


## YEAR R CURRICULUM 2024/25

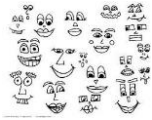
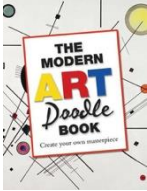
**Key:**


T = Topic SA = Stand-a-lone SLD = Super Learning Day

Term:	Autumn 1 7 weeks 3 days + 1 INSET	Autumn 2 6 weeks 4 days + 1 INSET	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 4 weeks 3 days + 2 Bank Holiday	Summer 2 7 weeks + 3 INSETS
Topic	All about me	Festivals and Celebrations	Toys	People who help us	Minibeasts	The Seaside
<b>Enquiry Questions</b>  <b>Topic</b>  <b>Stand Alone</b>	<b>How am I special?</b>  <b>How do I look after my body?</b>	<b>Why do we celebrate special times?</b>  <b>How does ice change?</b>  <b>What might we pack in a suitcase to take with us to different environments?</b>	<b>Why do old toys not light up and make noises?</b>	<b>What if I need help?</b>  <b>How does each season impact me?</b>	<b>Why are insects helpful for our garden?</b>  <b>What is a lifecycle?</b>	<b>How do we adapt our behaviour and clothing to suit the different seasons?</b>  <b>Why is the King special?</b>  <b>How does my life compare to Handa's?</b>
<b>Curriculum Enhancements</b> Includes trips, SLD, visitor, topic box etc...	All about me bags  Walk around the school  Walk around the village  Bring in baby Photos  Self-portrait display	Hinduism and Diwali Workshop  Birthday party role play  Geography Stand Alone Week  Eden Trip (4 Contrasting environments)  Christmas Performance	Bring in favourite toys from home  Look at Old Toys (topic box)  Make our own Toy Creation	Police station/Fire station/Vets/Doctors role play  Visit from a person who helps us e.g., police officer, fire fighter	Caterpillars in the classroom!  Minibeast hunt in the Meadow  Trip to Newquay Zoo	Trip to the Beach and Aquarium  History Stand Alone Week (The King)

<p><b>Key Topic Texts</b></p>	<p>-Non-fiction books about families          -Peter Rabbit Starting School          -Starting School          -I am absolutely too small for school          -Harry and the Dinosaurs go to School          -Owl babies          -Our Class is a Family          -The Colour Monster Goes to School          -Super Duper You          -All are welcome</p>	<p>-Non-fiction books about festivals and celebrations          -Sparks in the sky          -Dipal's Diwali          -Peppa's Diwali          -Kipper's Birthday          -The Jolly Christmas Postman          -Let's Celebrate!</p>	<p>-Non-fiction books about Toys          -Dogger          -The Old Toy Room          -Kipper's Toy box          -Where's my Teddy?          -The Teddy Robber          -Lost in the toy museum          -Toys in Space</p>	<p>-The Zoo Vet          -Non-fiction books about Police Officers, Fire Fighters, Lifeboat Crew, Ambulance and Air Ambulance Crew          -Charlie the Firefighter          -Whose hat is this?          -Clothesline clues to the jobs people do</p>	<p>-Non-fiction books about Minibeasts          -Superworm, -Aaaarrgghh, Spider!          -What the Ladybird Heard          -The Very Hungry Caterpillar          -Norman the Slug with the Silly Shell          -The Bad-Tempered Ladybird</p>	<p>-Non-fiction books about the seaside          -Commotion in the Ocean          -Sally and the Limpet - What the Ladybird Heard at the Seaside          -The Snail and the Whale          -The Rainbow Fish          -Seaside          -Sharing a Shell</p>
<p><b>English</b>  <b>Read Write Inc.</b>  <b>5 x 1hr a week</b></p>  <p><b>Talk for Writing</b></p>	<p>Writing opportunities=</p> <ul style="list-style-type: none"> <li>• Write labels for portraits</li> <li>• Recognising and writing name</li> <li>• Large scale mark making</li> <li>• Pre-writing shapes</li> </ul> <p>Rosies Walk</p>	<p>Writing opportunities=</p> <ul style="list-style-type: none"> <li>• Writing letters to Father Christmas</li> <li>• Party invitations, cards, present tags.</li> <li>• Writing passports</li> <li>• Labelling environments</li> </ul> <p>The Enormous Turnip</p>	<p>Writing opportunities=</p> <ul style="list-style-type: none"> <li>• Toy shop role play.</li> <li>• Drawing a picture of and writing the name of their favourite toys</li> </ul> <p>Supertato</p>	<p>Writing opportunities=</p> <ul style="list-style-type: none"> <li>• Fire Station role play</li> <li>• Vets role play</li> <li>• Lists and labelling- doctors bag</li> </ul> <p>We're going on a Bear Hunt</p>	<p>Writing opportunities=</p> <ul style="list-style-type: none"> <li>• Captions and labels for minibeasts, minibeast homes, lifecycles</li> <li>• Make a list of the animals and/or fruit that appear in Handa's Surprise</li> </ul>	<p>Writing opportunities=</p> <ul style="list-style-type: none"> <li>• Writing postcards</li> <li>• Posters about being safe at the beach</li> <li>• Write a letter/card to the King</li> <li>• Invitations to a royal party</li> </ul>

