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| **Advent 1 (7 weeks)** | **Reception** |
| **Baptism, Harvest: when and how is it celebrated?** | |
| **Changes in Family (History/Science) 3 weeks** | Who is part of my family?  Why is your family important to you?  Do I look different now to when I was a baby?  What do we mean by family tree and what does yours look like?  How different was life when my mummy and daddy were children?  How would we care for a baby in our family?  To know the difference between old and new  To know the difference between long ago and now  To be able to compare old and new objects/ artefacts be able to put up to two artefacts or events in order  To understand that their life is different to the lives of people in the past  To understand the past through settings, characters and events encountered in books read in class and storytelling  Use words like today, tomorrow, yesterday, last week, last year, in the past, old and new  Ask questions or make remarks about illustrations in a book they are reading which may be set in the past  Begin to recognise that characters in a book they know acted as they did because it was a long time ago  Give a reason for why something has changed between now and the past  Look at / touch objects from the past and comment on appearance  Recognise that the past is different from today  **Family**  **Mummy (Step)**  **Daddy (Step)**  **Grandma**  **Grandad**  **Brother**  **Sister**  **Auntie**  **Uncle**  **Baby**  **Myself**  **Parents**  **Family tree**  What does a pet need?  **water**  **food**  **home**  **air**  **space** |
| **People Who Help Us (Geography) 3 weeks** | Who are the people in my family that help me?  How do I help my friends?  Who are the people in our community that help us?  What it like to be a: doctor/nurse, vet, teacher, police officer, firefighter, builder, post deliverer, shop assistant?  Who is a significant person to me?  **Family**  **Mummy (Step)**  **Daddy (Step)**  **Grandma**  **Grandad**  **Brother**  **Sister**  **Auntie**  **Uncle**  **Parents**  **Doctor**  **Nurse**  **Vet**  **Police Officer**  **Firefighter**  **Builder**  **Post deliverer**  **Shop Assistant** |
| **Food Technology (DT) 1 week** | Pumpkin soup- link to story  Bread  Know why it is important to wash my hands before handling food  Follow steps in a simple recipe (N: pictorial)  Begin to handle tools safely during food preparation  **Food hygiene**  **Food safety**  **Kneed**  **Prove**  **Rise**  **Yeast**  **Ladle**  **Peeler**  **Blend**  **Ingredients**  **Cooling**  **Heating** |

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| **Advent 2 (7 weeks)** | **Reception** |
| **Divali, Bonfire Night, Remembrance Day, Christmas: when and how is it celebrated?** | |
| **Drawing (Art) 1 week** | To explore making different marks with different resources and begin to compare lines and pastel smudges.  To discuss marks and patterns created and begin to give reasons for their choices.  Draw objects/scenes from memory.  **Drawing**  **Marks**  **Lines**  **Patterns** |
| **Is It Always Dark at Night? (Science) 2 weeks** | What things happen at night-time?  What gives us light in the day-time?  What helps make it light at night-time?  How can shadows jump and play?  How can we create an outside shadow puppet theatre?  **daytime**  **night-time**  **light**  **dark**  **shadow**  **moon**  **stars**  **nocturnal**  **diurnal** |
| **Textiles (DT) 1 week**  **Designing / Making / Technical knowledge / Evaluating** | **Weaving**   * Begin to be aware that the resources I have will limit what I can make * Make decisions about how to approach a task before starting * Handle equipment safely * Explore a variety of materials, tools and techniques * Show increasing levels of independence in the making stage * Be prepared to stop to check how well my product is developing * Changing strategy as needed when I know my product is not turning out the way I wanted * Be able to explain to others how I made my product and be able to offer a simple explanation as to how I would improve on it * Begin to understand which materials are suitable for certain tasks.   **Design**  **Resources**  **Tools**  **Materials**  **Product**  **Evaluate**  **Needle**  **Thread**  **Wool** |
| **Toys (History) 3 weeks**  ***Trip to Sudbury Hall –Reception*** | What toys did my parents and grandparents play with?  Were boys’ toys very different to girls’ toys?  What were toys like before batteries?  What else has changed over the years?  Why am I pleased to live now and not a long time ago?  To know the difference between old and new  To know the difference between long ago and now  To be able to compare old and new objects/ artefacts be able to put up to two artefacts or events in order  To understand that their life is different to the lives of people in the past  To understand the past through settings, characters and events encountered in books read in class and storytelling  Use words like today, tomorrow, yesterday, last week, last year, in the past, old and new  Ask questions or make remarks about illustrations in a book they are reading which may be set in the past  Begin to recognise that characters in a book they know acted as they did because it was a long time ago  Give a reason for why something has changed between now and the past  Look at / touch objects from the past and comment on appearance  Recognise that the past is different from today  **old**  **new**  **today**  **tomorrow**  **yesterday**  **last week**  **last year**  **in the past**  **wooden**  **plastic**  **battery**  **electric** |

