



EYFS Curriculum – Reception 2024-25

YEAR A	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Main Theme /s (but not limited to)	Traditional Tales Queen Elizabeth II My Body	Let's Sail the Seas & Explore the Land	Toys	Animals Maps Windmills	Location, Location Gardening & Growing	Let's Go on Safari
Theme/s Overview	Children settle into Beech class Understand rules & routines Continue to build confidence, independence & relationships Begin to know about & use senses Learn about different parts of the body Learn about Queen Elizabeth II Know about the Royal Family	Children will learn about life in this country Learn about life in other countries Learn about land & the seas Explore & make maps Explore festivals around the world Understand where in the world festivals are celebrated	Children will learn about the past Children will learn about how toys have changed overtime Explore a range of materials Identify what materials toys are made from	Children will be able to make observations of animals Children will be able to name different animals Learn what animals eat Begin to recognise similarities between animals Know that animals need to be treated with care & respect Learn about which animals are born in Spring	Children will learn about the location they live in They will learn some local history Children will learn about how to look after the local environment They will make observations of plants Know what plants need to grow Be responsible for helping to keep the school garden tidy	Children will learn about the location of the Safari Learn about the country of Africa They will learn about what a Safari is They will learn about the weather climate Know what the wild animals natural habitats are
Special Events	Harvest Festival National Read a Book Day Fitness Day	Autumn/ Winter Seasons Halloween Bonfire Night Diwali Remembrance Day Advent Christmas	Martin Luther King Winnie the Pooh Day Random Acts of Kindness Day Chinese New Year	Spring Easter World Book Day Mother's Day Ramadan Eid Earth Day	Planting Day/ Garden Tidy Summer World Bee Day Planting Day	Summer World Oceans Day World Sea Turtle Day
Key Learning	Children will be able to: Use the toilets independently	Children will be able to: Recognise some similarities / differences between	Children will be able to: Understand the past & talk about the past	Children will be able to: Make observations of animals	Children will be able to: Know what location they live in	Children will be able to: Talk about the location of the Safari

	<p>Develop good handwashing skills</p> <p>Adapt to routines of the school day</p> <p>Follow class rules</p> <p>Build constructive relationships with new staff and children</p> <p>Talk about families and describe different family members</p> <p>Make comparisons about families</p> <p>Comment on images from the past</p> <p>Talk about the Royal Family</p> <p>Talk about Queen Elizabeth II</p> <p>Know different parts of the body</p> <p>Name parts of the body</p> <p>Learn new vocabulary</p>	<p>life in this country and other countries</p> <p>Draw information from a simple map</p> <p>Explore the natural world</p> <p>Understand different beliefs & where different religions worship</p> <p>Understand the festival of Diwali & where in the world it is celebrated</p> <p>Know about keeping safe on Bonfire Night</p> <p>Know & talk about how Christmas is important to Christians</p> <p>Recognise seasonal Changes</p> <p>Learn new vocabulary</p>	<p>Talk about how toys have changed over time</p> <p>Identify some of the materials that toys are made from</p> <p>Use materials to make objects</p> <p>Experiment with materials</p> <p>Identify members of the community that help us (Visit from the Police, Nurse & Fire Brigade)</p> <p>Know ways in which they could be kind</p> <p>Talk about China & how Chinese New Year is Celebrated</p> <p>Learn new vocabulary</p>	<p>Name different animals</p> <p>Learn about different types of animals</p> <p>Know what animals eat</p> <p>Begin to recognise similarities between animals</p> <p>Recognise seasonal changes</p> <p>Use knowledge from observations, non-fiction texts & maps</p> <p>Draw information from a simple map</p> <p>Know & talk about how Easter is important to