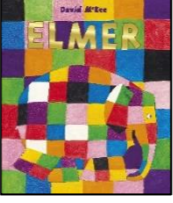
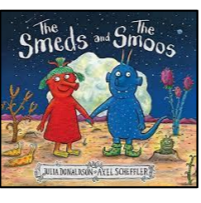

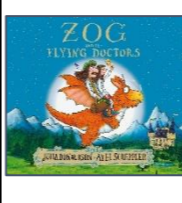
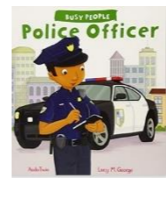
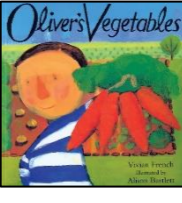
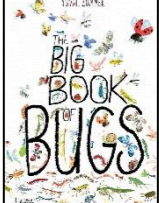
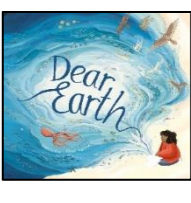
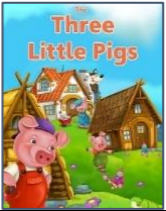
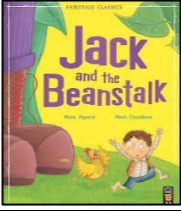
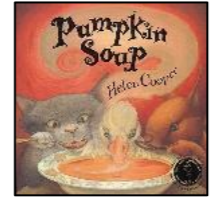

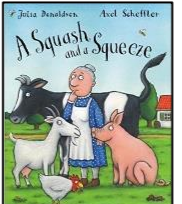




Shotley Bridge Reception Curriculum



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Theme	Marvellous Me	Similarities and Differences	Polar Regions	People Who Help Us	The Farm	Our Wonderful World
Core Texts	 	 	 	 	 	 
Traditional Tale						
Enriching Texts	 	 	 	 	 	 
Key Nursery Rhymes	Wind the Bobbin Up Twinkle Twinkle Incy Wincy Spider	Baa, Baa, Black Sheep Elephants Have Wrinkles Five Little Ducks	Row, Row, Row Your Boat 1,2,3,4,5 Once I Caught a Fish Alive Five Speckled Frogs	I Had a Little Turtle The Grand Old Duke of York The Wheels on the Bus	Old McDonald Had a Farm Humpty Dumpty Hickory Dickory Duck	10 Fat Sausages Hey Diddle Diddle When Goldilocks Went to the House of the Bears
Significant dates and celebrations	Halloween	Diwali – Hindu Festival of Light Bonfire Night Anti Bullying Week Christmas	Chinese New Year Safer Internet Day Valentine's Day Shrove Tuesday	Mother's Day Ramadan International Women's Day Easter	St George's Day Earth Day Mental Health Awareness Week	World Ocean's Day Father's Day International Day of Friendship
Family Engagement Opportunities	Reading Café	Reception Christmas Performance	Reading Café	Special Ladies Day Reception Family Engagement Afternoon	Reading Café (Picnic if weather allows)	Special Gentlemen's Day Sports Day
Progress Updates	October Parents Evening	Autumn Short Report		Parents Evening Spring Short Report		Parents Evening Summer End of Year Report



Shotley Bridge Reception Curriculum



<p>Confident Communicators</p> <p>Listening, Attention and Understanding</p> <p>Speaking</p>	<p>Use new vocabulary which they have learnt through the books we have read in their own conversations and play.</p> <p>Answer simple questions.</p> <p>Follow the school and classroom rules.</p> <p>Engage in two-way conversations with adults and peers alike.</p> <p>Understand and follow two-part instructions e.g. wash your hands then line up.</p> <p>Respond positively to adults and peers.</p> <p>Use a wider vocabulary when engaging in continuous provision.</p> <p>Be able to use speech to express own needs and desires.</p> <p>Have the confidence to speak in front of others in the classroom and in lessons.</p>		<p>Understand and carry out three-part (or more) instructions e.g. put your coat on, collect your water bottle and line up.</p> <p>Surprise box: Ask and answer questions.</p> <p>Engage in class discussions about books we have read.</p> <p>Listen in assemblies.</p> <p>Share their thoughts and ideas with others.</p> <p>Listen to and respond to others to engage in collaborative role play.</p> <p>Speak in sentences to recall events which have happened.</p> <p>Listen to and discuss non-fiction books to develop knowledge.</p> <p>Have the confidence to speak in front of others in assemblies e.g., when receiving a certificate.</p>		<p>Offer explanations about why things happen and how things work.</p> <p>Make predictions and inferences.</p> <p>Reflect on their own experiences.</p> <p>Surprise box: Ask and answer questions. When asking questions, consider what they already know to ask meaningful and helpful questions.</p> <p>Ask inquisitive 'how' and 'why' questions about the world around them.</p> <p>Follow a series of instructions involving several ideas and actions.</p> <p>Use past and present tenses correctly when speaking in full sentences.</p> <p>Use new vocabulary in imaginative ways to add information, express ideas and to explain and justify actions.</p>	
<p>Caring Classmates and Independent Individuals</p> <p>PSHE themes These may be taught at different times throughout the year depending on the needs of the children. We will also teach PSHE lessons which are not recorded here in order to meet the needs of the children.</p>	<p>We have two discrete PSHE sessions each week. PSHE themes are also taught when necessary in order to meet the needs of the children. Children will have the chance to reflect in all PSHE sessions.</p>					
<p>Work together to create our class promises.</p> <p>Discuss the feelings of happy, sad and angry. Discuss how our bodies feel when experiencing these feelings, what our faces might look like. Share scenarios and discuss how they might make individuals feel.</p> <p>Introduce the school values of independent, courageous, and conscientious. Find out what each of these means and share examples.</p> <p>Talk about, model, and support sharing and turn taking.</p> <p>Discuss the importance of handwashing and learn how to wash hands effectively.</p> <p>Begin to use the conflict resolution approach to support children to resolve conflicts with the guidance of an adult.</p>	<p>Discuss things about ourselves which make us unique and special for example hobbies.</p> <p>Understand that there are similarities and differences in the way we look compared to including eye colour, skin colour and hair colour.</p> <p>Appreciate that we are all unique and equal.</p> <p>Discuss similarities and differences between families.</p> <p>Introduce the school values of inclusive, kind, and honest.</p> <p>Anti-bullying week - Know what bullying is and what to do if you are being bullied.</p> <p>Share things about yourself that you are proud of.</p>	<p>Find out what it means to be resilient and think of ways you can be resilient in daily life.</p> <p>Know that it is important to be polite and to have good manners.</p> <p>Begin to resolve own conflicts when appropriate.</p> <p>Know that it is important to not talk to or go with strangers.</p> <p>Know who trusted adults are.</p> <p>Share memories and thoughts about the people who are important to us with others.</p> <p>Safer Internet Day – Understand the importance of using age-appropriate websites and games.</p> <p>Safer Internet Day – Understand the importance of</p>	<p>Linking to Ramadan, discuss the things we are thankful for in our lives such as a home and being able to go to school.</p> <p>Find out about different people who help us within our community e.g., shop assistants, postal workers, doctors, nurses, teachers and bus drivers.</p> <p>International Women's Day - Discuss the important contributions of women.</p> <p>Find out about Mary Seacole and how she helped others as a nurse.</p> <p>Be aware of neurodiversity.</p> <p>Know what it means to be a good friend including being kind, honest and inclusive.</p>	<p>Find out about Earth Day and the importance of protecting Planet Earth.</p> <p>Mental Health Awareness Week – Talk about what mental health is and explore the theme for the year.</p> <p>Find out how to stay safe at the farm before our trip including being kind and caring towards animals and washing your hands. Learn about the countryside code including being considerate towards others, leaving gates as you find them, saying hello to each other, sharing the space, and, following signs and keeping to marked paths when possible.</p> <p>Revisit the importance of good oral hygiene. Find out how to correctly brush your teeth.</p>	<p>Know that it is important to respect others and you should expect to be shown respect by others too.</p> <p>Discuss the benefits to your health by walking to school.</p> <p>Discuss the benefits to the environment by walking to school.</p> <p>Find out how about how to look after our environment including not littering, recycling, not wasting water, only using what we need and trying to reduce food waste.</p> <p>Discuss the importance of caring for wildlife including how to handle and treat minibeasts correctly.</p> <p>Understand that after the summer holidays they will</p>	



