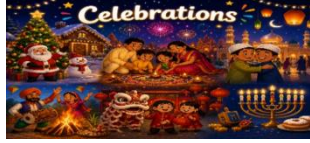
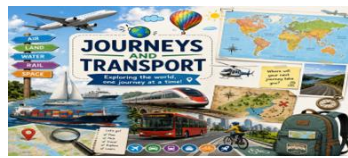


Reception and Year 1 curriculum overview (cycle 1)

Themes	Term 1 ☀️ All About Me	Term 2 🎉 Celebrations	Term 3 🐘 Cool Creatures	Term 4 🚗 Journeys and Transport	Term 5 🌱 Growing Together	Term 6 🏖️ Fun at the Seaside
						
Our Curriculum in action	Responsive Curriculum: Whilst each term has a planned curriculum, teaching remains responsive to children's interests, questions and fascinations. Adults use these moments to deepen learning, provide additional experiences and make meaningful curriculum connections, ensuring that children's curiosity is valued whilst maintaining clear progression towards the intended knowledge and skills. High-quality texts provide meaningful contexts for learning across the curriculum. History, geography and science are often revisited through carefully chosen books, stories and non-fiction texts to deepen knowledge, enrich vocabulary and create purposeful opportunities for speaking, reading, and writing.					
	Continuous Provision: Continuous provision is an integral part of the curriculum in both Reception and Year 1. Well-planned indoor and outdoor environments provide daily opportunities for children to revisit prior learning and practise new knowledge and apply skills across all areas of the curriculum. Through exploration, enquiry, collaboration and independent choice, children develop curiosity, resilience, creativity and increasingly automatic learning behaviours, while adults extend thinking through purposeful interactions and carefully considered enhancements.					
	High-Quality Interactions: Adults play a central role in extending learning through carefully considered interactions. They model language, introduce ambitious vocabulary, ask thoughtful questions, scaffold learning, encourage reflection and provide appropriate challenge, enabling every child to make strong progress from their individual starting points.					
	Assessment for Learning: Assessment is an integral part of teaching and learning. Ongoing observations, discussion, questioning and purposeful assessment activities inform future planning, identifying next steps and ensure that teaching remains responsive to the needs of all learners.					
Subjects						
Communication and Language- important for success in all areas of learning	Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, story sessions, singing, speech and language interventions. Drawing Club is introduced to develop mark making and the love of stories and introducing new vocabulary and Helicopter stories for children to orally tell their own					
	Settling in activities and carpet times. Nursery rhymes, moods and feelings. Adults modelling language throughout the day "Thank you!" "Good morning!" "How are you?" "Please could you pass me...?" Listen carefully during classroom routines and discussions. Talk about people who are important to them Listen and respond to stories about feelings and emotions. Individual speech assessment. Nursery Rhymes and poems. Introduce oracy skills: talk tips. Introduce helicopter stories.	Learn vocabulary linked to Bonfire night. Describe what they can see and hear. Links to festivals children's experiences, talking about shared experiences. Songs - Nativity and Christmas songs. Listen to and discuss stories about celebrations around the world, Learn and use new vocabulary linked to special occasions Eid Diwali, Christmas. Talk about similarities and differences. Nursery Rhymes and poems. Reinforce oracy skills, talk tips. Helicopter stories. Begin to use new vocabulary in role play and discussion.	Listen to stories to build familiarity, understanding and increase vocabulary. Ability to speak in sentences using language to develop relationships. Retelling a story using story language. Asking how and why questions. Sharing Christmas holiday news, New Years Resolutions. Nursery Rhymes and poems. Reinforce Oracy, talk tips. Helicopter stories. Recognise simple emotions in themselves and others. Talk about how characters in stories might be feeling, Begin to respond kindly to others.	Sustained focus when listening to a story or instructions in a small group. During practical activities show they can follow instructions during practical activities. Use sequence words such as first, Next, and then. Talk about something they have enjoyed or learned. Sharing weekend news. Nursery Rhymes and poems. Reinforce oracy, talk tips. Helicopter stories.	Retelling stories with an increased knowledge of story language and vocabulary. Relate the stories they have listened to in their lives and their role-play. Make up their own stories with beginning, middle and end. Talk about changes they notice in themselves, plants and the natural world. Sharing Easter holiday news. Nursery Rhymes and poems. Reinforce Oracy, talk tips. Helicopter stories.	To have conversations with adults and peers with back and forth exchanges. To talk to different adults around the school, to talk about why things happen. To talk in sentences using a range of tenses. Talk about personal experiences and memories linked to the seaside and holidays. Describe favourite learning from the year using relevant vocabulary. Nursery Rhymes and poems. Reinforce Oracy, talk tips. Helicopter stories.
