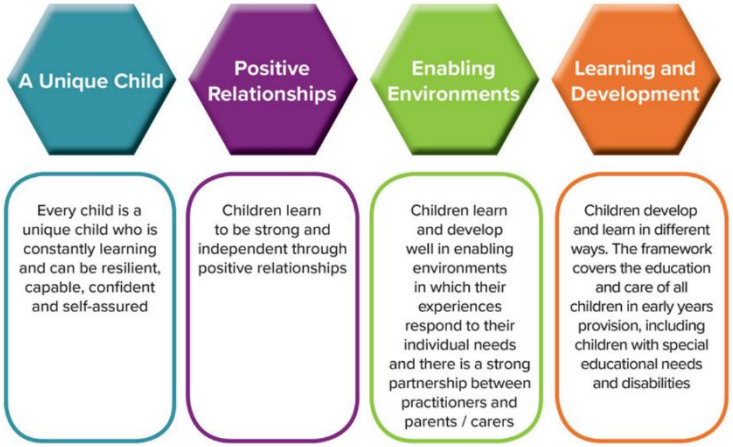
WEST TOWN LANE ACADEMY

Reception Progression Map

The four overarching principles that shape our practice:	Characteristics of Effective Learning:
	**Playing and exploring** - children investigate and experience things, and 'have a go' **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Prime areas of learning (AoL)	• Personal, social and emotional development (PSED) • Communication and language (CL) • Physical development (PD).
The prime areas of learning are taught continuously across the academic year and cannot be split into specific terms or lessons. PSED, C&L and PD provide the starting blocks for success across the other areas of learning.	
Specific areas of learning (AoL)	• Mathematics (M) • Literacy (L) • Understanding the world (UW) • Expressive arts and design (EAD)
Coverage of the specific areas of learning also happens continuously across the academic year. However, the document below outlines key learning opportunities which cover statements from the development matters and link directly with our curriculum from year 1-6. These opportunities provide the children with the foundational skills and knowledge they need to secure success into KS1 and beyond.	

Term 1

Enquiry overview *What Makes Me Marvellous?*			
This enquiry involves learning centred on the children's own experiences, lives and family members. Key questions include: What makes me special, unique and interesting? Can I tell you things that make me excited, nervous or cross? How am I different or similar to my friends? What do I like/dislike and why? Where do I live and who lives with me? Where do my relatives live? Where do I go at the weekends and what significant Bristol landmarks are familiar to me?			
		What does this look like in the classroom?	Development Matters
Geographical aims	To know where they live (Bristol) and to recognise and talk about experiences involving key Bristol landmarks. To talk about who lives in their home and how this may be similar/different to the homes of their friends. To know their way around the school and recognise differences between the school's built environment and more natural areas like Forest school area, stream.	-Small world play with familiar scenarios-houses, people, pets -Construction of homes, streets, Bristol landmarks, the school -Car mats, vehicles -Images of Bristol in the environment -Role play with familiar home objects-iron, clothes line, food and cutlery etc -Walking around the school with an adult and drawing a map of the school, using positional language to describe Visit Forest area to explore and learn about keeping safe in outdoor spaces.	UW *Talk about their immediate family and community* *Name and describe people who are familiar to them* *Draw information from a simple map* *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.*
Historical aims	To talk about events that happen to children now, in the present, and to talk about events that have happened in the past or are to happen in the future. To talk about who lives in their home and how this may be similar/different to the homes of their friends (including those who may have lived in their homes in the past).	-Sharing special objects from home, photographs, talking about special memories. Commenting on each other's experiences -Caring for a baby, pet in role play -Role playing being the Mummy, Grandparent, a familiar event such as visiting the doctor -Sharing 'news' with classmates in a small or large group	UW *Comment on images of familiar situations in the past*
Scientific aims	To know their body is made up of different parts, and that it has different functions. To know some ways to keep fit and healthy and look after our body. To know about our senses and use some words to describe what	-Opportunities to explore our senses such as – resources to smell and describe (herbs, toothpaste, perfumes etc) - Play in the outdoor environment observing the change of seasons -Drawing around our bodies in chalk, drawing around our feet, hands, labelling body parts	UW *Explore the natural world around them* Phys *Progress towards a more fluent style of moving, with developing control and grace* PSED

