



The prime areas of Learning and Development

- communication and language
- physical development
- personal, social and emotional development

The three prime areas of learning are identified within the Statutory Framework as “particularly important for building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships and thriving” (DfE July 2020: 1.4).

The key learning in these prime areas runs through all that happens within a Reception setting – it is part of the very nature of what we do - and therefore cannot and should not be divided into key learning across the terms of the academic year.

The key learning in each area is outlined on the following pages from Lancashire’s EYFS Planning for Learning Document, but reference is made to aspects of the prime areas within the curriculum planning document when they are of particular relevance.



Christ Church C of E Primary School, Lancaster
Curriculum Overview – Reception – updated for New Framework – September 2021

Curriculum Overview for Mathematics

	Number	Shape, Space and Measure
Autumn 1	<p>Number</p> <ul style="list-style-type: none"> • Rote count from 1. • Rote count back from 5 to 1. <p>Recognition</p> <ul style="list-style-type: none"> • Recognise numerals 1-5, 6-10. • Order numerals 1-5, 1-10. • Select the number that represents a set of objects. <p>Counting Items</p> <ul style="list-style-type: none"> • Understand that counting is to find out how many. • Use one to one correspondence when counting. • Understand the last number said is the number in the set. • Count up to 20 objects, pictures, sounds and actions. <p>Calculating</p> <ul style="list-style-type: none"> • Identify one more than a given number. <p>Graphics</p> <ul style="list-style-type: none"> • Represent amounts in their own ways. • Represent their thinking in their own ways. • Talk about their representations. • Write numerals 0-9. 	<p>Shape</p> <ul style="list-style-type: none"> • Use everyday language to talk about shapes in the environment. • Create patterns and pictures with 2D shapes. • Name common 2D (circle, triangle, square, rectangle, oblong). <p>Space</p> <ul style="list-style-type: none"> • Understand and use positional language in everyday situations. <p>Measurement – Time</p> <ul style="list-style-type: none"> • Talk about significant times of the day, (e.g. hometime, lunch time, snack time, bed time, etc). • Know the names of the days of the week. • Say names of days of the week in order. <p>Concept Vocabulary (Space)</p> <ul style="list-style-type: none"> • Level 1: in, out, under, behind, top, bottom. • Level 2: through, near, between, side, front, back, over, around, next to. • Level 3: above, below, forwards, backwards
Autumn 2	<p>Number</p> <ul style="list-style-type: none"> • Rote count on from a given number between 1 and 20. • Rote count back from 10 to 1. <p>Recognition</p> <ul style="list-style-type: none"> • Recognise numerals 1-5, 6-10, 0, 11-15. • Order numerals 1-5, 1-10, 1-15. • Select the number that represents a set of objects. <p>Counting Items</p> <ul style="list-style-type: none"> • Understand and use conservation of number. • Use the word 'zero' to represent 'none'. <p>Number Sense</p> <ul style="list-style-type: none"> • Partition a set of objects in different ways using the terminology part/part-whole. • Explore the patterns in odd and even numbers. <p>Calculating</p> <ul style="list-style-type: none"> • Understand the concept of addition by practically combining sets of objects to find how many and use the terminology part - part – whole. • Add two single digit numbers totalling up to 10 using practical equipment. • Identify one more and one less than a given number. • Automatically recall addition and subtraction facts up to 5. <p>Graphics</p> <ul style="list-style-type: none"> • Write numerals 0-9. 	<p>Shape</p> <ul style="list-style-type: none"> • Use everyday language to talk about shapes in the environment. • Build and make models with 3D shapes. • Name common 3D shapes (sphere, cube, cuboid, cone). <p>Space</p> <ul style="list-style-type: none"> • Recognise patterns made of objects and shapes. • Describe patterns made of objects and shapes. • Create and describe their own patterns made of objects and shapes. <p>Measurement – Time</p> <ul style="list-style-type: none"> • Talk about significant times of the day, (e.g. hometime, lunch time, snack time, bed time, etc). • Use the language of comparison when talking about time, (e.g. longer/shorter; faster/slower). • Understand and use language (e.g. before, after, yesterday, today, tomorrow). • Sequence two or three familiar events and describe the sequence. • Know the names of the days of the week. • Say names of days of the week in order. <p>Concept Vocabulary (time)</p> <ul style="list-style-type: none"> • Level 2: after, before, day, night. • Level 3: early, later



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Spring 1	<p>Number</p> <ul style="list-style-type: none"> • Rote count back from a given number between 1 and 20. • Know what number comes before, or after a given number. <p>Recognition</p> <ul style="list-style-type: none"> • Recognise numerals 1-5, 6-10, 0, 11-15, 16-20. • Order numerals 1-5, 1-10, 1-15, 1-20 based on knowledge of quantities. • Select the number that represents a set of objects. <p>Counting Items</p> <ul style="list-style-type: none"> • Compare two sets of different objects saying which set is more, greater, less, fewer, same, equal. <p>Number Sense</p> <ul style="list-style-type: none"> • Understand that ‘teen’ numbers are a group of 10 plus another number. • Understand 20 is the same as two groups of 10. <p>Calculating</p> <ul style="list-style-type: none"> • Identify one more and one less than a given number. • Add two single digit numbers totalling greater than 10 using practical equipment. • Automatically recall addition and subtraction facts up to 5 and some addition and subtraction facts to 10. <p>Graphics</p> <ul style="list-style-type: none"> • Write numerals 0-9, 10-20. 	<p>Shape</p> <ul style="list-style-type: none"> • Use everyday language to talk about shapes in the environment. • Create patterns and pictures with 2D shapes. • Name common 2D (circle, triangle, square, rectangle, oblong). • Talk about using mathematical language (straight, curved, sides, flat, solid). • Sort shapes according to their own criteria. • Know that shapes can appear in different ways and be different sizes. <p>Measurement – Weight</p> <ul style="list-style-type: none"> • Understand the measurement of weight (heavy/light). • Compare two objects of different weights. • Understand and use language of comparison, (e.g. heavier/lighter). • Understand the concept of conservation of weight. • Use uniform non-standard units to measure weigh 	<p>Concept Vocabulary (Shape)</p> <ul style="list-style-type: none"> • Level 3: corner, straight, bendy <p>Concept Vocabulary (Size)</p> <ul style="list-style-type: none"> • Level 1: big, little, fat. • Level 2: long, short, tall, small, large. • Level 3: thick, thin, wide, narrow. <p>Concept Vocabulary (Weight)</p> <ul style="list-style-type: none"> • Level 2: heavy • Level 3: light <p>Concept Vocabulary (superlatives and comparatives)</p> <ul style="list-style-type: none"> • Level 3: heavier, heaviest
Spring 2	<p>Number</p> <ul style="list-style-type: none"> • Say a number between two given numbers. <p>Recognition</p> <ul style="list-style-type: none"> • Recognise numerals 1-20. • Order numerals 1-20. • Select the number that represents a set of objects. <p>Counting Items</p> <ul style="list-style-type: none"> • Order three or more sets of objects. <p>Calculating</p> <ul style="list-style-type: none"> • Understand the concept of subtraction by practically removing one amount from within another to find how many are left and use the terminology part - part – whole. • Relate subtraction to addition in practical situations using the terminology part - part – whole. • Subtract a single digit number from a number up to 10, using practical equipment. • Automatically recall addition and subtraction facts up to 5 and some addition and subtraction facts to 10. <p>Fractions</p> <ul style="list-style-type: none"> • Understand that sharing is splitting an amount into equal parts. • Understand that halving is sharing into two equal parts. <p>Graphics</p> <ul style="list-style-type: none"> • Write numerals 0-9, 10-20. 	<p>Shape</p> <ul style="list-style-type: none"> • Use everyday language to talk about shapes in the environment. • Build and make models with 3D shapes. • Name common 3D shapes (sphere, cube, cuboid, cone). • Talk about using mathematical language (straight, curved, sides, flat, solid). • Sort shapes according to their own criteria. • Know that shapes can appear in different ways and be different sizes. <p>Measurement – Distance</p> <ul style="list-style-type: none"> • Understand that measures of distance can have different names including length, width, height. • Compare two objects of different length. • Compare two objects of different width. • Compare two objects of different height. • Understand and use language of comparison, (e.g. wider/narrower; longer/shorter; taller/shorter). 	<ul style="list-style-type: none"> • Order three objects of different length/width/height. • Understand and use language of comparison of three objects, (e.g. widest/narrowest; longest/ shortest; tallest/shortest). • Find an object of similar length, width, height. • Understand the concept of the conservation of length, width, height. • Use uniform non-standard units to measure length, width, height. <p>Concept Vocabulary (superlatives and comparatives)</p> <p>Level 3: taller, tallest, longer, longest</p> <p>Concept Vocabulary (superlatives and comparatives)</p> <ul style="list-style-type: none"> • Level 3: bigger, biggest



