Life Education Bus session** **Mental Health Awareness Week** **Earth Day** **Safeguarding posters in the classroom/Safeguarding leads displayed in every classroom** **Daily wellbeing and feelings check-in/Time to talk** **Personal hygiene** **Healthy eating** **Move your body**-Exercise **A good night's sleep** **Bouncing back when things go wrong**- Growth mindset **Getting bigger**- Changes **Me and my body**- Explain which parts of their body are kept private and safe and why. (Link to NSPCC-PANTS/Pantosaurus song). Being safe using our equipment/managing risks
Living in the Wider World	**Caring for our environment (Environment Week)** **Internet Safety Week**-How to keep safe online



SDG 5 **SDG 7** **SDG 8** **SDG 10**	**P4C**-discussion topics/considering different points of view Road safety Fire safety Sun safety Fire safety/Lockdown drills People who help us – role play area (hospital, fire, police, vet) Fire and firework safety Managing risks (Forest school) British Values – finding out about different religious beliefs and festivals within our school community. Language Ambassadors **People who help to keep me safe**- identifying adults in their lives and those in their community who keep them safe. **Keeping myself safe**- medicines **Caring for our world**- talking about how we can make an impact on the natural world **Looking after money**-recognising, spending, using (financial awareness)

Equality, Diversity and Inclusion

Children will explore an inclusive curriculum that celebrates our diverse school community. Children will learn in an environment rooted in mutual respect and tolerance. They will be given a realistic picture of the world they live in. We are committed to ensuring that every child is included and supported. We have carefully adapted our curriculum to promote a range of authors, artists, athletes, scientists, musicians, explorers and people from our local community from a diverse range of backgrounds. Throughout the curriculum, but especially during PSHE and P4C lessons, children will learn to challenge stereotypes and learn to speak out against discrimination. Children are encouraged to speak up about real life experiences and how best to approach situations, regardless of how uncomfortable it may be. Children are taught appropriate language and terminology to use when discussing race and diversity. Pupils are taught how to approach scenarios involving race and diversity with empathy. Languages are positively celebrated and families are welcomed into our school to share their culture and traditions throughout the school year. We warmly invite representatives from different religions, cultures and backgrounds into school to enhance our curriculum.

British Values

Democracy	• Children self-initiate activities and often choose a partner to play or work with • Children encouraged to develop enquiring minds and to ask questions • Children recognise and respect that people have different views and opinions
Rule of Law	• Children understand the school's Code of Conduct and classroom rules agreed. • Children know that some behaviours are unacceptable • Children use tools and equipment safely following clear guidelines and rules.
Individual Liberty	• Children engage in activities to promote confidence and well-being. • Children reflect on and embrace each other's similarities and differences. • Children know they have freedom of choice to talk about topics of interest. • Children able to express personal creativity.
Respect and Tolerance	• Children respond positively to what others say and do. • Children develop respect for each other's cultures and celebrations. • Children see positive role-models that challenge gender, cultural and racial stereotypes. • Children develop respect for their environment

Sustainable Development Goals

In the Early Years Foundation Stage, the Sustainable Development Goals (SDGs) are introduced in a simplified and age appropriate ways to help young children begin to understand global issues and values such as kindness, fariness, looking after the planet, and helping others. The SDGs are 17 global goals set by the United Nations to help make the world a better place by 2030. They focus on things like ending poverty, protecting the enviornment, and promoting peace and equality. We use stories, play, real-life experiences and simple language to introduce the ideas behind the goals. The aim is to help children develop empathy and a sense of responsbility, understand basic rights and fairness and begin to care for others and the world around them. The SDGs in EYFS are about laying the foundations for global citizenship through meaningful experiences that foster curiosity, compassion and care for the world. Links to the SDGs have been made throughout the document in bold.



Communication and Language

Listening, attention and understanding

Speaking

Communication and language are developed through a language-rich environment, including high quality back and forth interactions, group focus discussions, modelling of new vocabulary, PSHE, stories, singing, role-play and weekly interventions. All children will have a speech and language assessment completed in Autumn 1 so we can tailor our interventions to support their developing language and communication skills.