	we experience with our senses e.g. "it feels squashy", "it tastes sour". To taste new foods and describe them. To observe the changes of the seasons and what this means for us and the world around us. How does the change in season effect what we wear, and the animals that live in our local woods and parks?	-Experimenting moving in different ways-running, jumping, climbing, negotiating space (including use of large apparatus) and observing the effect this has on our body -Introduction of PE -Role play going to the shops, creating a shopping list including items that may be considered a 'treat' -Making and playing with playdough -Talk about animals that we find in the woods in the UK and the types of habitats they live in. -Listen to woodland sounds in classroom and in woods. -Children to find photos or soft toys of Squirrels, foxes, badgers, hedgehogs, different birds in the Forest Area. -Enjoy the story book element of British woodlands and the real life elements of the woodland world. -Make and discuss ingredients of a picnic to share with family. -Listen to stories in the Forest area that have a woodland setting. -Making an autumnal crown.	*Know and talk about the different factors that support their overall health and wellbeing* *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.*
Artistic aims	To represent familiar scenarios through a range of media. Make party crowns and hats using Natural materials	-Playdough play-making food items -Creating images of family, homes, pets using different media such as crayons, paints, collage -Gathering natural materials from Forest school area for sticking to make a hat or crown for the picnic.	EAD *Explore, use and refine a variety of artistic effects to express their ideas and feelings* Phys *Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons*
Music aims	Charanga unit: Me! Listening and responding to different styles of music, embedding foundations of the interrelated dimensions of music, listening to, learning to sing or sing along with nursery rhymes and action songs, improvising leading to playing classroom instruments and, share and perform the learning that has taken place. To represent familiar scenarios through a range of media.	-Listening to different types of music at different points of the day-relaxing, soft music during snack time, loud, energetic music whilst exercising etc	EAD *Explore and engage in music making and dance, performing solo or in groups* *Listen attentively, move to and talk about music, expressing their feelings and responses*
DT aims	To represent familiar scenarios through a range of media. To safely prepare a familiar snack (sandwich).	-Cutting, sticking and use of general craft materials to construct with a purpose (e.g. making a model of their home)	Phys *Develop their small motor skills so that they can use a range of tools competently, safely and*

		-Preparing a sandwich for a teddy bear picnic -Making and playing with playdough (Rising stars)	*confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons*
Computing aims	Rising Stars unit: **Programming: iPads and remote control cars.** Children will learn that people tell computers and robots what to do. They will create a simple path for a remote control car to follow, use a touchscreen button. Children will make pictures using a painting program – using different tools (fill, brushes, pens, lines, sprays and shapes).	-Role play items such as telephones, mobile phones, laptops. -Remote control cars and beebots available with floor maps -With adult support, use of Google Earth/Street view to explore children's locality (Brislington and Bristol) -IWB games -iPads available to use	
PSHE aims	Jigsaw unit: Being me in my world To talk about what they like, dislike and why. And to share familiar memories and experiences with the class. To identify when they feel sad, happy or cross and to talk about ways of dealing with this. To build relationships with those in the setting.	-Small group/1:1/whole class sessions -Different types of play-individual, group play, directed play, free play -Whole class/small group story time, circle time, snack, sharing of 'news' -Use of feelings boards/emotions pictures/flashcards	C&L *Describe events in some detail* *Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen* *Engage in storytimes* PSED *See themselves as a valuable individual* *Build constructive and respectful relationships* *Express their feelings and consider the feelings of others* *Identify and moderate their own feelings socially and emotionally*
RE aims	Opportunities to teach religious concepts will be addressed throughout the enquiry as they appear.		
PE aims	Real PE unit: To move with confidence in the indoor and outdoor space.To experiment with the equipment-building, jumping, climbing. To use small equipment with increasing control.	-Experimenting moving in different ways-running, jumping, climbing, negotiating space (including use of large apparatus) and observing the effect this has on our body -Use of outdoor equipment in the EYFS outdoor classroom and the adventure playground -Introduction of PE in the hall -To use classroom equipment such as small lego bricks, scissors, threading etc to develop fine motor control	Phys *Progress towards a more fluent style of moving, with developing control and grace* *Develop their small motor skills so they can use a range of tools competently, safely and confidently* *Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group* *Further develop the skills they need to manage the school day successfully*
Key texts:			
I am Absolutely too Small for School, Harry and his Bucketful of Dinosaurs go to School, Detective Dog, Giraffes Can't Dance, An Emotional Menagerie, I Can't Do That Yet, At Our House, Whoever You Are, Perfectly Norman, You Choose, Would You Rather, Paper Dolls, The Three Billy Goats Gruff			

Term 2

Enquiry overview *What do we Celebrate?*			
This enquiry involves learning centred on special events and festivals that are celebrated in their homes and the homes of their friends, and how different people celebrate different things locally, nationally and sometimes internationally. Key questions include: What do you like to eat? Who do you visit? Do you wear special clothes? Do you give special gifts or write special cards? How do you decorate your house? Why do we do these things and what do we mean? Do these special events have stories attached to them? Have you ever been to a wedding/christening? Why do these celebrations take place (buildings and countries)?			
		What does this look like in the classroom?	Development Matters
Geographical aims	To talk about special events and celebrations that take place in our homes and the homes of our family and friends. To know where else these celebrations may be taking place (locally, nationally, internationally)	(See RE examples) -Age appropriate maps, globes and atlases available for children to explore -Autumn small world play-leaves, conkers, pumpkins (autumn walk around school outside areas including FS to see these/gather them) -Winter small world play-ice, snow, water -Small world animal play in different environments -Outdoor walks	UW *Talk about their immediate family and community* *Name and describe people who are familiar to them* *Understand that some places are special to members of their community* *Recognise some similarities and differences between life in this country and life in other countries* *Recognise some environments that are different from the one in which they live* *Understand the effect of changing seasons on the natural world around them*
Historical aims	Opportunities to teach Historical concepts will be addressed throughout the enquiry as they appear.		
Scientific aims	To observe the changes of the seasons and what this means for us and the world around us. How does the change in season effect what we wear, and the animals that live in our local woods and parks? Go on a woodland walk in the forest area.	-Small world play using gloop, ice, warm/cold water, food colouring in water. Looking at how ice melts using tools. -Play in the outdoor environment, including Forest area, observing and commenting on the changes of the weather and what this means for us -Observations of animals in the Autumn and the types of habitats they live in -Exploration of texture by mixing potions during Halloween, scooping pumpkins	UW *Explore the natural world around them*
Artistic aims	To represent familiar and contrasting celebrations through a range of media.	-To recreate images of fireworks and to choose the medium that produces the best effect on black paper-chalk, pastels, paint affects, glitter	EAD *Explore, use and refine a variety of artistic effects to express their ideas and feelings*