English:						
EYFS: Literacy-Reading/Phonics	Linking sounds to letters. Phonic Sounds: RWI Speed Set 1 whole class. Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily.	Begin to read words by sound blending (CVC and CCVC words). Introduce di-graphs (special friends) ng, nk, sh, th, ch, qu.(speed set 1) and spotting these in words. Explore the concept of alien words and rhyming words. Introduce exception (Red words) words	Continue to revise set 1 sounds and introduce double letters ss, ff, ll gg, bb, mm, pp, tt. Continue to introduce new red words. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Continue to revise set 1 and begin to introduce Set 2 sounds. Begin to read simple sentences and build fluency. Continue to blend alien words. Continue to introduce Red words.	Revise Set 1 and Set 2 sounds. Encourage sight recognition of common words and internal blending of cvcc and ccvc words Build reading fluency of simple sentences and prosody using echo reading. Continue to introduce further Red words	Consolidate speed sets 1 and 2. Begin to introduce Speed set 3. Begin to blend words containing set 2 sounds confidently. Continue to build fluency and prosody. Continue to introduce further Red words

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		such as 'the' and 'said', help children identify the sound that is tricky to spell.	Introduce ditty sheet reading, and introduce red ditty books when appropriate. Read a few common exception words (Red words) matched to RWI		Learn letter names and distinguish capital and lower-case letters.	Learn letter names and distinguish capital and lower-case letters.
Literacy- Comprehension	Listening to stories. Joining in with rhymes and showing an interest in stories with repeated refrains. Having a favourite story/rhyme. Environmental print. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Engage in extended conversations about stories, learning new vocabulary	Beginning to retell stories through acting/role play, actions, images and story maps. Sequence story - use vocabulary of beginning, middle and end. Enjoys an increasing range of books. Reciting poems and Nursery Rhymes	Retelling stories with the recently introduced vocabulary. Making up stories with themselves as the main character (Helicopter Stories) Encourage children to record stories through picture drawing/mark making. Experience fiction and non-fiction texts	Re-read books to build understanding and fluency. Develop their own narratives and explanations by connecting ideas and events. Begin to understand the difference between non-fiction and fiction.	Explain the stories they have been read, retell them with actions and /or picture prompts, using language from the book. Be able to describe the characters and setting, draw pictures of the characters, events or settings, using labels, captions or sentences. Re-read books to build understanding and fluency.	Re-read books to build confidence, fluency, understanding and enjoyment. Describe the characters and setting using recently taught vocabulary. Explain the difference between non-fiction and fiction books.
Literacy- Writing	Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Name writing activities and using initial sounds to label characters and images. Correct letter formation practice.	Continue correct letter formation. Name writing. Story scribing Using phonic knowledge to write initial sounds and cvc words.	Continue to support correct letter formation practice. Create story maps and use phonic knowledge to write labels and captions. Guided writing to create simple short sentences.	Continue to encourage correct letter formation. Use phonic knowledge to write captions and simple sentences dictated by the adult "hold a sentence" Orally compose their own sentences in response to a visual stimulus.	Form lower-case letters correctly and begin to write capital letters. Write simple sentences dictated by an adult, introducing simple grammar of capital letter, finger spaces and full stops. Write for a purpose in role play, and other areas of learning, using phonetically plausible attempts at words.	Form lower-case letters and capital letters correctly. Write short sentences using words with known sound-letter correspondence and beginning to use simple grammar. Re-read what they have written to check it makes sense.
