







		Reception Autumn	
			
Main project	Let's explore Children learn about the environments that they share with others, including their homes, school and places in the local community.	Marvellous machines Children follow their interests to learn about the technology that is part of their daily lives and how machines help us. The project gives children the opportunity to build and create marvellous machines.	
Driver	Understanding the World	Understanding the World	
Mini project	Build it up Children learn about structures and materials and gives them the opportunity to work in groups to create collaborative structures.	Puppets and pop ups Children explore puppets and pop up books and have the opportunity to make puppets and use them to tell exciting stories.	
Forest school	The Natural World and Changing seasons	The Natural World, Patterns in Nature and Hibernation/migration.	
Planned experiences	Exploring the school grounds- having a picnic. Investigating the local area.	Creating a machine workshop and an outdoor repair shop in the role play area. Making robots/machines for a homework project.	
Key stories/ Communication and language	We're going on a bear hunt Mr Gumpy's outing This is the bear and the scary night	Mrs Armitage on wheels Squirrel's busy day Winnie's computer No-Bot the robot Non-fiction machines	
Understanding the world	Exploring the local environment and places further afield. Materials used for buildings. Testing the strength of structures. RE F4: Being Special: Where do we belong? Investigating the idea that everyone is unique and valuable. Think about occasions that make us feel special. Explore what happens at a traditional Christian baptism and dedication and look at signs and symbols of faith communities. Digital literacy. Self- image and identity. Children learn that in the real world and online they have the right to say 'no', 'please stop' and to report things that make them feel sad, uncomfortable, embarrassed or upset.	Past and present- machines today and their equivalent in the past. Electricity and magnets study. RE F2: Why is Christmas special for Christians? Explore people who are special to us and say what makes their family and friends special to them. Recall what happens at Christmas. Retell religious stories making connections with personal experiences. Digital literacy. Health, well-being and lifestyle. Children can identify rules that help keep them safe and healthy in and beyond home when using technology. They can provide simple examples of these rules.	
Expressive arts and design	Skills focus-Drawing /painting Constructing buildings. See Build it Up.	Skills focus-Drawing /painting Constructing machines and robots. See Marvellous Machines.	
	Starting Out Singing & Playing Unit To introduce singing and playing with others, using simple songs, playing basic percussion instruments together, whilst encouraging careful listening to a variety of sounds and music. Learning songs about friendship	Performance Unit To put already learnt singing and playing skills to practise ready for a performance, to sing with expression, to play instruments as an accompaniment and to begin to understand the social conventions of performing and listening to a performance. Learning songs about Christmas.	
Physical development	Introduction to PE unit 1 Children will be introduced to Physical Education and structured movement through the topic of 'fantasy and adventure'. They will spend time learning basic principles of a PE lesson such as finding space, freeing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities, which will develop fundamental movement skills such as running, jumping, skipping.	Introduction to PE 2 Children will be introduced to Physical Education and structured movement through the topic of 'everyday life'. They will spend time learning basic principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping and skipping. Children will also play simple games and begin to understand and use rules.	
	Fundamentals 1 Children will develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, working independently and with a partner.	Ball skills unit 1 Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball through the topic of 'minibeasts'. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner.	
	Working towards developing a handwriting style	Working towards developing a handwriting style	
PSED	Building Relationships: Understanding feelings and emotions. Children learn how to work and play collaboratively and take turns with others. They will form positive attachments to adults and friendships with peers. Children will learn about the roles of different people in our lives. They will show sensitivity to their own and others' needs and develop strategies to solve arguments positively.	Self-Regulation. Children show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. They set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Children give focused attention to what the teacher is saying, responding appropriately even when engaged in an activity and show an ability to follow instructions involving several ideas or actions.	