Christians</p> <p>Understand the festival of Ramadan</p> <p>Understand the festival of Eid</p> <p>Know what windmills are used for & how they use the wind</p> <p>Learn new vocabulary</p>	<p>Talk about the location they live in</p> <p>Know how their location has changed over the years</p> <p>Understand some local History</p> <p>Talk about photographs & artefacts from the past</p> <p>Know how to look after the environment</p> <p>Explore the natural world around them</p> <p>Make observations & drawings of plants</p> <p>Understand effects of changing seasons</p> <p>Learn new vocabulary</p>	<p>Know about wild animals & understand their natural habitats</p> <p>Talk about the weather & the climate in Africa</p> <p>Know some information about the country of Africa</p> <p>Know about endangered animals</p> <p>Learn new vocabulary</p>
<p>Terrific texts and our love of books.</p>	<p>The Three Little Pigs</p> <p>Little Red Riding Hood</p> <p>Little Red Hen</p> <p>Colour Monsters</p> <p>Daisy's Dragon</p>	<p>Owl Babies</p> <p>Winter Poetry</p> <p>Letter to Santa</p> <p>The Snowman</p> <p>We're Going on a Leaf Hunt</p>	<p>Lost & Found</p> <p>Dogger</p> <p>Winnie the Pooh</p> <p>The Race</p>	<p>The Way Back Home</p> <p>The Journey Home</p> <p>We're Going on an Egg Hunt</p> <p>Easter Poetry</p> <p>Rumble in the Jungle</p>	<p>Eddie's Garden and How to make Things Grow</p> <p>The Tiny Seed</p> <p>The Ginormous Turnip</p> <p>Farmer plants the seed</p>	<p>Summer poetry</p> <p>On Safari</p> <p>We All Went on Safari</p> <p>The Most Important Animal of All</p> <p>Into the Wild</p>

<p>Non- fiction books (but not limited to)</p> <p>The children will also join in with singing a range of songs</p>	<p>The body Queen Elizabeth II The Royal Family Seasons</p>	<p>We're Going on a Pumpkin Hunt Funny Bones Fun Bus</p> <p>Owls The seasons Diwali Kids voyage to 7 continents</p>	<p>Toys Toys Past & Present China Seasons</p>	<p>Walking Through the Jungle You live where?</p> <p>Katie the Windmill Cat Where is the Wind? First Animal Encyclopedia Eid Ramadan Animals Seasons Windmills – Wind Energy for kids</p>	<p>How Things Grow Plants Flowers Farming Growing books Bees Seasons</p>	<p>Wild Life Habitats Safari books Seasons -Summer</p>
<p>Key Vocabulary:</p> <p>The children will learn further vocabulary throughout the different units of work</p>	<p>Parts of the body Senses Names of different senses Family Past History Queen Princess Royal Traditional tale Characters Story Different feelings Seasons God Christianity</p>	<p>Map Atlas Country Countries Land Sea Oceans World Voyage Seasons Changes Festivals Celebration Religion Diwali Advent Christmas</p>	<p>Toys Past New Old Materials Compare Change Chinese New Year China Chinese Seasons Islam</p>	<p>Animals Animal names Group Carnivore Herbivore Omnivore Observation Weather Wind Windmill Structure Eid Ramadan Celebration Festival Christian</p>	<p>Location Live Local area Shop House Library Park Field History Grow Growing Plants Plant names Flowers Flower names Seed Bulb</p>	<p>Safari Wild Animal names Habitats Endangered Weather Heat Hot Climate Trip Adventure Mechanical Wheels Structures Ocean Sea Turtle Christianity</p>

		Christianity Jesus Safety Seasons		Easter Map Seasons Judaism	Nutrients Gardening Tidy Garden Observation Seasons Hindu Dharma	
Possible visits or visitors	Visit to the library	Christmas Trip to Smithills Farm Theatre Trip	The Story Barn Trip Fire Brigade Police Nurse visits		Visit to the library	Knowsley Safari Park Trip
Prime areas: Communication and Language	Listening, Attention & Understanding Understanding questions Understanding instructions Listening carefully Learning and using new vocabulary Engaging and joining in with story time Carefully listening to rhymes and songs Learning rhymes, songs and poems Speaking Role play Home corner Wolf masks Using new vocabulary throughout the day Beginning to use questions Using their ideas and thoughts in well-formed sentences	Listening, Attention & Understanding Understanding questions Understanding instructions Listening carefully Learning and using new vocabulary Engaging and joining in with story time Carefully listening to rhymes and songs Learning rhymes, songs and poems Speaking Role-play