

## Reception Annual Curriculum Map

Area of Learning	Harvest Term	Christmas Term	Winter Term	Spring Term	Whitsun Term	Summer Term
<p><b>Communication and Language</b></p> <p><i>Listening, Attention and Understanding</i></p> <p><i>Speaking</i></p>	<p><b>What?</b> Speaking in clearly defined statements Experimenting with rhyming words Using talk to share ideas. Using sequencing words Extending our vocabulary. Listening skills. TfW Key Connectives and story phrases AUT1</p> <p><b>Why?</b> To support literacy development. Working towards Literacy and Communication and Language ELGs.</p> <p><b>How?</b> In adult -led topic writing / TfW tasks, in circle times, and in everyday interactions with peers and adults.</p> <p><b>Why now?</b> Pie Corbett, developer of Talk for Writing (TfW) states that “If you can’t say it, you can’t write it”; communication and language is thus preparatory work for literacy and writing skills.</p> <p><b>See also:</b> TfW long term overview and termly plans. EYFS Development Matters, Birth to 5 Matters, and ELGs in the areas of Literacy and Communication and Language.</p>	<p><b>What?</b> Speaking in clearly defined statements Experimenting with rhyming words. Using talk to share ideas. Using sequencing words Extending our vocabulary. TfW Key Connectives and story phrases AUT2</p> <p><b>Why?</b> To support literacy development. Working towards Literacy and Communication and Language ELGs.</p> <p><b>How?</b> In adult -led topic writing / TfW tasks, in circle times, and in everyday interactions with peers and adults.</p> <p><b>Why now?</b> Pie Corbett, developer of Talk for Writing (TfW) states that “If you can’t say it, you can’t write it”; communication and language is thus preparatory work for literacy and writing skills.</p> <p><b>See also:</b> TfW long term overview and termly plans. EYFS Development Matters, Birth to 5 Matters, and ELGs in the areas of Literacy and Communication and Language.</p>	<p><b>What?</b> Using recently taught vocabulary in talk. Speaking in full sentences. Giving and following instructions. TfW Key Connectives and story phrases SPR1.</p> <p><b>Why?</b> To support literacy development. Working towards Literacy and Communication and Language ELGs.</p> <p><b>How?</b> In adult -led topic writing / TfW tasks, in circle times, and in everyday interactions with peers and adults.</p> <p><b>Why now?</b> As our social skills and friendships develop, opportunities for more in-depth discussions arise. Our growing confidence allows us to express ourselves verbally.</p> <p><b>See also:</b> TfW long term overview and termly plans. EYFS Development Matters, Birth to 5 Matters, and ELGs in the areas of Literacy and Communication and Language.</p>	<p><b>What?</b> Using talk to recount experiences. Using past, present and future forms accurately. Using question words in talk. TfW Key Connectives and story phrases SPR2.</p> <p><b>Why?</b> To support literacy development. Working towards Literacy and Communication and Language ELGs.</p> <p><b>How?</b> In adult -led topic writing / TfW tasks, in circle times, and in everyday interactions with peers and adults.</p> <p><b>Why now?</b> We have had plenty of interesting experiences that we can talk about. We are half-way through the year and have developed a rapport with our classmates with whom we are comfortable to speak.</p> <p><b>See also:</b> TfW long term overview and termly plans. EYFS Development Matters, Birth to 5 Matters, and ELGs in the areas of Literacy and Communication and Language.</p>	<p><b>What?</b> Using talk to explore storyline and narrative. Using the language of storytelling. Holding conversations in back and forth exchanges. TfW Key Connectives and story phrases SUM1.</p> <p><b>Why?</b> To support literacy development. Working towards Literacy and Communication and Language ELGs.</p> <p><b>How?</b> In adult -led topic writing / TfW tasks, in circle times, and in everyday interactions with peers and adults.