

Reception Long Term Curriculum Overview 2023-2024

Pedagogy

This Curriculum for Reception gives children the foundational knowledge and understanding they will need for key stage 1 and for the rest of their schooling. Our Early Years pedagogy is based on the guidance in Development Matters [Development Matters - Non-statutory curriculum guidance for the early years foundation stage](#) and the current research from the Education Endowment Fund. Our curriculum is based on the belief that:

- Every child is unique.
- Children are powerful learners. Strengthening and building upon prior learning and life experiences ensuring that every child can make good progress.
- Effective pedagogy is a mix of different approaches.
- Practitioners carefully enable children to learn through discovery, exploration, decision making and expressing their own ideas, providing stimulating environments that provide exciting learning opportunities and promote challenges.
- It enriches children's vocabulary and develops oracy skills.
- Adults facilitate the learning through observation, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges through guided learning and direct teaching.
- The curriculum meets the needs of all children, including our disadvantaged pupils and those with SEND.

Starting Points

Starting Points: We have a planned curriculum that is tailored to meet pupil needs after ensuring we have a full overview of pupil's starting points. These activities enable us to refine and adapt the curriculum

- 1:1 Meeting with parent and child and class teacher
- Visit and consultation with the child's key worker
- WAT baseline
- National baseline RBA
- WellComm screening

Themes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Celebrations	Marvellous Me and Manor Way Magic! (PSED focus)	Let's Celebrate Celebrations (Diwali/Christmas)	Superheroes Superheroes People who help us Occupations Celebrations (Chinese New Year)	Traditions and Cultures Traditional Tales Celebrations (Easter/Eid)	Growing and Changing Animals Lifecycles Healthy eating	Commotion in the Ocean Journeys Holidays Pirates Looking after the environment (Sustainability Pollution)
	Harvest	Diwali Bonfire Night Remembrance Day Christmas	Chinese New Year Valentine's Day	Easter Eid Mothering Sunday	Eid al-Fitr	Father's Day Graduation Day
Enquiry Questions	Who am I? Who is in your family? Where do I live? Why do children go to school? What do I do if I am worried? What season is it?	Why do we celebrate? What do we celebrate?	What makes a hero a hero? Who helps us in an emergency?	What is a traditional tale? How do traditional tales begin and end? How are cultures different?	How have I changed since I was a baby? How will I continue to grow? What is the lifecycle of a chick?	Would you like to be a pirate? How can you stay safe in the sun? Where would you like to visit in the world? How can we look after our world?

Communication and language

(In Reception children have their 'Super 6' reading opportunities which includes: being read to twice daily, phonics, rhyme time, a curriculum linked text and a book chat session)

