



# Curriculum Booklet Reception

## 2025/ 2026



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## **1. Welcome from the Headteacher**

Heathcote is an exceptionally warm and friendly place to learn where excellence is at the heart of all we do. Working as a team we foster a love of lifelong learning whilst at the same time encouraging all our community to be curious, appreciative and respectful towards the world around them. Every child will develop and celebrate their love of learning without boundaries, ensuring that they fulfil their potential.

As a small, friendly and happy school we are proud of the warmth, tolerance and individualised learning every pupil receives. Each day every member of our staff seeks to make a difference to the lives of our children. Our mission is to ensure that every pupil recognises their own self-worth and through their school journey they build character, confidence and compassion as well as a solid academic foundation. Determination, resilience and endurance will be instilled in all of our community.

This curriculum booklet is designed to provide you with information about Reception and explain what and how your child will be learning this year.

During your child's time in Reception they will undertake a range of learning experiences, enabling them to become happy, confident and keen learners.

This booklet contains a curriculum overview which outlines the content of each subject for the academic year as well as your child's class and homework timetables. I hope you find this document useful and informative. Thank you for taking the time to read it.

**Mrs Samantha Scott, MEd Cantab.**

**Headteacher**

**Heathcote Preparatory School & Nursery**

## **2. Welcome to Reception**

I am pleased to welcome you and your child to our warm, caring and stimulating Reception class where your child's learning journey will grow throughout the year. Our positive, close relationships and range of learning activities and environments will help each individual Reception child to achieve their very best at the start of their first year at Heathcote

We believe that every child is an individual with their own unique needs and should feel happy, safe and secure in order to give them the very best start to their school life.

Reception class is a place where children can feel comfortable and included, developing friendships and learning skills that will stay with them throughout their years at school. As a school, Heathcote provides children with opportunities and experiences that benefit all areas of learning, taking into view their individual learning journey and their development goals, such as specialist teaching, on-site facilities, integrated learning with older year groups and many more.

In Reception, it is still vital for children to engage in learning through play; building relationships, developing self-awareness and self-confidence, building a developed vocabulary, being imaginative and many others across all the prime and specific areas of development. We believe that providing children with the time and space to engage in such learning activities will allow them to apply new skills, challenge themselves and respect each other as individuals. It is important that, in Early Years, children are provided with continuous provision for learning through play as well as introducing more structure into their day including Music, P.E, French and Computing lessons. We support children's reading and writing with daily phonics activities as well as maths sessions and topic activities, ensuring we plan to each child's ability and continuously support children's next steps and goals.

Heathcote is more than just a school and all the children here are part of a school family.

Reception class integrate with older children and classes, building on those lasting friendships and challenging their learning. We believe that working as a team is vital to our learning throughout our lives and Reception strives for children to enjoy and achieve. We are pleased that your child is joining our Reception class and we are excited to be a part of your child's learning journey.

***Mrs Moule***

*Reception Form Teacher*

### 3. The School Day-

8.30 am	Children arrive and go to classrooms
8.40am	Registration and welcome activities
8.45am	ERIC (Everyone Reading In Class)
9.10 am	Lesson 1
9.55 am	Lesson 2
10.40am	Break and tuck
11.00 am	Lesson 3
11.45 am	Lesson 4
12.30 pm	Lunch
1.30 pm	Lesson 5
2.15 pm	Lesson 6
3.00pm	Singing Assembly/house assembly/form time/free play/drawing club/story time
3.30pm	End of school day

#### 4. Equipment List

Please ensure that your child brings the following to school:

- Wear a named PE Kit and trainers to school on **Tuesday** and **Wednesday**
- Please can children come to school wearing school uniform but bring PE kit for Outdoor learning on **Fridays** in a separate bag. Weather-appropriate clothing are also required on this day please. Named wellies can be kept in school.
- Plimsolls (Named- black or white) to stay in class for indoor activities.
- Named water bottle every day
- Named healthy tuck that will fit in children's draw.
- Coat, scarf, hat and gloves in Winter months.
- Named sun cream and sun hat when applicable (can be kept in draws)
- Reading record and reading book in bag every day.