</p> <p><b>Why now?</b> We have been exposed to lots of stories and our phonics skills are at a stage where we can begin to become inspired to reuse vocabulary, phrases and ideas from stories we are familiar with ourselves.</p> <p><b>See also:</b> TfW long term overview and termly plans. EYFS Development Matters, Birth to 5 Matters, and ELGs in the areas of Literacy and Communication and Language.</p>	<p><b>What?</b> Offering explanations. Making use of conjunctions. Holding conversations in back and forth exchanges. Listening attentively and responding. TfW Key Connectives and story phrases SUM2.</p> <p><b>Why?</b> To support literacy development. Working towards Literacy and Communication and Language ELGs.</p> <p><b>How?</b> In adult -led topic writing / TfW tasks, in circle times, and in everyday interactions with peers and adults.</p> <p><b>Why now?</b> Our age and stage of development means we are ready for more complex and reciprocal exchanges.</p> <p><b>See also:</b> TfW long term overview and termly plans. EYFS Development Matters, Birth to 5 Matters, and ELGs in the areas of Literacy and Communication and Language.</p>

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<p><b>Personal, Social and Emotional Development</b></p> <p><i>Self-Regulation</i></p> <p><i>Managing Self</i></p> <p><i>Building Relationships</i></p>	<p><b>What?</b> Being Me in My World – A Sense of Belonging in my New Class. Any relevant issues as needs arise.</p> <p><b>Why?</b> To develop the social and emotional skills to function harmoniously as part of a group. Promotes British values of Democracy/ Individual Liberty. Works towards PSE ELGs. Links to CoEL and Superheroes: Super Explorer, Super Chooser.</p> <p><b>How?</b> Taught through twice weekly ‘snack and chat’ and reinforced in everyday group interactions. Learning objectives are adapted from the Jigsaw scheme.</p> <p><b>Why now?</b> Setting boundaries and building positive relations with new teachers and friends is especially vital at the start of the year.</p> <p><b>See also:</b> EYFS Development Matters, Birth to 5 Matters and ELGs for PSE and Understanding the World – People and Communities. CoEL and Learning Superheroes.</p>	<p><b>What?</b> Celebrating Difference – We all have similarities and differences. Any relevant issues as needs arise.</p> <p><b>Why?</b> To develop the social and emotional skills to function harmoniously as part of a group. Promotes British values of Individual Liberty and Mutual Respect. Works towards PSE and UtW ELGs. Links to CoEL and Superheroes: Super Explorer, Super Chooser.</p> <p><b>How?</b> Taught through twice weekly ‘snack and chat’ and reinforced in everyday group interactions. Learning objectives are adapted from the Jigsaw scheme.</p> <p><b>Why now?</b> This term sees key religious festivals including Diwali, Hanuka, Bhodi and Christmas, and is a chance to celebrate difference and reflect on our multicultural school.</p> <p><b>See also:</b> EYFS Development Matters, Birth to 5 Matters and ELGs for PSE and Understanding the World – People and Communities. CoEL and Learning Superheroes.</p>	<p><b>What?</b> Dreams and Goals – Ambition and Perseverance. Any relevant issues as needs arise.</p> <p><b>Why?</b> To build self-awareness and a sense of ambition, and to develop positive attitudes to learning which underpin all future learning and life beyond Reception. Working towards CoEL and PSE ELGs. Links to Superheroes: Have a Go Hero, Keep It Up Captain, Achieving Superhero, I Know Agent.</p> <p><b>How?</b> Taught through twice weekly ‘snack and chat’ and reinforced in everyday group interactions. Learning objectives are adapted from the Jigsaw scheme.</p> <p><b>Why now?</b> Now we are settled in our class community we are in a position to begin stretching ourselves and developing skills for self and peer reflection.