		-Representing the natural world using different medium-what colour are leaves in Autumn? -Using natural materials to produce artwork – collage, leaf rubbing -To know that art is used in different cultures to mean different things- traditional rangoli patterns, diwa lamps -Open ended card making-Diwali, Christmas cards -Mendhi hand designs (Diwali)	*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* Phys *Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons*
Musical aims	Charange unit: My stories! As in term 1, but children explore using their imagination, Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend, Once upon a time. To represent familiar and contrasting celebrations through a range of media. To listen to traditional music that may be included in specific events. To take part in the Christmas production.	-Using musical instruments to represent different sounds-popping fireworks, crackling bonfires -Traditional dance to be performed-Diwali	EAD *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*
DT aims	To talk about the similarity and differences between some traditional foods that accompany certain celebrations from around the world.	-Role play of different celebrations using traditional items such as foods, décor and dress (Diwali, weddings, christenings, Christmas etc) -Tasting and preparing food items -Making pumpkin soup (adult directed)	UW *Recognise some similarities and differences between life in this country and life in other countries* Phys *Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons*
Computing aims	Rising Stars unit: **Programming: iPads and remote control cars.** Children will learn that people tell computers and robots what to do. They will create a simple path for a remote control car to follow, use a touchscreen button. Children will make pictures using a painting program – using different tools (fill, brushes, pens, lines, sprays and shapes).	-Role play items such as telephones, mobile phones, laptops. -Remote control cars and beebots available with floor maps -IWB games -iPads available to use	
PSHE aims	Jigsaw unit: Celebrating difference To know and understand how we are different and similar, and how this makes us special and unique. To talk with confidence about this uniqueness. To take part in the Christmas production. To understand how to keep safe during celebrations with fireworks and fires	-Small group/1:1/whole class sessions -Different types of play-individual, group play, directed play, free play -Whole class/small group story time, circle time, snack, sharing of 'news' -Use of feelings boards/emotions pictures/flashcards -Specific talk about celebrations, culture, foods of the world, clothing and use of specific vocabulary to compare and contrast experiences	C&L *Describe events in some detail* *Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen* *Use new vocabulary in different contexts* PSED *See themselves as a valuable individual* *Build constructive and respectful relationships*

		-Use the fire safety pack provided by Avon fire brigade (not sure if this will happen every year?) Visit Forest school and gather sticks for the fire pit in the centre of the of the logs. Add orange paper to make it look like a real fire. Can children remember to avoid walking in the circle.	*Express their feelings and consider the feelings of others* *Think about the perspective of others* *UW* *Explore the Natural world around them* *Describe what they see, hear and feel outside.*
RE aims	To talk about special events and celebrations that take place in our homes and the homes of our family and friends. To know where else these celebrations may be taking place (locally, nationally, and internationally). To take part in the Christmas production.	-Role play of different celebrations using traditional items such as foods, décor and dress (Diwali, weddings, christenings, Christmas etc) -Small world play using figures to act out different celebrations -Looking at images of different places of worship- replicating these in play, with craft materials, using large outdoor equipment. -Visitors from family members of children in our community to talk about first hand experiences -Photographs of different cultural events in the environment	UW *Talk about their immediate family and community* *Name and describe people who are familiar to them* *Understand that some places are special to members of their community* *Recognise that people have different beliefs and celebrate special times in different ways*
PE aims	Real PE unit: To use dance to express thenselves and move in a variety of ways: slowly, quickly, small movements, large movements. To change for P.E independently. To use writing equipment in a range of ways and develop fine motor control.	-Experimenting with different types of movement in the hall -Use of outdoor equipment in the EYFS outdoor classroom and the adventure playground -Introduction of the bikes and scooters in the large playground -Introduction of 'busy fingers' –threading, cutting, mixing, tweezers, paint brushes etc	Phys *Develop the foundations of a handwriting style which is fast, accurate and efficient* *Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group* *Develop overall body-strength, balance, co-ordination and agility*
Key texts:			
Pumpkin Soup, A Potion Commotion, Room on the Broom, Scarecrow's Wedding, Lanterns and Firecrackers, The Diwali Gift, Kipper's Party, Lost & Found, Dear Santa, Mum Tell Me about Diwali, The True Spirit of Christmas, The Christmas Story			

Term 3

Enquiry overview ***Who's the meanest story villain?***

This enquiry involves learning focused on stories and fantasy. In this enquiry children explore traditional tales, plot and character. They will look at alternative versions of stories and explore stories that are traditional in the different cultures in our classes. Key questions include: Who is the main character? How are the characters different/similar in different stories? What is the story setting? What is the plot? Can we alter the story in any way to change what happens? Children will explore common themes such as bravery and kindness, and explore the difference between fiction and non-fiction texts.