Shotley Bridge Reception Curriculum



	Learn about oral hygiene. Know that it is important to brush your teeth for two minutes, two times per day. Who is in our families.		being a good friend online by reading the DigiDuck online safety online book.	Find out about the NSPCC PANTS rule using the resources and video on the NSPCC website.	Find out why we get wobbly teeth and what will happen if we lose a tooth. Know that it is important to have a healthy, balanced diet. Look at the healthy eating plate and discuss making healthy choices. Know that it is important to keep active. Know that it is important to protect ourselves in the sun by applying sunscreen, wearing sunhats, keeping hydrated, and remaining in the shade when possible.	begin their next adventure in Year One. Discuss how they can support the new Reception children when they start school including playing with them outside. Find out how our body language makes other people feel when we are talking to them. Find out about road safety and practise crossing a road safely. Find out about World Oceans Day.
Provision Enhancements	Happy, sad, and angry books Begin star of the day. Each day choose a child who has demonstrated one of the school values and share this with the class.	Small world block area: People of different ethnicities.		Oral hygiene: tuff tray with large teeth, toothbrushes, 2 minute sand timer.	Countryside code poster Balanced diet plate poster Home Corner: A range of toy foods.	Outdoor provision: props to practise road safety. Home Corner: sun hats and empty bottles of sunscreen.
Magnificent Movers Physical development in PE lessons (two lessons per week)	Introduction to PE Fundamentals to PE 1 Shoes, socks, jumpers/cardigans off for PE lessons <i>Additional weekly movement session to develop gross motor skills for children who would benefit</i>	Gymnastics Dance Begin to get changed into PE kits (no PE shoes needed) <i>Additional weekly movement session to develop gross motor skills for children who would benefit</i>	Gymnastics 2 Large apparatus <i>Additional weekly movement session to develop gross motor skills for children who would benefit</i>	Dance 2 Ball Skills <i>Additional weekly movement session to develop gross motor skills for children who would benefit</i>	Games 1 Fundamentals to PE 2 Black PE sandshoes/ trainers needed as part of PE kit <i>Additional weekly movement session to develop gross motor skills for children who would benefit</i>	Games 2 Ball Skills 2 Black PE sandshoes/trainers needed as part of PE kit <i>Additional weekly movement session to develop gross motor skills for children who would benefit</i>
Magnificent Movers Physical development during soft start 8:40-9:00	Daily dough disco to develop fine motor skills including rolling, squeezing, poking, and pinching the dough.	Dough Disco 3 times per week Cosmic yoga once per week	Dough disco 2 times per week Cosmic yoga once per week Letter formation practise on whiteboards once per week	Dough disco once per week Cosmic yoga or similar gross motor movement video once per week Letter formation practise on whiteboards twice per week	Dough disco once per week Phase 3 sound writing with correct letter formation on whiteboards once per week Letter formation practise on whiteboards twice per week	Tricky word spelling with correct letter formation on whiteboards twice per week Phase 3 sound and word spelling with correct letter formation on whiteboards twice per week



