



Nursery & Reception Year topics: (Lower Foundation have a 2year rolling programme due to some children attending for a maximum of 5 terms)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lower Foundation 1st Year	<p>Marvellous Me!</p> <ol style="list-style-type: none"> 1.Look family members- photos 2.Wow cards – personal experiences 3.order how to get dressed 	<p>Lets Sparkle</p> <ol style="list-style-type: none"> 1.talk about past and future celebrations – what they did/ going to do 	<p>If you go down in the woods today...</p> <ol style="list-style-type: none"> 1.talk about their experience of going into the woods 	<p>That's not my pet!</p> <ol style="list-style-type: none"> 1.talk about where they came from 2.life cycle of a chick/duck 	<p>A Bugs Life</p> <ol style="list-style-type: none"> 1.find out where bugs come from – who are their adults 	<p>Aye, Aye, Captain!</p> <ol style="list-style-type: none"> 1.what did pirates do – talk about how they sailed the seas and made other pirates walk the plank
Lower Foundation 2nd year	<ol style="list-style-type: none"> 4. Names and talks about parts of the body. Understands that there are some changes to the body as they grow. 5.Talks about the senses as they explore. 6.Talks about staying safe. 7.Talks about family members and similarities between them. 8.Talks about things they enjoy doing as a family. 9.Recognises similarities and differences between other families. 		<p>Stomp! Stomp! Stomp!</p> <ol style="list-style-type: none"> 1.travel back in time to the era of dinosaurs (Andy's dinosaur adventures) know they are now extinct 	<p>All things bright and beautiful</p> <ol style="list-style-type: none"> 1.look at how to grow a plant, what we do first 2.life cycle of a chick/duck 	<p>To Infinity and Beyond</p> <ol style="list-style-type: none"> 1.watch a past Apollo/ Nasa mission 2.what astronauts do 	<p>Commotion in the Ocean</p> <ol style="list-style-type: none"> 1.talk about their experience of going to the seaside and what they did



Upper Foundation	<p>Amazing Me! Autumn</p> <p>1. Family Photographs children knowing key family members and their place within the family 2. Personal experiences – wow cards from home 3. <i>Photographs of children when they were younger to learn basic chronology.</i> 4. Daily Calendar and visual timetable</p>	<p>Once Upon A Time! Halloween Winter Christmas</p> <p>1. Halloween and Christmas memories for children 2. Stories from the past- Guy Fawkes story 3. The nativity</p>	<p>Help! I need somebody</p> <p>1. Children's own experiences with people in the community who may have helped them</p>	<p>Down on the Farm Chinese New Year Easter Spring</p> <p>1. Easter memories- what do you and your family do during Easter?</p>	<p>All Aboard!</p> <p>1. Old and New Transport 2. Children to share experiences with familiar transport- where did you go? Who with?</p>	<p>The World In Your Lunchbox</p> <p>1. <i>Visiting the local area that is of historical importance for them. e.g the park, the church</i></p>
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History			
	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
Communication			<p>Speaking</p> <ul style="list-style-type: none"> 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.
Maths	<ul style="list-style-type: none"> Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 		



Understanding the World	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Understand the key features of the life cycle of a plant and an animal. 	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. 	<p><u>Past and Present</u></p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lower Foundation 1st Year	<p>Marvellous Me!</p> <p>1.find out about our local community –</p> <p>2.visit local places?</p> <p>3. Talks about where they live and who lives with them.</p> <p>4.Talks about routines.</p> <p>5.Recognises that houses differ across the world.</p> <p>6.Talks about other people's homes they have visited and similarities and differences.</p>	<p>Lets Sparkle</p> <p>1.talk about past and future celebrations – what they did</p> <p>2.learn about Diwali and who celebrate it</p>	<p>If you go down in the woods today...</p> <p>1.Plant seeds – how to look after them/ what they need</p> <p>2.visit the woods – what can we see in the woods</p>	<p>That's not my pet!</p> <p>1.talk about our own pets</p> <p>2.invite parents in with their pets – how do you look after them</p>	<p>A Bugs Life</p> <p>1.find out about different insects and what environment they need</p>	<p>Aye, Aye, Captain!</p> <p>1.create treasure maps/ hiding treasure</p> <p>2.using positional language</p>
Lower Foundation 2nd year			<p>Stomp! Stomp! Stomp!</p> <p>1.talk about past and future</p>	<p>All things bright and beautiful</p>	<p>To Infinity and Beyond</p> <p>1.Learns why the earth is a special planet.</p>	<p>Commotion in the Ocean</p> <p>1.talk about places they have visited on</p>