<p><b>5x a week</b></p> 					The Tiger Who Came to Tea	The Three Billy Goats Gruff
<p><b>Maths</b> (For more detail see our EYFS Maths Policy.)</p>	Number	Number	Number	Number	Numerical Pattern	Numerical Pattern + Shape, Space and Measures
<p><b>Science</b></p> <p>Please see EYFS Science Curriculum Plan</p>	<p><b>T=How do I look after my body?</b> Oral hygiene, hand washing experiment and importance of eating a variety of fruit and vegetable.</p>	<p><b>SA= How does ice change?</b> (Links to Geography.)</p>		<p><b>SA= How does each season impact me? (All year)</b></p>	<p><b>T= What is a life cycle?</b></p>	
<p><b>Geography</b></p> <p>Please see EYFS Geography Curriculum Plan</p>	<p><b>T= How am I special?</b> Describe immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>I know my way to school, some landmarks I pass and I can identify simple features on a map.</p>	<p><b>SA= What might we pack in a suitcase to take with us to different environments?</b> Plane journey to 4 contrasting environments e.g. The Polar Regions, The Rainforest, The Desert and our Local Environment.</p>			<p><b>SA= How does my life compare to Handa's?</b> Handa's Surprise, explain some similarities and different between life in this country and life in Kenya.</p>	

<p><b>History</b></p> <p>Please see EYFS History Curriculum Plan</p>			<p>T= <b>Why do old toys not light up and make noises?</b> Know some similarities and differences between toys now and in the past.</p>	<p>T= <b>What if I need help?</b> Talk about the lives of people around them and their roles in society.</p>		<p>SA= <b>Why is the King special? Significant/inspirational person- The King</b> Talk about the lives of people around them and their roles in society. Recognise and know who the King is. Understand the past through stories, characters, and events.</p>
<p><b>Art</b></p> <p>Please see Reception Expressive Art and Design Curriculum Plan</p>	<p><b>Drawing- Marvellous Marks</b> Pre-writing shapes/ making marks/ lines and circles with different media</p> <p>T= Self Portraits</p> <p>T= Drawing a face with features inspired by James Rizzi (American).</p>  <p><b>Painting</b> SA= Begin to use and explore painting tools and equipment.</p>	<p><b>Printing</b> SA= Using a variety of materials. Print to create a pattern.</p> <p>T= Firework pictures Poppy pictures Christmas Cards</p> <p><b>Painting</b> SA= Begin to mix primary colours using a variety of different sized brushes</p> <p><b>Sculpture</b> T= Manipulate malleable materials to form a 3D Diva Lamp</p>	<p><b>Drawing</b> T= Observational drawings of old toys.</p> <p><b>Colouring</b> T= Colouring in printed outlines of toys.</p>	<p><b>Collage</b> T= Collages of Spring and Easter.</p> <p><b>Colouring</b> SA= Colour within the lines of modern art using colouring pencils with control.</p> 	<p><b>Painting</b> SA= Mix primary colours. Mix colours with black and white to create different tones.</p> <p><b>Sculpture</b> T= Create 3D Minibeast sculpture.</p> <p><b>Collage</b> SA= Compose a picture inspired by Henri Matisse</p>	<p><b>Drawing</b> T= Line drawing with detail to interpret simple architectural drawings by Alfred Wallis.</p> <p><b>Painting</b> T= Colour mixing using a variety of different sized brushes. Exploring different tones of blue.</p> <p><b>Printing</b> T= Print to create texture and pattern of the sea and movement.</p>