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Summer 1	<p>Number</p> <ul style="list-style-type: none"> • Rote count beyond 20. <p>Recognition</p> <ul style="list-style-type: none"> • Recognise numerals 1-20. • Order numerals 1-20. • Select the number that represents a set of objects. <p>Counting items</p> <ul style="list-style-type: none"> • Can state without counting (subitise) quantities within 5. • Make a sensible guess of quantities within 10. <p>Number Sense</p> <ul style="list-style-type: none"> • Recognise repeating patterns in the sequence i.e. 6,7,8,9 and 16,17,18,19 and 26,27,28,29. <p>Calculating</p> <ul style="list-style-type: none"> • Identify two more and two less than a given number. • Subtract a single digit number from a number greater than 10, using practical equipment. <p>Fractions</p> <ul style="list-style-type: none"> • Understand that doubling is adding the same number to itself. • Automatically recall double facts to 10. <p>Graphics</p> <ul style="list-style-type: none"> • Write numerals 0-9, 10-20. 	<p>Space</p> <ul style="list-style-type: none"> • Understand and use the language of movement/ direction. • Recognise patterns made of objects, numbers and shapes. • Describe patterns made of objects, numbers and shapes. • Create and describe their own patterns made of objects, numbers and shapes. <p>Space</p> <ul style="list-style-type: none"> • Recognise patterns made of numbers. • Describe patterns made of numbers. • Create and describe their own patterns made of numbers. 	<p>Measurement – Time</p> <ul style="list-style-type: none"> • Talk about significant times of the day, (e.g. hometime, lunch time, snack time, bed time, etc). • Know the names of the days of the week. • Say names of days of the week in order. <p>Measurement – Money</p> <ul style="list-style-type: none"> • Understand that we need to pay for goods. • Talk about things they want to spend their money on. • Talk about different ways we can pay for things. • Recognise that there are different coins. • Recognise 1p coin. • Use 1p coins to pay for items.
Summer 2	<p>Number</p> <ul style="list-style-type: none"> • Rote count beyond 20. <p>Recognition</p> <ul style="list-style-type: none"> • Recognise numerals 1-20. • Order numerals 1-20. • Select the number that represents a set of objects. <p>Counting items</p> <ul style="list-style-type: none"> • Make a sensible guess of quantities within 10. <p>Ordinal Numbers</p> <ul style="list-style-type: none"> • Understand and use ordinal numbers. <p>Calculating</p> <ul style="list-style-type: none"> • Revision of addition and subtraction • Automatically recall addition and subtraction facts up to 5 and some addition and subtraction facts to 10. 	<p>Space</p> <ul style="list-style-type: none"> • Understand and use ordinal numbers when describing position. <p>Measurement – Volume/Capacity</p> <ul style="list-style-type: none"> • Understand the measurement of volume/capacity (empty/nearly full). • Compare two of the same container holding different amounts. • Understand and use language of comparison,(e.g. empty, full, more/less; most/least). • Order three of the same container holding different amounts. • Understand and use the language of comparison of three of the same container holding different amounts, (e.g. more/least). • Understand and the concept of conservation of volume/capacity. • Use uniform non-standard units to measure volume/capacity. 	<p>Concept Vocabulary (order)</p> <ul style="list-style-type: none"> • Level 2: first, last • Level 3: second, next <p>Concept Vocabulary (quantity)</p> <ul style="list-style-type: none"> • Level 1: empty, full, more, lots • Level 2: some, less, a bit, all, most • Level 3: both, few, enough, half, whole



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Curriculum Overview for Literacy

	Phonics and Word Reading	Comprehension	Writing
Autumn 1	<p>Phase 2 Children entering Phase Two will have experienced a wealth of listening activities, including songs, stories and rhymes. They will be able to distinguish between speech sounds and many will be able to blend and segment words orally. Some will also be able to recognise spoken words that rhyme and will be able to provide a string of rhyming words, but inability to do this does not prevent moving on to Phase Two as these speaking and listening activities continue.</p> <p>The purpose of this phase is to teach at least 19 letters, and move children on from oral blending and segmentation to blending and segmenting with letters. By the end of the phase many children should be able to read some VC and CVC words and to spell them either using magnetic letters or by writing the letters on paper or on whiteboards. During the phase they will be introduced to reading two-syllable words and simple captions. They will also learn to read some high-frequency 'tricky' words: the, to, go, no.</p>	<ul style="list-style-type: none"> • Listen attentively to a story at the appropriate interest level. • Recite simple rhymes, songs and poems. • Differentiate between text and illustrations. • Understand that print conveys meaning. • Hold a book correctly and turn pages from front to back and recognise front and back cover. • Know that in English print is read from left to right and top to bottom. • Use picture clues to help read a simple text. • Predict storyline (e.g. the ending and some vocabulary, aided by illustrations). • Talk about events, setting and characters. • Respond to questions about who, what, where, when linked to text and illustrations. • Use and show understanding of recently introduced vocabulary appropriately when retelling stories and narratives, and during discussions about stories, non-fiction, rhymes and poems. 	<p>Emergent Writing – mark-making</p> <ul style="list-style-type: none"> • Develop language skills (listening and talking) in a range of contexts. • Show awareness that writing communicates meaning. • Give meaning to the marks they make. • Understand that thoughts can be written down. • Copies adults writing behaviour, (e.g. writing on the whiteboard, writing messages when on the phone, etc). • Make marks and draws using increasing control. • Know there is a sound/symbol relationship. • Use some recognisable letters and own symbols. • Write letters and strings, sometimes in cluster like words. • Beginning to use appropriate letters for initial sounds. • Beginning to build words using letter sounds in their writing. • Use writing in their play. • Use familiar words in their writing. • Show awareness of the different audience for writing. <p>Transcription: (Spelling/handwriting)</p> <ul style="list-style-type: none"> • Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Segment sounds in simple words. • Segment to write VC and CVC words independently using Phase 2 graphemes (e.g. it, mop, bell). • Write own name. <p>Handwriting:</p> <ul style="list-style-type: none"> • Form most lower case letters correctly – starting and finishing in the right place, going the right way round, correctly orientated. <p>Movement of body parts – rotation of shoulder; bending, flexing and rotation of elbow and wrist; making a fist; wriggling and stretching fingers. Strength – shoulder, elbow, wrist, fingers. Pencil grip – holds writing tools and implements with a mature pencil grip.</p>



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	Phonics and Word Reading	Comprehension	Writing
Autumn 2	<p>Phase 3 Children entering Phase Three will know around 19 letters and be able to blend phonemes to read VC words and segment VC words to spell. While many children will be able to read and spell CVC words, they all should be able to blend and segment CVC words orally. (See Appendix 3: Assessment).</p> <p>The purpose of this phase is to teach another 25 graphemes, most of them comprising two letters (e.g. oa), so the children can represent each of about 42 phonemes by a grapheme (the additional phoneme /zh/ found in the word vision will be taught at Phase Five). Children also continue to practise CVC blending and segmentation in this phase and will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. They will learn letter names during this phase, learn to read some more tricky words and also begin to learn to spell some of these words.</p>	<ul style="list-style-type: none"> • Listen attentively to a story at the appropriate interest level. • Recite simple rhymes, songs and poems. • Predict storyline (e.g. the ending and some vocabulary, aided by illustrations). • Talk about events, setting and characters. • Retell narratives in the correct sequence, drawing on the language patterns of stories. • Respond to questions about who, what, where, when linked to text and illustrations. • Use and show understanding of recently introduced vocabulary appropriately when retelling stories and narratives, and during discussions about stories, non-fiction, rhymes and poems. 	<p>Composition:</p> <ul style="list-style-type: none"> • Use talk to organize, sequence and clarify thinking, ideas, feelings and events. • Understands that thoughts and stories can be written down. • Have their own ideas and reasons for writing. • Orally compose a sentence and hold it in memory before attempting to write it. • Begins to use simple sentence forms. • Can talk about the features of their own writing. • Writes a simple narrative. • Write different text forms for different purposes (e.g. lists, stories, menus, instructions, labels, captions, recipes, postcards). <p>Vocabulary, grammar, punctuation</p> <ul style="list-style-type: none"> • Begin to recognise and know there needs to be spaces between words in a simple sentence. • Write a simple phrase with finger spaces that can be read back by themselves. <p>Transcription: (Spelling/handwriting)</p> <ul style="list-style-type: none"> • Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Segment sounds in simple words. • Segment to write VC and CVC words independently using Phase 2 and Phase 3 graphemes (e.g. it, mop, bell). • Make phonetically plausible attempts when writing more complex words • Spell some irregular common words (tricky) the, to, no, go, independently. • Write own name. <p>Handwriting:</p> <ul style="list-style-type: none"> • Write left to right and top to bottom. • Form most lower case letters correctly – starting and finishing in the right place, going the right way round, correctly orientated. • Forms letters from their name correctly. <p>Movement of body parts – rotation of shoulder; bending, flexing and rotation of elbow and wrist; making a fist; wriggling and stretching fingers. Strength – shoulder, elbow, wrist, fingers. Pencil grip – holds writing tools and implements with a mature pencil grip. Control of writing tools and equipment – size of letters, correct starting points for different groups of letters, forms letters correctly. Letter formation – draws patterns, understands and follows language linked to talk about shape and movement of patterns and letters, knows the handwriting movements involved in the three basic letter shapes as exemplified by 'l' 'c' 'r' and forms basic letter shapes (linked to teaching of phonics and those letters in their name).</p>



