



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All About Me.	Toys.	Under the Sea.	Homes and Habitats.	Growing and Plants.	Down in the Jungle.
Focus Question	Why am I super?	Where did all the toys go?	Who lives in the sea?	Why do we need a home?	How does your garden grow?	What will we find in the jungle?
Literacy Driver Text	I Like Bees, I Don't Like Honey. Jabari Tries.	Toys in Space. That Rabbit Belongs to Emily Brown.	Billy's Bucket. Surprising Sharks.	A New House for Mouse. The Bog Baby.	Eco Girl. Errol's Garden.	The Leopard's Drum. How to Find a Fruit Bat.
Literacy Writing Outcome	I Like Bees, I don't Like Honey – To share my likes and dislikes through ticks and crosses. Jabari Tries – To draw a design of my own.	Toys in Space - To sequence images from a story to retell. That Rabbit Belongs to Emily Brown – To draw a representation of their favourite teddy and label it using the red word my.	Billy's Bucket - To write an informative piece about a sea creature. Surprising Sharks – To draw and label a shark.	A New House for Mouse – Draw images and label them to create a tales toolkit. The Bog Baby – Write instructions on how to create a Bog Baby.	Eco Girl – To write about their own experiences of planting a tree/ plant. Errol's Garden – Sequence images and write matching captions to create instructions for planting a seed.	The Leopard's Drum - To write a description of an animal. How to Find a Fruit Bat– To create a new version of the story.
Supplementary Texts	Fiction Good morning my deer. I am a tiger. I want my hat back. I won't ever never eat a tomato. I Love My Hair. What I Like About Me. Autumn is Here. We're going on a leaf hunt. Leaf Man. Katie and the British Artists. Once there were Giants. The King's Hats Non-fiction I love the seasons: Autumn. Tree: seasons come seasons go. Poetry Ready for Spaghetti	Fiction Cat Problems Little Glow Emily Brown series. The Everywhere Bear. Biscuit Bear. Storm. Who Sank the Boat? Blown Away. Mr Gumpy's Outing. Non-fiction Seasons. What can you see in Winter? Meet the Weather William Bee's Wonderful World of Things That Go! Poetry A Great Big Cuddle Out and About Traditional Tale Hansel and Gretel.	Fiction Gigantic Blob Fish Hooray for Fish Walking in a Winter wonderland. The Snowflake. The Snowy Day. Here comes Jack Frost. Shark in the Park on a Windy Day! Poles Apart. You're Called What?! Pip and Egg. Katie and the Bathes. Non-fiction One day on our Blue Planet: In Antarctic. I love the seasons: Spring Poetry Zim Zam Zoom Commotion in the Ocean	Fiction The Three Little Wolves and the Big Bad Pig. Our Tower. In Every House, on Every Street. Lulu's Nana Comes to visit. Oh, no George. Rain on the Green Grass. It's raining, it's pouring. Puddling! That's my flower! Katie and Waterlily Pond. Non-fiction A Place Called Home. Home. Weather. Spring is Here. Home: where our story begins Poetry Poems out loud	Fiction The Song for Everyone. The Sunflower Sisters. A Walk in the Woods. Cyril the Lonely Cloud. It Starts with a Seed. Katie and the Sunflowers. Katie and the Impressionists. Yucky Worms! Lulu Loves Flowers. Jasper's Beanstalk. Grandpa's Garden. Non-fiction First Big Book of Weather. Everything Weather. Lift the flap, Questions and Answers about Weather. A Little Guide to Wild Flowers. Sunflower Shoots and Muddy Boots. Poetry	Fiction No Dinner! Hungry Hen Please, Mr Magic Fish Once Upon a Jungle Beware of the Crocodile Augustus and his Smile Anansi the Spider Zomo the Rabbit Anna Hibiscus' Song. Sunshine at Bedtime. Katie and the Picture Show. Non-fiction I've got eyes Hello World: Animals: An Amazing Atlas of Wildlife Maps Deadly! The truth about the Most Dangerous Creatures on Earth Poetry Rumble in the Jungle



	Traditional Tale Goldilocks and the Three Bears.		My Sea. Traditional Tale The Three Billy Goats Gruff	Traditional Tale The Three Little Pigs.	I am the Seed that Grew. Traditional Tale The Enormous Turnip	Rum, pum, pum Over in the Jungle Walking through the Jungle Traditional Tale Little Red Riding Hood.