		Reception Spring	
			
Main project	Long ago Children learn about how they have grown and changed since they were babies and how life in the past was different from today.	Ready steady grow Children learn about food and farming and explores themes, including where food comes from, what plants and animals need to grow and survive and what constitutes a healthy lifestyle.	
Driver	Understanding the World	Understanding the World	
Mini project	Stories and rhymes Children learn about traditional stories and rhymes and are given the opportunity to play with words and learn new vocabulary.	Signs of spring Children learn about the changes that happen during the spring, including weather and the festivals that are celebrated at this time of year.	
Forest school	The natural world Changing seasons- freezing and melting	The natural world The changing seasons- new growth	
Planned experiences	Visit from 'Ludlow toy museum' Children handle original toys and look for evidence of how children played in the past. They look for similarities and differences between old and modern toys, play with a selection of replica Victorian toys and investigate childhood pastimes from the Victorian era to the present day.	Visit to a farm Children will learn about different animals on a farm and what food they provide. Children will look at where food comes from and the machinery that farmers use. Compare farms today with farms in the past.	
Key stories/ Communication and language	Cinderella Peepo Classic nursery rhymes My Two Grannies Non- fiction- toys from the past	Jack and the beanstalk The enormous turnip The very hungry caterpillar Non- fiction- food/ farms	
Understanding the world	Past and present – how we have grown and changed? Family trees. Toys and clothes from the past. RE F1: Why is the word 'God' so important to Christians? Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world. Retell stories, talking about what they say about the world, God and human beings. Think about the wonders of the natural world, expressing ideas and feelings. Say how and when Christians like to thank their creator. Talk about what people do to mess up the world and what they do to look after it. Digital literacy. Online information. Children will talk about how the internet can be used to find information. They will be able to identify different devices that can be used to access the internet.	Food and farming- where does our food come from? What do plants and animals need to survive? RE F3: Why is Easter special to Christians? Recognise and retell stories connected with the celebration of Easter. Say why Easter is a special time for Christians. Talk about ideas of new life in nature. Recognise some symbols that Christians use during Holy Week and begin to make connections with signs of new life in nature. Talk about some ways that Christians remember these stories at Easter. Digital literacy. Copyright and ownership. Children will learn that work they create belongs to them and it important to name their work so that others know who it belongs to.	
Expressive arts and design	Skills focus- printing Music- dynamics. Tempo and timbre	Skills focus-textiles Music- dynamics, tempo and timbre	
	Beat and Rhythm Unit Children will develop skills in feeling, performing, and internalising the beat and understanding rhythm. They identify long and short sounds, experiment making long and short sounds and understand how to make long and short sounds on a variety of instruments. Children also read and play from long and short graphic notation. They start to experiment with rhythm in the form of word syllables. Children will also learn to sing songs and nursery rhymes from the past.	Pitch Skills Unit Children will develop the skills related to pitch e.g. extending the pitch range of the voice, to pitch match the voice, to identify pitch changes and respond to those changes with movement, to play pitched instruments with control, to begin to sing with good posture and begin to internalise songs. Children will also learn to sing songs about growing.	
Physical development	Gymnastics unit 1 Children will develop their basic gymnastic skills through the topic of 'animals and their habitats'. Children explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.	Fundamentals unit 2 Children will develop their fundamental movement skills through the topic of 'places and spaces'. Children will develop skills of balancing, running, hopping, jumping, travelling and changing direction. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space. They work independently and with a partner to complete tasks.	
	Dance unit 1 or Multi skills/multi sports Children will develop their expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback.	Games unit 1 Children will develop their understanding of playing games through the topic of 'transport'. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.	
	Working towards developing a handwriting style	Working towards developing a handwriting style	
PSED	Living in the Wider World: Rights and Responsibilities. Children know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class.	Living in the Wider World: Environment and Money. Children explore the natural world around them, making observations and drawing pictures of animals and plants. They 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.	