Home corner/ area of interest set up Using new vocabulary throughout the day Beginning to use questions Using their ideas and thoughts in well-formed sentences	Listening, Attention & Understanding Having conversations with the teachers and peers Listening carefully Talking about/ showing an understanding of stories Listening to non-fiction books Talking about non-fiction books Showing a knowledge of new vocabulary Showing an understanding of humour Speaking Role-play Chinese food tasting Toy museum	Listening, Attention & Understanding Having conversations with the teachers and peers Listening carefully Talking about/ showing an understanding of stories Listening to non-fiction books Talking about non-fiction books Showing a knowledge of new vocabulary Showing an understanding of humour Speaking Role-play Jungle	Listening, Attention & Understanding Listening attentively Responding with relevant questions Making comments about what they have heard Asking questions to clarify understanding Holding a conversation with the teachers and peers More readily understanding humour Speaking Role-Play Garden centre Participating in small group/ class discussions Using recently introduced vocabulary	Listening, Attention & Understanding Listening attentively Responding with relevant questions Making comments about what they have heard Asking questions to clarify understanding Holding a conversation with the teachers and peers More readily understanding humour Speaking Role-Play Participating in small group/ class discussions Using recently introduced vocabulary Expressing ideas/ feelings about their experiences using full sentences

	<p>Connecting ideas using connectives</p> <p>Describing events</p> <p>Re-enacting the story</p> <p>Little Red Riding Hood puppets</p> <p>Retelling stories</p> <p>Feeling photographs-discussions</p> <p>Discussing photographs of Queen Elizabeth II & the Royal Family</p>	<p>Connecting ideas using connectives</p> <p>Describing events</p> <p>Re-enacting stories</p>	<p>Using new vocabulary in different contexts</p> <p>Asking questions to find out more information</p> <p>Articulating ideas and thoughts in well-formed sentences</p> <p>Using connectives</p> <p>Describing events in detail</p> <p>Developing and using social phrases</p> <p>Retelling as simple story</p>	<p>Using new vocabulary in different contexts</p> <p>Asking questions to find out more information</p> <p>Articulating ideas and thoughts in well-formed sentences</p> <p>Using connectives</p> <p>Describing events in detail</p> <p>Developing and using social phrases</p> <p>Retelling as simple story</p>	<p>Discussing photographs of the local area</p> <p>Expressing ideas/feelings about their experiences using full sentences</p> <p>Using past, present and future tenses</p> <p>Using conjunctions</p>	<p>Using past, present and future tenses</p> <p>Using conjunctions</p>
PSED	<p>Self-regulation: My feelings</p> <p>Identifying feelings</p> <p>Feeling jars</p> <p>Coping strategies</p> <p>Describing feelings</p> <p>Facial expressions</p> <p>Creating a calm corner</p>	<p>Building relationships: Special relationships</p> <p>My family</p> <p>Special people</p> <p>Sharing</p> <p>I am unique</p> <p>My interests</p> <p>Similarities and differences</p>	<p>Managing self:</p> <p>Taking on challenges</p> <p>Why do we have rules?</p> <p>Building towers</p> <p>Team den building</p> <p>Grounding</p> <p>Team races</p> <p>Circus skills</p>	<p>Self-regulation:</p> <p>Listening and following instructions</p> <p>Simon says</p> <p>Listening to a story</p> <p>Pass the whisper</p> <p>Obstacle race</p> <p>Blindfold walk</p> <p>Treasure hunt</p>	<p>Building relationships:</p> <p>My family and friends</p> <p>Festivals</p> <p>Sharing</p> <p>What makes a good friend?</p> <p>Being a good friend</p> <p>Teamwork</p> <p>Celebrating friendships</p>	<p>Managing: My wellbeing</p> <p>What is exercise?</p> <p>Yoga and relaxation</p> <p>Looking after ourselves</p> <p>Being a safe pedestrian</p> <p>Eating healthily</p> <p>A rainbow of food</p>