Vernon Park Values	Kindness and empathy Key texts: Smartest Giant in Town. Kindness is my Superpower. Kind. Be Kind. The Perfect Shelter.	Friendship and respect Key texts: Go-Away Bird. Lost and Found. Colin and Lee, Carrot and Pea. On Sudden Hill. My Friend Fred.	Honesty and responsibility Key texts: Tiddler. Finn's Little Fibs. Hippo Owns Up. The True Story of the Three Little Pigs. The Empty Pot.	Tolerance and fairness Key texts: Sharing a Shell. Amazing me, amazing you. All are Welcome. Amazing Grace. We all Belong. The Only Way is Badger.	Support and inclusion Key texts: Smeds and Smoos. The Proudest Blue. Just Ask! Susan Laughs. What happened to you? The Perfect Fit.	Challenge and resilience Key texts: The Baddies. The Dot The Most Magnificent Thing. The Girl Who Never Made any Mistakes. After the Fall. Almost Anything. The Can Caravan.
Characteristics of Effective Learning	Playing and exploring – <ul style="list-style-type: none"> I can make choices and explore different resources and materials. I can bring my own interests and fascinations into Reception. Active learning – <ul style="list-style-type: none"> I can participate in routines. Creating and thinking critically – <ul style="list-style-type: none"> I can take part in simple pretend play. I can sort materials. 	Playing and exploring – <ul style="list-style-type: none"> I can make independent choices. I can bring my own interests and fascinations into Reception. Active learning – <ul style="list-style-type: none"> I can participate in routines. Creating and thinking critically – <ul style="list-style-type: none"> I can solve real problems. I can concentrate on achieving something that is important to me. 	Playing and exploring – <ul style="list-style-type: none"> I can guide my own thinking and actions by talking to myself as I play. I can make independent choices. Active learning – <ul style="list-style-type: none"> I can begin to predict sequences because I know routines. Creating and thinking critically – <ul style="list-style-type: none"> I can concentrate on achieving something that is important to me. I can feel confident about coming up with my own ideas. 	Playing and exploring – <ul style="list-style-type: none"> I can recognise that my actions have an effect on the world, so I like to repeat them. I can respond to new experiences when they are brought to my attention. Active learning – <ul style="list-style-type: none"> I can show goal-directed behaviour. Creating and thinking critically – <ul style="list-style-type: none"> I can make more links between my ideas. I can use pretend play to think beyond the 'here and now' and to understand another perspective. 	Playing and exploring – <ul style="list-style-type: none"> I can make independent choices. I can plan and think ahead about how I will explore or play with objects. Active learning – <ul style="list-style-type: none"> I can keep on trying when things are difficult. Creating and thinking critically – <ul style="list-style-type: none"> I can review my progress as I try to achieve a goal and check how well I am doing. I can give my attention to tasks and ignore distractions with increasing control. 	Playing and exploring – <ul style="list-style-type: none"> I can recognise that my actions have an effect on the world, so I like to repeat them. I can plan and think ahead about how I will explore or play with objects. Active learning – <ul style="list-style-type: none"> I can begin to correct my mistakes. Creating and thinking critically – <ul style="list-style-type: none"> I can use pretend play to think beyond the 'here and now' and to understand another perspective. I can feel confident about coming up with my own ideas.
Key Knowledge	<ul style="list-style-type: none"> I can describe myself, family and friends. I can create pictures of myself, family and friends and identify 	<ul style="list-style-type: none"> I can talk about how I changed objects to make them float or sink. I can talk about how I made cars move down ramps and gutters. 	<ul style="list-style-type: none"> I can name and describe a variety of common animals. I can identify differences between day and night. 	<ul style="list-style-type: none"> I can talk about how another environment is different to my own surrounding natural environment. 	<ul style="list-style-type: none"> I can name and describe plants in the school grounds. I can talk about how another environment is different to my 	<ul style="list-style-type: none"> I can name a material I am using and say why I have chosen it. I can talk about properties of a material and say why it is suited for its purpose.