		What does this look like in the classroom?	Development Matters
Geographical aims	Draw information from simple maps. Recognise that there are different types of home.	-Use Forest area to retell stories such as Little Red Riding Hood or of 3 little pigs using props such as light weight bricks, masks, small world animals, gathered sticks. -Draw simple maps to show location of the different houses. -Den making in the Forest area	*UW* *Draw information from simple maps.* *Recognise some environments that are different from the one in which they live*
Historical aims	To talk about Kings and Queens from History and learn that there is a difference between fiction and non-fiction. To look at castles in fictional tales and the real life castles/homes of Kings and Queens.	-Building castles using construction materials (lego, blocks, junk modelling) -Role play in 'castle'. Dressing up to include 'fairytale' outfits. Role play items to include items such as utensils for a banquet, costume jewellery -Images of real castles and historical building on display around the room to inspire creative thinking and language	UW *Compare and contrast characters from stories, including figures from the past* *Comment on images of familiar situations in the past* *Recognise some environments that are different from the one in which they live* C&L *Engage in non-fiction books* *Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary*
Scientific aims	To experiment with torches and materials and learn some vocabulary to describe what they experience. To know what a shadow is and how it is created. To explore different natural materials in the forest school to recreate the 3 little pig's houses.	-Explore light and dark with torches and different fabrics, use the fabrics to make a den to hide from the giant (Jack and the Beanstalk) -Plant runner beans in pots and observe them grow (Jack and the Beanstalk) -Explore how different materials can be used effectively for a purpose. E.g. The Three Little Pig's houses -Test materials and think about what would make a good house. Are all houses in the real world made of brick- what else are they made of? -What materials would make a good cape for Red Riding Hood? -Children make a trap made of natural resources to trap the Big Bad Wolf. -Looking at wolves - Where do they live? What are	UW *Explore the natural world around them*

		they like? What do we know? What do we want to know? Identify their habitats	
Artistic aims	To represent stories, settings and characters through a range of media.	-Paint/collage images of familiar story characters, and characters from children's own imaginations -Representing settings through different medium-can children build a castle? A house made of straw? -To role play different characters and scenes from literature and use stories as the basis for imaginative play. Role play items to include items such as utensils for a banquet, costume jewellery -The re-telling of fictional stories through small world-little pigs, princes/princesses, dragons, knights and castles -Hunt the traditional story characters – once collected sort into the different stories. -The retelling of stories in Forest school area using props and natural materials.	EAD *Explore, use and refine a variety of artistic effects to express their ideas and feelings* *Develop story lines in their pretend play* Phys *Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons*
Musical aims	Charange unit: Everyone! Children explore family, friends, people and music from around the world To express themselves through dance. To understand how story can be represented through performance.	-Watch and replicate traditional dance routines and use musical instruments to accompany this -Watch and replicate puppet shows and performances such as a pantomime	EAD *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* *Sing in a group or on their own, increasingly matching the pitch and following the melody*
DT aims	To construct with a purpose, selecting the materials most appropriate for a particular task (focus on collaborative work) To buy ingredients for, and help to make (and eat!) pancakes. Visit the Forest area	-Large construction outdoors using the podilee, crates, blocks e.g building a large castle construction with peers -Building castles with different resources-cardboard, lego, blocks, playdough, clay -Building different homes for the three little pigs-which material is best and why? -Building different homes in the Forest area including den making. -Make a trap for the wolf -Walking to Tesco (whole class) and purchasing ingredients to make pancakes. Helping to make pancakes at school, selecting a topping and eating! Writing lists of ingredients	UW *Recognise some similarities and differences between life in this country and life in other countries* Phys *Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons* EAD *Create collaboratively, sharing ideas, resurces and skills*
Computing aims	Rising Stars unit: **Beebots (Programming) & E-Safety** Children follow a set of instructions and predict what will happen at the end. They give instructions to a robot including forwards, backwards and turning to make a complete path. Children will investigate the phrase 'sensible screen time'.	-Role play items such as telephones, mobile phones, laptops, listening devices. -Use of Tonie -Remote control cars and beebots available with floor maps -IWB games -iPads available to use	

