

Warren Wood Primary School Reception Curriculum Overview

Theme	Term 1 All about me	Term 2 Celebrations	Term 3 Families	Term 4 Growing	Term 5 Minibeasts and living things	Term 6 Living things and Summer
<i>Subject to change dependent on children's interests. This is to ensure that teachers have the flexibility to respond to individual needs interests and cultures when appropriate.</i>	Daily story books that link to topic: Pumpkin Soup We are all Welcome What I like about me	Daily story books that link to topic: Pumpkin Soup	Daily story books that link to topic: Room on the Broom Magic Porridge Pot Peace at Last	Daily story books that link to topic: How to grow a Dinosaur The Selfish Giant	Daily story books that link to topic: The Very Lazy Ladybird/ The Bad-Tempered Ladybird/ What the ladybird heard/ Aaaaarrggghh Spider/ Teeny Tiny Tadpole/ The very Busy Spider	Daily story books that link to topic: What the Ladybird Heard on Holiday. Kipper's Sunny Day
English	So Much	Binny's Diwali	Goldilocks and the Three Bears	Little Red Hen	Bog Baby	Supertato
Core Texts	The Colour Monster Rainbow Fish	Stickman Emily Brown and Father Christmas	We are going on a bear hunt. Peace at Last	Jack & the Beanstalk The Enormous Turnip	Yucky Worms Growing Frogs	Handas Surprise Sharing a Shell
Writing Genres	L2 Phonic focus <ul style="list-style-type: none"> Speech bubbles Labels Words and phrases 	L2 Phonic focus <ul style="list-style-type: none"> Lists Cards/letters Simple instructions 	L3 Phonic focus <ul style="list-style-type: none"> Story sequences Poems/rhymes Repeated phrases 	L3 Phonic focus <ul style="list-style-type: none"> Story map Simple sentences Character descriptions 	L4 Phonic focus <ul style="list-style-type: none"> Simple sentences Instructions Non-chronological report 	L4 Phonic focus <ul style="list-style-type: none"> Simple narratives Diary entry Poetry
AREAS OF LEARNING						
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<i>PSED is not specifically planned for across the year, however, there is a focus for circle times. The Foundation Stage Principles underpin daily classroom practice which ensures all aspects of developing PSED are covered. Observations and next steps are central to supporting children in making relationships, developing self-confidence and having an awareness and managing feelings and behaviour.</i>					
	<ul style="list-style-type: none"> Circle time News time Bring in family/baby photos and discuss home and community. Social skills- making friends, managing feelings and sharing. Whole class/group collaborative games. Puppets/small world based on topic. Role-play area with topic provision. <p>End of term task. Draw being a good friend.</p>	<ul style="list-style-type: none"> Book focus on breaking the rules (Williams Winter Wish) Book focus on trying new things and friendship (Elmer in the Snow) 	<ul style="list-style-type: none"> Circle time activities Share achievements/ certificates from outside of school. 	<ul style="list-style-type: none"> Book focus on behaviour and helping each other Where do monsters and aliens come from? What question would you ask an alien? 	<ul style="list-style-type: none"> Circle time focus on the Giant – was he good or bad? What have you done that is kind? How do you think the giant felt? Book focus on managing feelings. <p>End of term task. Make a poster on what I can do if I'm feeling angry.</p>	<ul style="list-style-type: none"> Book focusing on understanding of the world (looking at different environments) Human impact on the world Circle time on changes – is it good to always stay the same? <p>End of term task. What I want my new teacher to know about me.</p>
THEMES	New beginnings	Getting on and falling out (Kindness week)	Going for goals	Good to be me	Relationships	Changes
PHYSICAL DEVELOPMENT	<ul style="list-style-type: none"> Independent choosing Gross and fine motor activities e.g. Finger gym ball games Construction and malleable activities <ul style="list-style-type: none"> Pencil grip Mark-making Name writing Tidying up Independent toileting and washing hands. <ul style="list-style-type: none"> Self-dressing – fastening coats/shoes independently. Carpet skills with increased learning behaviours 	<ul style="list-style-type: none"> Independent choosing Fine Motor activities e.g. Funky fingers <ul style="list-style-type: none"> Construction and malleable activities. <ul style="list-style-type: none"> Pencil grip Mark-making Name writing Creative activities- cutting and sticking. Outdoor activities- moving in different ways and managing risks. Use one-handed tools with increased control e.g. pencil, scissors. Five-a-day fitness Carpet skills with increased learning behaviours 	<ul style="list-style-type: none"> Creative activities- cutting & and sticking. Letter formation Outdoor activities- moving in different ways. <ul style="list-style-type: none"> Hand-eye coordination activities, Ball games Use one-handed tools with increased control e.g. pencil, scissors. Five-a-day fitness Talk about aspects of good health (Supertato) <ul style="list-style-type: none"> Develop characteristics of effective learning e.g. persistence and motivation. (Dojo videos – Growth Mindset. 	