Year 1: Reading/Phonics	Word Reading: Apply phonic knowledge and skills as the route to decode words - Respond speedily with the correct sound to graphemes for all 40+ phonemes - Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word		Word Reading : Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught - Read other words of more than one syllable that contain taught GPCs - Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.		Read words condign taught GPCs and -s, -es, -ing, -ed, -er, and -est endings - Read words with contractions (er I'm, I'll, we'll) and understand that the apostrophe represents the omitted letters - Re-read books to build up fluency and confidence in word reading	
Comprehension	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read - Become very familiar with key stories, fairy stories, traditional tales - retelling them and considering their particular characteristics - Learn to appreciate rhymes and poems and recite some by heart - Recognise and join in with predictable phrases.		Link what they read or hear to their own experiences - Discuss word meanings, linking new meanings to those already known - Participate in discussion about what is read to them, taking turns and listening to what others say - Discuss the significance of the title and events		Draw on what they already know or on background information and vocabulary provided by the teacher - Checking that the text makes sense as they read and correcting inaccurate reading - Make inferences on the basis of what is being said and done - Predict what might happen on the basis of what has been read so far - Explain clearly their understanding of what is read to them	
Writing- Handwriting	Practice name writing, capital letters, special friends joining - Introduce red words practice		Continue special friends joining and red words practice Days of the week Descenders with tails/Ascenders with "long necks" Blue words		Numbers in words Review special friends joining Review red words practice	
- composition	Say out loud what they are going to write about- Compose a sentence orally before writing it		Read aloud their writing clearly enough to be heard by their peers and the teacher		Re- reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils	

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- milestones	Demarcate sentences using capital letters Demarcate sentences using full stops Use spacing between words Form lower-case letters and digits 0-9 correctly Name the letters of the alphabet in order Write from memory simple sentences dictated by teacher Use conjunctions "and" to join words Begin to use diagonal and horizontal strokes needed to join appropriate letters.	Use capital letters for names of people, places, days of the week and I Consistently use past and present tense Begin to use question marks and exclamation marks Use the conjunction "and" to join simple sentences to form compound sentences Sequence sentences to form short narratives Use simple organizational features in fiction and non-fiction i.e. headings, captions talk for writing structure Use some non-fiction language features i.e. imperative verbs for instructions, genre specific language features Sequence sentences to form simple non - fiction texts i.e. invitations, recounts Can spell plural nouns by adding s, es.	Consistently use past and present tense Use some non-fiction language feature i.e. imperative verbs for instructions, genre specific language features Use some simple narrative language features i.e. adjectives/story language borrowed from the original text Sequence sentences to form simple non-fiction texts i.e. invitations, recounts Can spell plural nouns by adding s, es Can spell verbs ending in ing, ed, er, est(where root word does not need changing) Can spell words containing the range of year 1 phonemes Can spell year 1 common exception words Can spell words using the prefix un			
Maths						
EYFS:	Daily: Days of the week and months Match, sort and compare sets Compare size, mass and capacity Copy and continue simple patterns Find, subitise and represent 1, 2, 3 1 more and 1 less Composition of 1,2 and 3	Daily: Days of the week and months Find, subitise and represent 0 - 10 1 more and 1 less Composition of 0 - 10 Doubles within 10 Compare mass and capacity and find an equal 2D shape	Daily: Days of the week and months To 20 and beyond Addition and subtraction Sharing and grouping 2D and 3D shape Positional and directional language			
Year 1	Daily: Days of the week, months and o'clock, money: 1p and 10p Place value (within 10) Addition and subtraction	Daily: Days of the week, months and o'clock, hours, minutes and seconds, money: 1p, 2p, 5p and 10p Place Value (within 20) Addition and subtraction Compare and measure mass and capacity	Daily: Days of the week, months and o'clock Place Value within 100 Multiplication and Division Using coins 2D and 3D shapes Positional and directional language			
Physical						
EYFS: Gross Motor	Cooperation games i.e. parachute games. Climbing on outdoor equipment. Different ways of moving to be explored with children. Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting. Getset4PE	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Gymnastics with PE Coach	Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Getset4PE	Plenty of opportunities for climbing and balancing to refine skills Dance with PE coach Getset4PE	Obstacle activities children moving over, under, through and around equipment. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.	Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. : Swimming with swimming coach on site. Getset4PE scheme Possible sports day and sports week.