PSHE aims	Jigsaw unit: Dreams and goals To take on a character role and explore how they may feel at different points of a story. To explore common themes in traditional tales such as bravery, kindness and fear.	-Sharing and discussion of traditional stories. Unpicking common themes during circle times. -Role play with small world characters or large role play indoors/outdoors supported by books and props	PSED *Express their feelings and consider the feelings of others* *Think about the perspective of others* C&L *Describe events in some detail* *Engage in story times* *Listen to and talk about stories to build familiarity* *Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words* *Engage in non-fiction books* *Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary*
RE aims	Opportunities to teach religious concepts will be addressed throughout the enquiry as they appear.		
PE aims	Real PE unit: To use the large apparatus to climb, jump and balance. To take turns using the equipment and understand how to keep yourself and others safe. To continue to develop fine motor skills, including writing, cutting and threading.	-Use of large apparatus in the hall -Indoor and outdoor movement to include building, running, cycling -Continuation of busy fingers activities that involve tracing, screwing nuts and bolts, use of tools, glue and scissors	Phys *Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group* *Develop overall body-strength, balance, co-ordination and agility* *Revise and refine the fundamental movement skills they have already acquired*
Key texts:			
Zog, Little Red Riding Hood, Jack & the Beanstalk, Twisted Tales, The Ninjabread Man, The Little Knight, There's No Such Thing as Dragons, The Three Little Pigs, The Dragon and the Nibblesome Knight			

Term 4

Enquiry overview ***What's that twinkling in the sky?***

This enquiry involves learning centred on space. In this enquiry children will learn the names of the planets, and other things found in space including the sun, moon and stars. They will read stories set in space and compare and contrast these with real life images. They will imagine what it would be like to travel into space, how they would get there and what they may see. They will learn from individuals who have travelled into space, such as Tim Peake. Key questions include: What would it be like to live on the moon? What would you take with you? How would you get there? What can you tell me about different planets?

		What does this look like in play?	Development Matters
Geographical aims	To know and understand that there is something more to the universe than what is here surrounding us. To know that we live on planet earth, and to identify planet earth amongst images of other planets. To talk about how environments differ from one another (e.g. it is too hot to live on Mars).	-Space role play -Space small world play-different environments -Images, words in the classroom to inspire creative and critical thinking --Use of computers with adult support to watch film clips of people in space, Q&A with Tim Peake, living without gravity in a rocket -Discussions in a small group/whole class/during play comparing and contrasting life on the moon/on another planet	UW *Recognise some environments that are different from the one in which they live* EAD *-Develop storylines in their play*
Historical aims	To know that in the past people have walked on the moon.	- Role play 'space station' -Small world play with astronauts -Images of rockets, planets, the moon, astronauts in the environment	UW *Compare and contrast characters from stories, including figures from the past* *Comment on images of familiar situations in the past*
Scientific aims	To understand that environments are different and there is more to explore outside of our world. To learn what is a star? Constellation? To learn about the sun and debate whether aliens are real! Importance of brushing teeth- health visitor visit.	-Brushing of teeth- continuous provision activities. -Space station role play including the use of planet names -Images around the room of planets and other things that can be found in space -Naming the planets and knowing the order. Know that Pluto is a dwarf planet. -Astronauts and who has been to space-role play. -Bubbling planets science experiment. Make a planet out of bicarbonate of soda and vinegar. -Exploring texture using sand, jelly, gloop, to simulate 'moon rocks' and use small world props such as rockets, aliens, astronauts - Find out that an alien has landed in the Forest school area. Looks for dues such as footprints, craters, cogs, springs etc -Measure the craters and footprints using non standard measurements. -Exploring the new season coming- Spring (towards the end of term). Looking for new signs of life.	UW *Explore the natural world around them* *M* *Compare length, weight & capacity.*
Artistic aims	To experiment with different techniques to create a desired effect. To mix colours and talk about the outcome.	-Creating 'space' pictures; selecting a colour background to represent the sky-blue, purple, black etc and to explain why they have chosen that colour.	EAD *Explore, use and refine a variety of artistic effects to express their ideas and feelings* *Develop story lines in their pretend play* Phys

