

Curriculum Overview

Curriculum intent:

Reception children are an integral part of the Key Stage One infant class and are sometimes taught simultaneously with years 1 and 2, but we also ensure that the day is structured to provide time for reception children to work as a discrete group, particularly in phonics, English and maths. The care and education offered by our EYFS team helps children to continue to learn by providing interesting and ambitious activities that are appropriate for their age and stage of development, while also challenging them to think creatively.

The unique child is central to our curriculum. We observe the children's development and learning; assess their progress and plan for next steps. We support each child to form positive relationships with adults, who respond to their needs in a sensitive and consistent way. We provide an environment in which the child can participate in rich learning opportunities through play and playful teaching. These three elements together ensure optimum opportunities for learning and development. We encourage every child to enjoy their achievements and develop their own ideas. We seek to encourage children's natural curiosity by providing plenty of opportunities to investigate and explore inside and outside. We encourage our children to 'have a go' at every activity and to persevere to a satisfying conclusion.

Our curriculum is sequentially planned and delivered to build on children's experiential knowledge, and to further provide them with new experiences and skills to develop the 'foundational' subject knowledge they need to secure their future learning aligned with the Key Stage One curriculum subject programmes of study, and beyond. This prepares our children in readiness to access the Key Stage One curriculum as they transition from Reception into year 1.

Our curriculum prioritises children's reading, communication, vocabulary, and language development as these skills are central to ensuring better literacy and wider outcomes for every child, including the most disadvantaged children and those with special educational needs. Phonics sessions are started within the first few weeks of school, as is access to high quality phonics reading books.

We believe that the curriculum we provide at Hutton Henry C of E Primary School provides our children with the foundations to enjoy life long challenges and to develop a curious, questioning stance about the world we live in.

Area of progression and development		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme	Let's Explore	Let's Explore	Let's Look Back	Let's Look Back	Let's Investigate	Let's Investigate
<p>Communication and language:</p> <p>Communication and language underpin all areas of the EYFS and the acquisition of new vocabulary is applicable across all areas of the curriculum.</p>	<p>In the Autumn term, reception children are introduced to school life and are immediately part of the whole school community. Children are expected to follow instructions, and understand the expectations and routines within school. At the end of the Autumn terms, children will take part in the Christmas nativity, learning new songs and demonstrating good listening skills. Children will take part in whole class discussions, with years 1 and 2, in addition to instigating conversations with adults and their peers. Stories, rhymes and poems are part of the daily curriculum in the infant class and children will be exposed to a wide range of texts.</p>		<p>In the Spring terms, Reception children are exposed to a wider range of genres which they can engage with and discuss. Children are encouraged to notice new vocabulary and the ways in which this is used. During writing sessions children will orally rehearse the sentence they wish to write. Children will use full sentences when communicating with adults and peers enabling them to express their ideas and engage in problem solving with their peers.</p>		<p>In the Summer terms Reception children are expected to demonstrate sustained concentration and listening in preparation for Year 1. During this term children's engagement with texts will enable them to develop their re-enactment and retelling skills of the stories they encounter. Children will also be able to recite some poems. Children will be able to express their opinions and be able to identify their favourite texts from across the year. Children will be able to follow more detailed instructions and respond appropriately.</p>		
What I know:	<p>I know how to show good listening.</p> <p>I know how to follow simple instructions.</p> <p>I know how to sit and listen to a story.</p>	<p>I know how to ask questions to show my understanding.</p> <p>I know how to engage with stories and I can share my ideas with others.</p>	<p>I know how to join in with discussions using full sentences.</p> <p>I know how to engage in a wide range of books.</p>	<p>I know some different genres of texts and can discuss some differences and similarities.</p> <p>I know how to use new vocabulary in different contexts.</p>	<p>I know how to make comments and predictions about a text.</p> <p>I know how to describe my favourite texts.</p> <p>I know how to retell a story.</p>	<p>I know how to recite a poem.</p> <p>I know how to express ideas and feelings.</p> <p>I know how to use some conjunctions to connect my ideas.</p>	

