

Reception Essential knowledge across the curriculum

Main Topic	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Nursery & Reception: All 7 areas of Learning and development: Our general themes are led by our R.E curriculum. 	Creation & Covenant Essential 2: God created the world and said "indeed it is very good". Know that Christians enter God's family through Baptism. Know that Holy Water is used to welcome us into God's family. CST: Know the story of Luc the deer and how it reminds us that we are all made in God's image. Know different ways we can look after one another as God asked us to do; for example, show kindness, give to others, pray for one another. Learn the Cafod prayer for human dignity.	Prophecy & Promise Essential 2: Know the stories of the Annunciation, Nativity & the Shepherds visit the manger and be able to retell them in different ways, for example, role play, by creating piece of art, singing songs. Know that Mary was chosen by God to give birth to his Son. Know that Jesus was born in a stable and laid in a manger. Know that shepherds were told by angels to visit Jesus. Know that a crib is used to tell the	Galilee to Jerusalem Essential 2: Know what happened when the Magi visited Jesus. Know the gifts that the Magi gave to Jesus. Know that Jesus is God's son who came for everyone. Know Jesus came to show God's love for everyone and he welcomes everyone. Retell the story of Jesus blessing the little children. Hear the story of the Feeding of the five thousand. Know the Glory be prayer. Know that the Glory be prayer is used as a response	Desert to garden Essential 2: Listen to and talk about the season of Lent and Easter. Know that the Church uses purple and ashes as signs of Lent and being sorry. Know that the cross is a religious symbol of Lent and Easter. Listen to and begin to retell the stories of Holy Week, especially the events of Good Friday and Easter Sunday. Know that Jesus died on Good Friday and rose again	To the ends of the earth Essential 2: Listen to and begin to retell the story of Pentecost. Know that the Holy Spirit was a gift given by Jesus at Pentecost. Know that Pentecost is a celebration for the Church. Understand that Sunday is a special day for the church to celebrate. Know the parish family meet in the parish church to celebrate by singing, listening to stories and saying prayers. Hear some of the stories of the early Christian communities.	Dialogue & encounter (aspects of this branch will be woven into the curriculum throughout the year) Essential 2: Listen to a member of the Parish community talk about their faith and how they are a friend of Jesus. Ask questions about being a friend of Jesus. Explore artwork of Jesus and talk about what they notice. Understand that St Anne was Jesus' Grandmother and an important person in Jesus' life. Retell the stories of Diwali and Hannukah in different ways, e.g. role play,

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	Know the story of Sofia the Sloth and how it reminds us we have a job to take care of God's creations. Learn the Cafod prayer for Stewardship	story of Jesus' birth. CST: Know how Christmas is celebrated in different countries around the world, including Spain and Poland. Know the story of 'DJ the Dolphin' and how this tells us we all have a right to be treated fairly. Learn the Mission Together Dignity of Workers prayer.	to the coming of Jesus. CST: Know that Jesus wants us to care for all people, especially the poor. Know the story of Poppy the popokotea and how we can help the poor as Jesus wants us to do. Learn the 'Option for the poor' Cafod prayer.	on Easter Sunday. Know that Easter is a celebration that Jesus is still with us. Know that Easter celebrates new life. Recognise some of the signs and symbols of Holy Week and Easter; Palms, the Cross, Easter Gardens and symbols of New life. Know how Lent and Easter is celebrated in different countries around the world, including Spain and Poland. Hear the story of Patariki the Penguin and how it teaches	Know that the Good News was told to people by the early Christian community. CST: Know that we are called to live as family & community and Solidarity. Listen to the story of Shristi the sun bear and know that this tells us about helping one another as Jesus did. Learn the Cafod Solidarity prayer.	small world play, art work. Talk about different traditions that other faiths have when celebrating different festivals.
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				us to follow Jesus' footsteps in taking care of others by what we do in Lent. Learn the Mission Together 'Rights and Responsibilities' prayer.		
	Essential 2: God, Father, Son, Holy Spirit, world, wonderful, precious, family, Baptism, Holy Water, font	Essential 2: Bethlehem, shepherds, crib, Advent, Christmas, Nativity, messenger, manger, stable, chosen	Essential 2: Herod, Magi, Gifts, Messiah, Welcome, Prophet, Disciples, Worship, Crowd, Miracle, Glory be	Essential 2: Lent, Easter, Holy Week, Palm Sunday, Last Supper, Good Friday, Easter Sunday, Commandment, Ash, Wednesday, Cross, Crucifix	Essential 2: Pentecost, Disciples, Holy Spirit, Christian, Good News, Celebration, Feast, Community, Solidarity, Miracles, Praising	Essential 2: Follower, Community, Saints, Difference, Similar, Respect, Diwali, Hindu, Festival, Hanuman, Rangoli, patterns, Diya, Hindu, Jewish, Hannukah, Menorah, Dreidel, Islam, Muslim

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					Mosque Object Prayer mat Quran
Personal, Social & Emotional Development 	Essential 2 Name emotions: happy, sad, excited, worried, anger, embarrassed Name some of the body changes when we feel different ways. Name different ways we can calm down. Know that friend is someone you can play with, someone who can help you and someone you can trust. Name a friend and begin to explain why you are friends with them. Know more than 1 way we can be a good friend. Know that friends can fall out and talk about how we can make friends again. Name ways that we are different from one another. Know the word respect means to be nice to one another.	Essential 2: Know that we can find things difficult. Know that we can sometimes need to ask for help. Name people it is safe to ask for help from. Name things they find difficult and things they find easy. Name people in school that they can ask for help. Name 2 ways we can keep safe when we are playing. Explain how a rule can keep us safe. Explain one of our school rules to a friend. Explain how we can help stop an accident from happening.	Essential 2: Know that a germ is small and we cannot see it. Know that a germ can make us ill. Know that some germs are good and help us. Know that some germs can make us feel ill. Explain 2 places that germs come from. Explain 2 ways that we can be germ busters. Know that food gives us energy. Know that energy helps our bodies to work. Know how food can be good for our bodies. Name 2 things that can happen if we don't eat well.		