			celebrations – what they	1.visit the school woodlands – compare it to our outdoor environment	2.Gravity experiment 3.Learn that earth is part of the solar system. 4.Can say how many other planets there are and that they revolve around the sun. 5.Talks about life in a Space Station.	holiday, how they got there 2. Talks about some of the creatures that live in the oceans and can name some. 3.Shows enthusiasm for learning about creatures using things like books, Ipads and magnifying glasses. Talks a little about conservation in Kenya, such as Ocean Sole and Turtles projects..
Upper Foundation	<p>Amazing Me! Autumn</p> <p>1.Look at an aerial view of the school setting- the name of the road, its location 2.Children to bring in photographs of their house 3.Seasonal changes- exploring the autumn tray and looking for signs of autumn</p>	<p>Once Upon A Time! Halloween Winter Christmas</p> <p>1.christmas around the world 2.Seasonal changes- how to prepare for winter</p>	<p>Help! I need somebody</p> <p>Places in Wakefield where you might find people who help us- schools, supermarkets, fire station, hospital, dentist.</p>	<p>Down on the Farm Chinese New Year Easter Spring</p> <p>1.Animals around the world and where they live. 2.Locate China on the map and learn about the Chinese culture.</p>	<p>All Aboard!</p> <p>1.Sharing experiences of using different modes of transport and where they have travelled. 2.Opportunities for children to draw simple maps of their environment e.g We're going on a bear hunt</p>	<p>The World In Your Lunchbox</p> <p>1.Visiting a place in the local community 2.Opportunities for children to draw simple maps of their environment – e.g walk to the bakery 3.Food and where it originates 4.Other cultures within provision (flags, food, culture)</p>



Geography			
	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
Understanding the World	<ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Begin to understand the need to respect and care for the natural environment and all living things. 	<ul style="list-style-type: none"> Draw information from a simple map. Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. 	<p><u>People Culture and Communities</u></p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

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Lower Foundation 1st Year	Marvellous Me! 1. Recognises similarities and differences between other families. 2. learn about the different parts of their body – senses 3. collect natural materials up in the woods to use to create autumnal	Lets Sparkle 1. Baking	If you go down in the woods today... 1. plant seeds and find out what they need to grow 2. Baking	That's not my pet! 1. hatch ducklings – look at how they hatch/ grow 2. Talks about a life cycle of a butterfly, frog and a duck. 3. Baking	A Bugs Life 1. Learns to be gentle and kind towards all creatures. 2. Talks about some arachnids and insects that interest them and observe their movement. 3. Knows that spiders have 8 legs and are	Aye, Aye, Captain! 1. Baking 2. send boats down the drain pipe to see if they float



	and face like pictures 4. Baking				not insects as insects have 6 legs. 4. Baking	
Lower Foundation 2nd year			Stomp! Stomp! Stomp! 1.Baking	All things bright and beautiful 1.hatch chicks - look at how they hatch/ grow 2.Baking	To Infinity and Beyond 1.Learns why the earth is a special planet. 2.Gravity experiment 3.Learn that earth is part of the solar system. 4.Can say how many other planets there are and that they revolve around the sun. 5.Talks about life in a Space Station. 6.Baking	Commotion in the Ocean 1.Investigates and predicts items that may float and sink 2.Baking
Upper Foundation	Amazing Me! Autumn 1.Learning the names of parts of our bodies and what they do 2.Our five senses 3.Seasonal changes-	Once Upon A Time! Halloween Winter Christmas 1.Science experiments- exploring snow, how to make ice 2.Seasonal changes- how to prepare for winter 3.Observing signs of winter outdoors	Help! I need somebody <i>1. Visits to the forest- How do we care for the natural world around us? Can you describe what you see/hear/feel</i> <i>2. Absorption – properties of materials (waterproof/not waterproof)</i>	Down on the Farm Chinese New Year Easter Spring 1.Jigsaw Unit- Healthy me 2.Down on the farm visit- learn about the different farm animals, what they eat, where they live and how to take care of them 3.Life cycle of a butterfly	All Aboard! 1.Children to begin PE- how do our bodies feel after exercise? 2.Learn about different ways we can use our body 3.Floating and skinking 4.Magnets/forces such as push and pull	The World In Your Lunchbox 1.Jigsaw unit- changing me 2.Healthy eating-Handa Surprise fruit tasting



	exploring the autumn tray looking for signs of autumn 4. Visits to the forest- what can you see/find?	4. Making and tasting porridge	3. Gummy bear experiment/water beads	4. Minibeast hunt		
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Science

	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
Expressive Arts and Design	<ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. 		<p><u>Creating with Materials</u></p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.