</p> <p><b>See also:</b> EYFS Development Matters, Birth to 5 Matters and ELGs for PSE and Understanding the World – People and Communities. CoEL and Learning Superheroes.</p>	<p><b>What?</b> Healthy Me – Healthy habits. Any relevant issues as needs arise.</p> <p><b>Why?</b> Forming healthy habits for healthy lifestyles and increased sense of independence and responsibility for managing self. Working towards CoEL and PSE, PD and UtW ELGs.</p> <p><b>How?</b> Taught through twice weekly ‘snack and chat’ and reinforced in everyday interactions, including snack times, lunches, playtimes, PE, toileting.</p> <p><b>Why now?</b> As our ability to be independent increases alongside our skills of perseverance, we can begin to take more responsibility for our own self-care.</p> <p><b>See also:</b> EYFS Development Matters, Birth to 5 Matters and ELGs for PSE, PD and Understanding the World – People and Communities. CoEL and Learning Superheroes.</p>	<p><b>What?</b> Relationships – Family and Friends, NSPCC PANTS. Any relevant issues as needs arise.</p> <p><b>Why?</b> To develop the social and emotional skills to function harmoniously as part of a group. To help keep children safe from harm. Promotes British values of Democracy/ Individual Liberty. Works towards PSE and UtW ELGs.</p> <p><b>How?</b> Taught through twice weekly ‘snack and chat’ and reinforced in everyday interactions.</p> <p><b>Why now?</b> As we progress through the year developmentally, friendship types change and begin to become more reciprocal and less egocentric.</p> <p><b>See also:</b> EYFS Development Matters, Birth to 5 Matters and ELGs for PSE and Understanding the World – People and Communities. CoEL and Learning Superheroes.</p>	<p><b>What?</b> Changing Me – Transition to Year 1. Any relevant issues as needs arise.</p> <p><b>Why?</b> Children are far more likely to succeed if they are comfortable in their learning environment. It can take many children a long time to adjust to new situations which can have a negative impact on their emotional well-being and ability to learn. An unsupported transition can also result in an achievement plateau or dip. Links to CoEL and Superheroes: Have a Go Hero.</p> <p><b>How?</b> Taught through twice weekly ‘snack and chat’ and reinforced in everyday interactions. Move up days.</p> <p><b>Why now?</b> We are preparing ourselves for transition from Reception to Year 1.</p> <p><b>See also:</b> EYFS Development Matters, Birth to 5 Matters and ELGs for PSE and Understanding the World – People and Communities. CoEL and Learning Superheroes.</p>
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<p><b>Physical Development</b></p> <p><i>Gross Motor Skills</i></p> <p><i>Fine Motor Skills</i></p>	<p><b>What?</b> Gross Motor: Introduction to PE &amp; Fundamentals Fine Motor: Threading, screwing and using tweezers. Holding and using a pencil correctly.</p> <p><b>Why?</b> Gross motor multiskills build a foundation for other physical development. Correct pencil grip is taught asap using chunky pencils to support grip comfort.</p> <p><b>How?</b> PE, Write Dance, Continuous Provision, Linked Provision, adult led sessions and activities.</p> <p><b>Why now?</b> Larger , more generalised movements are practised before honing in on specific skills and tools and smaller more focused movements.</p> <p><b>See also:</b> PE Curriculum Map. Write Dance In the Early Years, 2<sup>nd</sup> Edition Book. EYFS Development Matters, Birth to 5 Matters and ELGs for Physical Development.</p>	<p><b>What?</b> Gross Motor: Introduction to PE &amp; Fundamentals. Fine Motor: One-handed tools. Using tweezers. Holding and using a pencil correctly.</p> <p><b>Why?</b> Gross motor multiskills build a foundation for other physical development. Correct pencil grip is taught asap using chunky pencils to support grip comfort. Scissor safety.</p> <p><b>How?</b> PE, Write Dance, Continuous Provision, Linked Provision, adult led sessions and activities.</p> <p><b>Why now?