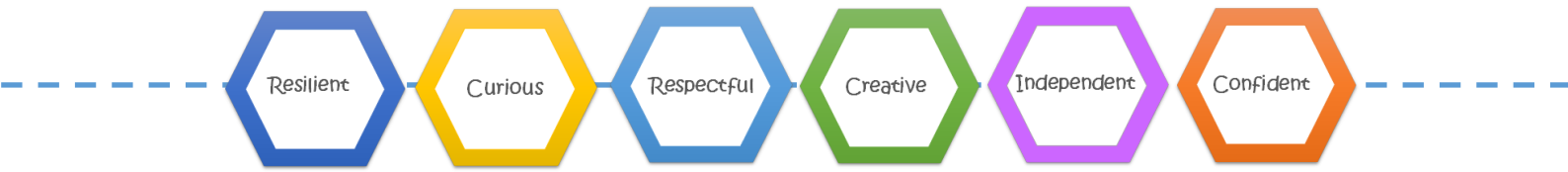
P4C and Circle Time will be introduced. Listening and Attention Skills. Begin to ask questions. 1:1 discussions -Talk about themselves and others in full sentences - Singing songs, joining in stories and group time discussions - Speak about a range of texts, sharing ideas and thoughts with adults and peers -Play rhyming and listening games.	Listening, Attention and Understanding skills. Begin to ask and answer questions. 1:1 discussions -Compare different festivals using vocabulary they have acquired from their learning - Make comments about their observations - Use talk to organise their thinking	Small group discussions. Asking and answering questions. Begin to use the right tense. -Give opinions and share ideas with confidence in different situations -Describe features of different stories -Talk to others and take it in turns to talk - Show good listening behaviours - Follow instructions with two or more parts	Small group discussions. Asking and answering questions. Using the present tense correctly. -Describe familiar texts with detail and using full sentences -Ask questions about familiar aspects of their environment and learning -Begin to use social phrases. -Connect ideas and actions using connectives.	Confidence in whole class discussions. Using the past tense correctly. -Begin to use conjunctions in sentences - Share ideas in small groups and whole class situations confidently - Respond to what other people say e.g. peers, teachers. -Retell stories that have been shared.	Confidence in whole class discussions. Hot seating. Using the future tense correctly. -Use a full vocabulary bank including technical language -Use conjunctions in sentences - Use past, present and future forms - Ask questions about what I have heard - Explain events that have already happened in detail

Core Nursery Rhymes, Songs and Poems

Wind the Bobbin Up Twinkle Twinkle Pat-a-cake This Old Man Heads, Shoulders, Knees and Toes Name Song A Great Big Cuddle	The Big Ship Sails Dinosaurs The Grand Old Duke of York I am the Baker Man Bobby Shafto's Gone to Sea I'm a Pirate A Sailor Went to Sea, Sea, Sea I Went to Visit the Farm One Day Big Green Crocodile	The Animal Fair Hickory Dickory Dock London Bridge is Falling Down Oranges and Lemons When You Want to Make a Spell We're Driving in Our Car This is the Way We Lay Our Bricks Wiggle and Roar

P4C

Dreams How can we tell whether	**Friendship** Can a book be a friend?	**Superheroes** Can everyone be a hero?	**Environment / spring** Which season do you think animals like the most?	**Art** Does Art have to be a picture?	**Animals(habitats)**



it is a dream or not? How do we know when we are dreaming? **Harvest** Why should we share? **Similarities/ differences between me and my friends** Are we all the same? Are we all different?	**Maths week** What are numbers? **Christmas** Would it be good if it was Christmas every day?	**Right and wrong (keeping safe)** How do I decide what is right or wrong? **Life** If you could control one thing for everyone in the world, what would it be?	**Animals and humans** Would it be good if animals could talk? *Good because ….* *Bad because ….* **Easter** What would be the easiest thing to give up for Lent?	**Music** If music was never invented? *Good because ….* *Bad because ….* **Beauty (environment week)** What is beautiful?	Are wild animals freer than people? **Sports Day** Is winning or taking part more important? **Changes** How have I changed since I started Reception?
Literacy – Literacy Tree ***Comprehension*** ***Word Reading*** ***Writing***					
Key Texts					
Where the Wild Things Are **SDG 1** **SDG 2**	Look Up! Bringing The Rain to Kapiti Plain **SDG 1** **SDG 2** **SDG 4**	The Magic Paintbrush Super Milly and the Super School Day **SDG 1** **DG 2** **SDG 3** **SDG 8**	The Tiny Seed The Extraordinary Gardener **SDG 14** **SDG 15**	Weirdo The Night Pirates **SDG 5** **SDG 14**	So Much My Shadow is Pink **SDG 3** **SDG 5**
Writing					
Baseline Writing name and other familiar words Letter Formation Sharing and talking about stories **Tourist information leaflets** Labels and captions, retellings, simple explanations Labels, captions, oral re-telling, developing a	**Non-chronological reports** Dialogue, diaries, re-telling. mini-autobiography **Narrative sequels** Signs and labels, captions, invitations, thought bubbles, advertisements, letters of advice	**Own version 'overcoming' tales** Thought bubbles, labels, oral re-telling, writing in role, thank you letters **Alternative character version** Letters of encouragement; a retelling; song lyrics and job applications	**Advice leaflets** Labels and captions, advice, retellings, writing in role, narrative, letter **Narrative inspired by the original text** Labels, letters of advice, instructions, narratives	**Instructional guides to being brave** Writing in role, letters, captions and labels, narrative retellings **'How to be a pirate' guides** Writing in role, letters, labels and captions	**Own 'So Much' narrative poems** Past tense sentences, writing in role, performance/ narrative poetry **Simple explanation** Signage, letters of advice, lists, labelled diagrams