Understanding the World	<ul style="list-style-type: none"> • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. 	<ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. 	<p><u>The Natural World</u></p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lower Foundation 1st Year	Marvellous Me! 1.create faces/ people using loose parts/natural materials 2. manipulate dough to create faces adding different materials	Lets Sparkle 1.colour mixing 2.create fireworks – rolling marbles 3.wrapping presents 4.rangoli patterns 5. mehendi patterns	If you go down in the woods today... 1.using different textures describe how a bear would feel – make texture bears	That's not my pet! 1.observational drawing of a duckling 2.use different materials to create a duckling in dough	A Bugs Life 1.create different bugs using a variety of materials – talk about their looks and textures	Aye, Aye, Captain! 1.create boats using different materials
Lower Foundation 2nd year			Stomp! Stomp! Stomp! 1.Dinosaur prints 2.Mother's day cards	All things bright and beautiful 1.observational drawing of flowers/ducks 2.use different materials to create flowers	To Infinity and Beyond 1.fathers day cards 2.paint the moon, earth, sun, stars 3.	Commotion in the Ocean 1.create sea creatures using a variety of materials eg bubble wrap for



						jellyfish, sand for star fish
Upper Foundation	<p>Amazing Me! Autumn</p> <ol style="list-style-type: none"> 1.Observational drawing-self portraits 2.Autumn collages using autumn resources the children have collected. 3.Printing with autumn natural resources/collections 4.Colour mixing using primary colours 	<p>Once Upon A Time! Halloween Winter Christmas</p> <ol style="list-style-type: none"> 1.Christmas calendar 2.Winter paintings-learning how to make different shades of blue 3.Rangoli patterns for Diwali 4.Artist of the half term (Printer - William Morris) 	<p>Help! I need somebody</p> <ol style="list-style-type: none"> 1.Mothers day cards- collages using different resources 2.Artist of the half term - Painter (Giuseppe Arcimboldo) 	<p>Down on the Farm Chinese New Year Easter Spring</p> <ol style="list-style-type: none"> 1.Chinese number symbol, 2.Easter egg/ bonnet competition, 3.Artist of the half term (Illustrator/artist – Eric Carle) 	<p>All Aboard!</p> <ol style="list-style-type: none"> 1.Art linked to stories 2.Artist of the half term (To decide – link to other cultures) 	<p>The World In Your Lunchbox</p> <ol style="list-style-type: none"> 1.Visit to the Yorkshire sculpture park.-making your own sculpture using clay 2.Artist of the half term (sculptor – Henry Moore)
Art						
	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:		ELG		



Expressive Art and Design	<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Explore colour and colour mixing. • Show different emotions in their drawings – happiness, sadness, fear etc. 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. 	<p><u>Creating with Materials</u></p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.
Understanding the World			<p><u>The Natural World</u></p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants.

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	<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>
<p>Lower Foundation 1st Year</p>	<p>Marvellous Me! 1.Recreate homes through drawing and building</p>	<p>Lets Sparkle 1.make clay divas 2.firework painting – marble rolling</p>	<p>If you go down in the woods today...</p>	<p>That's not my pet!</p>	<p>A Bugs Life 1.using a variety of materials to create bears</p>	<p>Aye, Aye, Captain! 1.make telescopes</p>



