



Ormskirk Church of England Primary School Reception Curriculum Overview 2023-24

In Reception at Ormskirk C of E Primary School, we want our children to be inspired, aim high, achieve and shine through a curriculum filled with opportunities for awe and wonder.

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.


In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- **playing and exploring** - children investigate and experience things, and 'have a go'

- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The curriculum is a top-level plan of everything the early years setting wants the children to learn. Planning to help every child to develop their language is vital. The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time. Young children's learning is often driven by their interests. Plans need to be flexible. Young children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line. Depth in early learning is much more important than covering lots of things in a superficial way. (Development Matters, 2022)

To ensure opportunities for awe-inspiring teaching, our curriculum is subject to change in order to follow the interests of the children, but it will always aim high to provide challenge and progression, allowing our children to achieve and shine.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General theme	Wonderful Me! (as there is a lot to cover in this topic, and to allow time to complete baseline assessments, this topic will overlap into Autumn Term 2)	 Preparing for Christmas Advent The Christmas Story	Polar Regions Understand where these regions are in the world and in relation to us	Come Outside and People Who Help Us Plants and Flowers Weather and Seasons	Amazing Animals Safari animals Jungle animals Animal patterns - camouflage	Ticket to Ride Where do we live in the UK? - opportunity to recall prior knowledge from Autumn Term 1 Where in the world have you been? Discuss places, near and far,

	<p>Starting school/new beginnings</p> <p>Friendship</p> <p>All about me - my features, what makes me special and unique? How am I the same as other people and how am I different?</p> <p>My family</p> <p>What do I like/dislike? What am I good at?</p> <p>Feelings</p> <p>My local community - my school and my town</p>	<p>Practising for our Nativity</p> <p>Christmas cards</p> <p>Christmas traditions</p>	<p>Environment and habitat - comparison to UK</p> <p>Animals and their features and adaptations</p> <p>People who live in the Arctic</p> <p>Healthy eating</p> <p>Oral hygiene</p>	<p>Planting bulbs</p> <p>Growing vegetables</p> <p>Reduce, reuse and recycle</p> <p>Nature walk - observe and draw flowers and plants</p> <p>Visits from people who help us in the local community</p>	<p>Animal features</p> <p>Comparing habitats and climates with both UK and recalling prior knowledge about the polar regions.</p> <p>Comparing wild animals with domestic animals - introduce school pets.</p> <p>Life cycles - observe as caterpillars become butterflies and release into the environment.</p>	<p>that we have visited, their features and our memories of them.</p> <p>How do we travel to school?</p> <p>Vehicles in the past and present.</p> <p>Transport in this country and other countries</p> <p>Space travel and exploration</p> <p>Who was Neil Armstrong?</p> <p>Onward journeys - transition to Year 1</p>
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<p>High Quality Texts</p>	<p>Splat the Cat Topsy and Tim Start School Titch I Will Not Ever Never Eat a Tomato All Kinds of Families Happy in Our Skin The Smartest Giant The Colour Monster Elmer Aaaarrgghh Spider! You Choose Everywhere Bear Julia Donaldson books (rhyming) Each Peach Pear Plum (rhyming) Tanka Tanka Skunk (rhythm) Walking Through the</p>	<p>The Bible The Nativity Story The Story of Hannukah One Wild Christmas Dasher: How a Brave Little Doe Changed Christmas Forever Father Christmas Father Christmas Needs a Wee (rhyming and counting)</p>	<p>Little People, Big Dreams - Ernest Shackleton The Way Home for Wolf You're Snug with Me Penguin Iris and Isaac Lost and Found Blue Penguin A range of non-fiction texts</p>	<p>The Tiny Seed Oliver's Vegetables Jack and the Beanstalk Jasper's Beanstalk The Gigantic Turnip Tree, Seasons Come and Seasons Go A Stroll Through the Seasons Bloom</p>	<p>Arlo the Lion Who Couldn't Sleep I am a Tiger Giraffes Can't Dance Rumble in the Jungle Tad Dear Zoo The Hungry Caterpillar Elmer We're Going on a Lion Hunt Supermarket Zoo Blue Chameleon The Leopard's Drum Rhinos Don't Eat Pancakes Abigail Walking Through the Jungle</p>	<p>The Snail and the Whale The Way Back Home Mr Gumpy's Outing The Train Ride Oi! Get Off My Train! Astro Girl Little People, Big Dreams - Neil Armstrong Bob, the Man on the Moon</p>
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	Jungle (rhyme and sound differentiation) Ten in the Bed (rhyme)					
Wow moments/ enrichment opportunities	School walk Harvest	Bonfire Night Diwali Remembrance Day Black History Month World Kindness Day Anti-bullying month Bears and Prayers Workshop Hannukah Christmas	Chinese New Year Internet Safety Day	Shrove Tuesday Lent Mother's Day World Book Day Holi Imagine That! trip	Earth Day St George's Day Eid Zoo trip	'Tadpoles' sessions with Year 6 Visit to new teacher Father's Day