<ul style="list-style-type: none"> Handle equipment and tools effectively, including pencils for writing. Five-a-day fitness <ul style="list-style-type: none"> Can talk about aspects of good health <ul style="list-style-type: none"> Develop characteristics of effective learning e.g. persistence and motivation. (Dojo videos – Growth Mindset. Hand-eye coordination activities, Ball games Beat Baby Wake and Shake 	<ul style="list-style-type: none"> Handle equipment and tools effectively, including pencils for writing. considers and manages some risks when tackling new challenges <ul style="list-style-type: none"> Develop characteristics of effective learning e.g. persistence and motivation. (Dojo videos – Perseverance). Gross motor skills: Preparing for sports day activities. Exceeding- self-dressing successfully managing fastening buttons or laces. 	<ul style="list-style-type: none"> Manipulates objects with good fine motor skills. Uses writing as a means of communicating to an audience. <ul style="list-style-type: none"> considers and manages some risks when tackling new challenges (in new environments e.g. seaside, on Educational visits) Exceeding- self-dressing successfully managing fastening buttons or laces. Can make healthy choices in relation to, healthy eating and exercise.
COMMUNICATION AND LANGUAGE	<i>C&L is not specifically planned for across the year. All aspects of developing CLL are considered throughout daily classroom practice, continuous provision, sessions such as circle time guided reading and show and tell have a weighty focus on CLL as well as “talking buddies” and clear classroom rules and routines. Observations next steps and target setting support the development of individuals. Intervention programmes such as speech link and nurture groups are designed to support children who are not making the expected</i>					
LITERACY	<p>Reading:</p> <ul style="list-style-type: none"> Nursery Rhymes & Songs Name recognition- self-register, name pegs. Reading initial sound activities 	<p>Reading:</p> <ul style="list-style-type: none"> Home Books 1:1 reading Winter texts Independent reading activities. Reading initial sound activities 	<p>Reading:</p> <ul style="list-style-type: none"> Home Books 1:1 reading Independent reading activities. Reading initial sound activities 	<p>Reading:</p> <ul style="list-style-type: none"> Home Books 1:1 reading Independent reading activities. Reading initial sound activities 	<p>Reading:</p> <ul style="list-style-type: none"> Home Books 1:1 reading Independent reading activities. 	<p>Reading:</p> <ul style="list-style-type: none"> Home Books 1:1 reading Independent reading activities.

Warren Wood Primary School Reception Curriculum Overview

	<p>Phonics:</p> <ul style="list-style-type: none"> • Level 1 and 2 phonics phonemes • Link sounds to letters • Letter formation (air writing) • Phonics songs & actions • Match initial sound activities • Phonics play IWB games 	<p>Phonics:</p> <ul style="list-style-type: none"> • Level 1 and 2 phonics phonemes • Oral segmenting and blending words (Robot arms, etc) • Letter formation • HFW and tricky words • EXT simple sentences. • Phonics songs & actions • Phonics play IWB games 	<p>Phonics:</p> <ul style="list-style-type: none"> • Level 1, 2, and 3 phonics phonemes • Blending and segmenting words • Letter formation • HFW and tricky words • Phonics songs & actions • Phonics play IWB games 	<p>Phonics:</p> <ul style="list-style-type: none"> • Level 1, 2, and 3 phonics phonemes • HFW and tricky word Letter formation • Phonics songs & actions • Phonics phase 3 play IWB games 	<p>Phonics:</p> <ul style="list-style-type: none"> • Levels 1-4 phonics phonemes and sentences. • HFW and tricky words Letter formation • Phonics songs & actions • Phonics level 4 play IWB games 	<p>Phonics:</p> <ul style="list-style-type: none"> • Levels 1-4 phonics phonemes and sentences. • HFW and tricky words • Letter formation • Phonics songs & actions • Phonics level 4 play IWB games
