

6YEAR R- Acorn Class – CURRICULUM MAP

Term & Values	Autumn 1 Thankfulness Kindness & Generosity Friendship	Autumn 2 Peace Trust Compassion	Spring 1 Perseverance Courage Responsibility	Spring 2 Humility Justice Forgiveness	Summer 1 Wisdom Service Creation	Summer 2 Respect & Reverence Hope Truthfulness
Thematic Enquiry Title	All About Me	My World	People Around Me	The World Around Me	Life Journeys	My Journey and Beyond
Entry Point/visits & Landings/ Special events such as Science week/producti on/	<ul style="list-style-type: none"> Starting school Buckets from home -All About Me Home corner role play Forest school Introduction Harvest Festival Welcome Service at the Church 	<ul style="list-style-type: none"> Walk around the village Walk Around a City – Southampton Trip School/Church role-play People I know from other countries Remembrance- 11th November Anti-bullying Week- (Second week in November) Christmas Nativity 	<ul style="list-style-type: none"> Post Office role-play Hospital role-play Police/Firefighter small world Fire Station Visit Parents visit to discuss their jobs Cross walk code Dentist/Oral Hygiene Safer Internet Day- (First week in February) 	<ul style="list-style-type: none"> Pirate Dress up Day Food tasting from around the world Stories from around the world Pirate ship role play 	<ul style="list-style-type: none"> Sponsored Walk Animal visits Local farm trip Chick hatching Planting seed Human life cycle Farm shop role play Science Week- (2nd week March) Red Nose (biennial) & Sports Relief- March Perform songs and show work to parents Easter 	<ul style="list-style-type: none"> Production/ Variety Show Trip to Hengistbury Head Sustainability Moving on Day Sports Day Little Foresters Sports Day Presentation/Topic landing for Parents
Characteristics of Effective Learning	<p>Early Year Milestone 4</p> <p>Playing & Exploring (Engagement) Play with familiar friends /a less familiar friend/adult Engage in an unfamiliar activity Explore unfamiliar resources</p> <p>Active Learning (Motivation) Be involved and concentrate in less familiar activities Try multiple new activities Enjoy doing what they can do and are trying to do</p> <p>Creative & Critical Thinking (Thinking) Have increasingly more ideas Listen to and accept the ideas of others Begin to explore and use others' ideas</p>		<p>Early Years Milestone 5 (ELG)</p> <p>Playing & Exploring (Engagement) Finding out and exploring Playing with what they know Being willing to 'have a go'</p> <p>Active Learning (Motivation) Being involved and concentrating Keep trying Enjoying achieving what they set out to do</p> <p>Creative & Critical Thinking (Thinking) Having their own ideas Making lists Working with ideas</p>		<p>Aspiration Characteristics</p> <p>By the end of Reception, children will make links between ideas, solve problems and begin to correct their mistakes.</p> <p>They will plan and think ahead about how they will explore and play with others, make use of visual aids and resources and review their progress.</p> <p>Aspirational Goal</p> <p>To contribute to my school report through discussion with my teacher.</p>	
	<p>Continuous Provision – Engaging in new activities</p> <p>Playing Co-operatively/ Playing with unfamiliar children</p> <p>Introducing new routines</p>	<p>Continuous Provision – Engaging in new activities</p> <p>Playing Co-operatively/ Playing with unfamiliar children</p> <p>Introduce working in groups for collaborative learning.</p>	<p>Continuous Provision – Engaging in new activities and extending by using their own ideas</p> <p>Playing Co-operatively</p> <p>Develop resilience</p>	<p>Continuous Provision – Engaging in new activities and extending by using their own ideas</p> <p>Playing Co-operatively</p> <p>Develop resilience</p> <p>Develop enjoyment of learning</p>	<p>Continuous Provision – Engaging in new activities and extending by using their own ideas</p> <p>Playing Co-operatively</p> <p>Become resilient</p> <p>Enjoy learning and use resources confidently and creatively.</p>	<p>Continuous Provision – Engaging in new activities and extending by using their own ideas</p> <p>Playing Co-operatively</p> <p>Become resilient</p> <p>Enjoy learning and use resources confidently and creatively.</p>