	I know some new vocabulary and when to use it. I know how to talk to others (adults and children) and when to wait for my turn.	I know how to say what I think. I know how to listen carefully to rhymes and songs.	I know how to talk about non-fiction books. I know how to share my ideas with a small group.	I know how to 'think out loud' and rehearse my sentences in writing.		I know how to follow complex instructions. I know how to talk about events in the past, present and future.
Personal, Social and Emotional Development	At Hutton Henry C of E Primary School, we aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. The skills, knowledge and attitudes developed will enable young people to lead healthy, fulfilling and meaningful lives. At Hutton Henry we aim to help the children to: develop a personal identity, and high levels of motivation; develop positive social interaction, and the skills to live and work with others; develop the knowledge and skills to become an active citizen; develop an understanding of our Christian values. From the beginning of their time in Reception, children are part of the whole school community, and learn our common core values from attending all assemblies, including celebration assembly, singing, and Open the Book, which supports our Christian beliefs. Children also take part in 'key person' once a week during which time children have a chance to share news and celebrate each other's successes, and the children become members of one of the school's committees, with regular meetings to attend. The school encourages a restorative approach to disputes which encourages children to recognise the feelings of others and work together to solve disputes and problems. Within continuous provision, children are encouraged to develop a sense of independence in their choice making, and a 'can-do' approach to problem solving, yet also able to ask for help when it is required.					
What I know:	I know what a feeling/emotion is. I know how to take turns. I know how to follow a simple instruction. I know how to line up. I know when it is time to listen. I know how to ask for help. I know how to wash my hands after using the toilet.	I know the names of some feelings/emotions. I know how others are feeling based on their expressions and actions. I know how to join in a class discussion and can express my own feelings/emotions. I know how to use my knife and fork correctly at lunch time. I know how to wait patiently for an adult's attention. I know how to get changed independently.	I know how my actions might impact on others' feelings. I know how to respond if my actions have upset others. I know how to work things out for myself if an adult is otherwise engaged. I know how to keep trying and not give up. I know more about myself, what I am good at, and what I would like to improve. I know how to listen carefully and follow instructions accurately.			

		I know the names of my peers and some of their likes/dislikes.	I know what my body needs to stay healthy. I know some facts about the lives of the adults in our school.
Physical Development – Fine Motor Skills	During Reception year, children will have many opportunities to practise their fine motor skills. Larger pencils for both left and right-handed children are available during writing sessions and children will be encouraged to develop correct pencil grip to aid letter writing formation. All areas of continuous provision support opportunities for children to develop control and muscle tone. Children will be encouraged to get changed independently during PE sessions, fastening and unfastening their own clothing, and zipping up their own coats. Children will be supported to hold scissors correctly in the design area, and grasping scissors are available for children who need extra support with cutting. During lunchtimes, children are supported to use their knife and fork correctly and are encouraged to cut their own food independently. For children who show a weakness in their fine motor skills, manipulatives are available to help develop the necessary muscles such as threading, weaving, cutting, and hand exercises.		
What I know:	I know how to show good pencil control when mark making. I know how to build (Lego and small world) with accuracy.	I know how to use a knife and fork correctly. I know how to use scissors in a safe way. I know how to hold my pencil in a grip which allows me to form most letters correctly.	I know how to hold a pencil effectively. I know how to use a range of tools with accuracy. I know how to draw with a variety of media.
Physical Development – Gross Motor Skills	In Reception, children have access to high quality outdoor and indoor provision and are also taught explicit PE sessions alongside the Year 1 and 2 children. Outdoor equipment includes climbing frames, large-scale equipment for building, and bikes and scooters. Indoor provision includes, blocks and small world equipment, home corner equipment, and opportunities for dance movement to songs and rhymes. During lunchbreaks, children are provided with access to a range of resources such as prams, balls, and hoops.		

	<p>In the Autumn term children have access to an after school Outdoor Education club which takes place in the school grounds. Balance bike sessions are also available in the Autumn term.</p> <p>PE Autumn term – Games Gymnastics.</p>	<p>In the Autumn term children have access to an after school Outdoor Education club which takes place in the school grounds</p> <p>PE Spring term – Dance Fundamental movement skills.</p>	<p>PE Summer term – Fundamental movement skills Athletics Sports competition</p>
What I know:	<p>I know how to keep my balance for a short time. I know how to put more than one movement together as part of a routine. I know the names of some different jumps. I know how to pass a ball in different ways with increasing control. I know how to work as part of a team. I know how to move into a space safely. I know how to work with a partner in a safe way. I know how to follow the rules of a game.</p>	<p>I know how to work as part of a team with increased co-ordination. I know how to respond to music moving in time. I know how to perform movements with increasing control. I know how to work with a team to perform a short sequence. I know how to keep my balance for a longer period. I know how to show some coordination of arm and leg movements. I know how to move large equipment safely. I know how to move around an obstacle. I know how to climb safely. I know how to move in a variety of ways.</p>	<p>I know how to travel around space and obstacles safely with increased speed. I know how to hit a ball. I know how to use some techniques to increase my speed, balance and co-ordination. I know some different running speeds eg. Sprinting and jogging. I know how to improve my performance. I know there are different jumps in athletics. I know how to perform a jump by safely taking off and landing with increased precision. I know some different throwing movements. I know how to throw at a target with increased precision.</p>
Literacy – Comprehension	<p>Suggested texts but not limited to these: Children’s own favourite stories</p>	<p>Children begin their time in Reception with access to a wide range of books. In addition to two phonics readers, children also visit the school library once a week to select a book of their choice which they can enjoy with their family. High quality texts are an essential</p>	