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	Know who to talk to when we feel sad with our friends. Vocabulary: happy, sad, excited, worried, anger, embarrassed, change, different, body, calm, breathe, friend, share, trust, kind, care, help, fall out, sorry, different, respect, adult	Explore photographs of different homes. Name different things that we do at home. Know how people at home keep us safe. Know some ways Police Officers can keep us safe. Know 1 way to contact the Police. Know that a rule is an instruction. Know we have different rules for different places. Explain the reason for a rule at school and at home. Know that our actions can make other things happen. Know the word consequence and begin to know that it means the result of our actions. Vocabulary: difficult, hard, help, support, adult, trust, safe, safety, rules, accidents, hurt, homes, Police Officer, job, equipment,	Name some healthy foods. Know that treats should only be eaten sometimes. Know why we should only eat treats sometimes. Name 1 reason why healthy food is good. Explain that exercise means moving our bodies. Explain that exercise helps us to grow, be strong and be healthy. Name 2 different types of exercise. Use the word muscle and point out some muscles in our body. Show someone how to feel our heart beat. Know that exercise is good for our hearts. Know that exercise can change how we feel. Vocabulary: germs, dirt, clean, healthy, unhealthy, ill, sickness,
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			<i>uniform, rule, instruction, consequence, actions</i>		<i>energy, exercise, strong, strength, heartbeat, faster, change, slow, mood</i>	
Communication & Language 	Essential 2 Understand how to listen carefully and why listening is important. Listen to and enjoy a variety of stories/poems/rhymes/non-fiction texts. Learn and use new vocabulary linked to daily routine/theme of learning and key texts. Predict some of the story line and vocabulary. Talk about story events, characters and setting with support. Begin to show an awareness of how stories are structured. Understand that a question or	Essential 2 Listen carefully in small groups and with increasing attention during whole class inputs. Listen to and enjoy a wider variety of stories/poems/rhymes/non-fiction texts. Begin to say how they feel about stories, rhymes or poems. Learn and use new vocabulary linked to new experiences and key texts. Talk about story events, characters and setting with developing confidence.	Essential 2 Articulate their ideas and thoughts in well-formed sentences Connect one idea or action to another using a range of connectives Develop social phrases. Listen carefully with increasing attention during whole class inputs. Listen carefully to and learn rhymes, poems and songs linked to key texts and themes. Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary.	Essential 2 Describe events in some detail Engage in story times Listen to and talk about stories to build familiarity and understanding Retell the story once they have developed a deep familiarity with the text. Listen carefully with increasing attention during whole class inputs. Listen carefully to and learn rhymes, poems and songs. Listen to and talk about stories to build	Essential 2 Listen carefully to rhymes and songs, paying attention to how they sound Learn rhymes, poems and songs. Respond to what they hear, using relevant comments and questions to clarify their understanding. Re-enact and retell simple texts (fiction & non-fiction), using some vocabulary & language structures from the text. Listen to & talk about non-fiction books, developing a familiarity, with new knowledge and vocabulary.	Essential 2 Listen carefully to rhymes and songs, paying attention to how they sound Learn rhymes, poems and songs. Respond to what they hear, using relevant comments and questions to clarify their understanding. Re-enact and retell simple texts (fiction & non-fiction), using some vocabulary & language structures from the text. Listen to & talk about non-

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instruction that has two parts. Understand why questions. Answer questions with relevant comments and begin to ask questions to find out more. Begin to articulate their ideas and thoughts in well-formed sentences. Begin to connect one idea or action to another using a range of connectives. Begin to re-enact and retell simple stories, using some vocabulary and language structures from the text. Vocabulary: listen, still, focus, question, answer, story, rhyme, poem, sentence, beginning, middle, end	Begin to show an awareness of how stories are structures (beginning, middle, end). Answer questions I:I and in small groups with relevant comments. Ask questions I:I and in small groups, to find out more, extending knowledge. Begin to articulate ideas and thoughts in well-formed sentences (including the use of some irregular tenses). Begin to connect one idea or action to another using a range of connectives. Begin to re-enact and retell simple stories, using	Ask questions to find out more and to check they understand what has been said to them. Connect one idea or action to another using a range of connectives. Describe events in some detail. Re-enact & retell simple stories, using some vocabulary and language structures from the text and their own innovation. Begin to share non-fiction facts linked to focus text/theme. Vocabulary: fiction, non-fiction, information, facts, retell, order,	familiarity and understanding. Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge & vocabulary. Hold conversations when engaged in back and forth exchanges. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas & thoughts in well-formed sentences. Begin to share non-fiction facts linked to focus text/theme. Vocabulary: ideas, fiction,	Share non-fiction facts linked to focus text/theme. Hold conversations when engaged in back-and-forth exchanges. Participate in group discussions. Understand and use recently learnt vocabulary during discussions about stories, non-fiction, rhymes & poems and during role play. Articulate their ideas & thoughts in well-formed sentences, including the correct use of tenses; and use of conjunctions with some practitioner support. Vocabulary: listen, talk, enjoy, turns, share, fiction, non-fiction, conversation	fiction books, developing a familiarity, with new knowledge and vocabulary. Share non-fiction facts linked to focus text/theme. Hold conversations when engaged in back-and-forth exchanges. Participate in group discussions. Understand and use recently learnt vocabulary during discussions about stories, non-fiction, rhymes & poems and during role play.
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		some vocabulary & language structures from the text. Begin to describe events in some detail, showing awareness of the listener. Learn new vocabulary Use new vocabulary throughout the day Use new vocabulary in different contexts Engage in non-fiction books Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary Experience working as part of a group to make food; bread, butter,		non-fiction, like, dislike, listen, hear, share, turns		Articulate their ideas & thoughts in well-formed sentences, including the correct use of tenses; and use of conjunctions with some practitioner support. Vocabulary: listen, talk, enjoy, turns, share, fiction, non-fiction, conversation
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		toast or a sandwich. Vocabulary: listen, skills, attention, story, rhyme, poems, setting, characters, beginning, middle, end, because				
Physical development  Gross motor	Essential 2: Learn to play a variety of outdoor games; hopscotch, hoola hoop for example. Play ball games with a friend using different skills; rolling, throwing and catching. Throw a ball into a goal. Kick a ball into a goal. Use large scale movements to make left to right patterns in sand.	Essential 2: Watch a video clip of how squirrels move and explore. Using different body parts, move like a squirrel. Move safely around a large space, negotiating obstacles and changing speed and direction. Travel along an obstacle course in different ways.	Essential 2: After watching a video about penguins - think about and mimic the different movements of a penguin using large movements; shuffle, waddle, flap, huddle, slide. Watch video clips of other animals that live in cold countries and mime their movement, e.g. polar bear, arctic fox, snow leopard. Using a ball, refine rolling skills	Essential 2: After watching a video of elephants moving around in the rain, move like an elephant; stomp, sway, stretch and change direction. Watch videos of the way other animals from the key text move and move in similar ways to these animals.	Essential 2: Watch videos of minibeasts/insects and copy the way that they move including large and small movements up high and down low. Use animal movements in an obstacle course. Use throwing skills to aim a beanbag into a target. Whilst playing a target game, make marks and keep a tally for the score.	Essential 2: Move and dance like sea creatures. Balance in different ways using equipment indoors and outdoors. Work collaboratively to make an obstacle course as part of a group. Develop ball skills; bouncing, throwing and