		Nativity Pantomime trip				
Communication and Language	<p>The development of children's spoken language underpins all areas of learning. Children's back and forth interactions from an early age form the basis for language and cognitive development. The number and quality of conversations that children have with adults and peers throughout the day in a language-rich environment is crucial for their later achievement. By commenting on what children are doing or are interested in and echoing back what they say with new vocabulary added, practitioners will build language effectively. Reading frequently to children and engaging them actively in stories, non-fiction, rhymes and poems, then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play where children share their ideas with support and modelling from adults and sensitive questioning that allows them to elaborate on their thoughts, children become comfortable using a rich range of vocabulary and language structures.</p>					
	<p>We develop Communication and Language as a focus across the whole EYFS. We achieve this by:</p> <ul style="list-style-type: none"> • modelling social language across the day e.g. 'Good morning, how are you?' • modelling language structures e.g: forming questions; using longer sentences; using talk to organise; using correct tenses; using descriptive language; engaging in back-and-forth conversations. • using circle times, news time and Barnaby Bear/Peter Rabbit to share children's experiences. • modelling effective listening and explaining why listening is important. • providing extensive opportunities to express ideas and opinions and encourage use of well-formed sentences and connectives. • providing extensive opportunities to explain thinking. • using talk partners to encourage sharing of ideas with peers. • twice weekly dedicated story time to inspire engagement and pleasure in reading. • taking 'Wow Words' from stories which are discussed, displayed and recapped to embed. • using a range of high-quality fiction and non-fiction texts as part of topics to introduce subject-specific vocabulary. • sharing knowledge organisers with staff and parents which lists subject-specific vocabulary so this can be regularly used at school and at home in order to embed it. 					

	<ul style="list-style-type: none"> • encouraging children to use their newly acquired vocabulary in a range of contexts. • using the 'What Are We Learning?' board to share existing knowledge and formulate questions about what we would like to find out. • encouraging children to ask relevant questions of visitors and supporting them to formulate effective questions. • building familiarity with stories and providing opportunities to retell stories using story maps and story mountains, introducing the language of first, then, now. 		
Personal, Social and Emotional Development	<p>Children's Personal, Social and Emotional Development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Strong, warm and supportive relationships enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist, wait for what they want and direct their attention as necessary. They should be supported to show resilience as this will be crucial for their life-long learning. They should learn how to look after their bodies, including healthy eating and manage their personal needs independently. Through supported interactions with their peers, they will learn how to make good friendships, co-operate and resolve conflicts. These attributes will provide a secure platform from which children can achieve at school and in later life.</p> <p>"Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done." (Education Endowment Foundation)</p>		
	<table border="1"> <tr> <td data-bbox="454 1064 698 1377"> <p>In Autumn Term 1, we aim to provide solid foundations in PSED by supporting children to:</p> </td> <td data-bbox="698 1064 2033 1377"> <p>Once the foundations are built, we then deliver PSED depending on the individual needs of the cohort. We find that different cohorts require different support and different strategies at different points of the year. However, we will always cover the fundamental aspects of:</p> <p>Healthy eating (Spring Term 1) Oral hygiene (visit from a Dentist) (Spring Term 1) Encouraging aspiration by having visitors from a range of careers as part of our People Who Help Us topic (Spring Term 2).</p> </td> </tr> </table>	<p>In Autumn Term 1, we aim to provide solid foundations in PSED by supporting children to:</p>	<p>Once the foundations are built, we then deliver PSED depending on the individual needs of the cohort. We find that different cohorts require different support and different strategies at different points of the year. However, we will always cover the fundamental aspects of:</p> <p>Healthy eating (Spring Term 1) Oral hygiene (visit from a Dentist) (Spring Term 1) Encouraging aspiration by having visitors from a range of careers as part of our People Who Help Us topic (Spring Term 2).</p>
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	<p>Build relationships with new friends and adults.</p> <p>Understand and begin to follow expectations.</p> <p>Be able to talk about themselves, their own abilities and achievements.</p> <p>Understand feelings and emotions, reasons for these feelings and how to regulate them.</p>	<p>Discussing the effects and importance of physical activity on our bodies during swimming lessons, PE lessons and Squiggle While You Wiggle sessions.</p> <p>Instilling clear hygiene routines and ensuring children understand the reasons for these, such as thorough hand washing after using the toilet and before eating.</p> <p>Providing opportunities for challenge and resilience in continuous provision.</p> <p>Encouraging children to persevere with tasks.</p> <p>Providing a supportive environment in which children feel confident to have a go, make mistakes and learn from these.</p> <p>Using circle times and friendship webs to share positive thoughts and kindness. (World Kindness Day - Autumn Term 2)</p> <p>Anti-bullying Week (Autumn Term 2)</p> <p>Adult modelling of what good sharing looks like, including modelling the language that children can use in their own interactions.</p> <p>Supporting children to solve their own problems by providing them with the strategies to do so and encouraging them to consider the needs and feelings of others.</p> <p>Encouraging children to be proud of their own achievements.</p>
<p>British Values</p>	<p>Democracy - making decisions together: Encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings. Demonstrate democracy in action, for example, taking</p>	