**Please ensure everything is clearly labelled. We will try our best to return every item.**

## 5. Class Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
1	Maths	Maths	Maths	French	Maths
2		P.E	PSED	Maths	Phonics
3	Phonics	Phonics	Phonics	Phonics	Outdoor Learning
4	Performing arts	Handwriting	PE	ICT	
5	Expressive Arts and Design	Understanding the World	Communication language and literacy	Show and tell session/ Drawing club	Free Flow
6				Free play	Whole School Assembly

As you will see above, Reception class have a more structured timetable, including specialist subjects such as Music, PE and French. The children also have additional opportunities for learning such as Outdoor Learning sessions and computing lessons.

Reception children are also given time for continuous provision, where a variety of activities are set up for children to engage in, covering all areas of development in order to support their independent learning and learning through play.

## **6. Home learning activities to support your child's development**

In Early Years, children's holistic development is supported through consistent links between home and school learning environments. It is important to every child's academic progress that adults take an active role in their home learning. A good home learning environment is created through:

1. Daily reading and phonics activities such as letter matching, odd one out initial sound games, bingo games and many more.
2. Shared story time/ additional reading and exploration of a range of texts in order to build a good comprehension by talking about stories, discussing pictures, anticipating what might happen next and exploring the feelings of the characters.
3. Talking and listening: good conversations help children develop their language skills, build on the breadth of their vocabulary and to encourage reasoning through talk.
4. Sharing and talking through every day activities such as preparing food, bath times, walks, shopping, travelling, meal times and playing.
5. Asking your child open-ended questions: exploring and expressing their thoughts and ideas develops children's vocabulary, which is vital to their communication and language development. Adults can support this by asking open-ended questions such as "What do you think?" and "What would you like to happen next?" as a means to fully exploring children's vocabulary, thoughts and preferences.
6. Counting skills through daily activities such as counting stairs, jumps, claps, spoonful's, toys as they're put away and so on! Exposing children to counting from 1 - 10 in sequence will support their mathematics development and skills.
7. Having lots of fun and exploring!



## 7. Assemblies

Assemblies are an important part of our school curriculum. Through our assemblies we recognise and celebrate our pupils' achievements. On Fridays in our celebration assembly, children receive awards and certificates.

Furthermore, our assemblies contribute to the Spiritual, Moral, Social and Cultural (SMSC) and British Values experiences and development of the children. Our assemblies are planned to cover a range of different elements over the school year. We recognise and celebrate key festivals and celebrations from different religions. We also incorporate aspects of Personal, Social, Health and Relationships Education (PSHRE) over the year, through our Values based education programme. Assemblies often kick start these 'values' and then permeate our curriculum, discussions and focus each month. Each term children get to perform a class assembly linked to the value of the month.

This year's programme is as follows:

Month	Value
September	Perseverance
October	Unity
November	Sharing
December	Truth
January	Integrity
February	Appreciation
March	Open-Minded
April	Trustworthiness
May	Trust
June	Democracy
July	Morality

## **8. Parents' Consultation Evenings**

Parent consultation evenings take place twice a year; once in the Autumn term and once in the Spring term. At these meetings parents have the opportunity to discuss their child's progress with the form teacher. Additionally, we hold work sharing before parent consultations.

## **9. Reports**

Reports are issued each term to indicate the age-range that each child is working according to the Development Matters Document for Early Years. A full report with detailed teacher comments about your child's progress and attainment is issued at the end of the Summer term.

## **10. Assessments**

Reception children will be continually assessed against the Development Matters framework in the Early Years Foundation Stage (EYFS) curriculum. Individual observations and progress will be recorded through the online Early Years' assessment tool, Tapestry. Parents own comments and observations are welcomed and highly valued on Tapestry. Reception children will all have an end of year profile to record their progress and development throughout the whole year.

## **11. Subject Overviews**

On the following pages you will find a summary of each area, the topics to be studied and the key skills that will be focused upon during the academic year.

The **EYFS Curriculum** has seven areas of learning, 3 prime and 4 specific. Within each area are different strands leading to 17 Early Learning Goals.

### **Three Prime Areas**

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development

### **Four Specific Areas**

1. Literacy
2. Mathematics
3. Understanding the World
4. Expressive Arts and Design

## **11.1. Communication, Language & Literacy Development**

### **11.1.1. Read, Write Inc. Phonics**

Children follow a phonics programme called Read Write Inc. (RWI). This is an inclusive literacy programme based on synthetic phonics. Synthetic phonics is the ability to convert a letter or group of letters (graphemes) into sounds (phonemes) that are then blended together into a word. Pupils in Nursery to Year 1 take part in Read, Write Inc. sessions daily. The children are introduced to the graphemes and phonemes (letters and sounds) necessary to become confident, independent readers and writers.

