

Reception 2023-2024	Autumn			Spring		Summer
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topic</b>	<p><b>Superhero Me</b> (6 1/2 weeks)</p>  <p>Do you know just how super you are? You can do amazing things and finding out what makes you and your new class friends unique will help you to understand the similarities and differences between you and how that makes you so amazing. In this topic you will learn all about you, your new friends and you will get to bring your families to school for a morning to see what a super learner you are!</p>	<p><b>Blast Off</b> (7 weeks)</p>  <p>Have you ever looked up and wondered what is beyond the sky? Do you know what a planet is or what the planets are called? What would you dress an alien in? If you had to make a picnic for one- what would be in it? Blast off on an adventure and see what you can find out about life beyond the stars.</p>	<p><b>Treasure Island</b> (6 weeks)</p>  <p>Deep Sea Divers Have you ever wondered who or what lives in the ocean? Do you know which sea creature is the biggest or how hard a turtle's shell is? There is a whole other world waiting to be explored and in this topic you will learn about the different creatures that live there. Have you ever made a pirate ship that can float or followed a map to reveal hidden treasure? In this topic you will learn everything you need to become a perfect pirate as we travel the high seas looking for adventure!</p>	<p><b>Splendid Safari</b> (6 weeks)</p>  <p>Do you know where Ghana is? What would it be like to live there? Is it hot or cold? In this amazing country you will come across creatures such as leopards, cheetahs and elephants? How can you tell them apart and what makes each one special? Come with us on a journey as we learn all about this country and the people and animals that live there.</p>	<p><b>Ready Steady... Grow! (6 weeks)</b></p>  <p>Do you know how a butterfly began its life? Have you ever wondered how a sunflower got to be so tall? Do you look the same now as when you were born? How have you changed and what have you achieved? In our wonderful world lots of changes happen to the plants, the creatures and to you. We will take a close look at how things change.</p>	<p><b>Traditional Tales</b> (7 weeks)</p>  <p>Have you ever baked a gingerbread man at home? Did you wonder if he might run away? In this topic you will explore baking and instructional writing. You will get the chance to Role play being a baker in our baker's shop and retell the story. We will also use all of our Reception phonics knowledge to write short stories of our own.</p>
<b>Main Story</b>	Hug for Humphrey by Steve Smallman	How to Catch a Star by Oliver Jeffers	Pizza for Pirates by Adam and Charlotte Guillan	The Selfish Crocodile by Faustin Charles and Mike Terry Handa's Surprise Eileen Brown	Jack and the Beanstalk by Mara Alperin and Mark Chambers The Gigantic Turnip Aleksei Tolstoy and Niamh Sharkey	The Gingerbread Man Goldilocks and the three bears by Susanna Davidson
<b>Role Play</b>	School	Space Station	Pirate Cave/Treasure Island	Safari vet	Garden Centre	Bakery
<b>SMSC</b>	New beginnings Whole Body Listening PERKS	Friendship Christmas Whole Body Listening	Truth and Honesty Whole Body Listening	Differences Whole Body Listening	Helping other people Whole Body Listening	Aspirations Whole Body Listening

Educational Visit	Local Area	Dome Workshop	Lifeboat visit to school	Paignton Zoo	Minibeast Visitor	Theatre trip
Wow moment	Superhero arrival	Crashed Spaceship	Treasure map to find literacy book and message in bottle	Using binoculars to go on a safari hunt around the playground.	Giant's footprints and clues to the story	Classroom crime scene- Goldilocks