new character Own version 'wild thing' narrative					
Supporting Texts					
Barbara Throws a Wobbler Ravis' Roar Not Now Bernard Two Monsters My adventure Island	Anansi the Spider Leopard Drum Handa's Surprise Handa's Hen Mama Panya's Pancakes Tanka Tanka Skunk Rhythm of Rain Mae Jemison Space Tortoise Rocket Girl The Solar System Clean Up! Beegu	Super Daisy Supertato Poems Out Loud Supertato Veggies Assemble/Veggies in the Valley of Doom Super Bat Super Worm My Mum is a Superhero Eliot the Midnight Superhero	Charlie and Lola Look After My Planet Bog Baby A First Book of Nature Mad about Minibeasts I Love Bugs Growing Frogs Oliver's Vegetables Yucky Worms	The Surprise The Cow Who Fell to Earth A Dress With Pockets Julian is a Mermaid Billy and the Pirates Pirates Love Underpants Pirate Mums	Baby Goes to Market Hey You Full, Full, Full of Love Super Duper You My Shadow is Purple Perfectly Norman
Reading					
The children will be introduced to VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval and Sequencing). This will take place during planned, shared story time. Children will engage during planned story times by hearing the same story every day to strengthen their understanding of the text. Children will take home a weekly library book to share at home.					
Rosie's Walk We're Going on a Bear Hunt Can Bears Ski? Little Red Hen My Magic Family	Handa's Hen The Cat, The Rat and the Hat The Colour Monster Little Glow The Gingerbread Man	Supertato Giraffes Can't Dance Amazing Three Little Pigs Bathe the Cat	The Tiger Who Came to Tea Room on the Broom Hey You! Jack and the Beanstalk Last Stop on Market Street	Six Dinner Sid Farmer Duck Pink is for Boys Goldilocks and the Three Bears Love Our Earth Goat's Coat	Peace at Last Oi Frog Splash! Three Billy Goats Gruff Welcome to Our World Two Homes
Handwriting					
Use the correct pencil grip Pre-writing shapes Free drawing Guided drawing and copying Copying and completing mark making patterns Introduce letter families (curly caterpillar, one armed robot, zigzag monster and long ladder letters)		Developing good posture sitting at a table Repetition of letter formation families (curly caterpillar, one armed robot, zigzag monster and long ladder letters) Free drawing opportunities. Mark making. Handwriting assessments.		Form most letters accurately so children can write automatically, efficient and fluently. Free drawing opportunities.	
Phonics - Bug Club					
Review Phase 1 phonics - rhyming and listening activities Phase 2 phonics	Phase 2 phonics - Phase 3 phonics -digraphs	Phase 3 phonics - digraphs	Phase 4 phonics -adjacent consonants	Phase 4 phonics -adjacent consonants	Recap and assessments .
Physical Development - iPEP ***Gross Motor Skills*** ***Fine Motor Skills***					

Games and Fundamentals Develop basic fundamental movement skills Develop ideas and themes surrounding: -exploring spaces -movement and locomotion -position and direction -actions and dynamic movements	**Games: Ball Skills** Show an awareness of space Roll a ball towards a target Bounce a ball Throw a ball underarm Pass and receive a ball 5-a-day GoNoodle Write Dance	**Gymnastics: Balance** Know how to use a variety of equipment & resources Balance on one foot Perform static balances Understand how to listen to & follow instructions Hold their body still on different bases	**Games: Strike and Field** Develop hand-eye co-ordination Throw a ball in the right direction Take turns with a partner Develop spatial awareness Run with developing control and fluency	**Dance: Minibeasts** Demonstrate two-dimensional shapes Demonstrate scuttling actions Move with floaty and fluttery dynamics Move in the space using forwards, backwards and sideway actions Develop relationships – away, towards and around partner	**Athletics: Fun with Quoits and Cones** Develop appropriate running technique Jump over different sized obstacles Throw towards a set target Competentl y catch a ball or beanbag
GoNoodle Write Dance Active Advent Calendar Get Squiggling		GoNoodle Write Dance Mini-marathon		GoNoodle Write Dance Walk to school Country Dancing Sports Day Events	
Lining up and queueing Personal hygiene Health and Wellbeing Participating in physical activity Understanding health eating Toothbrushing Being a safe pedestrian		Understand sensible amounts of 'screen time', Having a good sleep routine		Healthy Eating Healthy Living Sun Safety	