-Fine Motor	Threading, cutting, playdough, Funky Finger activities. Manipulate objects with good fine motor skills. Show preference for dominant hand. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip – encourage tripod grip. Daily letter formation activities and through RWI Phonic lessons.	Daily name/CVC writing activities. Threading, cutting, playdough, Finger Gym activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand Engage children in structured activities (SGT/Morning Mission) guide them in what to draw, write or copy. Teach and model correct letter formation (RWI)	Daily name/CVC writing activities. Threading, cutting, playdough, Funky Finger activities. Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors. Drawing Club	Daily name/CVC writing activities. Threading, cutting, playdough, Funky Finger activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed. Drawing Club	Daily name/CVC/sentence writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks. Cut along a straight line with scissors. Start to cut along a curved line, such as circle. Draw a cross. Drawing Club	Daily name/CVC/sentence writing activities. Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle. Start to colour inside the lines of a picture. Start to draw pictures that are recognisable. Build things with smaller linking blocks, such as Duplo or Lego. Drawing Club

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Year 1; PE	Fundamentals and ball skills	Sending and receiving and Gym	Target games and Team building	Dance and net and wall games	Striking and fielding and invasion games	Athletics and swimming
PSHE						
EYFS PSHE-Managing Self	New Beginnings. See themselves as a valuable individual. Being me in my world. Class Rules and Routines. Supporting children to build relationships.	Getting on and falling out. How to deal with anger Emotions. Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it. Recognise similarities and differences	Good to be me. Feelings. Learning about qualities and differences. Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in scenarios.	Relationships. What makes a good friend? Random acts of Kindness. Taking care of our World (Recycling) Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.	Looking after others. Friendships. Dreams and Goals. Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.	Taking part in sports day. Winning and losing. Changing me - Look how far I've come! To understand the importance of healthy food choices. To understand the importance of cleaning their teeth. To show resilience and perseverance in the face of challenge.
EYFS-PSED-building relationships	Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Playing both team games and board games play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively.					
Year 1- Jigsaw	Being in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
Humanities						
EYFS-UTW-Past and Present	Who is in my family? Commenting on photos of their family - naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Name and describe people who are familiar to them. Say their favourite toys and why. Read fictional stories about families. Exploring Space. How can we get to Space? Introduce the children to NASA and astronauts (Neil Armstrong and Mae Jemison) Sing days of the week and adjust calendar daily	Links to festivals: Bonfire Night, Diwali, Hanukkah and Christmas. Listen to stories about Bonfire night. Talk about fireworks and celebrations they have experienced. Compare different celebration experiences, can talk about what they have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past. Sing days of the week song and adjust calendar daily with weather and season. Remembrance Day .	Share memories of favourite animals and places they have visited and talk about what they remember seeing. Compare experiences with friends. Compare baby animals with adult animals. Recall and sequence changes they have observed. Can talk about The Great Fire of London. Fire Brigades then and Now. Sing days of the week song adjust calendar daily and weather and season.	Talk about journeys they have made with their family. Share memories of holidays, days out and special trips. Discuss how they travel to school. Transport Then and Now, Explore photos of transport from the past and present. Talk about the vehicles they have travelled in. Sing days of the week and adjust calendar daily with weather and season	Looking back reflect how they have grown and changed through the year, share favourite memories and achievements, compare what they could do at the start of the year with what they can do now. Can talk about Isambard Kingdom Brunel and what he achieved. Sing days of the week and adjust calendar daily with weather and season	Share memories of visits to the seaside or other special places. Listen to seaside stories. Explore traditional seaside games through play. Talk about favourite seaside activities with friends and family. Sing days of the week and adjust calendar daily with weather and seasons
EYFS-UTW-people, culture and communities	Describing their environment around them. Exploring what makes a family. The varying members of a family unit. Draw picture of their family. Explore and talk about different areas of the classroom, indoor and outdoor environment. Recognise that different people have different roles within the school community. Develop a sense of belonging in the classroom. Harvest talk about where food comes from and how it gets from the farm to our table, through stories and discussion. What makes me special and where do I belong?	Talk about celebrations they take part with family and friends. Explore similarities and differences between celebrations children know. Use world maps to show children where some stories are based. Learn about special places linked to celebrations, such as homes, places of worship and community spaces. Explore photographs, artifacts and objects linked to different celebrations. Why do people celebrate special times? Links to Festivals, traditions, celebrations symbols.	Explore where different animals live through stories, small world play and photographs. Talk about familiar and unfamiliar places. How should we treat animals and living things? Links to Respect, compassion, stewardship.	Talk about journeys to places such as the seaside, countryside, parks or family holidays. Explore different ways people travel through role play and small world play. Describe familiar places using stories, discussion and photos. Talk about places they would like to visit and explore maps, globes and transport through play. Create maps and routes using drawings, construction and small world resources.	Explore the school grounds and notice where plants, trees and flowers grow, talk about what they see, hear and feel about outdoors. Observe daily weather during outdoor play, talk about sunshine rain and wind. Explore how weather affects plants and people comparing different types of weather.	Share seaside experiences and memories, describe what they might see, hear and feel at the seaside, talk about places they have visited with their family. Explore photos and stories about seaside places in this county and other countries, notice similarities and differences between beaches around the world. Observe and talk about the weather. Compare sunny, windy and rainy days. Explore how weather changes what people wear and do.