Mathematics (key areas of maths learning)	Early Years Milestone 4 Number: Have a deep understanding of number to 5, including the composition of each number Subitise (recognise quantities without counting) up to 3 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 3 (including subtraction facts) and some number bonds to 5, including double facts. Numerical Patterns: Verbally count beyond 10, recognising the pattern of the counting system Compare quantities up to 5 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity Explore and represent patterns within numbers up to 5, including evens and odds, double facts and how quantities can be distributed equally Spatial Reasoning: Understand the structure of the school day Understand comparative language and use this to identify objects		Early Years Milestone 5 (ELG) Number: Have a deep understanding of number to 10, including the composition of each number Subitise (recognise quantities without counting) up to 5 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Spatial Reasoning: To know that the school week starts on a Monday and ends on a Friday Use comparative language to compare length, height, weight and capacity.		Aspirational Characteristics By the end of Reception, children will have a positive attitude and interest in mathematics. They will be confident in manipulating numbers up to 10. They will have a strong sense of number and be able to identify patterns in a range of concepts. They make comparisons and identify relationships in range of situations. They will name common 2D shapes by recognising their properties. Aspirational Goal Children will engage in a range of number games using comparative language. Design and make a tractor model using a range of shapes and discussing measure.	
	White Rose Maths Getting to know you -settling in, introducing areas of provision. Key times of the day, class routines. Exploring continuous provision inside and out, Where do things belong? Positional language. (3 Weeks) Number Matching and sorting. Comparing amounts Measure, Shape and Spatial thinking Compare size, mass and capacity. Exploring pattern (3 weeks) (Spiritual- Fabinacci, patterns in Nature) Number Representing 1, 2 &3. Comparing 1, 2 & 3 Composition of 1, 2 & 3 (2 weeks)	White Rose Maths Number Representing 1, 2 &3. Comparing 1, 2 & 3 Composition of 1, 2 & 3 Measure, Shape and Spatial Thinking Circles and Triangles Positional Language (3 weeks) Number Representing numbers to 5 One more, one less Measure, Shape and Spatial Thinking Shapes with 4 sides Time (3 weeks)	White Rose Maths Number Introducing zero Comparing numbers to 5 Composition of 4 and 5 Measure, Shape and Spatial Thinking Compare mass Compare capacity (3 weeks) Number 6, 7 & 8 Combining two amounts Making pairs Measure, Shape and Spatial Thinking Length and height Time (3 weeks)	White Rose Maths Number Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 Measure, Shape and Spatial Thinking 3D shapes Spatial Awareness Patterns (3 weeks) Consolidation (3 weeks) DT – Evaluate existing products (tractors) Vehicles and their uses in books Design their own tractor Evaluate design – can your tractor pull a car out of the mud.	White Rose Maths Number Building numbers beyond 10 Counting patterns beyond 10 (Cultural origin of numerals) Measure, Shape and Spatial Thinking Spatial Reasoning 1 Match, Rotate, Manipulate (3 weeks) Number Adding More Taking away Measure, Shape and Spatial Thinking Spatial Reasoning 2 Compose and Decompose (3 weeks)	White Rose Maths Number Doubling Sharing and Regrouping Even and Odd (Social/moral - Sharing equally) Measure, Shape and Spatial Thinking Spatial Reasoning 3 Visualise and build (3 weeks) Number Deepening Understanding Patterns and Relationships Measure, Shape and Spatial Thinking Spatial Reasoning 4 Mapping (3 weeks)
Literacy Phonics	Early Years Milestone 4 Start to develop grapheme /phoneme correspondence for phase 2 sounds. Orally blend CVC words. Begin to independently read CVC words with phonemes that they know. Begin to learn to read HFWs automatically, in line with the phonics programme. Retell familiar stories after practise, using pictures or props to support them. Understand key elements of stories such as characters, settings, beginning, middle and end. Independently write their own name. Begin to form letters correctly. Orally segment CVC words and record with support.		Early Years Milestone 5 (ELG) Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 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. Write recognisable letters, most of which are correctly formed. 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.		Aspirational Characteristics By the end of Reception, children will have enthusiasm for reading and writing. They will have developed the basic skills and knowledge to become a fluent reader and independent writer, understanding that text carries meaning and is used for a range of purposes. They will be exposed to and begin to recognise a range or genres. Aspirational Goal To select and read a book of their choice to a Little Forester. To write a letter to their new Acorn Buddy introducing themselves. To write a story about me and when I grow up to present to parents.	