The children are regularly assessed to establish their proficiency in phonics and grouped accordingly. In their allocated group, our pupils will practise set sounds each week through Read Write Inc. activities, ranging from pure sounding to segmenting and blending and reading words at speed. Every day, children will also read words that include both the weekly sounds and "the red words" (also known as "tricky words"). By the time they leave Year Two, most children will have successfully completed all levels of the scheme and will have a secure knowledge and understanding of essential literacy skills.

The programme of study begins in Early Years with simple set 1 sounds, sound box activities, role play and early handwritten letter formation. The next stage involves simple ditties, blending sounds and further written tasks. As the children progress through the scheme, more complicated texts, comprehension and grammar exercises are introduced. The complex speed sounds and the study of "red words" (words that do not follow the usual phonic rules) complete the scaffolding that supports the children in their reading and writing tasks.

#### **Reading-** Pupils will:

- Learn the 44 sounds and the corresponding letters using simple picture prompts.
- Learn to read words using sound blending.
- Read lively rhymes and stories featuring words they have learned to sound out.
- The children will bring home books or activities each week, pitched at an appropriate level.

#### **Writing-** Pupils will:

- Learn to write the letters which represent the 44 sounds (correct formation and orientation).
  - Learn to write words by saying the sounds and using the correct graphemes.
  - Write simple sentences.
  - Compose stories based on simple picture strips.
  - Learn simple editing skills.
  - Be given opportunities to write for different purposes.
- Learn to spell frequently used words.

- Each week the children will have further literacy sessions as a class. This provides opportunities to explore additional texts, stories and rhymes from a wide range of genre.

### 11.2. Long Term Plan for Literacy

	Autumn One	Autumn Two
Unit title <b>Superheroes!</b>	<p><b>'10 little superheroes'</b> Children will create labels and captions using the text to re-create the story.</p> <p><b>'Patcho and Pigeon: Dynamo duo'</b> - Using vocabulary and forms of speech that are increasingly influenced by their experiences of books. Children will use language to imagine and recreate roles and experiences in play situations.</p> <p><b>'Supertato'</b> - The children will be learning the story off by heart, engaging in drama activities and adapting the characters and settings to create their own version using the story structure.</p> <p><b>'A superhero like you!'</b> - The children will respond to the text, giving explanations and reasons for their thoughts. They will make links to other areas of their learning.</p> <p><b>Poetry</b> To find superhero related poetry to read with children.</p> <p><b>Phonics-</b> Read, Write, Inc- Set 1 sounds</p>	<p><b>'There's a superhero in your book!'</b> - Writing simple descriptive words, sounding out and writing sounds in the correct order. Extending vocabulary. Children try to write clearly definable letters to communicate meaning.</p> <p><b>'Super worm'</b> - Children begin to understand the purpose of segmenting for writing and use their prior knowledge of letter sounds and formation to write simple words. Children say aloud and follow the rules of how to write a word or sentence.</p> <p><b>'How to be a superhero'</b> - The children will discuss the terms 'author' and 'illustrator'. They will answer a range of questions about the text. The children will practice writing CVC words: cat, fox, bin and tricky words.</p> <p><b>'Supertato- carnival catrasto-pea'</b> children will be learning the story off by heart, engaging in drama activities and adapting the characters and settings to create their own version using the story structure.</p> <p><b>'Stick man'</b> This is a Christmas literature to focus on learning the characters and story and rhymes off by heart. Also use props to act out the story.</p> <p><b>Phonics</b> Read, Write, Inc- Set 1 sounds</p>
Assessments/ Tasks	Ongoing assessment using Tapestry against Development Matters document.	Ongoing assessment using Tapestry against Development Matters document. Statutory EYFS assessment against Early Learning Goals.

