

Reception – Enquiry Learning – Autumn 1 Overview

Enquiry Learning	Learning	Class Reader	Early Years Outcomes	Subject Links	Evidence what and where
<p>All about me. Who am I and who are my new friends? 28.9.20</p>	<p>The children will talk about themselves and what makes them special. During circle time they will discuss feelings with each other. The children will be introduced to their new school rules and behaviour expectations. The children will create a self-portrait of themselves using a mirror to help. The children will work in a group to complete a likes and dislikes sorting activity whilst developing their skills of turn taking, sharing and waiting their turn.</p>	<p>We are all different</p>	<p>People and communities Shows interest in the lives of people who are familiar to them (30-50) Self Confidence and awareness- Can describe self in positive terms and talk about abilities (40-60)</p>	<p>Science PHSCE Art & Design</p>	<p>Settling in obs- Learning Journey Speech bubble- English book Self portraits creative file</p>
<p>Who are my family and where do I live? 5.10.20</p>	<p>The children will share their family photographs during circle time with the class. During circle time, we will use the jingle ball to talk about who is in our families. The children will draw their own family portrait and be encouraged to talk about their family and where they live and where they come from. The children will bring in and share pictures of where they live, linking to our house number (maths). The children will be introduced to the Oxford Reading Tree characters (Biff, Chip and Kipper). We will talk about their family and how they might be similar or different to other families.</p>	<p>Oxford Reading Tree Biff, Chip and Kipper</p>	<p>People and Communities Shows interest in the lives of people who are familiar to them (30-50) Enjoys joining in with family customs and routines (40-60)</p>	<p>PHSCE RE Art & Design History Geography</p>	<p>Family portrait – creative file Speech bubble Maths book</p>
<p>How do I keep myself safe? 12.10.20</p>	<p>The children will learn how to stay safe within the school community, online, out of school in public places and at home. Staying safe will be discussed through circle time with safe practices modelled. The children will enjoy a visit from Mr Wilson, our local lollipop man who will talk about staying safe on the roads. The children will then role play using the</p>	<p>The Golden Rules big books</p>	<p>Health and Self Care Understands that equipment and tools have to be used safely Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks (40-60)</p>	<p>PHSCE Computing Geography</p>	<p>Speech bubble and classroom driving licence - English book</p>

	<p>crossings and lollipops sticks to cross the children over. The children will try on and wear high visibility clothing and understand why it is safer to wear bright clothing as the mornings and nights become darker. The children will be expected to follow the new class golden rules.</p>				
<p>What is the season of Autumn? An Autumn Tale 19.10.20</p>	<p>As the weather begins to change and the mornings and nights become darker, the children will learn about the season of Autumn and the different changes that take place.</p> <p>The children will enjoy an Autumn hunt in the school grounds and collect signs of Autumn for our class investigation tray. The children will notice and be encouraged to talk about the changes taking place during whole class and smaller group sessions. We will learn about animals that we might see in Autumn and talk about animals that hibernate and what this means. The children will make their own hedgehogs using tools to sculpt the clay. The Gruffalo story will be shared with the class and acted out using masks and puppets. The children will enjoy exploring music and movement as they listen, move and join in with the Gruffalo story during PE.</p>	<p>The Gruffalo Autumn (Fact Book)</p>	<p>The World Can talk about some of the things they have observed such as plants, animals, natural and found objects (30-50) Developing an understanding of growth, decay and changes over time (30-50) Looks closely at similarities, differences, patterns and change (40-60)</p>	<p>Science DT Art & Design</p>	<p>Outdoor big book</p> <p>Enquiry Learning Big Book</p> <p>Autumn walk observation Learning Journey</p> <p>Clay Hedgehogs</p> <p>Creative file</p>
<p>Hibernating animals and their habitats 19.10.20</p>	<p>The children will learn about the animals that hibernate, why they hibernate and their habitats. They will learn about how they adapt to life in their surroundings to survive throughout the winter. We will then compare this to our homes and how we adapt ourselves to keep warm throughout the winter and compare the similarities and differences. The children will write about hibernating animals for our Enquiry Learning class book.</p>	<p>Don't hog the hedge ebook</p>	<p>The world They make observations of animals and explain why some things occur, and talk about change (ELG)</p>	<p>Science Geography PHSCE</p>	<p>Observation Learning Journey</p> <p>Writing English Book</p> <p>Enquiry Learning Big Book</p> <p>Art Work Creative File</p> <p>Display</p>

Reception – Enquiry Learning – Autumn 2 Overview

Enquiry Learning	Learning	Class Reader	Early Years Outcomes	Subject Links	Evidence what and where
<p style="text-align: center;">Bonfire Night 2.11.20</p>	<p>The children will learn about Bonfire night, why some people celebrate Bonfire Night and the history of Bonfire night.</p> <p>The children will learn how to stay safe on Bonfire night as they may hold sparklers and attend bonfire and firework displays.</p> <p>The children will create some bonfire and fireworks artwork and use the sounds they have learnt to label their fireworks. The children will learn about where London is and how London is the capital city of England. We will research together ways to get to London, transport in London and look at the different buildings such as the Houses of Parliament, Big Ben and The London Eye.</p>	<p style="text-align: center;">All about Bonfire night/Room on the Broom/Sparks in the sky</p>	<p>People and Communities Recognises and describes special times or events for family or friends (30-50months) Enjoys joining in with family customs and routines (40-60months)</p> <p>The world Looks closely at change (40-60months)</p>	<p style="text-align: center;">History Art Geography</p>	<p style="text-align: center;">Writing English Book</p> <p style="text-align: center;">Creative File Bonfire pictures</p> <p style="text-align: center;">Observation Learning Journey</p> <p style="text-align: center;">Enquiry Learning Big Book</p>
<p style="text-align: center;">What is Diwali? 9.11.2020</p>	<p>The children will learn about Diwali, who celebrates Diwali, why Diwali is celebrated and the History of how Diwali started many years ago. We will learn all about Hindu's and Sikh's and the traditions that they enjoy.</p> <p>The children will explore Mendhi designs and have a go at using paints to create their own. The children will enjoy tasting traditional food and will make Diya lamps using clay. We will learn about where in the world India is and search for India on a the globe.</p>	<p style="text-align: center;">We love Diwali</p>	<p>People and Communities They know about similarities and differences between themselves and others, and among families, communities and traditions. (ELG)</p> <p>The World Looks closely at similarities, differences, patterns and change (40-60months)</p> <p>The World How environments might vary from one to another (ELG)</p> <p>The World</p>	<p style="text-align: center;">RE</p> <p style="text-align: center;">PHSCE</p> <p style="text-align: center;">History</p> <p style="text-align: center;">Geography</p> <p style="text-align: center;">Art</p>	<p style="text-align: center;">Diwali fact writing – English book Enquiry Learning Big Book Speech Bubble – English Book</p> <p style="text-align: center;">Diwali picture- Creative file</p> <p style="text-align: center;">Mrs Mistry visit observation –</p>

