

Reception – Enquiry Learning – Autumn 1 Overview 2021-22

Enquiry Learning	Learning	Class Reader	Early Years Outcomes	Subject Links	Evidence what and where
<p align="center">All about me. Who am I and who are my new friends? 20.9.21</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>Our class is a family</p> <p>All are welcome</p>	<p>EYFS Three and Four Year Olds Understanding the World Begin to make sense of their own life-story and family’s history.</p> <p>EYFS Three and Four Year Olds Personal, Social and Emotional Develop their sense of responsibility and membership of a community. Select and use activities and resources, with help when needed. Develop their sense of responsibility and membership of a community. Show more confidence in new social situations.</p> <p>EYFS Reception See themselves as an individual</p> <p>ELG Personal, Social and emotional Self-Regulation Managing Self Building Relationships</p>	<p>Science PHSCE Art & Design</p>	<p>Settling in obs- Learning Journey</p> <p>Speech bubble- English book</p> <p>Self portraits creative file</p>
<p align="center">Who are my family and where do I live? 27.10.21</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</p>	<p>Oxford Reading Tree Biff, Chip and Kipper</p> <p>Your house, my house</p> <p>In every</p>	<p>EYFS Three and Four Year Olds Personal, Social and Emotional Develop their sense of responsibility and membership of a community.</p> <p>EYFS Three and Four Year Olds Understanding the World Begin to make sense of their own life-story and family’s history.</p> <p>EYFS Reception</p>	<p>PHSCE RE (F1 - Where do I live and what is special to me?) RE (F3 Which places are special and why?)</p>	<p>Family portrait- creative file</p> <p>Speech bubble Maths book</p>

	Reading Tree characters (Biff, Chip and Kipper). We will talk about their family and how they might be similar or different to other families.	house on every street	<p>Understanding the World Talk about members of their immediate family and community Name and describe people who are familiar to them. Understand that some places are special to members of their community. ELG Understanding the world People and Communities Past and Present</p>	Art & Design History Geography	
How do I keep myself safe? 4.10.21	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 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.	The Golden Rules big books	<p>EYFS Three and Four Year Olds Personal, Social and Emotional Help to find solutions to conflicts and rivalries. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried.' Begin to understand how others might be feeling. EYFS Reception Personal, Social and Emotional Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. ELG Personal, Social and Emotional Self-Regulation Managing Self Building Relationships</p>	PHSCE Computing Geography RE (F5 What makes a good helper?)	Speech bubble and classroom driving licence- English book

<p>What is the season of Autumn? An Autumn Tale 11.10.21</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. 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) Autumn is here Thinking about the seasons Autumn</p>	<p>EYFS Three and Four Year Olds Understanding the World Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about the differences between materials and the changes they notice. EYFS Reception Understanding the World Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. ELG Understanding the World The Natural World</p>	<p>Science DT Art & Design RE (F3 Which places are special and why?)</p>	<p>Outdoor big book Enquiry Learning Big Book Autumn walk observation Learning Journey Clay Hedgehogs Creative file</p>
<p>Hibernating animals and their habitats 18.10.21</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 E-book Hibernation Hotel Animal Homes</p>	<p>EYFS Three and Four Year Olds Understanding the World Explore collections of materials with similar and/or different properties. Talk about the differences between materials and the changes they notice. EYFS Reception Understanding the World Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. ELG Understanding the World The Natural World</p>	<p>Science Geography PHSCE</p>	<p>Observation Learning Journey Writing English Book Enquiry Learning Big Book Art Work Creative File Display</p>

Reception – Enquiry Learning – Autumn 2 Overview 2021-22

Enquiry Learning	Learning	Class Reader	Early Years Outcomes	Subject Links	Evidence what and where
<p align="center">Diwali 1.11.21 (Thurs 4th Nov)</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. 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 Diva lamps using clay. We will learn about where in the world India is and search for India on a the globe. Teach the children that in Sikhism, no singular creation story exists. Sikhs believe that God created the universe; but that no human can say how this happened.</p>	<p align="center">We love Diwali</p> <p align="center">Let's Celebrate 5 days of Diwali!</p> <p align="center">Rama and Sita – The story of Diwali</p>	<p>EYFS Three and Four Year Olds Understanding the World Continue to develop positive attitudes about the differences between people Know that there are some countries in the world and talk about the differences they have experienced or seen in photos. Talk about what they see using a wide range of vocabulary. Begin to make sense of their own life-story and family's history.</p> <p>EYFS Reception Understanding the World Compare and contrast characters from stories, including figures from the past. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live.</p> <p>ELG Understanding the World Past and present People, culture and communities</p>	<p align="center">History Art Geography</p> <p>RE (F3 Which places are special and why?)</p>	<p align="center">Writing English Book</p> <p align="center">Creative File Bonfire pictures</p> <p align="center">Observation Learning Journey</p> <p align="center">Enquiry Learning Big Book</p>