	Spring One	Spring Two
Unit title <b>Let's explore London!</b>	<p><b>'Katie in London'</b>- Children will learn about London. They will then retell the story using and making props, bringing it to life and then innovate their own versions.</p> <p><b>'The Tower Bridge Cat'</b>- The text will reinforce story-telling skills, develop children's vocabulary and understanding of sentence structure. Children will write key words and simple sentences from the story.</p> <p><b>'You can't take an elephant on the bus!'</b>Children to recite key parts of the story learnt. They name and label features and/or sentences.</p> <p><b>Poetry</b> <b>'Oi Frog'</b> – Children listen to the poem and move like frogs and animals from the text. Gather ideas to write our own class poems and identify and write key rhyming words.</p> <p><b>Phonics</b> Read, Write, Inc- Set 1/2</p>	<p><b>'Naughty bus'</b>- Children respond to the text giving own thoughts and opinions. Children will create their own Naughty bus story writing simple sentences.</p> <p><b>'Ron the royal guard'</b>- Use story as stimulus for writing about London. Children will describe and write simple phrases using key words from the text.</p> <p><b>'A Year in Nature: A Carousel Book of the Seasons'</b>- Children will Write simple descriptive words and sentences with extending vocabulary about the seasons we have. Children to create a simple fact file.</p> <p><b>'Peppa pig goes to London'</b> We will read the story together, relating to the characters we already know. We will write key words from the text using our phonic knowledge.</p> <p><b>Phonics</b> Read, Write, Inc- Set 1/2</p>
Assessments/ Tasks	Ongoing assessment using Tapestry against Development Matters document.	Ongoing assessment using Tapestry against Development Matters document. Statutory EYFS assessment against Early Learning Goals.
	Summer One	Summer Two
Unit title <b>Pesky Pirates!</b>	<p><b>'Pirates love underpants'</b>- Children retell the story verbally using a growing vocabulary and through small world play. Children write a character description of their choice.</p> <p><b>'10 little pirates'</b>- Children use talk to organise, sequence and clarify thinking. Children use their phonic knowledge to describe and create their own pirate.</p>	<p><b>'The pirates next door'</b>- Children learn about speech bubbles, thought bubbles and writing in the first person using 'I'. Children explore capital letters.</p> <p><b>'The Rhyming Rabbit'</b> - Children to identify rhyming words and rewrite the poem thinking of other animals the rabbit could visit.</p> <p><b>'Captain sparklebeard'</b> - Children use talk to</p>

	<p><b>‘Jakes first day’</b>- Children identify onomatopoeia within the text and use to label pictures from the story.</p> <p><b>‘Pirate Pete has smelly feet’</b>– Writing key facts and information about pirates, ships, life at sea and the work they do.</p> <p><b><u>Poetry</u></b> <b>‘The Book of fantastic first poems’.</b> Children begin to understand rhyme and enjoy listening to a variety of texts.</p> <p><b><u>Phonics</u></b> Read, Write, Inc- Set 2/3</p>	<p>organise, sequence and clarify thinking. Children create their own captain, complete with their chosen accessories.</p> <p><b>‘Captain Flinn and the pirate dinosaur’</b> - Children to write lists of characters and objects in the story. They extend their vocabulary, especially by grouping and naming and exploring the meaning and sounds of new words.</p> <p><b><u>Phonics</u></b> Read, Write, Inc- Set 2/3</p>
Assessments/ Tasks	Ongoing assessment using Tapestry against Development Matters document.	Ongoing assessment using Tapestry against Development Matters document. Statutory EYFS assessment against Early Learning Goals.

### 11.3. Personal, Social & Emotional Development

	Autumn One	Autumn Two
Unit title <b>Superheroes!</b>	<b><u>Building Relationships</u></b> <ul style="list-style-type: none"> <li>Recognise their uniqueness</li> <li>Feel good about themselves</li> <li>Know personal likes, dislikes and preferences</li> <li>Recognise, name and own everyday feelings such as happy, sad, cross, worried, etc</li> <li>Know some of the things that can cause different feelings</li> <li>Taking turns, working and playing cooperatively</li> <li>Understand classroom rules and routines, including personal hygiene</li> <li>Learn about some of the school rules</li> </ul>	<ul style="list-style-type: none"> <li>Say why someone is special to them</li> <li>Recognise ways in which their family/carer is special</li> <li>Recognise what they are good at from what others tell them</li> <li>Show a willingness to care about others, showing sensitivity to their own needs.</li> <li>Learn when to say “<i>Thank you</i>” and “<i>Sorry</i>”.</li> <li>Form positive attachments to adults.</li> <li>Form friendships with peers.</li> </ul>
Assessments/ Tasks	Ongoing assessment using Tapestry against Development Matters document.	Ongoing assessment using Tapestry against Development Matters document.
	Spring One	Spring Two
Unit title <b>Let’s explore London!</b>	<b><u>Managing self</u></b> <ul style="list-style-type: none"> <li>Learn that bullying is not acceptable</li> <li>Learn to co-operate by taking turns and joining in</li> <li>Join in and enjoy a range of activities</li> <li>Making simple choices between activities</li> <li>Know what they enjoy and what they are good at</li> </ul>	<ul style="list-style-type: none"> <li>Develop an awareness of their own needs, views and feelings.</li> <li>Learn traditional Stories and songs. <ul style="list-style-type: none"> <li>Talk about festivals and celebrations from other countries and the need to respect these</li> </ul> </li> <li>Learn to say ‘hello’ in different languages.</li> <li>Manage their own basic hygiene and personal needs.</li> </ul>
Assessments/	Ongoing assessment using	Ongoing assessment using Tapestry