<p>Remembrance Day</p> <p>11.11.20</p>	<p>The children will learn about Remembrance Day and what this means. We will talk about the First World War, what this means then talk about the Second World War and other conflicts and where in the world the conflict occurred and the countries involved as we search for the countries on the globe. We will spend some time remembering the soldiers that fought in the war as we share in the 2 minute silence. We will link our learning to the poppies as we watch 'Poppies' on the IWB. We will then learn about why poppies are a symbol of remembering the wars. We will wear and make our own poppies.</p>	<p>Where the poppies now grow</p> <p>Poppy Day</p>	<p>They can talk about change (ELG)</p> <p>Media and Materials Constructs with a purpose in mind using a variety of resources (40-60 months)</p> <p>Being imaginative Uses colours for purpose</p> <p>Speaking Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>		<p>Learning journey</p>
<p>Funny Bones</p> <p>16.11.20</p>	<p>The Funnybones books will be shared with the class. The children will move, dance and sing to the Funnybones music.</p> <p>The children will create their own Funnybones skeletons using art straws, chalks and paints before labelling their work.</p> <p>We will work together to find out about the different bones, muscles and joints in our bodies and discuss what each part is used for and how to keep our bodies fit and healthy through exercise.</p>	<p>Funny Bones</p> <p>Allan Ahlberg</p>	<p>Media and Materials Constructs with a purpose in mind using a variety of resources (40-60 months)</p> <p>Uses simple tools competently and appropriately</p> <p>Being imaginative Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences (40-60months)</p> <p>Moving and Handling Experiments with different ways of moving (40-60 months)</p>	<p>Science</p> <p>Art</p> <p>DT</p>	<p>Funnybones picture</p> <p>Creative File</p> <p>Writing</p> <p>English book</p> <p>Observation</p> <p>Learning Journey</p> <p>Enquiry Learning</p> <p>Big Book</p>
<p>Owl Babies</p> <p>23.11.20</p>	<p>The Owl Babies book will be shared with the children. The children will then act out the story of The Owl Babies and take turns in acting out different roles.</p> <p>The children will create their own Owl Babies picture and use pastels to complete</p>	<p>Owl Babies</p> <p>Martin Waddell</p>	<p>Feelings and behaviour Understands that own actions affect other people (40-60months)</p> <p>Media and Materials Selects appropriate resources and adapts</p>	<p>Science</p> <p>Art</p> <p>PHSCE</p>	<p>Owl Babies writing</p> <p>English Book</p> <p>Owl Babies picture</p> <p>Creative File</p>

	some Owl observational drawings. We will work together to label our drawings and write a letter to Bill, telling him not to worry.		work where necessary (40-60months) The World Looks closely at similarities, differences, pattern and change (40-60months)		Addition Maths Book Enquiry Learning Big Book Observation Learning Journey
Our homes 30.11.20	The children will learn about their community in which they live. They will talk about their own home and how they might be similar and different to other homes. The children will observe photographs of our own homes before designing, drawing and building their own homes using different materials. We will then work together to find out about homes around the world and how they are similar and different as well as learning about how homes have changed over time. We will link our learning back to our Diwali learning and homes in India.	Around the world Homes Oxfam	The World They talk about the features of their own immediate environment and how environments might vary from one to another (ELG) People and Communities Children talk about past and present events in their own lives and in the lives of family members (ELG) They know about similarities and differences between themselves and others, and among families, communities and traditions (ELG)	Geography History Art	Observation Learning Journey Writing English Book Enquiry Learning Big Book Display
Christmas and winter traditions 7.12.20	The children will learn about the tradition of Christmas and how people celebrate Christmas in our local community. We will work together to perform our Christmas assembly for our families and enjoy sharing our favourite Christmas stories. The children will role play in our Santa's workshop as they write labels and cards for gifts before delivering them to children over the world.	Twas the night before Christmas	People and Communities They know that children don't always enjoy the same things, and are sensitive to this (40-60 months) The World Looks closely at similarities, differences, patterns and change (40-60 months)	History RE Art Geography	Observation Learning Journey Enquiry Learning big book Christmas card writing English Books Speech bubble Christmas in my house writing English Books

<p>The traditional Christmas story</p> <p>14.12.20</p>	<p>We will share the Christmas Story and learn about what some people believe is the true meaning of Christmas. The children will enjoy a visit to our local church in our community to join in our Christmas carol service at St John's C of E Church. The children will then act out the story, build the Church and Bethlehem using the blocks and retell the story through drawings, labels and simple sentences.</p>	<p>The Christmas Nativity</p>	<p>Understanding Able to follow a story without pictures or props (40-60months)</p> <p>Speaking Uses talk to organise, sequence and clarify thinking, ideas, feelings and events (40-60months)</p> <p>Being imaginative Introduces a storyline or narrative into their play</p>	<p>History RE Art Geography</p>	<p>Enquiry Learning Big Book</p> <p>Writing English Book</p> <p>Observation Learning Journey</p>
--	---	-------------------------------	--	---	---