	<p>Phonics Phase 2 Little Wandle Letters and Sounds Revised</p> <p>Literacy Whoever You Are -Mem Fox What I Like About Me – Allia Zobel-Nolan 5 a day – reading stories throughout the day Sequencing Labelling Elmer- how are we the same, how are we different? Offer choice of traditional tales (Three Bears, Little Red Hen, Jack and the Beanstalk, Three Little Pigs) Children to choose as a class to learn orally.</p>	<p>Phonics Phase 2 Little Wandle Letters and Sounds Revised</p> <p>Literacy Rosie's Walk The Queen's Hat Story maps Story sequencing Story telling List writing Caption writing Mast Theatre Trip</p> <p>Christmas stories Retell nativity story List writing</p> <p>Social- Shared experience at theatre show.</p>	<p>Phonics Phase 3 Little Wandle Letters and Sounds Revised</p> <p>Literacy The Jolly Postman What Do People Do All Day Captions Simple Sentences Instruction writing Letter writing</p> <p>Moral- Consider different perspectives.</p>	<p>Phonics Phase 4 Little Wandle Letters and Sounds Revised</p> <p>Literacy Where the Wild Things Are Traditional tales from China Rama and Sita Handa's Surprise The Night Pirates Sam and Dave Dig a Hole Instruction writing Captions and sentences Cultural- Different cultural stories – what they relate to and what they don't relate to. Cultural experiences – food and clothes.</p>	<p>Phonics Phase 3 Little Wandle Letters and Sounds Revised</p> <p>Literacy The Three Little Pigs The Very Hungry Caterpillar Sequencing Caption and sentence writing Story writing Information writing (animal facts) Recount writing</p>	<p>Phonics Phase 4 Little Wandle Letters and Sounds Revised</p> <p>Literacy The Lighthouse Keeper's Lunch What the Ladybird Heard by the Seaside When I Grow Up (Al Yankovich) When I Grow Up Andrew Daddo Caption and sentence writing Story writing Letter Writing</p>
<p>PSED</p>	<p>Early Years Milestone 4</p> <p>Self regulation Recognise and name their own feelings. Understand the behaviour expectations at different times of the day. Respond to classroom behaviour management strategies. Begin to wait and take turns. Stop and listen when asked to. Raise hand to speak during whole class activities. Follow simple instructions in a range a situations eg: small group, whole class, one to one.</p> <p>Managing self Engage in new activities. Independently follow classroom routines. Show willingness to have a go at new challenges. Begin to follow classroom rules and routines. Recognise appropriate times to use the toilet and use with increasing independence. Be willing to try and range of food.</p> <p>Building relationships Play cooperatively with children that they know and begin to widen friendship groups. Develop confidence when speaking to school staff. Begin to recognise their own needs.</p>		<p>Early Years Milestone 5 (ELG)</p> <p>Self regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building relationships Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.</p>		<p>Aspirational Characteristics</p> <p>By the end of Reception, children will have the ability to form positive relationships. They will have a kind, caring and thoughtful attitude towards others. They will have a strong sense of self as part of a Christian community and belonging in the school and wider community. They will be confident, independent and resilient in the face of challenge and self-care. They will show respect to others and their environment. They will know how to keep themselves safe at school and ask for help from a known adult.</p> <p>Aspirational Goal</p> <p>To become a buddy for the new Acorn class intake at their transition day in the summer term. To take part in community events, eg: The Spring show, Friends events and Church services.</p>	
	<p>Hygiene Behaving Safely Personal Care – dressing and undressing(Forest School) - Using the toilet Feelings – how playing outside makes me feel.</p> <p>Play with new friends Engage with new activities My Happy Minds programme</p> <p>Developing resilience and strength</p> <p>Spiritual Values Day</p> <p>Social/ moral Class Captain – developing responsibility opportunities</p>	<p>Hygiene Behaving Safely Personal Care – dressing and undressing (putting on coats when cold) - Using the toilet Feelings – how playing outside makes me feel.</p> <p>Play with new friends and widen friendship groups Have a go at trying new food – lunchtimes/fruit time</p> <p>My Happy Minds programme</p>	<p>Learning to wait and taking turns Pay attention to adults Follow instructions of more than one step</p> <p>Try new activities Develop independence and perseverance Able to say why we have rules Dental Hygiene Talk about healthy choices My Happy Minds programme</p> <p>Spiritual Values Day</p>	<p>Learning to wait and taking turns Pay attention to adults Follow instructions of more than one step</p> <p>Try new activities Develop independence and perseverance Able to say why we have rules</p> <p>Take others feelings into consideration My Happy Minds programme</p>	<p>Think about others Think about their own environment and the environment around them</p> <p>To know where food comes from</p> <p>To be respectful to others and their environment, including the wider community and world My Happy Minds programme</p> <p>Spiritual Values Day</p>	<p>To know where they belong in the school and next steps. Be familiar with and confident around other adults in the school Be familiar and confident with other children around the school</p> <p>Confident to start in Year 1 My Happy Minds programme</p>