<p>Bonfire Night 8.11.21</p> <p>Remembrance Day 11.11.21</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>Special Days Bonfire Night/ Special Days of the Year Bonfire Night</p> <p>Room on the Broom/ Sparks in the sky Where the poppies now grow</p> <p>Poppy Day</p>	<p>Understanding the world Reception Comments on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p>Understanding the world ELG Past and present</p> <p>Expressive arts and design Three and four year olds Use drawing to represent ideas like movement and loud noises.</p> <p>Expressive arts and design Reception Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Communication and Language Reception Use new vocabulary throughout the day Describe some events in detail Listen to and talk about stories to build familiarity and understanding.</p>	<p>RE (F.2 How are special times celebrated?) (Autumn and winter festivals)</p> <p>PHSCE</p> <p>History</p> <p>Geography</p> <p>Art</p>	<p>Diwali fact writing – English book Enquiry Learning Big Book Speech Bubble – English Book</p> <p>Diwali picture- Creative file</p> <p>Mrs Mistry visit observation – Learning journey</p>
<p>Funny Bones 15.11.21</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 Allan Ahlberg/Room on the Broom</p>	<p>Physical development Reception Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: Pencils for drawing and writing, paintbrushes, scissors.</p> <p>Expressive arts and design Reception Explore, use and refine a variety of artistic effects to express their ideas and feelings. Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Understanding the world Three and four</p>	<p>Science Art DT</p>	<p>Funnybones picture Creative File</p> <p>Writing English book</p> <p>Observation Learning Journey</p> <p>Enquiry Learning Big Book</p>

			<p>year olds Explore and talk about the different forces they can feel. Talk about what they see using a wide vocabulary. Explore how things work. Understanding the world ELG The Natural World</p>		
<p>Owl Babies 22.11.21</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. The children will create their own Owl Babies picture and use pastels to complete some Owl observational drawings. We will work together to label our drawings and write a letter to Bill, telling him not to worry.</p>	<p>Owl Babies Martin Waddell Owls and Owlets</p>	<p>Feelings and behaviour Understands that own actions affect other people (40-60months) Media and Materials Selects appropriate resources and adapts work where necessary (40-60months) Looks closely at similarities, differences, pattern and change (40-60months) Understanding the world Three and four year olds Talk about what they see using a wide vocabulary. Understand the key features of the life cycle of an animal. Understanding the world Reception Recognise some environments that are different to the one in which they live. Understanding the world ELG The Natural World</p>	<p>Science Art PHSCE RE (F3 Which places are special and why?)</p>	<p>Owl Babies writing English Book Owl Babies picture Creative File Addition Maths Book Enquiry Learning Big Book Observation Learning Journey</p>
<p>Our homes 29.11.21</p>	<p>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 on a large scale</p>	<p>Around the world Homes Oxfam</p>	<p>Understanding the world Three and four year olds Begin to make sense of their own life-story and family's history. Know that there are different countries in the world and talk about the differences</p>	<p>Geography History Art RE (F.1 Where</p>	<p>Observation Learning Journey Writing English Book</p>

	<p>using different materials.</p> <p>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.</p>	<p>A place called home</p> <p>We're better together</p>	<p>they have experienced or seen in photos.</p> <p>Understanding the world Reception Draw information on a simple map. Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Understanding the World ELG People, culture and communities</p>	<p>do I live and what is special to me?) (F3 Which places are special and why?)</p>	<p>Enquiry Learning Big Book</p> <p>Display</p>
<p>Christmas and winter traditions</p> <p>6.12.21</p>	<p>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.</p>	<p>Twas the night before Christmas</p> <p>The Christmas Truce</p>	<p>Understanding the world Three and four year olds Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Understanding the world Reception Understand that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Understanding the world ELG People, culture and communities Past and Present</p> <p>Expressive arts and design Reception Develop storylines in pretend play. Explore and engage in music making and dance, performing solo or in groups.</p>	<p>History Art Geography RE (F.2 How are special times celebrated? Autumn and Winter festivals)</p>	<p>Observation Learning Journey Enquiry Learning big book</p> <p>Christmas card writing English Books Speech bubble</p> <p>Christmas in my house writing English Books</p>