Themed Learning	<p>Talking about our families (WK1) (PHSE)</p> <p>Special events in our lives-how did you celebrate? (History &amp; RE) (WK2)</p> <p>What I can do?: Looking at individual special skills (WK 3) (PHSE &amp; RE)</p> <p>Self- portraits in the style of Andy Warhol (WK 4) (Art)</p> <p>Friendships: thinking about our new friends and what makes them a friend. (WK 5) (PHSE &amp; RE)</p> <p>'Guess Who?' Children give clues about another child (such as hair colour) to the group. Can the children guess who they are describing? (WK 6) (PHSE &amp; Science)</p>	<p>Things to take to the moon. Children draw pictures and write lists of what they would need to take to the moon. (WK 1) (History) (Added to literacy)</p> <p>Moon landing (WK 1)</p> <p>Alien Picnic Children design and make a picnic suitable for an alien. (WK 2) (DT)</p> <p>What is it like inside a rocket? What is it like to be an astronaut? (WK 2)</p> <p>What do aliens wear? Children design an outfit for an alien, draw and label it. (WK 3) (Art, DT)</p> <p>Designing our own rocket (WK 3)</p> <p>Comparing Planets Does everything end at the sky? What is a planet? How many planets are there? What are they called? (WK 4) (Science) (Added to literacy)</p> <p>Creating our own planets – marble painting (WK 4) - done</p> <p>Honeycomb Asteroids</p>	<p>Map making: plotting treasure on a map and using techniques to make their maps look old. (Wk 1) (Geography &amp; Art)</p> <p>Map reading – treasure hunt around the classroom to find literacy book and message in a bottle (wk 1)</p> <p>How to be a pirate: What do you need to be a pirate? Reading words and writing lists. (Wk 2) (PHSE)</p> <p>I: Floating and sinking. Which materials are good for a pirate ship? Designing pirate ships (Wk3- 4) (Science) (DT)</p> <p>Exploring the ocean: Program the Bee-bots to travel around the ocean to see what we can find. (Computing) (Wk 5)</p> <p>Sharks: Looking at different species. What do sharks eat? What are their features? Where do they come from? (Science) (Wk 6) (English Fact File)</p>	<p>Where is Barnaby Bear? Looking closely at Ghana and comparing it to Britain How did he travel there? What is the weather? Learning some Ghanaian words. (WK1) (Geography. R.E. &amp; MFL)</p> <p>Identity: Comparing school uniforms / flags. Children make their own flags using different media. (WK 2) (PSHE, Geography &amp; Art)</p> <p>African Animals: looking at the features of different African animals Writing animal fact files. (WK 3) (Science &amp; Geography)</p> <p>Who is who? Looking carefully at the colours/patterns on African animals- identifying and recreating them. (WK 4) (Art &amp; Geography)</p> <p>Postcards to Ghana: Writing postcards/letters to our Ghanaian friends. (WK 5) (PSHE, Geography)</p> <p>Making Music</p>	<p>Planting a seed. Writing a list of things needed to grow a seed. Children plant a seed. Instructions on how to care for a plant (WK 2) (Science &amp; History)</p> <p>The lifecycle of a Butterfly sequencing/ making zigzag books- relating to our class butterflies. (WK 2-3) (Science &amp; History)</p> <p>The lifecycle of a frog Children create and label lifecycles. (WK 4) (Science &amp; History)</p> <p>Minibeast hunt/ Recording a tally (WK5) (Science)</p> <p>Observational drawing flowers/ plants (Wk 6) (Art)</p>	<p>Baking Gingerbread Men and writing instructions (WK 2) (DT)</p> <p>Baby it is you: do you still look the same as when you were a baby? (WK 3) (History &amp; Science)</p> <p>Reflections: Looking back over their Reception year Writing about achievements. WK 5 (History &amp; PSHE)</p> <p>Aspirations: thinking about Year One: how will it change? What will we want to learn/improve? (WK 6) (PSHE)</p> <p><b>PSHE</b></p> <p>Week 1 – life cycles video &amp; planting Week 2 – lifecycles drawing/nature walk Week 3 – Where babies come from/matching pairs/ordering ages Week 4 – families/drawing family book Seasons in maths Week 5 – Me and my body. Discussions around stereotypes/anatomy/jobs.</p>

		<p>What is an asteroid? How is it formed? Children learn about chemical reactions. (WK 5) (Science)</p> <p>List of things to take to the moon – draw pictures and write list (PHSE) (WK 5)</p> <p>Design a space station. Children draw and label their very own space station. (DT)</p> <p>(WK 6)</p> <p>Perfect Planets Children to design their own planet using watercolours and different materials. (Art)</p> <p>Light and Dark: children use torches to explore light and dark. (WK 7) – (WK 6) (Science)</p>		<p>Listening to African music and making our own instruments and dances. (WK 6) (Music)</p>		
<b>Literacy</b>	Daily story time and DEAR time- opportunities for questioning and new vocabulary.					