Tasks	Tapestry against Development Matters document.	against Development Matters document.
	Summer One	Summer Two
Unit title  <b>Pesky Pirates!</b>	<b><u>Self-Regulation</u></b> <ul style="list-style-type: none"> <li>• Knowing the people who look after them and their different roles and responsibilities</li> <li>• Knowing the people who help others in society and their importance/role</li> <li>• Road safety</li> <li>• Caring for each other</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn and practice skills for maintaining personal hygiene</li> <li>• Know the importance of healthy food choices.</li> <li>• Being proud of their body and enjoy what it can do</li> <li>• Learn the names of the main parts of the body</li> <li>• Think about being well and being unwell</li> <li>• Be confident to try new activities showing independence, resilience and perseverance's with challenges.</li> </ul>
Assessments/ Tasks	Ongoing assessment using Tapestry against Development Matters document.	Ongoing assessment using Tapestry against Development Matters document. Statutory EYFS assessment against Early Learning Goals.



#### 11.4. Mathematics Development

This year, we will continue to use our Mathematics scheme called 'White Rose'. This scheme follows a mastery approach which focuses on creating a deeper understanding of the curriculum and ensuring that all pupils are challenged appropriately. The aim of this scheme is to ensure that all children develop a long-term, deep and flexible understanding of Mathematics. In Reception, there is a heavy focus on developing number sense as secure understanding of number is essential to be successful in elements of the Maths curriculum in future years. It follows the National Curriculum objectives through 'blocks' of learning, as outlined below.

Autumn	Getting to Know You	<u>Match, Sort, Compare</u> <ul style="list-style-type: none"><li>Match pictures and objects</li><li>Sort objects</li><li>Explore sorting_</li></ul>	<u>Talk about Measure and Patterns</u> <ul style="list-style-type: none"><li>Compare size, mass, capacity</li><li>Explore pattern</li><li>Continue pattern</li></ul>	HALF TERM	<u>It's Me, 1, 2, 3</u> <ul style="list-style-type: none"><li>Represent 1,2 and 3</li><li>Subitise 1,2 and 3</li><li>1 more</li><li>1 less</li><li>Composition</li></ul>	<u>Circles and Triangles</u>	<u>1,2,3,4,5</u> <ul style="list-style-type: none"><li>Subitise</li><li>Represent</li><li>Composition</li></ul>	<u>Shapes with 4 sides</u>
Spring	<u>Alive in 5</u> <ul style="list-style-type: none"><li>Introduce zero</li><li>Find 0-5</li><li>Subitise, represent, compose</li></ul>	<u>Mass and Capacity</u> <ul style="list-style-type: none"><li>Compare mass</li><li>Balancing</li><li>Explore capacity</li><li>Compare capacity</li></ul>	<u>Growing 6, 7, 8</u> <ul style="list-style-type: none"><li>Represent 6,7 and 8</li><li>Make pairs</li><li>Doubles to 8</li><li>Combine groups</li></ul>	HALF TERM	<u>Length, Height and Time</u> <ul style="list-style-type: none"><li>Explore length and height</li><li>Compare length and height</li><li>Order time</li><li>Sequence events</li></ul>		<u>Building 9 and 10</u> <ul style="list-style-type: none"><li>Compare numbers to 10</li><li>Number bonds to 10</li><li>Make arrangements to 10</li><li>Doubles to 10</li></ul>	
Summer	<u>Explore 3D shapes</u>	<u>To 20 and beyond</u> <ul style="list-style-type: none"><li>Build numbers</li><li>Continue patterns beyond 10</li><li>Verbal counting</li><li>Counting patterns</li></ul>	HALF TERM	<u>How many now?</u> <ul style="list-style-type: none"><li>Add more</li><li>Take away</li></ul>	<u>Manipulate, Compose and Decompose</u> <ul style="list-style-type: none"><li>Rotate shapes</li><li>Build shapes</li><li>Copy shapes</li></ul>	<u>Sharing and Grouping</u> <ul style="list-style-type: none"><li>Sharing</li><li>Even grouping</li><li>Odd grouping</li><li>Doubles</li></ul>	<u>Visualise, Build and Map</u> <ul style="list-style-type: none"><li>Identify repeating patterns</li><li>Continue patterns</li><li>Visualise</li><li>Describe positions</li><li>Give instructions</li><li>Explore maps</li></ul>	