<p><b>DT</b></p> <p>Please see Reception Expressive Art and Design Curriculum Plan</p>	<p><b>Cutting Practise – Fine Motor Focus. Not product based.</b> SA= Scissor skills</p>		<p><b>Structures- Junk Modelling</b></p> <p>Create own toy</p>	<p><b>Textiles- Bookmarks</b></p>	<p><b>Structures - Crowns DT Project:</b></p> <ul style="list-style-type: none"> <li>To design a crown.</li> <li>To make a crown</li> <li>To share their crown and explain the</li> </ul>	<p><b>Structures-Boats</b></p>
<p><b>RE</b></p> 	<p><b>Unit F1: Why is the word 'God' special to Christians?</b></p>	<p><b>Unit F2: Why is Christmas special for Christians?</b></p> <p>Hinduism and Diwali</p>	<p><b>Unit F4: Being special: where do we belong?</b></p>	<p><b>Unit F3: Why is Easter special for Christians?</b></p> <p>Easter Sunday 20<sup>th</sup> April 2025</p>	<p><b>Unit F5: Which places are special and why?</b></p>	<p><b>Unit F6: Which stories are special and why?</b></p>
<p><b>PSHE-</b></p> <p>Please see whole school PSHE Yearly Planner</p> <p>Taught through CP, Topic Lessons, 5 a day, Visitors</p>	<p>All about me Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity -healthy eating -toothbrushing</p> <p>Explain the reasons for rules, know right from wrong and try</p>	<p>Festivals and Celebrations</p>	<p>E-safety (including importance of sleep and sensible amounts of tablet time) Know and talk about the different factors that support their overall health and wellbeing:</p>	<p>People who help us (including road safety and calling 999) Know and talk about the different factors that support their overall health and wellbeing: -being a safe pedestrian</p> <p>Explain the reasons for rules, know right from wrong and try</p>	<p>Looking after the environment</p>	<p>Sun safety/ Beach safety</p>

	to behave accordingly. - School rules		-sensible amounts of 'screen time' -having a good sleep routine	to behave accordingly. - Beach safety - Crossing the road		
<p><b>PE</b></p> <p>5x 30mins a week</p> <p>M= REAL PE Warm up T= REAL PE Skills W= REAL PE Skill Application T= Traditional PE F= Fitness Friday</p>	<p><b>Unit 1 REAL PE: Personal Cog.</b> I can work on simple tasks by myself. I can follow instructions and practise safely.</p> <p><b>Skills=</b> Coordination: Footwork (FUNS 10) Static Balance: One leg (FUNS 1)</p> <p><b>Traditional PE: REAL Gym (Gymnastics) (Personal)</b></p>	<p><b>Unit 2 REAL PE: Social Cog.</b> I can work sensibly with others, taking turns and sharing. I can work sensibly with others.</p> <p><b>Skills=</b> Dynamic Balance to Agility: Jumping and Landing (FUNS 6) Static Balance: Seated (FUNS 2)</p> <p><b>Traditional PE: Fundamental Skills (running, crawling, hopping etc.)</b></p> <p><b>PE Planning- Me and Myself</b></p>	<p><b>Unit 3 REAL PE: Cognitive Cog.</b> I can name some things I am good at. I can understand and follow simple rules.</p> <p><b>Skills=</b> Dynamic Balance: On a line (FUNS 5) Static Balance: Stance (FUNS 4)</p> <p><b>Traditional PE: REAL Dance (Dance) (Cognitive)</b></p>	<p><b>Unit 4 REAL PE: Creative Cog.</b> I can explore and describe different movements. I can explore different movements.</p> <p><b>Skills=</b> Coordination: Ball Skills (FUNS 9) Counter Balance: with a partner (FUNS 7)</p> <p><b>Traditional PE: Ball Skills (Throwing and catching)</b></p> <p><b>PE Planning- throwing and catching</b></p>	<p><b>Unit 5 REAL PE: Physical Cog.</b> I can perform a small range of skills and link two movements together. I can perform a single skill or movement with some control.</p> <p><b>Skills=</b> Coordination: Sending and Receiving (FUNS 8) Agility: Reaction/Response (FUNS 12)</p> <p><b>Traditional PE: Fundamental Skills (balance)</b></p> <p><b>PE Planning- Fitness</b></p>	<p><b>Unit 6 REAL PE: Health and Fitness Cog.</b> I am aware of why exercise is important for good health.</p> <p><b>Skills=</b> Agility: Ball chasing (FUNS 11) Static Balance: Floor Work (FUNS 3)</p> <p><b>Traditional PE: Fundamental Skills (agility)</b></p> <p><b>PE Planning- Movement Development</b></p>