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	Begin to develop overall body-strength, balance, co-ordination & agility by trying some of the actions in the text; cycling, dancing, throwing and kicking a ball, playing hide and seek and follow the leader. Manoeuvre a variety of wheeled toys and equipment (e.g. trikes, scooters, push chair, trolleys) up and down slopes, around corners and around obstacle courses. Revise & consolidate movement skills already acquired: - rolling, crawling, walking, jumping, running, hopping, skipping, climbing Begin to use core muscles to achieve a good posture when	Take part in a woodland relay race, collecting autumn objects and working as part of a team. Balance along a low-level beam. Learn the tree, the squirrel and the mouse Yoga poses Take part in Dough gym activities to build upper body and arm strength and improve overall core strength. Begin to develop overall body-strength, balance, co-ordination & agility by taking part in a variety of games and accessing	to play a game of skittles. Using a ball, refine throwing and catching skills as part of a pair. Work collaboratively to move large scale equipment to make a den for an animal. Vocabulary: waddle, shuffle, huddle, flap, move, slow, slower, fast, faster, quick, quickly, ball, roll, aim, target, partner, score, throw, catch	Watch video clips of animals in the wild balancing; think about how humans balance and then use equipment in the indoor and outdoor environment to refine balancing skills. Use a bat to hit a ball at a target. Vocabulary: stamp, sway, stretch, direction, move, tall, small, balance, bat, ball, target, hit, strike, drop	Vocabulary: move, fast, slow, faster, slower, high, low, large, small, crawl, hop, jump, wriggle, wriggling, aim, target, throw, strong, push	catching, using a bat and ball. Use gross motor movements when using equipment such as litter pickers. Vocabulary: move, fast, faster, slow, slower, dance, music, listen, rhythm, beat, steps, order, sequence, throw, catch, hit, bat
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	sitting at a table or on the floor. Begin to confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Use large movements to kick a ball at a target. Begin to show control in throwing a ball. Use gross motor movements to develop skills for writing the different letter families (long ladder, one armed robot, curly caterpillar, zigzag). Vocabulary: balance, control, strength, movement, apparatus, safe, safety, safely, equipment,	outdoor play equipment. Begin to use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor. Begin to confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Further develop and refine a range of ball skills including; throwing, catching and kicking. Further develop the skills they need to manage				
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		the school day successfully; lining up & queuing, mealtimes, personal hygiene. Vocabulary: explore, movement, search, stretch, balance, faster, slower, still, high, low, pose, yoga, travel, relay, race, teamwork, kick, throw, catch, arms, muscle, strong, strength, apparatus, equipment.				
Fine motor  	Essential 2: Use appropriate control to manipulate loose part equipment to make and decorate their own friendship bench.	Essential 2: Roll playdough between the palms to make nuts for a squirrel to eat. Develop control in using	Essential 2: Use moulding tools to change the shape and add detail to a playdough model of a penguin.	Essential 2: Use clay and modelling tools to manipulate and create a model of a favourite animal.	Essential 2: Use a range of modelling tools with increasing control when working with clay.	Essential 2: Use a consistent and confident grip when using pencils and mark making equipment.

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Use one handed equipment, e.g. scissors, with control. Manipulate construction pieces to make their own friendship bench. Use appropriate fine motor control to handle equipment to change the shape of playdough to make playdough characters. Complete large-scale sensory writing to refine letter formation of letters in own name. Continue to develop fine motor skills so that they can use a range of tools competently, safely & confidently. Suggested tools: pencils for drawing & writing, paintbrushes,	different equipment to change the appearance of playdough to make a model squirrel, including rolling pins, sieves, extruders, modelling tools, cutters. Use a tripod grip to hold mark making materials. Using a range of multi-sensory media, draw Beery shapes, starting with large shapes and moving to smaller.  Begin to draw with increasing accuracy to draw a favourite story character.	Complete observational drawings of a small world figure penguin. Add increasing amounts of detail to drawings showing different features. Hold a pencil or other mark making equipment with an appropriate grip. Form recognisable letters when writing for different purposes. Vocabulary: model, change, twist, pull, shape, moulding tool, push, detail, lead in, around, down, up	Paint a picture of a favourite animal using appropriately sized brushes for the size and texture of the animals. Complete a range of multi-sensory and media activities to support gross and fine motor skill development for different letter families. Vocabulary: clay, pinch, stretch, roll, smooth, shape, model, modelling, tools, change, brush, thin, wide, small, narrow,	Use fine motor skills of pinching, stretching, twisting and pulling when working with clay. Use different sized brushes with increasing control. Use different media to make caterpillar/snail trails to form target letter correctly. Vocabulary: control, hold, model, modelling, shape, twist, pull, pinch, smooth, trail, brush, wide, thin, wider, thinner, direction, follow.	Develop stamina and good control when using mark making equipment over a long period of time. Complete observational drawings, adding small details. Vocabulary: grip, left/right, tripod, pinch, hold, steady, control, detail, small, smaller, large, larger, big, bigger
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	scissors, knives, forks & spoons. Make some Beery shapes using a range of different media. — □ + Use a comfortable grip with good control when holding pens and pencils. Vocabulary: hold, grip, letter, direction, shape, tools, control, cut, snip, open, close, scissors, roll, flatten, bend, turn twist	Experience using different media to form the different letter families in large scale moving to smaller scale. 1. Long ladder (i, j, l, t, u) 2. One armed robot (b, h, k, m, n, p, r) 3. Curly caterpillar (c, a, d, e, g, o, q, f, s) 4. Zigzag letters (v, w, x, z) Use rolling pins and moulding tools with playdough to create different shapes to make models of different types of bread.		detail, stroke, dip		
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		<i>Vocabulary:</i> roll, smooth, shape, grip, hold, push, move, cut, slice, flatten, squash, shape, grip, control, cross, square, top, bottom, side-to- side, around, large, small, detail				
Literacy:  Word reading Also see the progression in RWI (phonic programme) information.	Essential 2: Understand concepts about print, e.g. direction of print, naming parts of the book. Know the difference between word and letter. Begin to be aware that sentences start with a capital letter and end with a full stop. Continue to develop phonological	Essential 2: Understand that we read from left to right. Recognise the difference between a letter and a word. Follow words with one-to-one correspondence. Read individual letters by saying the sounds for them in line with RWI programme.	Essential 2: Know that a sentence starts with a capital letter and ends with a full stop. Consolidate pre-phonic skills of alteration, rhythm and blending and segmenting. Know that 2 or more letters can join together to form a di/trigraph	Essential 2: Know that a sentence starts with a capital letter and ends with a full stop. Consolidate pre-phonic skills of alteration, rhythm and blending and segmenting. Know that 2 or more letters	Essential 2: Know and apply the RWI phonics programme to read words and sentences at a stage appropriate level. Use blending and segmenting skills to decode unfamiliar words containing GPC. Know that a sentence starts with a capital	Essential 2: Know and apply the RWI phonics programme to read words and sentences at a stage appropriate level. Use blending and segmenting skills to decode unfamiliar words