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Spring 1	<p>Phase 3 Consolidation</p> <ul style="list-style-type: none"> - Consolidate knowledge of phase 2 and 3 GPCs - Blending and segmenting practice of CVC words. - Practice of letter formation - Practice of alphabet song and letter names - Practise reading captions and sentences - Practise writing captions and sentences - Revision and intervention support for those children who need it. 	<ul style="list-style-type: none"> • Listen attentively to a story at the appropriate interest level. • Recite simple rhymes, songs and poems. • Predict storyline (e.g. the ending and some vocabulary, aided by illustrations). • Talk about events, setting and characters. • Retell narratives in the correct sequence, drawing on the language patterns of stories. • Respond to questions about who, what, where, when linked to text and illustrations. • Sequence a simple story or event. • Use gestures and actions to act out a story, event or rhyme from text or illustrations. • Make predictions based on illustrations, story content and title. • Respond to questions about how and why something is happening. • Say what a character might be thinking, saying or feeling. • Act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc). • Use and show understanding of recently introduced vocabulary appropriately when retelling stories and narratives, and during discussions about stories, non-fiction, rhymes and poems. 	<p>Composition:</p> <ul style="list-style-type: none"> • Orally compose a sentence and hold it in memory before attempting to write it. • Begins to use simple sentence forms. <p>Vocabulary, grammar, punctuation</p> <ul style="list-style-type: none"> • Begin to recognise and know there needs to be spaces between words in a simple sentence. • Recognise and know that full stops are at the end of a sentence. • Write simple sentences using finger spaces that can be read by themselves and others. <p>Transcription: (Spelling/handwriting)</p> <ul style="list-style-type: none"> • Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Segment sounds in simple words. • Segment to write VC and CVC words independently using Phase 2 and Phase 3 graphemes (e.g. it, mop, bell). • Make phonetically plausible attempts when writing more complex words • Spell some irregular common words (tricky) the, to, no, go, independently. • Write own name. <p>Handwriting:</p> <ul style="list-style-type: none"> • Write left to right and top to bottom. • Form most lower case letters correctly – starting and finishing in the right place, going the right way round, correctly orientated. • Know how to form clear ascenders ('tall letters') and descenders ('tails'). • Forms letters from their name correctly. <p>Pencil grip – holds writing tools and implements with a mature pencil grip. Control of writing tools and equipment – size of letters, correct starting points for different groups of letters, forms letters correctly. Letter formation – draws patterns, understands and follows language linked to talk about shape and movement of patterns and letters, knows the handwriting movements involved in the three basic letter shapes as exemplified by 'l' 'c' 'r' and forms basic letter shapes (linked to teaching of phonics and those letters in their name).</p>



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Spring 2	<p>Phase 4 Children entering Phase Four will be able to represent each of 42 phonemes by a grapheme, and be able to blend phonemes to read CVC words and segment CVC words for spelling. They will have some experience in reading simple two-syllable words and captions. They will know letter names and be able to read and spell some tricky words.</p> <p>The purpose of this phase is to consolidate children’s knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.</p>	<ul style="list-style-type: none"> • Make predictions based on illustrations, story content and title. • Respond to questions about how and why something is happening. • Say what a character might be thinking, saying or feeling. • Say how they feel about stories and poems. • Recall the main points in text in the correct sequence. • Use the structure of a simple story when re-enacting and re-telling. • Talk about the themes of simple texts, (e.g. good over evil). • Act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc). • Use and show understanding of recently introduced vocabulary appropriately when retelling stories and narratives, and during discussions about stories, non-fiction, rhymes and poems. 	<p>Composition:</p> <ul style="list-style-type: none"> • Can talk about the features of their own writing. • Writes a simple narrative. • Write different text forms for different purposes (e.g. lists, stories, menus, instructions, labels, captions, recipes, postcards). <p>Vocabulary, grammar, punctuation</p> <ul style="list-style-type: none"> • Recognise and know that full stops are at the end of a sentence. • Recognise and know that a sentence starts with a capital letter. • Write simple sentences using finger spaces that can be read by themselves and others. <p>Transcription: (Spelling/handwriting)</p> <ul style="list-style-type: none"> • Segment sounds in simple words. • Segment to write CVC words independently using Phase 2 and Phase 3 graphemes • Make phonetically plausible attempts when writing more complex words, (e.g. using Phase 4 CCVCC). • Spell some irregular common words (tricky) the, to, no, go, independently. • Write own name. <p>Handwriting:</p> <ul style="list-style-type: none"> • Write left to right and top to bottom. • Form most lower case letters correctly – starting and finishing in the right place, going the right way round, correctly orientated. • Know how to form clear ascenders (‘tall letters’) and descenders (‘tails’). • Forms letters from their name correctly. <p>Pencil grip – holds writing tools and implements with a mature pencil grip. Control of writing tools and equipment – size of letters, correct starting points for different groups of letters, forms letters correctly. Letter formation – draws patterns, understands and follows language linked to talk about shape and movement of patterns and letters, knows the handwriting movements involved in the three basic letter shapes as exemplified by ‘l’ ‘c’ ‘r’ and forms basic letter shapes (linked to teaching of phonics and those letters in their name).</p>



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Summer 1	<p>Phase 4 Consolidation</p> <ul style="list-style-type: none"> – Consolidate knowledge of phase 3 GPCs. – Practise reading words containing adjacent consonants – Practise spelling words containing adjacent consonants – Practise reading and spelling tricky words – Practise reading and spelling high-frequency words – Practise reading sentences – Practise writing sentences - Revision and intervention support for those children who need it. 	<ul style="list-style-type: none"> • Make predictions based on illustrations, story content and title. • Respond to questions about how and why something is happening. • Say what a character might be thinking, saying or feeling. • Say how they feel about stories and poems. • Recall the main points in text in the correct sequence. • Use the structure of a simple story when re-enacting and re-telling. • Talk about the themes of simple texts, (e.g. good over evil). • Act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc). • Use and show understanding of recently introduced vocabulary appropriately when retelling stories and narratives, and during discussions about stories, non-fiction, rhymes and poems. 	<p>Composition:</p> <ul style="list-style-type: none"> • Can talk about the features of their own writing. • Writes a simple narrative. • Write different text forms for different purposes (e.g. lists, stories, menus, instructions, labels, captions, recipes, postcards). <p>Vocabulary, grammar, punctuation</p> <ul style="list-style-type: none"> • Recognise and know that full stops are at the end of a sentence. • Recognise and know that a sentence starts with a capital letter. • Write simple sentences using finger spaces that can be read by themselves and others. <p>Transcription: (Spelling/handwriting)</p> <ul style="list-style-type: none"> • Segment sounds in simple words. • Segment to write CVC words independently using Phase 2 and Phase 3 graphemes • Make phonetically plausible attempts when writing more complex words, (e.g. using Phase 4 CCVCC). • Spell some irregular common words (tricky) the, to, no, go, independently. • Write own name. <p>Handwriting:</p> <ul style="list-style-type: none"> • Write left to right and top to bottom. • Form most lower case letters correctly – starting and finishing in the right place, going the right way round, correctly orientated. • Know how to form clear ascenders ('tall letters') and descenders ('tails'). • Form some capital letters correctly, including the initial letter of their name. <p>Pencil grip – holds writing tools and implements with a mature pencil grip.</p> <p>Control of writing tools and equipment – size of letters, correct starting points for different groups of letters, forms letters correctly.</p> <p>Letter formation – draws patterns, understands and follows language linked to talk about shape and movement of patterns and letters, knows the handwriting movements involved in the three basic letter shapes as exemplified by 'l' 'c' 'r' and forms basic letter shapes (linked to teaching of phonics and those letters in their name).</p>



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	Phonics and Word Reading	Comprehension	Writing
Summer 2	<p>Phase 5 Children entering Phase Five are able to read and spell words containing adjacent consonants and some polysyllabic words.</p> <p>The purpose of this phase is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these and graphemes they already know, where relevant. Some of the alternatives will already have been encountered in the high-frequency words that have been taught. Children become quicker at recognising graphemes of more than one letter in words and at blending the phonemes they represent. When spelling words they will learn to choose the appropriate graphemes to represent phonemes and begin to build word-specific knowledge of the spellings of words.</p> <ul style="list-style-type: none"> • Practise recognition and recall of Phase Two, Three and Five graphemes as they are learned • Teach new graphemes for reading (about four per week) • Practise reading and spelling words with adjacent consonants and words with newly learned graphemes • Learn new phoneme /zh/ in words such as treasure • Teach reading the words oh, their, people, Mr, Mrs, looked, called, asked • Teach spelling the words said, so, have, like, some, come, were, there • Practise reading and spelling high-frequency words • Practise reading and spelling polysyllabic words • Practise reading sentences • – Practise writing sentences 	<ul style="list-style-type: none"> • Make predictions based on illustrations, story content and title. • Respond to questions about how and why something is happening. • Say what a character might be thinking, saying or feeling. • Say how they feel about stories and poems. • Recall the main points in text in the correct sequence. • Use the structure of a simple story when re-enacting and re-telling. • Talk about the themes of simple texts, (e.g. good over evil). • Act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc). • Use and show understanding of recently introduced vocabulary appropriately when retelling stories and narratives, and during discussions about stories, non-fiction, rhymes and poems. 	<p>Composition:</p> <ul style="list-style-type: none"> • Can talk about the features of their own writing. • Writes a simple narrative. • Write different text forms for different purposes (e.g. lists, stories, menus, instructions, labels, captions, recipes, postcards). <p>Vocabulary, grammar, punctuation</p> <ul style="list-style-type: none"> • Recognise and know that full stops are at the end of a sentence. • Recognise and know that a sentence starts with a capital letter. • Write simple sentences using finger spaces that can be read by themselves and others. <p>Transcription: (Spelling/handwriting)</p> <ul style="list-style-type: none"> • Segment sounds in simple words. • Segment to write CVC words independently using Phase 2 and Phase 3 graphemes • Make phonetically plausible attempts when writing more complex words, (e.g. using Phase 4 CCVCC). • Spell some irregular common words (tricky) the, to, no, go, independently. • Write own name. <p>Handwriting:</p> <ul style="list-style-type: none"> • Write left to right and top to bottom. • Form most lower case letters correctly – starting and finishing in the right place, going the right way round, correctly orientated. • Know how to form clear ascenders ('tall letters') and descenders ('tails'). • Form some capital letters correctly, including the initial letter of their name. <p>Pencil grip – holds writing tools and implements with a mature pencil grip. Control of writing tools and equipment – size of letters, correct starting points for different groups of letters, forms letters correctly. Letter formation – draws patterns, understands and follows language linked to talk about shape and movement of patterns and letters, knows the handwriting movements involved in the three basic letter shapes as exemplified by 'l' 'c' 'r' and forms basic letter shapes (linked to teaching of phonics and those letters in their name).</p>