	<p>Week 2- Introduce story, Make predictions.</p> <p>Week 3 4- Practise retelling story using story map. Children to have a go at their own story maps. Labelling with letter shapes/ initial sounds</p> <p>Week 5/ 6- Story innovating. Discussing our likes and dislikes</p>	<p>Week 1 Introduce story, read and discuss. Small groups – what do you know about Space? What do you want to know? What would you like to take to the moon?</p> <p>Week 2- Story mapping and retelling. Children to draw own story map.</p> <p>Week 3- Changing one element – how would they catch a star? Children to draw picture and label with initial sounds</p> <p>Week 4- Nonfiction focus – fact finding. Contents page/google</p> <p>Week 5- Beegu – PSED focus</p>	<p>Week 1- Introduce book – characters, setting, plot</p> <p>List reading – what did George take with him?</p> <p>Week 2- List writing – what would they take?</p> <p>Week 3- Floating and sinking (prediction and writing results)</p> <p>Week 4- Design pirate ship and label</p>	<p>The Selfish Crocodile.</p> <p>Week 1 - Looking at pictures and videos from different cultures. Discussing similarities and differences. I can see... (safari animals)</p> <p>Week 2 – Safari animal facts.</p> <p>Handa’s Surprise.</p> <p>Week 3 – Introduce the story. (Fruit tasting) ‘I like... because’ sentences.</p>	<p>Jack and the beanstalk</p> <p>Week 1 – writing instructions</p> <p>Week 2 – Reading the story and story mapping.</p> <p>Week 3 – Innovate story map</p> <p>Week 4 – Writing story/ What we thought about the story</p> <p>Week 5- Fact finding about Minibeasts using non-fiction texts</p> <p>Week 6- Writing a class non-fiction book on Minibeasts</p>	<p>The Ginger Bread Man</p> <p>Week 1- Introduce story. Discuss</p> <p>Week 2- Write instructions on how to make a Gingerbread man</p> <p>Week 3- Crime Scene Share Goldilocks and the three bears story. Wanted Posters</p> <p>Week 4- Learn to retell the story using story maps. Innovate with children</p> <p>Week 5- Write story</p> <p>Week 6 – hopes and aspirations. “I learnt to... . I want to... .</p>

		<p>Here We Are – UTW focus</p> <p>Week 6- Writing letters to Father Christmas</p>	<p>Week 5-6- Sea creature Fact Files</p>	<p>Week 4 – Story mapping, re-enacting the story, innovating.</p> <p>Week 5 –Model writing the story. Writing own version of the story.</p>		
<p>Handwriting- We use Letterjoin Handwriting scheme. Children hold a pencil effectively in preparation for fluent writing using a tripod grip. Children write recognisable letters, most of which are correctly formed.</p>						
<p><b>Maths</b></p>	<p><b><u>Cardinality and Counting</u></b>  <i>Understanding that the cardinal value of a number refers to the quantity, or 'howmanyness' of things it represents</i></p> <p>WK1: Assessment</p> <p>WK 2: Counting: saying number words in sequence</p> <p>WK 3: Counting: tagging each object with one number word</p> <p>WK 4: Counting: knowing the last number counted gives the total so far</p> <p>WK 5: Subitising: recognising small quantities without needing to count them all</p> <p>WK6: Numeral meanings</p> <p>WK 7: Conservation: knowing that the number does not change if things are rearranged</p>	<p><b><u>Comparison</u></b>  <i>Understanding that comparing numbers involves knowing which numbers are worth more or less than each other</i></p> <p>WK1: More than / less than/the same</p> <p>WK2: numbers 6-10 – recognition, ways of representing</p> <p>WK3: Comparing numbers and reasoning – ordering, collecting and comparing data</p> <p>WK4: Knowing the 'one more than/one less than' relationship between counting numbers</p> <p>WK5: addition – counting the total of 2 groups to find the total</p> <p>WK6: addition – problem solving - adding two numbers</p>	<p><b><u>Composition</u></b>  <i>Understanding that one number can be composed from two or more smaller numbers</i></p> <p>WK1: Part-whole: identifying smaller numbers within a number</p> <p>WK2: Inverse operations</p> <p>WK3: A number can be partitioned into different pairs of numbers</p> <p>WK4: A number can be partitioned into more than two numbers</p> <p>WK5: Number bonds: knowing which pairs make a given number</p> <p>Wk 6 number bonds</p>	<p><b><u>Pattern</u></b>  <i>Looking for and finding patterns helps children notice and understand mathematical relationships</i></p> <p>WK1: Continuing and copying a simple pattern  Simple patterns ABAB, moving onto ABCABC etc.