Reading - Routines

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Whole Class Reading Texts	Ruby's Worry (Self regulation) On sudden Hill JC Funnybones (Fantasy/Humour) Room on the Broom (Fantasy picture) Little Red Hen (Traditional Tale)	Stick Man (Modern Classic) Lost and Found JC Penguins Non Fiction JC My Pet Star (Fantasy)	Supertato (Fantasy) Astro girl Non Fiction People who help us Chinese New Year	Three Billy Goats Gruff (Traditional Tale) The proudest blue JC Handas Surprise (Cultural)	What the Ladybird Heard Next (Mystery) Oliver's Vegetables (Real Life Links) Oi Frog Olivers Fruit Salad Were Going on a Bear Hunt (Modern Classic)	The Tiger Who Came To Tea (Modern Classic) The Snail and the Whale What The Ladybird Heard at The Beach
Fiction to support UTW	People Who Help Us (in school) Starting School Janet and Allan Ahlberg Colour Monster School Anna Llenas I am too absolutely small for school Lauren Child	People who help us, Let's Celebrate, My First Festivals Why Do Leaves Fall from Trees?	My First Chinese New Year Let's Celebrate My First Festivals Chinese New Year, Ambulance, Nocturnal Animals, People Who Help Us The Big Book of the UK	The Easter story My First Festivals Easter The Big Book of the UK Plants Around the World,	The Lifecycle of a Chick From Chick to Egg From Grain to Bread, My Beanstalk Bugs A-Z, National Geographic Kids insect collection My First Ramadan, Let's Celebrate, My First Festivals Eid-al-Fitr Nature Detectives,	Little People Big World series Big Picture Atlas National Geographic country collection
Nursery Rhymes/Songs <i>ELG: Being Imaginative and Expressive</i>	Baa Baa Black Sheep Five Little Peas Hey Diddle Diddle Humpty Dumpty Incy Wincy Spider Jack and Jill Head, Shoulders, Knees and Toes	Dingle Dangle Scarecrow Hickory Dickory Dock I'm a Little Teapot Twinkle, Twinkle, Little Star Diwali Light	Little Jack Horner Little Miss Muffet Miss Polly Had a Dolly Doctor Foster	Ring-a-ring o' Roses Hot Cross Buns Mary, Mary, Quite Contrary Sing a Song of Sixpence There was an Old Lady The Grand Old Duke of York	Mary Had a Little Lamb Little Bo Peep Goosey Goosey Gander Three Blind Mice Old MacDonald Had a Farm Theres a worm at the bottom of the garden	B-I-N-G-O Row, Row, Row Your Boat Kookaburra Sits in the Old Gum Tree Old Mother Hubbard Pat-a-Cake Wind the Bobbin Up 1, 2, 3, 4,5 once caught a fish alive The Wheels on the Bus
Reading Objectives	Understand The Five Key Concepts About Print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing Develop Their Phonological Awareness,so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Engage In Extended Conversations About Stories,learning vocabulary.		- Read individual letters by saying the sounds for them. - Blendsoundsintowords,sothattheycanreadshortwordsmade upofknownletter-soundcorrespondences. - Read some letter groups that each represent one sound and say sounds for them. - Read a few common exception words matched to the school's phonic programme. - Read simple phrases and sentences made up of words with known letter-sound correspondences and,where necessary,a few exception words. - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.		-Say a sound for each letter in the alphabet and at least 10 digraphs; - -Read words consistent with their phonic knowledge by sound-blending - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	
Phonics	Little Wandle Introduce Phase 2 Graphemes s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l	Little Wandle Phase 2 Graphemes Ff, ll, ss, j, v, w, x, y, z, zz, qu, words with s/s/ added at the end (hats, sits) ch, sh, th, ng, nk,	Little Wandle Phase 3 Graphemes 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, ff, longer words	Review Phase 3: ai ee igh oa oo ar or sure, pure ur oo ow oi ear er air words with	Short vowels CVCC, CCVC, CCVCC, CCCVC, CCCVCC longer words,	Long Vowel sounds CVCC, CCVC, CCV, CCVCC Phase 4 words ending -s /s/ Phase 4 words ending -s /z/

				double letters longer word words with two or more digraphs words ending in -ing compound words	compound words, root words ending in: -ing, ied/t/, -ed/id/ed/-est	Phase 4 words ending -es longer words Root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Phase 4 words ending in: -s /s/, -s /z/, -es longer words
Tricky Words	is, I, the	as, and, has, his, her, go, no, to , into, she, he, of we, me, be	was, you, they, my, by, all, are, sure, pure	Review all taught so far and secure spelling	said so have like some come love do were here little says there when what one out today	Review all taught so far Secure spelling
Writing	Write some or all of their names. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.		Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.		Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others	
Handwriting objectives	Write Some Letters Accurately. Form lower-case letters correctly.		Form lower-case and capital letters correctly		Write recognisable letters most of which are correctly formed	
	Dough Disco (Fine motor skills) Dough Disco™ - Spread the happiness	Jumper family h,n,m,b,r,c Numbers 2,3,5,7	Abacadabra family c,a,o,d,s,q,g Numbers 0,6,9,8,4,1	Window cleaner family l,t, i, u Fisher family y, j, f, g Upper case letters I, L, E, F, H,T Curved line group C,O,S,G,Q	Special squirter e Slider family k, v, w, x, z Lines with curves D,P,B,R,J,U Recap all lower cases letters	Sliding lines group A,M,N,W,V,X,Z,K,Y Recap all lower cases letters
Kinetic Letters order of teaching	h, n, m, r, c,o, a, d, s, q, e, l, t, i, u, g, j, y, f, b, p, v, w, x, z, k, l, L, E,F, H,T, C, O, S, G, Q, D, P, B, R, J, U, A, M, N, W, V, X, K, Y Pushing numbers 2, 3, 5, 7 Pulling numbers 1, 4, 0, 6, 9, 8					
Listening, attention and understanding	Practitioners will teach and support pupils to: <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions,with modeling and support to understand how to listen carefully and why listening is important Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Respond to what they have heard and ask questions to clarify their understanding; Hold conversations when engaged in back-and-forth exchanges with their teacher and peers. 					
Speaking	Practitioners will teach pupils to: <ul style="list-style-type: none"> Learn new vocabulary and offer own ideas using this vocabulary Ask questions Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Develop social phrases. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Model and teach the past. present and future tense Learn rhymes, poems and songs 					
ShREC	Practitioners will support pupils in developing Listening, Attention, Understanding and Speaking through high quality interactions using the 4 stages outlined in the ShREC Approach . 1. Share attention 2. Respond 3. Expand 4. Conversation					
Physical Development						
Gross motor skills	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: Rolling, crawling , walking , jumping, running ,hopping, skipping, climbing Learn to: lift, carry, push, pull, construct, stack and climb Develop core strength and stability to support small motor skills To develop upper arm and shoulder strength move and rotate their lower arms and wrists independently 				Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	