Physical Development	<p>Dance</p> <p>Daily Mile</p> <p>Outdoor play</p> <p>Fine Motor</p> <p>Consolidating a tripod grip</p> <p>Developing small motor skills</p>	<p>Health & Fitness</p> <p>Outdoor Adventurous Education</p> <p>Daily Mile</p> <p>Outdoor play</p> <p>Fine Motor</p> <p>Consolidating a tripod grip</p>	<p>Fundamental Movements</p> <p>Daily Mile</p> <p>Outdoor play</p> <p>Fine Motor</p> <p>Developing small motor skills</p>	<p>Fundamental Movements</p> <p>Daily Mile</p> <p>Outdoor play</p> <p>Fine Motor</p> <p>Developing small motor skills</p>	<p>Athletics</p> <p>Daily Mile</p> <p>Outdoor play</p> <p>Fine Motor</p> <p>Holding a pencil effectively for fluent writing</p> <p>Confidently using a range of small tools</p>	<p>Gymnastics</p> <p>Daily Mile</p> <p>Outdoor play</p> <p>Fine Motor</p> <p>Holding a pencil effectively for fluent writing</p> <p>Confidently using a range of small tools</p>

	<p>Developing confidence in use of tools</p> <p>Gross Motor</p> <p>Revising & refining fundamental skills previously acquired: rolling, crawling, walking, jumping, hopping, skipping & climbing</p> <p>Beginning to develop overall body- strength</p> <p>Beginning to use core muscle strength</p> <p>Beginning to combine different movements with ease and fluency</p> <p>Beginning to use a range of large and small apparatus confidently and safely</p> <p>Developing further a range of ball skills</p> <p>Developing further the skills they need to manage the school day</p>	<p>Developing small motor skills</p> <p>Developing confidence in use of tools</p> <p>Gross Motor</p> <p>Revising & refining fundamental skills previously acquired: rolling, crawling, walking, jumping, hopping, skipping & climbing</p> <p>Beginning to develop overall body- strength</p> <p>Beginning to use core muscle strength</p> <p>Beginning to combine different movements with ease and fluency</p> <p>Beginning to use a range of large and small apparatus confidently and safely</p> <p>Developing further a range of ball skills</p> <p>Developing further the skills they need to manage the school day</p>	<p>Developing using tools competently & safely</p> <p>Developing the foundations of a handwriting style</p> <p>Using an effective pencil grip</p> <p>Developing correct letter formations</p> <p>Gross Motor</p> <p>Continuing to develop the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, hopping, skipping & climbing</p> <p>Making progression with moving with control and grace</p> <p>Developing body- strength, balance, co-ordination and agility</p> <p>Using core muscle strength</p> <p>Combing different movements with fluency</p> <p>Confidently & safely using a range of large/ small apparatus</p> <p>Further develop a range of ball skills</p>	<p>Developing using tools competently & safely</p> <p>Developing the foundations of a handwriting style</p> <p>Using an effective pencil grip</p> <p>Developing correct letter formations</p> <p>Gross Motor</p> <p>Continuing to develop the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, hopping, skipping & climbing</p> <p>Making progression with moving with control and grace</p> <p>Developing body- strength, balance, co-ordination and agility</p> <p>Using core muscle strength</p> <p>Combing different movements with fluency</p> <p>Confidently & safely using a range of large/ small apparatus</p> <p>Further develop a range of ball skills</p>	<p>Showing care and accuracy when drawing</p> <p>Further developing the foundations of a handwriting style</p> <p>Gross Motor</p> <p>Negotiating space and obstacles safely</p> <p>Demonstrating strength, balance and coordination when playing and when in PE</p> <p>Moving energetically, such as running, jumping, dancing, hopping, skipping & climbing</p> <p>Showing developed confidence, competence & precision when engaging in activities with a ball</p>	<p>Showing care and accuracy when drawing</p> <p>Further developing the foundations of a handwriting style</p> <p>Gross Motor</p> <p>Negotiating space and obstacles safely</p> <p>Demonstrating strength, balance and coordination when playing and when in PE</p> <p>Moving energetically, such as running, jumping, dancing, hopping, skipping & climbing</p> <p>Showing developed confidence, competence & precision when engaging in activities with a ball</p>