	<p>votes on which story to have at story time. Provide opportunities for turn-taking, sharing and collaboration. Children will be given opportunities to develop enquiring minds in an environment where questions are valued.</p> <p>Rule of Law – understanding rules matter: Ensure that children understand their own and others' behaviour and its consequences and learn to distinguish right from wrong. Understand that everyone has to follow the rules in order for the classroom community to run smoothly. Understand their rights and responsibilities in the classroom. Ensure that rules and expectations are applied fairly so that children feel a sense of justice.</p> <p>Individual liberty – freedom for all: Children will develop a positive sense of themselves. Children are provided with opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example, allowing children to take risks. Offer a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions.</p> <p>Mutual respect and tolerance – treat others as you want to be treated: Create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued. To know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences. To encourage and explain the importance of tolerant behaviour such as sharing and respecting others' opinions. Promote diverse attitudes and challenge stereotypes, e.g. sharing stories and displaying images that reflect and value the diversity of children's experiences.</p>
<p>Physical Development</p>	<p>Fine Motor skills: All children are given access to a range of activities and materials such as scissors, writing materials, paintbrushes to encourage them to mark make, cut and join throughout the year and supported to refine and enhance their techniques. All children have access to Finger Gym activities during continuous provision throughout the year. These are regularly changed and planned for throughout the year by using larger equipment at the beginning of the year, progressing incrementally to smaller, more delicate activities which require greater dexterity. We provide a range of equipment in our areas of continuous provision, for example, in the sand we provide a variety of equipment ranging from large containers and scoops, down to smaller containers and spoons which require greater fine motor control. We begin in the Autumn Term with daily Dough Disco sessions for all children. Those children who would benefit from further sessions continue these beyond the first half term. We split the cohort into needs-based groups and provide targeted fine motor support to all children three times each</p>