	<ul style="list-style-type: none"> Use core muscle strength to achieve a good posture when sitting at a table or on the floor. 					
Fine motor skills	<ul style="list-style-type: none"> Refine small motor skills. threading and sewing, woodwork, pouring, stirring, dancing with scarves, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys, and making models with junk materials, construction kits and malleable materials.. Learn to cut with scissors Use a knife and fork Develop the foundations of a handwriting style. 					Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.
PE Objectives	<ul style="list-style-type: none"> Develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Encourage precision and accuracy when beginning and ending movements. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group Move in time and respond to changes in music Replicate choreographed dances 					
PE lesson focus	Introduction to Get Set for PE	Dance	Fundamentals (Agility, Balance, Coordination)	Gymnastics	Games	Games
Sporting Legend	Ben Stokes	Ashley Banjo	Lebron James	Dominick Cunningham	Jack Grealish	Serena Williams

Maths Number and Numerical Patterns

Ark Maths Mastery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"> Classifying objects based on one attribute Matching equal and unequal sets Comparing objects and sets Ordering objects and sets Recognise, describe, copy and extend colour and size patterns Count and represent the numbers 1 to 3 Count up to six objects. One more or on fewer Order numbers 1-6 Conservation of numbers within six 	<ul style="list-style-type: none"> Explore zero Explore addition and subtraction Describe, and sort 3-D shapes Describe position accurately 	<ul style="list-style-type: none"> Count up to ten objects Represent, order and explore numbers to ten One more or fewer, one greater or less Days of the week, seasons Sequence daily events Explore addition as counting on and subtraction as taking away Counting and sharing in equal groups Grouping into fives and tens Relationship between grouping and sharing 	<ul style="list-style-type: none"> Count up to 15 objects and recognise different representations Order and explore number patterns to 15 One more or fewer Doubling and halving Relationship between doubling and halving Describe and sort 2-D and 3-D shapes Recognise, complete and create patterns 	<ul style="list-style-type: none"> Commutativity Explore addition and subtraction Compare two amounts Count up to 10 and beyond with objects Represent, compare and explore numbers to 20 One more or fewer One more one less Estimate and count Grouping and sharing Coin recognition and values Combinations to total 20p Change from 10 	<ul style="list-style-type: none"> Describe capacities Compare volumes Compare weights Estimate, compare and order lengths Explore numbers and strategies Recognise and extend patterns Apply number, shape and measures knowledge Count forwards and backwards

PSED

<p>See themselves as a valuable individual Build constructive and respectful relationships Personal hygiene - school nurse handwashing Express their feelings and consider the feelings of others Manage feelings and learn to</p> <ul style="list-style-type: none"> Take turns, Waiting politely Line up in alphabet order Tidy up after ourselves Follow class rules and the Manor Way 	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> Regular physical activity Healthy eating Toothbrushing Sensible amounts of 'screen time' Having a good sleep routine Being a safe pedestrian/road safety <p>Express their feelings and consider the feelings of others</p>	<ul style="list-style-type: none"> Set their own goals and achieve them. See themselves as a valuable individual. Develop problem-solving skills Sun safety Water safety Show resilience and perseverance in the face of challenge
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	<ul style="list-style-type: none"> • Be kind to others • Make right choices • Build constructive and respectful relationships. • Fire safety (Bonfire Night) 		
1Decision In Reception, 1 Decision lessons will be linked where possible to the Whole Class Reading book and sometimes will follow the children's interests.	Pink Goes to School Green Gets Glasses Pink Feels Sad Blue's Indoor Voice Orange Feels Worried Orange Helps Pink Misses Mummy Why Does Purple Play Differently? Yellow Wants to Play With Orange Rainbow Feels Angry Blue Learns to Share Pink Has a New Brother	Rainbow Helps Out at Home Red's Nut Allergy Yellow's Bedtime Red Needs the Toilet Blue Gets Lost Pink's Screen Time Yellow Learns About Germs Red Visits the Dentist Green's Greens Orange Brushes Her Teeth Rainbow's Food JournBlue Explores Road Safety	Green is Moving Up a Year Purple's Pet Bird Yellow Goes on Holiday Red Goes Swimming Orange Moves House Orange Sleeps Over Yellow's Bedtime Purple the Passenger
ASPIRE Character virtues	Respect Collaboration	Responsible Creative	Resilience Courageous

