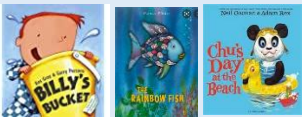


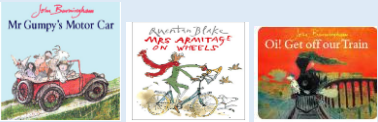


Hill View Academy - Curriculum Long Term Plan
Reception

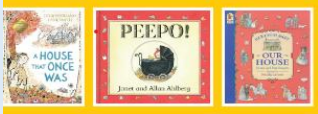
Term	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Theme/Topic May be adapted to allow children's interests	Marvellous me	Autumn Let's celebrate	Winter and Superheroes	Growing and changing	Transport	Summer
Focus topics and celebrations	Starting school Routines My new class Ourselves How have I changed My family	Autumn/Changes Celebrations – Diwali/Bonfire Night/ Christmas	Winter Chinese New Year Shrove Tuesday People who help us	Healthy eating Lifecycles Planting and growing Easter Signs of Spring Eid Spring	Transport	Summer Sun safety Transition
Wow moments/ trips	Forest school/library	Diwali – clay diva lamps Santa's grotto Christmas tree festival Remembrance Day – walk to memorial Church visit	Visitor – fire fighter visit/community police officer Teddy Bears picnic	Caterpillar transformation Swithens farm trip Vegetable soup World book day	Kirklees Light Railway Tolson museum	Picnic in the park with buddies Local walk
Parental engagement	Phonics workshop	Christmas singing Parents evening	Reading workshop	Parents evening Easter		Stay and play
Key Literacy texts	The Colour Monster goes to school Incredible you What makes me a me? 	Stanley stick Pumpkin soup We are going on a leaf hunt 	Supertato Superworm Dr Ranj Superhero 	Growing Vegetable Soup Jaspers Beanstalk From Caterpillar to Butterfly 	The Train Ride The Naughty Bus Whatever Next! 	Billy's Bucket The Rainbow Fish Chu's Day at the Beach 
Literacy Writing for a purpose	Name writing Drawing and labelling their family Shopping lists Phase 2 sounds – use initial sounds to label Writing for a purpose in construction, role-play, play-dough	List of Autumn objects Spooky potion list Firework list Letter to Santa Community invitations to nativity Writing cvc words Writing harder to read and spell words	Own captions Invitations for Teddy bear's picnic Party food list (for picnic) Simple sentences Phase 3 sounds Simple recount (trip) Pancake shopping list	Captions and labels Own simple sentences Simple instructions (how to make vegetable soup, how to plant a bean) Easter bunny letter Life cycle for butterfly Phase 4	Writing sentences with capital letters, finger spaces and full stops linked to transport Instruction writing	Character description – Rainbow fish Using familiar texts as a model for writing own stories Writing sentences with capital letters, finger spaces and full stops, Story writing Focus on independent writing

Word reading/phonics	Phonic Sounds: ELS Whole class I can handle books correctly and follow print left to right, top to bottom I can locate the title I can segment and blend words orally I can recognise words that rhyme	Phonic Sounds: ELS 1-1 interventions I can Link most sounds to letters I am beginning to blend and segment in order to read c.v.c. and c.v.c. words I am beginning to match spoken word to written word across 2-3 lines of print I can read some Phase 2 words including some harder to read words words	Phonic Sounds: ELS 1-1 interventions I can locate and recall the title I can read with 1-1 correspondence I can read some common irregular words (Phase2/3) I can link all sounds to letters I can solve simple words by blending sounds and I check what I read makes sense and sounds right	Phonic Sounds: ELS 1-1 interventions I can read and understand simple sentences I can use phonic knowledge to read and decode regular words I can read all Phase 2 words I can read some of Phase 3 words	Phonic Sounds: ELS 1-1 interventions I can read decodable and harder to read words. I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG) I can read words consistent with my phonic knowledge by sound blending (ELG) I can re-read books showing increased accuracy and fluency	Phonic Sounds: ELS 1-1 interventions I can read decodable and harder to read words. I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG) I can read words consistent with my phonic knowledge by sound blending (ELG) I can re-read books showing increased accuracy and fluency Transition work with Year 1 staff
Personal, social and emotional development	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
SCARF	<u>Our S.C.A.R.F. curriculum</u> Our S.C.A.R.F. develops specific knowledge and learning attitudes and the development of children’s internal resources. It develops aspirations from an early age. It develops the ability to think for themselves. It challenges misconceptions and stereotypes. It ensures children have a ‘window’ into the lives of others. It develops skills to be healthy and safe individuals. It develops and teach British Values and ensures pupils have the opportunity to participate in school life and contribute to ‘pupil voice. Through our teaching of the life curriculum children will be well prepared for life in modern Britain. Children will be more successful in their learning because of the development of their internal resources. Children will be confident and enthusiastic learners: they will want to do well. Children will have a growth mind-set. Children will develop a sense of morality and empathy. Children will be able to argue their point of view with respect.					