Reception – Enquiry Learning – Spring 1 Overview

Enquiry Learning	Learning	Class Reader	Early Years Outcomes	Subject Links	Evidence what and where
<p style="text-align: center;">4.1.21</p> <p style="text-align: center;">New Year Resolutions What are my New Year's wishes?</p>	<p>The children will learn about New Year and why some people celebrate New Year. We will find out about the different celebrations that take place in our local area, London's New Year's Eve fireworks and New Year celebrations in other countries. We will compare how they may be similar or different. We will learn about the tradition or linking arms to sing Auld Lang Syne and have a go together. We will then think about New Year's wishes and resolutions and share ideas of what we would like to get even better at as we make our own New Year's wishing stars.</p>	<p style="text-align: center;">The Night before New Year</p>	<p>People and Communities Enjoys joining in with family customs and routines (40-60months)</p> <p>The world Looks closely at change (40-60months)</p> <p>Being imaginative Representing their thoughts and feelings through music and dance (ELG)</p> <p>Exploring and using a range of materials Begins to build a repertoire of songs and dance (40-60months)</p>	<p style="text-align: center;">History</p> <p style="text-align: center;">Geography</p> <p style="text-align: center;">Music</p> <p style="text-align: center;">English</p>	<p style="text-align: center;">New Year observation Learning Journey</p> <p style="text-align: center;">New Year wish writing English Book</p>
<p style="text-align: center;">11.1.21</p> <p style="text-align: center;">Wintry Worlds What is life like in the Arctic?</p>	<p>We will learn about life in the Arctic and find out about where in the world the Arctic is. We will find out about how life in the Arctic is different to life living in England. We will explore life on the Arctic and how adaptations are made to survive in such cold climates. The children will learn about polar bears and how they are adapted to live in their environment to survive. The children's learning about the Arctic will be continued through music and PE as the children move to wintry worlds music during gymnastics. The children will create their own polar bears using a range of different materials, make 3D igloos using tweezers to build the sugar cubes and write facts about the Arctic that they can recall. We will then find out about inhuits and igloos and how they make</p>	<p style="text-align: center;">Polar Bears</p> <p style="text-align: center;">Snow Bear</p>	<p>Media and Materials Constructs with a purpose in mind using a variety of resources (40-60 months) Uses simple tools competently and appropriately</p> <p>Being imaginative Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences (40-60months)</p> <p>Moving and Handling Experiments with different ways of moving (40-60 months)</p> <p>The World Looks closely at similarities, differences, pattern and change (40-60months)</p>	<p style="text-align: center;">Geography</p> <p style="text-align: center;">PE</p> <p style="text-align: center;">Music</p> <p style="text-align: center;">Art</p> <p style="text-align: center;">Science</p> <p style="text-align: center;">English</p> <p style="text-align: center;">History</p>	<p style="text-align: center;">Polar bear painting creative file</p> <p style="text-align: center;">Enquiry Learning Big Book</p> <p style="text-align: center;">Polar Bear writing English Book</p> <p style="text-align: center;">Observation Learning Journey</p> <p style="text-align: center;">Wintry Worlds Display</p>

	adaptations to live in their environment. We will learn about the History of the inhuits and igloos and how life on the Arctic has changed over time.		The World They talk about the features of their own immediate environment and how environments might vary from one to another (ELG)		
18.1.21 Wintry Worlds What is life like in the Antarctic?	We will learn about life in the Antarctica and find out about where in the world the Antarctica is. We will find out about how life in the Antarctica is different to life living in England. We will explore life on the Antarctica and how adaptations are made to survive in such cold climates. The children will learn about penguins and how they are adapted to live in their environment to survive. The children's learning about the Antarctica will be continued through music and PE as the children move to wintry worlds music during gymnastics. The children will create their own penguins using a range of different materials and write facts about the Antarctica that they can recall. The children will learn about how the Antarctic used to be many years ago and how life on the Antarctic has changed over time to how it is now.	Polar Animals – Emperor Penguin The Emperor's Egg	Media and Materials Constructs with a purpose in mind using a variety of resources (40-60 months) Uses simple tools competently and appropriately Being imaginative Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences (40-60months) Moving and Handling Experiments with different ways of moving (40-60 months) The World Looks closely at similarities, differences, pattern and change (40-60months) The World They talk about the features of their own immediate environment and how environments might vary from one to another (ELG)	Geography PE Music Art Science English History	Penguin painting creative file Writing Big English Book Penguin writing English Book Observation Learning Journey Taking away Maths book Taking away Big Maths book Wintry Worlds Display
25.1.21 Becoming experimenting experts Predicting, experimenting,	The children will explore science activities. We will explore freezing and learn why and how things freeze. We will then look into melting and how things melt. The children will learn about floating and sinking and make their own predictions and find out about objects that float and objects that sink. The children will then be introduced to dissolving as we make different potions	Snow Sink or float?	The World Looks closely at similarities, differences, pattern and change (40-60months) The World The children know about similarities and differences in relation to objects and materials. They make observations and explains why some things occur, and talk	Science Maths English Computing	Observation Outdoor Big book Observation Learning Journey Experimenting Experts display

