

Reception Curriculum Coverage

Dates	11.9.23-10.11.23	13.11.23-18.12.23	2.1.24-2.2.24	5.2.24-1.3.24	4.3.24-3.5.24	7.5.24-7.6.24	10.6.24-26.7.24
Theme	Tell us a story	Come and Join the Celebration	Come Fly with me Asia	Way Back When	Let's Play	If you go Down to The Woods	No Place Like Home
Reading (texts to be explored) See English planning overview for coverage	Jack and The Beanstalk The Gingerbread Man The Great Gran Plan The Giant of Jum	Kipper's Birthday The Diwali Gift Christmas ...	Krit Dreams of Dragon Fruit The Snail and The Whale The Ocean Star Express If you go Walking in Tiger Wood	Giraffe on a Bicycle Mrs Armitage on Wheels	Lost in the Toy Museum Kipper's Toybox Threadbear Baggy Brown	We're Going on a Bear Hunt Well Done Little Bear	A Squash and a Squeeze Six Dinner Sid Sharing a Shell.
Writing	See separate plan						
Phonics Little wandle:	Phase 2 graphemes: S a t p l n m d g o c k ck e u r h b f l Tricky words: Is I the	Phase 2 graphemes: Ff ll ss j v w x y z zz qu sh th ng nk words with s and words with s saying z Tricky words: Put pull full as and has his her go to into she push he of we me be	Phase 3 graphemes: Ai ee igh oa oo o oar or ur ow oi ear air er Words with double letters Longer words Tricky words: Was you they my by all are sure pure	Review phase 3 graphemes Words with 2 or more diagraphs Longer words Words ending in ing Words with s/z in the middle and at the end Words with es at the end Tricky words: Review all learnt	Phase 4 Short vowel CVCC CCVC Short vowels CCVCC CCVC CCVCC Longer words Compound words Root words ending in –ing, ed/t, -ed/id/ed, -est Tricky words: Said so have like some come love do were here little says there when what one out today	Phase 4 Long vowel CVCC CCVC Long vowel CCVC CCCVC CCV CCVCC Phase 4 words ending in s/s, s/z, es Longer words Root words ending in –ing, ed/t, -ed/id/ed, ed/d Tricky words: Review all learnt Secure spelling	
Maths	See separate plan						
Communication and Language LMTW	- listen attentively and respond to what they hear with relevant questions -express their ideas and feelings about their experiences using full sentences and making use of conjunctions - make comments about what they have heard and ask questions to clarify their understanding - hold conversation	- express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher - listen attentively and respond to what they hear with relevant questions, comments and actions when being	-hold conversation when engaged in back-and-forth exchanges with their teacher and peers -participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary -listen attentively and respond to what they hear with relevant questions, comments	- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding.	- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently - hold conversation when engaged in back-and-forth exchanges with their teacher and peers introduced	- hold conversations when engaged in back-and-forth exchanges with their teacher and peers - participate in class discussions, offering their own ideas, using recently introduced vocabulary -listen attentively and respond to what they hear with relevant questions, comments and actions	- hold conversations when engaged in back-and-forth exchanges with their teacher and peers - participate in class discussions, offering their own ideas, using recently introduced vocabulary - listen attentively and respond to what they hear with relevant questions, comments and actions when being

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	<p>when engaged in back - and - forth exchanges with their teacher and peers</p> <ul style="list-style-type: none"> - offer explanations for why they think things might happen, making use of recently introduced vocabulary from stories -participate in small group, class and one - to - one discussions offering their own ideas, using recently introduced vocabulary 	<p>read to and during whole class discussions and small group interactions</p> <ul style="list-style-type: none"> -participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary - hold conversation when engaged in back-and-forth exchanges with their teacher and peers -offer explanations of why things happen, making use of recently introduced vocabulary 	<p>and actions when being read to and during whole class discussions and small group interactions</p> <ul style="list-style-type: none"> -make comments about what they have heard and ask questions to clarify their understanding -express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher 	<ul style="list-style-type: none"> - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<p>vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <ul style="list-style-type: none"> -Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. -listen attentively and respond to what they hear with relevant comments when being read to during whole class discussions - express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions -make comments about what they have heard and ask questions to clarify their understanding 	<ul style="list-style-type: none"> -make comments about what they have heard and ask questions to clarify their understanding express their ideas and feelings about their experiences using full sentences -participate in one-to-one discussions, offering their own ideas, using recently introduced Vocabulary -hold conversations when engaged in back and forth exchanges with their teacher and peers 	<p>read to and during whole class discussions and small group interactions</p> <ul style="list-style-type: none"> -make comments about what they have heard and ask questions to clarify their understanding -express their ideas and feelings about their experiences using full sentences
<p>Communication and Language</p> <p>Through continuous provision, weekly and daily additional sessions</p> <p>(additional to LMTW)</p>	<ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 						

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<p>PSED</p> <p>LMTW</p>	<ul style="list-style-type: none"> - Show an understanding of their feelings and those of others, and begin to regulate their behaviour accordingly (ELG 2021) - Show resilience and perseverance in the face of challenge - Knows people who look after them and their different roles and responsibilities <p>Key Vocabulary frightened, lonely, bully, upset, name calling, pushing, pinching, help, proud, caring, supportive, friendly, roles, responsibilities, help, 999, police, ambulance, fire service, hospital, siren, fire engine, bandage</p> <ul style="list-style-type: none"> - Play with one or more other children, extending and elaborating play ideas - Increasingly follow rules, understanding why they are important - Remember rules without needing an adult to remind them - Find solutions to conflicts and rivalries - Understand gradually how others might be feeling - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' <p>Key Vocabulary</p>	<ul style="list-style-type: none"> - Explains own knowledge and understanding <p>Key Vocabulary journey, trip, holiday, aeroplane, bus, airport, country, overseas, abroad, foreign, travel</p> <ul style="list-style-type: none"> - Play with one or more other children, extending and elaborating play ideas - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them - Show more confidence in new social situations - Increasingly follow rules, understanding why they are important - Remember rules without needing an adult to remind them - Develop their sense of responsibility and membership of a community - Become more outgoing with unfamiliar people, in the safe context of their setting - Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-man in the game, and suggesting other ideas - Develop appropriate ways of being assertive 		<ul style="list-style-type: none"> - Work and play cooperatively and take turns with others (ELG 2021) - Takes steps to resolve conflicts with other children by finding compromises - Recognises, names and own everyday feelings such as happy, sad and cross <p>Key Vocabulary - birthday, party, friends, take turns, game, share, fair</p> <ul style="list-style-type: none"> - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them - Develop their sense of responsibility and membership of a community - Play with one or more other children, extending and elaborating play ideas - Find solutions to conflicts and rivalries - Become more outgoing with unfamiliar people, in the safe context of their setting - Develop appropriate ways of being assertive - Talk with others to solve conflicts - Talk about their feelings using words like 		<ul style="list-style-type: none"> - Show an understanding of their feelings and those of others, and begin to regulate their behaviour accordingly (ELG 2021) - Say why someone is special to them - Show an understanding of their feelings and those of others, and begin to regulate their behaviour accordingly (ELG 2021) - Knows how to care for living things <p>Key Vocabulary Nan, grandma, scared, nervous, happy, hug, smile, special people, pets, animals, care for, look after, bed, hutch, cage, bedding, water, food, sawdust, hay, rabbit, dog, cat, hamster, fish</p> <ul style="list-style-type: none"> - Develop their sense of responsibility and membership of a community - Become more outgoing with unfamiliar people, in the safe context of their setting - Show more confidence in new social situations - Select and use activities and resources, with help when needed - Play with one or more other children, extending and elaborating play ideas - Find solutions to conflicts and rivalries