	<p>2.design a house using construction materials</p> <p><i>Books: Monkey Puzzle</i></p> <p><i>Can't you sleep little Bear?</i></p>	<i>Books: Diwali</i>	<p>1.using a variety of materials to create bears</p> <p>Stomp! Stomp! Stomp!</p> <p>1.Observe some real bones and looks at some dinosaur bones online.</p> <p>2.make dinosaur fossils using clay</p>	<p>1.using a variety of materials to create bears</p> <p>All things bright and beautiful</p> <p>1. Make flowers using various construction materials – ‘sell’ in our role play</p> <p>2.Observational drawings</p> <p>3.Design & create a Tuff Tray garden landscape</p> <p>4.Go on a senses walk - Herbs</p>		<p>2.use large crates, planks to make a pirate ship</p> <p>Commotion in the Ocean</p> <p>1.mixing colours to create new colours</p> <p>2.box model making of sea creatures</p>
Lower Foundation 2nd year						
Upper Foundation	<p>Amazing Me! Autumn</p> <p>1.Can you tell a grown up what you have made/built?</p> <p>2.cutting</p> <p>3.Can you build a home?</p>	<p>Once Upon A Time! Halloween Winter Christmas</p> <p>1.Choosing the best way to join two resources together- stapler, Sellotape, hole punch</p> <p>Selecting the tools to work the material eg scissors, hole punch</p>	<p>Help! I need somebody</p> <p>1.Selecting appropriate resources for a purpose</p>	<p>Down on the Farm Chinese New Year Easter Spring</p> <p>1.Food technology- begin to develop a food vocabulary using taste, smell, texture and feel.</p>	<p>All Aboard!</p> <p>1.Plan/design</p> <p>2.Look at simple wheels and axis</p>	<p>The World In Your Lunchbox</p> <p>1.Making structures- joining components together</p> <p>2.Identifying good and areas of development to improve our model</p> <p>3.Food technology- explore familiar food products- stir, knead, shape</p> <p>4.Start to think of a need of a variety of foods.</p>



D&T			
	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
Expressive Art and Design	<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Explore colour and colour mixing. • Show different emotions in their drawings – happiness, sadness, fear etc. 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. 	<p><u>Creating with Materials</u></p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.
Understanding the World			<p><u>The Natural World</u></p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lower Foundation 1st Year	<p>Marvellous Me!</p> <p>1.find out about the roles/ jobs of people (parents)</p> <p>2.comparing ourselves how we are similar and different</p> <p>3.Shows interest and respect for other people's cultures and anything else special to them such as religion .</p>	<p>Lets Sparkle</p> <p>1.learn about Diwali</p> <p>2.bonfire night</p> <p>3.birthdays</p> <p>4.christmas (how it is celebrated in different countries? – depending on cohort)</p> <p>4.christmas songs/rhymes</p> <p>5. Jigsaw – celebrating diversity</p>	<p>If you go down in the woods today...</p> <p>1.chinese new year</p>	<p>That's not my pet!</p> <p>1.Easter</p>	<p>A Bugs Life</p> <p>Jigsaw- relationships</p>	<p>Aye, Aye, Captain!</p>
Lower Foundation 2nd year	<p>Amazing Me! Autumn</p> <p>1.Learning about each other's family, culture, experiences, religion through family pictures.</p> <p>2. learn about different types of families through books</p> <p>3.Harvest festival- Harvest songs and learning about the harvest festival.</p>	<p>Once Upon A Time! Halloween Winter Christmas</p> <p>1.The nativity- why Christmas is an important time of the year for Christians.</p> <p>2.Visit from Marion to share the story of the First Christmas.</p> <p>3.Christmas singing</p> <p>4.Children learn about Diwali</p> <p>5.Jigsaw-celebrating diversity</p>	<p>Stomp! Stomp! Stomp!</p> <p>1.chinese new year</p>	<p>All things bright and beautiful</p> <p>1.Easter</p>	<p>To Infinity and Beyond</p> <p>Jigsaw- relationships</p>	<p>Commotion in the Ocean</p>
Upper Foundation	<p>Amazing Me! Autumn</p> <p>1.Learning about each other's family, culture, experiences, religion through family pictures.</p> <p>2. learn about different types of families through books</p> <p>3.Harvest festival- Harvest songs and learning about the harvest festival.</p>	<p>Once Upon A Time! Halloween Winter Christmas</p> <p>1.The nativity- why Christmas is an important time of the year for Christians.</p> <p>2.Visit from Marion to share the story of the First Christmas.</p> <p>3.Christmas singing</p> <p>4.Children learn about Diwali</p> <p>5.Jigsaw-celebrating diversity</p>	<p>Help! I need somebody</p> <p>Children learn about Ramadan and Eid ul Fitr.</p>	<p>Down on the Farm</p> <p>Chinese New Year</p> <p>Easter</p> <p>Spring</p> <p>1.Visit to St Mary's church</p> <p>2.Visit from a member of the church to learn about why Easter is an important time of the year.</p> <p>3.Marion from St Mary's to tell the Easter</p>	<p>All Aboard!</p> <p>Jigsaw- relationships- I know how to be a good friend.</p>	<p>The World In Your Lunchbox</p> <p>1.Children learn about Eid ul Adha</p>



RE						
	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG			
PSED	<ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. 	<ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. 	<u>Building Relationships</u> <ul style="list-style-type: none"> Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. 			
Understanding the World	<ul style="list-style-type: none"> Begin to understand the need to respect and care for the natural environment and all living things. Continue developing positive attitudes about the differences between people. 	<ul style="list-style-type: none"> Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. 	<u>People Culture and Communities</u> <ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 			

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Lower Foundation 1st Year	Marvellous Me!	Lets Sparkle	If you go down in the woods today...	That's not my pet!	A Bugs Life	Aye, Aye, Captain!