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AUTUMN TERM FIRST HALF: Ourselves

Weekly themes:		Week 1: Our School	Week 2: I am Special/Our bodies	Week 3: Our Homes and Families	Week 4: Our Families and Growing up	Week 5: Harvest	Week 6: Autumn Time	Week 7:
Key texts:		School Lunch, Timothy Goes to School, Sam Starts School, Starting School, At School	Dr Dog, Going to the hospital, I am Special, God Knows all About Me.	The Three Little Pigs	The Large Family stories Ben gets a Baby	A Wet and Windy Harvest for Puddles Teddy Bear Farmer The Elephant and the Bad Baby	The Little Red Hen Leaf Man Autumn (non-fiction texts)	
Songs and rhymes:			Once I caught a fish alive Head, shoulders, knees and toes If you're happy and you know it	The more we get together	The more we get together	Harvest Songs: Big Red Combine Harvest, Thank you God for the Harvest	The more we get together	
Key vocabulary:	Topic		Hips Shoulder Bones Heart Lips breathe	Bungalow Caravan Castle Chimney Cottage Farmhouse Flat Terrace	Son Daughter Niece Nephew Grandchild Caring Alike	Worried Excited Surprised Embarrassed Confused Nervous		
	Text							
	Concept	After	Different	First Touch/look Level 2: hard, soft Level 3: shiny, rough, smooth	Large Sound Level 1: noisy, quiet, loud	Last	All	<ul style="list-style-type: none"> Level 2: through, near, between, side, front, back, over, around, next to.
Activities to develop vocabulary:								



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Understanding the World

Cultures and Beliefs

- Communication – express feelings, give opinions and reasons. Comment on significant events in own lives, talk about their family, friends and the local community. Know about how people are similar, how people are different in gender, language, ethnicity, religion, culture and SEND. Use language skills to share experiences, ideas, give explanations, make suggestions, choices and decisions, either verbally or nonverbally.
- Respect – themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture, possessions.
- Observe – look closely and consider their own culture and religion and that of the people in their own community. Look closely at and observe the lives of people in communities in other countries within the world.
- Describe – culture and religion in relation to themselves, friends, family, and other people within their community based on their own experiences, events, objects or artefacts. Talk about and describe features of their own lives, talk about and describe features of the lives of people in their own community and of people in other countries across the world.
- Compare - recognise the similarities and differences in culture and religion between them and other communities. Look closely at and make comparisons between this country and the lives of people in other countries within the world.

Historical Development – Personal history

- Communication – talk about key events, in own lives, about family, friends, other people including significant people. Talk about key roles people have in society both in the present and the past.
- Observe – show an interest in significant events and experiences in the lives of others, including friends and family members, and through books.
- Describe – features of objects, people, places at different times, make comparisons. Talk about what is the same and what is different. Research – find out about, people, places, events, objects, ask questions, use different sources to find the answers, including books.
- Recall – talk to others about what they know about a key person, character, event from the past.
- Chronology – order simple experiences in relation to themselves, and others including stories, events, and experiences.
- Vocabulary – use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.

Working Scientifically – Ourselves/Growing and Changing

- Explore/Observe - look closely at/notice features in the natural world including animals and plants, weather and seasons, and natural materials e.g. water, ice, sand, stones, etc.
- Describe - talk about what they notice/observe in the natural world, e.g. features of animals, plants, natural materials, seasons, weather, etc; talk about changes they notice and changes over time, based on real experiences or books read to them at home or school.
 - Record - draw pictures e.g. observational drawings of plants, mini-beasts, take photographs, make models or record in scrapbooks.
 - Questioning - show an interest in and be curious about the natural world; ask questions about what they notice/observe or changes that occur, e.g. changes in plants throughout the seasons.
 - Explain - talk about what they know and what they have learnt about the natural world. Talk about why things happen/occur in relation to different processes e.g. ice melting, seasonal changes.
 - Research - talk to people (visits/visitors/family), think of questions to ask to find out about plants, animals, seasons, processes ; use first hand experiences/use secondary sources, (e.g. books, photographs, internet).
- Equipment and measures - use senses/use simple equipment to make observations, (e.g. magnifiers, pipettes, egg timers, digital microscopes, etc).
- Compare/sort/group/identify/classify: notice similarities, notice differences in the natural world, including plants and animals; talk about what they know and understand about similarities and/or differences, e.g. in relation to the natural world around them and other environments they have learnt about through real experiences or books read at home or school.

TAPS Plan for Focused Assessment of Science – Browning Apples (Harvest)



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<u>Expressive Art and Design</u>	<u>PE</u>	<u>PSHE and Relationships Education</u>	<u>Music</u>	<u>RE</u>
<p>Design and Make Houses Self portraits - painting Autumn sun catchers - collage</p> <p>Art</p> <ul style="list-style-type: none"> •Aesthetic Awareness – show awareness of their feelings linked to exploration of real objects, experiences, materials, artefacts and textures within their world, respond to creative and aesthetic experiences, show pleasure and enjoyment, show awareness and appreciation of sensory experiences and a range of different stimuli. •Observation – observe and notice features and details within real objects, artefacts, materials, pictures, paintings and photographs they experience within their world. Talk about what they see, use vocabulary associated with texture, colour, patterns, shapes, form, etc. •Communication – talk about what they are creating, can explain the processes, techniques and materials/media they have used including colours, patterns, shapes, textures, form. Share their ideas, feelings and thoughts about their creations with others. •Physical skill – manipulate, control and explore a range of tools and equipment for different purposes. Use tools and equipment safely. •Art processes and techniques – purposefully explore different techniques within painting, drawing, collage and sculpture using a variety of media and materials. •Evaluation – share and talk about their work/work of others, say what they like and dislike and why, make suggestions about changes they could make or different tools or techniques they could have used. <p>Being Imaginative</p> <ul style="list-style-type: none"> •Experiment – explore and experiment with props, objects and materials, their voice, freely in different ways and in a range of contexts, e.g. play, role play, stories, with peers and with adults. •Respond – to different stimuli through discussion, actions, movement and performance. •Represent Ideas – initiate their own ideas during play, make choices and decisions when using objects, media, materials, own voice, dance, instruments and props to develop their own ideas and imagination. •Recreate – familiar experiences, familiar activities and familiar stories. •Invent – adapt familiar narratives and stories in their play and with adults, create own versions of familiar stories, create new stories using their own ideas. 	<p>Class games which encourage development of basic skills and movements e.g. running and stopping (or performing an action) on a cue, tagging another child, basic balancing and use of some basic equipment such as a ball to dribble or a beanbag to balance or throw</p>	<p>Me and My Relationships > All about me All about me What makes me special Me and My Relationships > My Special People Me and my special people Who can help me? Growing & Changing > Changing bodies Getting bigger</p>	<p>Music Express – Special People – Beat and Tempo</p> <ul style="list-style-type: none"> •Singing – well known nursery rhymes, familiar songs, chants, activities which develop the voice as a sound maker. •Making Music – using voice, objects, home-made and real musical instruments and a range of ICT. •Perform – familiar or new nursery rhymes, songs, poems and stories, use props to enhance their actions, use props to act out in character. •Movement – engage in ring games and action songs and rhymes, initiate their own movement ideas in response to different types of music, show awareness of rhythm and beat when moving to music. 	<p>I am Special:</p> <p>By the end of this unit pupils will know that:</p> <ul style="list-style-type: none"> • they are fearfully and wonderfully made by God. • they are unique special and loved. • we (Christians) believe that God is our heavenly father, we are his children and we are members of a wider world family. <p>By the end of this unit pupils are expected to be able to:</p> <ul style="list-style-type: none"> • talk about themselves, their likes, dislikes, and what makes them special. • talk about feelings they have experienced. <p>Saying Thank You at Harvest time:</p> <p>By the end of this unit pupils will know that:</p> <ul style="list-style-type: none"> • we (Christians) believe God created the world. • we (Christians) believe that we should say thank you to God at Harvest time. • we (Christians) celebrate the Harvest Festival with a special service in church. <p>By the end of this unit pupils are expected to be able to:</p> <ul style="list-style-type: none"> • talk about the food they enjoy. • talk about harvest around the world. • talk about why we celebrate harvest. • talk about why it is important to help others, particularly at harvest time.