	SCARF: Me and My Relationships All about me What makes me special Me and my special people Who can help me? (self-regulation) Me and my feelings 1 & 2 (naming different feelings, thinking about how to feel with ‘not so good feelings’, know some self-care techniques) Know that some actions and words can hurt others feelings. Oral hygiene: teeth cleaning linked to the dental nurse Handwashing Class rules: Behavioural expectations in the class/boundaries set Class rules	SCARF: Valuing Difference I’m special you’re special Same and different Same and different families Same and different homes I am caring Kind and caring I know what it means to be respectful and to be treated with respect Independence: putting own socks and shoes on	SCARF: Keeping myself safe What’s safe to go in my body? Keeping myself safe Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe	SCARF: Rights and responsibilities Looking after my special people: I know that caring relationships are at the heart of happy families Looking after my friends: I know what makes a good friend Being helpful at home and caring for our classroom Caring for our world Looking after money Looking after money (2)	SCARF: Being my best Bouncing back when things go wring: resilience Yes I can: confidence and resilience Healthy eating (2 weeks) Move your body A good nights sleep Importance of exercise	SCARF: Growing and changing Seasons Life stages, plants, animals, humans Life stages, human life stage, who will I be? Getting bigger Me and my body, girls and boys Being kind to living creatures Taking care of animals (frogs/butterflies) Transition into Year 1 Year 1 readiness
Communication and Language	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
Whole EYFS Focus C&L is developed throughout the year through high quality interactions, daily group	<u>Welcome to EYFS</u> Settling in activities Making friends Children talking about experiences that are familiar to them	Develop vocabulary: Discovering Passions Tell me a story - retelling stories: talk for writing Story language	Develop vocabulary: Using language well Ask’s how and why questions... Retell a story with story language Remember key points from a story	explore vocabulary Reciting poems and songs I can learn and recite, poems and songs: Tell me a story - retelling stories: talk for writing Articulate a life cycle	I can learn and recite, poems and songs: Rhyme of the week I can listen to, engage in and talk about non-fiction Using the chrome books to take a photograph	Explore Vocab I can learn and recite, poems and songs: Rhyme of the week I can talk about similarities and differences between things in the past and now

discussions, PSHE times, stories, singing, speech and language interventions, EYFS productions. Daily story time using high quality texts.	What are your passions / goals / dreams? About family routines and special occasions Show an interest in the lives of other people Follow instructions (settling in, putting my things away) Develop vocabulary: Word aware Model talk routines through the day.	Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary.	Story invention – talk it! (focus in small world area) Ask questions to find out more and to check they understand what has been said to them. I can describe events (Chinese New Year) Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs	I can listen to and engage in and talk about selected non-fiction I can articulate my ideas and thoughts into well-formed sentences I ask questions to find out more	I can describe events in some detail: farm trip, frog life cycle	I can talk about the experiences I have had at different points in the school year
Physical Development	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
Fine motor: Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Daily opportunities for Fine Motor Activities Gross motor P.E – Mr. Hamilton Daily opportunities for gross motor in the outdoor provision	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Taking shoes off and putting them on Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Show a preference for a dominant hand	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / zips Cutting with Scissors Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed Teach and model correct letter formation. Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors Start to cut along a curved line, like a circle Develop the foundations of a handwriting style which is fast, accurate and efficient Use a comfortable grip with good control when holding pens and pencils	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Cut a shape out using scissors Draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego
Understanding the world	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.					
Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.	In history know that: Anything that happened before now is the ‘past’ They have grown and can do more now than before There is a chronology of their life and their family’s history story	In history: I can recognise and describe special times or events for family or friends that are happening now or in the past In geography: Name, locate and recognise features and places in	In history: Use stories to encourage children to distinguish between fact and fiction Answering ‘how’ and ‘why’ questions. Talk about experiences at different points in the year (class calendar for each month)	In geography: Recognise similarities and differences between countries/envirments/ features of local environment, maps of local area comparing places on Google Earth: how are they similar/different? Recognise some environments that are different in which they live	In history: compare and contrast past and present (forms of transport, emergency vehicles) Describe differences and similarities in pictures and objects.	In history: I can start to develop an understanding of growth, decay and changes over time Know that they have grown and can do more now than before.

They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness. History: Society and community Exploration and invasion Disciplinary skills Power Conflict and disaster Chronology Historical enquiry & historical interpretation Events, people and changes Geography: Locational knowledge Place knowledge Physical geography Weather and climate Other physical features an processes Human geography and climate change Mapping Geographical enquiry and fieldwork Events, people and changes Organisation and communication see the 6 concepts to base questions: Space – e.g. Where am I? Change – e.g. How is this similar or different to other places? Environment – e.g What other animals and plants live here?	Know when their birthday is Introduce basic, everyday concepts and language of timelines: days of the week, today, tomorrow, yesterday Order and sequence familiar events Basic instructions – cause and effect e.g. reading my book everyday will help me get better at reading. Eating my breakfast gives me energy for the day ahead. Talk about similarities and differences Use the terms past and present to describe events in their own lives, in the lives of family members and stories Describe differences and similarities in pictures and objects. Use stories to encourage children to distinguish between fact and fiction Be curious about people and events and begin to know how to find out about the past e.g. Ask granny, from books, from pictures and objects Answering ‘how’ and ‘why’ questions. Begin to ask questions about daily life Describe events that have happened in their own life and of those in their family Explain the motivations and behaviours of a character from a story and the impact on other characters e.g. why did?? Retell stories Using vocabulary such as: first, next, then, after Record using marks they can interpret and explain e.g.	Almondbury whilst on a local walk: Know that: The detail of the local surroundings such as; road sign, trees, grass/field, houses, bungalow, flats, phone box, post box, shops, bus stop, house numbers, shop types, I can ask questions about aspects of my familiar world such as the place where I live or the natural world Bonfire night-compare and contrast character from stories, including figures from the past: looking at clothes Recognise some environments that are different in which they live Know that: Park is different to the garden or the road, different types of houses, different types of streets/roads, shops (supermarket to local shop), natural and made by people, contrasting environments in stories (seaside, farms, countryside etc). Begin to use basic geographical vocabulary to refer to key physical features of the local area (local walk up Fernside Avenue to the library) Know that: -In Almondbury there are trees, field, a hill, the woods, plants and flowers -At the farm there are larger fields, trees, crops, pond - Through stories recognise different geographical features. On a local walk: Know that: -Some things grow naturally (e.g., a tree) but some things have to be built (e.g., a house) -Houses, flat, shops, park, roads and the school are all examples of buildings that have been built by humans	In geography: Use geographical vocabulary to compare seasons: Know that: -The name of each season -Winter is cold and has shorter days -Spring is wet and lighter (typically plants begin to grow) -Summer is warm and has longer days -Autumn is wet and often cooler Know that there are different countries in the world Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Celebrate Chinese New year Recognising that people have different beliefs Changing seasons: winter Ice experiments	Know that: Park is different to the garden or the road, different types of houses, different types of streets/roads, shops (supermarket to local shop), natural and made by people, contrasting environments in stories (seaside, farms, countryside etc). Use geographical vocabulary to compare seasons: Know that: -The name of each season -Winter is cold and has shorter days -Spring is wet and lighter (typically plants begin to grow) -Summer is warm and has longer days -Autumn is wet and often cooler Begin to use basic geographical vocabulary to refer to key physical features of the local area. Know that: -In Almondbury there are trees, field, a hill, the woods, plants and flowers -At the farm there are larger fields, trees, crops, pond - Through stories recognise different geographical features Human geography and climate change; (link to SCARF) Understand why litter is harmful to the world Understand that recycling makes new