### 11.5. Understanding the World

	Autumn One	Autumn Two
Unit title <b>Superheroes</b>	<ul style="list-style-type: none"> <li>Floating and sinking investigation</li> <li>Create playdough superhero powers.</li> <li>Superhero costumes</li> <li>Learn about the world</li> <li>In house Superhero workshop visit</li> <li>Describe seasonal change (Autumn to Winter)</li> <li>Superhero fancy dress day</li> </ul>	<ul style="list-style-type: none"> <li>Discuss doctors and nurses</li> <li>Learn all NHS workers and people who help us (Real life superheroes!)</li> <li>Virtual visit day from Superheroes.</li> <li>Design own superhero powers.</li> <li>Identify human and natural features</li> <li>Learn about the Gunpowder plot and discuss fireworks.</li> <li>The birth of Jesus and the Christmas story</li> </ul>
Assessments/ Tasks	Ongoing assessment using Tapestry against Development Matters document.	Ongoing assessment using Tapestry against Development Matters document.
	Spring One	Spring Two
Unit title <b>Let's explore London!</b>	<ul style="list-style-type: none"> <li>Learn about London</li> <li>Butterfly life cycle</li> <li>Look at transport in and around London</li> <li>St Valentine</li> <li>Describe seasonal change (Winter to spring)</li> <li>Potential visit to 'London'.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and look at London Landmarks.</li> <li>Visit local allotment to see how we grow things.</li> <li>Learn about the Royal family</li> <li>Invite a speaker in to talk to us about London.</li> <li>Make a mini map of London.</li> </ul>
Assessments/ Tasks	Ongoing assessment using Tapestry against Development Matters document.	Ongoing assessment using Tapestry against Development Matters document.
	Summer One	Summer Two
Unit title <b>Pirates!</b>	<ul style="list-style-type: none"> <li>Discuss, read, write and learn about pirates.</li> <li>Visit Maldon prom pirate ships play area and have a boat trip.</li> <li>Learn about different types of pirates</li> <li>Learn about different coins/treasure.</li> <li>Design a boat for a pirate.</li> </ul>	<ul style="list-style-type: none"> <li>Compare pirate costumes</li> <li>Investigate locks and keys</li> <li>Investigate forces- push and pull</li> <li>Learn key facts about pirates.</li> <li>Can the children identify and describe pirates.</li> <li>Design a pirate costume.</li> <li>Take part in a 'pirate' themed day.</li> </ul>
Assessments/ Tasks	Ongoing assessment using Tapestry against Development Matters	Ongoing assessment using Tapestry against Development Matters document.

document.

Statutory EYFS assessment against Early Learning Goals.

## 11.6. Expressive Arts and Design

	Autumn One	Autumn Two
Unit Title	<b>Termly musical Focus:</b> Singing and Performance -Sing and play a variety of rhythm instruments - Move responsively to music (marching, walking, hopping, swaying, etc.). Discriminate between fast and slow. -Sing songs from memory and rehearse and perform with others. -Sing as a group to perform to an audience with confidence. -Sing unaccompanied, accompanied and in unison.	<b>Art and Crafts</b> <ul style="list-style-type: none"> <li>• Design your own superhero powers.</li> <li>• Firework songs and rhymes.</li> <li>• Icing biscuits</li> <li>• Superhero marbling</li> <li>• Christmas cards and crafts</li> <li>• Salt dough Christmas decorations</li> </ul>
<b>Superheroes!</b>	<b>Art and Crafts</b> <ul style="list-style-type: none"> <li>• Designing our own superheroes</li> <li>• Making Masks</li> <li>• Making capes</li> <li>• Hand prints</li> <li>• Superheroes</li> <li>• Finger painting</li> <li>• Harvest songs</li> </ul> <b>Termly Role Play Focus</b> Children will be learning stories, rhymes and poems by heart, engaging in drama activities and adapting the characters and settings to create their own version using the story structure.	<b><u>Being Imaginative and Expressive</u></b>  Sing a range of well-known nursery rhymes and songs.
Assessments/ Tasks	Ongoing assessment using Tapestry against Development Matters document.	Ongoing assessment using Tapestry against Development Matters document.