<p>The traditional Christmas story</p> <p>13.12.21</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 the world Reception Understand that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries. Understanding the world ELG People, culture and communities Past and Present</p>	<p>History Art Geography RE (F3 Which places are special and why?)</p>	<p>Enquiry Learning Big Book Writing English Book</p> <p>Observation Learning Journey</p> <p>Speech bubble</p>
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Reception – Enquiry Learning – Spring 1 Overview 2021-22

Enquiry Learning	Learning	Class Reader	Early Years Outcomes	Subject Links	Evidence what and where
<p align="center">4.1.22</p> <p 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 align="center">The Night before New Year</p> <p align="center">Squirrel's New Year's Resolution</p>	<p>Understanding the World Three and Four Year Olds Continue developing positive attitudes about the differences between people.</p> <p>Understanding the World Reception Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Understanding the World ELG People, Culture and Communities</p>	<p align="center">History</p> <p align="center">Geography</p> <p align="center">Music</p> <p align="center">English</p> <p>RE (F.4 How are special times celebrated? (Spring and summer festivals))</p>	<p align="center">New Year observation Learning Journey</p> <p align="center">New Year wish writing English Book</p>
<p align="center">10.1.22</p> <p 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</p>	<p align="center">Polar Bears</p> <p align="center">Snow Bear</p> <p align="center">Living in the Arctic</p> <p align="center">The World Around Me</p>	<p>Understanding the World Three and Four Year Olds Talk about what they see, using a wide vocabulary.</p> <p>Understanding the World Reception Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p> <p>Understanding the World ELG The Natural World</p> <p>Expressive Arts and Design Three and Four</p>	<p align="center">Geography</p> <p align="center">PE</p> <p align="center">Music</p> <p align="center">Art</p> <p align="center">Science</p> <p align="center">English</p>	<p align="center">Polar bear painting creative file</p> <p align="center">Enquiry Learning Big Book</p> <p align="center">Polar Bear writing English Book</p> <p align="center">Observation Learning Journey</p> <p align="center">Wintry Worlds Display</p>

	<p>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 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.</p>		<p>Year Olds Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Expressive Arts and Design Reception Explore, use and refine a variety of artistic effects to express their ideas and feelings. Expressive Arts and Design ELG Creating with Materials</p>	<p>History</p> <p>RE (F3 Which places are special and why?)</p>	
<p>17.1.22</p> <p>Wintry Worlds What is life like in the Antarctic?</p>	<p>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.</p>	<p>Polar Animals – Emperor Penguin</p> <p>The Emperor's Egg</p> <p>Where is Antarctica?</p> <p>Amazing Animal Journeys</p>	<p>Understanding the World Three and Four Year Olds Talk about what they see, using a wide vocabulary. Understanding the World Reception Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p> <p>Understanding the World ELG The Natural World</p> <p>Expressive Arts and Design Three and Four Year Olds Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Expressive Arts and Design Reception</p>	<p>Geography</p> <p>PE</p> <p>Music</p> <p>Art</p> <p>Science</p> <p>English</p> <p>History</p> <p>RE (F3 Which places are special and why?)</p>	<p>Penguin painting creative file</p> <p>Writing Big English Book</p> <p>Penguin writing English Book</p> <p>Observation Learning Journey</p> <p>Taking away Maths book</p> <p>Taking away Big Maths book</p> <p>Wintry Worlds Display</p>

			Explore, use and refine a variety of artistic effects to express their ideas and feelings. Expressive Arts and Design ELG Creating with Materials		
24.1.22 Becoming experimenting experts Predicting, experimenting, testing and findings	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 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.	Snow Sink or float?	Understanding the World Three and Four Year Olds Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Talk about the differences between materials and changes they notice. Understanding the World Reception Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Understanding the World ELG The Natural World	Science Maths English Computing	Observation Outdoor Big book Observation Learning Journey Experimenting Experts display
31.1.22 Celebrating Chinese New Year (Tues 1 st Feb)	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	Understanding the World Three and Four Year Olds Continue to develop positive attitudes about the differences between people Know that there are some countries in the world and talk about the differences they have experienced or seen in photos. Talk about what they see using a wide range of vocabulary. Begin to make sense of their own life-story and family's history.	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