	<p>Tell me a Dragon The Little Gardener The Very Hungry Caterpillar The Life Cycle of a Butterfly (NF) Tingatinga tales On the way home Commotion in the ocean Rabbit's Pancake Picnic Jack and the beanstalk, Jasper's beanstalk, Jack and the jellybean stalk Poems – Don't, Yellow Bird, Revolting Rhymes</p>	<p>cornerstone of the EYFS and infant class, and listening to stories, rhymes, poems, and non-fiction texts are part of the daily experiences for Reception children. Children are encouraged to share their favourite stories, and begin to develop the confidence to ask and answer questions about the books they read and listen to. New vocabulary is discussed with the children, and contextual examples are given to further embed the use of new words.</p>	
What I know:	<p>I know what my favourite story is. I know how to listen carefully to new stories, non-fiction, poems, and songs. I know how to retell my favourite story. I know how to answer questions on the stories I have heard.</p>	<p>I know how to retell key parts from new stories. I know how to make a prediction based on stories we have previously read. I know how to join in with discussions on the texts we have read. I know the difference between fiction and non-fiction. I know how to ask for the meaning of unfamiliar words.</p>	<p>I know how to recall some facts from information texts. I know how to suggest what might happen next at key parts of a story. I know how to use some new vocabulary.</p>
Literacy – Phonics Essential Letters and Sounds	<p>Oral blending Sounding out and blending with 23 new grapheme/phoneme correspondences (GPCs) 12 new harder to read and spell (HRS) words</p>	<p>Oral blending Sounding out and blending with 29 new GPCs 32 new HRS words Revision of Phase 2</p>	<p>Oral blending Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc Revision of Phase 2 and Phase 3</p>
What I know:	<p>I know how to match most of the phase 2 letters and sounds. I know how to say the phase 2 sounds in CVC words.</p>	<p>I know how to match all phase 2 single letters and sounds. I know how to match most phase 3 single letter and sounds. I know how to identify some digraphs.</p>	<p>I can match the letter and sound for at least 10 phase 3 digraphs. I can read CVC words containing known digraphs.</p>

	<p>I know how to start to blend the sounds together.</p> <p>I know how to segment and blend CVC words.</p> <p>I know how to read most of the phase 2 tricky words.</p>	<p>I know how to segment the sounds in CVC words for reading.</p> <p>I know how to blend the sounds in CVC words for reading.</p> <p>I know how to segment and blend simple words matched to my phonics knowledge. I know how to read captions.</p> <p>I know how to read all phase 2 tricky words and some phase 3 tricky words.</p>	<p>I can read simple sentences and books matched to my phonics.</p> <p>I can read tricky words from phases 2 and 3 confidently.</p>
Literacy - writing	<p>Writing is an essential component of literacy skills and is practised daily. Practising correct letter formation is incorporated into phonics sessions, and children are encouraged to label their own work by writing their names on it. Formal writing takes place in taught English and phonics sessions where children will write sitting at a table, and will be encouraged to hold their pencils in an appropriate grip. In the Autumn term children will develop the skills to independently write labels and captions, and to begin to write sentences with adult support and modelling. As children progress through the Spring and Summer terms, sentence writing will become more formal, with children forming longer sentences independently which can be read by an adult and themselves. In addition to taught sessions, writing and mark making equipment are available as part of continuous provision. Children have access to a range of mark making tools and material for writing, thus further developing their writing skills independently.</p>		
	<p>Labels and Captions</p> <p>Rhyme</p> <p>Stories with Familiar Settings</p> <p>Recount</p> <p>Poetry – Using the Senses</p>	<p>Traditional and Fairy Tales</p> <p>Instructions</p> <p>Stories from a Range of Cultures</p> <p>Poetry – Pattern and Rhyme</p>	<p>Stories with a Fantasy Setting</p> <p>Information texts</p> <p>Recount – Fact and Fiction</p> <p>Poetry – Poems on a Theme</p>
What I know:	<p>I know how to write some lower-case letters correctly.</p> <p>I know how to write some upper-case letters.</p> <p>I know how to identify known letters to match initial sounds.</p> <p>I know how to write CVC words.</p> <p>I know how to write simple labels.</p> <p>I know how to write simple captions</p> <p>I know how to start to form a simple sentence.</p>	<p>I know how to write most lower-case letters correctly.</p> <p>I know how to write some upper-case letters correctly.</p> <p>I know how to use an appropriate pencil grip.</p> <p>I know how to sit at a table correctly, ready for writing.</p> <p>I know how to spell some tricky words.</p> <p>I know how to write short sentences.</p> <p>An adult can read my sentences.</p>	<p>I know where finger spaces should be used.</p> <p>I know some words in my sentences which need capital letters.</p> <p>I know what a full stop is.</p> <p>I know how to write longer sentences, mostly independently.</p> <p>I know how to spell most tricky words.</p> <p>I know how to spell CVC words with sounds and letters I know.</p> <p>I know how to read my sentences out loud.</p> <p>.</p>