	<p>week. The objectives for these groups are regularly reviewed to ensure children are progressing. We have weekly Squiggle While You Wiggle sessions which builds strength in the muscles of the core and upper body in order to support fine motor development.</p> <p>Gross Motor skills: We follow the guidance of our PE Co-ordinator and work towards the Early Learning Goals in Physical Development throughout the school year. Our children begin swimming lessons after October half term in our school pool. We have weekly Squiggle While You Wiggle sessions which include ball control skills and experimentation with different ways of moving. These sessions develop overall body strength, co-ordination and agility. Our children gain much of their physical skills development in our large outdoor area by, for example, using planks, tyres and crates to create obstacle courses on which they can practise their balancing skills, and they are encouraged to enhance and develop these to provide greater challenge. We have a range of scooters, tricycles, balance bikes and pedal bikes to enable children to show progression in their gross motor skills. We make use of our extensive outdoor space by taking outside a range of equipment such as racquets and tennis balls, basketball hoops and large balls etc which provides opportunity for the children to confidently and safely use apparatus on their own or within a group. During the Summer Term, a coach from West Lancashire Sports Partnership leads weekly 'Mini Wheelers' sessions to develop children's confidence and ability using balance bikes. During this term, we also prepare for sports' day, allowing children to take part in a variety of races and team games and experience events they may not have experienced before.</p>					
<p>Literacy (including Phonics, reading and writing)</p>	<p>It is crucial for children to develop a life-long love of reading. Reading consists of word reading and language comprehension. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books they read with them (both fiction and non-fiction) and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of unfamiliar printed words (decoding) and the recognition of familiar printed words and 'tricky' words that cannot be decoded. Writing involves segmenting words to identify the sounds within them, selecting the correct grapheme and using handwriting to record these as well as composition (articulating ideas and structuring them in speech before writing).</p>					
<p>We use Supersonic Phonic Friends</p>	<p>Joining in with rhymes and showing an</p>	<p>Encourage the retelling of stories related to</p>	<p>Identifying characters and</p>	<p>Use story maps and mountains to identify the</p>	<p>Can explain the main events of a story, may</p>	<p>Understands and can explain key features of a book - front cover,</p>