	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>Understanding the World Reception Compare and contrast characters from stories, including figures from the past. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live.</p> <p>Understanding the World ELG Past and present People, culture and communities</p>	<p>History</p> <p>RE (F.2 How are special times celebrated? Spring and summer</p> <p>F3 Which places are special and why?)</p>	
7.2.22 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 restaurant area, create pictures, enjoy Chinese writing, ribbon dancing, lion making, writing their own story of Chinese New Year and making Chinese music.	Chinese New Year Dragon Dance	<p>Understanding the World Three and Four Year Olds Continue to develop positive attitudes about the differences between people Know that there are some countries in the world and talk about the differences they have experienced or seen in photos. Talk about what they see using a wide range of vocabulary. Begin to make sense of their own life-story and family's history.</p> <p>Understanding the World Reception Compare and contrast characters from stories, including figures from the past. Understand that some places are special to members of their community. Recognise that people have different beliefs</p>	<p>PE</p> <p>English</p> <p>Art</p> <p>Music</p> <p>Geography</p> <p>History</p> <p>RE (F.2 How are special times celebrated?)</p>	<p>Observation Learning Journey</p> <p>Chinese Dragon creative file</p> <p>Chinese fact Writing English Book Taking away Word Problems Counting out Maths book</p>

			<p>and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live.</p> <p>Understanding the World ELG Past and present People, culture and communities</p>	<p>Spring and summer</p> <p>F3 Which places are special and why?)</p>	
<p>14.2.22</p> <p>Valentine's Day</p> <p>What is Valentine's Day and why do some people celebrate this day?</p>	<p>The children will learn about Valentine's Day and why some people celebrate Valentine's Day on the 14th 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.'</p>	<p>Guess how much I love you?</p> <p>The 12 Days of Valentine's</p> <p>Groggle's Monster Valentine</p>	<p>EYFS Three and Four Year Olds Understanding the World Continue to develop positive attitudes about the differences between people Begin to make sense of their own life-story and family's history.</p> <p>EYFS Reception Understanding the World Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Understanding the World ELG Past and present People, culture and communities</p>	<p>Geography</p> <p>History</p> <p>Art</p> <p>Maths</p> <p>English</p> <p>Music</p> <p>RE (F.2 How are special times celebrated? Spring and summer</p>	<p>Enquiry Learning Big book</p> <p>Speech Bubble English Book</p> <p>Valentine's card writing English book</p> <p>Valentine's art work Creative file</p> <p>Observation Learning Journey</p>

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Enquiry Learning	Learning	Class Reader	Early Years Outcomes	Subject Links	Evidence what and where
<p align="center">28.2.2022</p> <p 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. Will share and act out the class reader of Mr Wolf’s pancakes and complete activities relating to this book.</p>	<p align="center">Mr Wolf’s Pancakes</p> <p align="center">Mama Panya’s Pancakes</p>	<p>Understanding the World Three and Four Year Olds Continue to develop positive attitudes about the differences between people Begin to make sense of their own life-story and family’s history. Understanding the World Reception Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. ELG Understanding the World Past and present People, culture and communities</p>	<p align="center">History</p> <p align="center">RE</p> <p align="center">Music</p> <p align="center">English</p> <p align="center">RE (F.2 How are special times celebrated? Spring and summer festivals)</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 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 align="center">The Snow Queen</p>	<p>Literacy Three and Four Year Olds Engage in extended conversations about stories, learning new vocabulary. Understanding the World Reception Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. ELG Understanding the World</p>	<p align="center">PE</p> <p align="center">Music</p> <p align="center">Art</p> <p align="center">English</p>	<p>Creative File</p> <p>Writing Speech bubble English Book</p> <p>Enquiry Learning Big Book</p> <p>Observation Learning Journey</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 designing their own front covers for their books and write their own story of their choosing.</p> <p>We will look back at our reading river so far in Reception and discuss all the books that we have shared already.</p>		<p>Past and present People, culture and communities</p>	<p>History</p>	
<p>7.3.2022 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.</p> <p>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 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>	<p>People in the community Police officers, dentists, nurses and doctors.</p>	<p>Understanding the World Three and Four Year Olds Continue to develop positive attitudes about the differences between people Begin to make sense of their own life-story and family's history. Show interest in different occupations.</p> <p>Understanding the World Reception Talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognise some similarities and differences between life in this country and life in other countries.</p> <p>ELG Understanding the World Past and present People, culture and communities</p>	<p>Geography</p> <p>PE</p> <p>Music</p> <p>Art</p> <p>English</p> <p>Science</p> <p>RE (F.5 What makes a good helper and who helps us?)</p>	<p>Enquiry Learning Big Book</p> <p>Writing English book</p> <p>Creative file</p> <p>Observation Learning Journey</p>

