



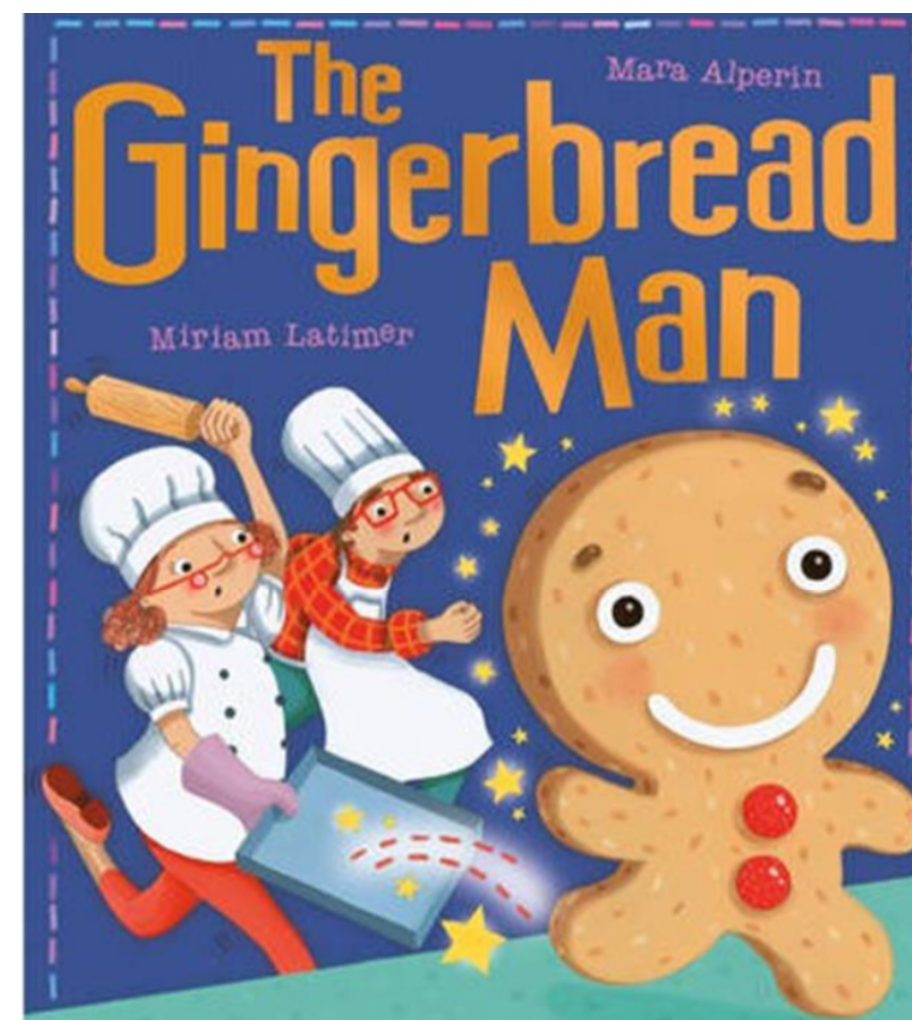
Reception - Understanding the World

Who would the Gingerbread man see if he came to your house?

In History, the children will be able to talk about people who are close to them, such as their family, friends and pets.



Based around key text - The Gingerbread



What would happen to the Gingerbread Man if he fell into the river?

In Science, the children will investigate how the Gingerbread changes when it is dipped in different liquids. They will use their senses to explore the changing state of matter.



Can you describe the journey the Gingerbread man would take around our school?

In Geography, the children will be able to describe the journey the Gingerbread man would take around our school. They will create a simple map, using their knowledge of our school to help them describe the Gingerbread Man's journey.



Key Vocabulary

family - parents, grandparents, brother, sister.

journey

map

change

senses - smell, touch and sight



Jigsaw Jenie's Journey

Being Me In My World

Reception-
PSHE -
Being Me In
My World

Who am I
and how do I
fit in?

Happy

Friend

Gentle

Kind

Feelings

Sharing

Angry

Taking Turns

Nervous

Excited



What can you see?

I will learn about...

- How we are similar and different
- Different feelings
- How to manage my feelings
- Why it is good to be kind
- Using gentle hands
- Our right to play and learn
- What being responsible means





Exploring sound

Children explore how they can use their voice and bodies to make sounds, experiment with tempo and dynamic when playing instruments, identify sounds in the environment and differentiate between them.