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	Story time, books, nursery rhyme, 'once upon a time', fairy tale, Goldilocks, Three Little Pigs, Gingerbread Man		<ul style="list-style-type: none"> - Talk with others to solve conflicts - Talk about their feelings using words like 'happy, ' sad', 'angry' or 'worried' <p>Key Vocabulary journey, flight attendant, pilot, ticket, aeroplane, seat, Sari, Cheongsam, birthday, Chinese New Year</p>		<ul style="list-style-type: none"> 'happy, ' sad', 'angry' or 'worried' - Understand gradually how others might be feeling <p>Key Vocabulary play, share, games, toys, puppets, feelings, angry, upset, shout, look after</p>		<ul style="list-style-type: none"> - Develop appropriate ways of being assertive - Talk with others to solve conflicts - Increasingly follow rules, understanding why they are important - Remember rules without needing an adult to remind them - Talk about their feelings using words like 'happy, ' sad', 'angry' or 'worried' - Understand gradually how others might be feeling <p>Key Vocabulary home, friends, family, mum, dad, brother, sister, grandparents, step-family titles</p>
<p>PSED Through continuous provision, weekly and daily additional sessions (additional to LMTW)</p>	<ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others' needs. 						
<p>Physical Development (Gross) LMTW</p>	<ul style="list-style-type: none"> - negotiate space and obstacles safely, with consideration for themselves and others - move energetically, such as running, jumping, dancing, hopping, skipping and climbing 	<ul style="list-style-type: none"> - negotiate space and obstacles safely, with consideration for themselves and others - move energetically, such as running, jumping, dancing, hopping, skipping and climbing -demonstrate strength, balance and 	<ul style="list-style-type: none"> - negotiate space and obstacles safely, with consideration for themselves and others - move energetically, such as running, jumping, dancing, hopping, skipping and climbing 		<ul style="list-style-type: none"> - negotiate space and obstacles safely, with consideration for themselves and others - demonstrate strength, balance and coordination when playing - move energetically, such as running, jumping, dancing, 	<ul style="list-style-type: none"> - negotiate space and obstacles safely, with consideration for themselves and others - move energetically, such as running, jumping, dancing, hopping, skipping and climbing - demonstrate strength, balance and 	<ul style="list-style-type: none"> - negotiate space and obstacles safely, with consideration for themselves and others - move energetically, such as running, jumping, dancing, hopping, skipping and climbing

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		coordination when playing			hopping, skipping and climbing.	coordination when playing	
Physical Development: Fine LMTW	<ul style="list-style-type: none"> - begin to show accuracy and care when drawing - use a range of small tools, including scissors, paint brushes and cutlery - hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases 	<ul style="list-style-type: none"> - hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases - begin to show accuracy and care when drawing - use a range of small tools, including scissors, paint brushes and cutlery - hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases 	<ul style="list-style-type: none"> - use a range of small tools, including scissors, paint brushes and cutlery. - begin to show accuracy and care when drawing. 		<ul style="list-style-type: none"> - hold a pencil effectively in preparation for fluent writing. - begin to show accuracy and care when drawing - use a range of small tools, including scissors, paintbrushes and cutlery 	<ul style="list-style-type: none"> -begin to show accuracy and care when drawing -use a range of small tools, including scissors, paint brushes and cutlery - hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. 	<ul style="list-style-type: none"> - use a range of small tools, including scissors, paint brush and cutlery - begin to show accuracy and care when drawing -hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.