<p>14.3.2022</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>Understanding the World Three and Four Year Olds</p> <p>Continue to develop positive attitudes about the differences between people Begin to make sense of their own life-story and family's history. Show interest in different occupations.</p> <p>Understanding the World Reception</p> <p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognise some similarities and differences between life in this country and life in other countries.</p> <p>ELG Understanding the World Past and present People, culture and communities</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>21.3.2022</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 27th)</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>Why I love my Mummy</p>	<p>Understanding the World Three and Four Year Olds</p> <p>Continue to develop positive attitudes about the differences between people Begin to make sense of their own life-story and family's history.</p> <p>Understanding the World Reception</p> <p>Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p> <p>ELG Understanding the World People, culture and communities</p>	<p>Science</p> <p>English</p> <p>History</p> <p>RE (F.5 What makes a good helper and who helps us?)</p> <p>F.4 How are special times</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>

March)				celebrated? Spring and summer festivals)	
<p>28.3.2022 Easter and creation. What does the word creation mean and who do Christians believe created the world?</p> <p>What do Jewish people believe about creation? Compare Christianity and Judaism.</p>	<p>Read the creation story 'God's brilliantly big creation story.' Talk about how Christians (and others) believe the world and everything in it was created by God. Key understanding: <i>Christians believe that God created the world and that they should look after it.</i> What is the story of creation? How was our world made? How and why Christians say 'Thank you' to God? Why do Christians look after the world? The children will make a list of the things created by God. The children will learn to sing 'From the tiny ant' and 'He's got the whole world' song. Look at some art from the creation story and children to create their own artwork. Children to write their own prayer and collect speech bubble for language and vocab used. Visitor (school's vicar) to come into school to talk about the creation of the world. https://www.bbc.co.uk/programmes/p018zgqh https://www.bbc.co.uk/programmes/p018zh2s</p> <p>Understand that Jewish people believe that G-d created the world. What do Jewish people believe about creation? What are some of the things that happen at Shabbat? How is the Jewish creation story similar or different to the Christian story of creation? Compare the Christian creation story with the Jewish creation story. https://youtu.be/lre-LLz-UzE Begin to understand that the Shabbat is a day of rest with no work.</p>	<p>God's brilliantly big creation.</p> <p>Songs: 'From the tiny ant' and 'He's got the whole world.'</p> <p>The Seventh Day: A Shabbat story</p>	<p>Understanding the World Three and Four Year Olds Continue to develop positive attitudes about the differences between people Know that there are some countries in the world and talk about the differences they have experienced or seen in photos. Talk about what they see using a wide range of vocabulary. Begin to make sense of their own life-story and family's history. Understanding the World Reception Compare and contrast characters from stories, including figures from the past. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live.</p> <p>Understanding the World ELG Past and present People, culture and communities</p>	<p>RE</p> <p>Literacy</p> <p>Art</p> <p>(F.6 What do religious believers believe about who created the world?)</p> <p>(F.6 What do religious believers believe about who created the world?)</p>	<p>Enquiry learning books</p> <p>Speech bubbles</p> <p>Creative art files</p>

	<p>Key Understanding: In Judaism, creation has a shared heritage with Christianity. They believe that G-d created the world and their story follows the same seven day pattern. Jewish people remember the story every week and observe the seventh day or Shabbat as G-d did by resting.</p>				
<p>4.4.2022</p> <p>Easter</p> <p>What is Easter and why do some people celebrate this time of year?</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. 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>We Love Easter</p> <p>My very first Easter Story</p>	<p>Understanding the World Three and Four Year Olds</p> <p>Continue to develop positive attitudes about the differences between people Know that there are some countries in the world and talk about the differences they have experienced or seen in photos. Talk about what they see using a wide range of vocabulary. Begin to make sense of their own life-story and family's history.</p> <p>Understanding the World Reception</p> <p>Compare and contrast characters from stories, including figures from the past. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live.</p> <p>Understanding the World ELG Past and present People, culture and communities</p>	<p>RE</p> <p>(F.4 How are special times celebrated? Spring and summer festivals)</p> <p>(F3 Which places are special and why?)</p> <p>Geography</p> <p>History</p> <p>Art</p> <p>English</p> <p>Music</p>	<p>Enquiry Learning Big Book</p> <p>Speech bubble 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 2021-22