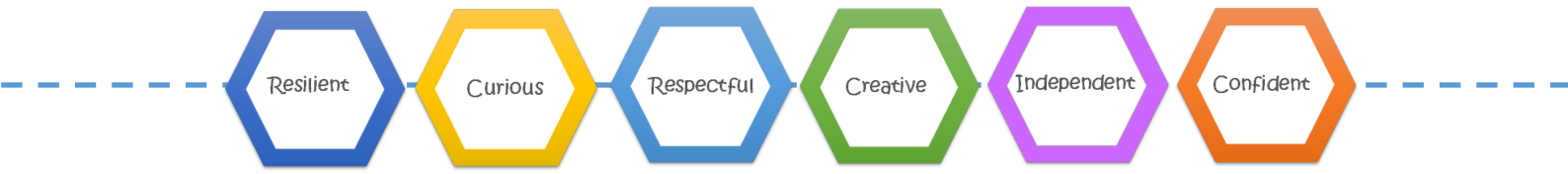
Physical Development

Fine Motor Skills

Children will develop and refine their fine motor skills through a wide range of activities so that they can use a range of tools competently, safely and confidently. This will also help to develop their handwriting style and correct letter formation. Examples of activities include: cutting, cutting different materials threading, using different materials, creating with malleable materials, tracing outlines, scrunching materials using paintbrushes, using tweezers, pattern making, scissor skills, using cutlery, doing up zips, buttons and laces, stacking, balancing, using small tools (hole punches, pipettes, paper clips, hammers, pegs), weaving, sewing, construction objects, Dough Disco, Get Squiggling, Squiggle While You Wiggle.
The children do weekly drawing lessons in their sketch book.

Welly Walk and Forest School – Fruits of the Forest

Spring Term: **SDG 13** **SDG 15**	Make a log dog. Make a nature book mark. Mark making with mud. Den building. Go on a nature walk and make a natural bookmark (N) Use a hammer safely (T) Tie a knot of their own (K) Work with a partner to look for minibeasts and recall what they found (Te) Sit independently for Sit Spot within an allocated area Discuss the seasons and changes (N) Develop gross motor skills in Forest School with large apparatus. Develop body-strength, balance, co-ordination and agility.
Summer Term:	**Outdoor Adventures: KAPOW**



SDG 13 **SDG 15**	To use the senses to explore natural materials. To make observations of natural materials in the world around them. To describe the effects of different weather conditions. To use the senses to observe and talk about experiences whilst outside. To begin to notice some of the features of the changing seasons. To begin to recognise seasonal weather conditions.