	<p>Writing:</p> <ul style="list-style-type: none"> • Extend spoken vocabulary. • Manipulates objects with good fine motor skills. • Develop pencil grip and Letter formation. • Ascribe meaning to marks. 	<p>Writing:</p> <ul style="list-style-type: none"> • EXT Segment & blend • Continues a rhyming string • Manipulates objects with good fine motor skills. • Use one-handed tools with increased control. • Develop letter formation 	<p>Writing:</p> <ul style="list-style-type: none"> • Segment & blend • Build simple sentences and can read them back. • Continues a rhyming string • Writes for different purposes. • Spell some irregular common words correctly. 	<p>Writing:</p> <ul style="list-style-type: none"> • Segment & blend • Build and write phonetically plausible captions and sentences. • Writes for different purposes. • Spell some irregular common words correctly. • Exceeding -use their preferred hand for writing, using a correct pencil grip. <ul style="list-style-type: none"> • Begin to spell phonically regular words of more than 1 syllable 	<p>Writing:</p> <ul style="list-style-type: none"> • Write phonetically plausible sentences which can be read by themselves and others. • Spell some irregular common words correctly. • Exceeding -use their preferred hand for writing, using a correct pencil grip. Begin to be able to control letter size and write on lines • spell phonically regular words of more than 1 syllable • Use key features of narrative in their own writing 	<p>Writing:</p> <ul style="list-style-type: none"> • Writes for different purposes. • Level 2-4 HFW, sentences and tricky words. <ul style="list-style-type: none"> • Exceeding -use their preferred hand for writing, using a correct pencil grip. Begin to be able to control letter size and write on lines • spell phonically regular words of more than 1 syllable • Use key features of narrative in their own writing
MATHEMATICS	<p>Match, sort and compare</p> <ul style="list-style-type: none"> - Match objects - Match pictures and objectives - Identify a set - Sort objects to a type - Explore Sorting techniques - Create sorting rules - Compare amounts <p>Talk about measure and pattern</p> <ul style="list-style-type: none"> - Compare size - Compare mass - Compare capacity - Explore simple patterns <ul style="list-style-type: none"> - Copy and continue simple patterns - Create simple patterns - It's me 1,2,3 - Find 1,2, and 3 - Subitise 1,2 and 3 - Represent 1,2 and 3 <ul style="list-style-type: none"> - 1 more - 1 less - Composition of 1,2 and 3 <p>Circles and triangle</p> <ul style="list-style-type: none"> - Identify and name circles and triangles - Compare circles and triangles - Shapes in the environment <ul style="list-style-type: none"> - Describe position 1,2,3,4,5 - Find 4 and find - Subitise 4 and 5 - Represent 4 and 5 <ul style="list-style-type: none"> - 1 more - 1 less - Composition of 4 and 5 - Composition of 1-5 <p>Shapes with 4 sides</p> <ul style="list-style-type: none"> - Identify and name shapes with 4 sides - Combine shapes with 4 sides - Shapes in the environment <ul style="list-style-type: none"> - My day and night 		<p>Alive in 5</p> <ul style="list-style-type: none"> - Introduce zero - Find 0 to 5 - Subitise 0 to 5 - Represent 0 to 5 <ul style="list-style-type: none"> - 1 more - 1 less - Composition <p>Conceptual subitising to 5</p> <p>Mass and capacity</p> <ul style="list-style-type: none"> - Compare mass - Find a balance - Explore capacity - Compare capacity <p>Growing 6,7,8</p> <ul style="list-style-type: none"> - Find 6,7 and 8 - Represent 6,7 and 8 <ul style="list-style-type: none"> - 1 more - 1 less - Composition of 6,7 and 8 - Make pairs – odd and even - Double to 8 (find a double) - Double to 8 (make a double) <ul style="list-style-type: none"> - Combine two groups - Conceptual subitising <p>Length, Height and Time</p> <ul style="list-style-type: none"> - Explore length - Compare length - Explore height - Compare height - Talk about time <p>Order and sequence time</p> <p>Building 9 and 10</p> <ul style="list-style-type: none"> - Find 9 and 10 - Compare numbers to 10 - Represent 9 and 10 <p>Conceptual subitising to 10</p> <ul style="list-style-type: none"> - 1 more - 1 less - Composition to 10 - Bones to 10 (2 parts) - Make arrangements of 10 - Make bonds to 10 (3 parts) - Doubles to 10 (find a double) - Doubles to 10 (make a double) <ul style="list-style-type: none"> - Explore even and off. <p>Exploring 3-D shape</p> <ul style="list-style-type: none"> - Recognise and name 3-D shape <p>Find 2-D shapes within 3-D shapes</p> <ul style="list-style-type: none"> - Use 3-D shapes for tasks - 3-D shapes in the environment - Identify more complex patterns - Copy and continue patterns - Patterns in the environment 		<p>To 20 and beyond</p> <ul style="list-style-type: none"> - Build numbers beyond 10 (10-13) - Continue patterns beyond 10 (10-13) - Build numbers beyond 10 (14-20) - Continue patterns beyond 10 (14-20) <ul style="list-style-type: none"> - Verbal counting beyond 20 - Verbal counting patterns <ul style="list-style-type: none"> - Add more - How many did I add? - Take away - How many did I take away? <p>Manipulate, compose and decompose</p> <ul style="list-style-type: none"> - Select shapes for purpose <ul style="list-style-type: none"> - Rotate shapes - Manipulate shapes - Explain shape arrangements <ul style="list-style-type: none"> - Compose shapes - Decompose shapes - Copy 2-D shape pictures - Find 2-D Shapes with 3-D shapes <p>Sharing and grouping</p> <ul style="list-style-type: none"> - Explore sharing <ul style="list-style-type: none"> - Sharing - Explore grouping - Grouping - Even and odd sharing - Play with and build doubles <p>Visualise, build and map</p> <ul style="list-style-type: none"> - Identify units of repeating patterns - Create own pattern rules - Explore own pattern rules <p>Replicate and build scenes and constructions</p> <ul style="list-style-type: none"> - Visualise from different positions <ul style="list-style-type: none"> - Describe positions - Give instructions to build - Explore mapping - Represent maps with models - Create own maps from familiar places - Create own maps and plans from story situations <p>Make connections</p> <ul style="list-style-type: none"> - Deepen understanding - Patterns and relationships 	
	<p>People and Communities</p> <ul style="list-style-type: none"> • Role-play –Home corner and Supermarket • 'About me' Small world 	<p>People and Communities</p> <ul style="list-style-type: none"> • Role-Play :Christmas & Post office • Significant Events and traditions. Trick or treat, Bonfire night, Poppy Day, 	<p>People and Communities</p> <ul style="list-style-type: none"> • Role Play: Police station/Fire station • Significant events: New Year, Chinese New Year 	<p>People and Communities</p> <ul style="list-style-type: none"> • Making maps, plans, Instructions and directions. • Visit local area 	<p>People and Communities</p> <ul style="list-style-type: none"> • Similarities and differences in relation to places, objects, materials and living things. 	<p>People and Communities</p> <ul style="list-style-type: none"> • Different types of transport. • Seasons and changes over time –Summer • Know that other children don't always enjoy the same

Warren Wood Primary School

Reception Curriculum Overview

	<ul style="list-style-type: none"> Talks about significant events in their own experience. Talk about themselves, Friends and family. <ul style="list-style-type: none"> They know about similarities and differences between themselves and others, and among families, communities and traditions. Compare and contrast their own toys and experiences to those of older family members or members of staff. Go on an autumn walk and explore the natural world around them. What changes can we see from Autumn to winter? <p style="text-align: center;">Technology</p> <ul style="list-style-type: none"> Introduce IPADS for Bug Club, taking their own photos, learning games, Toys. 	<p>Christmas, Birthdays, Diwali.</p> <p style="text-align: center;">The world</p> <ul style="list-style-type: none"> Differences and changes over time. Seasons, weather, animals and plants. They make observations and explain why some things occur. (e.g. Melting ice experiment) <ul style="list-style-type: none"> Non-fiction arctic environment and animals. Compare India and the UK – look at life in the UK and life in India. What is similar and what is different? Comment on images of familiar situations in the past (eg Christmas or Bonfire Night in the past) <p style="text-align: center;">Technology</p> <p>IWB: Buried Treasure, Oxford owl, Beebots</p>	<ul style="list-style-type: none"> People who help us in the community Shows interest in different occupations and ways of life. Draw information from a simple map – make a map from 'We are going on a bear hunt'. Compare different environments and compare these to what they live in. <ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past <p style="text-align: center;">Technology:</p> <ul style="list-style-type: none"> IPADS for Bug Club, Guided reading activities, taking their own photos. IWB: Phonics play, Tes Iboard, Oxford owl, Beebots 	<ul style="list-style-type: none"> Significant events: Pancake Day, Easter, celebrations, Mothers Day The world <ul style="list-style-type: none"> Can talk about things they have observed such as plants, animals, natural and found objects. (Farm visit and life cycles) Similarities and differences in relation to places, objects, materials and living things. Compare features of environments and how they might vary from one another. <ul style="list-style-type: none"> Describe their immediate environment – explore planting, seasonal changes etc. <p style="text-align: center;">Technology</p> <p>Beebots for positional language. CD player- audio books and Farm songs.</p>	<ul style="list-style-type: none"> Significant Events: Father's Day The world <ul style="list-style-type: none"> Role- Play Garden centre Can talk things they have observed such as plants, animals, natural and found objects. (Planting and growing) Changes over time- Growth, decay. Similarities and differences in relation to places, objects, materials and living things. (Three little pigs. <ul style="list-style-type: none"> Technology: Beebots, iPad, Laptop CD player. <p style="text-align: center;">Technology:</p> <ul style="list-style-type: none"> Beebots, iPad, Laptop CD player. 	