testing and findings	dissolving sugar, oil, salt, food colouring, flour as well as other things that do not dissolve. The children will predict if the substance will dissolve or not before dropping it into the water. The children will record their results of the different experiments in a variety of ways, including tally charts, labels, sentence writing, drawing pictures and photography using ICT.		about changes. Exploring and using media and materials Children safely use and explore a variety of materials, experimenting with texture, form and function. (ELG)		
1.2.21 Valentine's Day What is Valentine's Day and why do some people celebrate this day?	The children will learn about Valentine's Day and why some people celebrate Valentine's Day on the 14 th February. We will find out about the Feast of Saint Valentine and learn how this celebration originated from a Roman festival. The children will write messages for each other, make Valentine's Day crafts and make and write their own Valentine's Day poem in their card for their family to take home. The children will make Valentine's biscuits to sell to the rest of the school for our Reception Valentine's enterprise event. The children will learn and sing the song for valentine's Day 'Skidamarink.'	Guess how much I love you?	People and Communities Children know about similarities and differences between themselves and others, and among families, communities and traditions (ELG) Media and Materials Constructs with a purpose in mind using a variety of resources (40-60 months) Uses simple tools competently and appropriately Being imaginative Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences (40-60months)	Geography History Art Maths English Music	Enquiry Learning Big book Speech Bubble English Book Valentine's card writing English book Valentine's art work Creative file Observation Learning Journey
8.2.21 Celebrating Chinese New Year	The children will learn all about Chinese New Year and why and how people celebrate this festival. We will explore China and where in the world China is and how people live in China. We will look at the similarities and differences between families living in England and families living in China. We will listen to story of the animal race and how each year a different animal takes a turn at being their year. We will learn about 2020 being the year of the rat. The children will then act out the story of Chinese New Year. The children will role play in our	Chinese New Year Dragon Dance	Media and Materials Constructs with a purpose in mind using a variety of resources (40-60 months) Uses simple tools competently and appropriately Being imaginative Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences (40-60months) Moving and Handling	PE English Art Music Geography	Observation Learning Journey Chinese Dragon creative file Chinese fact Writing English Book Taking away Word Problems Counting out Maths book

	<p>Chinese restaurant area, create pictures, enjoy Chinese writing, ribbon dancing, lion making, writing their own story of Chinese New Year and making Chinese music.</p>		<p>Experiments with different ways of moving (40-60 months) The World Looks closely at similarities, differences, pattern and change (40-60months) The World They talk about the features of their own immediate environment and how environments might vary from one to another (ELG) People and Communities Children know about similarities and differences between themselves and others, and among families, communities and traditions (ELG)</p>	<p>History</p>	
--	--	--	---	----------------	--

Reception – Enquiry Learning – Spring 2 Overview

Enquiry Learning	Learning	Class Reader	Early Years Outcomes	Subject Links	Evidence what and where
<p style="text-align: center;">22.2.2021</p> <p style="text-align: center;">Why do some people celebrate Pancake Day?</p>	<p>The children will learn about pancake day, what this day means and why some people celebrate this special day. They will learn about Shrove Tuesday being the traditional feast day before the start of Lent on Ash Wednesday. The children will learn about the ingredients needed to make a pancake before making and eating their own pancakes. The children will discuss their favourites pancake toppings and complete a tally chart by asking their friends their favourite pancake topping.</p> <p>Will share and act out the class reader of Mr Wolf's pancakes and complete activities relating to this book.</p>	<p style="text-align: center;">Mr Wolf's Pancakes</p>	<p>People and Communities Enjoys joining in with family customs and routines (40-60months)</p> <p>The world Looks closely at change (40-60months)</p> <p>Self-confidence and awareness Confident to talk to others about own interests and opinions (40-60months)</p> <p>Health and Self-care (40-60months) Shows some understanding that good practices with regard to eating can contribute to good health</p> <p>Media and Materials (40-60months) Understands that different media can be combined to create new effects.</p>	<p style="text-align: center;">History</p> <p style="text-align: center;">RE</p> <p style="text-align: center;">Music</p> <p style="text-align: center;">English</p>	<p>Recipe writing</p> <p>Speech bubble English book</p> <p>Creative File</p> <p>Addition – pancake toppings Maths book</p> <p>Enquiry Learning big book</p> <p>Observation Learning Journey</p>
<p style="text-align: center;">1.3.2021</p> <p style="text-align: center;">Let's learn about World Book Day (On Thurs 4th March)</p>	<p>We will learn about World Book Day, what this means and where celebrating this day comes from in history. We will learn about why World Book Day is celebrated and talk about developing a love of reading. The children will learn more about the importance of learning to read and how this helps us. We will talk about the different kinds of books and refer to fiction and non-fiction books and poetry books. We will talk about different authors and illustrators and share our favourite authors and illustrators of the books that we have shared so far.</p> <p>The children will be invited to bring their favourite book to school to share with the class and also to share with their Year 6 buddy. The children will have a go at deigning</p>	<p style="text-align: center;">The Snow Queen</p>	<p>Media and Materials Constructs with a purpose in mind using a variety of resources (40-60 months) Uses simple tools competently and appropriately Uses colours for purpose</p> <p>Being imaginative Creates representations (40-60months)</p> <p>Writing Writes captions and simple sentences for purpose</p> <p>The World Looks closely at similarities, differences, pattern and change (40-60months)</p> <p>The World</p>	<p style="text-align: center;">PE</p> <p style="text-align: center;">Music</p> <p style="text-align: center;">Art</p> <p style="text-align: center;">English</p> <p style="text-align: center;">History</p>	<p>Creative File</p> <p>Writing Speech bubble English Book</p> <p>Enquiry Learning Big Book</p> <p>Observation Learning Journey</p>