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	Links to identity, family, belonging, community.					
Year 1: RE	Belonging	Christian Celebrations	Islam	Judaism	Places of Worship	Reflection
Year 1: History and Geography	History: Lives of significant people in the past who have contributed to National and International Achievements : Mae Jemison, Helen Sharman, Neil Armstrong and Tim Peak. Explore how people change as they grow. Compare babyhood, childhood and adulthood. Compare their lives now with when they were babies. Compare schools and toys from different periods. Identify similarities and difference between old and modern schools and toys. Construct simple chronological timelines and sequence events from their own lives accurately. Use historical vocabulary such as past, present before and after.	Geography: UK focus - Look at where UK is in atlas, World map, Globe. Study 4 countries of UK Characteristics and weather. Discuss seaside towns that they have visited and locate on a map, use maps and atlases to locate destination across the UK and beyond. Compare celebrations and traditions with different communities. Explore how people celebrate in different parts of the UK and around the world. Recognise similarities and differences between traditions and customs. Use maps, photographs and images to identify where celebrations take place. Develop awareness that people belong to different communities and cultures.	History: Events beyond living memory that are significant Nationally or Globally - The Great Fire of London: Samuel Pepys. Know who Samuel Pepys was and explain how his diary serves as a vital source of what happened during the fire. Learn what eyewitness is and recognise that people in the past experienced. Explain where the fire started, why it spread so quickly. Compare how London looked and how people lived in 1666 to how they live today including how we build houses.	Geography: - Geographical Skills and Fieldwork: Describe journeys to different places using geographical vocabulary. Compare journeys by road, rail, air and sea. Identify routes and landmarks using simple maps. Use locational language to describe journeys. Revisit the UK's four countries and capital cities. Use maps and atlases to locate destinations across the United Kingdom and beyond. Compare journeys made using different forms of transport. Identify physical and human geographical features along different routes. Follow simple routes using maps. I know I live in Bristol. Traffic Survey.	History: Significant historical events, people and places in their own locality: Learn why Isambard Kingdom Brunel is a significant individual. Explore his achievements in transport and engineering. Use photographs and illustrations as historical sources. - Clifton suspension bridge - SS Great Britain - Building bridges - How and when the bridge was built. SS Great Britain how and when the ship was built and its journeys.	Geography: Geographical Skills and Fieldwork : Use simple fieldwork skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment:- I know I live in Bristol - I can say where I live - I can draw simple maps and symbols. Compare a seaside town in the United Kingdom with a contrasting seaside location in a non-European country. Identify similarities and differences between the two places. Use photographs, maps and aerial images to support comparisons. Discuss weather and climate influence how people use these places. Identify which seas and oceans surround the UK. Identify physical features including beach, cliff, coast, sea, rocks and vegetation. Identify human features including harbour, port, pier, shops and cafes. Compare human and physical features in different seaside locations.
