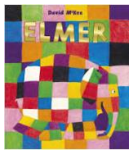
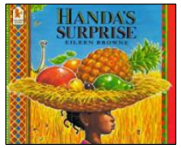
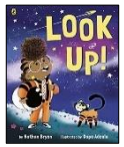
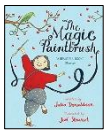
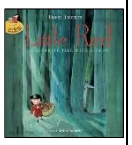
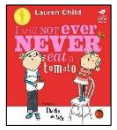
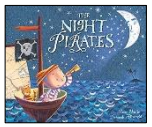
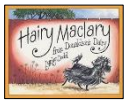
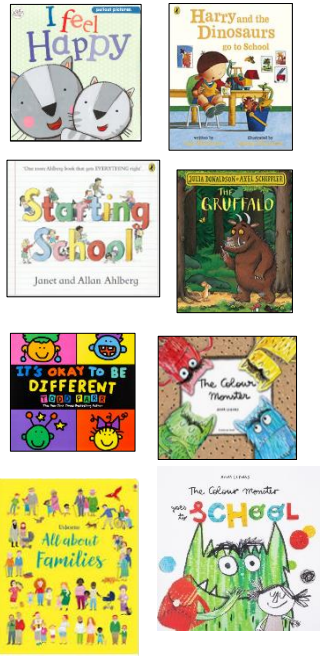
Our curriculum is continuously evolving, through a mixture of a "topic" approach and "following the children's interests." We consider opportunities for our children to engage in activities planned by adults and those that they plan or initiate themselves. We consider what we want our children to learn through the seven areas of learning and how they can secure the knowledge and skills in a safe, respectful environment. We aim to develop resilient, motivated, independent risk takers, through the use of our Learning Powers. By watching our children, talking to parents and carers and utilising our local area, we can develop their curiosities and interests.

RECEPTION	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Visits or Trips	Visit St Albans Library Church Visit Visit to the Fire Station		Visit by Police		Zoo/Farm visit	
Literacy ***Key texts*** writing focus	*Mark making opportunities linked to following texts*   *Focus on gross and fine motor development*	*Mark making opportunities linked to our Sticky Story texts* *Focus on gross and fine motor development* ***Look Up***  Oral-retelling, diaries, non-chronological reports	***The Magic Paintbrush***  Labels, thought bubbles, oral re-telling, writing in role, thank you letters ***Little Red***  Labels, notes of advice, adverts, alternative character versions	***The Extraordinary Gardener*** Labels, letters of advice, instructions, narratives ***I Will Not Ever Never Eat a Tomato***  Writing in role, shopping lists, own stories about a fussy eat ers	***The Night Pirates***  Writing in role, letters, labels and captions, 'How to be a pirate' guides ***Izzy Gizmo*** Signage, letters of advice, lists, labelled diagrams	***Hairy MacLary from Donaldson's Dairy***  Character description, writing in role, letters, Alternative version narratives ***Oi Frog*** Rhyming flipbooks, questions, captions and labels

Sticky Stories (Reading Spine) Whole class reading texts						
ELS Phonics Phonic sounds and 'Harder to Read and Spell Words' are continuously taught through whole class teaching and intervention.	<u>Sounds taught:</u> s a t p i n m d g o c k ck e u r h b f ff l ll <u>Harder to Read and Spell Words taught:</u> I the no put of is to go into pull as his	<u>Sounds taught:</u> j v w x y z zz qu ch sh th ng nk ai ee igh oa <u>Harder to Read and Spell Words taught:</u> he she buses we me be push was her my you	<u>Sounds taught:</u> oo/oo ar ur or ow oi ear air ure er ow <u>Harder to Read and Spell Words taught:</u> they all are ball tall when what	*Reviewing all sounds* <u>Harder to Read and Spell Words taught:</u> said so have were out like some come there little one do children love	*Reviewing all sounds and introducing consonant clusters.* <u>Harder to Read and Spell Words taught:</u> Review	<u>Sounds taught:</u> ay ou ie ea oy ir ue aw wh ph ew oe + Reviewing all sounds learnt <u>Harder to Read and Spell Words taught:</u> oh their people Mr Mrs your ask should would could asked house mouse water want very
In addition to Core Literacy Tree texts and linked texts, we have - regular reads, library visits, favourite books from home, talking stories, comics, annuals, dual language texts etc.						

Communication and Language	*Throughout the year children will…* • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day • Ask questions to find out more and to check they understand what has been said to them • Articulate their ideas and thoughts in well-formed sentences • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen • Develop social phrases • Engage in storytimes. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
Physical Development	*Throughout the year children will…* • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian • Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene

PE unit	Good PE practice Me and Myself	Working with Others	Fun and Games	Dance	Throwing and Catching	Fitness
Personal, Social and Emotional development	*Throughout the year children will…* • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs.					
Jigsaw ***Jigsaw Jenie***	***Being Me in my World*** Belonging, similarities/differences, Managing feelings	***Celebrating Difference*** Being different is special, How to be a good friend, Knowing that we are different but the same in some ways	***Dreams & Goals*** Persevering Challenges and setting goals, Jobs I might like to do, Feeling proud	***Healthy Me*** Healthy lifestyles Exercise/resting Hand hygiene Stranger danger Healthy eating	***Relationships*** Belonging in my family, Friendships	***Changing Me*** Naming parts of the body, Foods to be healthy, Growing up, Transition to Year 1 Memories of reception
Maths *Mathematical concepts are taught and revisited throughout the year. Either through whole class teaching, intervention or in continuous provision.*	Subitising Equivalence – more and less Counting – stable order Comparison – measures (length, mass, capacity) Pattern recognition Classification/sorting/matching Counting – cardinality Using Counting to Compare Representing/Composition of 1, 2 and 3		Subitising 2D shapes Spatial Thinking Number magnitude – ordering and estimating One more/one less **Number facts - Addition/subtraction** Regrouping the Whole Regrouping parts to find a total. Find the whole/missing parts Representing/Composition of 4, 5, 6		2D/3D shapes Ten and some more Doubling and Halving Sharing and Grouping Odds and Evens Counting beyond 20 Time **Number facts - Addition/subtraction** Regrouping the Whole Regrouping parts to find a total. Find the whole/missing parts Representing/Composition of 7, 8, 9, 10	

<table>
<tr><td rowspan="2"><u>Understanding the World:</u>
Past and Present

(History themed learning)

Key themes</td><td colspan="3"><u>Throughout the year children will have opportunities to…</u>
- 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;</td></tr>
<tr><td>My family
Peepo – babies and the past
Remembrance Day
Guy Fawkes - Bonfire Night
Mae Jemison
Rosa Parks</td><td>How have I changed since I was a baby?

What do we wear across the seasons?

Timeline of a plant</td><td>Boats: Then and Now
Planes: Then and Now
Dinosaurs!
Timeline of their year in Reception</td></tr>
<tr><td rowspan="2"><u>Understanding the World:</u>
People, Culture & Communities

(Geography/RE themed learning)

Key themes</td><td colspan="3"><u>Throughout the year children will have opportunities to…</u>
- 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.</td></tr>
<tr><td>Birthdays and other celebrations
Harvest Festival
Looking at different houses and comparing environments.
Diwali
The Nativity story / Christmas – Visit to a Church
How and why do we celebrate special times?
Which stories are special and why?</td><td>Pancake Day
My favourite things
Where do our families live in the world?
Chinese New Year
Ramadan
Easter
Which people are special and why?
People Who Help Us (Police/Firefighters/Medical)
Why do some people have special objects?</td><td>Eid
Drawing and reading maps
Creating a pirate map
Which places are special to people?
What is special about our world? (in our school, homes, community, places of worship)</td></tr>
<tr><td><u>Understanding the World</u>
The Natural World</td><td colspan="3"><u>Throughout the year children will have opportunities to…</u>
- 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.</td></tr>
</table>

(Science/Geography themed learning) **Key themes**	Our Senses Autumn/Seasonal Changes Freezing/Exploring ice What's the same/what is different about the leaves?		Pancake Day Who does this fingerprint belong to? Spring hunt/walk. Recorded seasonal changes. What do we wear across the seasons? Winter/Spring Seasonal Changes Planted seeds. Looking after plants Recycling	Animals Where do animals live? Exploring states of matter: melting, fizzing Which boat is best for the penguin?
Muddy Monday		Making bonfires Stick wands Leaf classifying	Tree rubbings Bird feeders Scavenger Hunt Transient art Signs of Spring hunt	Minibeast hunt Colour hunt Traffic survey Grass identification
Expressive Art & Design ***Creating with Materials*** ***(Art/DT themed learning)*** **Key themes**	*Throughout the year children will have opportunities to…* - 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. - ***The children take part in a weekly 'Drawing Club' session.***			
	Drawing and Painting *Self-portraits* *Colour* **-** ***Wassily Kandinsky*** ***Sculpture*** *Clay diya lamps* ***Collage*** *Remembrance Poppy collage* ***Printing*** *Fruit and veg repeating patterns* ***DT project*** *Hibernation boxes* *Basket Weaving* *Santa Sliding Chimneys*		***Drawing and Painting*** *Observational drawings - flowers* ***Collage*** *Woodland collage* ***Printing*** *Repeating shape patterns* ***DT project*** *Rainbow Salad* *Weaving Easter baskets*	***Drawing and Painting*** *Fossils* *Animal prints* ***Sculpture*** *Clay dinosaurs and fossils* ***DT project*** Junk Model Boats Sewing

<table>
<tr><td rowspan="2"><u>Expressive Art & Design</u>
Being Imaginative

(Music/Drama themed learning)

Key themes</td><td colspan="3"><u>Throughout the year children will have opportunities to…</u>
- 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.</td></tr>
<tr><td><u>Singing</u>
Building up a repertoire of action songs linked to Me, Space and Festivals.

<u>Composing</u>
Improvising words/actions to songs

<u>Playing</u>
Simple sound making -untuned/body percussion. Making own instruments.

<u>Listening</u>
responding physically to a range of music</td><td><u>Singing</u>
Action songs about Plants, Trad. Tales, Festivals, Healthy Lifestyle

<u>Composing</u>
Improvising verses and actions sequences to songs

<u>Playing</u>
Exploring pulse and patterns with a wider range of percussion

<u>Listening</u>
Moving to the sounds we hear, starting to use our musical words.</td><td><u>Singing</u>
Action songs about Animals and Adventures

<u>Composing</u>
creating rhythmic patterns

<u>Playing</u>
Learning how to change sounds, following a conductor

<u>Listening</u>
Using our musical words and art to describe what we hear</td></tr>
</table>