	<p>their distinguishing features.</p> <ul style="list-style-type: none"> I can talk about what I can see when using a mirror. I can compare hand, foot and fingerprints and talk about how they are different, I can talk about how I look after myself and how other people look after me. I can share my likes and dislikes. I know school expectations. I know that I have a history. I know that I live in Stockport, England. 	<ul style="list-style-type: none"> I can talk about how wheels move when I pour sand or water through them. I can talk about how balls bounce. I can describe how objects fall with and without a parachute. I know that the first puppets were on strings, marionette puppets. I can say some of the similarities and differences between toys of the past and today. I can name different points of interest. I know different methods for joining and folding to create models at the creative table. 	<ul style="list-style-type: none"> I can say that snow and ice melt when they get warmer. I know that the world is made up of land and sea. I can say that Hong Kong is in China. I know that Lunar New Year is celebrated in lots of different countries. I can say what is the same and what is different when comparing Hong Kong to Stockport. I can say how I turned junk into a model. I can create representations of sea creatures with identifiable distinguishing features. 	<ul style="list-style-type: none"> I can describe different habitats. I can name and describe animals from different habitats. I can match a variety of animals to their young. I can recall events from our class history. I can name a variety of instruments that I can hear in a piece of music. I can talk about how to care for the creatures in my local environment. I can use a knife safely to prepare food. I can notice and talk about the changes to plants in our outdoor environment. 	<p>surrounding natural environment.</p> <ul style="list-style-type: none"> I know not to damage the living things that I encounter in the natural environment. I can talk about how to stay safe in the sun. I know that a timeline shows us the order of what came first to last. I can identify human and physical features of the countryside, beach and our local area. I can say that a church is holy place for Christian people and a mosque is a holy place for Muslim people. 	<ul style="list-style-type: none"> I can compare and describe how materials change over time and in different conditions. I can name the four seasons of the year in sequence. I can say what clothes I would need for each season. I can talk about different types of weather. I can talk about the living things I see around school during each season. I can talk about the changes I observe when cooking food. I can say that Ghana is a country in West Africa. I can name a variety of animals found in Africa.
Possible Misconceptions	<ul style="list-style-type: none"> Plants only have flowers in the Spring and Summer. Sons look like their fathers and daughters look like their mothers. Adults were never babies. You have to look at something to be able to hear it. England is Stockport. 	<ul style="list-style-type: none"> It always snows in Winter. Animals sleep during Winter. All light objects float and all heavy objects sink. Objects made of the same material will always float or sink. All celebrations are celebrated by everyone. Everything in the past was black and white. 	<ul style="list-style-type: none"> All animals are furry and have four legs. A bee is not an animal because it is an insect. Animals living in soil breathe by coming to the surface. Dragons and other mythical creatures are real animals. Snow is pieces of cloud. 	<ul style="list-style-type: none"> Animals adapt to their surroundings, e.g. a brown bear turns white and becomes a polar bear. Wild animals do not have homes because they do not live in buildings. All babies and young animals are born in Spring. 	<ul style="list-style-type: none"> God controls the weather. Trees are not plants. Trees are not living as they do not seem to change or grow. Weeds are bad for plants. Our school woods in the countryside because it has lots of trees. 	<ul style="list-style-type: none"> It is always hot in Summer. When it is hotter, it is because the Sun is closer. The word material only refers to fabric. All plastic, wood or metal is the same. All of Africa is desert land. It rains to help the plants grow.
Personal, Social and Emotional Development	<p>Look What I Can Do.</p> <ul style="list-style-type: none"> Our class tidy up checklist. Respecting rules. 	<p>How I Feel.</p> <ul style="list-style-type: none"> Loose parts feeling faces. Regulating Reggie. My magic box. 	<p>Working Together.</p> <ul style="list-style-type: none"> How might they be feeling? Show and share. My turn-taking wand. 	<p>Being Safe.</p> <ul style="list-style-type: none"> Staying safe by the road. Staying safe when out and about. Things that are hot. 	<p>My Body.</p> <ul style="list-style-type: none"> Healthy habits. Germ hunt. A balanced diet. My healthy smile. 	<p>Reach for the Stars.</p> <ul style="list-style-type: none"> Going for goal. I can persevere. I believe in me. Building resilience.



	<ul style="list-style-type: none"> Which way should I go? Me and my clothes. 	<ul style="list-style-type: none"> My opinions. 	<ul style="list-style-type: none"> Island rescue: teamwork 	<ul style="list-style-type: none"> Can I eat it? Staying safe online. 		<ul style="list-style-type: none"> I heard the magic word.