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<p>Specific Areas:</p> <p>Literacy – Comprehension/ word reading</p>	<p>Retelling simple stories and narrative using own words and some recently introduced vocabulary</p> <p>Recalling key events</p> <p>Talking about the main characters</p> <p>Building confidence with re-reading books</p> <p>Naming the key parts of the book</p> <p>Understanding the five key concepts about print</p> <p>Continuing to develop phonological awareness</p> <p>Reading individual letters, saying the sound</p> <p>Developing a secure knowledge of set one sounds in phonics</p> <p>Blending sounds into words to read short words</p> <p>Beginning to read a few common exception words</p> <p>Begin to read simple phrases</p>	<p>Retelling simple stories and narrative using own words and some recently introduced vocabulary</p> <p>Recalling key events</p> <p>Talking about the main characters</p> <p>Building confidence with re-reading books</p> <p>Naming the key parts of the book</p> <p>Understanding the five key concepts about print</p> <p>Continuing to develop phonological awareness</p> <p>Reading individual letters, saying the sound</p> <p>Developing a secure knowledge of set one sounds in phonics</p> <p>Blending sounds into words to read short words</p> <p>Beginning to read a few common exception words</p> <p>Begin to read simple phrases / sentences</p>	<p>Using and understanding recently introduced vocabulary</p> <p>Retelling stories in role-play, small world areas in the correct sequence (beginning, middle, end)</p> <p>Using some story language to take on the role of a character</p> <p>Talking about likes/ dislikes of texts, rhymes & poems</p> <p>Anticipating key events in stories</p> <p>Choosing books & explaining why</p> <p>Developing further set one phonological awareness, focusing on: oral blending & segmenting</p> <p>Saying the sound for each letter of the alphabet and double letters</p> <p>Developing further consonant digraphs</p> <p>Using phonic knowledge to read words</p> <p>Reading some common exception words</p>	<p>Using and understanding recently introduced vocabulary</p> <p>Retelling stories in role-play, small world areas in the correct sequence (beginning, middle, end)</p> <p>Using some story language to take on the role of a character</p> <p>Talking about likes/ dislikes of texts, rhymes & poems</p> <p>Anticipating key events in stories</p> <p>Choosing books & explaining why</p> <p>Developing further set one phonological awareness, focusing on: oral blending & segmenting</p> <p>Saying the sound for each letter of the alphabet and double letters</p> <p>Developing further consonant digraphs</p> <p>Using phonic knowledge to read words</p> <p>Reading some common exception words</p>	<p>Orally blending and segmenting</p> <p>Demonstrating an understanding of what has been read to them by retelling stories and narratives using own words and recently introduced vocabulary</p> <p>Anticipating key events in stories</p> <p>Using & understanding recently introduced vocabulary</p> <p>Beginning to notice some relationships between texts</p> <p>Saying the sound for each letter of the alphabet</p> <p>Saying the sound for at least 10 digraphs</p> <p>Showing they are secure in set 1 and set 2 sounds including relevant digraphs (air, igh)</p> <p>Reading words consistent with phonic knowledge by sound blending</p> <p>Reading aloud simple sentences & books that are consistent with phonic knowledge, including</p>	<p>Orally blending and segmenting</p> <p>Demonstrating an understanding of what has been read to them by retelling stories and narratives using own words and recently introduced vocabulary</p> <p>Anticipating key events in stories</p> <p>Using & understanding recently introduced vocabulary</p> <p>Beginning to notice some relationships between texts</p> <p>Saying the sound for each letter of the alphabet</p> <p>Saying the sound for at least 10 digraphs</p> <p>Showing they are secure in set 1 and set 2 sounds including relevant digraphs (air, igh)</p> <p>Reading words consistent with phonic knowledge by sound blending</p> <p>Reading aloud simple sentences & books that are consistent with phonic knowledge, including common exception words.</p>
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			Reading simple phrases/ sentences	Reading simple phrases/ sentences	common exception words.	
