

Reception Long Term Curriculum 2023/2024

Area of Learning	Autumn 1 Super Me, Super You!	Autumn 2 Destination: Celebrations	Spring 1 Once Upon a Time	Spring 2 Marvellous Minibeasts	Summer 1 Under the Sea	Summer 2 Super heroes/ Olympics
<b>Core texts</b>	Golden Rules Colour Monster Super Duper You Happy in Our Skin The Great Big Book of Families	Sparks in the sky (twinkl online) Topsy and Tim Bonfire Night PPT about remembrance for EYFS Diwali – story of Rama and Sita Dipal’s Diwali (twinkl online) Non fiction  Story of the nativity	Little Red Riding Hood Little red The Gingerbread Man The Little Red hen The Enormous Turnip Gruffalo Bear Hunt	<b>The Very hungry caterpillar</b> <b>The snail Trail</b> <b>The very busy spider</b> <b>Non fiction</b>	<b>What the Sea saw</b> <b>Somebody Swallowed Stanley</b> <b>The undersea cleaning spree (twinkl online)</b> <b>Commotion in the Ocean</b> <b>What a waste</b> <b>Non fiction</b>	<b>Supertato</b> <b>Super Duper Mo</b> <b>The frog Olympics(?)</b> <b>The naughty bus(?)</b> <b>Non fiction – sports books</b>
<b>Visual stimuli</b>	Inside Out - Zones of Regulation Photographs of families	You tube videos Fireworks video of images from around the world. Fireman Sam – Bonfire Night Remembrance – 2 minute silence Cbeebies – Learn about Remembrance Day Cbeebies - Jojo and Gran Happy Diwali	You tube videos  <b>Puppet theatre</b>	Minibeast adventures with Jess ( Cbeebies) Field outdoor Minibeast hunt Butterflies – Insect Lore	<b>Mermaids and Pirate</b> <b>The Octonauts ( Cbeebies)</b> <b>The sailor went to sea, sea sea</b>	
<b>Songs/Sing and sign</b>	<b>Nursery rhymes/counting songs</b> If your happy and you know it Heads, shoulders, knees, and toes 1 finger, 1 thumb keep moving Top 10 most awesome nursery rhymes – sing songs and rhymes	Fireworks Go ( rhyme) Fireworks safety song Little Crowns storyhouse – Remembrance Day song Diwali music Twinkle, Twinkle Little Star Christmas nativity songs		Incy wincy spider There’s a worm at the bottom of the garden I’m a little lady bug	Row row row your boat 1,2,3,4,5 Once I caught a fish alive Sea shanty - Wellerman The tide is turning ( twinkl) Into the sea song ( twinkl)	We are the champions
<b>Events /Hooks</b>	<ul style="list-style-type: none"> <li>Baseline Assessment/Welcomm</li> <li>Rules and routines</li> <li>All about me boxes</li> <li>Tour of the school – photo montage of our school</li> <li>Learning about the roles of important people in the school.</li> <li>Who is special to us, family photo, drawing pictures of our family</li> <li>We will also begin talking about how we have changed, “When I was a baby”.</li> </ul>	<ul style="list-style-type: none"> <li>Mark making chalk fireworks</li> <li>Crayon and paint firework picture</li> <li>Following picture instructions - Make poppies, tissue, paint and cutting</li> <li>Diwali lanterns ( clay)</li> <li>Rangoli patterns</li> <li>Diwali dance</li> <li>Diwali shadow puppets</li> <li>Send letters to Santa – Take down to post box</li> </ul>	Dress up as favourite Fairy Tale character Wolf has been in the classroom Enormous turnip – in outdoor area	Animal encounter – visit in school Butterflies – Insect Lore	Mermaids and pirates day Sealife centre visit	Sports day  Matthew Oaten ( deaf sportsperson)
<b>Weekly topics</b>	<ol style="list-style-type: none"> <li>Starting School</li> <li>Golden Rules/Important people in school</li> <li>The great big book of families</li> <li>Super Duper You</li> <li>Happy in Our Skin</li> <li>Colour Monster</li> <li>Colour Monster</li> <li>2 days only</li> </ol>	<ol style="list-style-type: none"> <li>Fireworks</li> <li>Remembrance</li> <li>Diwali</li> <li>Christmas</li> <li>Christmas</li> <li>Christmas</li> <li>Christmas</li> <li>2 days only</li> </ol>	<ol style="list-style-type: none"> <li>2days only</li> <li>..</li> <li>..</li> <li>..</li> <li>..</li> <li>..</li> <li>..</li> </ol>	<ol style="list-style-type: none"> <li>1...</li> <li>2.</li> <li>3</li> <li>4</li> <li>5</li> </ol>	<ol style="list-style-type: none"> <li>..</li> <li>..</li> <li>..</li> <li>..</li> <li>..</li> <li>..</li> <li>4 days</li> </ol>	<ol style="list-style-type: none"> <li>..</li> <li>..</li> <li>..</li> <li>..</li> <li>..</li> <li>..</li> <li>..</li> </ol>
<b>Communication and Language</b>	I enjoy listening to stories. I can listen to one thing at a time. carefully	I know why listening carefully is important e.g. safety, following instructions.	I listen to stories with interest. I listen to rhymes, poems and songs carefully.	I listen to non-fiction books. I am developing new knowledge through listening to these books		
<b>Birth to 5 Matters</b>	<u>Listening and attention Range 5</u> <ul style="list-style-type: none"> <li>Listens to others in one-to-one or small groups, when conversation interests them</li> </ul>	<u>Understanding Range 5</u> <ul style="list-style-type: none"> <li>Shows an understanding of prepositions such as under, on top, behind by</li> </ul>	<u>Understanding Range 6</u> <ul style="list-style-type: none"> <li>Listens and responds to ideas expressed by others in conversation or discussion</li> </ul>	<u>Understanding Range 6</u> <ul style="list-style-type: none"> <li>Understands a range of complex sentence structures including negatives, plurals and tense markers</li> </ul>	<u>Understanding Range 6</u> <ul style="list-style-type: none"> <li>Understands a range of complex sentence structures including negatives, plurals and tense markers</li> </ul>	<u>ELG Listening, Attention and Understanding</u> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read</li> </ul>