items from rubbish Discuss what makes our school a nice place to be I can describe special events (Easter) Growth & Change: chick life cycle Environment: care can concern: growing caterpillars I can understand the key features of the life cycle of a plant and animal Growth & Change: frog life cycle I can tell you what a plant needs to grow	Answering ‘how’ and ‘why’ questions. Record using marks they can interpret and explain e.g. pictures of families, characters and events Mapping: I can draw information from a simple map - Create journey strings to illustrate stories they have heard, using appropriate objects, e.g., a range of forest items might be provided to illustrate Little Red Riding Hood’s journey through the woods as well as adding printed photographs I can talk about ways in which I can look after the environment Topic books: History: 	We can look back on the past school year and comment on what happened and experiences Use geographical vocabulary to compare seasons: Know that: -The name of each season -Winter is cold and has shorter days -Spring is wet and lighter (typically plants begin to grow) -Summer is warm and has longer days -Autumn is wet and often cooler Mapping: In continuous provision, create a 3D or 2D map of a real setting, such as their own home, or of an imagined one prompted by a story, to discuss features and / or what you can do there. · Use their own or other maps to follow and give directions and use positional language: right, left, up, down, next to, in front of etc. -Select materials to create their own map showing a given feature such as a mountain, and talk about their different interpret - Find and mark features found in a landscape on a paper or digital map, adding written labels. - Make journey strings on a walk and collect items that they tie on as they go. They then retell the walk, naming the items found and sequencing the journey, before drawing a linear map. - Use common digital maps such as Google maps - use a printed and laminated large scale 1:1250 OS map of the class/school and surrounds as a base table map for children to build and / or draw on. - add weather symbols to a class map of the UK I can show care and concern for living things in the environment I can talk about some of the things I have observed such as plants, animals, natural and found objects – Summer hunt Maps of our journey to school Topic books: Mapping: 
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Making connections – e.g. Where does my lunch come from? Place – e.g. What is it like here and how do I feel here? Scale – e.g. how big is an ant’s home?	pictures of families, characters and events Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. I can recognise that people have different beliefs and celebrate special times in different ways In Geography; Are able to say where they live and where they go to school. Know that: -They live in a village called Almondbury, in the town Huddersfield. -Know that their school is called Hill View Academy which is on a road called Fernside Avenue. Are able to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know that there are different areas of school (playground, forest school area, classrooms, dinner hall, school hall, car park) -Recognise the different areas of school on a map Can talk about what they do with their family and places they have been with their family. Use geographical vocabulary to compare seasons: Know that: -The name of each season -Winter is cold and has shorter days -Spring is wet and lighter (typically plants begin to grow) -Summer is warm and has longer days -Autumn is wet and often cooler Describe weather using geographical vocabulary Know that:	Observe features of the immediate and local area during field work – what can I see in my local area and what’s it like here? Respond with simple answers to teacher-led, simple questions (i.e. What is the weather like?)				
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	-There are different types of weather (sunny, hot, rainy, wet, snow, cold) -Temperature is hot or cold -Record weather daily using symbols (sun, rain, cold, snow) Topic books: Houses and homes:  Babies and childhood:   Families. 					
Science – Developing experts.	Our body	The senses	Health and safety	Insects and invertebrates Weather and seasons	Machines	Food Seasons
Expressive arts and design	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
Art	Drawing - Robert Delaunay French – Cubism 	Painting - Pointillism 	Printing – Yayoi Kasuma 	Collage/textile Henri Rousseau 	Sculpture – Andy Goldsworthy Natural art 	Take one picture

	know how: To discuss what can be seen in the painting. The geometric shapes and colours used in it. Explore 2D shapes within artworks. To compare Roberts Delaunay’s painting with one of his wife’s, Sonia Delaunay. To see how similar or different they are. To draw a variety of closed geometric shapes using a mixture of tools such as – chunky pencil, wax crayon, marker pen, paint brush etc. To draw around objects. To draw from observation shapes within nature, such as a snail's shell, fruit, mushrooms, leaves. To experiment and play with shapes within shapes and overlapping them. To draw around a circle then draw a line through the middle and colour the two halves differently. To draw a circle inside another, getting smaller and smaller. To sustain concentration and control when experimenting. To work on small and large scale. (Try using chalk in the playground to draw around big objects such as hoops to create a giant artwork.) To name and recognise primary colours and secondary colours. To know the colours of the rainbow. To fill a drawn shape with colour using both paints, collage and other drawing tools. To fill a shape with patterns. To make stripes, dots, zig zags, wavy