	To make aliens in the Forest Area.	-Experimenting with different medium to represent stars/planets. Use of chalks, pastels, splashes of paint etc and to talk about the choices they have made -Mixing different colours (predominantly paint) and talking about the outcomes -Use sticks and muds to make aliens in the Forest area. Experiment with 2D and 3D aliens	*Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons*
Musical aims	Charanga unit: Our World! Children explore animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space. To listen to music and express how it makes them feel. To make music using natural materials in the Forest area.	-With adult support, listening to The Planets and talk about the different sounds they hear and how they make them feel. Switch off the lights, lie down to enjoy the music. Comparing this with other pieces of music that inspire you to dance, run, move in different ways -Musical instruments in the environment to replicate different sounds, beats, pulse etc -Find different ways of making sounds using natural materials in the Forest area. -- -Pretend to be aliens drumming/making sounds to tell the mother ship where they are.	EAD *Listen attentively, move to and talk about music, expressing their feelings and responses*
DT aims	To construct with a purpose, selecting the materials most appropriate for a particular task.	-Children begin to play with more complex construction to create rockets, moon buggies. Equipment could include K'nex, Magnetix, Meccano -Junk modelling -The use of various craft materials to design weird and wonderful aliens using language to describe	UW *Recognise some similarities and differences between life in this country and life in other countries* Phys *Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons*
Computing aims	Rising Stars unit: **IPads (Multimedia and Data)** Children will make a picture using a painting program. Make pictures using a painting program – using different tools (fill, brushes, pens, lines, sprays and shapes). Know that pictures can give us information and they can be sorted using pictograms. Store information using a pictogram.	-Use of computers with adult support to watch film clips of people in space, Q&A with Tim Peake, living without gravity in a rocket -Using ICT equipment to role play 'space station' -Use of VR to explore Space -Use of painting programmes with adult support and in free play-to focus on representing Space through digital art, but also to follow childrne's interests.	
PSHE aims	Jigsaw unit: Healthy me To talk about and imagine what it would be like to go away for a long time into Space. Who would you miss? What would you need to take?	-Practise toothbrushing -Visit from a dentist -Packing a suitcase to take to space; writing lists of what you would take -Making postcards from the moon-who would you miss? What are you going to tell them?	PSED *Know and talk about the different factors that support their overall health and wellbeing*
RE aims	To retell the basic Easter story and understand how some people celebrate Easter.	-Open ended Easter card making and writing inside -Reading and retelling of the Easter story	UW *Talk about their immediate family and community*

		-Circle times discussing what Ester celebrations look like in different homes -Easter hunt around the school grounds	*Recognise that people have different beliefs and celebrate special times in different ways*
PE aims	Real PE unit: To use the large apparatus to climb, jump and balance. To take turns using the equipment and understand how to keep yourself and others safe. To continue to develop fine motor skills, including writing, cutting and threading.	-Use of large apparatus in the hall -Indoor and outdoor movement to include building, running, cycling -Continuation of busy fingers activities that involve tracing, screwing nuts and bolts, use of tools, glue and scissors -Complex construction opportunities	**Phys** *Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group* *Develop overall body-strength, balance, co-ordination and agility* *Revise and refine the fundamental movement skills they have already acquired*
Key texts:			
Mr Wolf's Pancakes, Here We Are, Whatever Next, Alien's Love Underpants, The Man on the Moon, The Skies Above My Eyes, The Darkest Dark, A Cat's Guide to the Night Sky, The Way Back Home, The Easter Story			

Term 5

Enquiry overview ***What's lurking in the garden?***
This enquiry involves learning based on minibeasts, habitats and growth (plants). Children will plant cress and sunflowers and observe them grow. They will learn what plants need to stay alive. Children will learn how to classify minibeasts by how many legs they have, and they will learn to describe minibeasts based on what they look like. They will learn about habitats and that different creatures like different environments. Key questions include: What creatures

might you find in your garden? How can you describe their features? How many legs do they have? What habitats do different creatures like to live in? How can we help to create a garden that minibeasts would like to live in?			
		What does this look like in play?	Development Matters
Geographical aims	To understand a habitat is somewhere something lives, and to know that different creatures live in different habitats.	- Forest school activities -Comparing and contrasting the different habitats of certain creatures in the outdoor environment -Tuft tray play using bark, stones, sand, leaves -Use of non-fiction books and magazines to find out more and writing equipment around to record	UW *Recognise some environments that are different from the one in which they live* *Explore the natural world around them* C&L *Engage in non-fiction books* *Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary*
Historical aims	Opportunities to teach historical concepts will be addressed throughout the enquiry as they appear.		
Scientific aims	To know that different creatures live in different habitats. To know what a plant needs to grow, and to look after plants they have grown themselves. To know about the lifecycle of a butterfly. To find and observe creatures closely in school grounds including Forest area, pond, bug hotel.	-Emphasis on play in the outdoors-digging in the mud kitchen, making potions with petals and other natural materials, potting seeds, bulbs, dissecting plants with scissors and tweezers -Using magnifying glasses to look closely and the natural world around them -Use of Forest School area to explore habitats, light/dark areas, tree trees etc -Observe the minibeast hotel in the outdoor area. -Mini beast hunts around the school grounds -Small world minibeasts to support play, classification of minibeasts by appearance -Writing materials available to record lists, observations, instructions to plant etc -Observations of caterpillars changing into butterflies. -Recreating lifecycles in mark-making -Role play farming/gardening/shopping or produce -Allotment visit- next to Tesco. Checklist of items in the allotment. - Plant wild flowers in reception garden in planters. -Exploring symmetry in nature and creating symmetrical art work (butterflies, ladybirds) - Use of non-fiction books and magazines to find out more and writing equipment around to record. Cut out images to keep, share with others, make fact files etc	UW *Explore the natural world around them* C&L *Engage in non-fiction books* *Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary* *M* *Count objects, actions and sounds.*
Artistic aims	To explore pattern and shape through art. To use natural materials to create a spiders webs sculpture in Forest area	-Drawing/painting minibeasts and incorporating pattern into their work -Printing with different materials (sponges, shapes, potatoes, fruits) to see how the affect changes -Using colour to create pattern-alternating spots, stripes -Identifying shape and pattern in minibeasts	EAD *Explore, use and refine a variety of artistic effects to express their ideas and feelings* Phys *Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing*