</b> Larger , more generalised movements are practised before honing in on specific skills and tools and smaller more focused movements.</p> <p><b>See also:</b> PE scheme long term overview. Write Dance In the Early Years, 2<sup>nd</sup> Edition Book. EYFS Development Matters, Birth to 5 Matters and ELGs for Physical Development.</p>	<p><b>What?</b> Gross Motor: Ball Skills &amp; Games Fine Motor: One-handed tools. Using scissors. Holding and using a pencil correctly. Producing movement linked with letter formation.</p> <p><b>Why?</b> Working towards the gross and fine motor ELGs. Fostering a love of being active for physical and mental health.</p> <p><b>How?</b> PE, Continuous Provision, Linked Provision, adult led sessions and activities.</p> <p><b>Why now?</b> Our coordination skills are developing as such that we can try more challenging gross motor activities.</p> <p><b>See also:</b> PE scheme long term overview. EYFS Development Matters, Birth to 5 Matters and ELGs for Physical Development.</p>	<p><b>What?</b> Gross Motor: Dance &amp; Gymnastics Fine Motor: Holding and using a pencil correctly. Letter formation. Control in mark making.</p> <p><b>Why?</b> Working towards the gross and fine motor ELGs. Working towards the gross and fine motor ELGs. Fostering a love of being active for physical and mental health.</p> <p><b>How?</b> PE, Continuous Provision, Linked Provision, adult led sessions and activities.</p> <p><b>Why now?</b> Our coordination skills are developing as such that we can try more challenging gross motor activities.</p> <p><b>See also:</b> PE scheme long term overview. EYFS Development Matters, Birth to 5 Matters and ELGs for Physical Development.</p>	<p><b>What?</b> Gross Motor: Ball Skills &amp; Games Fine Motor: Using cutlery. Letter formation. Control in mark making.</p> <p><b>Why?</b> Working towards the gross and fine motor ELGs. Working towards the gross and fine motor ELGs. Fostering a love of being active for physical and mental health. Cutlery skills are taught to promote independence in preparation for Year 1.</p> <p><b>How?</b> PE, Continuous Provision, Linked Provision, adult led sessions and activities, daily routines.</p> <p><b>Why now?</b> Coordination and strength is at a level whereby we can focus in on balance and core strength.</p> <p><b>See also:</b> PE scheme long term overview.. EYFS Development Matters, Birth to 5 Matters and ELGs for Physical Development.</p>	<p><b>What?</b> Gross Motor: Dance &amp; Gymnastics Fine Motor: Using cutlery. Letter formation. Control in mark making.</p> <p><b>Why?</b> Working towards the gross and fine motor ELGs. Cutlery skills are taught to promote independence in preparation for Year 1.</p> <p><b>How?</b> PE, Continuous Provision, Linked Provision, adult led sessions and activities, daily routines.</p> <p><b>Why now?</b> Now we are ready to notice rhythms in music and move and skip in time. We are getting more independent ready for Year 1.</p> <p><b>See also:</b> PE scheme long term overview. EYFS Development Matters, Birth to 5 Matters and ELGs for Physical Development.</p>
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<p><b>Literacy</b></p> <p><i>Comprehension</i></p> <p><i>Word Reading</i></p> <p><i>Writing</i></p>	<p><b>What?</b> Letter formation. Holding a pencil correctly. Writing our names. Writing labels and lists. Understanding the purpose of texts. GPCs: s a t p i n m d g o c k. CVC words. TfW Story: The Gingerbread Man TfW Key Connectives and story phrases AUT1</p> <p><b>Why?</b> Synthetic phonics is a proven method of phonics training as recommended by the DfE. TfW learning objectives are in logical order of development progression and routinely recapped.</p> <p><b>How?</b> Phonics Bug scheme, and learning objectives from TfW applied in a cross curricular way via Topic.</p> <p><b>Why now?</b> Sequence and pace as set out by synthetic phonics scheme Phonics Bug.