<p>things, and are sensitive to this.</p> <p style="text-align: center;">The world</p> <ul style="list-style-type: none"> Comparing similarities and differences in different environments. (Seaside) <ul style="list-style-type: none"> Comment on images of familiar situations in the past – seaside and summer holidays. Familiar with basic scientific concepts such as floating, sinking, experimentation <ul style="list-style-type: none"> Explore the natural environment e.g the seaside. Explore countries in Africa, how are they different from the country we live in. How is the natural world in England different to the natural world in countries in Africa. <p style="text-align: center;">Technology:</p> <ul style="list-style-type: none"> Beebots, iPad, Laptop CD player.
UNDERSTANDING THE WORLD	<ul style="list-style-type: none"> Exploring and Using Media and Materials Enjoys joining in with dancing and ring games. Sings a few familiar songs. <ul style="list-style-type: none"> Sings to self and makes up simple songs. Makes up rhythms. recognise repeated sounds and sound patterns and match movements to music Constructs with a purpose in mind. Manipulates materials to have a planned effect. <ul style="list-style-type: none"> Mixing colours. Selects appropriate resources and adapts work where necessary. <p style="text-align: center;">Being imaginative:</p> <ul style="list-style-type: none"> Role Play – home corner <p style="text-align: center;">Enhanced:</p> <ul style="list-style-type: none"> Construction area 	<ul style="list-style-type: none"> Exploring and Using Media and Materials <ul style="list-style-type: none"> Begins to build a repertoire of songs and dances Exploring colour/texture to make pictures Understands that different media can be combined to create new effects- (Snow globes) Uses simple tools and techniques competently and appropriately. <ul style="list-style-type: none"> Expressive in art/drama/dance (Christmas concert) Being Imaginative: <ul style="list-style-type: none"> Role Play –Home corner (enhance with Christmas), Enhanced: Post office for Christmas time. 	<ul style="list-style-type: none"> Exploring and Using Media and Materials <ul style="list-style-type: none"> Begins to build a repertoire of songs and dances <ul style="list-style-type: none"> Exploring colour/texture to make pictures Understands that different media can be combined to create new effects. Uses simple tools and techniques competently and appropriately. Expressive in art/drama/dance <p style="text-align: center;">Being imaginative:</p> <ul style="list-style-type: none"> Role Play-Home corner <p style="text-align: center;">Enhanced:</p> <ul style="list-style-type: none"> People who help us. (vets) Looking for bugs in the environment 	<ul style="list-style-type: none"> Exploring and Using Media and Materials <ul style="list-style-type: none"> Begins to build a repertoire of songs and dances <ul style="list-style-type: none"> Exploring colour/texture to make pictures Understands that different media can be combined to create new effects. Uses simple tools and techniques competently and appropriately. Expressive in art/drama/dance <p style="text-align: center;">Being imaginative:</p> <ul style="list-style-type: none"> Role Play-Home corner <p style="text-align: center;">Enhanced:</p> <ul style="list-style-type: none"> Farm shop 	<ul style="list-style-type: none"> Exploring and Using Media and Materials <ul style="list-style-type: none"> Begins to build a repertoire of songs and dances Understands that different media can be combined to create new effects. Uses simple tools and techniques competently and appropriately. Expressive in art/drama/dance They can talk about features of their own and others' work, recognising the differences between them and the strengths of others. <p style="text-align: center;">Being imaginative:</p> <ul style="list-style-type: none"> Role Play-Home corner (enhance with seaside/at the beach) <p style="text-align: center;">Enhanced:</p> <ul style="list-style-type: none"> Ice-cream stand. 	<ul style="list-style-type: none"> Exploring and Using Media and Materials Children sing songs, make music and dance, and experiment with ways of changing them. <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques. Experiment with colour, design, texture, form and function. They can talk about features of their own and others' work, recognising the differences between them and the strengths of others. <p style="text-align: center;">Being imaginative:</p> <ul style="list-style-type: none"> Role Play-Home corner (enhance with seaside/at the beach) <p style="text-align: center;">Enhanced:</p> <ul style="list-style-type: none"> Ice-cream stand.