Physical Development	<p>Get Set 4 PE. Introduction to PE- Unit 2.</p> <p>The Whole of Me. Empathy – The Owl who Lost her Perch.</p> <p>Outdoor Provision. Learning how to transport and move new equipment safely. Play travelling games. Introduce ‘Smile for a Mile’. Follow chalk paths.</p> <p>Handwriting. Dough disco. Dance with ribbons and scarves. Squiggle while you wiggle.</p>	<p>Get Set 4 PE. Fundamentals- Unit 2.</p> <p>The Whole of Me. Gratitude – Cat and the Wonder of Snow.</p> <p>Outdoor Provision. Play action games – following chalked instructions on the playground. Use the climbing frames, build balancing beams.</p> <p>Handwriting. Pen disco. Dance with ribbons and scarves. Handwriting patterns on dry wipe boards.</p>	<p>Get Set 4 PE. Ball skills- Unit 2.</p> <p>The Whole of Me. Communicate – Meeting the Dolphin</p> <p>Outdoor Provision. Ball games – throwing, catching, football, bats and balls, target games, basketball, swing ball. Bean bag games – throwing catching, balancing, partner games.</p> <p>Handwriting. Bean bag boogie. Dance with ribbons and scarves. Write letters on lined dry wipe boards.</p>	<p>Get Set 4 PE. Gymnastics- Unit 2.</p> <p>The Whole of Me. Confidence – The Mouse and the Forest.</p> <p>Outdoor Provision. Build obstacle courses using large outdoor equipment. Jump from safe heights when using the climbing frames.</p> <p>Handwriting. Dough disco. Body movements to letter shapes. Write letters on lined dry wipe boards.</p>	<p>Get Set 4 PE. Dance- Unit 2.</p> <p>The Whole of Me. Regulate – The Frog who couldn’t Sit Still</p> <p>Outdoor Provision. Use drain pipes to transport water. Ribbons and fabrics to move and dance with outdoors. Move to music outdoors.</p> <p>Handwriting. Pen disco. Body movements to letter shapes. Write letters on lined dry wipe boards.</p>	<p>Get Set 4 PE. Games- Unit 2.</p> <p>The Whole of Me. Listen – A Jungle Adventure</p> <p>Outdoor Provision. Play racing games. Play games and keep a score. Play team games.</p> <p>Handwriting. Bean bag boogie. Body movements to letter shapes. Write letters on lined dry wipe boards.</p>
Mathematics	<p>White Rose supplemented with Master the Curriculum</p> <ul style="list-style-type: none"> Week 1-2, Getting to know you. Week 3-4, Match, Sort and Compare. Week 5-6, Talk about measure and patterns. Week 6-7, It’s me 1, 2, 3. 	<p>White Rose supplemented with Master the Curriculum</p> <ul style="list-style-type: none"> Week 9, Circles and triangles. Week 10-11, 1, 2, 3, 4, 5 Week 12, Shapes with 4 sides. 	<p>White Rose supplemented with Master the Curriculum</p> <ul style="list-style-type: none"> Week 1-2, Alive in 5. Week 3, Mass and capacity. Week 4-5, Growing 6, 7, 8. Week 6-7, Length, height and time. 	<p>White Rose supplemented with Master the Curriculum</p> <ul style="list-style-type: none"> Week 8-10, Building 9 and 10. Week 11-12, Explore 3D shapes. 	<p>White Rose supplemented with Master the Curriculum</p> <ul style="list-style-type: none"> Week 1-2, To 20 and beyond. Week 3, How many now? Week 4-5, Manipulate, compose and decompose. 	<p>White Rose supplemented with Master the Curriculum</p> <ul style="list-style-type: none"> Week 6-7, Sharing and grouping. Week 8-10, Visualise, build and map. Week 11, Make connections. Week 12, Consolidate and apply.
Understanding the World – Science	<p>Making Observations, Recording Evidence - Seasonal Changes</p> <ul style="list-style-type: none"> Explore and measure puddles. 	<p>Making Observations - Seasonal Changes</p> <ul style="list-style-type: none"> Observing the effects of weather. 	<p>Enquiry, Making Observations – Seasonal Changes</p> <ul style="list-style-type: none"> Exploring the states of snow and ice. 	<p>Making Observations, Recording and Presenting Evidence - Seasonal Changes</p>	<p>Asking Questions, Making Observations - Seasonal Changes</p> <ul style="list-style-type: none"> Sun protection. 	<p>Enquiry, Making Observations, Recording and Presenting Evidence - Seasonal Changes</p> <ul style="list-style-type: none"> Naming plants, weather, creatures in the garden



	Making Observations, Enquiry - Humans <ul style="list-style-type: none"> Name body parts and explore and name the five senses. 	Asking Questions, Making Observations, Recording and Presenting Evidence - Forces <ul style="list-style-type: none"> Explore forces through observation and experiments carried out with toys. 	Enquiry, Recording and Presenting Evidence - Animals, Excluding Humans <ul style="list-style-type: none"> Name, describe, draw and classify animals. 	<ul style="list-style-type: none"> New life – matching animals to their young and noticing changes to plants in the outdoor environment. Recording and Presenting Evidence - Living Things and their Habitats (Animal habitat focus) <ul style="list-style-type: none"> Match and sort animals according to their habitats. 	Making Observations, Enquiry - Living Things and their Habitats (Plant focus) <ul style="list-style-type: none"> Growing, observing, naming and finding plants. 	<p>and seasonal changes over the year.</p> Enquiry, Asking Questions, Recording and Presenting Evidence - Materials, including changing materials <ul style="list-style-type: none"> Change the state of materials through cooking. Select and use materials for a purpose and to meet a need.