		Reception Summer	
			
Main project	Animal safari Children learn about the animals that live around the world, how to look after animals and the importance of caring for our local and global environments.	On the beach Children learn about the plants and animals that live at the seaside. It also explores holidays in the past and the importance of keeping safe in the Sun.	
Driver	Understanding the World	Understanding the World	
Mini project	Creep, crawl and wriggle Children learn about invertebrates that live in their gardens and local environment.	Move it Children learn about the importance of exercise, sleep and a balanced diet, and explore outdoor summer games and activities.	
		Moving on This Reception-only project celebrates the children's successes throughout their Reception year. It explores how they have grown and changed and supports them with the changes to come as they move into Year 1.	
Forest school	The natural world Signs of summer	The natural world Mini beast/habitats focus	
Planned experiences	Planned visit to a zoo or safari park/ animal experience. Children will learn the names of animals indigenous to different countries and will learn about different habitats.	Recreating a beach play area. Children will learn the names of features of the seaside. Experiencing a different mode of transport. Children will explore transport to go on holiday in and experience a mode of transport such as a bus or train for a short journey.	
Key stories/ Communication and language	Handa's surprise The greedy zebra Poems- Rumble in the jungle Non- fiction- books about African culture	The Rainbow fish The lighthouse keeper's lunch Where the wild things are Non- fiction- seaside destinations	
Understanding the world	Focus on different communities- Africa study. Looking at the landscapes, animals, clothes, food. RE F5: What places are special and why? Talk about somewhere that is special to themselves, saying why. Recognise that some religious people have places which have special meaning for them. Talk about things that are special and valued in a place of worship. Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God. Get to know and use the appropriate words to talk about their thoughts and feelings when visiting a church. Express a personal response to the natural world. Digital literacy. Online bullying. Children will learn to describe ways that people can be unkind online and suggest how this makes people feel.	Features of the seaside. Investigating different coastal locations RE- F6: What times/stories are special and why? Talk about some religious stories. Recognise some religious words, e.g. about God. Identify some of their own feelings in stories they hear. Identify a sacred text e.g. Bible, Torah. Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus, what Jesus' story about the ten lepers teaches about saying 'thank you' and why it is good to thank and be thanked, what the Chanukah story teaches Jews about standing up for what is right). Digital literacy. Online reputation, privacy and security. Children will learn to identify different ways that information can be shared on the internet.	
Expressive arts and design	Skills focus-collage Music- texture and structure Studying African music and different rhythms Class Composing Unit To combine singing and playing skills to compose class music using a variety of stimuli as starting points. Listening with increasing attention to detail to recorded music will further develop the aim of this unit.	Skills focus-3D art work structure Music- texture, structure and senses Songs about journeys and holidays. Musical Structures Unit The aim of this unit is to use all skills already learnt in singing, playing, moving and listening to compose and perform music within variety of structures.	
Physical development	Gymnastics unit 2 Children will develop their basic gymnastic skills through the topic of 'traditional tales', to include 'Jack and the Beanstalk' and 'Goldilocks and the Three Bears'. Children explore basic movements, creating shapes and balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when travelling and balancing. Ball skills unit 2 Children will develop their ball skills through the topic of 'weather'. Children will develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. Children will be able to develop their fine and gross motor skills through a range of game play with balls. Children will work independently and with a partner and will develop decision making and using simple tactics.	Dance unit 2 Children will develop their expressive movement through the topic of 'places'. Children explore space and how to use space safely. They explore traveling actions, shapes and balances. Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them keep in time with the music. They explore dance through the world around them. They perform to others and begin to provide simple feedback. Games unit 2 Children will practise and further develop their fundamental movement skills through the topic of 'around the world'. Children will learn and develop these skills by playing a variety of games. They will also start to understand how to work as a team, take turns, keep the score, play against an opponent and play by the rules.	
	Working towards developing a handwriting style	Working towards developing a handwriting style	
PSED	Relationships: Learning to value difference. Children will think about how to listen to other people and share opinions on things that matter to them. They will recognise what is kind and unkind behaviour and how this can affect others. They will know to tell a trusted adult if something is worrying them. Children will learn that we all have different interests and beliefs and that we should respect each other. Children will learn about different types of families including those that are different to their own.	Health and wellbeing Children will manage their own basic hygiene and personal needs including dressing, going to the toilet and understanding the importance of healthy food choices. They will learn about how the internet and digital devices can be used safely to find things out and to communicate with others. They will learn that people can say hurtful things online and that bodies and feelings can be hurt by words and actions.	