Mathematics – White Rose Maths

Supporting Texts

The Button Box by M Reid Frog and Toad - A Lost Button by A Lobel A Squash and a Squeeze by J Donaldson Mr Big by E Vere A Pair of Socks by S J Murphy Seaweed Soup by S J Murphy	Rosie's Walk by P Hutchins Pete the cat and his four groovy buttons by E Litwin Kipper's Birthday by M Inkpen Day Monkey, Night Monkey by J Donaldson Circle by Jon Klassen Triangle by Jon Klassen Squares	None the Number by O Jeffers A Squash and a Squeeze by J Donaldson Balancing Act by E Stoll Walsh Six Dinner Sid by I Moore Kipper's Toybox by M Inkpen Titch by P Hutchins	Cockatoos by Q Blake Pattern Bugs by T Harris Pattern Fish by T Harris Ten Black Dots	Which One Doesn't Belong? C Danielson Mr.Gumpy's Outing by J Burningham Tad by B Davis The Shopping Basket by J Burningham Grandpa's Quilt by B Franco	This is the story of Alison Hubble by A Ahlberg Double Dave by S Hendra The Doorbell Rang by P Hutchins One Odd Day by D Fisher Who sank the Boat by P Allen How many Legs? - K Gray
Baseline Activities **Getting to know you activities in provision** **Block 1- Match, sort and compare** 1. Match objects. 2. Match pictures and objects. 3. Identify a set 4. Sort objects to a type. 5. Explore sorting techniques. 6. Create sorting rules. 7. Compare amounts.	**Block 3-It's Me 1 2 3!** 1.Find 1, 2 and 3. 2. Subitise 1, 2 and 3. 3. Represent 1, 2 and 3. 4. 1 more. 5. 1 less. 6. Composition of 1, 2 and 3. **Block 4- Circles & Triangles** 1.Identify and name circles and triangles. 2.Compare circles and triangles. 3. Shapes in the environment. 4.Describe position. **Block 5- 1, 2, 3, 4, 5** 1.Find 4 and 5. 2.Subitise 4 and 5. 3.Represent 4 and 5. 4.1 more. 5.1 less. 6.Composition of 4 and 5. 7.Composition of 1-5. **Block 6- Shapes with 4 sides** 1.Identify and name shapes with 4 sides. 2.Combine shapes with 4 sides.	**Block 7-Alive in 5!** 1.Introduce 0. 2.Find 0-5. 3.Subitise 0-5. 4.Represent 0-5. 5.1 more. 6.1 less. 7.Composition. 8. Conceptual subitising. **Block 8- Mass and capacity** 1.Compare mass. 2.Find a balance. 3.Explore capacity. 4.Compare capacity. **Block 9-Growing 6 ,7 ,8** 1.Find 6, 7 and 8. 2.Represent 6, 7 and 8. 3.1 more. 4.1 less. 5.Composition of 6, 7 and 8. 6.Make pairs odd and even. 7.Double to 8. (find a double)	**Block 10-Length, height and Time** 1.Explore length. 2.Compare length. 3.Explore height. 4.Compre height. 5.Talk about time. 6.Order and sequence time. **Block 11-Building 9 & 10** 1.Find 9 and 10. 2.Compare numbers to 10. 3.Represent 9 and 10. 4.Conceptual subitising to 10. 5.1more. 6.1 less. 7.Composition to 10. 8.Bonds to 10 (2parts) 9.Make arrangements of 10. 10.Bonds to 10 (3 parts) 11.Doubles to 10. (Find a double) 12. Doubles to 10. (Make a double) 13.Explore odd and even. **Block 12-Explore 3d shapes (2 weeks)** 1.Recognise and name 3d shapes.	**Block 13-To 20 and Beyond** 1.Build numbers beyond 10. (10-13) 2.Continue patterns beyond 10. (10-13) 3.Build numbers beyond 10. (14-20) 4.Continue patterns beyond 10. (14-20) 5.Verbal counting beyond 20. 6.Verbal counting patterns. **Block 14-How many now?** 1.Add more. 2.How many did I add? 3.Take away. 4.How many did I take away? **Block 15-Manipulate, compose and decompose.** 1.Select shapes for a purpose. 2.Rotate shapes. 3.manipulate shapes. 4.Explain shape arrangements. 5.Compose shapes. 6.Decompose shapes. 7.Copy 2d shape pictures.	**Block 16-Sharing and grouping.** 1.Explore sharing. 2.Sharing. 3.Explore grouping. 4.Grouping. 5.Even and odd sharing. 6.Play with and build doubles. **Block 17-Visualise, build and map.** 1.Identify units of repeating pattern. 2.Create own pattern rules. 3.Explore own pattern rules. 4.Replicate and build scenes and

Block 2-Talk about measure and patterns. 1. Compare size. 2. Compare mass. 3. Compare capacity. 4. Explore simple patterns. 5. Copy and continue simple patterns. 6. Create simple patterns.	3.Shapes in the environment. 4.My day and night.	8.Double to 8 (make a double) 9.Combine 2 groups. 10.Conceptual subitising.	2.Find 2d shapes within 3d shapes. 3.Use 3d shapes for tasks. 4.3d shapes in the environment. 5.Identify more complex patterns. 6.Copy and continue patterns. 7.Patterns in the environment.	8.Find 2d shapes within 3d shapes.	constructions. 5.Visualise from different positions. 6.Describe positions. 7.Give instructions o build. 8.Explore mapping. 9.Represent maps with models. 10. Create own maps from familiar places. 11.Create own maps and plans from story situations. **Block 18-Make connections** 1.Deepening understanding. 2.Patterns and relationships.
Counting Nursery Rhymes					
One Man Went to Mow One Elephant Went to Play 5 Little Men in a Flying Saucer 5 Little Speckled Frogs Five Currant Buns in a Bakers Shop Five Little Ducks Went Swimming One Day		One, Two, Buckle My Shoe One tomato, two tomato Five Little Speckled Frogs 1, 2, 3, 4, 5 once I caught a Fish alive		Ten Green Bottles Ten Fat Sausages Ten in the Bed The Animals Went in 2 by 2	
Key Instant Recall Facts					
Recite numbers to 10	Subitise numbers to 5	1 more/1 less given number to 5	Double numbers to 5	Recite numbers to 20	1 more/1 less given number to 10
Understanding the World ***Past and Present (KAPOW)*** ***People, Culture and Communities (KAPOW)*** ***The Natural World***					
Past and Present					
Peek into the Past – KAPOW	Discover, explore and talk about significant past events – Remembrance Day, Bonfire Night.	Talking about different roles in society by naming and describe people who are familiar to them.	**Adventures Through Time – KAPOW** To understand that the environment around us changes as time passes.	Know some differences between past and now – animals / dinosaurs	**Adventures Through Time - KAPOW** To begin to understand

Describe changes over time. Sort photographs from the past and present. Recognise the order events happen. Compare pictures from the past and present. Discuss calendars, days, weeks, months, years birthdays. All about me and my family. My favourite things – toys, books, friends, other people. Talking about members of their immediate family and community.			To compare modes of transport of the past with the present. Making maps to follow routes. St Patrick's Day. Why is this a special day?	St George's Day. Why is this a special day? Transport – Then and Now.	the concept of generations family trees To recognise special achievements. To recognise that kings and queens are powerful people.