Understanding The World

Past and Present	Past and Present Historical Focus: Comparing everyday objects within my family's lifetime (Generational History)	Past and Present My family celebrations and traditions Comment on images of familiar situations in the past.	Past and Present Compare and contrast everyday objects within my lifetime	Past and Present Compare and contrast characters from stories, including figures from the past.	Past and Present My memories of holidays and how people used to travel.	Past and Present Personal focus: Transition to Year 1 Seaside Now and then
People, Culture and Communities	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Staff names, caretaker, teacher, Exec head teacher, receptionist cook, dinner supervisor.	Recognise that people have different beliefs and celebrate special times in different ways Understand that some places are special to their community	Understand that some places are special to their community	Recognise some similarities and differences between life in this country and life in other countries. Understand that some places are special to their community	Draw information from a simple map. Understand that some places are special to their community	Draw information from a simple map. Understand that some places are special to their community
The Natural World	Explore the natural world around them: Understand the effect of changing seasons on the natural world around them: Seasons: Introduce Spring, Summer, Autumn, Winter weather types: The impact of seasonal change on my world and me, including clothing, nature and wildlife.	Explore the natural world around them: Seasons: Autumn, Winter weather types: wind, rain, frost, fog The impact of seasonal change on my world and me, including clothing, nature and wildlife.	Explore the natural world around them: Seasons: Winter, weather types: frost, ice, snow, The impact of seasonal change on my world and me, including clothing, nature and wildlife.	Explore the natural world around them: Seasons: Spring weather types: rain, showers The impact of seasonal change on my world and me, including clothing, nature and wildlife. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live.(The world)	Explore the natural world around them: Seasons: Summer weather types: sun, heat The impact of seasonal change on my world and me, including clothing, nature and wildlife. Understand and describe the key features of two simple life cycles – chicks (Living Eggs) and beans. Planting edible and non-edible seeds (cress, flowers) and caring for plants.	Explore the natural world around them: Seasons: Summer weather types: drought The impact of seasonal change on my world and me, including clothing, nature and wildlife. Recognise some environments that are different from the one in which they live.(local/National)