	<p>their own front covers for their books and write their own story of their choosing. We will look back at our reading river so far in Reception and discuss all the books that we have shared already.</p>		<p>They talk about the features of their own immediate environment and how environments might vary from one to another (ELG) Making relationships</p>		
<p>8.3.2021</p> <p>Mother's Day</p> <p>Why do we celebrate Mother's Day, where does Mother's Day come from and what does this mean? (On Sunday 14th March)</p>	<p>This week our children will learn about Mother's Day and why some people celebrate this special day. We will learn about where celebrating this day comes from as we find out about the history of Mother's Day. The children will talk together about people who look after them in their homes and why it is important to appreciate people who do things to help us every day. We will share some ideas of the kinds of things we could do to help out the grown-ups that look after us such as making our bed, washing up etc. We will then make and write cards to take home to say ' Thank you for looking after me.' The children will also plant and take home a daffodil.</p>	<p>I love my Mummy</p>	<p>The World Looks closely at similarities, differences, pattern and change (40-60months) The World The children know about similarities and differences in relation to objects and materials. They make observations and explains why some things occur and talk about changes. Exploring and using media and materials Children safely use and explore a variety of materials, experimenting with texture, form and function. (ELG) People and communities Children talk about past and present events in their own lives and in the lives of family members Writing Attempts to write sentences in meaningful contexts (40-60months)</p>	<p>Science</p> <p>English</p> <p>History</p>	<p>Enquiry Learning Big Book</p> <p>Speech bubble Thank you for helping me grow card English book</p> <p>Creative file</p> <p>Observation Learning Journey</p> <p>Display</p>
<p>15.3.2021</p> <p>Jobs and Hobbies</p> <p>Who are the people who help us and what do they do?</p>	<p>The children will bring in their own enquiry learning questions about the different jobs and hobbies that they want to find out more about. We will research and explore their questions further together. We will find out about the people who work in our school, what they do in their job role and how they help others in our school community. We will invite different Woodhouse staff into Reception to talk about their job role and answer the children's own</p>	<p>People in the community Police officers, dentists, nurses and</p>	<p>Media and Materials Constructs with a purpose in mind using a variety of resources (40-60 months) Uses simple tools competently and appropriately Being imaginative Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences (40-60months)</p>	<p>Geography</p> <p>PE</p> <p>Music</p> <p>Art</p>	<p>Enquiry Learning Big Book</p> <p>Writing English book</p> <p>Creative file</p> <p>Observation Learning Journey</p>

	<p>questions that they have asked to find out more.</p> <p>We will also find out about the different people who help us in our local community such as the school crossing patrol, police officers, doctors and nurses, paramedics, vets and firefighters along with any other helpers the pupils wish to find out more about. We will research each profession, set up role play area for the children to act out playing different roles, create portraits of the people who help us and write facts about what we have learnt so far.</p>	doctors.	<p>The World Looks closely at similarities, differences, pattern and change (40-60months)</p> <p>The World They talk about the features of their own immediate environment and how environments might vary from one to another (ELG)</p> <p>Being imaginative Plays cooperatively to act out a narrative (40-60months)</p> <p>People and communities They know about similarities and differences between themselves and others, and among communities and traditions (ELG)</p>	<p>English</p> <p>Science</p>	
<p>22.3.2021</p> <p>Jobs and Hobbies</p> <p>What are the different jobs and hobbies of the people who live in our local community?</p>	<p>We will continue to explore different jobs and hobbies whilst answering the different enquiry learning questions brought into school by the children. We will invite our parents/carers into school to talk about their job roles and hobbies to extend our research further. We will use the computers and books to conduct our own research of different jobs and hobbies.</p> <p>Linking to our pupils' interests in trains, we will invite a local train driver into school to talk about his job in the role of a train driver, what this involves and the many different aspects of being a train driver. The children will look at the different objects needed to work as a train driver and try on different uniform etc to act out the role.</p> <p>The children will also learn about space and the life of an astronaut alongside learning about the different jobs and hobbies.</p>	<p>Little red train to the rescue</p> <p>What about the universe</p>	<p>Being imaginative Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences (40-60months)</p> <p>The World Looks closely at similarities, differences, pattern and change (40-60months)</p> <p>The World They talk about the features of their own immediate environment and how environments might vary from one to another (ELG)</p> <p>People and Communities Children know about similarities and differences between themselves and others, and among families, communities and traditions (ELG)</p>	<p>PE</p> <p>English</p> <p>Art</p> <p>Music</p> <p>Geography</p> <p>History</p> <p>Science</p>	<p>Enquiry Learning Big Book</p> <p>Speech bubble Writing English book</p> <p>Creative file</p> <p>Observation Learning Journey</p>
<p>29.3.2021</p> <p>Easter</p>	<p>The children will learn about Easter and what this means. They will learn about why some people celebrate Easter at this time of year and where celebrating Easter comes from.</p>	We Love Easter	<p>Writing Writes captions and simple sentences (40-60months)</p>	<p>RE</p> <p>Geography</p>	<p>Enquiry Learning Big Book</p> <p>Speech bubble</p>

<p>What is Easter and why do some people celebrate this time of year?</p>	<p>We will look on the globe to find where about in the world Jerusalem is. We will look at the Church as a place of worship and talk about how Christians attend the Church as a place of Worship.</p> <p>The children will design a poster to find the Easter Bunny who has left clues for the children to find him. The posters will be put up around school asking everyone to look for him. The description of the Easter Bunny will be on the poster made by the children. The children will enjoy going on an Easter Egg hunt as they work as a team to try and find the eggs left by the Easter Bunny.</p>		<p>Writing Attempts to write short sentences in meaningful contexts (40-60months)</p> <p>People and Communities Children know about similarities and differences between themselves and others, and among families, communities and traditions (ELG)</p> <p>The World Looks closely at similarities, differences, pattern and change (40-60months) Enjoys joining in with family culture and traditions</p>	<p>History</p> <p>Art</p> <p>English</p> <p>Music</p>	<p>Easter cards Wanted Poster English book</p> <p>Creative file</p> <p>Observation Learning Journey</p> <p>Display</p>
---	--	--	--	---	--