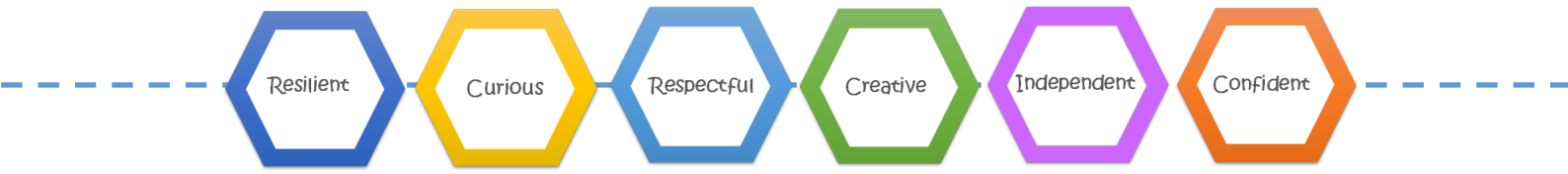
Books to enhance Past and Present

Books about grandparents: Grandma's Bill, My Great Grandpa, My Two Grannies, Coming to England **Books about homes:** Home, In Every House on Every Street, Our House, Can Caravan, A Street Through Time **Remembrance Day:** Where the Poppies Now Grow	**Books about Babies and Growing Up:** Hey You, When You Joined Our Family, Peepo! **Books about Transport:** Naughty Bus, Mr Gumpy's Motor Car, Runaway Train Nursery Rhymes Katie and the Picture Show	**Boys about Toys and Play:** When I Was a Child, Lost in the Toy Museum, Dogger, Brown Paper Bear The Lost Property office **Dinosaurs:** Stone Girl Bone Girl The Girl and the Dinosaur

The Natural World – Plan EYFS Matrices

EYFS Working Scientifically Skills: I have my own ideas, I test my ideas, I notice similarities and differences, I can use my senses and look closely, I use equipment and tools carefully, I can create simple representations of people and objects, I can talk about things like plants, animals, natural and found objects, I begin to use science words, I question why things happen. **SDG 13. SDG 14. SDG 15.**

Autumn Treasures – Seasonal Changes **KAPOW** Autumn Weather and Seasonal changes. Autumn walk.	Whatever the Weather – Seasonal Changes **KAPOW** Space: Exploring light and dark. Shadows. Planets	Winter Wildlife - Seasonal Changes **KAPOW** Winter walk. People who help us: Humans In the Woods: Animals Living things and their Habitats – cc Forest School Superheroes: Materials Earth and Space	Springtime Magic – Seasonal Changes **KAPOW** Spring walk. In the Garden: Animals Living Things and Their Habitats The Great British Birdwatch **Our Beautiful Planet:** Exploring Outdoors Plants Exploring plant parts Planting Seeds Caring for Earth **KAPOW**	Sandcastle Science – Seasonal Changes **KAPOW** Pirates: Materials and forces Under the Sea: Animals All About Me: Humans Dinosaurs: Animals, excluding humans 30 Days Wild STEAM Week.	Summer Senses - Seasonal Changes **KAPOW** Summer walk. Holidays: Animals, excluding humans
Local environment - recognise some environments that are different from the one in which they live. Discussion of holidays and where these places are in the world. Discussing different weather and physical features.	Kenya - recognise some environments that are different from the one in which they live. Explore African culture – drums, music, pattern, stories. **Outdoor Adventures: KAPOW** Compare the local environment to other places around the world. Compare contrasting places within the UK. Recognise the difference between city and countryside environments. Compare different landscapes around the world. Understand the characteristics of desert environments, including climate and landscape. Explore and understand life in a cold place, comparing and contrasting it with our own lives.	Lunar New Year – countries in Asia - recognise some environments that are different from the one in which they live. Continent of Asia. Forest School	Draw pictures of plants. Plant life cycles. Growing plants – what can I grow to eat? Planting. Naming and exploring minibeast habitats. Visit school garden to take photos of plants. **Exploring Maps – KAPOW** Find and name familiar features on maps. Consider shapes and positions of features when making a map Build and describe a model of a familiar place. Describe a journey using found objects as prompts. Explore a range of maps. Apply their knowledge of maps to make their own.	Environment Week - Reduce, reuse, recycle. Animal life cycles. Visit the local allotment.	Visit school garden to take photos of plants. Weekly garden slot.
People, Culture and Communities					
Talk about special places. Discuss different beliefs and celebrations	Significant event: Remembrance Day Celebrations: Family celebrations: Christenings, Weddings, Halloween	Celebrations: Lunar New Year, Valentine's Day China - Explain some similarities and differences between life in this country	Celebrations: Easter, Shrove Tuesday, Lent, Mother's Day, Ramadan Holi Spring Festival	Celebrations: Islam Festival: Eid-ul-Fitr, St George's Day Look at the Royal Family. Look at castles and palaces.	Father's Day Families and Friends Local community and charity.