Enquiry Learning	Learning	Class Reader	Early Years Outcomes	Subject Links	Evidence what and where
<p>25.4.2022</p> <p>Planting and growing</p> <p>What do seeds need to grow?</p> <p>Islam and what do Muslims believe about creation?</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>Children to understand the common tradition of the creation story in Islam. Key understanding: Muslims believe that Allah created the world and everything in it. Some stories in the Quran also make mention of Allah creating the angels and the angels helping to collect seven types of soil to help create the first man. Islam also teaches that believers need to look after the world and be a custodian or Khalifa. https://youtu.be/TCaRkcib2IA Collect a speech bubble of what Muslims believe about creation. The children will learn that the prophet Mohammad is a special person to Muslims and about why the Imam is special to Muslims and their role within the Mosque.</p>	<p>Why do plants grow in Spring?</p> <p>Jack and the Beanstalk</p> <p>Jasper’s Beanstalk</p> <p>Prophet stories from</p>	<p>Understanding the World Reception</p> <ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them. Recognise some environments that are different to the one in which they live. Explore the natural world around them. Describe what they see, hear and feel whilst outside <p>Literacy Reception</p> <ul style="list-style-type: none"> Form lower-case and capital letters correctly. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. <p>Physical development Reception</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. <p>Understanding the World Reception</p> <ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways. 	<p>Science Art</p> <p>Maths</p> <p>English Music</p> <p>RE (F.6 What do religious believers believe about who created the world?)</p> <p>RE (Where do we live? What is special to me?)</p> <p>RE (F.6 What do religious believers believe about who created the world?)</p>	<p>Observational drawing Creative File</p> <p>Enquiry Learning Big Book</p> <p>Speech bubble English Book</p> <p>Writing English Book</p> <p>Learning Journey Observation</p>

		the Quran.			
2.5.2022 Eid	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 make and try some food that is often eaten during the Eid celebrations.	I am a Muslim We love Id-ul-fitr Let's celebrate Ramadan and Eid! Rashad's Ramadan and Eid al-fitr	Understanding the World Reception <ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. Literacy Reception <ul style="list-style-type: none"> • Form lower-case and capital letters correctly. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. 	Science Art Geography English Music History RE (F.4 How are special times celebrated? spring and summer festivals F3 Which places are special and why?)	Enquiry Learning big book Observation Learning Journey Speech bubble Writing Sentence writing English book Creative file Display
9.5.2022	Following on from learning about living things in terms of planting and growing, the children will explore the butterfly and the life cycle of	The Very	Communication and Language <ul style="list-style-type: none"> • Retell the story, once they have developed a deep familiarity with 	Science	Enquiry Learning Big Book

<p>What is the lifecycle of a butterfly?</p>	<p>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 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>Hungry Caterpillar</p> <p>Butterflies</p> <p>Bugs and Minibeats</p>	<p>the text, some as exact repetition and some in their own words</p> <ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding <p>Expressive arts and design Reception</p> <ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups Create collaboratively, sharing ideas, resources and skills. <p>Literacy Reception</p> <ul style="list-style-type: none"> Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. <p>Understanding the World Receptio</p> <ul style="list-style-type: none"> Explore the natural world around them Describe what they see, hear and feel whilst outside Understand the effect of changing seasons on the natural world around them 	<p>Art</p> <p>Maths</p> <p>English</p> <p>Music</p> <p>RE (F.6 What do religious believers believe about who created the world?)</p>	<p>Observational drawing Creative File</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>16.5.2022</p>	<p>Following on from our learning about butterflies and their life cycle, we will explore</p>	<p>Mad about</p>	<p>Communication and Language Reception</p> <ul style="list-style-type: none"> Ask questions to find out more and 	<p>Science</p>	<p>Enquiry Learning Big</p>