Lower Foundation 2 nd year	Marvellous Me!	Lets Sparkle	Stomp! Stomp! Stomp!	All things bright and beautiful	To Infinity and Beyond	Commotion in the Ocean
Upper Foundation	Amazing Me! Autumn	Once Upon A Time! Halloween Winter Christmas	Help! I need somebody	Down on the Farm Chinese New Year Easter Spring	All Aboard!	The World In Your Lunchbox

Technology (Early Years Technology) – this is no longer statutory but can be followed B to 5

<p>Range 5</p> <ul style="list-style-type: none"> • Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support • Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images • Knows that information can be retrieved from digital devices and the internet • Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet 	<p>Range 6</p> <ul style="list-style-type: none"> • Completes a simple program on electronic devices • Uses ICT hardware to interact with ageappropriate computer software • Can create content such as a video recording, stories, and/or draw a picture on screen • Develops digital literacy skills by being able to access, understand and interact with a range of technologies • Can use the internet with adult supervision to find and retrieve information of interest to them
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<p>Lower Foundation 1st Year</p>	<p>Marvellous Me! 1. Autumn songs 2. exploring instruments sounds in phonics 3. nursery rhyme challenge 4. exploring music on the stage – ribbons 5. circle songs (hello, tidy up) 6. Flappers</p>	<p>Lets Sparkle 1. Nursery Rhyme challenge 2. Christmas sing along 3. squiggle while you wiggle 4. Songs linked to the topic/children interest 5. circle songs (hello, tidy up) 6. Exploring music on the stage – ribbons 7. Exploring instruments sounds in phonics 8. Flappers</p>	<p>If you go down in the woods today... 1. Circle songs (hello, tidy up) 2. music express 3. Songs linked to the topic/children interest 4. Exploring instruments sounds in phonics 5. Flappers 6. chinese dragon dancing</p>	<p>That's not my pet! 1. Circle songs (hello, tidy up) 2. music express 3. Songs linked to the topic/children interest 4. Exploring instruments sounds in phonics 5. Flappers</p>	<p>A Bugs Life 1. Circle songs (hello, tidy up) 2. music express 3. Songs linked to the topic/children interest 4. Exploring instruments sounds in phonics 5. Flappers</p>	<p>Aye, Aye, Captain! 1. Circle songs (hello, tidy up) 2. music express 3. Songs linked to the topic/children interest 4. Exploring instruments sounds in phonics 5. Flappers</p>
<p>Lower Foundation 2nd year</p>			<p>Stomp! Stomp! Stomp! 1. squiggle while you wiggle – making marks with music 2. Songs linked to the topic/children interest 3. circle songs (hello, tidy up) 4. music express 5. Exploring music on the stage – ribbons 6. Exploring instruments sounds in phonics 7. Flappers 8. chinese dragon dancing</p>	<p>All things bright and beautiful 1. Circle songs (hello, tidy up) 2. music express 3. Songs linked to the topic/children interest 4. Exploring instruments sounds in phonics 5. Flappers</p>	<p>To Infinity and Beyond 1. Circle songs (hello, tidy up) 2. music express 3. Songs linked to the topic/children interest 4. Exploring instruments sounds in phonics 5. Flappers</p>	<p>Commotion in the Ocean 1. Circle songs (hello, tidy up) 2. music express 3. Songs linked to the topic/children interest 4. Exploring instruments sounds in phonics 5. Flappers</p>



<p>Upper Foundation</p>	<p>Amazing Me! Autumn</p> <ol style="list-style-type: none"> 1.Harvest festival singing 2.Exploring different musical instruments on stage with music 3.Songs linked to the topic/children interest 4.Charanga unit of work 	<p>Once Upon A Time! Halloween Winter Christmas</p> <ol style="list-style-type: none"> 1.Nursery Rhyme challenge 2.Christmas concert 3. Fireworks dance 4. Songs linked to the topic/children interest 5. Charanga unit of work 	<p>Help! I need somebody</p> <ol style="list-style-type: none"> 1.Charanga unit of work. 2.Songs linked to the topic/children interest 	<p>Down on the Farm Chinese New Year Easter Spring</p> <ol style="list-style-type: none"> 1.Chinese new year-children to learn and sing the Chinese new year song 2.Learn about dragon dancing for Chinese new year 3.Songs linked to the topic/children interest 4.Charanga unit of work 	<p>All Aboard!</p> <ol style="list-style-type: none"> 1.Songs linked to the topic/children interest 2.Charanga unit of work 	<p>The World In Your Lunchbox</p> <ol style="list-style-type: none"> 1.Listening to music in different parts of the world. 2.Charanga unit of work-
<p>Music</p>						
	<p>3 & 4-year-olds will be learning to:</p>	<p>Children in Reception will be learning to:</p>	<p>ELG</p>			