Understanding the World – History	Similarities and Differences, Cause and Consequence - My History How have I changed since I was a baby? <ul style="list-style-type: none"> Know that we were once all babies. Create a timeline for life events. 	Continuity and Change, Similarities and Differences - Toys and Games How have toys and games changed? <ul style="list-style-type: none"> Investigate puppets and their history. Play playground games from the past. Identify toys that are suitable for babies and those that are not and say why. Make comparisons between toys from the past and toys from today, compare the materials used. 	Significance, Cause and Consequence - Pirates Should we call Grace O'Malley a pirate? <ul style="list-style-type: none"> Discover the main events of Grace O-Malley's life. Learn what happened when Grace met Elizabeth I. Listen to information and look at pictures to discover what it was like to live in that time in the past. 	Similarities and Differences, Significance - Celebrations What are our favourite celebrations each year? <ul style="list-style-type: none"> Name and identify festivals we have celebrated together in school. Name and identify festivals we have celebrated with our families. Recall other events that we have shared together in school. 	Significance, Similarities and Differences - Artists from the past Who were Claude Monet and Vincent Van Gogh? <ul style="list-style-type: none"> Research and learn about the lives of the famous artists. Create a timeline for their art work. 	Similarities and Differences, Cause and Consequence, Continuity and Change - Clothing Why do we wear different clothes at different times of the year? <ul style="list-style-type: none"> Identify, sort and reason clothes that we wear in Spring or Summer. Identify, sort and reason clothes that we wear in Autumn and Winter. Identify, sort and reason clothing that we wear for different times or events in a day or night.
Understanding the World – Geography	Map Work, Location and Place – Our location Where do we live? <ul style="list-style-type: none"> We live in the town Stockport. Our city is Manchester. Our country is England. 	Human and Physical Geography – Travel Where would you like to go? <ul style="list-style-type: none"> Name a point of interest that you would like to travel to. Name what will be seen there, are these things always there or have 	Map work, Location and Place, Human and Physical Geography - Land or sea Where is Hong Kong? <ul style="list-style-type: none"> Find Hong Kong on a world map, compare it where we are in the world. 	Human and Physical Geography - Homes Are all homes the same? <ul style="list-style-type: none"> Make comparison between a variety of different homes from around the world. Make predictions about where in the world a 	Human and Physical Geography - Features Are there any similarities between the plants that can be found at our school and those that can be found in the countryside or at the beach?	Map work, Location and Place, Human and Physical Geography - Comparison How is West Africa different to the UK? <ul style="list-style-type: none"> Learn that Africa is a continent and there are lots of different countries



	<ul style="list-style-type: none"> - England is in the United Kingdom. - Scotland, Northern Ireland and Wales are countries in the UK too. - Create simple maps of journeys to school. 	<p>they been added by people?</p> <ul style="list-style-type: none"> - Use travel brochures, travel guides and the internet as sources for travel research. 	<ul style="list-style-type: none"> - Look at images of buildings from Hong Kong and make comparisons to where we live, Stockport. - Create world maps identifying where Hong Kong is and understanding of when land and sea are. 	<p>photograph of a home could be found, giving reasoning.</p>	<ul style="list-style-type: none"> - Identify and name some physical and human features of our local area, beach setting and countryside setting. - Make comparisons between the three settings. 	<p>within it, learn that Ghana is in West Africa.</p> <ul style="list-style-type: none"> - Find Ghana on a world map. - Look at images of Ghana and make comparisons to where we live, England, Stockport. Look at the colours on the Google Earth as we are looking for Ghana, what do these colours tell us about the landscape?