Celebrations : Birthdays, Harvest	Religious celebrations: Diwali, Christmas, Hanukkah Africa, specifically Kenya - Explain some similarities and differences between life in this country and life in other countries	and life in other countries. Exploring food from different countries. People who help us: school, emergency, community – what makes them superheroes? Come to work day Explore how people use science in their jobs.			

Religious Education – Bromley Local Agreed Syllabus

People, Culture and Communities

<u>Self and Others</u> Can recognise the culture and traditions of individuals in a supportive environment. Can develop a sense of what it is to be members of a community with differing beliefs. Can develop awareness and respect for the range of beliefs, traditions and customs in the group and the wider society. **SDG 16. SDG 17.** **<u>Festivals and Celebrations</u>** Know that people have special celebrations e.g. birthdays, new siblings, Christenings, Weddings etc. Know that some people believe in different religions and celebrate many different festivals. Know how to explore and value special objects and things. *Half termly artefact handling workshops*	**<u>Growing Together</u>** Can show respect for each other regarding different faiths. Can discuss the ideas of common rules that different faith groups have. Know that many faiths teach us to live good and honest lives. **SDG 16. SDG 17.** *Half termly artefact handling workshops*	**<u>Caring and Taking Care</u>** Know the creation story in Genesis and that different faiths have similar or different creation stories. Show caring for all living things and the environment. Know how people care for others, including faith groups. Know about everyday rituals and how some have a religious meaning. Know how to care for babies and how Jesus was a special baby for Christians. Know what happens when a baby is baptised. **SDG 16. SDG 17.** *Half termly artefact handling workshops*

Technology

Introduce Seesaw on ipad and how to use camera function to record learning. Learn to view timeline. E-Safety Week Asking permission to take other people's photographs. IWB – Simple City and Busy Things Talking Pegs Technology updates in the Home Sweet Home.	Introduce Beebots movement commands. Scan QR codes. Using notes on Seesaw Using video function on Seesaw Use drawing tools on Seesaw Busy Things on IPad and Class computer Explore toy vehicles. Technology updates in the Home Sweet Home.	Beebot problem solving using maps. Daisy Dinosaur – create own coding instructions. Recording sound clips. Explore wind-up toys. Explore electric toys. Technology updates in the Home Sweet Home.

Expressive Arts and Design

Creating with materials

Being imaginative and expressive

Throughout the year the children will have regular opportunities to explore and create using a range of media including: paint, watercolour, pastels, chalks, felt pens, pencils and crayons with a range of simple techniques taught. Junk modelling and creative stations will encourage the children to

explore their own ideas and learn new joining techniques. A variety of construction equipment will be offered to encourage children's creativity as well as prompts for new challenges and building with a purpose. The children will learn and perform songs and nursery rhymes based on their interests and current topics as well as old favourites. The children will be encouraged to listen and respond to a wide variety of music, learning how to feel the pulse and recognise simple rhythms. Percussion instruments are available for the children to explore as well as being used to follow patterns in music sessions. A variety of props and resources will be used to invite children to engage in role play and small world play, indoors and outdoors. Adults will engage with the children to enhance and scaffold their learning, asking questions to encourage critical thinking and developing dialogue.					
Exploring paint and colour: Autumn *(painting)* Self-portraits using mirrors – *(drawing / painting)* Begin to explore colour mixing. *(painting)* Fruit and vegetable art. *(printing)* Fruit and vegetable art. *(collage)* Exploring vocabulary of mark making – length, thickness, straight, curved, wiggly etc. Links to illustrators – how different illustrators choose to draw people	Exploring paint and colour: poppies, fireworks, rainy days *(painting / collage)* Diva lamps - clay Shape and pattern: Rangoli patterns Mehndi patterns *(3D form sculpture)* Plan and make a model from recycled materials. *(3D form)* African patterns *(design)* Design and make an African mask/drum *(painting)* Wax resist paintings *(painting)* Making African masks and pots (clay) Observational drawings of the local area/Map drawing (drawing)	Exploring cool/warm colours *(painting)* Chinese ink paintings – pandas/Chinese writing/dragon masks *(painting)* Cityscape sunset – mixed media *(chalk pastels, collage)* 3D Art: Superhero vehicles Walkie Talkies *(3D form)* Clay *(form)* Chinese Dragon (sculpture)	Mother's Day Cards *(drawing)* Easter cards and decorations *(collage)* Patterns on eggs. *(drawing / painting)* Designing and making vehicles using a variety of construction methods. *(structures)* Landscape paintings *(painting)* Seaside paintings *(painting)*	Recycled art *(structures)* Observational drawings minibeasts. *(drawing)* Observational drawings wild/domestic animals. *(drawing)* Sculpture *(3D form sculpture)* Printing using Styrofoam. *(printing)* Clay *(form)*	Father's Day Cards *(collage)* Patterns in nature *(printing)* Puppet show *(design and drawing)* Transient Art *(3D form sculpture)* Sculpture – clay *(3D form sculpture)* Textiles – making dolls clothing