Reception - Music

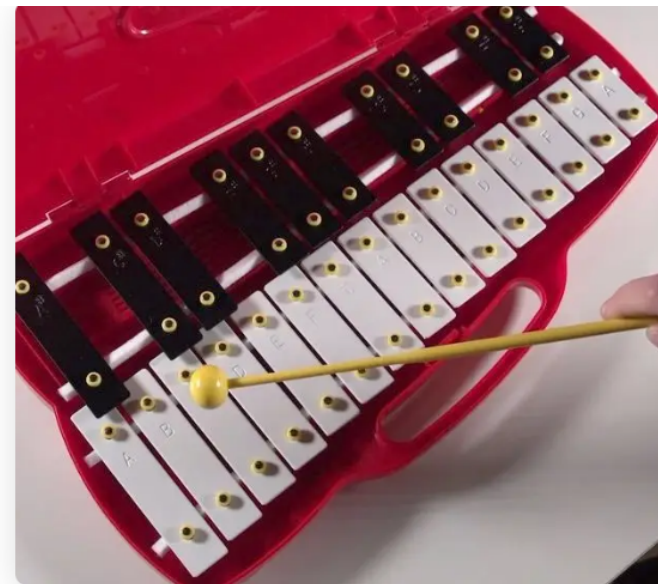
Key vocabulary

- ✓ voice
- ✓ sound
- ✓ whisper
- ✓ speaking
- ✓ high
- ✓ low
- ✓ higher
- ✓ lower
- ✓ nature sounds
- ✓ low
- ✓ pitch
- ✓ loud
- ✓ quiet
- ✓ soft
- ✓ silence



Lesson 1: Vocal sounds

Exploring using voices to make a variety of sounds, with relevant symbols.



Lesson 3: Instrumental sounds

Exploring using instruments to make a variety of sounds.

Other themes

[Easter - Mechanical animals](#)



Lesson 2: Body sounds

Exploring using body parts to make a variety of sounds.



Lesson 4: Environmental sounds

Exploring sounds within the environment.



Lesson 5: Nature sounds

Listening to sounds in nature and recreating them.



Structures: Junk modelling

In this unit, pupils explore and learn about various types of permanent and temporary join. They are encouraged to tinker using a combination of materials and joining techniques in the junk modelling area.



Reception- Design and Technology

Key vocabulary



Lesson 1: Exploring junk modelling

Children learn about the names and use of various craft tools and materials for junk modelling and explore ways to manipulate materials to create different effects.

Learning Objective

To explore and investigate the tools and materials in the junk modelling area.



Lesson 2: Cutting and scissor skills

Pupils practise and develop their scissor (and fine motor) skills by investigating how easy or difficult it is to cut and shape different materials using a variety of scissor types (right, left-handed, squeeze and craft zigzag and scalloped).

Learning Objective

To investigate cutting different materials.



Lesson 3: Choosing resources

After exploring and practising with various materials and tools in the junk modelling area, pupils decide and discuss which resources they would like to use and generate ideas to develop a class-based junk model.

Learning Objective

To learn how to plan and select the correct resources needed to make a model.



Lesson 4: Making models

Pupils put all of the skills and decisions into practice by developing their own unique junk model plan, which includes which tools, materials and components they will need to make it possible (e.g. a cone shape for a rocket top). They begin to build their junk model.

Learning Objective

To verbally plan and create a junk model.



Lesson 5: Evaluation and presentation

Following their plan, pupils continue to build their junk models, sticking as closely to their decisions as possible. When complete, pupils discuss and evaluate their finished model and present it to the rest of the class.

Learning Objective

To share a finished model and talk about the processes in its creation.



Lesson 6: Temporary joins

Building on their knowledge of joins such as glue, paper clips and sticky tape, pupils explore and tinker with a range of temporary joining methods and their use (e.g. hook and loop shoes).

Learning Objective

To explore different ways to temporarily join materials together.

- ✓ join
- ✓ stick
- ✓ cut
- ✓ bend
- ✓ slot
- ✓ lift
- ✓ open
- ✓ measure
- ✓ bigger
- ✓ shorter
- ✓ longer
- ✓ taller
- ✓ thicker
- ✓ thinner
- ✓ rough
- ✓ smooth
- ✓ bendy
- ✓ bumpy
- ✓ paper clip
- ✓ rubber band
- ✓ bottle top



Drawing: Marvellous marks

Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.