	Spring One	Spring Two
Unit title  <b>Let's explore London!</b>	<p><b>Termly musical Focus:</b> Listening and Understanding -Recognise the following instruments by sight and sound: A Guitar, a Piano a Trumpet, a Flute, a Violin and a Drum. - Recognise a steady beat and that some beats have accents, and short and long sounds. Composing and Performing -Begin to play a steady beat on a range of percussion instruments and the recorder. -Discriminate between obvious differences in pitch, and between loud and soft.</p> <p><b>Art and Crafts</b></p> <ul style="list-style-type: none"> <li>• History</li> <li>• Create a Junk model of a London Landmark</li> <li>• Flag painting</li> <li>• Chinese new year celebrations</li> </ul> <p><b>Termly Role Play Focus</b> Children will be learning stories by heart, engaging in drama activities and adapting the characters and settings to create their own version using the story structure.</p>	<p><b>Art and Crafts</b></p> <ul style="list-style-type: none"> <li>• Create and make a big red bus.</li> <li>• Paint a picture of London.</li> <li>• Design, <u>colour</u> and create an item of their choosing.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Easter Cards</li> </ul> <p><b><u>Being Imaginative and Expressive</u></b></p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>
Assessments/ Tasks	Ongoing assessment using Tapestry against Development Matters document.	Ongoing assessment using Tapestry against Development Matters document.

	Summer One	Summer Two
Unit title  <b>Pesky Pirates!</b>	<p><b>Termly musical Focus-</b> Listening and Understanding - Discriminate between fast and slow. Revision of recognising instruments by sight and sound. Musical Focus: Singing and Performance -Sing as a group to perform to an audience with confidence. -Sing songs from memory. -Rehearse and perform with others.</p> <p><b>Art and Crafts</b></p> <ul style="list-style-type: none"> <li>• Hand and foot prints</li> <li>• Draw skull and crossbones</li> <li>• Make pirate ships.</li> <li>• Sand and water pictures.</li> <li>• Treasure boxes</li> </ul> <p><b>Termly Role Play Focus</b> Children will be learning stories/scenarios by heart, engaging in drama activities and adapting the characters and settings to create their own version using the story structure.</p>	<p><b>Art and Crafts</b></p> <ul style="list-style-type: none"> <li>• Message in a bottle</li> <li>• Make pirates</li> <li>• Split pin parrots</li> <li>• Gold coins.</li> </ul> <p><b><u>Being Imaginative and Expressive</u></b></p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> </ul>
Assessments/ Tasks	Ongoing assessment using Tapestry against Development Matters document.	Ongoing assessment using Tapestry against Development Matters document. Statutory EYFS assessment against Early Learning Goals.



## 12. Recommended Reading

Author	Book Titles
Jill Murphy	Peace at Last
Julia Donaldson	The Gruffalo
	Spinderella
	Room on a Broom
Burglar Bill	Janet & Allan Ahlberg
Gene Zion	Harry the Dirty Dog
Michael Rosen	A Great Big Cuddle
	We're going on a bear hunt
Oliver Jeffers	How to Catch a Star
Janet & Allan Ahlberg	Funnybones
John Burningham	Oi! Get off our Train
David McKee	Elmer
Dr. Seuss	The Cat in the Hat
Eric Carle	The Bad Tempered Ladybird
Kes Gray & Nick Sharrat	Eat your peas
Inga Moore	Six Dinner Sid
Shirley Hughes	Dogger
Mick Inkpen	Kipper
Sarah Hayes	This is the Bear series
The House that Jack Built	Diana Mayo

## 13. Useful Websites

[www.topmarks.co.uk](http://www.topmarks.co.uk)

[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)

[www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)

<https://www.booktrust.org.uk/>

<https://www.lovereadng4kids.co.uk/>

<https://shop.scholastic.co.uk/childrens-book>

