

<p style="text-align: center;"><u>Events</u></p> <p>-</p>	<p style="text-align: center;"><u>RE & Values</u> <u>RE:</u></p> <p><u>Virtues:</u> Cleanliness Fairness Friendliness Service Patience Respect Reflection</p>	<p style="text-align: center;"><u>Topic: Once Upon A Time</u></p> <p>History:</p> <ul style="list-style-type: none"> • Use stories to encourage children to distinguish between fact and fiction • They know and recount episodes from stories about the past • Children talk about past and present events in their own lives and in the lives of family members (Reception) <p>Geography:</p> <p>Identify seasonal and daily weather patterns in the United Kingdom. Use vocabulary for key physical features including; forest, hill, mountain, soil, valley, sea. Use vocabulary for key human features including; city, town, village, factory, farm, house, office</p>
<p style="text-align: center;"><u>Computing:</u></p> <ul style="list-style-type: none"> • Use logical reasoning to predict the behaviour of simple programs. • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. <p>Talk about who we can tell if any technology makes us feel worried or uncomfortable – (Reception)</p> <ul style="list-style-type: none"> • Work with the children helping them to use simple graphics software to create pictures to support storytelling and recount, including combining drawing with existing pictures, building up pictures with backgrounds and adding stamps or pre-drawn elements. Link this experience to reading stories in digital and non-digital form (Reception) 		<p>Art and Design:</p> <p>Recognise and describe some simple characteristics of different kinds of art, craft and design Recognise and describe key features of their own and others’ work (Reception)</p> <p>Design and Technology:</p> <ul style="list-style-type: none"> • Use basic food handling, hygienic practices and personal hygiene <p>Manipulates materials to achieve a planned effect Constructs with a purpose in mind, using a variety of resources Uses simple tools and techniques competently and appropriately Selects appropriate resources and adapts work where necessary Selects tools and techniques needed to shape, assemble and join materials they are using (Reception)</p> <p>Science:</p> <p>Working Scientifically:</p> <p>Years 1 pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: ☐</p> <ul style="list-style-type: none"> -Ask simple questions and recognise that they can be answered in different ways ☐ -Observe closely, using simple equipment ☐ -Perform simple tests ☐ -Identify and classify ☐ -Use their observations and ideas to suggest answers to questions -Gathering and recording data to help in answer questions. <p>Working Scientifically:</p> <p>Children in Reception class develop their scientific knowledge through lessons based on Understanding the</p>

PE

Dance

- Copies and explores basic movements and body patterns
- Remembers simple movements and dance steps
- Links movements to sounds and music.
- Responds to range of stimuli.

Music

Experiment with rhythm, pitch, tone, tempo, silence and duration (also known as the inter-related dimensions of music).

Begins to build a repertoire of songs and dances.

Explores the different sounds of instruments. (Reception)



World.

The world covers aspects of the previous areas of 'Exploration and investigation' and 'Place.' It helps children know about similarities and differences in the world around them. They learn to make observations of animals and plants, to explain why some things occur and to talk about how and why things change. It includes opportunities for experimentation (Reception)

Materials:

- name some common materials
- name some common objects around the school and home
- distinguish between an object and the material from which it is made
- name materials which have lots of different uses
- identify some naturally occurring materials: wood, rock, water
- identify some man-made materials: glass, metal, plastic
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe objects that are made from lots of different materials
- name objects that are sometimes made from different materials
- make observations of objects and the different materials they are made of
- communicate these observations using descriptive words
- identify some properties of materials
- describe the simple physical properties of a variety of everyday materials
- make predictions about which materials will float and sink
- compare and group together a variety of everyday materials on the basis of their simple physical properties (both visible and non-visible)
- explain why people started using plastic bags rather than paper bags
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