		-Exploring symmetry in nature and creating symmetrical art work (butterflies, ladybirds) -Creating camouflage with different materials and colour -Observe spider's webs closely, looking at their shapes and structures, take photos using I pads and learn about how they are made. -In Forest area, use 2 sticks tied together in the middle, and add string or wool to make a web.	*and writing, paintbrushes, scissors, knives, forks and spoons* *UW* *Explore the natural world around them.*
Musical aims	Charanga unit: Big Bear Funk. Children will learn to: Listen and Appraise. They learn about musical activities and about the interrelated dimensions of music through singing, improvising and playing classroom instruments. They learn to perform and share.	-Children use musical instruments to keep a steady beat. -Explore music and dance relating to minibeasts i.e Ladybug Picnic, March of the Minibeasts, Bug Boogie etc.	EAD *Listen attentively, move to and talk about music, expressing their feelings and responses*
DT aims	To distinguish between foods that can be grown and foods that cannot. To grow some fruit/veg and take care of it. To use child appropriate tools to prepare fruit and veg safely ready to be eaten.	-Role play fruit and veg shop-which produce can be grown in your garden/on a farm? -Printing with fruit/vegetables -Digging up carrots, potatoes and other root vegetables in tuft trays/outdoors -Chopping fruits/veg to be eaten at snack time -Chopping fruit/vegetables -Using appropriate tools to plant and grow-trowels, forks, watering cans	Phys *Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons* PSED *Know and talk about the different factors that support their overall health and wellbeing*
Computing aims	Rising Stars unit: **E-Safety & Online Communication and Exploration** Children will know the names of people they can trust and know what to do if something upsets them on the Internet. Know that the Internet can be used to communicate with other people. To know the Internet can be used to find things out. To explore a given website by clicking and to know how to use the back button.	-With support from an adult, use Google to search for information about different minibeasts. What would you like to learn about them? How can we find out? Writing materials available to record facts that children have learnt through research -Taking photographs using the iPads of the plants the children are growing-how are they changing?	
PSHE aims	Jigsaw unit: Relationships To know the importance of caring for living things and having responsibility for something else (keeping plants alive).	-Growing plants, monitoring them, observing if they need to be watered-do they have enough sunlight? -Caring for and observing the caterpillars/tadpoles	PSED *Know and talk about the different factors that support their overall health and wellbeing*
RE aims	Opportunities to teach historical concepts will be addressed throughout the enquiry as they appear.		
PE aims	Real PE unit: Introduction of outdoor PE using balls to kick, roll and throw. Balance using bean bags/hoops in the large outdoor space.	-Throwing, rolling, catching opportunities in play -Open ended opportunities to make their own games in the outdoor space with equipment such as balls, hoops, bean bags -Explicit teaching of skills such as kicking, catching and throwing	Phys *Further develop and refine a range of ball skills* *Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball*

			Combine different movements with ease and fluency *Develop the foundations of a handwriting style which is fast, accurate and efficient*
Key texts:			
Superworm, The Very Hungry Caterpillar, Mad About Minibeasts, Norman the Slug with a Silly Shell, The Bugliest Bug, Twist and Hop Minibeast Bop, Aaaargh Spider!, Oliver's Vegetables			

Term 6

Enquiry overview *How do things change over time?*
This enquiry involves learning based on change and time. Children will reflect on what they have learnt this year and how they have changed. They will look at photos of each other when they were younger and they will talk confidently about how we grow from babies into adults. Children will begin to understand there was life before they were born. Children will share how they are spending their school holidays and they will locate these places on a map. Key questions