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AUTUMN TERM SECOND HALF: Celebrations

Weekly themes:		Week 1: Diwali	Week 2: Bonfire Night	Week 3: Birthdays	Week 4: Winter/ Prayer Spaces/ Multifaith Week	Week 5: Snowmen / Advent	Week 6: Christmas	Week 7: Christmas
Key texts:		The Story of Rama and Sita Lighting a Lamp	On Bonfire Night (NF) The Gunpowder Plot Fireman Sam and the Bonfire	Celebrating a Birthday (NF) How to have a Party (NF) Benny's Birthday Cake Kipper's Birthday	Puddles lends a Paw My Christian Faith (NF)	The Snowman Santa's Workshop The Nativity Story	A Letter to Father Christmas. Father Christmas Alfie's Christmas Other Christmas stories.	The Nativity Story Other Christmas stories
Songs and rhymes:			Remember Remember Nativity Play Songs	Happy Birthday Nativity Play Songs	Nativity Play Songs	I'm a friendly snowman and others from snowman rhymes pack.	Christmas Songs and Carols. 12 days of Christmas	Christmas Songs and Carols.
Key vocabulary:	Topic	Celebration						
	Text							
	Concept	Light Level 3: light, dark	Night	Day	After	Old/new	Soft/hard	Heavy
Activities to develop vocabulary:								



Christ Church C of E Primary School, Lancaster
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Understanding the World

Cultures and Beliefs

- Communication – express feelings, give opinions and reasons. Comment on significant events in own lives, talk about their family, friends and the local community. Know about how people are similar, how people are different in gender, language, ethnicity, religion, culture and SEND. Use language skills to share experiences, ideas, give explanations, make suggestions, choices and decisions, either verbally or nonverbally.
- Respect – themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture, possessions.
- Observe – look closely and consider their own culture and religion and that of the people in their own community. Look closely at and observe the lives of people in communities in other countries within the world.
- Describe – culture and religion in relation to themselves, friends, family, and other people within their community based on their own experiences, events, objects or artefacts. Talk about and describe features of their own lives, talk about and describe features of the lives of people in their own community and of people in other countries across the world.
- Compare - recognise the similarities and differences in culture and religion between them and other communities. Look closely at and make comparisons between this country and the lives of people in other countries within the world.
- Research – show curiosity and interest, find out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations - explore and ask different types of questions, examine possibilities, consider alternatives.
- Vocabulary – language of tolerance, respect and co-operation.

Working Scientifically – Ice Investigation

- Explore/Observe - look closely at/notice features in the natural world including animals and plants, weather and seasons, and natural materials e.g. water, ice, sand, stones, etc.
- Describe - talk about what they notice/observe in the natural world, e.g. features of animals, plants, natural materials, seasons, weather, etc; talk about changes they notice and changes over time, based on real experiences or books read to them at home or school.
 - Record - draw pictures e.g. observational drawings of plants, mini-beasts, take photographs, make models or record in scrapbooks.
 - Questioning - show an interest in and be curious about the natural world; ask questions about what they notice/observe or changes that occur, e.g. changes in plants throughout the seasons.
 - Explain - talk about what they know and what they have learnt about the natural world. Talk about why things happen/occur in relation to different processes e.g. ice melting, seasonal changes.
 - Research - talk to people (visits/visitors/family), think of questions to ask to find out about plants, animals, seasons, processes ; use first hand experiences/use secondary sources, (e.g. books, photographs, internet).
- Equipment and measures - use senses/use simple equipment to make observations, (e.g. magnifiers, pipettes, egg timers, digital microscopes, etc).
- Compare/sort/group/identify/classify: notice similarities, notice differences in the natural world, including plants and animals; talk about what they know and understand about similarities and/or differences, e.g. in relation to the natural world around them and other environments they have learnt about through real experiences or books read at home or school.
 - Test - make suggestions, show resilience, work with others.
 - Vocabulary - use simple vocabulary to name and describe objects, materials, living things and environments.

TAPS Plan for Focused Assessment of Science – Frozen Balloons



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<u>Expressive Art and Design</u>	<u>PE</u>	<u>PSHE and Relationships Education</u>	<u>Music</u>	<u>RE</u>
<p>Art Diva lamps - sculpture Paper lanterns - collage Snowman paintings – painting</p> <ul style="list-style-type: none"> •Aesthetic Awareness – show awareness of their feelings linked to exploration of real objects, experiences, materials, artefacts and textures within their world, respond to creative and aesthetic experiences, show pleasure and enjoyment, show awareness and appreciation of sensory experiences and a range of different stimuli. •Observation – observe and notice features and details within real objects, artefacts, materials, pictures, paintings and photographs they experience within their world. Talk about what they see, use vocabulary associated with texture, colour, patterns, shapes, form, etc. •Communication – talk about what they are creating, can explain the processes, techniques and materials/media they have used including colours, patterns, shapes, textures, form. Share their ideas, feelings and thoughts about their creations with others. •Physical skill – manipulate, control and explore a range of tools and equipment for different purposes. Use tools and equipment safely. •Art processes and techniques – purposefully explore different techniques within painting, drawing, collage and sculpture using a variety of media and materials. •Evaluation – share and talk about their work/work of others, say what they like and dislike and why, make suggestions about changes they could make or different tools or techniques they could have used. <p>Being Imaginative</p> <ul style="list-style-type: none"> •Experiment – explore and experiment with props, objects and materials, their voice, freely in different ways and in a range of contexts, e.g. play, role play, stories, with peers and with adults. •Represent Ideas – initiate their own ideas during play, make choices and decisions when using objects, media, materials, own voice, dance, instruments and props to develop their own ideas and imagination. •Recreate – familiar experiences, familiar activities and familiar stories. •Invent – adapt familiar narratives and stories in their play and with adults, create own versions of familiar stories, create new stories using their own ideas. <p>Cooking Birthday cake Making Party Food – sandwiches, jelly Tools and equipment – use equipment and tools to build, construct and make simple models and constructions; use tools and equipment linked to food preparation. Safety – handle and use equipment appropriately and safely.</p>	<p>Fun Games - continuation of basic skills work from Autumn 1 – progressing to use of more equipment e.g. hoops, bats and balls and some more skills such as batting and controlling a ball with feet.</p>	<p>Me and My Relationships > My Feelings My feelings My feelings (2) Valuing Difference > Same and Different I'm special, you're special Same and different</p>	<p>Music Express – Going Place – High and Low (Christmas songs)</p> <ul style="list-style-type: none"> •Singing – well known nursery rhymes, familiar songs, chants, activities which develop the voice as a sound maker. •Making Music – using voice, objects, home-made and real musical instruments and a range of ICT. •Perform – familiar or new nursery rhymes, songs, poems and stories, use props to enhance their actions, use props to act out in character. •Movement – engage in ring games and action songs and rhymes, initiate their own movement ideas in response to different types of music, show awareness of rhythm and beat when moving to music. 	<p>RE</p> <p>Special Times By the end of this unit pupils will know that:</p> <ul style="list-style-type: none"> • the arrival of the holy spirit is remembered at Pentecost. • people of faith have special times of prayer. • special times create memories. • celebrating special times is important. <p>By the end of this unit pupils are expected to be able to:</p> <ul style="list-style-type: none"> • talk about special times. • recall/retell the story of Pentecost. • talk about feelings associated with special times. • ask questions about special/holy times. <p>Christmas By the end of this unit pupils will know that:</p> <ul style="list-style-type: none"> • Christmas is the celebration of Jesus' birthday. • Jesus was a very special baby, the Son of God. • the church celebrates Christmas in special ways. <p>By the end of this unit pupils are expected to be able to:</p> <ul style="list-style-type: none"> • recall/retell the nativity story. • identify the characters in the nativity story. • use religious words to talk about Christmas. • talk about why Christmas is important. • talk about how the church celebrates Christmas. • talk about their own experiences of Christmas • talk about feelings related to celebrating Christmas and birthdays.



