

**Curriculum overview 2024-2025**

Year: Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Art</b>	<p><b>Big Feelings?:</b> I can relate a colour to a feeling. I am able to paint using circular motions – both gross and fine. I can identify Primary colours I am beginning to explore the mixing of colours.</p> <p><b>Who am I?</b> What do I look like? How do I look the same/different to my friends? I know what an artist is. I can identify some features of my face I can draw/paint a self-portrait with some facial features.</p>			<p><b>Helping the environment</b> Artist: Michelle Reader</p> <p>I can create sculptures using recyclable materials.</p>	<p><b>The portraits of Picasso</b> I can share my opinion on what I like/dislike about this art work. I can explain to others how I have made my portrait. I can use a number of techniques to create my own portrait – Collage etc I can use a range of tools effectively.</p> <p><b>TRIP</b> – Art gallery?</p>	
<b>Computing</b>	<p><b>Data Handling</b> I understand how to sort and categorise objects I am beginning to explain how items have been sorted and categorised.</p>	<p><b>Computing Systems</b> I can explore and tinker with hardware to develop familiarity. I am beginning to use relevant vocabulary. I recognise that a range of technology is used in places such as homes and schools</p>	<p><b>Programming 1</b> I can follow instructions as part of practical activities and games. I am learning how to give simple instructions I understand that an algorithm is a set of instructions to carry out a task, in a specific order I am able to notice when something has gone wrong with my instructions.</p> <p>Online Safety: Jessie and Friends Watching videos wk.beg 6<sup>th</sup> Feb</p>		<p><b>Programming 2</b> I understand the meaning of directional arrows I can follow a simple sequence of instructions I am beginning to experiment with programming the Be-Bot and learning how to give simple commands. I am beginning to debug instructions with the help of an adult.</p>	
<b>DT</b>					<p><b>Dragons</b> I can plan my own dragon machine. I can use various construction blocks to recreate this plan.</p> <p><b>The three little pigs</b> I can use materials to create a structure. I can utilise different joining techniques. I can comment on whether my material was a success.</p> <p><b>Keeping myself Fit and Well</b> I know how to keep myself healthy I know what a healthy diet looks like</p>	

**Curriculum overview 2024-2025**

Year: Reception

					I know why it is Important to wash my hands I understand the importance of brushing my teeth.	
<b>Geography</b>	<p>Locating areas of the provision in the new classroom. Locating areas in the school</p> <p><b>Me and Where I live:</b></p> <p>I can talk about where I live. I can draw my house (map) I appreciate the differences and similarities of my home to my friends/other homes across the world.</p>	<p><b>Frozen land!</b></p> <p>I can observe Similarities/differences between where I live and the Artic (North Pole). I can talk about the different features of animals and how it helps them survive in the cold weather.</p>	<p><b>The Places I know:</b></p> <p>Begin to talk about their immediate surroundings (Braunstone/Leicester) and familiar places (The park/Asda). I can identify features on a simple map. I can use maps to locate objects in 'real life'. I consider how we might travel to these places; walk/car/taxi/bus</p> <p><b>TRIP</b> -Walk to park using map. Observe houses and local area.</p>			<p><b>The wider world (UK)</b></p> <p>I Know that we live in England. I know that England is a part of the United Kingdom. I know that we are an island surrounded by Sea. I can begin to understand that I might need to use a different form of transport to reach some places in the UK.</p> <p><b>It's getting hot!</b></p> <p>I can explore the World Maps/Globes. I can observe similarities and differences with where I live and Africa (land/Animals/weather/homes).</p> <p><b>TRIP</b>- Go on a train/Airport</p>
<b>History</b>	<p>Recent Personal History/link to Photographs.</p> <p>Birthdays</p> <p><b>Me and my family</b></p> <p>I can talk about the people who live with me. I can talk about past and upcoming events with immediate family – I can share how I celebrate my birthday. I know that there are similarities and differences between people in my family. I know that my family might be similar/different to that of other children.</p>	<p>Recent Personal History/link to Photographs</p> <p>Birthdays</p>	<p>Recent Personal History/link to Photographs</p> <p>Birthdays</p> <p><b>My family tree</b></p> <p>I recognise that I have family who may not live with me (or be in the UK). I can talk about a grandparent. I appreciate that they are older and I can talk about some of the things that they did/had when they were younger e.g. No Mobiles. I understand that when my grandparent was young they played with different toys. I am beginning to understand how birthdays might have been celebrated in the past.</p>	<p>Recent Personal History/link to Photographs</p> <p>Birthdays</p>	<p>Recent Personal History/link to Photographs</p> <p>Birthdays</p> <p><b>Kings and Queens</b></p> <p>I know that we have a royal family and the King is King Charles III. I can make links to the King's age and that of my grandparents/elderly people I know. I recognise that in stories some characters are fictional and some are historical. I can compare and contrast characters from stories, sharing similarities and differences.</p>	<p>Recent Personal History/link to Photographs</p> <p>Birthdays</p> <p><b>The important jobs of my family</b></p> <p>I can discuss the different occupations of family members. I understand why they need to go to work. I can identify similarities and differences between jobs. I can think about what job I might like when I am older. I can identify emergency situations and know who to call.</p> <p><b>WOW</b> – Parents to come in and talk about their job or visit from 'People who help us'.</p>