</p> <p><b>See also:</b> TfW long term overview and plans. Phonics Bug Unit 1-3. EYFS Development Matters, Birth to 5 Matters and ELGs for Literacy.</p>	<p><b>What?</b> Letter formation. Holding a pencil correctly. Writing our names. Writing labels and lists. Understanding the purpose of texts. GPCs: ck, e, u, r, h, b, f, ff, l, ll, ss. CVC words. Reasons for writing and purposes of texts. Writing groups of letters to represent meaning. Weekly guided reading. TfW Story: Room for a Little Once TfW Key Connectives and story phrases AUT1</p> <p><b>Why?</b> Synthetic phonics is a proven method of phonics training as recommended by the DfE. TfW learning objectives are in logical order of development progression and routinely recapped.</p> <p><b>How?</b> Phonics Bug scheme, and learning objectives from TfW applied in a cross curricular way via Topic. Weekly guided 1:1 reading.</p> <p><b>Why now?</b> Sequence and pace as set out by synthetic phonics scheme Phonics Bug.</p> <p><b>See also:</b> TfW long term overview and plans. Phonics Bug Unit 3-5. EYFS Development Matters, Birth to 5 Matters and ELGs for Literacy.</p>	<p><b>What?</b> GPCs: j, v, w, x, y, z, zz, qu, ch, sh, th, ng. CVC words. Tricky words: me, be, he, my, by, they, she. Weekly guided reading. Writing captions, sentences, labels, signs, instructions. Finger spaces and correct letter formation. Reading what has been written. Using talk to rehearse writing. TfW Story: Peace at Last TfW Key Connectives and story phrases AUT1</p> <p><b>Why?</b> Synthetic phonics is a proven method of phonics training as recommended by the DfE. TfW learning objectives are in logical order of development progression and routinely recapped.</p> <p><b>How?</b> Phonics Bug scheme, and learning objectives from TfW applied in a cross curricular way via Topic. Weekly guided 1:1 reading.</p> <p><b>Why now?</b> Sequence and pace as set out by synthetic phonics scheme Phonics Bug.</p> <p><b>See also:</b> TfW long term overview and plans. Phonics Bug Unit 5-8. EYFS Development Matters, Birth to 5 Matters and ELGs for Literacy.</p>	<p><b>What?</b> Di/Trigraphs: ai, ee, oa, oo (long), oo (short), ar, or, ur, ow, oi, er, igh, ear, air, ure. CVC words. Tricky words: are, we, you, her, all, was. Reading and writing sentences. Writing for different purposes. Using talk to rehearse writing / reading back what has been written. TfW Story: Jack and the Beanstalk TfW Key Connectives and story phrases AUT1</p> <p><b>Why?</b> Synthetic phonics is a proven method of phonics training as recommended by the DfE. TfW learning objectives are in logical order of development progression and routinely recapped.</p> <p><b>How?</b> Phonics Bug scheme, and learning objectives from TfW applied in a cross curricular way via Topic. Weekly guided 1:1 reading.</p> <p><b>Why now?</b> Sequence and pace as set out by synthetic phonics scheme Phonics Bug.</p> <p><b>See also:</b> TfW long term overview and plans. Phonics Bug Unit 8-11. EYFS Development Matters, Birth to 5 Matters and ELGs for Literacy.</p>	<p><b>What?</b> Re-capping all phonemes, digraphs, trigraphs and 'tricky words'. Reading and writing sentences, including longer words. Writing stories. CVCC / CCVC / CCVCC / CCCVC / CCCVCC words. TfW Story: Farmer Duck TfW Key Connectives and story phrases AUT1</p> <p><b>Why?</b> Synthetic phonics is a proven method of phonics training as recommended by the DfE. TfW learning objectives are in logical order of development progression and routinely recapped.</p> <p><b>How?</b> Phonics Bug scheme, and learning objectives from TfW applied in a cross curricular way via Topic. Weekly guided 1:1 reading.</p> <p><b>Why now?</b> Sequence and pace as set out by synthetic phonics scheme Phonics Bug.</p> <p><b>See also:</b> TfW long term overview and plans. Phonics Bug Unit 12. EYFS Development Matters, Birth to 5 Matters and ELGs for Literacy.</p>	<p><b>What?