Reception – Enquiry Learning – Summer 1 Overview

Enquiry Learning	Learning	Class Reader	Early Years Outcomes	Subject Links	Evidence what and where
<p style="text-align: center;">19.4.2021</p> <p style="text-align: center;">Planting and growing</p> <p style="text-align: center;">What do seeds need to grow?</p>	<p>Following on from learning about Mother’s Day and planting a daffodil, the children will learn more about planting and growing. We will research together what plants need to grow and plan our very own planting and growing area in our Reception garden. The children will plant some seeds outside and make labels for their growing area, labelling the different plant names and signs to remind people to water the plants frequently. The children will also set up a florist in the role play area to act out working as a florist with their friends. The children will write labels and create flower pictures as they make their own posters to put up in the florist. The children will learn how to plant and look after a bean plant and sunflower.</p>	<p style="text-align: center;">Why do plants grow in Spring?</p> <p style="text-align: center;">Jack and the Beanstalk</p>	<p>Media and Materials Constructs with a purpose in mind using a variety of resources (40-60 months) Uses simple tools competently and appropriately</p> <p>Being imaginative Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences (40-60months)</p> <p>Writing Writes labels (40-60months)</p> <p>Writing Attempts to write short sentences in meaningful contexts (40-60months)</p> <p>Understanding the World Looks closely at similarities, differences, patterns and change (40-60months) They make observations of animals and plants and explain why some things occur, and talk about changes (ELG) Children know about similarities and differences in relation to living things (ELG)</p>	<p style="text-align: center;">Science</p> <p style="text-align: center;">Art</p> <p style="text-align: center;">Maths</p> <p style="text-align: center;">English</p> <p style="text-align: center;">Music</p>	<p>Observational drawing Creative File</p> <p style="text-align: center;">Enquiry Learning Big Book</p> <p>Speech bubble English Book</p> <p style="text-align: center;">Writing English Book</p> <p style="text-align: center;">Learning Journey Observation</p>
<p style="text-align: center;">26.4.2021</p> <p style="text-align: center;">What is the lifecycle of a butterfly?</p>	<p>Following on from learning about living things in terms of planting and growing, the children will explore the butterfly and the life cycle of a butterfly. We will put together our caterpillar set and watch as they turn they turn into a chrysalis as we transport them to their butterfly net home. We will the watch out together for any changes taking place as we record the changes on a daily basis in our</p>	<p style="text-align: center;">The Very Hungry Caterpillar</p> <p style="text-align: center;">Butterflies</p>	<p>Media and Materials Constructs with a purpose in mind using a variety of resources (40-60 months) Uses simple tools competently and appropriately Uses colours for purpose</p> <p>Being imaginative Creates representations (40-60months)</p>	<p style="text-align: center;">Science</p> <p style="text-align: center;">Art</p> <p style="text-align: center;">Maths</p> <p style="text-align: center;">English</p>	<p style="text-align: center;">Enquiry Learning Big Book</p> <p>Observational drawing Creative File</p>

	<p>class diary. We will share the information book of Butterflies as we find out more information about butterflies and how they survive.</p> <p>We will also share the story of The Very Hungry Caterpillar as we act out the story together and record the foods that the caterpillar ate. We will talk about which of the foods are healthy and which are not so healthy.</p> <p>We will work in groups to arrange together the life cycle of a butterfly as the children remember how the life cycle works and the order it happens. The children will sing 'There's a tiny caterpillar' song as we let the butterflies fly away in our outdoor area.</p>		<p>Writing Writes captions and simple sentences for purpose</p> <p>The World Looks closely at similarities, differences, patterns and change (40-60months) They make observations of animals and plants and explain why some things occur, and talk about changes (ELG) Children know about similarities and differences in relation to living things (ELG) Looks closely at similarities, differences, pattern and change (40-60months)</p> <p>The World They talk about the features of their own immediate environment and how environments might vary from one to another (ELG)</p>	<p>Music</p>	<p>Speech bubble English Book</p> <p>Writing English Book</p> <p>Outdoor learning book</p> <p>Display</p> <p>Learning Journey Observation</p>
<p>3.5.2021</p> <p>What are minibeasts, where do they live and how do they survive?</p>	<p>Following on from our learning about butterflies and their life cycle, we will explore other minibeasts and how they are similar or different to a butterfly. We will look at the other minibeasts life cycles and go on a minibeast hunt around the school grounds. We will focus on snails, bees, spiders, worms and any other minibeasts that the children wish to explore and find out more about. We will research information on how minibeasts survive and learn about the different homes of minibeasts and how they are similar or different to other minibeasts homes. We will make our own minibeast homes using the different materials from indoors and out. We will write some facts about the minibeasts and create a picture to match, looking carefully at the minibeasts features. We will share the story of Spinderella. The children will sing Incy wincy</p>	<p>Mad about minibeasts</p> <p>Spinderella</p>	<p>Media and Materials Constructs with a purpose in mind using a variety of resources (40-60 months) Uses simple tools competently and appropriately Uses colours for purpose</p> <p>Being imaginative Creates representations (40-60months)</p> <p>Writing Writes captions and simple sentences for purpose</p> <p>The World They talk about the features of their own immediate environment and how environments might vary from one to another (ELG)</p> <p>The World Looks closely at similarities, differences,</p>	<p>Science</p> <p>English</p> <p>Art</p> <p>DT</p> <p>Geography</p>	<p>Enquiry Learning Big Book</p> <p>Observational drawing Creative File</p> <p>Speech bubble English Book</p> <p>Writing English Book</p> <p>Learning Journey Observation</p>