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| **Lent 1 (6 weeks)** | **Reception** |
| **Chinese New Year, Shrove Tuesday, Mother’s Day, Eid, Easter: when and how is it celebrated?** | |
| **Our Amazing World (Geography/Science)** | **3 weeks**  Which amazing patterns do we have on our Earth?  Why are rainbows so amazing?  **pattern**  **environment**  **nature**  **rain**  **sun**  **rainbow**  Where is Matlock?  What do I notice about where I live?  Where is England on a world map?  What is it like to live in another country\*?  What is the weather like in other countries\*?  **town**  **England**  **Korea**  **Trinidad**  **China**  **India**  **Egypt**  **traditions**  **country**  **similar**  **different**  *\*The Name Jar (Korea)*  *\*The Two Grannies (Trinidad)*  *\*Coming to England*  *\*Eyes that Speak to the Stars (China)*  *\*Dadaji’s Paintbrush (India)*  *\*Golden Domes & Silver Lanterns (Egypt)*  **3 weeks**  Is everything living?  **living**  **non-living**  **plants**  **animals**  **natural object**  **man-made object**  How does cress grow?  **plant**  **flower**  **seed**  How can we sort objects?  **wood**  **paper**  **plastic**  **metal**  **glass** |

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| **Lent 2 (5 weeks)** | **Reception** |
| **St George’s Day: when and how is it celebrated? 23rd April 2025** | |
| **Our Amazing World (Geography/Science) 1 week** | Which amazing creatures do we have on Earth?  **elephant**  **lion**  **zebra**  **giraffe**  **snake**  Which amazing minibeasts live on our Earth?  **spider**  **snail**  **ladybird**  **butterfly**  **worm**  How does a caterpillar turn into a butterfly?  **egg**  **caterpillar**  **chrysalis**  **butterfly** |
| **How do our senses help us? (Science) 3 weeks**  **Reception trip to Chatsworth farm** | What are my senses?  What do I use my senses for?  Which senses match with my body parts?  **eyes**  **ears**  **nose**  **mouth**  **hand**  **fingers**  **touch**  **see**  **hear**  **smell**  **taste**  What can I see and hear outside the classroom in Autumn/Winter/Spring/Summer?  What can I feel when I go outside in Autumn/Winter/Spring/Summer?  Which birds visit our school regularly in Autumn/Winter/Spring/Summer?  What can we learn through our weather station in Autumn/Winter/Spring/Summer?  What can we do to look after our outside environment?  **touch**  **see**  **hear**  **smell**  **taste**  **Autumn**  **Spring**  **Summer**  **Winter**  **seasons** |
| **Sculpture (Art) 1 week** | To use hands to manipulate malleable materials in different ways, rolling, kneading, squashing, pinching and weaving  To begin to arrange blocks, boxes in different ways- stacking, lining up, enclosure  To work with other children to create a group piece of work  **Roll**  **Knead**  **Squash**  **Pinch**  **Weave** |