</p> <p>WK2: Creating simple patterns  Naming of 2D shapes, properties of 2D shapes.  Folding shapes to see what shapes are within it.</p> <p>WK3: Spotting an error in a simple pattern  Naming and properties of 3D shapes.</p> <p>WK4: Identifying the unit of repeat in a pattern  Number patterns – odds/evens/100 square/ counting in 2's, 5's, 10's.</p> <p>WK5: Continuing a pattern which ends mid-unit  Weight, length, capacity.  Estimating and predicting</p>	<p><b><u>Cardinality and Counting</u></b>  <i>Understanding that the cardinal value of a number refers to the quantity, or 'howmanyness' of things it represents</i></p> <p>WK1: 1 more/1 less  Counting verbally beyond 20</p> <p>WK2: Ordering numbers to 10</p> <p>WK3: Sharing</p> <p>WK4: Doubling and halving (wk 19 Jurassic Maths)</p> <p>Wk 5: Odds and evens (wk 20 Jurassic Maths)</p> <p>WK6: Revisit, review and extend  Number bonds recap</p>	<p><b><u>Measures</u></b>  <i>Comparing different aspects such as length, weight and volume, as a preliminary to using units to compare later.</i></p> <p>Time and money  Teen numbers  Subtraction</p> <p>WK1:Recognising attributes  One more one less. One more recording.</p> <p>WK2: Comparing amounts of continuous quantities  Subtraction</p> <p>WK3: Estimating and predicting  Addition &amp; recording</p> <p>WK4:Comparing indirectly  Time &amp; money  Seasons.</p> <p>WK5: Recognising the relationship between the size and number of units  Teen Numbers</p> <p>WK6: Use units to compare things  Number bonds</p>

				WK6: Revisit, review and extend Number bonds to 5 and 10.		WK7: Use time to sequence events
<b>Phonics</b>	We follow Little Wandle Phonics scheme. Children have guided reading x3 week. They also take home a picture book and a closely matched phonically decodable book					
	<p>Week 1 s a t p</p> <p>Week 2 i n m d</p> <p>Week 3 g o c k Tricky word (TW) is</p> <p>Week 4 c k e u r (TW) l</p> <p>Week 5 h b f l (TW) the</p>	<p>Week 1 ff ll ss j (TW) put* pull* full* as</p> <p>Week 2 v w x y (TW) and has his her</p> <p>Week 3 z zz qu words with –s /s/ added at the end (hats sits) ch (TW) go no to into</p> <p>Week 4 sh th ng nk (TW) she push* he of</p> <p>Week 5 • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags) (TW) we me be</p> <p>*The tricky words: ‘put’, ‘pull’, ‘full’ and ‘push’ may not be tricky in some regional pronunciations; in which case, they should not be treated as such.</p>	<p>Week 1 ai ee igh oa</p> <p>Week 2 oo oo ar or (TW) was you they</p> <p>Week 3 ur ow oi ear (TW) my by all</p> <p>Week 4 air er er words with double letters: dd mm tt bb rr gg pp (TW) are sure pure</p> <p>Week 5 longer words</p>	<p>Week 1 short vowels CVCC (TW) said so have like</p> <p>Week 2 short vowels CVCC CCVC (TW) some come love do</p> <p>Week 3 short vowels CCVCC CCCVC CCCVCC (TW) were here little says</p> <p>Week 4 longer words compound words (TW) there when what one</p> <p>Week 5 root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est (TW) out today</p>	<p>Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear</p> <p>Week 2 review Phase 3: er air words with double letters longer words</p> <p>Week 3 words with two or more digraphs</p> <p>Week 4 longer words words ending in –ing compound words</p> <p>Week 5 longer words words with s /z/ in the middle words with –s /s/ /z/ at the end words with –es /z/ at the end</p> <p>Tricky words- Review all taught so far. Secure spelling</p>	<p>Week 1 long vowel sounds CVCC CCVC</p> <p>Week 2 long vowel sounds CCVC CCCVC CCV CCVCC</p> <p>Week 3 Phase 4 words with –s /s/ at the end Phase 4 words with –s /z/ at the end Phase 4 words with –es /z/ at the end longer words</p> <p>Week 4 root words ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/</p> <p>Week 5 root words ending in: –er, –est longer words</p> <p>(TW) Review all taught so far. Secure spelling</p>