Science Focus Themes	Nature Around Me	Changing Seasons	Super Senses!	In the Forest	Watch them Grow	Moving Things
	Explore the natural world around them. Describe what they see, hear and feel whilst outside.	Understand the effect of changing seasons on the natural world around them.	Explore the natural world around them. Describe what they see, hear and feel whilst outside.	Recognise some environments that are different from the one in which they live.	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.
Expressive Arts and Design						
Our Artist	Wassily Kandinsky	Van Gogh	Giuseppe Arcimboldo		Anthony Gormley	Andy Goldsworthy
	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. 					
Creating with Materials (Access Art)	Sculpture: Playdough portraits Drawing: Mark making with sound Paint: Self Portraits Texture: Movement maps	Sculpture: Diva lamps Drawing: Printing with string Paint: Galaxy Painting Texture: Wax crayon rubbing	Sculpture: Fruit and veg head Drawing: Collecting, Paint: Ice painting Texture: Finding circles	Sculpture: Prop making for toys Drawing: Flowers observation drawings Paint: Transforming objects Texture: Hands, Feet and Flowers	Sculpture: How to clay play Drawing: Map Making Paint: Animal drawings Texture: Insect hotels	Sculpture: Clay shells Drawing: Shell observational drawing Paint: Imaginary landscapes Texture: Perspex textures
Music Kapow	Celebration Music - Diwali, Hanukkah, Kwanzaa music Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. Tap rhythms to accompany words,	Celebration Music - Traditional Christmas Music, Navitiy Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups	Exploring Sound Explore and engage in music making and dance, performing solo or in groups. Encourage children to create their own music.	Music and Movement Musical Stories Keep a steady beat, whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound makers. Encourage children to replicate choreographed dances, such as pop songs and traditional dances from around the world.	Big Band Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups	Performance Sing in a group or on their own, increasingly matching the pitch and following the melody Encourage children to choreograph their own dance moves, using some of the steps and techniques they have learnt.
Our Musicians	Ella Jenkins - Toom-Bah-Ee-Lero	Arthur Warrell - We Wish You a Merry Christmas	Justin Timberlake - Can't Stop the Feeling	Classical composer - Mozart, Vivaldi, Bach, Beethoven	Hector Villa-Lobos - The Little Train	Auckland Symphony Orchestra - Pirates of the Caribbean
Being Imaginative and Expressive	Invent, adapt and recount narratives and stories with peers and their teacher; Sing and Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. (see above for nursery/rhymes and songs)					
Role Play	Home corner - pots and pans, plates, bowls, spoons and cutlery. Food and kitchen equipment, table and chairs. Dolls and cots.	Potion Lab - mixing and measuring equipment. Dressing up wizards and scientist clothes Elves workshop - tools, paper, parcels, scissors, tape, post box, labels.	Bear Cave - tent, blankets, binoculars, nets, rucksack, Super hero station - caps, masks, shields, invisible pens, writing equipment.	Three Billy Goats Gruff- puppets, masks, bricks, wood, building equipment,	Bug Hut - binoculars, rucksack, magnifying glasses, pots, nets, books on insects,	Pirate Ship - eye patch, cutlass, skull and cross bones, shells, pebbles, steering wheel, telescope, treasure map, sand, spades, message in a bottle.

Assessments/Screening

Ongoing assessment is an integral part of the learning and development process. It involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. Assessment is:

- Checking what children have learnt.
- To notice what children can do and what they know, it is not about collecting lots of data and evidence.
- Requires practitioners to understand child development.
- Practitioners need to be clear about what they want children to know and be able to do.
- Can highlight whether a child has a special educational need and needs extra support.
- Should not take practitioners away from the children for long periods of time.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
WAT baseline Reception Baseline Assessment (RBA) Welcom Neli ? Formative assessment	Formative assessment Little Wandle Phonics assessment	Formative assessment	Formative assessment Little Wandle Phonics assessment	Formative assessment	Little Wandle Phonics assessment Early Years Foundation Stage Profile (EYFSP) 1:1 Parent consultation Meeting with previous Key Worker/Nursery Visits

Phonics workshop	☰ Reception Reading Update Nativity	Handwriting Workshop Mothers Day Tea Party	☰ Reception Reading Update	Mathematics workshop	☰ Reception Reading Update Transition to Year 1 Meeting Dads and Doughnuts Sports Day
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<p>Trip Visitors Cultural Capital Experiences</p> <p>Harvest - Food Bank donations Collection School disco. Roald Dahl Day Maths Day Black History Week Diwali Police visit Nurse visit Hot seating: Head Teacher, site manager lunchtime supervisors</p> <p>A walk around the school grounds: KS1, KS2, library, kitchen, playground, field, offices.</p> <p>World Nursery Rhyme week.</p>	<p>Santa's Grotto Christmas Fayre National Elf Service Day Christmas Production Fire Engine Visit Comic Relief</p>	<p>Sycamore visit Chinese New Year Chinese New Year food tasting. Shrove Tuesday Shrove Tuesday pancake making. Big Garden BirdWatch</p>	<p>Easter Easter egg hunt Living Eggs Eid St Davids Day St Patrick's Day Mothers Day World Book Day</p>	<p>Growing Cress and Beans Minibeast hunt Butterfly hatching Farm visit</p>	<p>Sports Day Graduation Assembly Transition to Year 1</p>
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11 before 11 Pledge