CAL	Early Years Milestone 4 Listening, Attention and Understanding: Listen increasingly well and begin to respond to what they hear, including instructions, with relevant questions, comments and actions when being read to in small groups and sometimes during whole class discussions Make comments about what they have heard. Sometimes ask questions to clarify their understanding or need instructions repeated. Engage in back-and-forth exchanges with their teacher and peers. Begin to enjoy non-fiction as well as fiction books Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas Can recite or recall a familiar story, rhyme or song Express themselves using full sentences most of the time, with some correct use of tenses, relevant endings and connectives. Begin to use recently introduced vocabulary in conversation and play. Ask 'why' questions and begin to offer explanations for why things might happen.		Early Years Milestone 5 (ELG) Listening, Attention and Understanding: 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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher		Aspirational Characteristics By the end of Reception, children will listen carefully in a range of situations. They will understand and follow instructions in several steps. They will have the confidence to present their ideas to others. They will be articulate in explaining their thinking, feelings, describing events and asking questions. Children will be exposed to and encouraged to use an adventurous and technical vocabulary. Aspirational Goals To confidently take part in a class presentation; sharing experiences from their seaside topic.	
	Listening to instructions. Sharing All About Me Buckets with their peers Small group work Reading Workshop Learning a familiar story and reciting Engaging with their peers in role play	Listen to instructions Respond to questions Listen to stories/respond to stories Show and Tell Reading workshop Small group work Engaging with their peers in role play	Listen to instructions Respond to questions Listen to stories/respond to stories Show and Tell Reading workshop Small group work Engaging with their peers in role play 1:1 with peers and adults	Listen to instructions Respond to questions Listen to stories/respond to stories Show and Tell Reading workshop Small group work Engaging with their peers in role play 1:1 with peers and adults Talk in full sentences	To be confident in stand up in front of the class To communicate confidently with others Show and tell Class presentations	To be confident in stand up in front of the class To communicate confidently with others Show and tell Class presentations Presentations to others Talking to LF buddy
Physical Development	Early Years Milestone 4 Gross Motor Move with increasing care in the classroom Line up properly Find a space Sit in a carpet space, developing good posture Sit at a table and chair with good posture Develop confidence in using various apparatus Fine Motor Use some small tools with increasing control inc. scissors, knife & fork, paintbrush. Follow handwriting patterns Move towards a static tripod grip Put a coat/jumper on depending on temperature. Unfasten clothing to manage personal care Physical Wellbeing To be willing to try a range of food To engage in a range of food		Early Years Milestone 5 (ELG) Gross Motor Refined fundamental movement skills — balance, strength, agility, coordination. Navigate obstacles in their space (proprioception) Sits with good posture using core strength on chair or floor Move fluidly with control and grace—combine movements Get self dressed/undressed Fine Motor Effective pen grip— in line with GM development (dynamic tripod) Strength of grip to support safe use of handtool Use knife, fork spoon, open cup Refined FM skills Ball skills Develop a handwriting style Use scissors effectively Physical Wellbeing Manage the school day Talk about making healthy choices Talk about health and wellbeing		Aspirational Characteristics By the end of Reception, children will move with confidence and control, understanding how to keep themselves and others safe. They will be exposed to a range of physical activities that enable them to develop balance, agility and control, coordination and strength. They will value the importance of physical activity and maintaining a healthy lifestyle. They will have developed their gross and fine motor skills in order to confidently use small tools, especially mark making tools. Aspirational Goals To host a sports event for Little Foresters. To prepare a healthy snack for the Little Foresters Sports Day.	
	Learn classroom routines – lining up, sitting appropriately on the carpet, sitting at a table. Use a range of small tools – pencils, pens, felt tips, scissors, paintbrushes, knife and fork Getting dressed for Forest School Child Therapy Pack P.E. -bars Healthy Diets – Choosing a healthy snack, Food Tasting - Harvest	Learn classroom routines – lining up, sitting appropriately on the carpet, sitting at a table. Use a range of small tools – pencils, pens, felt tips, scissors, paintbrushes, knife and fork Handwriting – focus on pencil grip-start Happy Handwriting programme Putting coats on in cooler weather Forest School P.E.	Forest School Get Set 4PE Happy Handwriting Drawing/colouring Cutting Clay work Play doh Lunchtimes/snacktimes	Forest School Get Set 4PE Happy Handwriting Drawing/colouring Cutting Clay work Playdoh Lunchtimes/snacktimes	Forest School Get Set 4PE Happy Handwriting Drawing/colouring Cutting Craft and art work Lunchtimes/snacktimes	Forest School Get Set 4PE Happy Handwriting Drawing/colouring Cutting Craft and art work Design, create and practise sports day with LF Lunchtimes/snacktimes