<b>P.E.</b>	<p><b>Negotiating space adjusting speed and changing direction</b></p> <p>To move with control, and find and use space safely with an awareness of others.</p> <p>To experiment with different ways of moving (tiptoeing, crawling, bunny hopping and running).</p>	<p><b>Jumping and landing safely, rolling and balancing</b></p> <p>To be able to jump landing on two feet.</p> <p>To move from one foot to another with control and some balance.</p>	<p><b>Dance</b></p> <p>To notice and show with my body the pattern or rhythm of music (clapping, stamping or tapping).</p> <p>To move with an awareness of my surroundings.</p>	<p><b>Climbing safely, negotiating obstacles</b></p> <p>To use apparatus safely following instructions from adults.</p> <p>To climb onto the apparatus with some help.</p> <p>To dismount safely.</p>	<p><b>Ball control</b></p> <p>To grasp and then release a ball in order to throw.</p> <p>To catch with two hands.</p> <p>To track a ball when it is moving.</p>	<p><b>Races and games</b></p> <p>To work as part of a team. To take turns.</p> <p>To celebrate our own and others’ achievements.</p> <p>To look in the direction I am running in.</p>

	To follow verbal and modelled instructions and move my body accordingly	To explore balancing with different parts of my body.  To identify what part of my body I need to move to copy another's movement.	To use emotions and expression to guide movement to different pieces of music.  To combine different movements developing fluency and ease of movement.  To make decisions about my movements in order to progress them.	To use grip to keep me stable while on the apparatus. To look ahead and plan my next step while using apparatus.	To move my body to position myself to catch.  To make contact with a ball using my foot and the appropriate amount of force.  To stop a moving ball.	To adapt my speed while running in response to my surroundings.  To listen and follow instructions in order to take part in Sports day activities.
<b>Key Concepts PSHE</b>	Children develop their understanding of P.S.H.E from the onset, not only through their everyday learning, but through carefully planned PSHE and SMSC DEAR themed stories, independent and guided learning opportunities and their very own SMSC Assemblies. Children are encouraged and supported to follow our Academy Rules and live by British Values which underpin the curriculum. Throughout their time in the early years, children have the opportunity to consider their own views and opinions as they are encouraged to consider those of others, for example in Term One when they look closely at their own and each other's families. They learn about resilience, perseverance and collaboration through our Growth Mind Set behaviours. Through their PE sessions they begin to understand about the importance of physical health and in Term 6, they learn about eating healthy as an important factor in their own growth and development. Each and every lesson is designed by the nature of its delivery, to support children to strengthen their relationships, self-awareness, self-confidence and develop skills in managing their own feelings and behaviour, making them more mindful of the feelings of their peers. Children are independent and manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.					
<b>Key Concepts Science</b>	Throughout their Reception year, children are exposed to core scientific principles, they are encouraged to question the world around them and talk about the observations they make. Reflecting on different Seasons and changing states of matter. For example, in Term 1 during their 'Superhero Me' topic, they look closely at their own features, they learn about their body and the amazing things it can do. During Term 2, as part of their 'Blast Off' topic, they make creators on the surface of the moon with flour, introducing them to the principle of simple tests. They learn about, and are encouraged to ask question the moon, the planets and stars as they become astronauts in their own space station. In Term 3 they become pirates and explore the science of floating and sinking as they make boats with different materials. The children gather data when learning about different types of sea creatures. In Term 4 the children become Zoologists as they classify different animals as part of their 'Splendid Safari' topic. Finally, in Term 5 the children become young Botanists when they grow plants from a seed and they develop their observational skills as they closely watch butterflies develop from larvae into fully-grown butterflies.					