Expressive Art and Design – Music	<p>Perform, Rhythm and Appreciate.</p> <ul style="list-style-type: none"> • Sing nursery rhymes and accompany with percussion instruments, listening for and playing the rhythm. • Play with the tempo by speeding and slowing the rhythm. • Play with the volume playing and singing loudly and quietly. • Learn to sing and do the actions for the song 1, 2, 3 it's good to be me. • Listen to and identify environmental sounds. 	<p>Perform, Appreciate, Rhythm and Perform.</p> <ul style="list-style-type: none"> • Sing nursery rhymes and accompany with percussion instruments, listening for and playing the rhythm. • Explore the instruments within the song, I am the Music Man, learning the Makaton signs and words. • Listen to and appreciate Pyotr Ilyich Tchaikovsky's, Dance of the Sugar Plum Fairies. 	<p>Appreciate, Perform and Compose.</p> <ul style="list-style-type: none"> • Listen to, appreciate and sing the song Under the Sea, from Disney's Little Mermaid. • Listen to, appreciate and sing Fish are Friends, Not Food, from the production Finding Nemo Junior. • Explore instrument sounds and create and perform music for a Lunar New Year Dragon Parade. 	<p>Perform and Appreciate.</p> <ul style="list-style-type: none"> • Learn to sign and sing spring songs, Mmm Frog and Spring Chicken. • Learn to sing and move to, In and out the Dusty Bluebells. • Listen to and appreciate Beethoven's Symphony number 6, Scene by the Brook. 	<p>Perform, Appreciate, Compose and Rhythm.</p> <ul style="list-style-type: none"> • Listen to and appreciate What a Wonderful World by Louis Armstrong and compare it to Lovely Day by Bill Withers, sharing likes and dislikes. • Using school instrument, create soundscapes for a sunny day and a stormy day. 	<p>Appreciate and Perform</p> <ul style="list-style-type: none"> • Listen to and appreciate traditional West African call and response song – Che Che Kule. • Listen to, appreciate and play tall African drums. • Make drums using a range of materials and explore the different sounds that can be made. • Listen to, appreciate and move to Carnival of the Animals, Part X, The Aviary.
Expressive Arts and Design – Art	<p>Content, Process, Mood and Form.</p> <ul style="list-style-type: none"> • Draw self-portraits, include and name facial features and choose colours to make a close representation. 	<p>Form and Process.</p> <ul style="list-style-type: none"> • Create representations of fireworks for Diwali and bonfire night. • Use clay to collect natural prints and patterns. 	<p>Content, Process and Form.</p> <ul style="list-style-type: none"> • Bubble art and printing. • Drawing and painting sea creatures. • Collage a representation of under the sea. • Draw, paint, collage what can be seen 	<p>Content, Process, Mood and Form.</p> <ul style="list-style-type: none"> • Paint and draw signs of Spring. • Collage representations of houses from around the world. 	<p>Process, Form and Content.</p> <ul style="list-style-type: none"> • Create representation of the countryside, beach and Stockport through collage. • Print patterns with sponges and paint. 	<p>Process, Form and Content.</p> <ul style="list-style-type: none"> • Mix paint and draw jungle animals. • Create representations of a jungle through collage. • Make a West African style mask.



	<ul style="list-style-type: none"> • Draw pictures of family members. • Draw pictures of their own home and rooms within it. • Create finger print bees using ink pads. • Create representations of signs of Autumn – collage with autumnal leaves, rolling conkers, printing with leaves, painting. <p>Art Super Learning Day: Colour – Study the work of Wassily Kandinsky. Focussing on his piece, Colour Study, create our own interpretation of this piece, using poster paint and mixing it as chosen.</p>	<ul style="list-style-type: none"> • Use pastels to create a representation of space. • Study the work of Robert Smithson, create swirls through different forms – autumnal loose parts, construction toys, paint, chalk, drawings, collage, small world animals and people. 	<p>through a submarines port hole window.</p> <ul style="list-style-type: none"> • Create movement sequences for what can be seen in a bucket, dancing with swathes of blue fabric to create water effects. <p>Art Super Learning Day: Texture/ weaving – Study the work of Judith Scott. Collaborative piece - what item can we turn into art through weaving? Individual sea creature weaving.</p>	<ul style="list-style-type: none"> • Use clay to make a model of Bog Baby. • Study the work of Claude Monet and create our interpretations of The Water Lilly Pond, would Bog Baby like to live here? 	<ul style="list-style-type: none"> • Observational drawings of the plants found at school. • Rubbings of trees and leaves to explore pattern and texture. • Create a representation of their dream garden using pastels, felt tips or paint. <p>Art Super Learning Day: Printing – Study the work of Vincent Van Gogh. Focussing on his piece, Sunflowers, create a sunflower using the method of printing with paint.</p>	<ul style="list-style-type: none"> • Create a representation of a rainforest in the day and at night. • Study Claude Monet's collection of sunset paintings. Recognise that we have studied some of his work before. Create our own version of a silhouette landscape of an African safari.