	spider.		<p>patterns and change (40-60months)</p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes (ELG)</p> <p>Children know about similarities and differences in relation to living things (ELG)</p> <p>Looks closely at similarities, differences, pattern and change (40-60months)</p>		
<p>10.5.2021</p> <p>Eid</p>	<p>The children will learn all about Eid and why some people celebrate Eid. We will learn about the Muslim faith and find out about Mosques and how they are places where Muslims worship. We will learn about Muslim countries and look on the globe to find where in the world the Muslim countries are. We will look at the similarities and differences between the Muslim countries and England. We will learn about how Muslim's celebrate Eid and the kinds of customs and different celebrations that take place and why. The children will create Eid artwork, write labels, captions and sentences and share books together about Eid to find out more. We will try some food that is often eaten during the Eid celebrations.</p>	<p>I am a Muslim</p> <p>We love Id-ul-fitr</p>	<p>Media and Materials</p> <p>Constructs with a purpose in mind using a variety of resources (40-60 months)</p> <p>Uses simple tools competently and appropriately</p> <p>Being imaginative</p> <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences (40-60months)</p> <p>Writing</p> <p>Writes labels (40-60months)</p> <p>Writing</p> <p>Attempts to write short sentences in meaningful contexts (40-60months)</p> <p>Understanding the World</p> <p>Looks closely at similarities, differences, patterns and change (40-60months)</p> <p>People and Communities</p> <p>Children know about similarities and differences between themselves and others, and among families, communities and traditions. (ELG)</p>	<p>Science</p> <p>Art</p> <p>Geography</p> <p>English</p> <p>Music</p> <p>History</p>	<p>Enquiry Learning big book</p> <p>Observation Learning Journey</p> <p>Speech bubble Writing</p> <p>Sentence writing English book</p> <p>Creative file</p> <p>Display</p>
<p>17.5.2021</p> <p>What is the lifecycle of a frog?</p>	<p>Following on from learning about the life cycle of a butterfly and researching information about other minibeasts, we will explore the life cycle of a frog. We will make daily observations of the tadpoles within the classroom and carefully</p>	<p>Frogs</p> <p>The trouble with tadpoles</p>	<p>Being imaginative</p> <p>Creates representations (40-60months)</p> <p>Writing</p> <p>Writes captions and simple sentences for purpose</p>	<p>Science</p> <p>English</p>	<p>Enquiry Learning Big Book</p> <p>Observational</p>

	<p>watch for the tadpoles growing back legs and losing their tails.</p> <p>We will share the Frogs information book before working as a team to arrange the lifecycle of a frog in the correct order. We will write some frog facts and record information in our daily diary. We will create our own pictures of tadpoles and frogs. We will explore the home of tadpoles and frogs and how they survive in their environment. The children will sing and act out the song of 'Five little speckled frogs' using the frog masks.</p>		<p>The World They talk about the features of their own immediate environment and how environments might vary from one to another (ELG)</p> <p>The World Looks closely at similarities, differences, patterns and change (40-60months) They make observations of animals and plants and explain why some things occur, and talk about changes (ELG) Children know about similarities and differences in relation to living things (ELG)</p> <p>Being imaginative Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences (40-60months)</p>	<p>Art</p> <p>Geography</p> <p>Music</p>	<p>drawing Creative File</p> <p>Writing English Book</p> <p>Speech bubble English Book</p> <p>Display</p> <p>Learning Journey Observation</p>
<p>24.5.2021</p> <p>Now I am big.... What can I do now compared to the things I could do when I was a baby?</p>	<p>Following on from our previous research and learning about the life cycle of a butterfly, frog and other minibeasts and our planting and growing topic, the children will now think about themselves, how much they have grown, what they need to be able to grow and the kinds of things they can do now compared to when they were a baby. The children will make observations of a photograph of when they were a baby compared to now and talk about some of the things they can do now that they couldn't before. The children will think and talk about where they were born and where they live now and whether they live in the same house or a different house to when they were younger. The children will display their baby photographs as they each take a turn to guess who the baby photographs are as they write down their ideas and why. The children will</p>	<p>Once there were giants</p>	<p>People and Communities Children talk about past and present events in their own lives and in the lives of family members (ELG) They now about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Being imaginative Creates representations (40-60months)</p> <p>Writing Writes captions and simple sentences for purpose</p> <p>The World Looks closely at similarities, differences, patterns and change (40-60months) They make observations of animals and plants and explain why some things occur, and talk about changes (ELG)</p>	<p>Science</p> <p>English</p> <p>Art</p> <p>History</p> <p>Geography</p>	<p>Enquiry Learning Big Book</p> <p>Writing English Book</p> <p>Speech bubble English Book</p> <p>Learning Journey Observation</p>

	make observational drawings and write about now they are big I can....When I was small I could....		Children know about similarities and differences in relation to living things (ELG)		
--	--	--	---	--	--