Shotley Bridge Reception Curriculum



				using the lined side of the whiteboards		
<p>Magnificent Movers Physical development during continuous provision time and other teaching inputs</p>	<p>Outdoors: Mark making using large movements using paint brushes, rollers and sweeping brushes.</p> <p>Outdoors: Develop coordination and balance through using the tyres, crates, and wooden planks.</p> <p>Cutting using scissors.</p> <p>Hold pencil beyond whole hand pencil grip.</p> <p>Use a paint brush skilfully.</p> <p>Threading beads onto string.</p>	<p>Hold a pencil comfortably to form letters.</p> <p>Regular dough disco to develop fine motor skills including rolling, squeezing, poking, and pinching the dough.</p> <p>Cutting using scissors.</p> <p>Outdoors: Mark making using chalks</p>	<p>Cut curved lines using scissors when making Kandinsky circles (see CWM).</p> <p>Outdoors: Use chalks to practise forming letters correctly.</p> <p>Climb trees at Leaf Land.</p>	<p>Move in time to the beat of the music.</p> <p>Skilfully use a paintbrush to make observational paintings (see CWM).</p> <p>Outdoors: Practise using the ball grabbers and balls skilfully (playground toys).</p> <p>Outdoors: Practise throwing and catching balls of different sizes skilfully with each other.</p> <p>Outdoors: Complete obstacle courses outside during provision time including hurdles, hoops, steppingstones etc.</p> <p>Outdoors: Use chalks to write words.</p>	<p>Use a knife safely to chop vegetables.</p> <p>Outdoors: Create and complete own obstacle courses.</p> <p>Outdoors: Hula hooping.</p>	<p>Use a knife to spread butter and to cut bread.</p> <p>Outdoors: Use chalks to practise forming numbers correctly.</p> <p>Outdoors: Practise Sports Day activities including skipping, hurdles, throwing, running, and the egg and spoon race.</p> <p>Outdoors: Use chalks to write sentences.</p>
<p>Magnificent Movers Outdoor Provision enhancements</p>				<p>Ball skills: Large balls, tennis balls, ball grabbers and balls</p> <p>Obstacle courses: hurdles, hoops, ladder, steppingstones.</p>	<p>Hula hoops</p> <p>Obstacle courses: hurdles, hoops, ladder, steppingstones.</p>	<p>Egg and spoons, beanbags, hurdles, skipping ropes</p>
<p>Magnificent Movers Enrichment opportunities</p>		<p>Circurama circus skills workshop</p>	<p>Sledging</p>	<p>County Durham Reception Multiskills event</p>	<p>Hoopstarz workshop</p>	<p>Sports Day</p>
<p>Brilliant Bookworms Phonics <i>Little Wandle Phonics Scheme</i></p>	<p>Phase 1 phonics: Discriminating environmental sounds including a listening walk, instrumental sounds, rhyming, body percussion, alliteration, and oral blending and segmenting.</p> <p>Learn phase 2 graphemes: s,a,t,p,i,n,m,d,g,o,c,k,ck, e,u,r,h,b,f,l Orally blend CVC words Know that we read from left to right</p>	<p>Learn phase 2 graphemes: ff,ll,ss,j,v,w,x,y,z,zz,qu sh,th,ng,nk</p> <p>Read CVC words with s added at the end.</p> <p>Common exception words: as, and, has, his, her, go, no, into, she, he, of, we, me, be</p>	<p>Recognise own first name and surname.</p> <p>Learn phase 3 graphemes: ai,ee,igh,oa,oo,oo,ar,or ur,ow,oi,ear,air,er Read words with double letters: dd, mm, tt, bb, rr, gg, pp, ff</p>	<p>Review phase 3 sounds</p> <p>Read words containing double letters.</p> <p>Read two syllable words.</p> <p>Read words containing two or more digraphs e.g. <u>shimmer</u>.</p>	<p>Read phase 4 words containing consonant blends and short vowel sounds.</p> <p>Read words ending in -ing, -ed, -est.</p> <p>Common exception words: said, so, have, like, some, come, love, do, were, here,</p>	<p>Read phase 4 words containing consonant blends and long vowel sounds.</p> <p>Read phase 4 words ending -s and -es.</p> <p>Read words ending in -ing, -ed, -er, -est.</p> <p>Read longer words.</p>



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	<p>Begin to blend sounds to read CVC words</p> <p>Common exception words: is, I, the</p> <p>Recognise own first name with picture to support.</p>	<p>Recognise own first name.</p>	<p>Common exception words: was, you, they, my, by, all, are, sure, pure</p>	<p>Read words ending in -ing e.g. zooming.</p> <p>Read compound words.</p> <p>Words ending in -s.</p> <p>Words ending in -es which sounds like /z/.</p> <p>Common exception words: review all taught so far.</p> <p>Recognise own first name and surname.</p>	<p>little, says, there, when, what, one, out, today</p>	<p>Common exception words: review all taught so far.</p>
<p>Phonics Provision enhancements</p>	<p>Display graphemes and tricky words as they are taught</p> <p>Tuff tray: s,a,t,p,i,n letters and pictures initial sound matching.</p> <p>To facilitate name recognition: Sign in cards and lunch option name cards with first names and photographs.</p>	<p>Display graphemes and tricky words as they are taught</p> <p>School role play area: Continuously add tricky words, sounds and a selection of words containing sounds taught.</p> <p>Sign in and lunch name cards: first name without photograph.</p>	<p>Display graphemes and tricky words as they are taught</p>	<p>Labels in areas ending in -s and -es e.g. scissors, syringes, clipboards.</p> <p>Sign in and lunch name cards: first name and surname without photograph.</p>	<p>Display tricky words as they are taught</p>	<p>Meaningful sentences to read in provision e.g. 4 children can have snack.</p>
<p>Brilliant Bookworms</p> <p>Guided Reading Word Reading</p> <p>(2 group reading sessions per week plus catch up sessions where needed)</p>	<p>Use wordless books to establish book behaviours, book talk and to grow vocabulary in small groups of 3-5 children.</p> <p>Read 1 and 2: Review up to 4 sounds which have already been taught in phonics prior to reading the book. Using the sound cards, read 4 CVC words based on the book.</p> <p>Read 1: Hear and identify initial sounds e.g. can you find the b-b-boat? What is the first sound in boat?</p> <p>Read 2: Orally blend words and match to pictures in the book e.g. can you find the p-o-t?</p>	<p>Begin to read phase 2 books with phonetical words.</p> <p><u>Phase 2 set 1 books:</u> Words containing the sounds s a,t p i n and no tricky words</p> <p><u>Phase 2 set 2 books:</u> s a t p i n m d words and words ending in -s</p> <p><u>Phase 2 set 3 books:</u> In addition to previous sounds, words containing the sounds g o c k ck and tricky words and, is, the.</p>	<p>Read phase 2 books by sounding out and blending phase 2 phonetical words and reading phase 2 tricky words on sight.</p> <p><u>Phase 2 set 4 books:</u> In addition to previous sounds, words containing the sounds e u r h b f ff ll ss. Tricky words: is I the put pull full as and his has her no go her.</p> <p><u>Phase 2 set 5 books:</u> In addition to previous sounds, words containing the sounds j v w x y z zz qu ch sh th ng nk. Tricky words: I the put pull full and her no go to into she push he of we me be.</p>	<p>Begin to read phase 3 books containing digraphs and trigraphs.</p> <p><u>Phase 3 set 1 books:</u> Words containing the phase 3 sounds ai ee igh oa oo oo ar or ur ow oi ear air er. Words with double letters: dd mm tt bb rr gg pp nn cc. Longer words e.g. magnet, lemon. Compound words e.g. carpark. Tricky words: I the put pull full and no go to into she push he of we me be was you they my by all are sure pure.</p>	<p>Continue to read phase 3 books containing digraphs and trigraphs.</p> <p>Phase 3 set 2 books: Words containing the phase 3 sounds ai ee igh oa oo oo ar or ur ow oi ear air er. Words with more than one digraph e.g. shimmer. Longer words e.g. fantastic, helmet. Compound words e.g. earring, popcorn. Words ending in -ing, e.g. chatting, waiting. Words ending in -es, e.g. torches. Tricky words: I the put pull full and no go to into she push he of we me be was you they my by all are sure pure.</p>	<p>Begin to read phase 4 books</p> <p><u>Phase 4 set 1 books:</u> Adjacent consonant words and short vowels</p> <p><u>Phase 4 set 2 books:</u> Adjacent consonants and long vowel words</p> <p><u>Phase 4 set 1 and 2 books:</u> Tricky words: I the put pull full and no go to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today</p>