<b>Key Concepts History</b>	Children in our Reception classes begin to learn the concept of history as they develop an awareness of past events in their own lives. In Term 1 during their 'Superhero Me' topic, they remember special events such as their birthdays and other family events. In Term 2 as part of their 'Blast Off' topic, they learn about significant figures in history such as Neil Armstrong and watch historic videos of the moon landings. Throughout Term 5, children are introduced to the concept of a timeline as look closely at how things change over time including, plants, animals and the chronology of their own lives when they look closely at how they have changed since they were born. Children are introduced to a range of stories which promote discussions such as how clothes and toys have changed over time.					
<b>Key Concepts Geography</b>	Children in our Reception classes begin to develop their geographical understanding and vocabulary through topics, where they learn that there is a world beyond their own doorstep. Through stories, role-play, small -world play and visits to places, they begin to understand that there are other countries in the world, developing an early concept of biodiversity. For example, during their 'Super Safari' topic, pupils learn about Ghana, its weather, native animals and produce. They begin to develop other geographical skills such as mapping and fieldwork, during their 'Shiver M'Timbers' topic where they create their own maps to locate treasure and conduct surveys to establish the most popular pirate name. First- hand experiences and learning outside in the natural environment help them to learn about the importance of caring for our planet and lays the foundations for developing an understanding of physical and human geographical features of the world,					

<b>Key Concepts R.E</b>	<p>Children in our Reception classes are prepared for future R.E. learning throughout their everyday curriculum. As they learn alongside each other, they learn tolerance, kindness and sensitivity. Children are always encouraged to ask questions, articulate their ideas and listen to others' opinions and beliefs in a respectful manner. For example, in Term 1 during their 'Superhero Me' topic, children discuss their families and special events in their lives; they share how they celebrate events and begin to understand that there are differences between the way in which families live. They look at what makes them unique and what makes their friends just as unique. In Term 4, during their 'Super Safari' topic, they learn about the lives of people in Ghana and make comparisons to their own lives and way of living. Through carefully planned DEAR sessions and SMSC Assemblies children learn that different communities have different ideas, values and identities.</p>		
	<p><b>Christianity</b> When God Made the World by Matthew Paul Turner What a Beautiful Name by Scott Ligertwood</p>	<p><b>Islam</b> The Proudest Blue by Ibtihal Muhammed Two Pigeons on a Pilgrimage by Rabia Bashir</p>	<p><b>Judaism</b> Near: Psalm 139 by Sally Lloyd-Jones Found: Psalm 23 by Sally Lloyd-Jones</p>
	<p><b>Hinduism</b> Festival of Colours by Kabir Sehgal Ganesha's Sweet Tooth by Sanjay Patel</p>	<p><b>Sikhism</b> Fauja Singh Keeps Going by Simran Singh Jeet</p>	<p><b>Buddhism</b> A Handful Of Quiet by Thich Nhat Hanh</p>
<b>Key Concepts Music</b>	<p>Children in Reception develop knowledge of sound, songs, music and instruments from the very beginning of the year and throughout their time in Reception. They have continual access to musical instruments where they can explore and distinguish the different sounds (timbre) that musical instruments make and how they can be played differently to create a new sound or dynamic. They use songs, music and dance as a way of expressing themselves freely during their independent learning time but equally teachers use music throughout the curriculum. For example, the use of musical instruments in Maths lessons supports children's understanding of pattern, in Term 3 children learn dance as part of their P.E. lessons and in Term 4, as part of their 'Super Safari' topic children listen to and recreate African music. In addition to this, children in Reception have weekly singing sessions where they learn to perform a mixture of modern and traditional songs. Their knowledge of music and the experiences on offer throughout their Reception year, provides children with the confidence and knowledge to begin the next stage of their education in KS1.</p>		
<b>Key Concepts Art</b>	<p>Children in our Reception classes develop a love of art through their imaginative play as well as through guided sessions. Children are encouraged not only to express themselves freely by exploring and creating with variety of materials, tools and techniques. They experiment with colour, design, texture, form and function in order to create purposeful marks and they are taught the skills which enable them to do this safely. For example, in Term 1 as part of their 'Superhero Me' topic children learn to paint in the style of great artists such as Andy Warhol when they paint self-portraits. In Term 2 they learn how to correctly use watercolours, pastels and chalks as they paint planets and space scenes. In Term 4 as they look closely at animal patterns, they learn about the importance of thick and thin paintbrushes to create an effect. In Term 5, children are encouraged to create observational drawings, paintings, sculptures and use natural materials to create artwork in the style of Andy Goldsworthy.</p>		