Physical Development: (School PE)	Gymnastics <ul style="list-style-type: none"> - Negotiate space and obstacles / - Demonstrate strength, balance and coordination - Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. - Moving and using equipment safely 	Athletics <ul style="list-style-type: none"> - Move energetically/ - Negotiate space and obstacles - Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing - Moving fluently and safely (especially around obstacles) 	Games <ul style="list-style-type: none"> - Demonstrate strength, balance and coordination - Further develop and refine a range of ball skills including: throwing, catching, passing, and aiming. - Basic ball skills 	Games <ul style="list-style-type: none"> - Demonstrate strength, balance and coordination - Further develop and refine a range of ball skills including: throwing, catching, passing, and aiming. - Basic ball skills 	Games <ul style="list-style-type: none"> - Demonstrate strength, balance and coordination - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. - More complex ball skills 	Gym/dance <ul style="list-style-type: none"> - All Gross motor - Combine different movements with ease and fluency. - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. - Refining skills and applying knowledge of safety 	Athletics:- ball skills <ul style="list-style-type: none"> - Demonstrate strength, balance and coordination - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. - Putting ball skills into context and refining.
Physical Development Through continuous provision, weekly and	<p>Gross motor:</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. - Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian <p>Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes • personal hygiene</p>						

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<p>daily additional sessions</p> <p>(additional to LMTW and school PE)</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Fine motor:</p> <ul style="list-style-type: none"> -Hold a pencil effectively in preparation for fluent writing <ul style="list-style-type: none"> – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Develop the foundations of a handwriting style which is fast, accurate and efficient. 						
<p>Expressive Arts and Design: Art and DT</p> <p>LMTW</p>	<ul style="list-style-type: none"> - To use a range of materials in decoration - To identify which materials would be the most suitable to make a large model - To know how to take key aspects of a story and replicate as a model - To identify reflective and shiny materials to be used in making a mirror - To take an active role in designing and making a large item for use in class <p>Key Vocabulary design, make, compare, build, stick, reflective, shiny, mirror, giant, map, journey, listening booth</p>	<p>safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <ul style="list-style-type: none"> - share their creations, explaining the process they have used - know that art can be found in different forms everywhere (Ar KB) -know what they like and dislike about a product -know that art (craft and design) is created by skilled artists (Ar KB) -creates simple representations of events, people and objects -know the key features that define a product (DT KB) • know what they are designing and making and say what its purpose is (DT KB) 	<ul style="list-style-type: none"> - To know that Chinese dragons are an important feature of Chinese culture and make their own model using bright colours - To identify some features of Chinese dress and design their own Chinese style outfit - To know what a diva lamp is for <p>Key Vocabulary fold, stick, colour, shape, compare, feature, dragon, Chinese, colour, bright, traditional, diva lamp, salt dough, Diwali</p>		<ul style="list-style-type: none"> - To know which materials to select to make a useable puppet theatre - To identify textures of materials to compare and contrast - To describe how a moving toy was made - To be able to talk about what they see and then use this to inspire a make of their own - To identify facial features on themselves and toys - To identify key features of basic board games and design <p>Key Vocabulary design, make, compare, like, dislike, features, puppet theatre, curtains, stage, moving toy, board game, dice, counter,</p>	<ul style="list-style-type: none"> - safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function - share their creations, explaining the process they have used - know what they like and dislike about a product (DT KB) - know that art can be found in different forms everywhere (Ar KB) -safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function - identify a range of colours and simple art techniques e.g. printing, painting and drawing (Ar KB) -know that art (design and craft) is made by skilled artists (Ar KB) - know what they are designing and making and say what its purpose is (DT KB) - share their creations, explaining the process they have used 	<ul style="list-style-type: none"> - To know that photographs can be used to design and make 3D models of houses - To know that the needs of the user are important to designing and making - To know how to use simple cutting tools when making - To identify features of a den made from natural materials <p>Key Vocabulary user, needs, tools, cut, feature, house, photograph, 3D model, kennel, bed, cage, tank, explain, den</p>