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	<ul style="list-style-type: none"> <li>Focusing attention – can still listen or do, but I can change their own focus of attention</li> <li>Is able to follow directions (if not intently focused)</li> </ul> <p><u>Understanding Range 5</u></p> <ul style="list-style-type: none"> <li>Understands the use of objects (e.g. Which one do we cut with?)</li> </ul> <p><u>Speaking Range 5</u></p> <ul style="list-style-type: none"> <li>Beginning to use more complex sentences to link thoughts (e.g. using and, because)</li> <li>Able to use language in recalling past experiences</li> <li>Can retell a simple past event in correct order (e.g. went down slide, hurt finger)</li> <li>Beginning to use a range of tenses (e.g. play, playing, will play, played)</li> <li>Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture</li> </ul>	<p>carrying out an action or selecting the correct picture</p> <ul style="list-style-type: none"> <li>Beginning to understand humour, e.g. nonsense rhymes, jokes</li> </ul> <p><u>Understanding Range 6</u></p> <ul style="list-style-type: none"> <li>Listens and responds to ideas expressed by others in conversation or discussion</li> <li>Understands questions such as who; why; when; where and how</li> </ul> <p><u>Speaking Range 5</u></p> <ul style="list-style-type: none"> <li>Uses talk to explain what is happening and anticipate what might happen next</li> <li>Questions why things happen and gives explanations. Asks e.g. who, what, when, how</li> </ul> <p><u>Speaking Range 6</u></p> <ul style="list-style-type: none"> <li>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> </ul>	<ul style="list-style-type: none"> <li>Understands questions such as who; why; when; where and how</li> <li>Able to follow a story without pictures or props</li> </ul> <p><u>Speaking Range 6</u></p> <ul style="list-style-type: none"> <li>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> </ul>	<p><u>Speaking Range 6</u></p> <ul style="list-style-type: none"> <li>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> </ul>	<ul style="list-style-type: none"> <li>Able to follow a story without pictures or props</li> </ul> <p><u>Speaking Range 6</u></p> <ul style="list-style-type: none"> <li>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> </ul>	<p>to and during whole class discussions and small group interactions.</p> <ul style="list-style-type: none"> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><u>ELG Speaking</u></p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.</li> </ul> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
	<ul style="list-style-type: none"> <li>L&amp;A 5 - Listens to familiar stories with increasing attention and recall.</li> <li>L&amp;A 5 - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>Understanding 5 - Beginning to understand why and how questions.</li> <li>Understanding 5 - Responds to instructions with more elements, e.g., Give the big ball to me; collect up all the blocks and put them in the box</li> <li>L&amp;A 6 - Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity</li> <li>L&amp;A 6 - May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span.</li> <li>Speaking 6 -Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>Speaking 6 - Uses language to imagine and recreate roles and experiences in play situations</li> <li>Speaking 6 - Links statements and sticks to a main theme or intention</li> <li>Speaking 6 -Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>Speaking 6 - Introduces a storyline or narrative into their play</li> </ul>					
<b>Personal, Social and Emotional Development</b>	<p>New Beginnings <b>Making Relationships Range 5</b></p> <ul style="list-style-type: none"> <li>Seeks out companionship with adults and other children, sharing experiences and play ideas</li> <li>Uses their experiences of adult behaviours to guide their social relationships and interactions</li> <li>Shows increasing consideration of other people’s needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it</li> <li>Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</li> <li>Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others’ play</li> </ul>		<p>Understanding my feelings Talk about their feelings using words like happy sad</p>			
<b>PSED activities</b>	<ul style="list-style-type: none"> <li>Welcome to Glebe Primary.</li> <li>Get to know your school grown-ups.</li> <li>Make new friends and try new things.</li> <li>Find out who helps us and keeps us safe and how to stay safe in school.</li> <li>Learn how to be a friend and share and recognise feelings.</li> </ul>					

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	<ul style="list-style-type: none"> <li>Learn how to relax and calm ourselves.</li> </ul>					
<b>Physical Development</b>  <b>Moving and Handling</b>	<b>Key Vocab</b> – slither, shuffle, roll, crawl, walk, run, hop, slide, squat, jump, direction, speed					