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awareness with a strong focus on rhythm and rhyme, alliteration. Be able to orally blend a word after listening to the sounds segmented. Read individual letters by saying the sounds for them in line with their learning in Read Write Inc. Blend sounds into words to read short words made up of known letter-sound correspondences, applying phonics to read VC and simple CVC words. Begin to read a few common exception words in line with the RWI programme. Begin to read simple phrases/sentences	Blend sounds into words, applying phonics, to read VC and CVC words. Begin to read a few common exception words. Read phrases and some simple sentences applying phonic knowledge. Re-read books to build up confidence in word reading, fluency, understanding & enjoyment. Vocabulary: sound, letter, word, sentence, read, blend, Fred talk, left, right	and make 1 sound (Special friends). Begin to blend sounds together to read words that include di or trigraphs. Refine blending and segmenting skills to build up confidence and fluency. Read labels, captions and some simple sentences in line with phonic knowledge. Know some common exception words in line with the RWI programme. Re-read books to build up confidence and fluency of word reading and build	can join together to form a di/trigraph and make 1 sound (Special friends). Begin to blend sounds together to read words that include di or trigraphs. Refine blending and segmenting skills to build up confidence and fluency. Read labels, captions and some simple sentences in line with phonic knowledge. Know some common exception	letter and ends with a full stop. Consolidate pre-phonetic skills of alteration, rhythm and rhyme, oral blending and segmenting. Know that 2 or more letters can join together to form a di/trigraph and make 1 sound (Special friends). Begin to blend sounds together to read words that include di or trigraphs. Refine blending and segmenting skills to build up confidence and fluency. Read labels, captions and some simple sentences in	containing GPC. Know that a sentence starts with a capital letter and ends with a full stop. Consolidate pre-phonetic skills of alteration, rhythm and rhyme, oral blending and segmenting. Know that 2 or more letters can join together to form a di/trigraph and make 1 sound (Special friends). Begin to blend sounds
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	applying phonic knowledge. Begin to re-read books to build up confidence in word reading, fluency & understanding. Vocabulary: sounds, red words, green words, blend, Fred Talk, books, print, direction, read, sentence		understanding and enjoyment. Vocabulary: sound, special friends, blend, read, sentence, start, end.	words in line with the RWI programme. Re-read books to build up confidence and fluency of word reading and build understanding and enjoyment. Vocabulary: sound, special friends, blend, read, sentence, start, end.	line with phonic knowledge. Know some common exception words in line with the RWI programme. Re-read books to build up confidence and fluency of word reading and build understanding and enjoyment. Vocabulary: sound, special friends, blend, read, sentence, start, end.	together to read words that include di or trigraphs. Refine blending and segmenting skills to build up confidence and fluency. Read labels, captions and some simple sentences in line with phonic knowledge. Know some common exception words in line with the RWI programme. Re-read books to build up confidence and fluency
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						of word reading and build understanding and enjoyment. Vocabulary: sound, special friends, blend, read, sentence, start, end.
Comprehension	Essential 2: Predict some of the story line and vocabulary. Talk about story events, characters and setting with support. Begin to show an awareness of how stories are structured. Begin to re-enact and retell simple stories, using some vocabulary and	Essential 2: Listen to a wide variety of poems, rhymes, stories and non-fiction texts) Begin to say how they feel about the stories and books they listen to. Talk about the story events and where they happen.	Essential 2: Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary. Ask questions to find out more and to check they understand what has been said to them. Connect one idea or action to another using a range of connectives.	Essential 2: Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary. Ask questions to find out more and to check they understand what has been said to them. Connect one idea or action to another using a	Essential 2: Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary. Ask questions to find out more and to check they understand what has been said to them. Connect one idea or action to another using a range of connectives.	Essential 2: Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary. Ask questions to find out more and to check they understand what has been said to them.

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	language structures from the text. Vocabulary: guess, predict, characters, beginning, middle, end, retell	Identify the characters in the story and talk about them with developing confidence. Begin to show an awareness that a story has a beginning, middle and end. Answer questions, 1:1 and in small groups about the stories they have heard. Vocabulary: poem, rhyme, stories, non-fiction, information, facts, illustrations, author, setting, character, beginning, middle, end	Describe events in some detail. Re-enact & retell simple stories, using some vocabulary and language structures from the text and their own innovation. Begin to share non-fiction facts linked to focus text/theme. Vocabulary: fiction, non-fiction, information, facts, retell, order	range of connectives. Describe events in some detail. Re-enact & retell simple stories, using some vocabulary and language structures from the text and their own innovation. Begin to share non-fiction facts linked to focus text/theme. Vocabulary: fiction, non-fiction, information, facts, retell, order	Describe events in some detail. Re-enact & retell simple stories, using some vocabulary and language structures from the text and their own innovation. Begin to share non-fiction facts linked to focus text/theme. Vocabulary: fiction, non-fiction, information, facts, retell, order	Connect one idea or action to another using a range of connectives. Describe events in some detail. Re-enact & retell simple stories, using some vocabulary and language structures from the text and their own innovation. Begin to share non-fiction facts linked to focus text/theme. Vocabulary: fiction, non-fiction, information, facts, retell, order
Writing	Essential 2:	Essential 2:	Essential 2:	Essential 2:	Essential 2:	Essential 2:

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Write own name to label a mini-me model to use during story telling. Label an illustration from the story "The Friendship bench" using initial GPC; s, t or p. Write their own picnic list, representing GPCs from the images provided. Write a basic sentence using their name..."I am..." Write a caption in a speech bubble; "I am in/up/on..." Write a sentence in a speech bubble about what a character can do; "I can..." (run/hop/bop) Begin to compose and orally rehearse a label/caption/short	Write a simple sentence about Sam the squirrel in a speech bubble; "I am...red/big/fat" Write a label for a story map; "It is...red". Write a label to describe a text illustration, e.g. "It is a...nut/log". Compose and orally rehearse a label, caption or simple sentence before writing. Spell words by identifying the sounds and then writing the sound with letter/s, VC & simple CVC words in line	Spell CVC words with taught phonemes and digraphs. Spell some common exception words in line with the RWI programme. Begin to write a caption or short sentence. Attempt to use spaces between each word. Begin to use a capital letter and full stop. Orally rehearse a caption/sentence before writing it. Re-read what they have written to make sure it makes sense.	Spell CVC words with taught phonemes and digraphs. Spell some common exception words in line with the RWI programme. Begin to write a caption or short sentence. Attempt to use spaces between each word. Begin to use a capital letter and full stop. Orally rehearse a caption/sentence before writing it. Re-read what they have	Spell CVC words with taught phonemes and digraphs. Spell some common exception words in line with the RWI programme. Begin to write a caption or short sentence. Attempt to use spaces between each word. Begin to use a capital letter and full stop. Orally rehearse a caption/sentence before writing it. Re-read what they have written to make sure it makes sense.	Spell CVC words with taught phonemes and digraphs. Spell some common exception words in line with the RWI programme. Begin to write a caption or short sentence. Attempt to use spaces between each word. Attempt to use capital letter and use spaces between each word. Begin to use a capital letter and full stop. Orally rehearse a caption/sentence
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sentence before writing it. Begin to spell words by identifying the sounds and then writing then sound with letter/s, VC & simple CVC words - in line with RWI. Begin to write labels/captions/simple sentences. Begin to re-read what they have written to check that it makes sense. Write own name correctly, using correct letter formation. Begin to form some lower-case letters correctly. Vocabulary: label, caption, sentence, letter, sound, write, direction, name, spell,	with their RWI learning. Write labels and captions and begin to write some simple sentences. Begin to re-read what they have written to check that it makes sense. Write a label for a drawing or a painting of a favourite character. Write a 'Not I' speech bubble for a favourite character. Write an 'I can...' speech bubble for one of the animal characters. Vocabulary: sentence, speech	To write a caption or sentence for a range of purposes. Vocabulary: spell, Fred talk, sound, letter, sentence, word, capital letter, full stop	written to make sure it makes sense. To write a caption or sentence for a range of purposes. Write a speech bubble for the elephant (I am in the...). Write 1 or 2 simple sentences about a character; This is... She/He/It... Make a group story book about Bella the umbrella. Vocabulary: spell, Fred talk, sound, letter, sentence,	To write a caption or sentence for a range of purposes. Write a non-fiction caption for an illustration. Label illustrations of the life cycle of a caterpillar. Write a fact card about caterpillars, moths or butterflies. Vocabulary: spell, Fred talk, sound, letter, sentence, caption, label	nce before writing it. Re-read what they have written to make sure it makes sense. To write a caption or sentence for a range of purposes. Begin to compose a sequence of 2-3 simple sentences. To write a fact card about a sea creature. To make a zig-zag book to retell a story. To write an instruction poster on how to take care of
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Reception Essential knowledge across the curriculum

	capital letter, lower case	bubble, words, sounds, letter, write, direction, label, caption, story map				the school environment. Vocabulary: spell, Fred talk, sound, letter, sentence, caption, label
Mathematical development  Number	Essential 2: Match equal and unequal sets using one to one correspondence. Match unequal and unequal sets using one to one correspondence. Compare sets without counting. Subitise up to 5. Count 1, 2 or 3 objects reliably. Recognise if a number of objects is the same or different (working with numbers 1, 2 and 3).	Essential 2 Place numbers 1-6 in order. Say which number from 1-6 is one more or one less than a given number. Recognise the numerals 1-6. Add and subtract two single-digit numbers. Estimate a number of objects and check by	Essential 2 Say which number is one more or one less than a given number within 10. Estimate a number of objects & check by counting. Count reliably with numbers from 1 to 10. Develop an understanding of zero. Create representations for numbers 0 - 10. Place numbers 0-10 in order. Add & subtract two single-digit numbers	Essential 2: Solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups. Solve practical problems that involve grouping & sharing. Explore counting on in steps of 2 from zero. Say which number is one more or one less than a given number within 15.	Essential 2: Estimate a number of objects & check by counting up to 20. Add & subtract two single-digit numbers & count on or back to find the answer. Explore the relationship between addition and subtraction. Compare quantities & objects to solve problems. Solve problems including	Essential 2: Compare quantities and objects to solve problems. Use everyday language to talk about money. Recognise coins up to 50p and their values. Compare the value of coins. Use quantities & objects to