Marvellous Marks - KAPOW Mark making with wax crayons Mark making with felt tips Mark making with wax chalk Observational pencil drawing Drawing faces Drawing faces in colour	**Craft and Design – KAPOW** Cutting skills Threading skills Joining materials Paper snakes Flower designs Tissue paper flowers	**Painting and Mixed Media – KAPOW** Finger painting Outdoor painting Painting to music Collage and Transient Art Landscape collage Group art		**Sculpture and 3D – KAPOW** Clay Dough 3D landscape art Designing animal sculptures Creating animal sculptures Painting animal sculptures	
Key artists: Frieda Kahlo, Picasso, Giuseppe Archimboldo, Kandinsky, Mondrian, Henri Matisse, Georgia O'Keefe, Claude Monet, Andy Goldsworthy, Katrina Sanchez Standfield, Zandra Rhodes, Alexander Calder					
Introduce the Workshop	**Structures – KAPOW** Junk modelling Cutting and scissor skills Choosing resources Making models Evaluation and presentation Temporary joins		**Cooking and Nutrition – KAPOW** Fantastic Fruits and Vegetables Pumpkin Soup Designing Soup Fine motor skills Making soup Soup packaging **SDG 1. SDG 2.**	**Textiles – KAPOW** Exploring threading and weaving Paper weaving Weaving with hessian Designing bookmarks Creating bookmarks Evaluating bookmarks	**Structures – KAPOW** Waterproof materials Floating and sinking Boats Investigating boats Designing boats Creating and testing boats

Expressive Arts and Design – Music - KAPOW

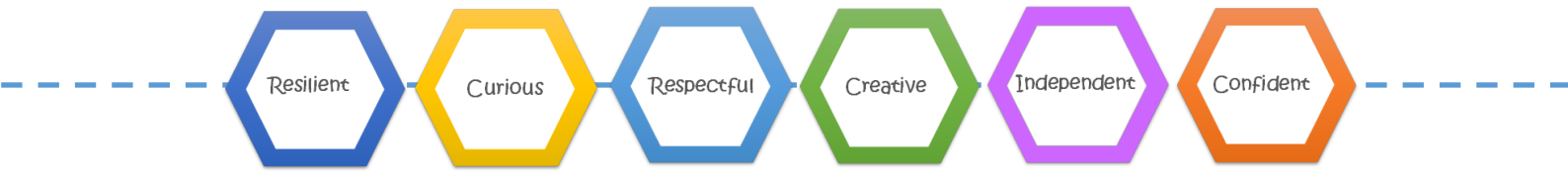
Children will explore and engage in music making and dance. They will be taught to listen and respond, sing, share and perform. They will learn about dynamics of music and enjoy exploring instruments and making their own music.
Children will learn that music can touch your feelings and enjoy moving to music by dancing, marching, being animals or Pop stars. They will sing along with a pre-recorded song and add actions and sing along with the backing track. They will perform nursery rhymes by singing and adding actions or dance. They will perform using instrument and evaluate their performances too.

Exploring Sound	Celebration Music	Music and Movement	Musical Stories	Transport	Big Band

Parent Workshops/Information Sessions

The weekly Reception Learning Newsletter gives learning information, suggestions, and links for parents/carers if they wish to engage in further activities at home. It includes weekly ideas for maths activities, lyrics for song/nursery rhyme of the week, book focus as well as suggestions for learning in other areas of the Reception EYFS curriculum.

Introduction to the revised EYFS Curriculum	Introduction to Phonics and Reading	Assessment – Early Years Profile Meeting Come and Read Book Look	Maths in Reception Stages of writing Workshop Come and Read Book Look	Family Learning Week Come and Read Book Look	Transition to Year 1 Annual Reports


Resilient
Curious
Respectful
Creative
Independent
Confident