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						- know what they are designing and making and say what its purpose is (DT KB)	
<p>Expressive Arts and Design:: Music</p> <p>Expressive Arts and Design:</p>	<ul style="list-style-type: none"> - To know how to add vocal sounds to a well-known story - To know how to link symbols to sound queues - To understand how loud and quiet sounds can add character and mood to a story <p>Key Vocabulary character, story, soundscape, loud, quiet, volume, composition, symbols</p>		<ul style="list-style-type: none"> - To know a range of songs from different cultures and traditions - To understand how to compose some simple music within a specific soundscape or genre <p>Key Vocabulary Chinese music, triangles, gong, drums, Chinese dragon and lions</p>	<ul style="list-style-type: none"> - Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<ul style="list-style-type: none"> - To understand how sounds can be linked to toys and their movements - To identify ways to replicate sounds with voice and instruments <p>Key Vocabulary replicate, volume, loud, quiet, soft, instrumental, vocal, toy</p>	<ul style="list-style-type: none"> - invent, adapt and recount narratives and stories with peers and their teacher - perform songs, rhymes, poems and stories with others • know the names of some basic tuned instruments and untuned percussion (Mu KB) - know and understand the elements of tempo and dynamics (Mu KB) 	<ul style="list-style-type: none"> - To know a range of sounds linked to everyday objects - To understand that some everyday objects can be used as percussion instruments <p>Key Vocabulary hit, pluck, scrape, blow, shake, percussions, instrument, listen</p>
<p>Understanding the World: Geography</p> <p>LMTW</p>		<ul style="list-style-type: none"> -know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class -talk about the lives of the people around them -explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from the stories, non-fiction texts 	<ul style="list-style-type: none"> - To know that a map is a drawing of all or part of Earth's surface - To know that China / India / Russia / Egypt can be found on a map of the world - To know about some key aspects of Chinese culture, including Chinese New Year - To know about some key aspects of Indian culture, including festivals such as Diwali - To know that Russia is a large country in Asia - To explore some basic identifying features of Russia's culture - To know that Egypt is a country located across Africa and Asia - To identify some key features Egyptian culture both in modern 		<ul style="list-style-type: none"> - explain some similarities and differences between life in this country and life in other countries - know about similarities and differences between themselves and others - describe their immediate environment using knowledge from observation - name different types of buildings and some of their features e.g.roof, steeple, door (DT KB) - know that art can be found in different forms everywhere (DT KB) - know that human geographical features are man-made (Ge KB) - know the names of places in their immediate locality and 	<ul style="list-style-type: none"> - 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. - describe the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps - know the names of some places in their immediate locality and say what those places are like (Ge KB) 	<ul style="list-style-type: none"> - To know the key features of a house and identify some of them in their own home - To know that there are many different types of houses and be able to identify some similarities and differences - To identify buildings that don't traditionally look like homes, but are places where people live or have lived in the past e.g. palace, castle - To know that there are places that can be temporary homes, and some can be easily built <p>Key Vocabulary home, detached, bungalow, village, flat, semi-detached, property, local, area,</p>

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			<p>and ancient times such as hieroglyphs, desert environment and the pyramids</p> <p>Key Vocabulary passport, country, festival, traditions, culture, continent, Diwali, Chinese New Year, chopsticks, lantern, temple, tuk-tuk, climate, culture, desert, continent</p>		say what those places are like (Ge KB)		<p>bedroom, lounge, kitchen, bathroom, garage, garden, window, roof, door, room, furniture, address, street, road, nest, den, lighthouse, den, caravan, farm, palace, castle, brick, cave, map, binoculars</p>