Reception Essential knowledge across the curriculum

	Count 1, 2 or 3 objects, images or sounds reliably. Recognise the numerals 1, 2 and 3. Create representations for numbers 1, 2 and 3. Say which number is one more or one less than a given number. Estimate a number of objects and check by counting. Count reliably with numbers from 1 to 6. Create representations for numbers 1-6. Vocabulary: see Ark Maths vocabulary document	counting up to 6. Introduce the concept of 0 as the empty set. Subitise within 5. Use quantities and objects to add and subtract two single digit numbers. Vocabulary: see Ark Maths vocabulary document	and count on or back to find the answer. Use quantities & objects to add and subtract two single digit numbers. Solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups. Solve practical problems that involve grouping & sharing. Explore counting on in steps of 2 from zero. Vocabulary: see Ark Maths vocabulary document	Estimate a number of objects and check by counting. Count reliably with numbers from 0 to 15. Create representations for numbers 0-15. Place numbers from 0-15 in order. Identify equal and unequal groups. Vocabulary: see Ark Maths vocabulary document	doubling, halving & sharing Say which number is one more or one less than a given number. Use quantities & objects to add & subtract two single digit numbers. Count reliably with numbers from one to 20. Place numbers from 0-20 in order. Create representations for numbers 0-20. Estimate a number of objects and check by counting, considering equal & unequal groups.	count on and back to add and subtract. Vocabulary: see Ark Maths vocabulary document
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Reception Essential knowledge across the curriculum

					Count reliably to 50. Explore counting on and back from any number within 50. Place numbers from 0-50 in order. Solve practical problems that involve combining groups of 2, 5 or 10 or sharing into equal groups. Vocabulary: see Ark Maths vocabulary document	
Numerical patterns	Essential 2: Compare objects according to size. Order objects according to length or height.	Essential 2: Understand the conservation of number within 6 - know that the number stays the same no	Essential 2 Use ordinal numbers: 1st, 2nd...last Understand the conservation of	Essential 2 Solve problems including doubling. Solve problems including halving.	Essential 2: Explore the relationship between addition & subtraction. Solve problems including	Essential 2: Use everyday language to talk about money.

Reception Essential knowledge across the curriculum

	Recognise, create & describe patterns. Describe & create patterns that are the same and different. Vocabulary: see Ark Maths vocabulary document	matter how it is represented. Represent & use number bonds within 5. Use everyday language to talk about size, weight & capacity. Estimate, measure, weigh, compare & order objects. Compare objects and quantities. Solve size problems related to measure. Explore characteristics of everyday objects & shapes & use mathematical language to describe them.	number within 10 - know that the number stays the same no matter how it is represented. Use everyday language to talk about time, days of the week & months of the year. Measure short periods of time in simple ways. Order & sequence familiar events. Vocabulary: see Ark Maths vocabulary document	Solve problems including sharing. Explore the relationship between doubling and halving. Talk about properties of shapes. Explore characteristics of everyday objects and shapes and use mathematical language to describe them. Explore characteristics of everyday objects and 2D shapes. Use mathematical	doubling, halving & sharing. Solve practical problems that involve grouping & sharing. Vocabulary: see Ark Maths vocabulary document	Compare the value of coins. Use everyday language to talk about size, weight & capacity. Estimate, measure, weigh & compare and order objects. Compare objects & quantities. Solve problems involving measures. Explore measuring objects using non-standard units. Solve problems
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Reception Essential knowledge across the curriculum

		Show an interest in shape and space by playing with shapes during a sustained construction activity. Explore characteristics of everyday objects and 3D shapes. Use positional language. Use mathematical language associated with shape. Classify & sort everyday objects. <i>Vocabulary: see Ark Maths vocabulary document</i>		language associated with shape. Classify and sort shapes. Recognise, create & describe patterns with shapes. Use mathematical language to describe size & position. <i>Vocabulary: see Ark Maths vocabulary document</i>		including grouping, doubling & halving. Records using marks that they can interpret & explain. Begins to identify own mathematical problems based on own interests & fascinations. <i>Vocabulary: see Ark Maths vocabulary document</i>
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Reception Essential knowledge across the curriculum

Understanding the world - Past and Present 	Essential 2: Make a birthday calendar with the children and use this to begin to explore chronology, talking about who was born first and whose birthday will be first in the year. Talk about events from the children's past by sharing photos and experiences of holidays or days out. Look at and talk about dragons in stories from the past. Understand that their birthday and some other key festivals (e.g. Halloween, Christmas, Easter) are annual & take place at different times of the year.	Essential 2: Explore photographs of familiar places or people in the past. Talk about similarities and differences they notice in the artefacts. Vocabulary: then, now, before, same, different	Essential 2: Explore photographs of a baby, toddler, child and adult in the snow. Sequence photographs of a human over time. Vocabulary: then, now, order, older, old, young, younger	Essential 2: Explore images of familiar places, Knowsley Safari Park/Zoo. Make comparisons between the past and now; what is the same and what is different. Vocabulary: then, now, same, different, old, older, new, newer	Essential 2: Explore life cycle of a caterpillar/butterfly and place in a sequence. Use sequential language to describe a life cycle. Vocabulary: then, now, same, different, old, older, new, newer, order, first, then, next, after	Essential 2: Explore photographs of the seaside now and in the past. Make comparisons and talk about what is the same and what is different. Share books and video clips to explore the seaside in the past. Talk to familiar people about their experience of the seaside in the past. Vocabulary: then, now, before, same,
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Reception Essential knowledge across the curriculum

	Make a photographic/pictorial timeline of events through the year including birthdays and festivals. Vocabulary: past, then, now, present, same, similar, different, birthday, year, month, festival, timeline, order					different, questions, ask
Understanding the world – People, culture & communities 	Essential 2: Using the core text “The Friendship Bench”, compare the different places in the story, e.g. the walk home from school. Compare the playground in the story and our school playground. Name and describe people who are familiar to them. Share a range of stories, e.g. “My hair” or “Happy in our skin”	Essential 2: Explore Autumn festivals in other faiths and religions. Know that Diwali is a festival of light celebrated by Hindu families. Know that Hanukah is a festival of light celebrated by Jewish families. Using different resources	Essential 2: Compare different places where penguins can live; what is the same, what is different? Compare penguin homes to local settings; what is the same, what is different? Vocabulary: home, habitat, cold, colder, warm, warmer, safe, shelter, same, different	Essential 2: Take a walk around the local environment and identify signs of nature. Draw a map of the walk they took and mark places where they found nature. Vocabulary: visit, journey, map, mark, show, same,	Essential 2: Go on minibeast hunts in different locations in the local environment. Use Nature Park activities to help map signs of nature in the local environment. Observe and draw what they see whilst completing field work. Vocabulary: local area, nature, environment,	Essential 2: Create a map of Stanley’s journey using small world resources. Use a practical map into a drawn map. Use a bee bot to follow a journey. Explore shady places in the school grounds