Maths – White Rose	<p>Getting to know you: Timetables, Introduction to continuous provision Introduction to outdoors Routines Tidying Favourites</p> <p>Just Like Me: Matching Sorting Size matching Repeated patterns</p> <p>It's Me 123 Numbers 1 - 3 (composition and subitising)</p>	<p>Light and dark Making 4 – composition Making 5 – composition Measurement – mass, capacity, length, height Sequencing events Positional language 2D shapes</p>	<p>Alive in 5! Introducing 0 Comparing numbers to 5 Composition of 4 & 5</p> <p>Growing 6, 7, 8 6, 7 & 8 Combining 2 amounts</p> <p>Building 9 & 10 Counting to 9 & 10 Comparing numbers to 10 Number bonds to 10</p>	<p>Building 9 & 10 Recap number bonds to 10 Counting forwards and backwards Days of the week Matching pairs Matching 2D and 3D objects Measuring time Comparing measurement</p>	<p>To 20 and Beyond Building numbers beyond 10 Counting Patterns beyond 10</p> <p>First then now Adding More Taking away Composition and Decomposition Doubling Sharing & grouping Even & Odd</p>	<p>Find my pattern Tangrams Shapes and patterns</p> <p>On the Move Deepening understanding (problem solving etc) Maps and mazes Games</p>
What I know:	<p>I know how to count to 5 using different mathematical resources. I know how to match numeral and quantity to 5. I know how to subitise up to 3. I know how to start to show how numbers can be made up (e.g. 1 and 3 is 4). I know how to count to 10 by rote</p>		<p>I know how to count objects, claps, movements up to 10. I know how to match numeral and quantity (within 10). I know how to subitise (up to 5). I know how to recall number bonds to 5. I know how to identify some odd and even numbers. I know how to count to 20. I know how to identify some numbers beyond 20.</p>		<p>I know how to show how numbers to 10 are made up using different models e.g. part whole, tens frame, numicon. I know how to recognise the numerals to 10 and match to quantity consistently. I know how to subitise to 5 without counting. I know how to recall number bonds up to 5 and some to 10. I know how to recall some double facts within 10. I know how to count beyond 20.</p>	

	<p>I know how to compare manipulatives (e.g. saying when one tower is bigger/smaller).</p> <p>I know how to find one more/ one less using resources.</p> <p>I know how to continue and copy patterns.</p> <p>I know how to spot errors in the pattern.</p> <p>I know how to name my pattern e.g. ABAB</p>	<p>I know how to compare two quantities.</p> <p>I know how to say a number that is one more/ less</p>	<p>I know how to compare quantities using greater/ more than, fewer/ less than, the same/ equal.</p>
RE (UTW)	<p>In Reception children are taught explicit elements of RE, alongside a wider exploration of different cultures and religious festivals around the world. Children will begin to have a strong understanding of Christian beliefs and values, as they begin their school year as valued members of a Church of England school. Religious assemblies and celebrations form an integral part of the school's ethos and children will begin to understand the importance and significance of events such as Easter and Christmas to the Christian calendar. Children are introduced to the story of Zacchaeus, and the Christian values we associate with this: Friendship, Compassion, Fellowship, Love, Forgiveness and Endurance. Every fortnight, we welcome the 'Open The Book' team into school, who share with us a bible story and allow the opportunity for quiet prayer and reflection.</p>		
What I know:	<p>I know that I belong to a Church of England school.</p> <p>I know that Harvest time is a time for celebration and an opportunity to give thanks to God.</p> <p>I know some Christian songs.</p> <p>I know the significance of Christmas.</p> <p>I know the story of the Nativity.</p> <p>I know how to retell the story of the Nativity as part of a performance.</p> <p>I know some religious festivals from around the world (Rosh Hashannah, Rabbit in the moon festival, Sukkot, Diwali, Remembrance Day, Hanukah).</p>	<p>I know the significance of Easter and can link it to what I remember about the Nativity.</p> <p>I know some stories from the Bible.</p> <p>I know the Bible is a special book for Christians.</p> <p>I know that the New Year is celebrated in a different month to ours in some countries.</p> <p>I know about the baptism of Jesus.</p> <p>I know what lent is.</p>	<p>I know the name of some Saints days.</p> <p>I know some of the similarities and differences between Christianity and other religions.</p> <p>I know the similarities and differences between celebrations in my country and some other countries.</p> <p>I know what it means to be a good Christian.</p> <p>I know some religious buildings and why they are important.</p>