Writing Also linking to books read in class	Writing names Developing an effective pencil grip Letter formations Using some of their print & letter knowledge in early writing Beginning to spell words by identifying the sounds Using initial sounds Writing words Descriptions of the wolf Little Red Riding Hood writing activities	Writing names Developing an effective pencil grip Letter formations Using some of their print & letter knowledge in early writing Beginning to spell words by identifying the sounds Using initial sounds Using VC and CVC words Writing words Writing lists, captions Owl Baby writing activities Fun Bus writing activities	Forming most lower-case and capital letters correctly Spelling words by identifying the sounds taught in phonics Writing captions and phrases Beginning to write simple sentences using known sounds Beginning to use a full stop and capital letter Using word spacing Orally rehearsing a caption or sentence before writing it Re-reading written work Writing a variety of fiction/ non-fiction sentences Writing activities linked to stories read in class	Forming most lower-case and capital letters correctly Spelling words by identifying the sounds taught in phonics Writing captions and phrases Beginning to write simple sentences using known sounds Beginning to use a full stop and capital letter Using word spacing Orally rehearsing a caption or sentence before writing it Re-reading written work Writing a variety of fiction/ non-fiction sentences Writing activities linked to stories read in class	Writing recognisable letters (lowercase and capital) Most of which are formed correctly Using taught phonics to spell and write words Writing simple phrases & sentences that can be read by others Orally rehearsing sentences before writing Using word spacing Using a full stop & capital letter Sequencing 2-3 sentences within fiction, non-fiction writing Writing activities linked to stories read in class	Writing recognisable letters (lowercase and capital) Most of which are formed correctly Using taught phonics to spell and write words Writing simple phrases & sentences that can be read by others Orally rehearsing sentences before writing Using word spacing Using a full stop & capital letter Sequencing 2-3 sentences within fiction, non-fiction writing Writing activities linked to stories read in class
Phonics	s, a, t, p i, n, m, d g, o, c, k ck, e, u, r ss, h, b, f, ff, l, ll Hard to read & spell words Assess and review	j, v, w, x y, z, zz, qu, ch sh, th, ng, nk ai, ee, igh, oa Hard to read & spell words Assess and review	oo, ur, oo, or ow, oi, ear, air ure, er, ow Hard to read & spell words Assess and review	Review Hard to read & spell words Assess	CVCC CCVC CCVCC Review CCCVCC Hard to read & spell words	ay, ou, ie, ea ir, ue, aw, wh, ph, ew, oe au, ey, a-e, e-e i-e, o-e, u-e, c Review

Maths	White Rose Maths Units: Getting to Know You Match, Sort and Compare Talk About Measures and Patterns	White Rose Maths Units: It's Me, 1 2 3 Circles and Triangles 1 2 3 4 5 Shapes With 4 Sides	White Rose Maths Units: Alive in 5 Mass and Capacity Growing 6 7 8	White Rose Maths Units: Length, Height and Time Building 9 and 10 Explore 3D shapes	White Rose Maths Units: To 20 and Beyond How Many Now? Manipulate, Compose and Decompose	White Rose Maths Units: Sharing and Grouping Visualise, Build and Map Make Connections Consolidation
Links to DM UTW	Computing 2BeSafe-Self Image & Identity Mouse and Trackpad Skills Technology Around Us	Computing 2BeSafe-Online relationships Keyboard Skills Hardware	Computing 2BeSafe- Online Reputation Online Bullying Logging on Skills Drawing Skills Safety & Privacy	Computing 2BeSafe- Managing Online Information Quizzes Robots	Computing 2BeSafe- Health, well being and life style Sounds	Computing 2BeSafe- Privacy & Security Copyright & Ownership Photography
RE God What do people say about God?	RE Christianity (God) Why do Christians say God is a 'Father'?	RE Christianity (Jesus) Why is Jesus special to Christians?	RE Islam How might beliefs about creation affect the way people treat the world?	RE Judaism Why might people put their trust in God?	RE Hindu Dharma What do Hindus believe about God?	RE Christianity (Church) How might some people show that they 'belong' to God?