<p><b>MUSIC</b></p> <p><b>Charanga</b></p>  <p>charanga®</p> <p><b>3x Units a year</b></p> <p><b>Please also see Reception Expressive Art and Design Curriculum Plan</b></p> <p>(5 a day throughout the year, children are singing to nursery rhymes and listening attentively to music.)</p>		<p><b>Autumn 2 My Stories</b></p> <p>Main songs= I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p> <p><b>SA</b> Replicate a dance inspired by Diwali</p> <p>Listening to a different kinds of music from around the world.</p>	<p><b>Spring 1 Everyone!</b></p> <p>Main songs= Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes</p>		<p><b>SA</b> Create a piece of Music for the King.</p>	<p><b>Summer 2 Reflect, Rewind and Replay</b></p> <p>Main songs= Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat</p>
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**Coverage of Year R Broader Curriculum Plan:** (Highlight off when completed throughout the year.)

**Broader Curriculum is covered in direct Topic teaching time and in the daily continuous provision inside and out.**

**Autumn 1 = 7 weeks 3 days + 1 INSET**

<b>Autumn 1 = 7 weeks 3 days + 1 INSET</b>				
Week 1 Tues 2 <sup>nd</sup> Sep (4 days)	3x Transition Days			
Week 2 9 <sup>th</sup> Sep	Geography x1 Small world house and school			Art x1 To explore making marks with wax crayons
Week 3 16 <sup>th</sup> Sep	Geography= Walk around school/EYFS garden and identify key features	Science x1 Oral Hygiene	DT x1 Scissor Skills	Art x1 To explore making marks with felt tips To use a felt tip to make patterns
Week 4 23 <sup>rd</sup> Sep	Geography x 1 Walk around village identify key landmarks	Science x 1 Washing hands	Science x 1 Autumn Explore outdoor environment looking for signs of the season Winter	Art x1 To explore making marks with chalk To make controlled large and small movements
Week 5 30 <sup>th</sup> Sep	Geography x 1 Name and locate different parts of local community	Science x 1 Getting dressed (Practise zips etc.)	Science x 1 Autumn Name and describe plants seen in the season Autumn	Art x 1 To explore mark making using pencils To create a simple observational drawing (fruit)
Week 6 7 <sup>th</sup> Oct	Geography x 1 Spot simple features on maps		Science x 1 Autumn Look for and drawing observations of the growth of plants in the season Autumn	Art x1 To explore mark making using pencils to draw a simple face from observation
Week 7 14 <sup>th</sup> Oct RWI Workshop 1 17 <sup>th</sup> October 2024	Geography x 1 Create own simple maps	Science x 1 Healthy eating workshop (Lizzie)	Science x 1 Autumn Predict what the next season will be. What will be the same? What will be different?	
Week 8 21 <sup>st</sup> Oct			RE x 1 Why is the word 'God' special to Christians?	Art x1 To draw and create self-portraits that are inspired by two artists (James Rizzi, Giuseppe Arcimboldo)