Expressive Arts and Design – Design Technology	<p>Design, Make, Evaluate, Technical Knowledge.</p> <ul style="list-style-type: none"> • Plan a construction project as a group and work collaboratively to complete it. • Tear and cut up images, prints and patterns, and words to create a collage. • Make a bee with movable wings – using a flap technique. • Make a bee mask. 	<p>Design, Make, Evaluate, Technical Knowledge.</p> <ul style="list-style-type: none"> • Make a free-standing representation of Diya lamp using card. • Junk model a rocket. • Make stick puppets. • Create a free-standing model of a rabbit. • Design and make simple toys. • Make paper aeroplanes. <p>DT Super Learning Day: Structures – Build a new house for Hansel and Gretel to live in.</p>	<p>Design, Make, Evaluate, Technical Knowledge.</p> <ul style="list-style-type: none"> • Make models of sea creatures. • Make a bucket. • Build a representation of under the sea. • Make a shark fin to wear. 	<p>Design, Make, evaluate, technical knowledge, Cooking and Nutrition</p> <ul style="list-style-type: none"> • Make binoculars. • Make puppets to retell stories. • Build a habitat for animals outside using items such as logs, sticks, stones, mud and leaves. <p>DT Super Learning Day: Food – Use the Three Little Pigs large cooking pot to make a vegetable stew.</p>	<p>Design, Make, Evaluate, Technical Knowledge, Cooking and Nutrition.</p> <ul style="list-style-type: none"> • Build a water spout for Incy Wincy (L'araignee Gipsy). • Build representations of homes and gardens. • Design a healthy plate that contains a representation of the different food groups. 	<p>Design, Make, Cooking and Nutrition, Technical Knowledge, Evaluate.</p> <ul style="list-style-type: none"> • Make tropical fruit kebabs. • Cooking - explore changing states in science lessons – toasting bananas, stewing rhubarb, roasting pineapple. • Make animal stick puppets to tell a story. • Junk model a drum. • Use threading and needle work to make a representation of a traditional Maasai necklace.



						DT Super Learning Day: Textiles – Design, make and evaluate a new cape for little red riding hood.
Modern Foreign Languages - French	Language Angels – Les Salutations Children will learn to: <ul style="list-style-type: none"> Greet people in French. Say, “Goodbye,” in French. Say, “My name is..” in French. Say, “See you later,” in French. 	Language Angels – Les nombres Children will learn to: <ul style="list-style-type: none"> Say numbers 1-5 in French. Say numbers 6-10 in French. Count from 1-10 in French. 	Language Angels – Sous l’océan Children will learn to: <ul style="list-style-type: none"> Say some sea creature names in French. 	Language Angels – Les couleurs Children will learn to: <ul style="list-style-type: none"> Say five colours in French. Remember and say five colours in French. 	Language Angel – Comptines et chansons Children will learn to: <ul style="list-style-type: none"> Sing Incy Wincy Spider (L’araignee Gipsy) in French. 	Language Angels – Dans la jungle Children will learn to: <ul style="list-style-type: none"> Say some jungle animal names in French.
Computing	e-Safety- <ul style="list-style-type: none"> Learn to be kind to friends when we are using devices, sharing devices and using kind words. Learn rules for looking after equipment and ourselves when using technology devices. Digital Literacy- <ul style="list-style-type: none"> Use simple software on the interactive whiteboard and ipads to make something happen. Technology in our lives- <ul style="list-style-type: none"> Use technology within the role play areas – non-working telephones, mobile phones, cameras, washing machine, cooker, microwave. Learn to operate the everyday equipment in the classroom – switching on the interactive whiteboard, switching lights on and off, taking photos on an ipad. Multimedia- <ul style="list-style-type: none"> Complete tasks on the interactive whiteboard that require them to use touchscreen to complete a task. 		e-Safety- <ul style="list-style-type: none"> Explore using the internet to find answers or photos to support learning with adult support. Learn to tell an adult when something worrying or unexpected happens while I am using the Internet. Digital Literacy- <ul style="list-style-type: none"> Use the floor robots and make them move to a specific target. Problem Solving and Creativity- <ul style="list-style-type: none"> Use a simple program to create shapes and text on a screen. Take photographs and record explanations of learning to share with others. Handling Data- <ul style="list-style-type: none"> Know of and tell other about different kinds of information such as pictures, video, text and sound. 		e-Safety- <ul style="list-style-type: none"> Know about and begin to be able to make healthy choices when considering the amount of time spent using a computer/ tablet/ game device. Digital Literacy- <ul style="list-style-type: none"> Make informed choices about the buttons and icons pressed, touched or clicked on to achieve an end goal using simple program. Technology in our lives- <ul style="list-style-type: none"> Use an internet-based music game safely on an ipad. Carry out research using the internet and ipads, taking screen shots of what has been found. Handling Data- <ul style="list-style-type: none"> Tell others about the things learnt from carrying out research on the internet. 	