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<p>Brilliant Bookworms</p> <p>Guided Reading Comprehension</p> <p>(2 group sessions per week plus catch up sessions where needed)</p>	<p>Read 1: Identify and discuss the title, the front cover and the blurb.</p> <p>Read 2: Talk about what is happening on each double-page spread and answer the comprehension questions at the back of the book.</p> <p>Join in with nursery rhymes, poems and action rhymes which link to the book.</p> <p>Anticipate key events in stories read to them.</p>	<p><i>Vocabulary</i> - Discuss word meanings and link new meanings to those already known.</p> <p><i>Prediction</i> - Make predictions about what the book will be about based on the title, front cover and burb.</p> <p><i>Prediction</i> - Predict what might happen next on the basis of what has been read so far.</p> <p><i>Retrieval</i> - Retrieve information from the text to answer what, who and when questions.</p> <p><i>Summarise</i> - Identify the key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p>		<p><i>Vocabulary</i> - Draw on their knowledge of vocabulary to understand texts.</p> <p><i>Inference</i> - Make inferences from the text (using reasoning skills to interpret beyond the literal). As children become more proficient with retrieval, they need to be encouraged to think more deeply and move into making inferences from the text based on what is said and done.</p> <p><i>Inference</i> – Deduce simple, logical conclusions from the information/evidence available.</p> <p><i>Prediction</i> - Use knowledge and understanding from what they have read so far to be able to make informed predictions and ask questions about what will happen next.</p> <p><i>Retrieval</i> – Use the text to answer questions.</p> <p><i>Summarise/Explanation</i> - Identify/explain key aspects of fiction and non-fiction texts.</p> <p><i>Summarise/Explanation</i> - Identify and explain the sequence of events in the text.</p>		
<p>Wonderful Writers</p> <p>Writing</p>	<p>Orally complete a rhyming string</p> <p>Join in with repeated refrains in familiar stories</p> <p>Begin to write own first name</p> <p>Orally blend and segment CVC words</p> <p>Hear initial sounds</p>	<p>Write own first name</p> <p>Write the letters of the alphabet</p> <p>Write initial sounds</p> <p>Begin to segment and write CVC words</p>	<p>Write own first name with correct letter formation.</p> <p>Write CVC words.</p> <p>Write words containing phase 3 sounds.</p> <p>Write labels.</p> <p>Write a list.</p>	<p>Spell some common exception words which have been taught in phonics</p> <p>Leave spaces between words.</p> <p>Write a short sentence.</p> <p>Write labels.</p>	<p>Write a short sentence, leaving spaces between words.</p> <p>Use instructional language to write numbered instructions</p> <p>Hold a short sentence</p>	<p>Begin sentences with capital letters.</p> <p>Use full stops at the end of sentences.</p> <p>Use story telling language</p> <p>Spell common exception words</p> <p>Write sentences to write a letter</p>
<p>Writing Provision enhancements</p>	<p>Tuff tray: objects or pictures of rhyming words, a large bowl and spoon to create rhyming soup.</p> <p>Name cards for children to use for name writing</p>	<p>Writing area: Phase 2 sound and tricky word mats</p> <p>Light box: Letters</p>	<p>Writing area: Phase 3 sound and tricky word mats</p>	<p>Finger spacers to support children to leave spaces between words.</p>	<p>Animal leaflets</p>	<p>Writing area: Stapler, treasury tags, hole punch to make books</p> <p>Sentence writing prompt cards for capital letters, spaces and full stops.</p>
<p>Marvellous Mathematicians</p> <p>Number and Numerical Patterns</p> <p><i>NCETM: Mastering Number scheme</i></p>	<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> identify when a set can be subitised and when counting is needed subitise different arrangements, both unstructured and structured, including using the Hungarian number frame make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual 		<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals begin to identify missing parts for numbers within 5 explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this 		<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> continue to develop their counting skills, counting larger sets as well as counting actions and sounds explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame compare quantities and numbers, including sets of objects which have different attributes 	



Shotley Bridge Reception Curriculum



	<ul style="list-style-type: none"> subitising skills spot smaller numbers 'hiding' inside larger numbers connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds compare sets of objects by matching begin to develop the language of 'whole' when talking about objects which have parts 		<ul style="list-style-type: none"> to finger patterns and the Hungarian number frame focus on equal and unequal groups when comparing numbers understand that two equal groups can be called a 'double' and connect this to finger patterns sort odd and even numbers according to their 'shape' continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern order numbers and play track games join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 		<ul style="list-style-type: none"> continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 begin to generalise about 'one more than' and 'one less than' numbers within 10 continue to identify when sets can be subitised and when counting is necessary develop conceptual subitising skills including when using a rekenrek 	
Number and Numerical Patterns Provision enhancements	Maths area: conkers for counting, Hungarian dice frames, five frames, Playdough area: Number candles, candles Maths working wall: Add number blocks 1-5 to create the 'staircase' pattern as they are taught, finger representations		Maths area: Tens frames, dice for practising doubles, number tracks Maths working wall: Add numbers 6-10 to the 'staircase' pattern, double representations. iPad: subitising game		Maths area: rekenrek Maths working wall: representations of doubles on tens frames,	
Marvellous Mathematicians Shape, Space, Measure and Patterns <i>White Rose Maths</i>	Time – Become familiar with the daily visual timetable. Compare size, mass and capacity. Explore pattern. Positional language.	Circles and triangles Shapes with four sides	Compare Mass (2) Compare Capacity (2) Length and height	3D shapes Spatial awareness Repeating patterns	Spatial Reasoning (1): Match, rotate, manipulate Spatial reasoning (2): Compose and decompose Spatial reasoning (3): visualise and build	Fractions – Understand that when you halve a shape you have two equal parts. Cut cress sandwiches in half. Spatial reasoning (4): Mapping
Shape, Space, Measure and Patterns Provision enhancements	Paint area – Sponges to create patterns		Maths Area: Beanstalks to measure using cubes	Outdoors: Time – Use sand timers to challenge each other to complete obstacle courses within a set time. large sand timers Paint area – Use the sponges to create repeating patterns	Time - Outdoors: Use a stopwatch to time each other completing obstacle courses.	
Enthusiastic Enquirers Past and Present (PP)	My journey Become familiar with the school building and daily routines.	Traditions	Polar Explorers Find out about Robert Scott the Antarctic explorer who	People Who Help Us Discuss the roles of different people in our society such as	Farming Find out about the role of farmers in our society.	Reflections on Reception