	<b>PE – Gym/Dance</b>  <b>Moving and Handling Range 5</b> <ul style="list-style-type: none"> <li>Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise</li> <li>Can balance on one-foot shifting body weight to improve stability</li> <li>*Can grasp and release with two hands to throw and catch a large ball, beanbag or an object</li> </ul> <ul style="list-style-type: none"> <li>Creates lines and circles pivoting from the shoulder and elbow</li> <li>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, scarves or ribbons</li> </ul>	<b>PE – Gym Apparatus</b>  <b>Moving and Handling Range 6</b> <ul style="list-style-type: none"> <li>Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk</li> <li>Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance</li> <li>Travels with confidence and skill around, under, over and through balancing and climbing equipment</li> </ul>	<b>PE – Ball skills</b>  <b>Moving and Handling Range 6</b> <ul style="list-style-type: none"> <li>Shows increasing control over an object in pushing, patting, throwing, catching, or kicking it</li> <li>Shows a preference for a dominant hand</li> <li>Begins to use anticlockwise movement and retrace vertical lines</li> <li>Begins to form recognisable letters independently</li> <li>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</li> </ul>	<b>PE – Team Games</b>	<b>PE – Athletics &amp; Sports Day</b>	
M & H Range 5 - Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles M & H Range 6 - Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position, and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, and hopping M & H Range 6 - Negotiates space successfully when playing racing and chasing games with other children, adjusting speed, or changing direction to avoid obstacles M & H Range 6 - Uses simple tools to effect changes to materials M & H Range 6 - Handles tools, objects, construction and malleable materials safely and with increasing control and intention						
<b>Physical Development</b>  <b>Health and Self-care</b>			I know I need to eat a range of healthy foods I know and understand the need			
	<b>Range 5</b> <ul style="list-style-type: none"> <li>Can name and identify different parts of the body</li> <li>Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely</li> <li>Willing to try a range of different textures and tastes and expresses a preference.</li> <li>Observes and controls breath, able to take deep breaths, scrunching and releasing the breath</li> <li>Can mirror the playful actions or movements of another adult or child</li> <li>Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important</li> <li>Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom</li> </ul>		<b>Range 6</b> <ul style="list-style-type: none"> <li>Eats a healthy range of foodstuffs and understands need for variety in food</li> <li>Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures</li> <li>Can initiate and describe playful actions or movements for other children to mirror and follow</li> <li>Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health</li> <li>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others</li> <li>Shows understanding of how to transport and store equipment safely</li> <li>Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience</li> </ul>			
R5 - Can wash and can dry hands effectively and understands why this is important R5 - Observes and can describe in words or actions the effects of physical activity on their bodies. R6 - Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad						
<b>Literacy</b>	<b>Reading Range 5</b> <ul style="list-style-type: none"> <li>Recognises familiar words and signs such as own name, advertising logos and screen icons</li> <li>Knows that print carries meaning and, in English, is read from left to right and top to bottom</li> <li>Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</li> </ul> <b>Phonics Range 5</b> <ul style="list-style-type: none"> <li>Begins to develop phonological and phonemic awareness</li> <li>*Shows awareness of rhyme and alliteration</li> <li>*Recognises rhythm in spoken words, songs, poems and rhymes</li> <li>*Claps or taps the syllables in words during sound play</li> <li>*Hears and says the initial sound in words</li> </ul>	<b>Reading Range 5</b> <ul style="list-style-type: none"> <li>Knows that information can be retrieved from books, computers and mobile digital devices</li> <li>Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.</li> </ul> <b>Phonics Range 6</b> <ul style="list-style-type: none"> <li>Begins to develop phonological and phonemic awareness</li> <li>*Continues a rhyming string and identifies alliteration</li> <li>*Begins to link sounds to some frequently used digraphs, e.g. <i>sh, th, ee</i></li> <li>Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple</li> </ul>	<b>Reading Range 6</b> <ul style="list-style-type: none"> <li>*Describes main story settings, events and principal characters in increasing detail</li> <li>Re-enacts and reinvents stories they have heard in their play</li> </ul>	<b>Reading Range 6</b> <ul style="list-style-type: none"> <li>*Describes main story settings, events and principal characters in increasing detail</li> <li>Re-enacts and reinvents stories they have heard in their play</li> </ul>		