</b> Re-cap and application. Letter formation and handwriting. TfW Story: The Kiss That Missed TfW Key Connectives and story phrases AUT1</p> <p><b>Why?</b> TfW learning objectives are in logical order of development progression and routinely recapped. Recap to meet the expectations of Year 1; if you don't use it, you lose it!</p> <p><b>How?</b> Phonics Bug scheme, and learning objectives from TfW applied in a cross curricular way via Topic. Weekly guided 1:1 reading.</p> <p><b>Why now?</b> In preparation for moving to Year 1, we consolidate all the skills and knowledge we have been exposed to in the phonics scheme. We are also honing our presentation skills and independent application skills in writing and reading.</p> <p><b>See also:</b> TfW long term overview and plans. EYFS Development Matters, Birth to 5 Matters and ELGs for Literacy.</p>
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## Reception Annual Curriculum Map

<p><b>Mathematics</b></p> <p><i>Number</i></p> <p><i>Numerical Patterns</i></p>	<p><b>What?</b> ‘Match Sort &amp; Compare’: Match and sort, Compare Amounts. ‘Talk About Measure &amp; Patterns’: Compare size, mass and capacity, Exploring pattern.</p> <p><b>Why?</b> To help every child love and succeed in maths. Working towards EYFS Mathematics Development Matters and ELGs.</p> <p><b>How?</b> Via White Rose maths mastery scheme.</p> <p><b>Why now?</b> White Rose has planned out small steps of learning in a logical progression informed by research and brain science.</p> <p><b>See also:</b> White Rose maths Reception Autumn schemes of learning. EYFS Development Matters, Birth to 5 Matters and ELGs for Mathematics.</p>	<p><b>What?</b> ‘It’s Me 1 2 3!’: Representing, comparing and composing 1,2&amp;3, ‘Circle &amp; Triangles’: Circles and triangles, positional language. ‘1,2,3,4,5’: Recognise, subitise, represent and compose 1-5. One more, one less. ‘Shapes with 4 sides’: Shapes in the environment. Time, day and night.</p> <p><b>Why?</b> To help every child love and succeed in maths. Working towards EYFS Mathematics Development Matters and ELGs.</p> <p><b>How?</b> Via White Rose maths mastery scheme.</p> <p><b>Why now?</b> White Rose has planned out small steps of learning in a logical progression informed by research and brain science.</p> <p><b>See also:</b> White Rose maths Reception Autumn schemes of learning . EYFS Development Matters, Birth to 5 Matters and ELGs for Mathematics.</p>	<p><b>What?</b> ‘Alive in 5!’: Introducing Zero, Comparing numbers to 5, Composition of 4 and 5. ‘Mass &amp; Capacity’: Comparing mass and capacity. ‘Growing 6, 7, 8’: 6,7&amp;8, Making Pairs, Combining 2 Groups. ‘Length, Height &amp; Time’</p> <p><b>Why?</b> To help every child love and succeed in maths. Working towards EYFS Mathematics Development Matters and ELGs.</p> <p><b>How?</b> Via White Rose maths mastery scheme.</p> <p><b>Why now?</b> White Rose has planned out small steps of learning in a logical progression informed by research and brain science.</p> <p><b>See also:</b> White Rose maths Reception schemes of learning Phase 5&amp;6. EYFS Development Matters, Birth to 5 Matters and ELGs for Mathematics.</p>	<p><b>What?</b> ‘Building 9&amp;10’: 9&amp;10, Comparing numbers to 10, Bonds and doubles to 10. Even and odd. ‘Explore 3D shapes’: Recognise and name, in the environment. More complex patterns. Patterns in the environment.</p> <p><b>Why?</b> To help every child love and succeed in maths. Working towards EYFS Mathematics Development Matters and ELGs.</p> <p><b>How?</b> Via White Rose maths mastery scheme.</p> <p><b>Why now?</b> White Rose has planned out small steps of learning in a logical progression informed by research and brain science. As the year progresses, concepts become more complex.</p> <p><b>See also:</b> White Rose maths Reception schemes of learning Phase 7&amp;8. EYFS Development Matters, Birth to 5 Matters and ELGs for Mathematics.</p>	<p><b>What?