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SPRING TERM FIRST HALF: Favourite Stories

Weekly themes:		Week 1: The Gigantic Turnip	Week 2: The Tiger Who Came to Tea	Week 3: The Gruffalo	Week 4: Whatever Next	Week 5: Biscuit Bear	Week 6: Traction Man	Week 7: Multi-faith Week
Key texts:		As above, plus:	As above, plus: Tigers (NF)	As above, plus: Woodland Creatures (NF)	As above, plus: Man on the Moon On the Moon	As above, plus: Bears (NF)	As above, plus:	As above, plus:
Songs and rhymes:								
Key vocabulary:	Topic	Vegetable Enormous	Sharp Fierce Furry Stripy All Suddenly Nothing		Astronaut Explore Discover Planet Earth Travel Dark Bumpy Far	Dangerous	Adventurous	Christian Pray Bible Church Altar Font Pew Aisle Organ Pulpit Lectern
	Text			Feast Stroll Flee Amazing Dark				
	Concept	Between Next to	Movement Level 1: fast, slow Level 2: quick	through	Around	some	near	
Activities to develop vocabulary:								



Understanding the World

Historical Development – First Man on the Moon

- Communication – talk about key events, in own lives, about family, friends, other people including significant people. Talk about key roles people have in society both in the present and the past.
 - Observe – show an interest in significant events and experiences in the lives of others, including friends and family members, and through books.
 - Describe – features of objects, people, places at different times, make comparisons. Talk about what is the same and what is different.
- Research – find out about, people, places, events, objects, ask questions, use different sources to find the answers, including books.
- Recall – talk to others about what they know about a key person, character, event from the past.
 - Chronology – order simple experiences in relation to themselves, and others including stories, events, and experiences.
 - Vocabulary – use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.

Working Scientifically – Tigers and Bears

- Explore/Observe - look closely at/notice features in the natural world including animals and plants, weather and seasons, and natural materials e.g. water, ice, sand, stones, etc.
- Describe - talk about what they notice/observe in the natural world, e.g. features of animals, plants, natural materials, seasons, weather, etc; talk about changes they notice and changes over time, based on real experiences or books read to them at home or school.
 - Record - draw pictures e.g. observational drawings of plants, mini-beasts, take photographs, make models or record in scrapbooks.
 - Questioning - show an interest in and be curious about the natural world; ask questions about what they notice/observe or changes that occur, e.g. changes in plants throughout the seasons.
 - Explain - talk about what they know and what they have learnt about the natural world. Talk about why things happen/occur in relation to different processes e.g. ice melting, seasonal changes.
 - Research - talk to people (visits/visitors/family), think of questions to ask to find out about plants, animals, seasons, processes ; use first hand experiences/use secondary sources, (e.g. books, photographs, internet).
 - Compare/sort/group/identify/classify: notice similarities, notice differences in the natural world, including plants and animals; talk about what they know and understand about similarities and/or differences, e.g. in relation to the natural world around them and other environments they have learnt about through real experiences or books read at home or school.
 - Vocabulary - use simple vocabulary to name and describe objects, materials, living things and environments.

TAPS Plan for Focused Assessment of Science – Taste Test



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<u>Expressive Art and Design</u>	<u>PE</u>	<u>PSHE and Relationships Education</u>	<u>Music</u>	<u>RE</u>
<p>Gruffalo models – reclaimed materials Aliens – reclaimed materials Rockets – construction kits and reclaimed materials</p> <p>Designing and making</p> <ul style="list-style-type: none"> •Explore – experiment and build with a range of construction resources, find out about the properties and functions of different construction materials. •Design – talk about their ideas, choose resources, tools and techniques with a purpose in mind. •Make – make models and props using different construction materials, e.g. construction kits, reclaimed materials. Experiment with different ways to build, construct and join resources. Make props to use in their play /role play/ when acting out stories/taking on story characters. •Evaluate – talk about what they like/dislike about their models/constructions/props say why, and how they would change them. •Tools and equipment – use equipment and tools to build, construct and make simple models and props; use tools and equipment linked to food preparation. •Safety – handle and use equipment appropriately and safely. <p>Being Imaginative</p> <ul style="list-style-type: none"> •Experiment – explore and experiment with props, objects and materials, their voice, freely in different ways and in a range of contexts, e.g. play, role play, stories, with peers and with adults. •Respond – to different stimuli through discussion, actions, movement and performance. •Represent Ideas – initiate their own ideas during play, make choices and decisions when using objects, media, materials, own voice, dance, instruments and props to develop their own ideas and imagination. •Recreate – familiar experiences, familiar activities and familiar stories. •Invent – adapt familiar narratives and stories in their play and with adults, create own versions of familiar stories, create new stories using their own ideas. •Expression – express their feelings, ideas, thoughts and emotions in response to different media (music, pictures, film, poems, etc.), within their play with peers, or with adults. •Communication – communicate their ideas, thoughts, feelings and preferences through discussion, role play, actions and performance. <p>Cooking Biscuit bears Gruffalo crumble</p> <p>Tools and equipment – use equipment and tools to build, construct and make simple models and constructions; use tools and equipment linked to food preparation. Safety – handle and use equipment appropriately and safely.</p>	<p>Ball Skills Large Equipment Gymnastics Obstacle Courses Dance with Miss Helen</p>	<p>Valuing Difference > Kindness and Caring Kind and caring (1) Kind and caring (2) Rights & Responsibilities > Looking after Myself and my Friends Looking after my special people Looking after my friends Keeping Myself Safe > People who Help Keep me Safe Keeping safe online (Safer Internet Day)</p>	<p>Music Express - Stories and Sounds - Structure</p> <ul style="list-style-type: none"> •Singing – well known nursery rhymes, familiar songs, chants, activities which develop the voice as a sound maker. •Making Music – using voice, objects, home-made and real musical instruments and a range of ICT. •Perform – familiar or new nursery rhymes, songs, poems and stories, use props to enhance their actions, use props to act out in character. •Movement – engage in ring games and action songs and rhymes, initiate their own movement ideas in response to different types of music, show awareness of rhythm and beat when moving to music. 	<p>Friendship</p> <p>By the end of this unit pupils will know that:</p> <ul style="list-style-type: none"> • Christians consider themselves to be friends of Jesus. • Jesus has 12 special friends called disciples. <p>By the end of this unit pupils are expected to be able to:</p> <ul style="list-style-type: none"> • recall/retell stories of Jesus with his friends. • talk about why friendship is important. • talk about their own experiences of friendship. <p>Special People</p> <p>By the end of this unit pupils will know that:</p> <ul style="list-style-type: none"> • Jesus was special and performed miracles. • people choose to do a variety of jobs that particularly show Christian values in action. Eg health care workers, emergency service workers, parents etc. <p>By the end of this unit pupils are expected to be able to:</p> <ul style="list-style-type: none"> • recall/retell stories about Jesus. • talk about why Jesus is special. • talk about people who are special and give reasons why they are special. • connect people’s actions and Christian values. • talk about why the vicar is special.



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SPRING TERM SECOND HALF: New Life

Weekly themes:		Week 1: Waking From Winter / Signs of Spring	Week 2: Pancakes	Week 3: New Life on the Farm	Week 4: Plants, Bulbs and Buds	Week 5: Mums and Babies	Week 6: Beanstalks and Giants	Week 7: The Easter Story
Key texts:		When will it be Spring Don't Wake up the Bear	Pancakes, Pancakes Mr Wolf's Pancake The Runaway Pancake	On the Farm A day in the life of a Farmer (NF)	The Tiny Seed My Bean Diary	My Mum My Mum is Fantastic	Jack and the Beanstalk Jim and the Beanstalk	The Easter Story
Songs and rhymes:								
Key vocabulary:	Topic	Spring Blossom	Toss Flip	Chick Duckling Hatch Life	Buds Grow Plant Root Seed Soil Stem	Young Grow	Bean	Easter
	Text	Arrive Soft Warm Snuggle	Flip Grind Separate Delicious Recipe Ingredients	Large Many Enough Different Problem Search Through Healthy	High/higher Fly Lands/drifts/sails Gentle Melted Neighbour Alone Taller Beautiful	Fantastic Brilliant Strongest Tough Amazing	Adventure Baggy Swap Ordinary Magic Furious Slithered Soared Enormous Measure Dentist	Rode/ride Followed Through Carried
	Concept	Early Later	over	new	Small/tiny	Superlatives/comparatives • Level 3: bigger, biggest	Tall, tallest	Heavy
Activities to develop vocabulary:								



Understanding the World

Working Scientifically – Plants

- Explore/Observe - look closely at/notice features in the natural world including animals and plants, weather and seasons, and natural materials e.g. water, ice, sand, stones, etc.
- Describe - talk about what they notice/observe in the natural world, e.g. features of animals, plants, natural materials, seasons, weather, etc; talk about changes they notice and changes over time, based on real experiences or books read to them at home or school.
- Record - draw pictures e.g. observational drawings of plants, mini-beasts, take photographs, make models or record in scrapbooks.
- Questioning - show an interest in and be curious about the natural world; ask questions about what they notice/observe or changes that occur, e.g. changes in plants throughout the seasons.
- Explain - talk about what they know and what they have learnt about the natural world. Talk about why things happen/occur in relation to different processes e.g. ice melting, seasonal changes.
- Research - talk to people (visits/visitors/family), think of questions to ask to find out about plants, animals, seasons, processes ; use first hand experiences/use secondary sources, (e.g. books, photographs, internet).
- Equipment and measures - use senses/use simple equipment to make observations, (e.g. magnifiers, pipettes, egg timers, digital microscopes, etc).
- Compare/sort/group/identify/classify: notice similarities, notice differences in the natural world, including plants and animals; talk about what they know and understand about similarities and/or differences, e.g. in relation to the natural world around them and other environments they have learnt about through real experiences or books read at home or school.
- Test - make suggestions, show resilience, work with others.
- Vocabulary - use simple vocabulary to name and describe objects, materials, living things and environments.