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	<p><b>Phonics Range 6</b>                  *Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them                  *Starts to link sounds to letters, naming and sounding the letters of the alphabet                  • Begins to recognise some written names of peers, siblings or “Mummy”/“Daddy” for example</p>	sentences				
	<p>Reading R5                  * Listens to and joins in with stories and poems, when reading one-to-one and in small groups                  • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories                  • Begins to be aware of the way stories are structured, and to tell own stories                  • Talks about events and principal characters in stories and suggests how the story might end                  • Shows interest in illustrations and words in print and digital books and words in the environment                  • Handles books and touch screen technology carefully and the correct way up with growing competence</p>			<p>Reading R6                  • Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text                  *Enjoys an increasing range of print and digital books, both fiction and non-fiction                  • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading                  • Is able to recall and discuss stories or information that has been read to them, or they have read themselves</p>		
<b>Writing</b>	<p><b>Range 5</b>                  • Sometimes gives meaning to their drawings and paintings                  • Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves                  • Includes mark making and early writing in their play                  • Imitates adults’ writing by making continuous lines of shapes and symbols (early writing) from left to right                  • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes                  • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words  <b>Range 6</b>                  *Gives meaning to the marks they make as they draw, write, paint</p>	<p><b>Range 6</b>                  • Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats                  • Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together                  • Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name                  • Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences</p>				
	<p>• Makes up stories, play scenarios, and drawings in response to experiences, such as outings</p>					
<b>Maths</b>	<p><b>White Rose Maths</b>                  Week 1, 2, 3 - Getting to know you                  Week 4, 5, 6 - Just Like Me!</p>	<p><b>White Rose Maths</b>                  Week 7, 8, 9 - It’s Me 1 2 3!                  Week 10, 11, 12 – Dark and Light</p>	<p><b>White Rose Maths</b>                  Week 1,2,3 - Alive in 5!                  Week 4, 5, 6 - Growing 6, 7, 8</p>	<p><b>White Rose Maths</b>                  Week 7, 8, 9 – Building 9 and 10                  Week 10, 11, 12 – Consolidation</p>	<p><b>White Rose Maths</b>                  Week 1, 2, 3 – To 20 and beyond                  Week 4, 5, 6 – First, Then, Now</p>	<p><b>White Rose Maths</b>                  Week 7, 8, 9 – Find my pattern                  Week 10, 11, 12 – On the Move</p>
	<p><b>Number</b>                  Match and sort                  Compare amounts</p>	<p><b>Number</b>                  Representing 1, 2 and 3                  Comparing 1, 2 and 3                  Composition of 1, 2 and 3                   Representing Numbers to 5                  One more and less</p>	<p><b>Number</b>                  Introducing zero                  Comparing numbers to 5                  Composition of 4 and 5                   6,7 &amp; 8                  Combining 2 amounts                  Making Pairs</p>	<p><b>Number</b>                  Counting to 9 &amp; 10                  Comparing numbers to 10                  Bonds to 10</p>	<p><b>Number</b>                  Building Numbers Beyond 10                  Counting Patterns Beyond 10                   Adding More                  Taking Away</p>	<p><b>Number</b>                  Doubling                  Sharing and Grouping                  Even and Odd                   Deepening Understanding                  Patterns and Relationships</p>
	<p><b>Measure, Shape and Spatial Awareness</b>                  Compare size, mass and capacity</p>	<p><b>Measure, Shape and Spatial Awareness</b>                  Circles and Triangles                  Positional Language                   Shapes with 4 sides                  Time</p>	<p><b>Measure, Shape and Spatial Awareness</b>                  Compare Mass (2)                  Compare Capacity (2)                   Length &amp; Height                  Time</p>	<p><b>Measure, Shape and Spatial Awareness</b>                  3d -shapes                  Spatial Awareness                  Patterns</p>	<p><b>Measure, Shape and Spatial Awareness</b>                  Spatial Reasoning (1)                  Match, Rotate, Manipulate                   Spatial Reasoning (2)                  Compose and Decompose</p>	<p><b>Measure, Shape and Spatial Awareness</b>                  Spatial Reasoning (2)                  Mapping</p>