<p>(SSPF) as our chosen DfE validated phonics scheme.</p> <p>We instil a love of reading for pleasure by having a minimum of two dedicated story times each week, where stories are read to children with eagerness, expression and excitement in order to engage them with the text.</p>	<p>interest in stories with repeated refrains.</p> <p>Environmental print.</p> <p>Understanding that: print has meaning, print can have different purposes, English is read from left to right and top to bottom.</p> <p>Recognising initial sounds.</p> <p>Name writing activities.</p> <p>Engage in conversations about stories and learn new</p>	<p>events through acting/role play/puppet theatre.</p> <p>Recalling the Christmas story including nativity play and in the role play area.</p> <p>Phonics: Once the majority of children are secure with the Firm Foundations, we will begin whole class teaching of The Basics 2 level of SSPF including tricky words. We will introduce different strategies to encourage the children to segment words such as phoneme</p>	<p>settings within stories.</p> <p>Phonics: Whole class teaching following the SSPF scheme - The Basics 2 and 3. Children will be recognising individual graphemes and di/trigraphs and tricky words.</p> <p>Daily needs-based interventions.</p> <p>Reading: Children will be supported to notice di-trigraphs within words when reading.</p>	<p>structure of a story (beginning, middle, end) and to aid re-telling - Handa's Surprise</p> <p>Beginning to understand the difference between fiction and non-fiction texts.</p> <p>World Book Day - sharing our favourite books, reading new books</p> <p>Phonics: Whole class re-capping of The Basics 3 and tricky words including</p>	<p>include labels, sentences or captions - The Very Hungry Caterpillar</p> <p>Phonics: Whole class phonics activities to reinforce prior learning and support application when reading and writing.</p> <p>Daily needs-based interventions.</p> <p>Reading: Guided read</p> <p>As Spring 2. Progress will be shown by increased confidence in grapheme</p>	<p>back cover, blurb, illustrator/illustrations, author, title.</p> <p>Understands and can explain the difference between fiction and non-fiction texts and can categorise them.</p> <p>Phonics: Whole class phonics activities to reinforce prior learning and support application when reading and writing.</p> <p>Daily needs-based interventions</p> <p>Reading: Most children will be reading aloud simple sentences and books that are consistent with their phonic knowledge, including some tricky words.</p>
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<p>'Wow words' are chosen from these books to support development of vocabulary.</p>	<p>vocabulary - introduce children to our 'Wow Words'</p> <p>Phonics: Whole class engagement with the Firm Foundations level of SSPF, focusing on sound discrimination (environmental, instrumental, body percussion), rhythm, rhyme, alliteration, voice sounds and oral blending and segmenting.</p> <p>Reading: initial sounds, listening to stories with</p>	<p>fingers, Hulk smash, Spiderman web fingers etc. Children will begin blending sounds into words so they can read short words made up of known letter-sound correspondences.</p> <p>We provide parents with a weekly newsletter so they are aware of what children have learned each week and can support learning at home.</p> <p>Reading: We share a variety of Christmas texts.</p>	<p>Provide opportunities for children to practise recognition of tricky words.</p> <p>Children will receive two decodable home reading books each week. Children will read weekly with an adult in school.</p> <p>Writing: Writing taught tricky words.</p> <p>Writing CVC words.</p> <p>Fine motor groups - differentiated.</p>	<p>more practice of application.</p> <p>Daily needs-based interventions.</p> <p>Reading: Guided read</p> <p>Encouraging children and parents to re-read books to build confidence and aid fluency, understanding and enjoyment.</p> <p>Encouraging children to begin 'reading with speed' to build fluency.</p> <p>Writing: Writing</p>	<p>recognition, tricky word recognition and fluency.</p> <p>Some children may begin learning The Basics 4 tricky words if they are ready.</p> <p>Writing: Children will be writing with increased purpose in continuous provision e.g. role play, using phonetically plausible attempts at words and may be beginning to use finger spaces/capital letters and full</p>	<p>Writing: Children will be given opportunities to write stories using some tricky words and descriptive words.</p> <p>For children who are ready, they will be encouraged to innovate familiar texts.</p> <p>Make use of story dice as a way to structure stories and aid imagination.</p> <p>Fine motor groups - some differentiated and some whole class.</p> <p>Write a postcard.</p> <p>Ask parents to provide a photograph of a holiday or trip, children talk about it in circle time and then write about it.</p>
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	<p>attention and recall, reciting known stories. Wordless books to encourage comprehension, discussion and prediction.</p> <p>Writing: Dough Disco to build hand strength.</p> <p>Baseline activities - write name, draw a person.</p> <p>Draw picture of family.</p> <p>Adult observations of dominant hand, grip and children giving meaning to their mark making.</p>	<p>We read the story of Hannukah.</p> <p>For children who are ready, we will begin to send home books with words which are decodable using their phonic knowledge.</p> <p>Writing: Opportunities in provision for writing such as Christmas cards, gift labels, elf workshop, Christmas lists.</p> <p>Phoneme hunt activity (identifying initial sounds in words and recording them)</p>	<p>Backpack list writing</p> <p>Polar animal fact file writing</p> <p>Labelling of ice vehicle</p>	<p>captions and simple sentences.</p> <p>Handa's Surprise writing sheets in provision with vocabulary mat available</p> <p>Fine Motor groups - differentiated.</p> <p>Design and label a minibeast</p> <p>Character writing</p> <p>When I grow up, I would like to be...writing</p> <p>Mother's Day cards</p>	<p>stops independently.</p> <p>Fine motor groups - some differentiated and some whole class.</p> <p>Children will begin re-reading what they have written to check it makes sense.</p> <p>Missing animal posters.</p> <p>Jungle animal fact file.</p> <p>Mixed up animals.</p> <p>Butterfly life cycle.</p>	<p>Write a list of items needed for a trip to space.</p> <p>Write a description of a new planet you visit on your space trip.</p> <p>Write a comment for their school report.</p> <p>Write a letter to their new teacher.</p>
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	<p>Access to yellow laminated name cards to practise name writing.</p> <p>Continuous Provision access to Finger Gym activities and patterns such as swirls and zigzags to be traced and copied to develop fine motor control in preparation for letter formation.</p>	<p>Introduce letter join website to demonstrate cursive letter formation. Begin practising this in Fine Motor groups.</p>		<p>Introduce and model sentence structure - capital letter, full stops, finger spaces.</p>		
<p>Maths</p>	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, have a deep understanding of the composition of numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this knowledge - such as by using manipulatives including ten frames, counters and cubes - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measure. It is important that children develop positive attitudes and an interest in mathematics and look for patterns and</p>					