TAPS Plan for Focused Assessment of Science – Scavenger Sort



Christ Church C of E Primary School, Lancaster
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<u>Expressive Art and Design</u>	<u>PE</u>	<u>PSHE and Relationships Education</u>	<u>Music</u>	<u>RE</u>
<p>Observational drawing – spring drawings Sculpture – flowers (for Mother’s day)</p> <p>Art</p> <ul style="list-style-type: none"> •Aesthetic Awareness – show awareness of their feelings linked to exploration of real objects, experiences, materials, artefacts and textures within their world, respond to creative and aesthetic experiences, show pleasure and enjoyment, show awareness and appreciation of sensory experiences and a range of different stimuli. •Observation – observe and notice features and details within real objects, artefacts, materials, pictures, paintings and photographs they experience within their world. Talk about what they see, use vocabulary associated with texture, colour, patterns, shapes, form, etc. •Communication – talk about what they are creating, can explain the processes, techniques and materials/media they have used including colours, patterns, shapes, textures, form. Share their ideas, feelings and thoughts about their creations with others. •Physical skill – manipulate, control and explore a range of tools and equipment for different purposes. Use tools and equipment safely. •Art processes and techniques – purposefully explore different techniques within painting, drawing, collage and sculpture using a variety of media and materials. •Evaluation – share and talk about their work/work of others, say what they like and dislike and why, make suggestions about changes they could make or different tools or techniques they could have used. <p>Designing and making</p> <ul style="list-style-type: none"> •Explore – experiment and build with a range of construction resources, find out about the properties and functions of different construction materials. •Design – talk about their ideas, choose resources, tools and techniques with a purpose in mind. •Make – make models and props using different construction materials, e.g. construction kits, reclaimed materials. Experiment with different ways to build, construct and join resources. Make props to use in their play /role play/ when acting out stories/taking on story characters. •Evaluate – talk about what they like/dislike about their models/constructions/props say why, and how they would change them. •Tools and equipment – use equipment and tools to build, construct and make simple models and props; use tools and equipment linked to food preparation. •Safety – handle and use equipment appropriately and safely. 	<p>Small Equipment Bat Skills Partner Work</p>	<p>Rights & Responsibilities > Looking after Money Looking after money (1): recognising, spending, using Looking after money (2): saving money and keeping it safe Growing & Changing > Changes Seasons Life stages - plants, animals, humans Growing & Changing > Life Stages Life Stages: Human life stage - who will I be? Where do babies come from?</p>	<p>Music Express - Growth and Change – Loud and Quiet</p> <ul style="list-style-type: none"> •Singing – well known nursery rhymes, familiar songs, chants, activities which develop the voice as a sound maker. •Making Music – using voice, objects, home-made and real musical instruments and a range of ICT. •Perform – familiar or new nursery rhymes, songs, poems and stories, use props to enhance their actions, use props to act out in character. •Movement – engage in ring games and action songs and rhymes, initiate their own movement ideas in response to different types of music, show awareness of rhythm and beat when moving to music. 	<p>Stories that Jesus Told</p> <p>By the end of this unit pupils will know that:</p> <ul style="list-style-type: none"> • Jesus told stories and that they are found in the Bible. • Jesus told the stories to teach people about God. <p>By the end of this unit pupils are expected to be able to:</p> <ul style="list-style-type: none"> • identify a Bible. • recall/retell some of Jesus stories. • talk about their own experiences and feelings. <p>Easter</p> <p>By the end of this unit pupils will know that:</p> <ul style="list-style-type: none"> • Jesus rode into Jerusalem on a donkey on Palm Sunday. • Jesus died on the cross on Good Friday. • we (Christians) believe that Jesus rose on Easter Day and is alive today. • Easter is the most important time of the year for the Church. <p>By the end of this unit pupils are expected to be able to:</p> <ul style="list-style-type: none"> • tell you that Christians believe Jesus died for us because he loves us. • briefly retell the story of Easter. • identify symbols associated with Easter. • talk about their own experiences of love and other emotions expressed in the Easter Story • ask questions about the Easter story.



Christ Church C of E Primary School, Lancaster

Curriculum Overview – Reception – updated for New Framework – September 2021

SUMMER TERM FIRST HALF: Where I Live/ Families/ Minibeasts

Weekly themes:		Week 1: Caterpillars and Butterflies / Around Our School	Week 2: People Who Help us in the local area	Week 3: Our families and others	Week 4: Families in the past	Week 5: Our City	Week 6: Minibeasts	Week 7: Improving our environment
Key texts:		The Very Hungry Caterpillar	Fireman Sam Cops and Robbers Burglar Bill Doctors and Nurses (NF) The Police (NF)	Handa's Surprise Handa's Hen	Peepo		The Bad Tempered Ladybird	
Songs and rhymes:								
Key vocabulary:	Topic	Flap Squirm Land Search Identify Examine Cocoon/chrysalis transform	Brave Helpful Kind Mechanic Caretaker Librarian Vet Dentist Job				Dragonfly Wasp Centipede Beetle	
	Text	beautiful		Surprise Delicious Soft				
	Concept	through	most	same	Comparison Level 2: old, new, same, different double	same	different	Front back
Activities to develop vocabulary:								



Christ Church C of E Primary School, Lancaster
Curriculum Overview – Reception – updated for New Framework – September 2021

Understanding the World

Cultures and Beliefs

- Communication – express feelings, give opinions and reasons. Comment on significant events in own lives, talk about their family, friends and the local community. Know about how people are similar, how people are different in gender, language, ethnicity, religion, culture and SEND. Use language skills to share experiences, ideas, give explanations, make suggestions, choices and decisions, either verbally or nonverbally.
- Respect – themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture, possessions.
- Observe – look closely and consider their own culture and religion and that of the people in their own community. Look closely at and observe the lives of people in communities in other countries within the world.
- Describe – culture and religion in relation to themselves, friends, family, and other people within their community based on their own experiences, events, objects or artefacts. Talk about and describe features of their own lives, talk about and describe features of the lives of people in their own community and of people in other countries across the world.
- Compare - recognise the similarities and differences in culture and religion between them and other communities. Look closely at and make comparisons between this country and the lives of people in other countries within the world.
- Research – show curiosity and interest, find out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations - explore and ask different types of questions, examine possibilities, consider alternatives.
- Vocabulary – language of tolerance, respect and co-operation.

Historical Development – Local history, homes and families

- Communication – talk about key events, in own lives, about family, friends, other people including significant people. Talk about key roles people have in society both in the present and the past.
- Observe – show an interest in significant events and experiences in the lives of others, including friends and family members, and through books.
- Describe – features of objects, people, places at different times, make comparisons. Talk about what is the same and what is different.
Research – find out about, people, places, events, objects, ask questions, use different sources to find the answers, including books.
- Recall – talk to others about what they know about a key person, character, event from the past.
- Chronology – order simple experiences in relation to themselves, and others including stories, events, and experiences.
- Vocabulary – use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.

Geographical Development – Lancaster and the local area

- Communication - talk about the features of their immediate environment and other places – familiar places and those they have learnt about and the differences between environments.
- Mapping - recognise, know about and describe features of different places including their immediate environment, other familiar places and places they have learnt about through non-fiction texts, stories, maps, visits, visitors, etc.
- Fieldwork - look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites, etc. Talk about what features are the same and what are the differences.
- Enquiry - comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about.
- Use of Technology - use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about their immediate environment, different locations and places.

Working Scientifically – Minibeasts (Caterpillars/Butterflies)

- Explore/Observe - look closely at/notice features in the natural world including animals and plants, weather and seasons, and natural materials e.g. water, ice, sand, stones, etc.
- Describe - talk about what they notice/observe in the natural world, e.g. features of animals, plants, natural materials, seasons, weather, etc; talk about changes they notice and changes over time, based on real experiences or books read to them at home or school.
- Record - draw pictures e.g. observational drawings of plants, minibeasts, take photographs, make models or record in scrapbooks.
- Questioning - show an interest in and be curious about the natural world; ask questions about what they notice/observe or changes that occur, e.g. changes in plants throughout the seasons.
- Explain - talk about what they know and what they have learnt about the natural world. Talk about why things happen/occur in relation to different processes e.g. ice melting, seasonal changes.
- Research - talk to people (visits/visitors/family), think of questions to ask to find out about plants, animals, seasons, processes ; use first hand experiences/use secondary sources, (e.g. books, photographs, internet).
- Equipment and measures - use senses/use simple equipment to make observations, (e.g. magnifiers, pipettes, egg timers, digital microscopes, etc).
- Compare/sort/group/identify/classify: notice similarities, notice differences in the natural world, including plants and animals; talk about what they know and understand about similarities and/or differences, e.g. in relation to the natural world around them and other environments they have learnt about through real experiences or books read at home or school.
- Test - make suggestions, show resilience, work with others.
- Vocabulary - use simple vocabulary to name and describe objects, materials, living things and environments.