**Curriculum overview 2024-2025**

Year: Reception

<b>MFL</b>						
<b>Music</b>	Children will sing a range of well-known Nursery rhymes and songs and will have opportunities to perform throughout the Provision. Children will listen to a range of Live and recorded music and explore the range of sounds made by both themselves and instruments. The children also take part in a weekly Singing Assembly.					
<b>PE</b>	Children are supported to develop their core strength, stability, balance, spatial awareness, coordination and agility through the provision of games and opportunities in both the indoor and outdoor environment. Children are also given repeated and varied opportunities to explore and play with small world toys, puzzles, arts and crafts and to utilise small tools such as scissors and paintbrushes in their play. Fine motor control and precision helps with hand eye coordination.					
	Fine motor: Squiggle wiggle  Gross Motor: Guided Dance  Woodwork – Using tools safely Fine Motor Activities Outdoor play	Fine motor: Squiggle wiggle  Gross Motor: Guided Dance  Woodwork – Using tools safely Fine Motor Activities Outdoor play	Fine motor: Dough Disco  Gross Motor: Guided Dance  Woodwork – Using tools safely Fine Motor Activities Outdoor play	Fine motor: Dough Disco  Gross Motor: Guided Dance  Woodwork – Using tools safely Fine Motor Activities Outdoor play	Fine motor: Squiggle Wiggle  Gross Motor: Guided Dance  Woodwork – Using tools safely Fine Motor Activities Outdoor play	Fine motor: Dough Disco  Gross Motor: Guided Dance  Woodwork – Using tools safely Fine Motor Activities Outdoor play  <b>Sports Day</b>
<b>PSHE</b>	PSHE is covered in the prime educational programme of the EYFS statutory framework; Personal, Social and Emotional Development (PSED). Children are supported through their play to have a positive sense of themselves, respect for others, social skills, emotional well-being and a positive disposition to learning. <b>Pantosaurus: AutumnTerm</b>					
<b>RE</b>	<p><b>What is Diwali?</b> I can talk about something that I celebrate at home or school. I can talk about how I feel when I celebrate a special occasion.</p> <p><b>WOW</b> – Making Diya lamp with Clay.</p> <p><b>What is Christmas?</b> I can remember some of the characters from the Christmas story. I can recall parts of the Christmas Story. I can talk about how I feel when I get given a gift.</p> <p><b>WOW</b> - Nativity</p>		<p><b>What is Easter?</b> I can start to recognise some religious places of worship. I can name a place that is special to me.</p> <p>I can comment on a wide range of celebrations and notice similarities and differences.</p> <p><b>Trip:</b> Visit local church.</p>			
<b>Science</b>	<p><b>It's Autumn!</b> I am beginning to recognising how the changing seasons effect the natural world around me. I can explain how I may need to dress as the weather changes in Autumn.</p>		<p><b>Helping the environment</b> I can explore and talk about the differences between materials. I understand how we can recycle at school (bins, wastage, compost etc)</p>		<p><b>We are growing!</b> Human Lifecycle I can talk about growing up and what this might look like. I can explain differences between myself as a baby and me now. I can</p>	
					<p><b>It's getting hot!</b> I can talk about Summer and I can make links to previous seasons. I can talk about how to keep myself safe in the sun and I can identify suitable clothes for each season.</p>	

		<p>I understand what hibernation is and how we can keep these animals safe.</p> <p><b>Space</b> I know that Earth is a planet. I can name another planet. I know that the sun is a big star and that stars are burning balls of fire.</p> <p><b>It's Winter!</b> I recognise how the changing seasons effect the natural world around me and I am able to notice the differences between Winter and Autumn. I can explain how I may need to dress as the weather changes in Winter.</p>		<p>I am beginning to make links to recycling at home and its wider impact on the earth. I understand how marine animals are affected by manmade waste. I can think of new ways to reuse my plastic.</p> <p><b>WOW</b> – Litter pick around school.</p> <p><b>Science Week</b> I can make observations of what I see. I ask questions to help me understand. I make simple predictions. I can record what I see using simple representations.</p> <p><b>Lifecycle of a chick &amp; Spring!</b> I can talk about the life cycle of a chick and sequence them correctly. I can make links to animals and their babies. I know that in Spring – New life begins. Understands the need to respect and care for the natural environment and all living things.</p> <p><b>WOW</b> – Chicks delivered? <b>TRIP</b> – Farm/Zoo</p>	<p>say why I am different to my grown up/teacher. I understand that older people used to be young like me.</p> <p><b>Plant Lifecycle</b> I can describe different seeds/bulbs. I know what a plant needs to grow. I can sequence the stages of growth of a Sunflower/Bean.</p> <p><b>WOW</b> – Planting Seeds <b>WOW</b> - Samwroth Bros HGV Visit</p>	
--	--	---	--	---	--	--