	<p>relationships, spot connections, have a go, talk to adults and their peers about their observations and not be afraid to make mistakes.</p> <p>"Teaching maths for mastery is a transformational approach to maths teaching which stems from high performing Asian nations such as Singapore. When taught to master maths, children develop their mathematical fluency without resorting to rote learning and are able to solve non-routine maths problems without having to memorise procedures." (Maths No Problem)</p>		
<p>We use a mastery approach to maths. Maths No Problem is our chosen maths scheme in line with the rest of the school. We enhance this with the NCETM Mastering Number programme.</p>	<p>Week 1 - Matching (To identify a range of similarities and differences)</p> <p>Week 2 -Sorting (To be able to sort by colour, shape, size, texture, orientation and function)</p> <p>Week 3 - Comparing and ordering (To be able to compare and order by size, length and time)</p> <p>Week 4 - AB patterns</p> <p>Week 5 & 6 - Counting (To be able to count reliably (with one-to-one correspondence and understanding of cardinality) up to five forwards and backwards. To be able to compare numbers, order and write numbers to five)</p>	<p>Week 1 - Counting (understanding zero)</p> <p>Week 2 - Counting and ordering (counting to 10 forwards and backwards; understanding the ordinality of numbers)</p> <p>Week 3 - Counting (To represent numbers on a five and ten frame. To match number names to numerals and to representations on ten frames up to 10. To write numbers to 10).</p> <p>Week 4 - Addition</p> <p>Week 5 - Comparing and Ordering</p>	<p>Week 1 - Counting on to add (To be able to use counting on as a strategy for addition)</p> <p>Week 2 - Counting forwards and backwards (To be able to count forwards and backwards within 10. To recognise 1 more and 1 less)</p> <p>Week 3 - Counting to 20</p> <p>Week 4 - Doubling (To be able to double numbers 1-5. To be able to recognise doubles and non-doubles)</p> <p>Week 5 - Halving and sharing (To be able to halve sets of items and even numbers by sharing into 2 equal groups)</p>

<p>Week 7 - Time (To talk about time in terms of night and day, days of the week and months of the year. To use language related to time and to be able to sequence events)</p> <p>Week 8 & 9 - Composition of numbers up to 5 (To know the 1 more than, 1 less than relationship between consecutive whole numbers. To be able to represent the numbers 1-5 in different ways)</p> <p>Week 10 & 11 - 2D Shapes (To recognise language associated with 2D shapes)</p> <p>Week 12 - Positional language</p> <p>Additionally, we have our number board featuring a number of the week 1-20 which is introduced each Monday and is then followed up with the relevant Numberblocks episode and Twinkl 'All About Number ...' powerpoint on Tuesday.</p> 	<p>Week 6 - Counting (To find number bonds for numbers up to 6)</p> <p>Week 7 - Counting (To be able to create number bonds to make 7-10)</p> <p>Week 8 - Patterns (To be able to copy, continue and create AAB, ABC and AABC patterns)</p> <p>Week 9 - Measuring Lengths and Heights</p> <p>Week 10 - Capacity</p> <p>Week 11 - 2D Shapes (To be able to compose 2D shapes using tangrams and pattern blocks)</p> <p>Week 12 - 3D Shapes (To be able to recognise 3D shapes and to build with 3D shapes)</p>	<p>Week 6 - Odds and evens (To be able to recognise and understand odd and even numbers)</p> <p>Week 7 - Mass (To describe and compare the mass of different objects)</p> <p>Week 8 - Volume and capacity (To compare the volume and capacity of different items)</p> <p>Week 9 - Money (To recognise 1p, 2p, 5p and 10p coins. To pay for items using a combination of these coins. To calculate change from 10p)</p> <p>Week 10 - Data (To be able to collect and represent data sets)</p> <p>Week 11 - Develop problem-solving skills</p> <p>Week 12 - Word problems</p>
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		<p>Beginning in this term, we teach a whole class maths input and then break into smaller groups for a carousel approach, covering all areas of mathematics, planned to reinforce prior teaching, both with an adult and by completing independent tasks.</p> <p>We have small, focused intervention groups taking place daily.</p>				
<p>Understanding the World</p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and their sense of the world around them. This can be developed by trips to new places and meeting visitors from their local community. Children need to be given the opportunity to notice similarities, differences and changes in the world around them and to make sense of these. They need to appreciate their world and respect it to make them good future stewards of it. Children need to understand that there will be similarities and differences between themselves and others and that these should be respected. In addition, listening to a broad range of stories, non-fiction texts, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this enriches their vocabulary and allows them to better express their observations and ideas about why things happen.</p>					
<p>Links have been made here to how these fit with National</p>	<p>Identify their family - drawing a picture, naming their family and</p>	<p>Learn about Bonfire Night, the reason it is celebrated, how it is celebrated and how to keep</p>	<p>Explore a range of polar animals. Learn their names and features e.g. how they</p>	<p>Introduce the children to a range of people from the local community who help us.</p>	<p>Compare a range of different environments and habitats - recall prior</p>	<p>Discuss how we travel to school, gather data and compare. (M)</p> <p>Explore modes of transport in this</p>