Expressive arts and design	<ul style="list-style-type: none"> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. 	<p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.
Physical development	able to use and remember sequences and patterns of which are related to music and rhythm.		
Communication	<ul style="list-style-type: none"> Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 	<ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. 	

Nursery & Reception Year topics: (Lower Foundation have a 2 year rolling programme due to some children attending for a maximum of 5 terms)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lower Foundation 1st Year	Marvellous Me! 1.before starting they are all assigned a key worker (video sent home to meet them)	Lets Sparkle 1.talk about their family and how they celebrate occasions 2.have class 'buddy's'	If you go down in the woods today... 1.have class 'buddy's' 2.children can choose their own activity and	That's not my pet! 1.have class 'buddy's' 2.children can choose their own	A Bugs Life 1.have class 'buddy's' 2.children can choose their own activity and where	Aye, Aye, Captain! 1.have class 'buddy's' 2.children can choose their own activity and



	<p>2.create our own rules and sign it with a hand print (displayed)</p> <p>3. talk about where they live and what they can do in their local environment</p> <p>4. have class 'buddy's'</p> <p>5.children can choose their own activity and where they wish to play and explore</p> <p>6. modelled how to use provision</p> <p>7. jigsaw – being me</p>	<p>3.children can choose their own activity and where they wish to play and explore</p> <p>4. modelled how to use provision</p> <p>5.play a topic related game</p> <p>6. jigsaw – celebrating differences</p>	<p>where they wish to play and explore</p> <p>3. modelled how to use provision</p> <p>4. play a topic related game</p> <p>5.jigsaw - dreams &goals</p>	<p>activity and where they wish to play and explore</p> <p>3. modelled how to use provision</p> <p>4. play a topic related game</p> <p>5.Jigsaw – healthy me</p>	<p>they wish to play and explore</p> <p>3. modelled how to use provision</p> <p>4. play a topic related game</p> <p>5.jigsaw - relationships</p>	<p>where they wish to play and explore</p> <p>3. modelled how to use provision</p> <p>4. play a topic related game</p> <p>5.jigsaw – changing me</p>
<p>Lower Foundation 2nd year</p>			<p>Stomp! Stomp! Stomp!</p> <p>1.have class 'buddy's'</p> <p>2.children can choose their own activity and where they wish to play and explore</p> <p>3. modelled how to use provision</p> <p>4. play a topic related game</p> <p>5.jigsaw - dreams &goals</p>	<p>All things bright and beautiful</p> <p>1.have class 'buddy's'</p> <p>2.children can choose their own activity and where they wish to play and explore</p> <p>3. modelled how to use provision</p> <p>4.play a topic related game</p> <p>5.Jigsaw – healthy me</p>	<p>To Infinity and Beyond</p> <p>1.have class 'buddy's'</p> <p>2.children can choose their own activity and where they wish to play and explore</p> <p>3. modelled how to use provision</p> <p>4. play a topic related game</p> <p>5.jigsaw - relationships</p>	<p>Commotion in the Ocean</p> <p>1.have class 'buddy's'</p> <p>2.children can choose their own activity and where they wish to play and explore</p> <p>3. modelled how to use provision</p> <p>4. play a topic related game</p> <p>5.jigsaw – changing me</p>
<p>Upper Foundation</p>	<p>Amazing Me! Autumn</p>	<p>Once Upon A Time! Halloween Winter Christmas</p>	<p>Help! I need somebody</p>	<p>Down on the Farm Chinese New Year Easter Spring</p>	<p>All Aboard!</p>	<p>The World In Your Lunchbox</p>
<p>PSHE</p>						



	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
Personal, Social & Emotional	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. 	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. • Personal hygiene 	<p>ELG: Self-Regulation</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>ELG: Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Explain the reasons for rules, know right from wrong and try to behave accordingly • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>ELG: Building Relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers • how sensitivity to their own and to others' needs.