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| **Pentecost 1 (6 weeks)** | **Reception** |
| **Father’s Day: when and how is it celebrated?** | |
| **Mechanisms (DT) 1 week**  **Designing / Making / Technical knowledge / Evaluating** | **Moving parts**   * Think of what I want to make with a given set of resources * Begin to be aware that the resources I have will limit what I can make * Make decisions about how to approach a task before starting * Handle equipment safely * Explore a variety of materials, tools and techniques * Show increasing levels of independence in the making stage * Be prepared to stop to check how well my product is developing * Changing strategy as needed when I know my product is not turning out the way I wanted * Be able to explain to others how I made my product and be able to offer a simple explanation as to how I would improve on it * Begin to understand which materials are suitable for certain tasks.   **Design**  **Resources**  **Tools**  **Materials**  **Product**  **Evaluate** |
| **People and Characters from the Past (History) 3 weeks** | Who are the famous characters in my books: Paddington Bear  Who is Queen Elizabeth II and how long did she reign?  Who is King Charles III and what does he do?  What would I change if I was famous?  What is a timeline?  To know the difference between old and new  To know the difference between long ago and now  To be able to compare old and new objects/ artefacts be able to put up to two artefacts or events in order  To understand that their life is different to the lives of people in the past  To understand the past through settings, characters and events encountered in books read in class and storytelling  Use words like today, tomorrow, yesterday, last week, last year, in the past, old and new  Ask questions or make remarks about illustrations in a book they are reading which may be set in the past  Begin to recognise that characters in a book they know acted as they did because it was a long time ago  Give a reason for why something has changed between now and the past  Look at / touch objects from the past and comment on appearance  Recognise that the past is different from today  **Queen Elizabeth II**  **King Charles III**  **Paddington Bear**  **timeline**  **famous**  **reign**  **Coronation** |
| **Painting (Art) 1 week** | To experiment with a range of painting tools such as thick or thin paintbrushes, fingers, spatulas, combs, toothbrushes etc.  To name a range of different colours.  To mix paint to match colours they see.  To combine paint and collage.  **Painting**  **Collage**  **Paint** |
| **Structures (DT) 1 week**  **Designing / Making / Technical knowledge / Evaluating** | **Bridge**   * Think of what I want to make with a given set of resources * Begin to be aware that the resources I have will limit what I can make * Make decisions about how to approach a task before starting * Handle equipment safely * Explore a variety of materials, tools and techniques * Begin to appreciate that glue does not work on all materials * Show increasing levels of independence in the making stage * Be prepared to stop to check how well my product is developing * Changing strategy as needed when I know my product is not turning out the way I wanted * Be able to explain to others how I made my product and be able to offer a simple explanation as to how I would improve on it * Begin to use a wider range of tools carefully and skilfully: * Begin to understand which materials are suitable for certain tasks.   **Design**  **Resources**  **Tools**  **Materials**  **Product**  **Evaluate**  **Hammer**  **Nail**  **Staple**  **Hole Punch** |

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| **Pentecost 2 (7 weeks)** | **Reception** |
| **Maps (Geography) 3 weeks** | How can I recognise places using photographs?  What do these places look like on a map?  How can I capture the area  surrounding the school?  How can I get my Bee Bot to the right place?  What language do I need to describe where I am?  Use directional language in the outside area to direct each other  Look at simple maps and globes identifying land types and the sea  Uses comparative language to describe objects as near or far away  Describe from photographs different environments around the world  Describes where they live and the surrounding area – shops, roads, parks etc.  Identify features created by humans (houses, shops) and those created by nature (cliffs, beaches)  Make simple pictorial representations or chart of observations or information gathered  Label simple diagrams and pictures  Describe and experiment with direction of movement: use simple positional cues – gives directions around the room or a space  Use a magnifying glass  Use a camera to take still and moving images  Add detail to a map of a familiar place  **map**  **globe**  **sea**  **land**  **street**  **behind**  **in front**  **close by**  **far away** |
| **How Can I Make Things Move? (Science) 3 weeks** | Which materials stretch and bend?  Do all objects float on water?  How do things move on water?  Where do I find wheels?  **stretch**  **bend**  **float**  **sink**  **rotate**  What happens when water freezes?  What happens when ice gets warm?  What is a magnet?  Why do wheels help to move heavy objects?  **freeze** **melt** **cold**  **hot** **warm** **water** **ice**  **magnet**  **attract**  **push**  **pull** |
| **Transition 1 week** | |