History (UTW)	<p>Children in Reception are taught about the past and present in sessions which we name History, in keeping with the rest of the school, and in preparation for moving up to year 1. During the Autumn term children are introduced to the vocabulary associated with the passing of time, and can anticipate special events such as birthdays, Christmas, bonfire night, Remembrance Day etc. They will have a good understanding of their place in their family, and begin to appreciate how their school life may be different from the older generations of their families. They will show an understanding of how they have changed over time, from being a baby, to moving from nursery into Reception.</p>	<p>During the Spring term children will begin to understand cyclical changes through the changing of the seasons. They will begin to deepen their understanding of change by exploring the school building and buildings in Hutton Henry, which have changed their use from the past to present (For example, both the old police house and the old school building are now residential homes within the village). The children will continue to take note of how many days they have been at school, counting down to the 100th day.</p>	<p>During the Summer term, children will explore the lives of others and some important significant events. This will enable them to begin to understand the links between the past, present and future, and how events in the past can influence our lives today. They will revisit how they have changed individually since the beginning of school and confidently discuss their favourite memories from Reception year.</p>
What I know:	<p>I know some of the vocabulary associated with the passing of time. I know some of the changes that have happened to me throughout my life. I know the members of my family.</p>	<p>I know how to identify some objects from the past and how they may have changed over time. I know that some of the buildings in our village have changed over time. I know that my family had a different life to me. I know that we are all different and celebrate special events in different ways. I know about the British Royal family.</p>	<p>I know some significant individuals and why they are important. I know how I have changed since I started school. I know how to talk about my favourite memories. I know how to link the past, present and future.</p>

		I know how much time has passed since the start of school.	
<p>Geography (UTW)</p>	<p>Children in Reception are taught about the physical world in sessions which we name Geography, in keeping with the rest of the school, and in preparation for moving up to year 1. During the Autumn term, children will be introduced to atlases, maps and globes, and will begin to identify some familiar places, as well as oceans, countries and the Equator. They will be able to talk about their own local areas, and begin to compare how countries may differ. This local knowledge will be extended into realising that the Earth is one of the planets in the solar system.</p> <p>In addition to taught sessions, children also have the opportunity to explore the physical world around them during outdoor sessions, noting seasonal changes and the physical and man-made properties of our school and local vicinity. In continuous provision, the small world, home corner, and reading areas provide children with the chance to explore different environments and to develop their spatial awareness of the physical world.</p>	<p>Reception children will become more aware of the changing school landscape during the Spring term, and will be able to name the Seasons and some weather patterns, exploring the effects of weather on the physical landscape.</p>	<p>During the Summer term, Reception children will begin to understand that the UK is part of Europe, and they will be able to name some countries in Europe. They will explore a different geographical location, such as the Rainforest, and make comparisons with their own geographical location. Children will continue to explore map-making and will be able to identify some features on a map, and recreate their own maps. They will revisit the solar system and may be able to name some of the planets and the Earth's satellite.</p>