Science						
EYFS: UTW -The Natural World	Seasons - Autumn - differences and changes over time - weather, animals and plants. Introduce stick insects. Making Potions with natural materials. Exploring everyday materials using their senses. Describe textures such as rough, smooth and soft. Compare similarities and differenced between materials. Use their senses to explore familiar objects. Describe what they can see, hear, smell and feel. Talk about similarities and differences between objects. Introduction to Forest School.	Stick Insects watch them grow. Explore Forest School site and look at any seasonal changes. Nocturnal animals - making sense of habitats. Which animals are nocturnal. Forest School: Habitats and recreating them. Talk about suitable clothing during the winter i.e. gloves, hats thick clothing. Following trails to Forest School and experimenting with Shadows. Identify everyday materials used to make decorations and objects. Describe simple physical properties of materials and sort according to their observable properties. Observe seasonal changes in the local environment. Explore ice using their senses, observe what happens when ice melts, describe changes they notice.	Explore changing seasons and the effect on the environment at Forest School. Seasons - Winter - differences and changes over time - weather, animals and plants. Be animal detectives explore and observe different animals using photos, videos, books and first-hand experiences. Compare animal features such as fur, feathers, scales and shells. Ask questions about animals and share discoveries. Explore where different animals live and match animals to simple habitats through stories small world play.	Seasons Signs of Spring - differences and changes over time - weather, animals and plants. Explore a range of materials used in everyday vehicles. Describe how materials look, feel and behave. Compare different materials through play and investigation, talk about why some materials are used for different purposes. Floating boat challenge. Young engineers: Explore and build and investigate using a range of materials. Ask questions and make simple predictions, Test ideas.	Care and concern for living things. Planting Sunflowers, beans and other plants. Explore what plants need to grow and observe changes as shoots begin to appear and talk about what they notice. Explore different trees in the school grounds and local area. Observe leaves, bark seeds and branches talking about similarities and differences. Draw and describe a favourite tree using simple scientific vocabulary. Talk about how they have change since they were babies. Explore what they can do now that they could not do as babies. Talk about simple ways to keep their bodies healthy. Recognise healthy everyday choices.	Seasons- Summer: Differences and changes over time - weather, animals and plants. Observe natural objects found at the seaside, describe what they can see, feel and hear, compare shells, pebbles and sand. Explore different animals that live in and around the sea. Explore places where sea creatures live. Observe rock pools, beaches and coastal environments through photographs videos. Notice ways people can care for the natural world, talk about keeping beaches clean and explore the impact of litter on environments. Talk about suitable clothing in hot weather, sun hats, sunscreen etc. Explore sand and water through practical investigation, compare wet and dry sand.

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Year 1- Science	Seasonal changes, Observe and describe weather associated with the seasons (Autumn) - Introduce class calendar and weather chart. Read the Book The five senses: Identify the five senses match each sense to their body part. Describe how senses help us learn about the world. Uses senses to investigate mystery objects and describe observations. Create mystery smelling jars. Name parts of the human body, describe simple functions of body parts. Draw main parts of the body. Learn about the skeleton (Read Funny Bones). Identify/sort everyday materials. Compare materials to answer simple questions, such as which material keeps an object dry.	Describe the simple physical properties of everyday materials - Compare and group together a variety of everyday materials based on their simple physical properties. Identify materials used in objects from different celebrations. Describe simple physical properties and materials. Compare the suitability of different materials for a purpose. Investigate which materials would be most suitable for a lantern or festive decoration and explain choices using simple scientific vocab. Seasonal changes: Observe and describe weather associated with the seasons and how day length varies. Observe changes between ice and water. Observe how ice changes in different conditions. Record observations using drawings and simple tables.	Animals including humans - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores herbivores and omnivores. Identify a variety of habitats, match animals to suitable habitat explaining how habitats provide food, water and shelter, compare using scientific language. Seasonal Changes- Observe and describe weather associated with the seasons	Identify materials used to make different vehicles. Describe the simple physical properties of materials. Compare materials and explain why they are suitable for different parts of a vehicle. Predict materials which will float or sink. Record observations, carry out comparative tests and record observations using drawings, tables or charts. Explain which materials are most suitable for boats. Design and build a simple vehicle or bridge. Select materials for a specific purpose and test and evaluate how well their design works. Observe and describe weather associated with the season Spring	Plants: Name and label parts of a plant, Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - Identify and describe the basic structure of a variety of common flowering plants, including trees. Compare stages of human growth from baby to adult. Observe similarities and differences between people as they grow. Sequence simple stages of growth. Record observations through drawings, labels discussion. Explain how healthy eating, exercise, sleep and hygiene help keep the body healthy. Seasonal Changes, observe and describe weather associated with the seasons (Spring/Summer) and how day length varies	Identify natural objects commonly found at the seaside. Compare similarities and differences between shells, pebbles and rocks. Sort seaside objects using observable features. Identify common sea creatures. Compare observable features of different animals and group animals according to their characteristics. Identify different seaside habitats. Compare habitats and the living things found there. Explain how habitats help living things survive. Observe how human actions affect seaside environments. Explain simple ways to care for living things and habitats. (Read Somebody Swallowed Stanley) Seasonal changes: Observe and describe weather associated with Summer and how day length varies.