TAPS Plan for Focused Assessment of Science – Incy Shelter



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Curriculum Overview – Reception – updated for New Framework – September 2021

<u>Expressive Art and Design</u>	<u>PE</u>	<u>PSHE and Relationships Education</u>	<u>Music</u>	<u>RE</u>
<p>Sculpture – minibeast models (clay) Minibeast homes (D&T) Butterfly paintings Homes and buildings models (construction)</p> <p>Art</p> <ul style="list-style-type: none"> •Aesthetic Awareness – show awareness of their feelings linked to exploration of real objects, experiences, materials, artefacts and textures within their world, respond to creative and aesthetic experiences, show pleasure and enjoyment, show awareness and appreciation of sensory experiences and a range of different stimuli. •Observation – observe and notice features and details within real objects, artefacts, materials, pictures, paintings and photographs they experience within their world. Talk about what they see, use vocabulary associated with texture, colour, patterns, shapes, form, etc. •Communication – talk about what they are creating, can explain the processes, techniques and materials/media they have used including colours, patterns, shapes, textures, form. Share their ideas, feelings and thoughts about their creations with others. •Physical skill – manipulate, control and explore a range of tools and equipment for different purposes. Use tools and equipment safely. •Art processes and techniques – purposefully explore different techniques within painting, drawing, collage and sculpture using a variety of media and materials. •Evaluation – share and talk about their work/work of others, say what they like and dislike and why, make suggestions about changes they could make or different tools or techniques they could have used. 	<p>Simple team games which build up the skills of teamwork working towards playing simple rounders and benchball</p>	<p>Valuing Difference > Different Families and Homes Same and different families Same and different homes Rights & Responsibilities > Caring for my Environment Being helpful at home and caring for our classroom Caring for our world Keeping Myself Safe > Keeping my Body Safe What's safe to go onto my body Keeping Myself Safe - What's safe to go into my body (including medicines) Keeping Myself Safe > Listening to my Feelings Listening to my feelings (1) Keeping Myself Safe > People who Help Keep me Safe People who help to keep me safe</p>	<p>Music Express – Moving Patterns – Structure Music Express - Working World – Texture</p> <ul style="list-style-type: none"> •Singing – well known nursery rhymes, familiar songs, chants, activities which develop the voice as a sound maker. •Making Music – using voice, objects, home-made and real musical instruments and a range of ICT. •Perform – familiar or new nursery rhymes, songs, poems and stories, use props to enhance their actions, use props to act out in character. •Movement – engage in ring games and action songs and rhymes, initiate their own movement ideas in response to different types of music, show awareness of rhythm and beat when moving to music. 	<p>Stories that Jesus Heard</p> <p>By the end of this unit pupils will know that:</p> <ul style="list-style-type: none"> • Jesus listened to and learned Old Testament stories. • Old Testament stories teach us about God. <p>By the end of this unit pupils are expected to be able to:</p> <ul style="list-style-type: none"> • recall/retell some of the Old Testament stories Jesus heard. • talk about their favourite stories. • talk about their feelings and experiences. <p>Prayer</p> <p>By the end of this unit pupils will know that:</p> <ul style="list-style-type: none"> • Jesus taught his disciples (us) the Lord's Prayer. • prayer is a form of communication with God. • prayer is expressed in a variety of ways. • people pray for many different reasons. <p>By the end of this unit pupils are expected to be able to:</p> <ul style="list-style-type: none"> • talk about the stories of Daniel and Jonah. • talk about the different ways people pray. • talk about their own experiences of prayer.



Christ Church C of E Primary School, Lancaster
Curriculum Overview – Reception – updated for New Framework – September 2021

SUMMER TERM SECOND HALF: Seaside

Weekly themes:		Week 1: Going to the Beach	Week 2: People Who Help Us at the Seaside	Week 3: Sights, sounds and smells	Week 4: Under the Sea	Week 5: A day at the seaside	Week 6: Pirates, boats and Treasure	Week 7: Moving on Up
Key texts:		Spot Goes on Holiday Grandpa, Thomas and the Green Umbrella Grandma's Beach	The Lighthouse Keeper's Lunch/Picnic/Catastrophe Lotty the Lifeboat Grace Darling (NF)	Seaside Poems Smelly Jelly Smelly Fish	Commotion in the Ocean	Seaside Buildings (NF) Katie Morag stories	Captain Pugwash Once Upon a Tide The Night Pirates	Leaving Mrs Ellis
Songs and rhymes:		I went to the beach...		As above			Sing Pirate Songs. What shall we do with the drunken sailor Yo ho ho and a bottle of rum.	
Key vocabulary:	Topic	Kite Pebbles paddle	Lifeguard Yacht Lighthouse Waves Save Search	Pier Seagull	Starfish Deep Shallow	Bumpy Smooth		
	Text				Creatures Pretend Scamper Bury Jiggle Grin Snip Waddle Slither Snuggle Sneaky Gorgeous Glowing Massive Beneath			
	Concept	Forwards backwards	side	short	Touch/look Level 1: dry, wet	Less	Long	A bit
Activities to develop vocabulary:								



Understanding the World

Historical Development – Grace Darling, Seaside in the Past

- Communication – talk about key events, in own lives, about family, friends, other people including significant people. Talk about key roles people have in society both in the present and the past.
 - Observe – show an interest in significant events and experiences in the lives of others, including friends and family members, and through books.
 - Describe – features of objects, people, places at different times, make comparisons. Talk about what is the same and what is different.
- Research – find out about, people, places, events, objects, ask questions, use different sources to find the answers, including books.
- Recall – talk to others about what they know about a key person, character, event from the past.
 - Chronology – order simple experiences in relation to themselves, and others including stories, events, and experiences.
 - Vocabulary – use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.

Geographical Development – Morecambe and the Seaside

- Communication - talk about the features of their immediate environment and other places – familiar places and those they have learnt about and the differences between environments.
- Mapping - recognise, know about and describe features of different places including their immediate environment, other familiar places and places they have learnt about through non - fiction texts, stories, maps, visits, visitors, etc.
- Fieldwork - look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites, etc. Talk about what features are the same and what are the differences.
- Enquiry - comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about.
- Use of Technology - use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about their immediate environment, different locations and places.

TAPS Plan for Focused Assessment of Science – Taste Test



Christ Church C of E Primary School, Lancaster
Curriculum Overview – Reception – updated for New Framework – September 2021

<u>Expressive Art and Design</u>	<u>PE</u>	<u>PSHE and Relationships Education</u>	<u>Music</u>	<u>RE</u>
<p>Seaside paintings Sea creatures art work (collage) Lighthouse models (D&T) Pirate treasure (collage and sculpture)</p> <p>Art</p> <ul style="list-style-type: none"> •Aesthetic Awareness – show awareness of their feelings linked to exploration of real objects, experiences, materials, artefacts and textures within their world, respond to creative and aesthetic experiences, show pleasure and enjoyment, show awareness and appreciation of sensory experiences and a range of different stimuli. •Observation – observe and notice features and details within real objects, artefacts, materials, pictures, paintings and photographs they experience within their world. Talk about what they see, use vocabulary associated with texture, colour, patterns, shapes, form, etc. •Communication – talk about what they are creating, can explain the processes, techniques and materials/media they have used including colours, patterns, shapes, textures, form. Share their ideas, feelings and thoughts about their creations with others. •Physical skill – manipulate, control and explore a range of tools and equipment for different purposes. Use tools and equipment safely. •Art processes and techniques – purposefully explore different techniques within painting, drawing, collage and sculpture using a variety of media and materials. •Evaluation – share and talk about their work/work of others, say what they like and dislike and why, make suggestions about changes they could make or different tools or techniques they could have used. <p>Designing and making</p> <ul style="list-style-type: none"> •Explore – experiment and build with a range of construction resources, find out about the properties and functions of different construction materials. •Design – talk about their ideas, choose resources, tools and techniques with a purpose in mind. •Make – make models and props using different construction materials, e.g. construction kits, reclaimed materials. Experiment with different ways to build, construct and join resources. Make props to use in their play /role play/ when acting out stories/taking on story characters. •Evaluate – talk about what they like/dislike about their models/constructions/props say why, and how they would change them. •Tools and equipment – use equipment and tools to build, construct and make simple models and props; use tools and equipment linked to food preparation. •Safety – handle and use equipment appropriately and safely. 	<p>Athletics Relay Races</p>	<p>Being my Best > Bouncing Back (growth mindset) Bouncing back when things go wrong Yes, I can! Being my Best > Healthy eating Healthy eating (1) Healthy eating (2) Being my Best > Exercise and Sleep Move your body A good night's sleep Keeping Myself Safe > Keeping my Body Safe Safe indoors and outdoors</p>	<p>Music Express - Our Senses – Timbre</p> <ul style="list-style-type: none"> •Singing – well known nursery rhymes, familiar songs, chants, activities which develop the voice as a sound maker. •Making Music – using voice, objects, home-made and real musical instruments and a range of ICT. •Perform – familiar or new nursery rhymes, songs, poems and stories, use props to enhance their actions, use props to act out in character. •Movement – engage in ring games and action songs and rhymes, initiate their own movement ideas in response to different types of music, show awareness of rhythm and beat when moving to music. 	<p>Special Places</p> <p>By the end of this unit pupils will know that:</p> <ul style="list-style-type: none"> • Christians worship in a church. • people consider places to be special for different reasons. • Muslims take off their shoes in a mosque. <p>By the end of this unit pupils are expected to be able to:</p> <ul style="list-style-type: none"> • talk about their special places. • talk about places of worship as special/holy places. • talk about taking off your shoes in a special/holy place.