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<p><i>Prepares children for History</i></p>	<p>Introduce the daily visual timetable.</p> <p>Introduce the birthday display and birthday cupcakes to discuss ages and when our birthdays are.</p> <p>Begin learning journey wall by introducing months and beginning to put images of things we have done in Reception against each month.</p>	<p>Discuss and compare Christmas traditions over time.</p> <p>Discuss our own traditions such as decorating the house, advent calendars, visiting the pantomime, Elf on the Shelf etc.</p> <p>Identify similarities and differences between our own and the traditions of others in the class.</p> <p>Continually add to and reflect on the whole class learning journey wall.</p>	<p>travelled to the South Pole and discovered that Antarctica is a continent.</p> <p>Find out about Robert Peary, the Arctic explorer, who led the first expedition to reach the North Pole.</p> <p>Continually add to and reflect on the whole class learning journey wall.</p>	<p>police officers, fire fighters, nurses, doctors, vets, teachers, refuse collectors, bus drivers, shop assistants, and, postal workers. Find out what their jobs involve and how they help us within society.</p> <p>Reflect upon the different people who help us in school including teachers, teaching assistants, head teacher, cooks, receptionists, caretakers, and, cleaners.</p> <p>Find out about Mary Seacole and how she helped others as a nurse in the past. (Link to International Women's Day PSHE)</p> <p>Continually add to and reflect on the whole class learning journey wall.</p>	<p>Find out about changes in farming over time including the introduction of machinery.</p> <p>Observe and compare photographs of old tractors and new tractors.</p> <p>Continually add to and reflect on the whole class learning journey wall.</p>	<p>Use our learning journey wall to review and discuss our time in Reception.</p> <p>Discuss our favourite memories of Reception.</p> <p>Complete and reflect on our learning journey wall.</p> <p>Ask current Year One children questions about their time in Year One.</p>
<p>Past and Present Provision Enhancements</p>	<p>Playdough area: Birthday cake resources (bun trays, cupcake cases, candles, number candles)</p> <p>Home area: Calendar</p>	<p>Home area: Christmas tree and decorations</p> <p>Christmas stories from the past</p>	<p>Books about explorers from the past and present</p>	<p>Books about different jobs</p> <p>Mary Seacole book</p>	<p>Outdoors: Toy tractors in the sandpit</p>	<p>Photographs of experiences in Reception</p> <p>Transition day to Year One</p>
<p>Enthusiastic Enquirers People, Culture and Communities (PCC)</p> <p><i>Prepares children for RE and Geography</i></p>	<p><u>My Journey</u></p> <p>Talk about members of their immediate family.</p> <p>Look at photographs of ourselves and our families.</p> <p>Find out how Halloween is celebrated in this country including pumpkin carving and dressing up.</p>	<p><u>Diversity: Diwali and Christmas</u></p> <p>Describe similarities and differences between ourselves and others in our class that make us unique and diverse including hair colour, eye colour, race, religion, and hobbies.</p> <p>Learn about the story of Guy Fawkes and understand that Bonfire Night is a culturally English festival characterised by bonfires and fireworks.</p> <p>Hinduism – Learn about Diwali, the festival of light, and how it is celebrated in</p>	<p><u>Diversity: Chinese New Year</u></p> <p>Find out about how Chinese New Year is celebrated by Chinese people in China, England and other countries by spending time with family, decorating the house red and gold, and cooking a meal.</p> <p>Listen to the story 'The Great Race' to find out about the Chinese Zodiac.</p> <p>Compare the similarities and differences between celebrating Chinese New Year and celebrating Christmas.</p>	<p><u>Diversity: Easter and Ramadan</u></p> <p>Find out about the Christian Easter Story.</p> <p>Find out about Islam and Ramadan. Know that Muslims fast during daylight hours during Ramadan to thank God.</p> <p>Know that Muslims celebrate the end of Ramadan with Eid Mubarak.</p> <p>Discuss how Mother's Day can be celebrated to celebrate the special women in our lives.</p>	<p><u>Farming</u></p> <p>Describe what you see on a farm e.g. milking shed, barns and fields as well as animals and farmers.</p> <p>Find out about the life of a British farmer and discuss similarities and differences to our own lives for example looking after animals and crops.</p> <p>Discuss the importance of farmers in our society.</p> <p>Farming around the world – Find out where different fruits and vegetables are grown</p>	<p><u>Super Shotley</u></p> <p>Discuss how Father's Day can be celebrated to be thankful for the special men in our lives.</p> <p>Find out about, and watch some clips of, David Attenborough.</p> <p>Become familiar with, and describe, the immediate environment by walking from Shotley Bridge infants to Shotley bridge juniors as well as visiting the local stream and Shotley Bridge playpark.</p>



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		<p>India, England and other countries including learning about Diwa lamps and rangoli patterns.</p> <p>Christianity – Learn about the birth of Jesus and the Christmas Story.</p> <p>Know that Christians attend church to celebrate Christmas.</p> <p>Find out how Christmas is celebrated in this country including Christmas dinner, spending time with loved ones and giving presents.</p> <p>Know that many people celebrate Christmas whether they are Christian or not.</p> <p>Use hoops to complete a whole class Venn diagram to compare the similarities and differences between Diwali and Christmas. Similarities – spending time with family and friends, cooking food, eating together, exchanging gifts. Differences – Christians celebrate Christmas, Hindus celebrate Diwali, Christmas traditions include Christmas trees and advent calendars, Diwali traditions include Rangoli patterns, fireworks and Diwa lamps.</p>	<p>Know that Valentines Day is an English tradition to celebrate love through giving cards.</p> <p>Know that Shrove Tuesday is a Christian celebration of Lent characterised by eating pancakes.</p>		<p>including apples and potatoes grown in the UK, grapes grown in Italy, mangoes grown in India and avocados grown in Mexico. Know that the crops grown in a country is dictated by the climate.</p>	
<p>People, Culture and Communities Provision Enhancements</p>	<p>Block area: People of different ages and skin colours.</p> <p>Link to Halloween Pumpkin soup book</p>	<p>Link to Diwali Home area: Diwa lamps. Playdough area: Photos of diwa lamps as well as beads and gems for children to create their own. Creative area/painting area: Images of rangoli patterns.</p> <p>Link to Christmas Home Area: Christmas tree and decorations</p>	<p>Link to Chinese New Year Home area: Red tablecloth and chop sticks. Book: The Great Race</p> <p>Link to Valentines Day Playdough area: Heart shaped cutters.</p>	<p>Link to Easter Easter Story book</p> <p>Block and small world area: People who help us figures</p>	<p>Block area: Fake grass to make fields, photographs of farms including buildings and fields, books about farms.</p>	<p>Map of Shotley Bridge Primary School</p> <p>Simple map of Shotley Bridge</p>