Expressive Arts and Design						
EYFS: Creating with Materials	Artist Van Gogh. Ongoing provision through the term children continue to have daily opportunities to design, create and build, join, adapt, and evaluate through the continuous provision, exploring colour mixing and texture. Exploring different ways to join materials Self-portraits, autumn pictures, making rockets, playdough. Making a healthy soup.	Ongoing provision throughout the term. Children continue to have daily opportunities to design, create, build join adapt and evaluate through continuous provision. Linking colours to festivals. Firework pictures. Rocket models using junk. Look at different ways to attach materials referring to the DT Skills board. Use different material to colour a poppy. Christmas decorations, Christmas cards. Designing diva lamps from clay. Making jingle bells from sticks, ribbons pipe cleaners and bells. Making natural mandalas in Forest School:	Ongoing provision through the term children continue to have daily opportunities to design, create and build, join, adapt, and evaluate through the continuous provision. Winter pictures and scenes. Animal artists. Draw and paint animal patterns using a variety of media. Experiment with lines, spots, stripes and repeating patterns. Talk about colours, textures and patterns they notice.	Ongoing provision throughout the term children continue to have daily opportunities to design, create and build, join, adapt, and evaluate through the continuous provision. Project: Make a vehicle for a chosen journey. Spring pictures. Flower artwork. To use natural materials to make a piece of art (i.e. Andy Goldsworthy) Paint a picture with the Holi colours red is love, yellow colour of turmeric a spice, blue Hindu God Krishna green symbolises new beginnings. Draw favourite form of transport.	Ongoing provision throughout the term children continue to have daily opportunities to design, create and build, join, adapt, and evaluate through the continuous provision. Resources may include Card, paper, recycled materials, wool, ribbon, string, fabric tissue paper. Hole punches tape, glue and scissors. Natural Collages. Design your own minibeast using salt dough.	Ongoing provision throughout the term. Children have daily opportunities to develop their artistic and design skills through open-ended exploration and creative play. Observational drawing of shells, pebbles and other seaside treasures. Explore colours of the sea, sky and beach. Explore sand, tissue paper, fabric and textured materials to create seaside collages. Possible project of following instructions to make a healthy sandwich for a picnic in the park or at the seaside. Discuss foods that people might enjoy during a day at the beach, explore healthy ingredients.
EYFS-Being Imaginative and Expressive	Acting out familiar situations and retelling stories in the home corner and small world play. Exploring our singing voices, joining in with simple welcome songs, singing confidently as part of a group.	Acting out familiar situations and retelling stories in the home corner, small world play and helicopter stories. Singing songs and learning some familiar songs and Nursery Rhymes. Listen to a variety of music and	Role-play possible Vets, Zoo Keeper, Bakery, Fire Station. Use small world animals to tell stories. Singing songs and learning some familiar songs and Nursery Rhymes. - Winter songs. Explore high and low animal sounds using	Role-play - home scene follow children's interests, small world play. Acting out Helicopter stories and Core Text. Singing songs and learning some familiar songs - Explore fast and slow music through movement	Acting out Helicopter stories and Core Text. Singing songs and learning some familiar songs - Explore loud, quiet, fast and slow singing. Create simple sound effects for rain, wind, birds and growing	Role-play Children's interests. small world, acting out Helicopter stories and Core Text. Singing songs and learning some familiar songs - Summer songs. (sea shanties). Join in confidently with actions, sing together with

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	learning some familiar songs, poems and Nursery Rhymes. Explore loud/quiet changes in tempo and keeping a beat.	make up their own dances in response. Create firework sounds using voices, claps and percussion instruments. Explore music associated with Diwali celebrations. Christmas songs and Performance: Learn and perform familiar Christmas songs and rhymes. Join in with actions and repeated choruses. Sing confidently with others	their voices. Move like different animals whilst responding to music. Animal composers, create simple musical patterns inspired by music, use voices and instruments.	and transport songs. Learning Nursery Rhymes and poems.	plants. Learning Nursery Rhymes and poems.	expression. Respond to music through movement and explore different ways to move like waves, boats and sea creatures. Learning Nursery Rhymes and poems.