Understanding the World - Religious Education	Syllabus Where do we belong? <ul style="list-style-type: none"> What groups do we belong to? How are babies welcomed into a Christian or Muslim family? 	Syllabus Which times are special and why? <ul style="list-style-type: none"> What special times have you had? What happens at Sukkot and why? 	Syllabus Which people are special and why? <ul style="list-style-type: none"> Why are some people special? What story do Sikhs tell about a special person? 	Syllabus Which stories are special and why? <ul style="list-style-type: none"> What stories do you know that are special to Christians? What stories do you know that are special to Muslims? 	Syllabus Which places are special and why? <ul style="list-style-type: none"> Where is special to me? Where is a special place for Christians to go? Where is a holy place for Muslims to go? 	Syllabus What is special about our world? <ul style="list-style-type: none"> What are your favourite things about nature? What story do Christians tell about the creation of the world?



	Celebrations – <ul style="list-style-type: none"> • Rosh Hashanah – Judaism • Sukkot - Judaism • Diwali - Hinduism 	<ul style="list-style-type: none"> - What story do Hindu people remember at Diwali? Celebrations – <ul style="list-style-type: none"> • Hanukkah – Judaism • Diwali - Hinduism • Christmas day – Christianity • Bonfire Night – Great Britain • Remembrance day 	<ul style="list-style-type: none"> • What story shows Jesus being a friend and caring for others? Celebrations – <ul style="list-style-type: none"> • Lunar New Year - Chinese/ Vietnamese/ Korean/ Mongolian/ Tibetan • Burns Night - Scotland 	<ul style="list-style-type: none"> - What are the similarities and differences between different people's special stories? Celebrations – <ul style="list-style-type: none"> • Shrove Tuesday/ Pancake day – Christianity • Lent - Christianity • St Patrick's day – Ireland • St David's day – Wales • St George's day - England • Nowruz – Iranian New Year • Holi - Hinduism • Easter - Christianity • Ramadan Eid-Al-Fitr - Islam 	Celebrations – <ul style="list-style-type: none"> • Whitsun – Christianity 	<ul style="list-style-type: none"> - What story do Muslim people tell about God's creation? Celebrations – <ul style="list-style-type: none"> • Eid-Al-Adha – Islam
Woodland Links	<ul style="list-style-type: none"> • Make and follow maps of the woods. • Explore the woods and share what they favourite part of the woods is. 	<ul style="list-style-type: none"> • Feed the birds. • Set up a wildlife camera. • Learn bird names. 	<ul style="list-style-type: none"> • Scavenger hunts. completing checklists. • Building dens to provide us with shelter. 	<ul style="list-style-type: none"> • Experiment with different foods for the birds, which one will they prefer? Seeds, cereal, or fruit. • Build a bird hide. 	<ul style="list-style-type: none"> • Build a footprint tunnel for the school woods, compare footprints to wet and dry food being left out. • Finding and naming the plants on the school grounds. 	<ul style="list-style-type: none"> • Minibeast hunts. • Build a minibeast hotel. • Releasing ladybirds.
Family Links	<ul style="list-style-type: none"> • Family photos brought into school to help create a sense of belonging through a family display. • Welcome evening for parents, supporting understanding in what and how we teach in Reception. 	<ul style="list-style-type: none"> • Family walk to the local toy museum to support our learning in History. • Photos of parents as babies and children with their favourite toys to support our learning in History. • Families celebrating the religious or cultural celebrations invited to join in with our festivities. 	<ul style="list-style-type: none"> • Family walk to the library to set up library accounts for the children and begin to create a love of reading. • Families celebrating the religious or cultural celebrations invited to join in with our festivities. • Families invited to share their experiences of Hong Kong. 	<ul style="list-style-type: none"> • EYFS profile evening for parents, supporting parents in understanding end of year assessments. • Easter Bonnet parade. • Families celebrating the religious or cultural celebrations invited to join in with our festivities. 	<ul style="list-style-type: none"> • Families celebrating the religious or cultural celebrations invited to join in with our festivities. • Families invited to share their experiences of the beach or countryside. • Whole school parents evening. 	<ul style="list-style-type: none"> • Reception assembly for parents. • Sports Day. • Families celebrating the religious or cultural celebrations invited to join in with our festivities. • Families invited to share their experiences of Ghana.



VERNON PARK PRIMARY SCHOOL

		<ul style="list-style-type: none">• Whole school parents evening.				
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