EXPRESSIVE ARTS AND DESIGN	<p>Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <ul style="list-style-type: none"> Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. <p style="text-align: center;">Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. <ul style="list-style-type: none"> Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 					
Art/D&T projects to reflect skills	<p>Self-portraits</p> <p>Paper plate self portrait</p> <p>Half self portrait/photo collage</p> <p>- draw around hands and paint them.</p> <p>Junk model their house</p> <p>Colour mixing</p> <p>Squishy bag colour mixing</p> <p>Colour Monster</p> <p>Playdough colour monster</p> <p>colourful blob monster</p>	<p>Run away Chapatti</p> <p>Playdoh Chapatti</p> <p>Animal character masks</p> <p>Stickman</p> <p>Stick crown</p> <p>Nature sculpture</p> <p>Stick family</p> <p>Stickman collage</p> <p>Emily Brown and Father Christmas</p> <p>Photo snowglobe</p> <p>Corrugated card Christmas trees</p>	<p>Goldilocks and the three bears</p> <p>Bear painting with a fork</p> <p>Make baby bear's bed</p> <p>Chinese New Year</p> <p>Chinese paper plate fan</p> <p>Paperchain snake</p> <p>We're going on a bear hunt</p> <p>Bear hunt journey collage</p> <p>Bear hunt messy art trail</p>	<p>Little Red Hen</p> <p>Process art - Wheat</p> <p>Jack and the Beanstalk</p> <p>Paper plate spiral beanstalk</p> <p>Golden harp junk model</p> <p>magic beans - mixed media</p> <p>The Enormous Turnip</p> <p>Paper mache turnip</p>	<p>Bog Baby</p> <p>Monet - Lillies paper plate</p> <p>Clay Bog baby</p> <p>Mark making giant bog baby</p> <p>Yucky Worms</p> <p>Sock worms</p> <p>Growing Frogs</p> <p>Paper plate frogs</p>	<p>Supertato</p> <p>Make your own Supertato (with a potato)</p> <p>fruit and veg printing</p> <p>Handa's Surprise</p> <p>Make an African necklace</p> <p>Painting still life (mixed media)</p> <p>Sharing a Shell</p> <p>Mixed media rock pool (painting/printing/sculpting)</p> <p>Pastel shells drawing</p>
Religious Education	<p>Why is the word God so important to Christians?</p> <p style="text-align: center;">creation</p>	<p>Why do Christians perform Nativity?</p>	<p>Why did Jesus tell parables to teach people?</p>	<p>Why is Easter special to Christians?</p> <p>Why do Christians put a cross on their Easter Garden?</p>	<p>Which stories are special and why?</p>	<p>Where do we belong, what makes us special?</p>

Warren Wood Primary School Reception Curriculum Overview

Wow Events	<p>Memorable Experience</p> <ul style="list-style-type: none"> • Ask parents and carers to share photos and memories of the children as babies- ‘ 	<p>Memorable Experience</p> <ul style="list-style-type: none"> • Diwali • Christmas Nativity • Visit from Father Christmas 	<p>Memorable Experience</p> <ul style="list-style-type: none"> • Visit from local fire station, a visit from the local police, Nurses etc. • Invite some parents into talk about their jobs. • Chinese New Year Celebrations 	<p>Memorable Experience</p> <p>Have someone in to show different bugs</p> <p>Children to make bug hotels</p> <p>Planting in outside area (and eating in term 6)</p> <p>Easter</p>	<p>Memorable Experience</p> <ul style="list-style-type: none"> • Grow Bean stalks. • ‘Giant’ Visitor over the half term- foot prints, clues etc. • Make cress sandwiches 	<p>Visits</p> <p>Beach day</p>
------------	--	---	---	---	---	--------------------------------