Year 1: Art and DT [Ongoing provision throughout the terms children continue to have daily opportunities to create, design, build, join, adapt and evaluate through continuous provision.]	Art Creating a sketch book etc Spirals Van Gough's Starry Night. Create artwork in style of Van Goughs's Starry Night painting, See the work of an artist and listen how the artist made the work. Draw from observation for a minute at a time. Make different marks with different drawing tools. Explore the different marks they can make with a soft pencil, a graphite stick and a pen. Explore how water affects the graphite and pen and explore how to use a brush to make new marks. Make choices about which colours to use in their drawing. Draw from their fingertips, wrist, elbow, shoulder and body. Make a drawing using a continuous line for a minute or two. Making Soup	DT Making moving card with sliders/levers: Explore and evaluate a range of existing cards with moving parts. Identify strengths and weaknesses of existing product design. Design a card with moving parts sliders/levers using research to influence design. Use rulers and pencils to mark and score. Use spatulas, glue sticks, split pins and treasury tags. Identify strengths and weaknesses of own design. Start to talk about changes made during the making process. Discuss how closely their card meets their design process	Art Artist: Orla Kiely and Linda Bell. Simple Printmaking. Explore simple ways to make a print. Use line, shape colour and texture to explore pattern, sequencing and symmetry. Sculpt own printing materials Explore their environment and take rubbings of textures they find. Use rubbings to make an image. Use colour, shape and line to make their prints interesting. Collect their prints and test ideas. Make simple prints using hands and feet. Push objects they find into plasticine and makes prints. Cut shapes out of the foam board and stick them on a block to make a plate.	DT Textiles: Use tools and materials to make a bag for a story character who is going on a journey, product a paper bag. Extension: Woven (cardboard) bag. Create observational drawings of a range of vehicles.	Art Artist focus Linda Bell and Nnena Kalu Playful Making - Explore ideas, experiences and imagination through a playful approach to materials: Project Create 3d sculptures using a arrange of materials through exploration	DT Cooking & Nutrition - sandwich - Design a tasty and nutritious sandwich. Select a range of healthy ingredients covering several food groups. Grow cress to put in our sandwiches. Slice vegetables safely, with support. Describe the taste, texture and smell of the ingredients. Describe the information that should be included on a label. Use the basic principles of a healthy and varied diet to prepare dishes
Year 1 Music (Kapow scheme)	Pulse, Beat and Rhythm: All about me	Tempo: Snail and Mouse KS1 performance	Musical Vocabulary: Under the sea	Timbre and Rhythmic Patterns: Fairytales	Pitch and Tempo: Superheroes	Vocal and body sounds
ICT						
EYFS	There are no Early Learning Goals that directly relate to Computing objectives, though it is still expected that children will be introduced to appropriate technology and use it within their provision. Use a simple program on a device for a purpose. Recognise and select technology for a particular purpose. Use technology purposefully to create pictures, write words using iPad. Use technology safely and respectfully. Children to programme a simple route using Beebots/App on iPad. Use keyboards for them to identify number and compare lower case and letters. Online Safety is also explained					
Year 1 (Kapow scheme)	Improve mouse skills logging on and finding computers around us	Algorithms Unplugged: We will be programming Beebots. Understand what algorithms are; How they are implemented as programs on digital devices. Programs execute by following precise and unambiguous transactions.	Digital Imagery: To understand and make a sequence of pictures. To take clear pictures and to edit photos.	We will use technology purposefully to create, store, manipulate and retrieve digital content. We will continue to improve our mouse skills and we will have opportunities to create digital imagery.	Recognise common uses of IT beyond school. Improve mouse skills and create digital imagery. Think about the importance of online safety.	We will continue to learn about online safety. We will program the BeeBots to follow a given path.
Forest School EYFS and Year 1	We believe the children of Barley Close should have regular access to a natural environment which can encourage them to explore, be resilient, to have respect and pride and to aspire in everyday life both inside and outside of school. This is our mission to provide a child centred approach to learning and life which is inclusive for all. We nurture independent, resilient and respectful children with high ambitions for their future. The children take part in forest school each week; we do this because:					

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	It is beneficial for the children who learn by 'doing'. Children involved in Forest School become more responsible for their actions and can identify and calculate risks better. Children have increased self-confidence. A desire for learning is encouraged and developed. Forest School encourage children to become more active and healthier. Children develop self-awareness. Children develop better communication skills. Children develop independence. They have fun. Forest School is planned weekly with activities suitable to Reception and Year 1 children's abilities and run alongside the themes and topics of the week and children's interests.					