<p>What are minibeasts, where do they live and how do they survive?</p>	<p>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 spider.</p>	<p>minibeasts</p> <p>Spinderella</p> <p>A beehive</p> <p>Bug homes</p>	<p>to check they understand what has been said to them</p> <ul style="list-style-type: none"> • Learn new vocabulary • Listen to and talk about stories to build familiarity and understanding • Learn rhymes, poems and songs • Engage in non-fiction books • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary <p>Literacy Reception</p> <ul style="list-style-type: none"> • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop <p>Understanding the World Reception</p> <ul style="list-style-type: none"> • Explore the natural world around them • Describe what they see, hear and feel whilst outside • Recognise some environments that are different to the one in which they live • Understand the effect of changing seasons on the natural world around them <p>Expressive arts and design Reception</p> <ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody • Explore and engage in music making and dance, performing solo or in 	<p>English</p> <p>Art</p> <p>DT</p> <p>Geography</p> <p>RE (F.6 What do religious believers believe about who created the world?)</p>	<p>Book</p> <p>Observational drawing Creative File</p> <p>Speech bubble English Book</p> <p>Writing English Book</p> <p>Learning Journey Observation</p>
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			groups		
23.5.2021 What is the lifecycle of a frog?	<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 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>Frogs</p> <p>The trouble with tadpoles</p>	<p>Communication and Language</p> <ul style="list-style-type: none"> • Ask questions to find out more and to check they understand what has been said to them • Learn new vocabulary • Listen to and talk about stories to build familiarity and understanding • Learn rhymes, poems and songs • Engage in non-fiction books • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary <p>Literacy Reception</p> <ul style="list-style-type: none"> • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop <p>Understanding the World Reception</p> <ul style="list-style-type: none"> • Explore the natural world around them • Describe what they see, hear and feel whilst outside • Recognise some environments that are different to the one in which they live • Understand the effect of changing seasons on the natural world around them 	<p>Science</p> <p>English</p> <p>Art</p> <p>Geography</p> <p>Music</p> <p>RE (F.6 What do religious believers believe about who created the world?)</p>	<p>Enquiry Learning Big Book</p> <p>Observational drawing Creative File</p> <p>Writing English Book</p> <p>Speech bubble English Book</p> <p>Display</p> <p>Learning Journey Observation</p>

			Expressive arts and design Reception <ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody • Explore and engage in music making and dance, performing solo or in groups 	
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Reception – Enquiry Learning – Summer 2 Overview 2021-22

Enquiry Learning	Learning	Class Reader	Early Years Outcomes	Subject Links	Evidence what and where
6.6.2022 Now I am big.... What can I do now compared to the things I could do when I was a baby?	<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 make observational drawings and write about now they are big I can....When I was small I could.....</p> <p>Growing/ changing The children bring in photographs of when they were a baby and we compare to what we look like now and how we change over time.</p>	<p>Once there were giants</p> <p>When I grow up</p>	<p>Understanding the World Reception</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. <p>Expressive arts and design Reception</p> <ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Explore and engage in music making and dance, performing solo or in groups. 	<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>

			<p>letter and full stop</p> <ul style="list-style-type: none"> • Re-read what they have written to check that it makes sense. <p>Communication and Language Reception</p> <ul style="list-style-type: none"> • Describe events in some detail • Articulate their ideas and thoughts in well-formed sentences. • Learn new vocabulary. <p>Understanding the World Reception</p> <ul style="list-style-type: none"> • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. 		
<p>13.6.2022</p> <p>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, grandads, carers etc.</p>	<p>I Love My Daddy</p>	<p>Expressive arts and design Reception</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. <p>Literacy Reception</p> <ul style="list-style-type: none"> • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop • Re-read what they have written to check that it makes sense. • Re-read these books to build up their confidence in word 	<p>Art</p> <p>History</p> <p>Geography</p> <p>English</p>	<p>Enquiry Learning big book</p> <p>Card writing English book</p> <p>Speech Bubble English Book</p> <p>Creative File</p>

			<p>reading, their fluency and their understanding and enjoyment.</p> <p>Understanding the World Reception</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Recognise some similarities and differences between life in this country and life in other countries. • Recognise that people have different beliefs and celebrate special times in different ways. 		
<p>20.6.2022</p> <p>Let's plant and grow our own fruit?</p> <p>What is the</p>	<p>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 them 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.</p> <p>Children to understand the key beliefs in the Hindu creation story. They begin to identify the Trimurti in relation to the Hindu story of</p>	<p>What's so good about vegetables?</p>	<p>Communication and Language Reception</p> <ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Engage in non-fiction books <p>Literacy Reception</p> <ul style="list-style-type: none"> • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. <p>Understanding the World Reception</p> <ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear 	<p>Science</p> <p>English</p> <p>DT</p> <p>Geography RE (F.6 What do religious believers believe about who created the world).</p>	<p>Enquiry Learning big book</p> <p>Observation Learning Journey</p> <p>Speech bubble English Book</p> <p>Outdoor book</p> <p>Creative file</p>