include: What can you do now that you couldn't do at the start of the year? How have you changed? How has your family changed? Can you talk about things that happened before you were born? Are you going on holiday? What are you looking forward to in year one?			
		What does this look like in play?	Development Matters
Geographical aims	To identify basic features of a map such as land and sea. To know a map can be used to locate different places and to identify some places that are significant to them (Bristol, holiday destinations, where family members live). To compare what the children will do on holiday with what we do here in Bristol (go to the beach, swim in the sea, go skiing etc). To draw a simple map of the Forest area, pond, MUGA, field marking in basic features using colours.	-Looking at picture atlases -Using age appropriate maps to identify Bristol and England -Using maps to identify holiday destinations -Writing postcards from holiday destinations-what are these places like? Is it hot? Cold? -Role play holiday destinations using props such as sun cream, bucket & spade, towels, sunglasses, suitcases etc -Role play icecream shop using money -Writing equipment available to record packing lists, postcards -Outdoor play representing going on holiday-building a caravan, train, aeroplane -Visit forest area with clipboards,paper and crayons and draw what they can see.	UW *Draw information from a simple map* *Recognise some similarities and differences between life in this country and life in other countries* C&L *Engage in non-fiction books* *Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary* *Describe events in some detail*
Historical aims	To talk about some ways in which you have changed since you were a baby, and to talk about the things you look forward to as you grow into an adult. To know that family members lived before you were born. To know that dinosaurs were real and they existed before there were people (early timeline work). To talk about how the Forest area has changed over the year.	-Sharing photographs of when we were babies/toddlers and reflecting on how we have changed -Sharing photos of special memories/ significant individuals and events in the children's lives and talking about them confidently -Role play caring for babies -Role play with dinosaurs, images of dinosaurs in the environment, role play of fossil hunting -Use of non-fiction texts to learn more -Talk about all the things they have done in Forest school over the year. Look at photos and notice what the children were wearing, what the trees looked like etc.	UW *Talk about members of their immediate family and community* *Name and describe people who are familiar to them* *Comment on images of familiar situations in the past* C&L *Engage in non-fiction books* *Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary* *Describe events in some detail* *Articulate their ideas and thoughts in well-formed sentences*
Scientific aims	To know that dinosaurs existed a long time ago, and how they became extinct. To classify them in simple ways (herbivore, omnivore, carnivore). To know some of the ways we can learn about the past and to think about the future. How have we grown and changed? To observe the change of seasons and describe the effect it has on our lives-visiting the beach, using sun cream etc.	-Small world dinosaur role play in tuft trays using different landscapes (rocks, sand) -Small world role play using artificial fossils, brushes -With support from an adult use Google images to study pictures from the past. -Visit from Teach-Rex. -Role play dinosaur park. -Look at how fossils are made and speak about Mary Anning. -Look at what Earth was like before humans and dinosaurs roamed. -Go to forest school and make dinosaur skeletons out of twigs and natural materials. -Children make predictions about how tall they will	UW *Recognise some environments that are different from the one in which they live* *Understand the effects of changing seasons on the world around them* C&L *Engage in non-fiction books* *Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary*

		be in the future. -Children identify what they couldn't do as babies but can do now. -How do we look after our environment as we get older and take on more responsibility?	
Artistic aims	To use natural materials to create a piece of art in the Forest area.	-Look at simple pictures of art made with natural materials. -Scavenge around the Forest area to find materials (including sticks to make a frame) to make a picture on the grass area.	
Musical aims	Charanga unit: Reflect, rewind and replay. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music. To perform in front of an audience at a celebration assembly	-Rehearsing dance and singing to perform in front of an audience at the end of the academic year.	EAD *Create collaboratively, sharing ideas, resources and skills* *Sing in a group or on their won, increasingly matching the pitch and following the melody* *Explore and engage in music making and dance, performing solo or in groups*
DT aims	Opportunities to teach design and technology concepts will be addressed throughout the enquiry as they appear. To learn how to whittle sticks safely To learn how to make dough to toast on sticks To learn how to safely light a small fire	-Children find a suitable sized stick and with adult support use potato peelers to carefully sharpen their stick. -Children make simple bread dough and wrap it around their stick to toast. -Children gather sticks for adult to light a small fire in the pit. Children take turns to toast their dough with close adult supervision.	*PD* *Develop their small motor skills so they can use a range of tools competently, confidently and safely.*
Computing aims	Rising Stars unit: N/A To use images search (with support) to find out more	-With support from an adult use Google images to study pictures from the past	
PSHE aims	Jigsaw unit: Changing me To know about change and growth and celebrating what we have learnt. To feel confident in the next chapter of their learning journey	-Writing questions for year one teachers -Writing/talking about the things the new Reception children should look forward to -Sharing photographs of when we were babies/toddlers and reflecting on how we have changed -Sharing photos of special memories/ significant individuals and events in the children's lives and talking about them confidently	PSED *See themselves as a valuable individual* *Show resilience and perseverance in the face of challenge* C&L *Articulate their ideas and thoughts in well-formed sentences*
RE aims	Opportunities to teach religious concepts will be addressed throughout the enquiry as they appear.		
PE aims	Real PE unit: Continuation of outdoor PE. Introduction of team games with and without balls. Preparation for sports	-Opportunities to create team games, with or without the support of the adult (tag, football, throw and catch, throwing bean bags into a hoop etc)	Phys *Further develop and refine a range of ball skills*

	day activities (following rules, keeping score, taking it in turns). *Use this as a teaching opportunity to cover themes such as fairness.*	-keeping score and following rules when playing a game -	*Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball* *Develop the foundations of a handwriting style which is fast, accurate and efficient* *Revise and refine the fundamental movement skills they have already acquired* C&L *Understand how to listen carefully and why listening is important* *Ask questions to find out more and check they understand what has been said to them* *Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen* PSED *Express their feelings and consider the feelings of others* *Identify and moderate their own feelings socially and emotioanlly*
Key texts:			
The Invisible String, Dinosaurs and all that Rubbish, No Matter What, Marvellous Me, Look At Me Now, Kipper's Sunny Day, The Busy Airport, The Dinosaur Awards, The Dinosaur's Diary, Bumpus Jumpus Dinosaur Rumpus, Ruby's Worry, Somebody Swallowed Stanley, The Baby Beast, the Last Noo Noo			