<p>Curriculum subjects:</p> <p>H -History G -Geography S - Science RE - Religious Education M - Maths</p>	<p>talking about them.</p> <p>Share news about where they have been with their family - send home Barnaby Bear and Peter Rabbit to support this. (G)</p> <p>Read books about families, including a diverse range of families.</p> <p>Take a tour of the school to develop a sense of their local community (G)</p> <p>Learn about Ormskirk - its history and key</p>	<p>safe whilst enjoying the celebrations. (H)</p> <p>Learn about Diwali, who celebrates, how it is celebrated and why. Explore Rangoli patterns and make traditional Indian sweets. (RE)</p> <p>Learn about Black History Month, why it is celebrated and explore the lived experiences of key figures including Rosa Parks, Martin Luther King Jr and Floella Benjamin. (H)</p> <p>Learn about Remembrance</p>	<p>keep warm and camouflage. (S)</p> <p>Understand where in the world the polar regions are located. (G)</p> <p>Compare different environments and habitats. (G)</p> <p>Carry out experiments to find out how polar animals keep warm and what makes ice melt more quickly. Introduce scientific language e.g. experiment, predict,</p>	<p>Introduce the children to recycling and how we can take care of our world. Look at what rubbish can do to our environment and animals (Somebody Swallowed Stanley book; Topsy and Tim Go Green) (G)</p> <p>Children comment on the weather and the changing seasons, including appropriate clothing and housing. Introduce materials -</p>	<p>knowledge of polar regions. (G)</p> <p>Use video clips to bring the wider world into the classroom.</p> <p>Explore animal patterns.</p> <p>Observe the life cycle of butterflies (S)</p> <p>Design a zoo map (G)</p> <p>Compare wild animals to pets (S)</p> <p>Learn about Eid, who celebrates it, how it is</p>	<p>country and in other countries. Would all modes of transport be suitable in all places? Why? Why not? (Retrieval practice - consider features of polar regions and jungle/safari areas that we have already learned about) (G)</p> <p>Explore transport through the ages e.g. Penny Farthings, cars, aeroplanes. What is the same? What has changed? (Magic Grandad) (H)</p> <p>Explore space, the planets -features, order. How would you travel to space? What is life like inside a rocket? (S)</p>
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	<p>features of the town. (H/G)</p> <p>Learn about Harvest, who celebrates it, how and why (RE)</p>	<p>Day - why it is celebrated and how. (H)</p> <p>Different ways of celebrating Christmas. (RE)</p> <p>Elf workshop/role play areas where children can explore their own traditions/celebrations.</p> <p>Explore Hannukah and make comparisons with Christmas which is celebrated at a similar time of year. (RE)</p>	<p>compare, fair test. (S)</p> <p>Explore climate change, its effects and what humans can do to help. (G/S)</p> <p>Children learn about Ernest Shackleton (H)</p> <p>Learn about Chinese New Year, who celebrates it, how it is celebrated and why (RE)</p>	<p>experiment to find out which material would be most suitable for an umbrella for Ted. (S)</p> <p>Observe plants growing and the different stages (S)</p> <p>Learn about Shrove Tuesday, Ash Wednesday, Lent and the Easter story (RE)</p> <p>Learn about Holi, who celebrates it, how it is celebrated and why (RE)</p>	<p>celebrated and why (RE)</p>	
<p>Expressive Arts and</p>	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to play with a wide</p>					