Reception- Art

Key vocabulary



Lesson 1: Mark making with wax crayons

Mark making with wax crayons, exploring textures in the classroom environment by taking wax rubbings and collecting patterns.

Learning Objective

To investigate the marks and patterns made by different textures



Lesson 4: Observational pencil drawings

Developing skills in observation, using pencils to draw and reflecting on whether their drawings show what they can see.

Learning Objective

To explore mark making using pencils



Lesson 2: Mark making with felt tips

Investigating felt tips as a tool for mark making and developing fine motor skills as they create patterns.

Learning Objective

To explore making marks with felt tips



Lesson 5: Drawing faces

Creating self-portraits by applying their observational skills, using mirrors to draw their faces carefully.

Learning Objective

To create a simple observational drawing



Lesson 3: Mark making with chalk

Mark making outdoors with chalk, practising creating patterns in a new medium and identifying similarities and differences between the drawing tools used.

Learning Objective

To explore making marks with chalk



Lesson 6: Drawing faces in colour

Comparing how colour is used by artists, applying what they have practised when drawing from observation and creating a colourful self-portrait.

Learning Objective

To use a variety of colours and materials to create a self-portrait

✓ long

✓ short

✓ straight

✓ wavy

✓ curved

✓ squiggly

✓ zig zag

✓ line

✓ circle

✓ mark

✓ drawing

✓ pencils

✓ drawing

✓ observe

✓ observational drawing

✓ mark making



Knowledge Organiser

Introduction to PE Unit 2

Nursery/Reception

Reception- Introduction to PE

Ladder Knowledge

Problem Solving: Children will learn to make simple decisions in response to a task.

Navigational Skills: Children will learn that moving into space away from others and leaving a gap when following a path will help to keep them safe.

Communication: Children will learn that talking with a partner will help them to solve challenges e.g. 'let's go to the green hoop next'.

Reflection: Children will begin to identify when they are successful.

Rules: Children will learn that rules help to keep us safe.

About this Unit

In this unit children will be introduced to Physical Education and structured movement through the topic of 'everyday life'. They will spend time learning basic principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping and skipping. Children will also play simple games and begin to understand and use rules.

Everyday Life

This unit will develop the following skills:

- Social** work safely, co-operation, support others, communication
- Emotional** honesty, confidence, perseverance, determination
- Thinking** comprehension, make decisions, creativity

Physical Development

Physical Skills

- run
- jump
- throw
- catch
- roll
- skip

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Communication and Language

Key Vocabulary

catch	path	score
direction	rules	space
partner	safely	stop

If children enjoy this unit why not see if there is a multi sports club in their area.

This unit will help children to:

- change direction
- balance
- move different body parts at the same time
- be faster
- move for longer

Find Three Things

What you need: two or more people

How to play:

- One person says 'find three things that are... blue.' etc.
- The other person then has to collect three things that are blue and bring them back.
- Make this harder by timing the player to see how long it takes them.
- Other things that could be collected include 'find three things that are... spotty, start with the letter 'C', round, soft to touch.'

Play with more people by seeing who can collect the three items first.

www.getset4education.co.uk








Reception - Computational Thinking - Busy Bodies

The Computational Thinkers

Early Years

Concepts

-  **Logical Reasoning**
anticipating and explaining
-  **Abstraction**
working out what is important and ignoring what is not important
-  **Pattern**
comparing, spotting similarities and differences
-  **Algorithms**
instructions and sequencing
-  **Decomposition**
breaking problems down into steps

Approaches

-  **Tinkering**
playing and exploring
-  **Creating**
making things, checking things and fixing things
-  **Collaboration**
playing and working cooperatively
-  **Persevering**
not giving up



We're all computational thinkers here!

When you think about it, whether we're parents, pupils or teachers - we're all natural computer scientists, capable of computational thinking.
barefootcomputing.org

Barefoot
Computing at School

Key Vocabulary

instructions

algorithm

first

next

then



Reception-RE - What makes people special?

EYFS	Religion	Vocabulary	Meaning
Special People What makes people special?	Christianity	Jesus	The central figure of Christian devotion. The second person of the Trinity.
	Judaism	Moses	A prophet who became a religious leader, to whom the authorship of the Torah is traditionally attributed.

Key Vocabulary

role model

friends

family

unique