	<p>Spiritual- By being aware of one's own strengths and limitations</p>	<p>Healthy Diets – Choosing a healthy snack, Trying new foods a lunchtimes Spiritual- taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected and creative.</p>				<p>Sports day Moral- talking about fair play and team work , developing positive sporting behaviours</p>
<p>Understanding World</p>	<p>Early Years Milestone 4</p> <p>Past and Present Talk about the lives of people they know. Identify some similarities and differences in their personal experience, sometimes making reference to 'old and new'. Uses some time vocabulary—now, then, later, after, next, before etc.</p> <p>People, Culture and Communities Talk about their immediate environment using knowledge from observation and previous experience. Start to recognise similarities and differences between different cultural communities and countries in real life and through books/online learning and maps.</p> <p>The Natural World Explore the natural world around them, making comments and drawing pictures of what they see. Start to identify some similarities and differences between different environments in real life and through books/online learning. Start to notice and comment on seasonal changes and the natural world around them. Talk about the different forces they feel/see acting on the world around them.</p>		<p>Early Years Milestone 5 (ELG)</p> <p>Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>		<p>Aspirational Characteristics</p> <p>By the end of Reception, children will have the desire to explore the world around them enthusiastically, identifying similarities and differences. They will understand that people they meet have different beliefs and lifestyles and approach this with respect. They will be able to talk about life cycles and care for the natural environment. They will begin to understand the passing of time in relation to events in their own lives.</p> <p>Aspirational goal To understand and describe the life cycle of a chick. To compare our local environment to a seaside destination. To meet members of the school community and learn about their lifestyle.</p>	
	<p>Things that are important to me – Buckets My family – who I live with, where I live Past/ present – where I am, where I've come from, what I'd like to be <i>I'm an Acorn – a member of the school</i> <i>I would like to be...</i> Seasons -Autumn Changing states of matter- salt dough leaf, bread making</p> <p>Social/ spiritual- considering why they are each special and what makes them unique. Considering similarities and differences between ourselves and those around us. Thinking about family and our part in it.</p>	<p>Where they live 4 villages that make up WD Role of the school and church in the community How families are similar/different Walk through the village – draw their walk Walk through a city Maps/Digimaps Change of seasons Changing states of matter- ginger bread man, magic snow, melting chocolate Compare village to city (Southampton)</p> <p>Cultural= Comparing their lives to others.</p>	<p>Talk about people that help us Parents in to discuss their jobs Post Office role play – (Harlow's dad) Hospital Role play (Ava's mum) Police station Role play (Monty's dad) Cross Walk Code Dental Hygiene Changing states of matter—ice play/ melting and freezing</p>	<p>Life Cycles Farming – where does our food come from Living things and their needs Visit to Farmer Palmers Chicks/butterflies/growing seeds</p> <p>Social- Considering social responsibility – caring for our world.</p> <p>Spiritual- awe and wonder moments, witnessing new life- chicks hatching, caterpillar to butterfly transformation</p>	<p>Pirate dress up Countries and culture from around the world (India, Africa, China, Italy, Australia) Food tasting RE Similarities and differences Flora and fauna around the world</p> <p>Cultural- Comparing their lives to others. What makes other cultures special- Africa, china, Australia.</p>	<p>When I grow up What I can do now, what I can do when I'm older Change in the future Reflection Ready for new class Activities with LF getting them ready for Acorn Class Seaside to school location comparison</p>