</b> ‘To 20 and Beyond’: Building numbers beyond 10, Counting patterns beyond 10. ‘How many now’: Adding more, Taking away. ‘Manipulate, Compose and Decompose’: Spatial reasoning - match, rotate, manipulate. ‘Sharing and grouping’: Doubles, halves, sharing, even and odd.</p> <p><b>Why?</b> To help every child love and succeed in maths. Working towards EYFS Mathematics Development Matters and ELGs.</p> <p><b>How?</b> Via White Rose maths mastery scheme.</p> <p><b>Why now?</b> White Rose has planned out small steps of learning in a logical progression informed by research and brain science. As the year progresses, concepts become more complex.</p> <p><b>See also:</b> White Rose maths Reception schemes of learning Phase 9&amp;10. EYFS Development Matters, Birth to 5 Matters and ELGs for Mathematics.</p>	<p><b>What?</b> ‘Visualise, Build &amp; Map’: Units of pattern, pattern rules, replicate scenes/constructions, instructions and mapping. ‘Consolidation’: Deepening understanding, Patterns and relationships</p> <p><b>Why?</b> To help every child love and succeed in maths. Working towards EYFS Mathematics Development Matters and ELGs. To redress any gaps or misconceptions identified in end of year assessments.</p> <p><b>How?</b> Via White Rose maths mastery scheme. Using a range of concrete, pictorial and abstract methods to support.</p> <p><b>Why now?</b> In preparation for Year 1.</p> <p><b>See also:</b> EYFS Development Matters, Birth to 5 Matters and ELGs for Mathematics.</p>
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## Reception Annual Curriculum Map

<p><b>Understanding the World</b> <i>Past and Present</i></p> <p><i>People, Culture and Communities</i></p> <p><i>The Natural World</i></p> <p><i>Technology</i></p> <p><b>Expressive Arts and Design</b> <i>Creating with Materials</i></p> <p><i>Being Imaginative and Expressive</i></p>	<p><b>What?</b> <u>TfW Story:</u> The Gingerbread Man <u>DT:</u> 3D construction and modelling, boat and bridge designing and building. <u>Science:</u> Floating and sinking / materials <u>Music:</u> Sounds around us – listening and appraising. <u>Computing:</u> Sequencing stories. Safe use of laptops/tablets for interactive games.</p> <p><b>Why?</b> Cross curricular learning weaves together specific subject knowledge and skills with literacy learning. It is a chance to apply Communication and Literacy skills within a meaningful and relevant context where children can explore the world around them.</p> <p><b>How?</b> TfW / Topic lessons, adult led activities, continuous provision and experiments.</p> <p><b>Why now?</b> TfW Long Term overview lays out a logical progression of suggested story types and learning objectives. Specific subjects and topics are chosen to link with a story to enable holistic learning.</p> <p><b>See also:</b> TfW and Topic plans, Subject Leader skill progression maps.</p>	<p><b>What?</b> <u>TfW Story:</u> Room for a Little One <u>RE:</u> Christianity, Nativity, Church. <u>Art:</u> Stained glass art and artists, collage and printing. <u>Music:</u> Singing <u>Computing:</u> Sequencing stories. Safe use of laptops/tablets for age appropriate interactive games and software.</p> <p><b>Why?</b> Cross curricular learning weaves together specific subject knowledge and skills with literacy learning. It is a chance to apply Communication and Literacy skills within a meaningful and relevant context where children can explore the world around them.</p> <p><b>How?</b> TfW / Topic lessons, adult led activities, continuous provision, Christmas performance, visit to a local Church.</p> <p><b>Why now?</b> TfW Long Term overview lays out a logical progression of suggested story types and learning objectives. Specific subjects and topics are chosen to link with a story to enable holistic learning.</p> <p><b>See also:</b> TfW and Topic plans, Subject Leader skill progression maps.</p>	<p><b>What?