lines etc. To turn a shape into their own character or object and verbally tell a story about it. Know that: Shapes are used by some artists to create interesting, colourful works of art. Shapes are made up from either curved lines or straight lines. To draw around a shape I need to hold the object still and point my pencil inwards against the shape the whole time. If I overlap shapes, it can create new shapes and patterns. I can fit a small shape inside a bigger one. Red, Blue and Yellow are primary colours and if I mix them, it makes new colours. If I fill a shape carefully and slowly with colour, I can stay within the lines. I can draw patterns on top of filled in colours. If I put shapes together or add lines to my shape, I can turn it into something	Know how: Seurat used painted dots to create many of his paintings. If I get closer to the painting, I can see the dots, but standing back they just form a picture. I can use small yellow and blue dots closely together and my eyes will mix them when I stand far back. To make a spinning top painted with two primary colours. To try different tools to make dots that are painted closely together, such as – fingers, wooden end of a brush, brush, earbuds, stick, straws etc. To paint a simple shape/image using dots in one colour for the image and make the background another dotted colour. (Earbuds could be good for this). To paint a large painting together, using bigger dots that could be made using ends of bottles, tubes, lid of glue sticks, fingertips etc. Dipped in paint. To work together to build up the picture just using coloured paint dots. To mix different amounts white into a colour to see how I can make lighter shades of that colour. To use dots in different shades of one colour to paint for example the leaves of a tree. (This could be an Autumnal tree). Know that: Seurat was a French artist. Painting with dots is called Pointillism. (Think of pointing your finger and painting with the end of that or using the point of a brush like Seurat). Seurat is a famous painter, known for his Pointillism. Seurat painted different coloured dots that when you stood back the colours mixed to form another colour. Seurat painted other scenes on the riverbank with people in them. <i>A Sunday Afternoon on the Island of La Grande Jatte and Bather at Asnières</i> These paintings have people wearing different clothes from our clothes. This tells me that it is a scene from the past. Seurat’s riverbank paintings are of a summer's day. I can tell this because he has used lighter colours as the sun has brightened the scene. There are leaves on the trees and the people are bathing and using parasols to shade themselves. A parasol is a type of umbrella used in the sun instead of the rain. If I paint blue and red dots closely together for example, they look purple when I stand far back. My eyes mix the colours! When I make a spinning top with two primary colours and spin it, the colours mix to make a new colour. Lighter shades of colour are often called pastel colours. The more white I add, the lighter a colour will become.	Know how: Yayoi Kusama started as a child making artworks of flowers and then dots. To make a viewfinder that lets me see a dotted world. (Video link) To print my own dots on different surfaces and in different colours. To paint the surface of something and print it onto another surface. To use round objects like potatoes, corks, bottle tops. (Try collecting a selection of different size circular objects that the children can try printing with). To see which objects make the best prints and talk about why this might be To make repeated prints like the artist. To cut circles from thick card or Safeprint polystyrene sheets and use a brush or roller to paint the surface and make repeated block prints. To print with a darker colour on a light background and a lighter colour on a dark background. To use my sheets of printed paper to stick on card boxes or walls to make a class dotted installation. To build dotted boxes on top of one another. (Or you could try hanging the prints or printing on long pieces of lining paper or a bed sheet would be fun). To maybe print dots on old plain t-shirts and all wear them when they are dry. To have a class ‘Dotted Day!’ Know that: Yayoi Kusama is Japanese and creates her artworks using lots of dots. She has been painting dots since she was young. She creates rooms you can walk into and have dots all around you. If I look through something with small holes cut in it, I will see a dotted image. I can make prints from many different objects, big and small. I can use a brush or a roller to apply paint to a surface to be printed. If I paint the surface of the same circle a few times I can make a repeated pattern with it. I can work with my friends to cover lots of things in dots (even myself) like Yayoi Kusama and change the look of a space.	Know how: To describe how the jungle looks in Rousseau’s painting. To use descriptive words together as a class. To describe what the weather is like and how we can tell. To use my hands to tear paper. To try tearing different coloured and textured papers and different thicknesses. To see how paper tears differently in one direction to the other. To try tearing a curved shape. To stick my torn pieces on top of and next to one another to make a textured surface like a thick jungle. To collect leaves and use crayons to make rubbings of the leaves. To fill a page with different leaf rubbings in different colours. Some next to each other, some overlapping. To fold a piece of paper in half and draw half a leaf from the folded side. To use scissors to cut along the line. To open this up to make a leaf shape. To try drawing different leaf shapes in this way- Longer, thinner, more rounded, pointed