<p>What I know:</p>	<p>I know the name of the place I live. I know how to talk about my favourite place. I am beginning to know what a map, atlas, and globe show (digital and physical maps and globes). I know how to find our school on a map. I know some of the features in my village. I know that other countries are different to ours. I know that the Earth is part of the solar system. I know the names of some seasons.</p>	<p>I know that our school landscape looks different in different seasons. I know some weather associated with different seasons.</p>	<p>I know the names of some countries in Europe. I know how some places around the world are different to ours. I know which features are manmade and which are physical. I know how to draw a simple map. I know how to find some features on a map. I know the name of the Earth's satellite.</p>
<p>Science (UTW)</p>	<p>In Reception, children have access to high quality science sessions as part of their understanding the world curriculum, and are also exposed to science as part of their everyday experiences. Explicit sessions in the Autumn term explore seasonal changes, hibernation and migration, careful observation of animals and plants, harvest, cyclical changes, changing states of matter, and the properties of materials. These sessions are supplemented by access to indoor and outdoor equipment enabling simple experiments to be carried out, developing a curious and inquisitive nature into causation in the natural world.</p>	<p>Children in Reception will continue to develop their knowledge of the seasons and weather patterns, developing an understanding that different parts of the world may experience different weather and seasons to us. Children will begin to build their knowledge of animals that inhabit countries outside of the UK, linking this knowledge to their previous understanding of hibernation and migration. They will be encouraged to develop an understanding of simple experiments that they can carry out with adult supervision. Observational drawings of the natural world will continue to develop as the year progresses.</p>	<p>During the Summer term children will continue to develop their awareness of healthy growth in plants and animals, linking this to their sense of self and the human body, understanding how humans are the same as plants and animals, and how to stay healthy. Children will develop a simple understanding of classification by exploring different groups of animals. Children will explore forces and revisit changing states of matter. They will continue to develop an awareness of seasonal changes and weather patterns.</p>

<p>What I know:</p>	<p>I know that how I am unique but have some similar characteristics to other people.</p> <p>I know some of the features of Autumn, and that this season is different to the other seasons.</p> <p>I know the names of some seasons.</p> <p>I know that some trees lose their leaves in the Autumn.</p> <p>I know that some foods are harvested in the Autumn.</p> <p>I know that some animals hibernate and some animals migrate.</p> <p>I know that some changes occur in the Autumn (e.g., shorter days.)</p> <p>I know how to conduct a simple experiment.</p> <p>I know about the process of changes in substances (freezing).</p> <p>I know that some materials are bad for the environment.</p>	<p>I know the names of all the seasons.</p> <p>I know the weather conditions in all seasons.</p> <p>I know that some parts of the world have a different season to ours.</p> <p>I know some parts of the world are hotter and colder than our country.</p> <p>I know the names of some animals that might live in hotter and colder countries.</p> <p>I know the name of some forces.</p> <p>I know how clouds are formed.</p> <p>I know how to think of my own experiments.</p>	<p>I know what plants need to grow.</p> <p>I know the names of some animals in our local habitat.</p> <p>I know about metamorphosis.</p> <p>I know that some animals do not have bones.</p> <p>I know how to name some parts of the body.</p> <p>I know how humans are the same as plants and animals.</p> <p>I know about the process of changes in substances (melting).</p> <p>I know about different materials and their properties.</p> <p>I know that a light source can form a shadow.</p>
<p>Art – (Expressive arts and design)</p>	<p>Reception children have access to both explicit 'art' sessions alongside the Years 1 and 2 children, as well as further opportunities in continuous provision throughout the year to experiment creatively, and to develop their observational drawing skills as part of our science curriculum. In the Autumn term children will be introduced to different art making tools, and begin to develop their observational skills. These initial skills will be complemented by specific</p>	<p>Children will begin to develop in confidence during the Spring term, and will increasingly be independent in their choice of tools and materials. Exposure to different artists will enable children to develop the skills to talk about the work of other artists and their own pieces of work. As part of their taught art sessions, children will be introduced to sculpture in Cycle A, developing their own sense of what a sculpture is, and having the opportunity to create a sculpture of their own. In cycle B the emphasis will be on drawing, where observational skills and the</p>	<p>In the Summer term Reception children will be confident in choosing materials and media independently, understanding that different tools create different outcomes. Children will have begun to develop an appreciation of colour and may understand how to match colours with greater accuracy. More careful observation during drawing will enable children to develop the sketching skills which underpin the art curriculum moving into Year 1. In cycle A, the children are introduced to digital painting giving them the opportunity to experiment with colour and form on a digital</p>