UTW	Talk about the lives of people around them & their roles in society Comment on images from the past Know some similarities & differences between the past and now Talk about & describe different family members Make comparisons about families Describe what they see, hear & feel Explore the natural world	Draw information from a simple map Recognise some similarities and differences between life in this country & in other countries Recognise some environments that are different to the one in which they live Explore the natural world Understand the effect of changing seasons Recognise that people have different	Know some similarities & differences between things in the past and now & draw on own experience Comment on images from the past Comment on artefacts from the past Know some similarities and differences between cultural communities	Know some similarities and differences between the natural world & animals Explore the natural world around them Make observations & draw pictures of animals Understand why we need to look after animals Understand the effect of changing seasons	Understand the past through settings, events & books read in class Know some similarities & differences between things in the past & now Draw on experiences Understand some important processes & changes in the natural world including the seasons & changing states of matter	Recognise what life is like in other countries Recognise some environments which are different to the one in which they live Explain some similarities and differences between life in this country and in others Understand some important changes in the world around them

		<p>beliefs & celebrate special times in different ways</p> <p>Know about similarities and differences between religious & cultural communities in this country</p> <p>Sort fruits & vegetables</p> <p>Recognise some healthy fruits and vegetables that can be used in smoothies</p>	<p>Know what materials are used to make toys</p>	<p>Recognise that people have different beliefs & Celebrate special times in different ways</p> <p>Know about some similarities and differences between different religious & cultural communities in this country</p> <p>Know how windmills work</p> <p>Know what windmills were used for</p>	<p>Explore the natural world around them</p> <p>Make observations of plants</p> <p>Draw pictures of plants</p>	<p>Show an understanding of endangered animals</p> <p>Make observations & draw pictures of Safari animals</p>
<p>Links to DM EAD</p>	<p>Music</p> <p>Charanga scheme</p> <p>Me!</p>	<p>Music</p> <p>Charanga scheme</p> <p>My Stories</p>	<p>Music</p> <p>Charanga Scheme</p> <p>Everyone!</p>	<p>Music</p> <p>Charanga Scheme</p> <p>Our World</p>	<p>Music</p> <p>Big Bear Funk</p>	<p>Music</p> <p>Charanga Scheme</p> <p>Reflect, Rewind and Replay</p>
<p>DT Kapow units</p> <p>Art</p>	<p>Art</p> <p>Access Art Scheme</p> <p>Self portraits</p> <p>Portraits of Queen Elizabeth II</p> <p>Discipline: Drawing & Sketchbooks</p> <p>Exploring materials & marks</p> <p>Mark/ sound making</p> <p>Drawing on pebbles</p>	<p>DT</p> <p>Kapow unit</p> <p>Sorting fruits & vegetables</p> <p>Making Smoothies</p>	<p>Art</p> <p>Access Art Scheme</p> <p>Discipline: Surface & Colour</p> <p>Simple print making</p> <p>Collages</p>	<p>DT</p> <p>Kapow unit</p> <p>Structures</p> <p>Constructing</p> <p>Windmills</p> <p>Making Bread</p> <p>Painting Windmills</p> <p>Wind Energy</p>	<p>Art</p> <p>Access Art Scheme</p> <p>Discipline: Working in Three Dimensions</p> <p>Playful making Art</p>	<p>DT</p> <p>Kapow unit</p> <p>Mechanical</p> <p>Wheels & Axels</p>

	<p>What can we see? Shells: Observational & imagination drawing Skill life composition inspired by Cezanna How can we use our books to make art? Movement maps How can we use our imagination? Galaxy painting</p>					
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