	<p><b>Maths: Number and Place Value.</b>  <b>Numbers to 5</b>  <b>Subitising:</b> is the rapid, accurate, and confident judgments of numbers performed for small numbers of items.</p>					

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	Comparing groups within 5 - using amounts up to 5 we will be comparing different numerical representations. Comparing quantities of identical Objects / non identical objects					
<b>Understanding the World</b> <b>RE</b>	I know about my own personal experiences I know about events in my life that have made me feel special I know people who are special to me  <b>Key Vocab</b> – religion, Christian, special, celebration,  <b>Range 6</b> Talks about past and present events in their own life and in the lives of family members • Knows that other children do not always enjoy the same things, and is sensitive to this • Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions	I know what happens at a traditional Christian/Hindu festival (Christmas/Diwali) I know about my own personal experiences of Christmas  <b>Key Vocab</b> – Christmas, religion, Hindu, Diwali, special, celebration, festival  <b>Range 6</b> Enjoys joining in with family customs and routines • Talks about past and present events in their own life and in the lives of family members • Knows that other children do not always enjoy the same things, and is sensitive to this • Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions				
<b>Understanding the World</b> <b>Geography</b>	I know about the signs of Autumn and Winter and the associated weather I know about the features of my own immediate environment I know the name of the town the school is located in. <b>Key Vocab</b> – town, road, seasons, weather, natural, house, globe, earth, map, manmade  <b>Range 6</b> • Looks closely at similarities, differences, patterns and change in nature • Knows about similarities and differences in relation to places, objects, materials and living things • Talks about the features of their own immediate environment and how environments might vary from one another • Makes observations of animals and plants and explains why some things occur, and talks about changes					
<b>Understanding the World</b> <b>Science</b>	I know how to ask questions about the world through using my senses – feeling, hearing, seeing I know some important processes and changes in the natural world around them, including the seasons and changing states of matter. <b>Key Vocab</b> – science, experiment, why, senses, test, fair  <b>Range 6</b> • Looks closely at similarities, differences, patterns and change in nature • Knows about similarities and differences in relation to places, objects, materials and living things • Talks about the features of their own immediate environment and how environments might vary from one another • Makes observations of animals and plants and explains why some things occur, and talks about changes				Plant seeds and care for growing plants Lice Cycle Respect environment	Know that there are different countries in the world and talk about the differences that have experience or seen in photos
<b>Expressive Arts and Design</b> <b>Art</b>	<u>Mark-making, drawing and colour</u> I know about colours and how to mix colours I know about secondary and primary colours	<u>Mark-making, drawing, colour, and form</u> I know how to shape and model my diva lamp.				

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	I know how to use a variety of drawing tools and techniques I know about different emotions and can draw them on the faces.	I know about different forms – clay, dough, boxes, paper sculpture				
	<ul style="list-style-type: none"> <li>Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</li> </ul>	<ul style="list-style-type: none"> <li>Creates representations of both imaginary and real-life ideas, events, people and objects</li> <li>Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes</li> </ul>				
<b>Expressive Art and Design</b>  <b>Music</b>	<p>I know and can name some nursery rhymes. I know some nursery rhymes and Christmas songs by heart. I know how to clap the pulse (beat) I know that performance is sharing music with others. I know some simple dances and can move to the rhythm of a song I know I can change the words to some songs</p> <p><b>Key Vocab</b> - song, sing, performance, perform, instrument, clap, rhythm</p>		<p>I know how to play some percussion instruments correctly. I know the names of some percussion instruments. I know that instruments make different sounds. I know that pitch is how high or low a sound is. I can create my own music. I can talk about music I have heard.</p> <p>pulse, high, low, loud, quiet, clap, volume, repeat, copy, rhythm, performance, perform, instrument, drum, tambourine, wood block, xylophone, maracas</p>			
	<p><b>Range 6</b></p> <ul style="list-style-type: none"> <li>Begins to build a collection of songs and dances</li> <li>Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to</li> <li>Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.</li> <li>Chooses particular movements, instruments/ sounds for their own imaginative purposes</li> </ul>					
<b>EAD activities</b>	Charanga – Me!	Charanga – My Stories	Charanga – Everyone!	Charanga – Our World!	Charanga – Big Bear Funk	Charanga – Reflect, Rewind and replay