Design	variety of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression and ability to communicate through the arts.					
<p>We have home corner role play available in the Busy Room all year, which is enhanced in different ways to allow children to make sense of their world by acting out their experiences.</p> <p>We have role play areas within the classrooms which are linked to the topic to allow children to explore new experiences and make use of new vocabulary for themselves.</p> <p>Junk modelling is ongoing throughout the year with a variety of methods to join and enhance their creations provided. Children are encouraged to refine their techniques and methods to show progression. Children are encouraged to talk about their creations and their processes and evaluate their work.</p>						
	<p>Introduce children to a variety of rhymes and songs, including call-and-response songs to encourage children to echo phrases.</p> <p>Children create self-portraits using oil pastels, encouraging them to use a mirror and discuss what</p>	<p>Firework pictures using chalks.</p> <p>Poppy paintings - finger painting - children encouraged to look at the poppy carefully before painting.</p> <p>Children to design their own rangoli patterns or recreate using a variety of materials e.g. coloured rice or pasta shapes.</p>	<p>Chinese New Year - children will make dragon puppets and will recreate a dragon dance, exploring Chinese music and different ways to move with the music.</p> <p>Exploring the art of Nerys Levy - painting in the Antarctic using watercolours.</p>	<p>Children will be encouraged to role play People Who Help Us to extend their understanding.</p> <p>As part of our Holi celebrations, children will explore colour mixing.</p> <p>Mother's Day cards</p> <p>Easter baskets</p>	<p>Animal art - recreating animal patterns to create a large collaborative piece of art.</p> <p>Explore animal sounds and different ways of moving like a variety of animals.</p> <p>Explore African music, different ways to move to it</p>	<p>Design and make vehicles in junk modelling, including rockets. Consider form and function.</p> <p>Space role play</p> <p>Create outer space pictures</p> <p>Make a space helmet - following instructions</p> <p>Father's Day crafts and cards</p> <p>In Busy Room or outdoors, children</p>

	<p>they can see before drawing.</p> <p>Tapping out simple rhythms and syllables - links with phonics (e.g. Tanka Tanka Skunk)</p>	<p>Christmas cards</p> <p>Christmas role play area - acting out their experiences of Christmas celebrations and the Christmas story.</p> <p>Learning new Christmas songs</p> <p>Nativity</p> <p>Visit to pantomime</p>	<p>Children will create their own art in the style of Nerys Levy.</p> <p>Children will work collaboratively with their talk partner to design an ice vehicle.</p> <p>Children will create ice shelters using sugar cubes and lolly sticks -evaluating and problem solving.</p> <p>Music - children will tap out their names and other rhythms using a variety</p>	<p>Learn Easter songs</p>	<p>and how it makes you feel.</p> <p>Jungle role play</p>	<p>encouraged to create holiday role play scenarios, drawing on and sharing their experiences. Large scale vehicles created using crates, chairs, boxes, planks etc</p>
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			of instruments, they will explore the sounds of the instruments and how to vary tempo and volume.			
<p>R.E. and Festivals</p> <p>(We have a twice-weekly worship)</p> <p>Across school, there is a half-termly focus on a Christian Value which we discuss as part of our</p>	Harvest - make vegetable soup	<p>Diwali - Rangoli patterns, making Indian sweets</p> <p>Hannukah - playing Dreidl, sampling jam doughnuts (sufganiyot)</p> <p>Bears and Prayers workshop lead by Methodist Church Family and Schools Worker</p>	<p>Chinese New Year -dragon puppets, dragon dancing, sampling food</p>	<p>Shrove Tuesday - sample pancakes</p> <p>Ash Wednesday</p> <p>Lent -discuss sacrifice</p> <p>Easter</p> <p>Holi -planting bulbs/colour mixing</p>	<p>Eid</p> <p>St George's Day</p>	<p>Summer solstice</p> <p>Father's Day</p>

<p>worship and create a display using the children's voice.</p>		<p>Christmas Church service</p>		<p>Mothering Sunday Church Service</p>		
<p>ICT</p>	<p>Children have weekly ICT lessons in the computer suite. They cover: Knowing how to switch computers on and off correctly. To know that they need to left click to select. Double clicking. Knowing how to take a photograph with an iPad. Programming a bee bot. Beginning to predict what will happen next in a simple program e.g. predict what will happen next in a simple program. Using technology in and out of school for a purpose e.g. taking a photograph, completing a game. Using technology respectfully and safely.</p>					
<p>Languages</p>	<p>We introduce children to Spanish in Reception in preparation for learning higher up the school. They learn greetings, colours and counting to 10. This is done during milk/snack time and is ongoing across the year. They are also exposed to words and phrases from different languages during celebrations and festivals e.g. Diwali, Hannukah, Eid.</p>					