Expressive Art and Design

Early Years Milestone 4

Creating with Materials
 Explore use and refine a variety of artistic effects to express their ideas and feelings.
 Create a series of closed shapes to represent objects and people, starting to add more detail.
 Return to and build on previous learning and refining ideas and developing their ability to represent them.
 Create collaboratively sharing ideas, resources and skills.
 Make informed colour choices.
 Explore colour, design, texture, form and function.

Being Imaginative and Expressive
 Listen to, move and talk about music and dance, expressing feelings and responses.
 Sing in a group or on their own, increasingly matching pitch and following melody.
 Develop storylines in their pretend play
 Create imaginative and complex small world play

Early Years Milestone 5 (ELG)

Creating With Materials
 Safely use and explore a range of materials, tools and techniques, experimenting with colour, design, texture, form and function.
 Share their creations, explaining the processes they have used.
 Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive
 Invent, adapt and recount narratives and stories with peers and their teacher.
 Sing a range of well-known nursery rhymes and songs.
 Perform songs, rhymes and poems with others and (when appropriate) try to move to the music

Aspirational Characteristics

By the end of Reception, children will express themselves with confidence through a range of mediums.


They will explore and engage in music making and dance, communicating their emotional responses.

They will invent, adapt and recount narratives including within role play.


Aspirational Goals

To create artwork, they are proud of to display at their end of topic presentation to parents.
 To perform a song to parents and speak clearly about the choices they have made in their artwork.