etc. Cutting these out. To draw the lines on a leaf. Starting with the centre line and then the ones branching out. To have fun making BIG leaves and small ones using a variety of materials. To use all these leaves to make one bigger collage with my friends, creating a jungle, maybe adding tree branches. To add in drawings of animals or birds hiding in the jungle, or my photograph dressed as an explorer. Know that: Henry Rousseau was a French artist. Even though he painted jungle scenes and animals, he had never visited the jungle. Rousseau drew from pot plants and plants in the Botanical gardens. Paper tears easier in one direction than the other. I can tear different leaf shapes if I tear slowly using two hands. Thicker paper is harder to tear than thinner paper. By putting a real leaf under my paper and rubbing over it with the side of a wax crayon, I can make an image of the leaf on my paper. I can make patterns of leaves by using different colours and different shaped leaves. I can make a symmetrical leaf shape by folding paper in half and cutting half a leaf from the fold side. Jungle leaves are big, I can make big leaves if I use a larger sheet of paper. The lines on a leaf are called veins. To draw the veins, I first need to draw the line down the middle of my leaf, and then using the letter ‘V’ for veins; to draw the lines going out from the centre. I can use my imagination to make a dream like jungle scene together with my friends	Know how: To look at some examples of Andy Goldsworthy’s natural art and discuss what he has made them from. To see how he creates artwork outside in all seasons, including using snow and ice! To use natural objects to create my own works of art. To collect natural objects and group them according to colour or how smooth they are, or their size order. (Cones, sticks, feathers, pebbles, petals, leaves, acorns, etc) To see what objects can balance on top of each other, which are the strongest. To make a pattern with the objects. To choose a shape, my pattern will be round or a diamond for example. To make a big artwork with my friends or a small one of my own. To record my creation with a photograph before the objects are used again. This is how Andy Goldsworthy creates a record of his all work. To create an artwork outside with my friends. (This could be at the park or woods for e.g., using what can be found. Know that: Andy Goldsworthy creates his art from natural materials. He has used stone, leaves, wood, ice etc to create beautiful artworks outside. I can put natural objects together to form shapes. If I collect objects of the same colour, they will look good together. If I put objects in size order, I can do this to make a spiral or wiggly line. If I alternate two different types of objects such as leaves and feathers, I can make a pattern. A lot of Andy Goldsworthy’s artworks don’t last as they are outside and can get blown away, rained on, or an animal might disturb them. Only the big ones made of stone or wood will last. He photographs his artworks when they are complete, and sometimes keeps photographing them as they change, out in the elements.	
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Mathematics White Rose Maths	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
In reception we follow and adapt the 'White Rose' maths Long Term Plan <i>"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers."</i> – Shakuntala Devi	Getting to know you Just like me Matching and sorting Compare amounts Compare size, mass and capacity Exploring patterns	It's me 1,2,3 Light and Dark Representing 1, 2 and 3 Comparing 1, 2 and 3 Composition of 1, 2 and 3 Circles and triangles Positional language Representing numbers to 5 One ore and one less Shapes with 4 siudes	Alive in 5 Growing 6,7,8 Introducing zero Comparing numbers to 5 Composition of 4 and 5 Compare mass Compare capacity 6, 7, 8 Combining 2 amounts Making pairs Length and height Time	Building 9 and 10 Consolidation Counting to 9 and 10 Comparing numbers to 10 Bonds to 10 3d shapes Spatial awareness patterns	To 20 and beyond First, then, now To 20 and beyond Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning Match, rotate, manipulate Adding more Taking away Spatial reasoning Compose and decompose	Find my pattern On the move Doubling Sharing and grouping Even and odd Spatial reasoning Visualise and build Deepening understanding patterns and relationships mapping

<u>Communication and Language</u>	<u>Personal, social, emotional development</u>	<u>Physical Development</u>	<u>Literacy</u>	<u>Maths</u>	<u>Understanding the World</u>	<u>Expressive arts and design</u>
ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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.	ELG: Self-Regulation 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. ELG: Managing Self 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. ELG: Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers;. Show sensitivity to their own and to others’ needs.	ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.	ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ELG: Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ELG: Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	ELG: Number Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ELG: Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	ELG: Past and Present 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. ELG: People, Culture and Communities 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. ELG: The Natural World 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.	ELG: Creating with Materials 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. ELG: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. 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.