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		Class Advent Calendar				
People, Culture and Communities Enrichment opportunities	Halloween disco (fancy dress optional)	Reverend Jackson Christmas Story Assembly Reception Christmas performance Christmas party and dinner	Chinese food tasting Valentine's disco	Special ladies' afternoon Invite parents and carers into school to discuss job roles within our community Easter egg hunt	Hall Hill Farm trip	Special men afternoon Walk to the junior school, the local stream and Shotley Bridge Play Park
Enthusiastic Enquirers The Natural World (NW) <i>Prepares children for Science and Geography</i>	My School Become familiar with the school building and the outdoor areas including Leaf Land. Seasonal changes: Autumn Observe leaves changing from green to orange/yellow/brown and falling from the trees. Find conkers which have fallen from the Horse Chestnut tree. Make observations of wildlife at Leaf Land. Potentially: squirrels, woodlice, spiders, worms, birds and deer. Observe the weather as part of the daily routine each morning. Plant daffodil bulbs to flower in the spring.	Seasonal Changes Seasonal changes: Know that bare trees, cold weather, presence of ice and snow are signs of seasonal change from autumn to winter. Discuss the shorter days in the winter compared to longer days in summer. Learn about hedgehogs hibernating over the winter. Name some British woodland animals such as deer, badgers, rabbits, foxes, squirrels and mice. Find out about some British nocturnal animals including bats, owls and badgers. <u>Link to Hinduism and Diwali</u> Look at England and India on a world map/Google Earth	Polar Regions Seasonal changes: Observe that ice, snow, frost and cold temperatures signify winter. <u>Link to Chinese New Year</u> Look at China on a globe and Google Earth. Compare Arctic and Antarctic climates to Shotley Bridge. Look at a globe and an atlas. Know that on globes and atlases blue represents water, green and orange represents land and white represents ice and snow. Use a globe to locate the Arctic and Antarctic. Find out about the animals who live in the polar regions. Arctic animals – Arctic fox, huskies, Arctic hare, polar bears, orca, seals, walruses, sealions. Antarctic animals – orca, penguins, seals, wandering albatross. Learn about the process of change from water to ice and vice versa.	Spring has Sprung Seasonal changes: Know that tree buds and flower buds growing are signs of the seasons changing from winter to spring. Observe and feel tree buds to explore how they vary in colour and texture: willow buds are soft; horse chestnut buds are sticky. Observe daffodils growing from bulbs planted in Autumn. Identify blossom and know that it is a sign of spring. Go on a walk to observe the signs of spring including buds and leaves beginning to grow, blossom and spring flowers. Complete a tally chart to record observations.	Farming Visit Hall Hill Farm. Find Hall Hill Farm on Google Earth and know that it is in the countryside, like Shotley Bridge. Look at a map of Hall Hill Farm. Name British farm animals and their young. Find out about where food comes from on British farms including milk from cows, vegetables from the ground such as potatoes and carrots, fruit from trees such as apples, plums and pears, eggs from hens and wheat to make bread. Compare the British countryside and the Arctic terrain and the different animals that live in the different environments. Seasonal changes: Revisit photographs of Leaf Land from autumn, winter and spring. Observe what Leaf Land is like in summer, including long grass, leaves on trees as well as daisies and dandelions.	Super Shotley Seasonal changes: Know that the days are longer and the weather is warmer in summer. Observe and identify minibeasts found at Leaf Land using magnifying glasses. Explore and create minibeast habitats. Plant and observe the growth of cress seeds. Look at a map of Shotley Bridge Primary School. Identify common summer wildflowers then go on a summer walk and complete a tally chart to see how many different wildflowers they can find. Through reading the books 'Dear Earth' and 'Tidy' find out about the threats to planet Earth. Discuss ways we can protect planet Earth including reduce, reuse and recycle, preserving water, disposing of waste correctly.