	'painting' sessions in cycle A and 'printmaking' sessions in cycle B. These art skills will be revisited as children progress into Years 1 & 2.	language associated with accurate drawing are taught.	platform. In cycle B children can experiment with different forms of collage, creating their own art works which they will share with the wider infant class.
What I know: Cycle A	<p>I know that mark making tools can also be used to create a piece of art. I know what a piece of art is. I know what I look like and I can use appropriate tools to create a self-portrait. I know how to use different medium for art.</p> <p>Painting – I know how to name the primary colours. I know how to experiment with and use primary colours. I know how to explore mixing primary colours. I know how to lighten/darken colours using black and white. I know how to use a range of tools (large and small) to paint. I know how to explore painting on different surfaces I know how to look at a range of artists and discuss likes and dislikes of paintings.</p>	<p>I know how to choose appropriate mark making tools for a specific art project. I know how to talk to others about my art. I know about the work of some different artists. I know the names of some different art techniques. I know how to express my opinion on a piece of art. I know how to draw with increasing accuracy.</p> <p>Sculpture – I know how to handle, feel and manipulate materials. I know how to shape and model material from direct observation and imagination. I know how to explore the best medium for joining two materials. I know a sculpture is a 3D form. I know how to be able to create a variety of 3D forms from different materials, using different techniques eg constructed from bricks, formed from clay or assembled from cardboard. I know how to look at the work of some sculptors. I know how to talk about my own models.</p>	<p>I know how to choose materials and medium independently. I know some media are more suited to some forms of art. I know how to put careful thought into my artwork, and I am starting to think about colour, texture, and form. I know how to use careful observation to create accurate sketches. I know how to improve a piece of my own artwork.</p> <p>Digital painting - I know how to hold an iPad safely and turn it on. I know that we use an app for digital painting I know how to mark make using a digital painting app. I know how to change colour on a digital painting app. I know which tool is the brush tool. I know how to recreate a simple image on a painting app. I know how to talk about my own work. I know how to discuss whether I prefer painting on paper or on a computer.</p>

<p>What I know: Cycle B</p>	<p>I know that mark making tools can also be used to create a piece of art. I know what a piece of art is. I know what I look like and I can use appropriate tools to create a self-portrait. I know how to use different medium for art.</p> <p>Printmaking – I know how to make a rubbing emphasising texture using crayon and paper. I know how to take a print from a given object, for example, hand, leaf, fruit, vegetable, toy etc. I know how to imprint onto a range of different textures, comparing and contrasting prints (eg,. Newspaper, cardboard, coloured paper etc.). I know how to talk about the choices I have made and differences in prints. I know how to explore the work of a print artist eg. Orla Kiehly. I know how to create a symmetrical print using folded paper. I know how to create a product using the skills I have learnt.</p>	<p>I know how to choose appropriate mark making tools for a specific art project. I know how to talk to others about my art. I know about the work of some different artists. I know the names of some different art techniques. I know how to express my opinion on a piece of art. I know how to draw with increasing accuracy.</p> <p>Drawing – I know how to begin to use a variety of drawing tools – eg. Finger, stick, pencil, chalk, crayon, pastel. I know how to investigate different lines eg. Thick, thin, straight, curved, long, short. I know that line and colour can express emotions and feelings. I know how to explore different textures and experiment with mark making to reproduce these. I know how to closely observe human faces and features. I know how to look at the work of some artists and discuss the artists' work and whether they like it or not.</p>	<p>I know how to choose materials and medium independently. I know some media are more suited to some forms of art. I know how to put careful thought into my artwork, and I am starting to think about colour, texture, and form. I know how to use careful observation to create accurate sketches. I know how to improve a piece of my own artwork.</p> <p>Collage- I know how to become familiar with a range of different collage materials. I know how to create simple collages, layering different materials and fabrics. I know how to develop a basic vocabulary to describe the qualities of different materials. I know how to investigate different ways materials can be applied and make simple, collages. I know how to use found natural and man-made objects to create a sculptural collage.</p>
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<p>DT – (Expressive arts and design)</p>	<p>Reception children have access to both explicit 'DT' sessions alongside the Years 1 and 2 children, as well as further opportunities in continuous provision throughout the year to experiment creatively, and practise using a variety of tools, and joining techniques.</p> <p>DT follows a two-year cycle with the skills they develop in these taught sessions being built upon and revisited in years 1 and 2.</p> <p>In cycle A they will explore textile materials and develop skills in templates and joining techniques.</p> <p>In cycle B they will examine freestanding structures.</p>	<p>Children will begin to develop in confidence during the Spring term, and will increasingly be independent in their choice of tools and materials, beginning to understand the properties of both. Exposure to different joining techniques will enable children to develop the skills to organise their work, and talk about the choices they have made.</p> <p>In cycle A children will examine sliders and levers.</p> <p>In cycle B children will explore wheels and axles.</p>	<p>In the Summer term Reception children will be confident in choosing materials and media independently, understanding that different tools create different outcomes. They will increasingly be able to respond to simple criteria and design accordingly (for example, make a boat that floats) with increasing success.</p> <p>In cycle A children will explore cooking and nutrition with fruits and vegetables.</p> <p>In cycle B children will explore cooking and nutrition with preparation of fruit and vegetables.</p>
<p>What I know:</p>	<p>I know what resources are available and how to use them safely.</p> <p>I know how to tell others about my designs.</p> <p>I know some joining techniques and can join materials with support.</p> <p>Textiles –</p> <p>I know that different materials have different textures and properties.</p> <p>I know how to simply join materials using tape, staples and glue.</p> <p>I know how (with adult help) to thread a needle.</p> <p>I know how (with adult help) to use a needle in a safe manner.</p>	<p>I know how to choose resources independently, selecting carefully according to my design ideas.</p> <p>I know how to use tools independently and safely such as scissors, hole punch, stapler.</p> <p>I know how to explain my design choices.</p> <p>Sliders and levers –</p> <p>I know the movements of up, down, forward and backward</p> <p>I know the forces of push and pull.</p> <p>I know some everyday items that use a slider or lever</p> <p>I know how to make a simple slider with paper or card.</p> <p>I know how to make a simple lever.</p>	<p>I know how to explain what I have made.</p> <p>I know how to follow a simple design criterion.</p> <p>I know how to join different materials with increasing confidence.</p> <p>Cooking and nutrition – (Cycle A and B)</p> <p>I know some food groups.</p> <p>I know how to make some healthy food choices.</p> <p>I know how to use some utensils with adult support.</p> <p>I know how to wash hands properly and stay safe around kitchen equipment.</p> <p>I know how to prepare some foods with adult support.</p> <p>I know how to express an opinion on a range of healthy food products.</p>