**HALF TERM**

**Autumn 2 = 6 weeks 4 days + 1 INSET**

<p><b>Week 1 Tues 5<sup>th</sup> Nov</b> (4 days)</p> <p>Bonfire Night- 5<sup>th</sup> November 2024 Remembrance Day- 10<sup>th</sup> November 2024</p>	Art x 1 Poppy pictures	Art x1 Firework pictures		Music x1 Charanga 'My stories' Step 1
<p><b>Week 2 11<sup>th</sup> Nov</b></p> <p>Daya visiting Wednesday 13<sup>th</sup> November 2024 Diwali- 1<sup>st</sup> November 2024</p>	RE x1 Hinduism / Diwali workshop	DT x 1 Diva Lamps	Music x1 Replicate a dance inspired by Diwali	Music x1 Charanga 'My stories' Step 2
<p><b>Week 3 18<sup>th</sup> Nov</b></p> <p>Children in Need- Friday 15<sup>th</sup> November 2024</p>			Music x1 Different music around the world	Music x1 Charanga 'My stories' Step 3
<p><b>Week 4 25<sup>th</sup> Nov</b></p>	<p><b>Geography stand-alone week</b> <b>Theme:</b> Plane Journey to 4 Environments 1 environment each day Mon= Rainforest Tues= Desert Wed= Artic Thurs= Local Environment</p>	Art x 1 Begin to mix primary colours		Music x1 Charanga 'My stories' Step 4
<p><b>Week 5 2<sup>nd</sup> Dec</b></p> <p>Monday 2<sup>nd</sup> December 2024 Trip to Eden Project</p>	Geography Trip to Eden	Art x 1 Printing		Music x1 Charanga 'My stories' Step 5
<p><b>Week 6 9<sup>th</sup> Dec</b></p>	Science x 1 Changing states of matter L1= Ice play L2= Chocolate experiment	Art x 1 Printing	RE x 1 Why is Christmas special for Christians?	Music x1 Charanga 'My stories' Step 6
<p><b>Week 7 16<sup>th</sup> Dec</b></p>	Science x 1 Changing states of Matter L3= Toast L4= Egg	Art x 1 Christmas cards/Crafts		

**XMAS HOLIDAYS**

**Spring 1 = 6 weeks**

<b>Week 1 6<sup>th</sup> Jan</b>	History x1 Bring in favourite toys from home  Music x 1 'Everyone!' Step 1	Art x 1 Colour toy outlines using colouring pencils	DT x 1 Explore junk modelling	Science x1 Winter Explore outdoor environment looking for signs of the season Winter
<b>Week 2 13<sup>th</sup> Jan</b>	History x 1 Look at Old Toys (topic box) Music x 1 'Everyone!' Step 2	Art x 1 Draw old toy from observation + Colour in	DT x 1 Develop scissor skills	Science x1 Winter Name and describe plants seen in the season Winter
<b>Week 3 20<sup>th</sup> Jan</b>	History x 1 Similarities and differences between toys in the past and now	Music x 1 'Everyone!' Step 3	DT x Plan and select resources to create a new toy	Science x1 Winter Look for and drawing observations of the growth of plants in the season Winter
<b>Week 4 27<sup>th</sup> Jan</b>	History x 1 Express a preference for old or new toys	PSHE x 1 E-safety  Music x 1 'Everyone!' Step 4	DT x 1 Plan and create a new toy	Science x1 Winter Predict what the next season will be. What will be the same? What will be different?
<b>Week 5 3<sup>rd</sup> Feb</b>	PSHE x 1 Sleep routine	Music x 1 'Everyone!' Step 5	DT x1 Share toy and explain process	
<b>Week 6 10<sup>th</sup> Feb</b>	RE x 1 Being special: where do we belong?	Music x 1 'Everyone!' Step 5		DT x1 Explore ways to temporarily join materials together