<p>Hindu story of Creation?</p>	<p>creation. Children continue to develop a sense of awe and wonder at the natural world. https://www.youtube.com/watch?v=pfy0jKaxBFs Key understanding: Hindus believe in one supreme God who created everything. The supreme God is made up of many different gods who can take different forms. Brahma is responsible for the creation of the world, Vishnu is responsible for the world's upkeep and Shiva who is responsible for the destruction of the world when it comes to an end. Collect a speech bubble to note the children's understanding and language about the Hindu story of creation.</p>		<p>and feel whilst outside</p> <ul style="list-style-type: none"> • Understand the effect of changing seasons on the natural world around them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. 	<p>RE (F.6 What do religious believers believe about who created the world).</p>	
<p>27.6.2022 From Farm to Fork</p>	<p>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 Tescos 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.</p>	<p>Watch it grow Bean What's on your plate?</p>	<p>Understanding the World Reception</p> <ul style="list-style-type: none"> • Draw information from a simple map • Understand that some places are special to members of their community. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live 	<p>Geography History Science English RE (F.6 What do religious believers believe about who created the world).</p>	<p>Enquiry Learning big book Observation Learning Journey Speech Bubble English Book Creative File Writing English Book Display</p>
<p>4.7.2022 Healthy Bodies and Super Sports</p>	<p>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</p>	<p>Sports Day</p>	<p>Physical development Reception</p> <ul style="list-style-type: none"> • Further develop and refine a range of ball skills including: 	<p>Science PE</p>	<p>Enquiry Learning big book</p>

	<p>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.</p> <p>Learn about sports from many years ago, talk about how they are similar and different from now and then e.g. Olympics – looking at how this started.</p> <p>World Cup – looking at how football began.</p> <p>Use jingle ball to talk about favourite sport and why. Why might this be different to somebody else?</p>		<p>throwing, catching, kicking, passing, batting, and aiming.</p> <ul style="list-style-type: none"> • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. <p>Personal, Social and Emotional Development Reception</p> <ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing; - regular physical activity - healthy eating <p>Understanding the World Reception</p> <ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past • Recognise some similarities and differences between life in this country and life in other countries. <p>Vocabulary <i>Sports, healthy, years, over time, change, Olympics, countries, World Cup, teamwork, physical activity</i></p>	<p>PHSCE/RE</p>	<p>Observation Learning Journey</p> <p>Speech Bubble English Book</p>
<p>11.7.2022</p> <p>Healthy Bodies and Super Sports</p> <p>Think great Feel</p>	<p>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</p>	<p>My Body</p> <p>The Busy Body Book</p>	<p>Personal, Social and Emotional Development Reception</p> <ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing; - regular physical 	<p>Science</p> <p>DT</p> <p>PE</p>	<p>Enquiry Learning big book</p> <p>Observation Learning</p>

<p>great Week</p>	<p>teeth and the importance of sleep. We will enjoy sharing our Sports Day with our families and friends.</p>		<p>activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</p> <ul style="list-style-type: none"> • Manage their own needs. - personal hygiene • See themselves as a valuable individual • Express their feelings and consider the feelings of others. <p>Physical development Reception</p> <ul style="list-style-type: none"> • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 	<p>RE (F.4 How are special times celebrated? spring and summer festivals)</p>	<p>Journey Writing English Book</p>
<p>18.7.2022 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>Communication and Language Reception</p> <ul style="list-style-type: none"> • Learn rhymes, poems and songs • Engage in non-fiction books <p>Personal, Social and Emotional Development Reception</p> <ul style="list-style-type: none"> • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge <p>Expressive Arts and Design Reception</p>	<p>PHSCE/RE</p> <p>History</p> <p>Music</p> <p>RE (F.4 How are special times celebrated? spring and</p>	<p>Observation Learning Journey</p>

			<ul style="list-style-type: none">• Explore and engage in music making and dance, performing solo or in groups.	summer festivals) RE (F3 Which places are special and why?)	
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