<b>Key Concepts Design and Technology</b>	<p>Children in our Reception classes begin to develop their understanding of Design and Technology from the very beginning. Through the safe use of scissors, paintbrushes, playdough modelling tools and construction, children learn 'the best tools for the job'. Throughout the year, children have access to a well-resourced creative area where they design and make their own models; it is here they discover the joys of PVA glue compared to a glue stick or masking tape compared to sticky tape. In Term 2 the children design outfits for aliens, they design space stations and are encouraged to articulate a rationale for their designs. In Term 3, the children design, make, taste and evaluate their own pirate pizzas. In Term 3 during their 'Treasure Island' topic the children will create their own moving animals such as crabs, selecting the tools they need to join their components together and in Term 5, they design and build homes for bugs, butterflies and other creatures that they discover during their 'Ready, Steady... Grow' topic. Throughout the year, daily Plan, Do and Review sessions where children plan and critically evaluate their ideas, help to develop the essential critical thinking skills that are required for later success in their Design and Technology learning.</p>		
<b>Key Concepts Computing</b>	<p>Children in our Reception classes learn to use technology in a responsible, competent, and confident manner on a day-to-day basis during their independent learning through the use of chrome books, Bee-Bots and iPads. However, it is in Term 3 where their developing knowledge of computing is brought to life especially through their topic 'Treasure Island'. Here children will learn about early programming and algorithms as they program Bee-Bots around the ocean bed and understand the purposes of diving equipment such as torches and air tanks. They will begin to think logically about the equipment needed to become a real life</p>		

	<p>diver, as well as exploring how video and photographic footage is available for us to look at. Throughout the year, children will begin to understand the scope of technology; for example, when they use Google Earth to look at a view from space as part of their 'Blast off' topic or when they use computing for research about Ghana in Term 4. The planned experiences and opportunities that the children encounter provide with them with firm foundations to build upon their knowledge and develop digital literacy for future learning.</p>
<p><b>Independent Learning Time</b></p>	<p>Through their independent learning time children access planned and purposeful learning challenges that inspire them to build upon their knowledge and skills across the taught curriculum in a language rich environment. For example, children will continue to develop their understanding of science, through opportunities to observe and record the lifecycles of butterflies as well as living creatures in the pond or in the bug hotel and under rocks in the outdoor learning environment. They will become geographers when they explore different places around the world through stories, maps, small-world play and a safari role-play. Children have access to Bee-Bots and iPads, introducing them to the foundations of computing. They explore art and design &amp; technology through a well-resourced creative area; here the children learn to think critically as they join, fold, cut and build using construction and different materials. Children become historians as they use their own experiences in their imaginative play as well as creating pictures, drawings and stories about the events that have happened in their lives. Children will make props and materials when role playing characters in narratives and story. Independent learning time provides opportunities for back and forth interactions to form the foundations for language and cognitive development. These strong and warm relationships with adults support children to understand their feelings and those of others.</p>
<p><b>Whole Class Carpet sessions</b></p>	<p>Whole class carpet sessions provides opportunities:</p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>
<p><b>Characteristics of Effective Teaching and learning</b></p>	<p>Three characteristics of effective teaching and learning are:</p> <ul style="list-style-type: none"> <li>• playing and exploring - children investigate and experience things, and 'have a go'</li> <li>• active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</li> <li>• creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things</li> </ul>