
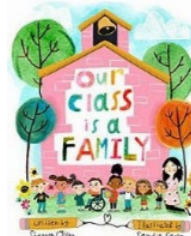
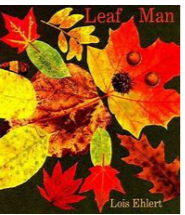


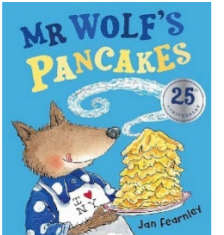



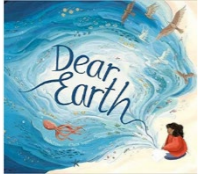
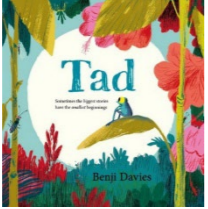
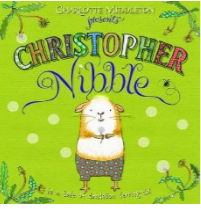


*A united, caring community of learners*

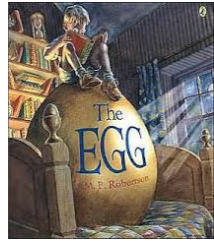
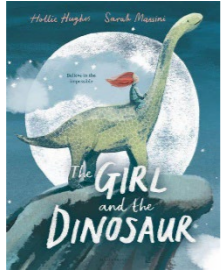
# Reception

Autumn Term								
Term	Class Texts	Science	Geography/History	Art/DT	RE	Music	PSHCE	PE
Autumn 1	  	<p><b>All about Me</b> To label parts of the body. To explore the world around them, making observations and drawing pictures of themselves and others.</p> <p>To Know similarities and differences between the natural world around them To work and play cooperatively and take turns with others.</p>	<p><b>History Focus</b> Creating a timeline by looking at photographs of ourselves at various times of our lives. Discussing how we have changed over time. <b>(Church)</b></p> <p><b>Geography – Outdoor Adventures</b> Recognise some environments that are different to the one in which they live. Draw simple information from map. <b>(Local walk to Powell)</b></p>	<p><b>Art</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><b>DT – Junk Modelling</b> Creating our homes using different media.</p> <p><b>Self portraits</b> Draws with detail including finer details such as fingers, ears, hair styles or items onto features</p>	<p><b>Creation</b></p> <p><b>Christianity</b> <b>Why is the word 'God' so important to Christians?</b> Visit the Church – Understand that some places are special to members of their community. <b>(Church)</b></p> <p>Recognise that people have different beliefs and celebrate special times in different ways. (Diwali/ Harvest)</p>	<p><b>Sing UP</b> I've got a Grumpy Face and The Sorcerer's Apprentice Singing ,percussion and composing <i>sitting on the door mat.</i></p>	<p><b>SCARF</b> Me and My Relationships  People close to me Getting help</p>	<p><b>GetSet4PE</b> <b>Introduction to PE: Unit 2</b>  Moving around the room safely</p>

<p><b>Autumn 2</b></p>	 	<p><b>Seasonal changes/ Materials:</b>          To understand that there are four seasons and be able to name them. To use some scientific words to describe the environment and link it to the season they are in. To draw their own ideas about the environment and things that they like to do in each season. To describe the changes between each season and describe why some things belong in certain seasons.          To identify parts of a spider and a reindeer          To explain thinking using simple words.          To use observation skills to spot things and explain what they can see. To categorise bugs using observable features. To make spiders web using suitable materials.</p>	<p><b>Geography</b>          Understand the effect of changing seasons on the natural world around them.</p> <p><b>Scavenger Hunt – Powell</b></p> <p><b>History</b>  <b>Remembrance Sunday</b>          Making poppies and create a whole class/ year group display</p>	<p><b>Autumnal Art</b> - Mixes and matches to a specific colour or shade needed.  <b>DT - Make your own Leaf Man</b> Collage          Joins items in a variety of ways, sellotape, hole punches, string, glue, masking tape and ribbon.  <b>Starry Night/ shadow art</b>          Uses primary colours to make secondary colours begins to add white or black to alter a shade or tint of paint.  <b>Starry Night/ shadow art</b>          Uses primary colours to make secondary colours begins to add white or black to alter a shade or tint of paint.</p>	<p><b>Incarnation</b>          Why do Christians perform a nativity at Christmas?  <b>Why is Christmas Special for Christians?</b></p> <p><b>Text – Jesus' Christmas Party</b></p> <p><b>Christmas/ Nativity In All Saints Church</b></p>	<p><b>Sing UP</b>          Witch, Witch and Row, row, row your boat Call and Response song, pitch, rhythm and improvising</p>	<p><b>SCARF</b>  <b>Keeping Safe</b></p>	<p><b>GetSet4PE</b>  <b>Fundamentals: Unit 2</b></p>
<p><b>Spring Term</b></p>								
<p><b>Spring 1</b></p>	 	<p><b>Animals excluding Humans</b>          To identify why habitats are important to animals. To identify some animals from specific habitats. To understand hibernation and its purposes. To discuss why some animals are suited for different habitats</p>	<p><b>Geography</b>          Recognise some similarities and differences between in this country and life in other countries.</p> <p>Recognise some environments that are different from the ones they live.</p>	<p><b>Art</b>          Uses thick brushes. Uses thin brushes to add detail and holds the brush with a tripod grip.</p> <p><b>DT</b>  <b>Cooking and Nutrition:</b>          Soup</p>	<p><b>Thematic</b>          Being special: Where do we belong?</p>	<p><b>Sing UP</b>          Bird spotting: Cuckoo polka (Weeks 1-3)          Active listening, beat, pitch (so-mi), vocal play Shake my sillies out (Weeks 4-6)          Timbre, pitch (higher/lower), tempo (faster/slower), beat</p>	<p><b>SCARF</b>  <b>Valuing Difference</b></p>	<p>Gymnastics: Unit 1</p>