<p>Understanding the World: History</p> <p>LMTW</p>	<p>- To know some stories from different cultures and compare with stories that they have been told and know well</p> <p>- To identify the changes that happened to Cinderella and then identify changes in their own lives</p> <p>Key Vocabulary change, different, same, stories, tales, fairy tales, nursery rhymes</p>	<p>- state examples of change (Hi KB)</p> <p>- understand and use language related to the passing of time (Hi KB)</p> <p>-order and sequence familiar events (Hi KB)</p> <p>-understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>- know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class identify how some things can be done differently (Hi KB)</p> <p>• know some similarities and differences between themselves and others (Hi KB)</p>	<p>- To look at photographs of old fashioned forms of transport and notice what is different on modern day equivalents</p> <p>- To identify 'odd ones out' when exploring aspects of Chinese culture</p> <p>- To identify similarities and differences between their own family and one from India</p> <p>- To know about a range of cultural and religious festivals, including Christmas, and compare them with how they celebrate special times</p> <p>Key Vocabulary culture, Christmas, Russia, Onam Festival, family, transport, same, different, compare, home</p>	<p>- Talk about the lives of the people around them and their roles in society</p> <p>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>- Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>- To identify similarities and differences between old and new toys through observation</p> <p>- To know that Teddy Bears were created a long time ago but we still play with them today.</p> <p>- To identify some similarities and differences between old and new Teddy Bears</p> <p>- To know that toys still had moving parts before batteries were invented</p> <p>- To know some games that their grandparents played when they were small</p> <p>- To know that most people have or had a favourite toy and be able to talk about theirs</p> <p>Key Vocabulary toy, Teddy Bear, old, new, old-fashioned, toy, play, game, moving toys, batteries, special, favourite</p>	<p>- talk about the lives of the people around them and their roles in society</p> <p>- know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>- order and sequence familiar events (Hi KB)</p> <p>- know about similarities and differences between themselves and others (Hi KB)</p>	<p>- To know that there are many different types of houses and be able to identify some similarities and differences</p> <p>- To identify buildings that don't traditionally look like homes, but are places where people live or have lived in the past e.g. palace, castle</p> <p>- To identify some old and new houses in their local area</p> <p>Key Vocabulary home, house, same, different, similar, old, new, feature, castle,</p>

Reception Curriculum Coverage

					<ul style="list-style-type: none"> - know about similarities and differences between themselves and others (Hi KB) - know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class - state examples of change (Hi KB) - understand and use language related to the passing of time (Hi KB) 		
<p>Understanding the World: Science</p> <p>LMTW</p>	<ul style="list-style-type: none"> - To know how to plant a seed and observe changes as it grows either indoors or outdoors - To identify differences in size between a range of animals, specifically those that are classified as 'giant' species - To know how and why animals move - To identify a range of fruit and vegetables - To know that we use our ears to listen <p>Key Vocabulary bean, seed, plant, soil, water, sunlight, indoor, outdoor, grow, harvest, digging, gardening, giant, tall, big, fruit, vegetable, ear, ear drum</p>	<p>understand some of the important processes and changes in the natural world around them</p> <ul style="list-style-type: none"> - know that processes and changes occur (Sc KB) 			<ul style="list-style-type: none"> - know some similarities and differences between the natural world around them and contrasting environments, drawing on their experience and what has been read in class - explore the natural world around them - know that saying what you see is an important part of science (Sc KB) 	<ul style="list-style-type: none"> -explore the natural world around them, making observations and drawing pictures of animals and plants - understand some important processes and changes in the natural world around them - know that processes and changes occur (Sc KB) - know that saying what you see is an important aspect of science (Sc KB) - know when in everyday activities science is useful (Sc KB) 	<ul style="list-style-type: none"> - To know that animals in the wild need very different kinds of homes from us and from each other - To know some of the materials used to make houses and other kinds of homes - To know the difference between natural and man-made light sources - To know how to make a shadow and change its size <p>Key Vocabulary habitat, wild, pet, features, bricks, wood, straw, dog, cat, hamster, fish, animal, look, light, dark, torch, sun, candle, flame, battery, electricity</p>
<p>Religious Education: (Living Difference)</p>		<p>Celebration- Celebrating Birthdays (Christmas)</p> <p>Christian</p>	<p>Belonging</p> <p>Storytelling</p> <p>Christian</p>		<p>Celebration Easter</p> <p>Christian</p> <p>Celebrating New Life</p>	<p>Special</p> <p>Sikhism</p>	<p>Special</p> <p>Special clothes</p>