**HALF TERM**

**Spring 2 = 6 weeks**

<b>Week 1 24<sup>th</sup> Feb</b>  <b>Fire Engine visit</b>	Art x 1 Use pre-cut paper and glue sticks to create collages	History x 1 Fire station/ Fire fighters	DT x 1 Develop threading and weaving skills	
<b>Week 2 3<sup>rd</sup> Mar</b>  <b>Nurse visit</b>	Art x 1 Use pre-cut paper and PVA glue with a paintbrush/spatula to create a collage	History x 1 Doctors	DT x 1 Practise and apply weaving skills to a specific material e.g. paper	Science x1 Spring Explore outdoor environment looking for signs of the season Spring

Week 3 10 <sup>th</sup> Mar	Art x 1 Use uncut materials and PVA glue with a paintbrush/spatula to create a collage	History x 1 Vets	DT x 1 Practise and apply threading skills with specific materials e.g. hessian	Science x1 Spring Name and describe plants seen in the season Spring
Week 4 17 <sup>th</sup> Mar	Art x 1 Use knowledge and skills learnt to decide on their own materials and process to create collages of spring	History x 1 Dentists	DT x 1 Use threading or sewing to design a product	Science x 1 Spring Look for and drawing observations of the growth of plants in the season Spring
Week 5 24 <sup>th</sup> Mar Mothering Sunday- 30 <sup>th</sup> March 2025 Police Officer visit	Art x 1 To colour within the lines of modern art using colouring pencils with control.	History x 1 Police Station/ Police officers	DT x 1 Create a textiles product (Bookmark) following their own design	RE x 1 Crossing the road safely
Week 6 31 <sup>st</sup> Mar Vet visit	Art x 1 Use collage knowledge and skills to create Easter Egg Cards and Easter Hanging Egg Decorations (Kapow)	RE x 1 Why is Easter special for Christians?	DT x 1 Reflect with children on how they achieved their aims	Science x1 Spring Predict what the next season will be
<b>EASTER HOLIDAYS</b>				
<b>Summer 1 = 4 weeks 3 days + 2 Bank Holiday</b>				
Week 1 Tues 22 <sup>nd</sup> Apr (4 days)	Science x 2 Caterpillars in the classroom, Minibeast Hunt in Meadow, Bug hotels		Art x 1 Composing a picture inspired by Henri Matisse	PSHE x 1 Messy Magpie story- introduce littering
Week 2 28 <sup>th</sup> Apr		Geography SA week Handa's Surprise L1= Launch the story which includes props L2= Looking at Africa and Kenya and where it is in the world L3= Temperature and weather	Art x1 Mix primary colours	PSHE x 1 All about recycling

		L4= Food L5= Animals (Newquay Zoo Trip-African Savannah) L6= Homes and Education		
<b>Week 3 6<sup>th</sup> May</b> (4 days)	Science x 1 Life cycle of a Butterfly		Art x 1 Add black/white to create new shade	PSHE x 1 Recycling sorting
<b>Week 4 12<sup>th</sup> May</b>  History SA week- The King	History SA week- the King L1= Spot the king L2= Facts about the king L3= Coronation L4= Timeline of his life L5= Monarchy timeline	DT x (Stand-alone Week. This takes approximately 2 lessons) Create Kings Crown 1 = Look at the King's Crown through reading a book called 'The Runaway Crown'. 2 = Look at a variety of crowns through photos. 3 = Design their own crown. 4 = Prepare the body of the crown. 5 = Apply decoration to the crown and join together.	Music x 1 Create a piece of Music for the King	PSHE x 1 Litter pick
<b>Week 5 19<sup>th</sup> May</b> <b>Newquay Zoo Trip</b>	Science x 1 Life cycle of a Ladybird	RE x 1 Which places are special and why?	Art x 1 3D minibeast sculpture	Science Trip to Newquay Zoo
<b>HALF TERM</b>				
<b>Summer 2 = 7 weeks + 3 INSETS</b>				
<b>Week 1 2<sup>nd</sup> Jun</b>	DT x 1 Waterproof Materials	Science x1 Summer Explore outdoor environment looking for signs of the season. Discuss weather, temperature and how it makes me feel.	Music x 1 'Reflect, Rewind and Replay' Step 1	
<b>Week 2 9<sup>th</sup> Jun</b>  Father's Day- 15 <sup>th</sup> June 2025	DT x 1 Floating and Sinking	Science x1 Summer Name and describe plants seen in the season.	Music x 1 'Reflect, Rewind and Replay' Step 2	Art x 1 Line drawing with detail. To interpret the simple architectural drawings by Alfred Wallis