<p><b>Spring 2</b></p>	 	<p><b>Under the Sea</b> To identify animal habitats. To group fish based on observations. To make observations of the natural world. To Understand some important processes and changes in the natural world, including the seasons and changing states of matter. To understand why things, float or sink Know some similarities and differences between the natural world around them and contrasting environments, drawing on experiences To make observations of plants and animals.</p>	<p><b>History</b> Make a time capsule from now and open At the end of Year 6.  Compare and contrast characters from stories, including figures from the past.  <b>Geography</b> Explore the natural world around them.  Looking after our Earth and making our own world map and enhancing with landscapes, terrains and animals.</p>	<p><b>Art</b> Developing gross motor skills by creating some BIG art! Using brushes and other materials to compare the outcome.  <b>DT Structures: Boats</b></p>	<p><b>Salvation</b> Why is Easter special to Christians?  <b>Easter celebrations</b></p>	<p><b>Sing UP</b> Up and Down (Weeks 1- 3) Songs with actions and play melodies Five fine bumble bees (Weeks 4-6) Call and response song playing instruments</p>	<p><b>SCARF</b> Rights and Respect  Caring for the world</p>	<p>Dance: Unit 2</p>
<p><b>Summer Term</b></p>								
<p><b>Summer 1</b></p>	 	<p><b>Trasditional Tales</b> To observe what happens when something dissolves. To explain what happens during the process of dissolving. To understand which materials are strong. To understand the basic properties of materials.</p>	<p><b>History</b> Re-visit our timelines by looking at photographs of ourselves at various times of our lives. Discussing how we have changed over time.  What we have learnt in previous topics.</p>	<p>I can explore simple one line symmetry with activities such as folding painted butterflies, building models, drawing and using mirrors.  Paints from observation by making a careful study and then includes features and details in the pictures.  <b>DT Textiles: Book marks</b></p>	<p><b>Thematic</b> Which places are special and why?</p>	<p><b>Sing UP</b> Down there under the sea (Weeks 1-3) Timbre, structure, active listening, tune moving in step (stepping notes), soundscape. It's oh so quiet (Weeks 4-6) Dynamics, timbre, musical storytelling, improvising and composing, exp</p>	<p><b>Growing and Changing: Girls and Boys Life stages</b></p>	<p>Games: Unit 2</p>

Summer 2



**Keeping Healthy**  
To identify ways to keep healthy.  
To understand why we need to stay clean  
To know how some germs can make them ill. To understand what a dentist's role is.  
To understand why it is important to have a clean environment.  
To understand that they need to eat different foods.  
To understand why it is important to exercise.  
To understand the importance of sleep and can identify different emotions.

Geography  
**Around the world**  
Map investigation and landscapes.  
Moving on and transition.

Draws fine detailed portraits, imaginative worlds, landscapes, cityscapes, buildings and objects from making close observation.  
**DT**  
**Seasonal Projects:**  
A Rainbow Salad

**Thematic**  
Which stories are special and why?

**Sing UP**  
Slap clap clap (Weeks 1-3) Music in 3-time, beat, composing and playing. Bow, bow, bow Belinda (Weeks 4-6) Beat, active listening, instrumental accompaniment.

**Being My Best:**  
Keeping my body healthy  
Importance of food, exercise and sleep  
Growth Mindset

Ball Skills: Unit 2