Reception – Enquiry Learning – Summer 2 Overview

Enquiry Learning	Learning	Class Reader	Early Years Outcomes	Subject Links	Evidence what and where
<p style="text-align: center;">7.6.2021</p> <p>Amazing animals What are some of the animals that live in the wild and how do they live differently to animals kept in captivity?</p>	<p>We will then explore the children’s further enquiry learning questions answering related to animals that live in the wild. We will find out about some of the animals that live in the wild, how they are similar or different to humans and find out about the places in which they live. We will compare the difference between animals that live in the wild and animals that live in captivity.</p>	<p style="text-align: center;">All about animals Lions</p>	<p>Being imaginative Creates representations (40-60months)</p> <p>Writing Writes captions and simple sentences for purpose</p> <p>The World Looks closely at similarities, differences, patterns and change (40-60months) They make observations of animals and plants and explain why some things occur, and talk about changes (ELG) Children know about similarities and differences in relation to living things (ELG)</p>	<p style="text-align: center;">Science</p> <p style="text-align: center;">English</p> <p style="text-align: center;">Art</p> <p style="text-align: center;">History</p> <p style="text-align: center;">Geography</p>	<p style="text-align: center;">Enquiry Learning Big Book</p> <p style="text-align: center;">Observational drawing Creative File</p> <p style="text-align: center;">Speech bubble English Book</p> <p style="text-align: center;">Learning Journey Observation</p>
<p style="text-align: center;">16.6.2021</p> <p style="text-align: center;">Father’s Day</p>	<p>We will find out about Father’s Day and why some people celebrate this special day. We will learn about the history of Father’s Day and where celebrating this special day comes from. We will then look at how Father’s Day is celebrated in other countries. We will share the story of ‘I love my daddy’ and make Thank you for looking after me’ cards for our dads, granddads, carers etc.</p>	<p style="text-align: center;">I Love My Daddy</p>	<p>Being imaginative Creates representations (40-60months)</p> <p>Writing Writes captions and simple sentences for purpose</p> <p>People and Communities Enjoys joining in with family customs and routines</p> <p>People and Communities Children know about similarities and differences between themselves and others, and among families, communities and traditions. (ELG)</p> <p>Understanding the World Looks closely at similarities, differences, patterns and change (40-60months)</p> <p>Writing</p>	<p style="text-align: center;">Art</p> <p style="text-align: center;">History</p> <p style="text-align: center;">Geography</p> <p style="text-align: center;">English</p>	<p style="text-align: center;">Enquiry Learning big book</p> <p style="text-align: center;">Card writing English book</p> <p style="text-align: center;">Speech Bubble English Book</p> <p style="text-align: center;">Creative File</p>

			Attempts to write short sentences in meaningful contexts (40-60months)		
15.6.2021 Let's plant and grow our own fruit?	We will recap our previous learning of planting and growing (20.4.2020). We will remember how to plant a seed and beans etc and what is needed for the plants to grow. We will talk about looking after the plants properly and make daily checks on the plants with care and attention. We will plant some strawberries and watch the grow. We will write instructions on how to plant strawberries and how to look after them. Once the strawberries are ready, we will pick the strawberries and wash them, making them ready to enjoy with our snack. We will share the information books about growing fruit to learn more information on growing our own food.	What's so good about vegetables?	Media and Materials Constructs with a purpose in mind using a variety of resources (40-60 months) Uses simple tools competently and appropriately Uses colours for purpose Being imaginative Creates representations (40-60months) Writing Writes captions and simple sentences for purpose The World Looks closely at similarities, differences, pattern and change (40-60months) They talk about the features of their own immediate environment and how environments might vary from one to another (ELG)	Science English DT Geography	Enquiry Learning big book Observation Learning Journey Speech bubble English Book Outdoor book Creative file
22.6.2021 From Farm to Fork	We will plan our visit to our local Tesco store to join in with the Farm to Form workshop. Before we set off, we will find out whereabouts in Brighthouse Tesco's is and plan our route to get there. We will learn about the different places (train station, Sainsbury's etc) that we will pass on our way. We will learn all about how food comes from the farm and the process that the food goes through before ending up on the supermarket shelves. We will then share our experiences and any new facts and learning that we can remember and write about our visit to Brighthouse Tesco, Farm to Fork.	Watch it grow Bean	Understanding the World Looks closely at similarities, differences, patterns and change (40-60months) Writing Attempts to write short sentences in meaningful contexts (40-60months) The World Children know about similarities and differences in relation to living things. They make observations of plants and explains why some things occur, and talk about change (ELG) People and Communities Children know about similarities and differences between themselves and others,	Geography History Science English	Enquiry Learning big book Observation Learning Journey Speech Bubble English Book Creative File Writing English Book Display

			and among families, communities and traditions. (ELG)		
29.6.2021 Healthy Bodies and Super Sports	This week we will learn about all the things that we can do to keep our bodies healthy. We will learn about the different kinds of exercise and sports and link our learning to the children's own enquiry learning questions. We will share any sports done by the children and have a go at playing some of the sports during our PE sessions. We will talk about swimming and the importance of learning to swim, linking to staying safe near the water.	Sports Day	Physical Development Health and Self Care Shows some understanding that good practises with regard to exercise, eating, sleeping and hygiene can contribute to good health. Health and Self Care Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe.	Science PE PHSCE/RE	Enquiry Learning big book Observation Learning Journey Speech Bubble English Book
6.7.2021 Healthy Bodies and Super Sports	This week the children will learn about being and feeling healthy. We will join in with our 'Think great, feel great – whole school events. We will enjoy making rainbow fruits kebabs, learn which coloured fruits are good for which parts of our bodies, learn about Yoga and practise Yoga on our friends, learn about the importance of washing our hands properly, brushing teeth and the importance of sleep. We will enjoy sharing our Sports Day with our families and friends.	My Body	Physical Development Health and Self Care Shows some understanding that good practises with regard to exercise, eating, sleeping and hygiene can contribute to good health. Health and Self Care Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe. Media and Materials Constructs with a purpose in mind using a variety of resources (40-60 months) Uses simple tools competently and appropriately Uses colours for purpose Being imaginative Creates representations (40-60months) Writing Writes captions and simple sentences for purpose	Science DT PE	Enquiry Learning big book Observation Learning Journey Writing English Book

<p>13.7.2021 New Beginnings Transition week</p>	<p>During the beginning of the week we will talk about New Beginnings and share what we have enjoyed most about being in Reception and what we are most looking forward to about moving into Year 1. We will look together at our Year 1 shared information book and talk about all of the exciting things that the children will be doing throughout the year in Year 1. We will invite our parents/carers into school for our end of year open afternoon, collect the children's work and listen to us perform our special songs.</p>	<p>Dear Class</p>	<p>Understanding the World Looks closely at similarities, differences, patterns and change (40-60months) Self Confidence and Awareness Children are confident to try new activities (ELG) Children can take changes in their routine in their stride (ELG) Making Relationships Children form positive relationships with adults and other children.</p>	<p>PHSCE/RE History Music</p>	<p>Observation Learning Journey</p>
--	--	-------------------	---	---	--