Week 3 16 <sup>th</sup> Jun	DT x 1 Boats	Science x1 Summer Looking for and drawing observations of the growth of plants in the season.	Music x 1 'Reflect, Rewind and Replay' Step 3	Art x 1 Colour mixing using a variety of different sized brushes. Exploring different tones of blue
Week 4 23 <sup>rd</sup> Jun	DT x 1 Investigating Boats	RE x 1 Which stories are special and why?	Music x 1 'Reflect, Rewind and Replay' Step 4	Art x 1 Print to create texture and pattern of the sea and movement
Week 5 30 <sup>th</sup> Jun	DT x 1 Designing Boats	Science x1 Summer Predict what the next season will be. What will be the same? What will be different?	Music x 1 'Reflect, Rewind and Replay' Step 5	
Week 6 7 <sup>th</sup> Jul	DT x 1 Creating and Testing Boats (DT Display)	PSHE x1 Beach safety/ sun safety	Music x 1 'Reflect, Rewind and Replay' Step 6	Art x 1 Display Artwork
Week 7 14 <sup>th</sup> Jul Monday 14 <sup>th</sup> July Trip to Beach and Aquarium 2025	Trip to Beach and Aquarium			



## Reception Class Weekly Planning WB: 30<sup>th</sup> September 2024

Broader Curriculum	Geography x 1 Name and locate different parts of local community (Walk around Village from last week)	Science x 1 Getting dressed (Practise zips etc.)	Science x 1 Autumn Name and describe plants seen in the season Autumn	Art x 1 To explore mark making using pencils To create a simple observational drawing (fruit)
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Monday 30 <sup>th</sup>	Tuesday 1 <sup>st</sup>	Wednesday 2 <sup>nd</sup>	Thursday 3 <sup>rd</sup>	Friday 4 <sup>th</sup>
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Book of the week: The Leaf Thief  
 Word of the week: Observe  
 Song of the week: Head, shoulders, knees and toes  
 Number of the week: Two 2



Reception Class Timetable										
<b>Mon</b>	<b>8:35- 9.30am</b> Door opens at <b>8:35am</b> Register/Meet and Greet.	<b>9.30-10.30am</b> <b>5 A Day</b> <b>Continuous Provision (Mon) Model enhancements</b>	<b>10.30-11am</b> <b>PE</b> Warm Up	<b>11-11.11.45am</b> <b>Mastering Number- 15 mins</b>	<b>11.45-12.45pm</b> <b>5 A Day</b> <b>Lunch</b>	<b>12.45-1pm</b> <b>Register</b>	<b>1- 1:30pm</b> <b>Maths</b>	<b>1.30-2.30pm</b> <b>5 A Day</b> <b>Continuous Provision</b>	<b>2.30-3pm</b> <b>Whole Class Topic</b>	<b>3-3.10pm</b> <b>5 A Day</b>
<b>Tues</b>	<b>Toothbrushing?</b>	Indoors and Outdoors  Snack /Milk built in				<b>5 A Day</b>		Indoors and Outdoors	Broader Curriculum	<b>RWI Speed Minute/ Pinny time</b>
<b>Wed</b>	<b>Children need to be in their RWI/Reading Comp. classroom for 8:45am</b>	Key Workers = focused natural observations. Modelling play, listening and questioning.		<b>Talk for Writing</b>		<b>Handwriting – Dough/Disco Squiggle While You</b>		Key Workers = focused natural observations. Modelling play, listening and questioning.		
<b>Thurs</b>								Interventions  SS 1:1 Learning Journey Time		<u>Except Wednesday = Assembly (Whole school now)</u>
<b>Fri</b>	<b>Aa Bb Cc Dd Ee Ff</b>	Tidy up time (adults to help and model tidying).				<b>Wiggle</b>		Tidy up time (adults to help and model tidying).		Home Time Routine
										