Reception Essential knowledge across the curriculum

to talk about and describe people with a growing awareness of similarities and differences. Begin to understand that some places are special to members of their community. Visit St Anne's & Blessed Dominic Church and speak to somebody who uses the Church. Begin to recognise that people have different beliefs and celebrate special times in different ways. Learn about the Hindu festival of Diwali and how Hindu families celebrate this festival. Vocabulary: family, friends, parents, grandparents, cousins, sister, brother, aunty, uncle,	including books, photographs, video clips, visits to find out about different occupations; farmer, miller, baker, large animal vet. Go on a trip to a bakery to buy different types of bread. Find out about breads eaten in different countries and cultures. Using different resources including books, photographs, video clips, visits to explore the similarities and differences between school setting and a farm.		different, nature	creatures, animals, habitat, home	during the day and mark on a map. Read a range of books; fiction & non-fiction about recycling and looking after the environment. Compare a beach scene with the outdoor area at school; what is the same/different. Vocabulary: same, different, map, mark, recycle, care, environment, litter, help
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Reception Essential knowledge across the curriculum

	special, prayer, Church, God's family, festival, Hindu, Diwali, lights, celebrate, meal, decorations Use a simple map to make own farm with small world resources. Vocabulary: celebrate, families, food, decorations, presents					
Understanding the world - The Natural World 	Essential 2: Explore natural resources using their senses. Use a magnifying glass to explore natural resources. Collect and use natural resources to make self/friend, a favourite character or a story setting. Go on an outdoor sensory walk and talk about what they can see, hear and feel. Vocabulary: natural, growing, outdoor,	Essential 2: Go on a nature walk and name key features of autumn. Observe and talk about the changes during Autumn. Group autumn objects and identify some of their properties. Experience walking through dry and wet leaves.	Essential 2: Make predictions about the different properties of water when frozen and when melted. Explore and observe melting ice. Compare how ice melts in different places. Explore and observe snow. Filter snow from different places in the outdoor environment.	Essential 2: Name some animals that live in hot places. Watch video clips and use Non-fiction texts to find out about these animals. Compare animals that live in hot and cold climates (using animals from Spring 1).	Essential 2: Observe the stages of a life cycle of a caterpillar. Sequence pictures of a life cycle of a caterpillar. Take part in a minibeast hunt in the local area. Talk about what they have observed. Draw a variety of minibeasts/insects, naming them and add simple labels.	Essential 2: Explore the outdoor environment and identify areas that produce good shadows and those that don't. Know that the weather has to be sunny for shadows to form. Know that under water is a habitat.

Reception Essential knowledge across the curriculum

	alive, dead, touch, feel, smooth, soft, rough, bumpy, see, hear, sound, loud, quiet, near, far, shape, same, different	Stand in the wind and talk about what we notice in terms of our senses. Fly a kite. Set up a pine cone weather station to monitor the weather. Predict and explore which natural objects will float and which will sink. Identify and name different woodland animals. Find out some simple facts about squirrels and other woodland animals.	Make predictions and test which snow is the dirtiest. Use filter paper to test predictions and answer a question. Name animals that live in cold places. Name and label some characteristics. Compare 2 places that penguins can live; what is the same, what is different. Vocabulary: water, frozen, ice, melt, melting, warm, warmer, cold, colder, weather, winter, habitat	Observe the outdoor environment and record what they observe in different ways; drawing, writing, rubbings, photographing. Know that spring is a season. Recognise some of the changes in weather and the environment during spring. Compare own environment to the habitat of an elephant. Experience adding water	Discuss what they found and why these animals live there. Talk about why minibeasts and plants need each other. Find out about the difference between moths and butterflies. Vocabulary: Lifecycle, egg, caterpillar, chrysalis, butterfly, habitat, change, minibeast, insect, habitat	Name some animals live under water. Visit and beach and observe the environment, talking about what is the same and what is different. Compare a beach environment to the local area. Know what is the same and what is different between 2 different environments, e.g. animals that live there, weather.
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Reception Essential knowledge across the curriculum

		Make simple fact cards. Find out about animals that hibernate. Vocabulary: autumn, nature, change, different, wet, dry, senses, weather, wind, windy, float, sink, heavy, light, animals, home, woodland, hibernate		to different materials, e.g. mud and sand. Talk about the changes they observe. Vocabulary: Habitats, warm, warmer, same, different, spring, weather, changes, temperature, wet, dry		Vocabulary: Shadow, summer, weather, light, environment, similar, different, habitat
Working scientifically	Essential 2: While playing demonstrate their curiosity by talking about what they wonder. Form their own questions with support. Describe what they see, hear and feel whilst outside. Continue to use magnifying glasses and begin to use magnifiers. Use pipettes and syringes in their investigations. Make comparisons using non-standard units of measure. Matching objects and pictures. Sort and group objects sometimes using their own criteria. Use pre-prepared tables to record observations. Sometimes draw and write labels to record their observations.					

Reception Essential knowledge across the curriculum

Expressive arts & design   Creating with materials	Essential 2: Experience creating images or models of themselves/friend/favourite character or setting using paint, drawing, transient art and junk modelling. Use different equipment to make paw prints and develop a pattern. Mix different colours to make different colours and shades to paint dogs. Draw with increasing complexity & detail to draw a self-portrait, such as representing a face with a circle & including details. Continue to explore colour and colour mixing when using paint to create a painting of a dragon. Use playdough equipment to create a birthday cake using a variety of techniques.	Essential 2: Visit the outdoor classroom and complete an observational drawing of the woodland scene. Use 'wikk stix' and leaves to create an abstract sculpture. Use materials of different textures to make a model nest for the hen. Know how to create the colours orange, pink, grey and brown by mixing primary colours. Vocabulary: outdoor, watch, observe, see, shape, draw, lines, straight, curved, sculpture, natural objects, mix, colour mix, shades, change, different, dark, light	Essential 2: Experience using water colours to create a painting of a penguin, using photographs as a stimulus. Add some smaller detail to paintings, selecting appropriate tools or sized paintbrushes to make these marks. Hold paintbrushes and other one-handed tools with increasing control. Continue to develop experience of colour mixing to create different colours and shades. Explore painting on different surfaces and textures including ice. Make observations of how colours mix on different surfaces.	Essential 2: Use clay and modelling tools to make a model of a favourite animal. Use water colour paints and brushes of different sizes to create pictures of animals and their habitats. Experiment by adding ink to water to 'marble' and create different patterns on paper. Cut and rip the marbled paper to make a collage picture of an animal in their habitat. Explore what happens when you add water to chalk when mark making in	Essential 2: Use different media to create a sculpture of a minibeast on a small scale (individually) and also on a large scale as part of a group. Carry out observational drawings of minibeasts whilst on fieldwork. Observe colours in the local environment and use primary colours to mix and match colours. Use a variety of collage materials of different textures to create a collage of a minibeast. Vocabulary: sculpture, model, shape, add, change, smooth, twist, pull, stretch, shape, draw, detail, copy, colour, shades, match, mix, dark, light, darker, lighter,	Essential 2: On a visit away from school, complete an observational drawing. Explore mixing different shades of colour using different media to create a jellyfish. Use natural materials to create a transient art piece. Use recycled materials to create a kite. Use appropriate one-handed tools with control. Vocabulary: materials, cut, shape, join, mix, shades,
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Reception Essential knowledge across the curriculum