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					Observe different shaped leaves that come from different trees and use a leaf identification sheet to match and identify different leaves.	Find out about minibeasts and their habitats using Now Press Play (computing)
The Natural World Provision Enhancements	<p>Autumn book</p> <p>Maths area: found conkers</p> <p>Outdoor area: Autumnal leaves</p> <p>Outdoor area: sweeping brushes to sweep up fallen leaves</p>	<p>Autumn and Winter books</p> <p>Block and small world area: British woodland animals, pine cones, log slices, hollow log</p>	<p>Winter book</p> <p>Water area: seals, penguins, orca, sealions</p> <p>Tuff tray: Arctic scene including materials for land, ice, water and snow as well as Arctic animals.</p> <p>Tuff tray: Antarctic scene including materials for water, ice and snow as well as Antarctic animals</p> <p>Block area: Arctic and Antarctic animals, igloo, pretend ice cubes</p>	<p>Spring book</p> <p>Vase of daffodils indoors.</p> <p>Daffodils in a pot outdoors.</p>	<p>Spring and Summer books</p> <p>Fiction and non-fiction books about farm</p> <p>Block and small world area: British farm animal figures and their young and toy tractors</p> <p>Tuff tray: Farm animals and other open-ended resources such as small bricks, grass and fabric</p> <p>Maps of Shotley Bridge and Hall Hill Farm from Google Earth</p> <p>Hall Hill Farm map</p>	<p>Summer book</p> <p>Block area: Minibeast and butterfly figures.</p> <p>Outdoor area and Leaf Land: magnifying glasses</p>
The Natural World Enrichment opportunities	<p>Begin to visit Leaf Land</p> <p>Autumn walk around the school grounds including Leaf Land</p>	<p>Winter walk around the school grounds including Leaf Land</p>	<p>Sledging in the snow if weather allows</p>	<p>Spring walk around the school grounds including Leaf Land</p>	<p>Hall Hill Farm trip</p> <p>Plan, make and taste vegetable soup</p>	<p>Summer walk around the school grounds including Leaf Land</p> <p>Walk to the junior school and the local stream</p> <p>Eat cress sandwiches (outdoor picnic is weather permits)</p> <p>Find out about minibeasts and their habitats using Now Press Play (computing)</p>
<p>Imaginative Innovators</p> <p>Creating with Materials (CWM)</p> <p><i>Prepares children for Art and Design and Computing</i></p>	<p>Mark making with pencils, crayons, chalk and felt tip pens.</p> <p>Create with playdough.</p> <p>Use plastic cutlery, rolling pins and cutters when creating with playdough.</p> <p>Paint a self-portrait.</p>	<p>Use scissors to create paper snowflakes.</p> <p><u>Link to Diwali (PCC)</u></p> <p>Create rangoli patterns using different materials including pens, pencils, large crayons outdoors and colourful rice.</p> <p><u>Link to Christmas (PP/PCC)</u></p>	<p>Use masking tape to join materials (cardboard boxes and tubes as well as paper and card) to create models.</p> <p>Paint Kandinsky circles using paintbrushes of different thicknesses.</p>	<p>Create simple symmetrical patterns using transient art and natural resources.</p> <p><u>Link to Spring (NW)</u></p>	<p>Use collage to create farm animals and landscape scenery out of different materials.</p> <p>Fold paper to create leaflets.</p> <p>Use PVA glue to stick.</p>	<p>Use wax crayons to create leaf rubbings.</p> <p>Use plasticine to create insects.</p> <p>Use glue and paper to create flaps.</p>



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	<p>Use powder paint and water to create a faded background to stick self-portraits onto.</p> <p>Draw pictures of the people in their family.</p> <p>Explore and name colours.</p> <p>Create colourful repeating patterns with paint brushes and sponges.</p> <p>Make transient art using natural autumnal resources such as autumnal leaves and conkers to explore different textures.</p> <p>Use glue sticks to join paper and to add materials to paper including tissue paper, feathers and pompoms to paper or card.</p> <p>Use Duplo bricks and Mobilo to build models.</p>	<p>Use paint, glue, and sequins to decorate a Christmas card.</p> <p>Use a hole punch and string to make a hanging Christmas decoration.</p> <p>Use scissors, glue and sequins to create a party hat to wear for Christmas dinner.</p>	<p>Cut and stick Kandinsky circles using scissors, glue sticks and paper of various colours.</p> <p>Explore colour mixing with paints.</p>	<p>Use water pallet paints to create observational paintings of spring flowers.</p> <p>Link to Easter (PCC)</p> <p>Use tissue paper to create a stained-glass window.</p> <p>Use wooden and acrylic blocks in the block area to create a church.</p> <p>Begin to use an iPad to look at images to inspire children when creating drawings, paintings, and models. (computing)</p>	<p>Find out about of Stephen Fowler who uses objects to print.</p> <p>Use fruit and vegetables to print using paint.</p> <p>Use natural found objects to print using paint.</p> <p>Plan and follow and recipe to make vegetable soup, safely using a knife to chop.</p> <p>Use blocks and other props including fake grass and stones to build a farm including buildings and fields.</p>	<p>Use treasury tags to join paper to create books.</p> <p>Use a stapler to join paper to create books.</p> <p>Plan and create models using a variety of tools and techniques they have already been taught.</p> <p>Safely use a knife to cut and spread to make and taste cress sandwiches.</p> <p>Find out about Richard Long, the sculptor who uses natural materials to create artwork in circles and lines.</p> <p>Use natural found objects to create artwork in the form of Richard Long.</p> <p>Use blocks and a map to build Shotley Bridge Primary School. Apply knowledge of phonics to write labels.</p>
<p>Creating with Materials Provision Enhancements</p>	<p>Outdoors: Found natural materials including conkers, conker shells, leaves and twigs to create large scale transient art</p> <p>Small construction area: Duplo and Mobilo</p>	<p>Creative area: sequins, hole punch, string</p>	<p>Creative area: masking tape</p> <p>Kandinsky artwork on display</p>	<p>Creative area: Small pieces of tissue paper, water pallet paints, wool</p> <p>Daffodils to create observational paintings</p> <p>Block area: Photographs of churches including our local church and stained-glass windows</p> <p>Introduce iPad (x2)</p>	<p>Animal and Hall Hill Farm leaflets</p> <p>Stephen Fowler artwork on display</p> <p>Fruit and vegetables for printing</p>	<p>Creative area: wax crayons, treasury tags, stapler</p> <p>Writing area: stapler, treasury tags</p> <p>Photographs of Richard Long artwork on display</p> <p>Block area: map of Shotley Bridge Primary School</p> <p>Playdough Area: plasticine, pipe cleaners and googly eyes to create insects</p>
<p>Imaginative Innovators Being Imaginative and Expressive (BIE)</p>	<p>Engage in imaginative role play in the Home Area.</p> <p>Sing nursery rhymes.</p> <p>Learn actions to go alongside nursery rhymes.</p>	<p>Take on roles (teacher, teaching assistant, students) in the School Role Play Area.</p> <p>Perform Christmas songs in front of special adults.</p>	<p>Act out the story of Jack and the Beanstalk using Now Press Play. (computing)</p> <p>Act out the story of Jack and the Beanstalk using our own story map.</p>	<p>Take on roles including doctors, nurses, receptionists and patients in the doctors surgery role play area.</p> <p>Move in time to the beat of music when dancing.</p>	<p>Perform a poem to an audience of special adults at our family engagement afternoon.</p>	<p>To retell the story of Goldilocks and the Three Bears in the Home Area.</p> <p>Create a story map to retell the story of Goldilocks and the Three Bears.</p>