	<p>I know (with adult help) how to sew a simple stitch.</p> <p>I know how to design a simple fabric collage to a specified design.</p> <p>I know how to choose materials based on their properties.</p> <p>I know some of the vocabulary associated with textiles.</p> <p>Freestanding structures –</p> <p>I know how to construct simple models using pre-made materials, such as blocks and straws</p> <p>I know how to join materials using tape and glue, to create a functional structure.</p> <p>I know how to describe what they have made and talk about what they would improve on</p> <p>I know how to use support structures to strengthen their model, demonstrating an understanding of simple structures.</p> <p>I know why someone might want to use their structure, drawn from their own experience.</p> <p>I know how to use simple tools for cutting and shaping.</p> <p>I know some of the vocabulary associated with structures.</p>	<p>I know how to use simple tools for cutting and shaping.</p> <p>I know some of the vocabulary associated with sliders and levers.</p> <p>Wheels and axles -</p> <p>I know how to identify some of the moving parts of a toy.</p> <p>I know that a toy needs smooth wheels for stable movement.</p> <p>I know that a toy vehicle is made up of more than one part.</p> <p>I know how to design a simple moving vehicle, selecting materials suited to the purpose.</p> <p>I know how to construct a simple moving vehicle from a kit, with adult support.</p> <p>I know how to use simple tools for cutting and shaping.</p> <p>I know some of the vocabulary associated with moving vehicles.</p>	
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<p>Music (Expressive arts and design)</p>	<p>In Reception children have many opportunities to express themselves musically. Every week children will take part in a singing assembly, learning a range of songs throughout the year, with some linked to specific special events such as Christmas and Harvest. Children receive music lessons from an external music teacher, and will learn to play two different musical instruments. Songs and rhymes are used during specific times in Reception, such as tidying up time, counting songs, movement breaks, or as an aid to learning the alphabet or days of the week. Children have the opportunity to explore digital music making apps, and to create their own piece of music. Additionally, Reception children will join in with the taught elements of music available to the years 1 and 2 children, beginning to understand the elements of pitch, rhythm, and tempo, which will be revisited as they move up through school.</p>		
<p>What I know:</p>	<p>I know how to respond to what I have heard, expressing my likes/dislikes of a piece of music. I know how to follow a simple refrain. I know how to listen carefully, and join in with parts of the song I remember. I know how to listen to a range of different music, understanding that some music is more suitable for certain times. I know how to move rhythmically and expressively to music. I know how to tap out simple rhythms and sound patterns. I know how to join in with a whole school performance.</p>	<p>I know how to listen and respond to a range of music around the world. I know that I can produce sound with a musical instrument. I know how to listen carefully to instructions and follow directions to play an instrument. I know how to follow a rhythm when playing a musical instrument. I know how to sing a wide range of songs.</p>	<p>I know how to use digital technology to explore music making. I know how to compose my own piece of music on a digital app. I know how to share and talk about my musical composition. I know how to sing with confidence, on my own, or as part of a group. I know how to play an instrument as part of a larger group.</p>

Computing (enhancement weeks)	Beebots E-safety Keyboard skills	Photographs and videos Puppet pals Coding	Digital painting Digital music Simple pictograms
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