	Use natural resources and transient art to create own image of a dragon. Use a variety of equipment to create own artwork. Vocabulary: shapes, lines, circles, detail, colour mixing, shades, dark, darker, darkest, light, lighter, lightest		Vocabulary: size, detail, smaller, larger, wide, thin, thinner, wider, colour mix, shades, darker, light, lighter, dark, change	the outdoor environment. Vocabulary: clay, model, modelling tools, pinch, stretch, shape, change, pull, twist, smooth, brushes, stroke, thin, wide, marble, drop, add, pattern, rip, tear, cut, snip, collage	collage, rip, tear, cut	lighter, darker, detail
Being Imaginative & Expressive  	Essential 2: Listen to and join in with the chorus and actions of the songs 'My pet and me' and 'How much is that Doggie'. Listen and dance to sounds of the beach. In the role play area, make a snack for a friend. In the outdoors role play area, experience playing in the mud kitchen and Beach Café.	Essential 2: Use fingers and actions to sing or perform songs and rhymes; "Furry, furry squirrel, The Squirrel Song, The Squirrel, The Frisky Little Squirrel, Autumn Leaves, Autumn time is coming" Listen to relaxing music with autumn images. In the role play areas, select appropriate	Essential 2: Revisit music they have previously listened to in Nursery; what do they remember? What do they like or dislike? <u>Debussy The snow is dancing</u> Take on the role of animals from fiction or non-fiction books in their play. Take part in a group 'hot-seating' activity to find out more about a character.	Essential 2: Learn and perform a variety of rhymes/poems/songs linked to the theme/key text; Down in the jungle, Five little monkeys swinging from the tree, Look at the sneaky crocodile. Listen to and watch African music and dancing with a focus on drumming and	Essential 2: Learn a variety of songs, poems & rhymes linked to text and theme: <u>'There is a tiny caterpillar song', Out of the Ark Minibeast songs</u> Make up and perform a dance using music inspired by minibeast/insects: <u>Flight of the bumblebee by Rachmaninoff</u> or the <u>Butterfly waltz by Charles Janon.</u>	Essential 2: Listen to and discuss natural sounds; waves crashing on the shore, tides, whale song. Act out familiar texts using a story maps/zig zag books. Vocabulary: sound, rhythm, beat, volume, loud,

Reception Essential knowledge across the curriculum

Begin to listen attentively, move to & talk about music, expressing their feelings & responses. Sing in a group or on their own. Listen to and join in with the chorus and actions to "The Forest Song" about Pete the dragon, The day dream dragon song and Happy birthday sung in English & other home languages. Listen and dance to St George and the Dragon by Alex & Ivana Nikolic. Begin to explore & engage in music making & dance. Play instruments to accompany songs & rhymes. Make dragon dances with scarves. Take part in simple pretend play.	clothing for cold and windy weather. Dress the dolls in the role play area in warm clothing. In the mud kitchen make different 'soup' using natural ingredients. Take part in action rhymes and songs: The Farmer is in the den, Old Macdonald, Little Red Hen, I am the Baker man (to the tune of I am the Music Man). Listen and move to pieces of music to represent some of the animals in the stories they hear: <u>Haydn: symphony No.83 in G minor Paris Symphonies The Hen, Prokofiev Peter & the wolf: cat themes</u>	Learn the rhymes/songs. Have you ever seen a polar bear, Polar bear, Polar bear what do you hear? Innovate songs and rhymes to include other animals that live in cold places. Vocabulary: instruments, song, music, beat, rhythm, loud, quiet, faster, slower, fast, slow	body percussion. Move to African music and drumming using different body parts to match the beat and rhythm of the music. Vocabulary: song, beat, rhythm, fast, faster, slow, slower, loud, louder, quiet, quieter, Africa, same, different	Use scarves and fabric as part of movement to music. Retell/act out familiar stories using role play/stick puppets. Vocabulary: song, rhythm, beat, loud, louder, quiet, quieter, speed, move, dance, dance move, sequence, order, listen, tell, story	louder, quiet, quieter, high, low, long, short, act, retell
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Reception Essential knowledge across the curriculum

	Begin to develop storylines in their pretend play. Use own life experiences to develop play & vocabulary in the different role play areas; home corner (bedtimes & parties) and Mud Kitchen (party time, cake baking). <i>Vocabulary: music, beat, rhythm, move, dance, instrument, pretend, life</i>	In the outdoor environment take part in role play on the Bike track - visiting a farm shop and making bread and cakes in the outdoor kitchen. <i>Vocabulary: perform, actions, words, rhyme, song, relax, music, slow, quiet, calm, quieter, still, weather, warmer, warm, cold, colder</i>				
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Reception Essential knowledge across the curriculum

Computing 	Through all areas of the curriculum, children will experience and develop their skills of using: Interactive White board Ipads Beebots Through PSHE and RSHE, the theme of safety, including online safety will be explored at an age and stage appropriate level.					
Examples of yearly themes/Events Cultural capital	Welcome Service Macmillan Coffee morning	All Saint's Day Bonfire Night Diwali Hanukah Advent Christmas World Nursery Rhyme Week A trip out of school Autumn Walk	Shrove Tuesday Ash Wednesday Mother's Day Winter walk	World Book Day Easter World Maths Day Science week	Ascension Pentecost	Tourette's awareness day Sports day Transition EYFS end of year celebration End of year trip