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<p><i>Prepares children for Music, Computing and English/Reading</i></p>	<p>Body percussion. Work together to retell the traditional tale The Three Little Pigs using a class story map.</p>	<p>Use small world characters and props to retell the Christmas Story.</p>	<p>Use musical instruments to represent characters when retelling a story as a class.</p>	<p>Create sound patterns with musical instruments.</p>	<p>Take on roles to act out a narrative with others in the Home Area. Work collaboratively to retell the story of The Enormous Turnip, including using new vocabulary such as “heave” and “turnip”.</p>	
<p>Being Imaginative and Expressive Provision Enhancements</p>	<p>Outdoor area: musical instruments including tambourines, maracas and triangles.</p>	<p>Tuff tray: Christmas story characters and props for story retelling.</p>	<p>Outdoor area: musical instruments, story maps</p>	<p>Role play area: Doctors surgery including prescription sheets to write on, telephone, bandages, stethoscope, eye test sheet, syringes, empty medicine boxes, medicine spoons, x-ray machine and images Outdoors: Speaker to play music to dance to. Scarves to express yourself with when dancing. Outdoor area: musical instruments to practise sound patterns.</p>	<p>Role play area: Vets surgery including various toy household pets, cages, stethoscope, x-ray machine, syringes, bandages, animal bed.</p>	<p>Home area: Resources to support retelling the story of Goldilocks and the Three Bears including three different sized bowls, chairs, spoons and cushions</p>
<p>Each half term the children will spend one outdoor learning lesson exploring Leaf Land freely and following their own interests with the support of adults to extend their learning. This will enable children to demonstrate the characteristics of effective learning. Children will have access to clipboards and writing materials as well as magnifying glasses. Following this session, children will be given an opportunity to reflect upon what they have been doing.</p>						
<p>Outdoor Learning (taken from elsewhere on this plan)</p>	<p><u>Phase 1 Phonics:</u> Discriminate between environmental sounds by going on a sound walk. <u>The Natural World:</u> Become familiar with the school building and the outdoor areas including Leaf Land. Seasonal changes: Autumn Observe leaves changing from green to orange/yellow/brown and falling from the trees. Find conkers which have fallen from the Horse Chestnut tree. Make observations of wildlife at Leaf Land. Potentially: squirrels, woodlice, spiders, worms, birds and deer.</p>	<p><u>The Natural World:</u> Seasonal changes: Know that bare trees, cold weather, presence of ice and snow are signs of seasonal change from autumn to winter. Discuss the shorter days in the winter compared to longer days in summer. Learn about hedgehogs hibernating over the winter. Name some British woodland animals such as deer, badgers, rabbits, foxes, squirrels and mice.</p>	<p><u>Physical Development:</u> Climb trees at Leaf Land. <u>The Natural World:</u> Seasonal changes: Observe that ice, snow, frost and cold temperatures signify winter. Compare Arctic and Antarctic climates to Shotley Bridge. Know that on globes and atlases blue represents water, green and orange represents land and white represents ice and snow. Learn about the process of change from water to ice and vice versa.</p>	<p><u>Physical Development:</u> Practise throwing and catching balls of different sizes skilfully with each other. <u>The Natural World:</u> Seasonal changes: Know that tree buds and flower buds growing are signs of the seasons changing from winter to spring. Observe and feel tree buds to explore how they vary in colour and texture: willow buds are soft; horse chestnut buds are sticky.</p>	<p><u>Listening, Attention, Understanding and Speaking:</u> Ask inquisitive ‘how’ and ‘why’ questions about the world around them. <u>Creating with Materials:</u> Find out about of Stephen Fowler who uses objects to print. Use natural found objects to print using paint. <u>Being Imaginative and Expressive:</u> Work collaboratively to retell the story of The Enormous Turnip, including using new</p>	<p><u>Listening, Attention, Understanding and Speaking:</u> Ask inquisitive ‘how’ and ‘why’ questions about the world around them. <u>The Natural World:</u> Observe and identify minibeasts found at Leaf Land using magnifying glasses. Explore and create minibeast habitats. Identify common summer wild flowers then go on a summer walk and complete a tally chart to see how many</p>



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	Plant daffodil bulbs to flower in the spring.	Find out about some British nocturnal animals including bats, owls and badgers.	<p><u>Being Imaginative and Expressive:</u> Use musical instruments to represent characters when retelling a story as a class.</p>	<p>Observe daffodils growing from bulbs planted in Autumn.</p> <p>Identify blossom and know that it is a sign of spring.</p> <p>Go on a walk to observe the signs of spring including buds and leaves beginning to grow, blossom and spring flowers. Complete a tally chart to record observations.</p> <p><u>Creating with Materials:</u> Create simple symmetrical patterns using transient art and natural resources.</p>	<p>vocabulary such as “heave” and “turnip”.</p> <p><u>Maths – Shape, Space and Measure:</u> Use a stopwatch to time each other completing obstacle courses.</p> <p><u>The Natural World:</u> Seasonal changes: Revisit photographs of Leaf Land from autumn, winter and spring. Observe what Leaf Land is like in summer, including long grass, leaves on trees as well as daisies and dandelions.</p> <p>Observe different shaped leaves that come from different trees and use a leaf identification sheet to match and identify different leaves.</p>	<p>different wildflowers they can find.</p> <p><u>Creating with Materials:</u> Find out about Richard Long, the sculptor who uses natural materials to create artwork in circles and lines.</p> <p>Use natural found objects to create artwork in the form of Richard Long.</p> <p><u>People, Culture and Communities:</u> Become familiar with, and describe, the immediate environment by walking from Shotley Bridge infants to Shotley bridge juniors as well as visiting the local stream and Shotley Bridge playpark.</p>
Computing (copied from elsewhere on this plan)	Follow two-part instructions. (Confident communicators)	<p>Follow two-part instructions. (Confident communicators)</p> <p>Look at England and India on a world map/Google Earth. (Natural World)</p>	<p>Follow three-part (or more) instructions. (Confident communicators)</p> <p>Act out the story of Jack and the Beanstalk using Now Press Play. (Being Imaginative and Expressive)</p> <p>Safer Internet Day – Understand the importance of using age-appropriate websites and games. (PSHE)</p> <p>Safer Internet Day – Understand the importance of being a good friend online by reading the DigiDuck online safety online book. (PSHE)</p>	<p>Follow three-part (or more) instructions. (Confident communicators)</p> <p>Create sound patterns with musical instruments. (Being Imaginative and Expressive)</p> <p>Begin to use an iPad to look at images to inspire children when creating drawings, paintings, and models. (Creating with Materials)</p>	<p>Follow a series of instructions involving several ideas and actions. (Confident communicators)</p> <p>Find Hall Hill Farm on Google Earth and know that it is in the countryside, like Shotley Bridge. (Natural World)</p> <p>Plan and follow and recipe to make vegetable soup. (Creating with Materials)</p>	<p>Follow a series of instructions involving several ideas and actions. (Confident communicators)</p> <p>Find out about minibeasts and their habitats using Now Press Play (Natural World)</p>