</b> <u>TfW Story:</u> Peace at Last <u>RE:</u> Family rules, routines, celebrations and beliefs. <u>History:</u> Ourselves, our families and timelines. <u>Music:</u> Around the World - Performing <u>Computing:</u> Using programmable toys. Recording video/sound.</p> <p><b>Why?</b> Cross curricular learning weaves together specific subject knowledge and skills with literacy learning. It is a chance to apply Communication and Literacy skills within a meaningful and relevant context where children can explore the world around them.</p> <p><b>How?</b> TfW / Topic lessons, adult led activities, continuous provision.</p> <p><b>Why now?</b> TfW Long Term overview lays out a logical progression of suggested story types and learning objectives. Specific subjects and topics are chosen to link with a story to enable holistic learning.</p> <p><b>See also:</b> TfW and Topic plans, Subject Leader skill progression maps.</p>	<p><b>What?</b> <u>TfW Story:</u> Jack and the Beanstalk <u>Geography:</u> Growing, seasons, weather. <u>Art:</u> Flowers and plants still life / observational art and artists, drawing and painting. <u>Music:</u> Sounds of the Sea – exploring in struments <u>Computing:</u> Using programmable toys. Recording video/sound.</p> <p><b>Why?</b> Cross curricular learning weaves together specific subject knowledge and skills with literacy learning. It is a chance to apply Communication and Literacy skills within a meaningful and relevant context where children can explore the world around them.</p> <p><b>How?</b> TfW / Topic lessons, adult led activities, continuous provision, hands on exploration - growing a bean seed.</p> <p><b>Why now?</b> TfW Long Term overview lays out a logical progression of suggested story types and learning objectives. Specific subjects and topics are chosen to link with a story to enable holistic learning.</p> <p><b>See also:</b> TfW and Topic plans, Subject Leader skill progression maps.</p>	<p><b>What?</b> <u>TfW Story:</u> Farmer Duck <u>Geography:</u> Farming, food, farm animals. Norwich &amp; Norfolk. <u>Science:</u> Animal life cycles <u>Music:</u> Musical Pattern - composing <u>Computing:</u> Using software for different purposes: Paint &amp; Word. Online research: Safe use of Google Maps, Search Engines.</p> <p><b>Why?</b> Cross curricular learning weaves together specific subject knowledge and skills with literacy learning. It is a chance to apply Communication and Literacy skills within a meaningful and relevant context where children can explore the world around them.</p> <p><b>How?</b> TfW / Topic lessons, adult led activities, continuous provision.</p> <p><b>Why now?</b> TfW Long Term overview lays out a logical progression of suggested story types and learning objectives. Specific subjects and topics are chosen to link with a story to enable holistic learning.</p> <p><b>See also:</b> TfW and Topic plans, Subject Leader skill progression maps.</p>	<p><b>What?</b> <u>TfW Story:</u> The Kiss that Missed <u>History:</u> Kings Queens and Castles. <u>DT:</u> Designing and making a sandwich fit for a king! <u>Art:</u> Royal Tapestries, weaving. <u>Music:</u> Singing <u>Computing:</u> Using software for different purposes: Paint &amp; Word. Online research: Safe use of Google Maps, Search Engines.</p> <p><b>Why?</b> Cross curricular learning weaves together specific subject knowledge and skills with literacy learning. It is a chance to apply Communication and Literacy skills within a meaningful and relevant context where children can explore the world around them.</p> <p><b>How?</b> TfW / Topic lessons, adult led activities, continuous provision. Trip to Norwich Castle, Royal Teddy Bear’s picnic.</p> <p><b>Why now?</b> TfW Long Term overview lays out a logical progression of suggested story types and learning objectives. Specific subjects and topics are chosen to link with a story to enable holistic learning.</p> <p><b>See also:</b> TfW and Topic plans, Subject Leader skill progression maps.</p>
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