Outdoor Learning Food bank - charity	Outdoor Learning	Outdoor Learning	Outdoor Learning	Outdoor Learning	Outdoor Learning
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<p>Seasons Winter Autumn</p> <p>Weather: rain, wind, mist, fog, sunset,cloudy</p> <p>Natural world: leaves, hibernate,</p>	<p>Autumn/Winter</p> <p>Weather: foggy, weather types, rain, wind, snow, cloudy</p> <p>Natural world: Autumn, deciduous,</p>	<p>Winter</p> <p>Weather: Winter, frost, ice, snow, temperature, cold, cool</p> <p>Natural world: Winter, icy, frosty,</p>	<p>Spring</p> <p>Weather: showers, warm, sunny, rainbows</p> <p>Natural world: lifecycle, water, sunlight,</p>	<p>Spring/Summer</p> <p>Weather: sunshine, storms, long days, green leaves,</p> <p>Natural world: habitat, names of</p>	<p>Summer</p> <p>Weather: sunshine, thunderstorms,shadows, suncream,</p> <p>Natural world: : sand, shingle,</p>
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	<p>shortest day, dark, deciduous, fall, harvest, autumnal, pumpkin, conkers</p> <p>Legs, shoulders, nose, mouth, ears, eyes, eyebrows, eye lashes, freckles, chin, cheeks, forehead, hair, nostrils</p> <p>Hair: blonde, ginger, auburn, brunette, curly, straight, wavy</p> <p>Senses: touch, taste, smell, sight, hearing</p> <p>Family: sister, brother, cousin, daughter, son, uncle, auntie, grandmother, grandfather, adopt, foster, step/half.</p> <p>Staff members names, caretaker, teacher, head teacher, secretary, cook, dinner supervisor.</p> <p>Time periods: past, present, future</p> <p>Emotions: happy, sad, grumpy, worried, nervous, excited, annoyed, embarrassed, proud.</p>	<p>evergreen, acorn, conker, leaves, crunchy, soggy, berries, fruits</p> <p>Body: head, neck, shoulder, arm, hand, fingers, chest, stomach, thigh, knee, calf, ankle, foot, toes.</p> <p>Family: Baby, Toddler, Child, Teenager, Adult</p> <p>Manor Way: carpark, playground, forest school,</p> <p>Bonfire Night: bonfire, flames, Guy Fawkes, sparkler, Gunpowder Plot, Houses of Parliament, fireworks, bang, pop, sizzle, flicker, glow</p> <p>Diwali: Rama, Sita, light, Diwali, rangoli, mehndi, Hindu, Sikh, diva, gurdwara</p> <p>Christmas: Jesus, Mary, Joseph, shepherds, star, gold, frankincense, myrrh, Bethlehem, camels, kings</p>	<p>crunchy, spikey, icicles, snowflakes, dark days, night and day, nocturnal animals, nocturnal, diurnal, owl, fox, hedgehog, badger, hibernate</p> <p>Shrove Tuesday, pancakes, lent, church, Christian, cross, Jesus,</p> <p>Chinese New Year: Spring festival, paper lantern, chopsticks, dragon, lion, Chinese zodiac, lucky money envelope, good luck.</p> <p>Local environment: shop, road, pelican crossing, traffic lights, zebra crossing, pedestrian, park, church,</p> <p>Occupations: hairdresser, beautician, baker, vet, paramedic, firefighter,</p>	<p>nutrients, soil, seed, shoot, leaf, stem, bud, flower, root, blossom</p> <p>Chicken: egg, hatch, chick, egg tooth, shell, feathers, claws, beak, chicken, hen, rooster, incubator</p> <p>Animals: cow, calf, goat, kid, sheep, lamb, horse, foal, goose, gosling, duck, ducking Farm: tractor, farmer, field, hedge Food: healthy, unhealthy, fruit, vegetables, sugar, balanced,</p> <p>Easter: Easter eggs, chocolate, new life, church, Jesus, cross, celebrations</p> <p>Food: healthy, unhealthy, fruit, vegetables, sugar, balanced</p>	<p>minibeasts and life cycle stages including caterpillar, eggs, chrysalis, butterfly, ladybird, beetle, trees, grassland, underground, meadow, micro-habitat, tropical rainforest,</p> <p>Eid: Muslim, Islam, Ramadan, prayer, fasting, mosque,</p>	<p>beach, coast, sea, waves, tide, harbour, lighthouse</p> <p>Holiday environment: : hotel, cottage, tent, campervan, caravan, campsite, airplane, suitcase, airport</p> <p>Travel: cars, boats, trains and airplanes (relating to farming and food travel)</p>
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