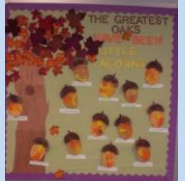
Art
 Self portraits-
 In Art books (drawn)



Collage portraits



I would like to be when I grow up
 Acorns



Vegetable prining/patterns
 Salt dough leaves

Singing – Harvest songs

Acting out stories

Art
 Puppets



Collage



Christmas craft


DT
 Make 3D village houses
 Make a village




Singing – Christmas songs

Drama - nativity


Art
 Design a stamp




Draw/make the characters



Collage story maps



Make story stones



Singing

Retell stories and rhymes

Easter Songs
 Art
 Treasure chests




Treasure rocks



Telescopes



Other cultures craft




Salt Dough 'Diva' Lamps




Pirate songs


Art
 Flowers collage



The Very Hungry Caterpillar



DT
 Tractors



Art
 Things about me collage



Sculpture



Seaside pictures



Songs for presentation to parents

				<p>Songs from around the world</p> <p>Dances from other cultures</p> <p>Drama – acting out stories</p> <p>Spiritual- Introducing instruments to music lessons and songs we are learning By allowing pupils to show their delight and curiosity in creating their own sounds.</p> <p>Cultural- By encouraging pupils to listen and respond to traditions from around the world.</p>		
RE	<p>F1 Understanding Christianity: Why is the word 'God' so important to Christians?</p> <p>Christianity We are all God's children.</p> <p>Introduction to the church and community – Welcome service at the church</p> <p>Plus – Festival Matters: Harvest Festival</p>	<p>Discovery RE: Celebrations How do people celebrate?</p> <p>Focus on Judaism</p> <p>F2 Understanding Christianity: BLOCK Incarnation Why do Christians perform Nativity plays at Christmas? (<i>nativity story up to the stable?</i>) Christianity</p>	<p>F2 Understanding Christianity: BLOCK Incarnation Why do Christians perform Nativity plays at Christmas? (<i>arrival of the 3 kings</i>) Christianity</p> <p>Discovery RE: Special People What makes people special?</p> <p>Christianity; Judaism</p> <p>Christianity</p>	<p>F3 Understanding Christianity: Salvation Why do Christians put a cross in an Easter garden?</p> <p>Christianity</p> <p>Discovery RE: Special places What makes places special?</p> <p>Focus on Christianity and Judaism</p>	<p>Discovery RE: Stories What can we learn from stories? (<i>awareness of other religions</i>) Focus on Islam, Hinduism, Sikhism etc...</p> <p>F3 Understanding Christianity: Salvation Easter story</p> <p>Christianity</p>	<p>Discovery RE: Stories What can we learn from stories?</p> <p>Focus on Christianity</p>
Forest School	<p>Early Years Milestone 4</p> <p>The Natural World Explore the natural world around them, making comments and drawing pictures of what they see. Start to identify some similarities and differences between different environments in real life and from books. Start to notice and comment on seasonal changes.</p> <p>Independence, safety and risk assessing Asking for help with dressing if needed eg: zips/gloves. To consider appropriate clothing for weather conditions and make choices. To know and understand safety rules in forest school To identify hazards and consider consequences of their actions.</p> <p>Wellbeing and connection to others and the environment To talk about themselves and their peers in a positive way.</p>		<p>Early Years Milestone 5 (ELG)</p> <p>The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world, including the seasons and changing states of matter.</p> <p>Independence, safety and risk assessing To demonstrate increased independence when getting ready in a timely manner and managing personal needs eg: hydration, toileting, dressing appropriately. To share safety information with helpers and younger children.</p> <p>Well being and connection to others and the environment To engage in team challenges with a mixed group of peers.</p>		<p>Aspirational Characteristics</p> <p>By the end of Reception children will be confident, resilient and safe when playing in the outdoor environments. They will be happy to take risks and consider the safety of themselves and those around them. They will independently dress appropriately for the weather conditions. They can lead their own play using their creativity and imagination.</p> <p>Aspirational Goal To help lead a welcome to forest school session for the new Acorn class in take. To share the safety rules and select the resources and activities they would like to have out.</p>	

	To engage in team challenges beginning to problem solve with their friends. To show respect for the forest school site and property		To develop their leadership skills and confidence when working with their peers. To work as a team to ensure the forest school site is cared for and left as they found it.			

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