







	Rockmount Primary School Year Group Curriculum Map					
	Reception					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>National and Whole School Events</b>	International Day of Peace	Black History Month National Poetry Day Anti-bullying Week Children in Need Remembrance Day Remembrance Sunday World Food Day	National Handwriting Day Internet Safety Day	World Maths Day World Book Day British Science Week Comic Relief	Mental Health Awareness World Day for Cultural Diversity	Sports Week World Environment Day
<b>Assemblies / Circle Times / British Values / Safeguarding</b>	Ass: New Beginnings, Our Environment, Peace SG: Relationships and Keeping Safe (Who can I talk to?)	Ass: Poverty, Bullying BV: Democracy SG: Safe Play (Peer mediators, Friendship, Inclusion, Anti-bullying)	Ass: Online Safety, Citizenship BV: Rule of Law SG: Online safety SG: Citizenship and Criminal Responsibility	Ass: Scientists, Families and Relationships BV: Individual Liberty and Personal Responsibility SG: Healthy Relationships and Appropriate Touch	Ass: Prejudice BV: Tolerance and Respect SG: Stranger Danger	Ass: Save the Planet BV: Equality SG: Moving On (Road Safety, Peer pressure)
<b>Topic</b>	<b>The Wonderful World of Fairy Tales</b>	<b>Food and Festivals</b>	<b>Superheroes and People who Help Us</b>	<b>Spring and New Life</b>	<b>Animals</b>	<b>Water</b>
<b>Personal, Social and Emotional Development</b>	Children will: <ul style="list-style-type: none"> <li>• see themselves as a valuable individual</li> <li>• build constructive and respectful relationships</li> <li>• build confidence in a new setting</li> <li>• discover new areas of the school/new routines</li> <li>• develop turn taking and sharing</li> </ul>	Children will: <ul style="list-style-type: none"> <li>• develop an understanding of class reward systems</li> <li>• express their feelings and consider the feelings of others</li> </ul>	Children will: <ul style="list-style-type: none"> <li>• learn about keeping safe</li> <li>• show resilience and perseverance in the face of challenge</li> <li>• identify and moderate their own feelings socially and emotionally</li> <li>• manage their own needs</li> </ul>	Children will: <ul style="list-style-type: none"> <li>• learn about cooperation and living together</li> <li>• think about the perspectives of others</li> </ul> <p>know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>○ regular physical activity</li> <li>○ healthy eating</li> <li>○ toothbrushing</li> <li>○ sensible amounts of 'screen time'</li> <li>○ having a good sleep routine</li> <li>○ being a safe pedestrian</li> </ul>	Children will: <ul style="list-style-type: none"> <li>• show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>• set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>• be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>• explain the reasons for rules, and trying to behave accordingly</li> </ul>	Children will: <ul style="list-style-type: none"> <li>• give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</li> <li>• manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> </ul>
<b>Communication and Language</b>	Children will: <ul style="list-style-type: none"> <li>• understand how to listen carefully and why listening is important</li> <li>• ask questions to find out more and to check they understand what has been said to them</li> <li>• engage in story times</li> <li>• learn rhymes, poems and songs</li> </ul>	Children will: <ul style="list-style-type: none"> <li>• learn topic related vocabulary e.g. Bonfire Night, Christmas, Diwali</li> <li>• articulate their ideas and thoughts in well-formed sentences</li> <li>• listen to and talk about stories to build familiarity and understanding</li> </ul>	Children will: <ul style="list-style-type: none"> <li>• engage in circle time discussions</li> <li>• connect one idea or action to another using a range of conjunctions</li> <li>• retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</li> </ul>	Children will: <ul style="list-style-type: none"> <li>• describe events in some detail</li> <li>• use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</li> <li>• engage in non-fiction books</li> <li>• listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> </ul>	Children will: <ul style="list-style-type: none"> <li>• listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</li> <li>• participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from</li> </ul>	Children will: <ul style="list-style-type: none"> <li>• make comments about what they have heard and ask questions to clarify their understanding</li> <li>• hold conversation when engaged in back-and-forth exchanges with their teacher and peers</li> <li>• express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with</li> </ul>

					stories, non-fiction, rhymes and poems when appropriate	modelling and support from their teacher
<b>Physical Development</b>	<p>Children will:</p> <ul style="list-style-type: none"> <li>revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping – climbing</li> <li>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</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>progress towards a more fluent style of moving, with developing control and grace</li> <li>use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>develop the foundations of a handwriting style which is fast, accurate and efficient</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming</li> <li>combine different movements with ease and fluency</li> <li>further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</li> <li>develop overall body-strength, balance, co-ordination and agility</li> <li>further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>demonstrate strength, balance and coordination when playing</li> <li>hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>sports day and team games</li> <li>move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> <li>use a range of small tools, including scissors, paintbrushes and cutlery</li> <li>begin to show accuracy and care when drawing</li> </ul>
<b>Literacy</b>	<p>Children will:</p> <ul style="list-style-type: none"> <li>read individual letters by saying the sounds for them</li> <li>blend sounds into words, so that they can read short words made up of known letter sound correspondences</li> <li>form lower-case and capital letters correctly</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>read some letter groups that each represent one sound and say sounds for them</li> <li>read a few common exception words matched to the school's phonic programme</li> <li>form lower-case and capital letters correctly</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</li> <li>form lower-case and capital letters correctly</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment</li> <li>spell words by identifying the sounds and then writing the sound with letter/s</li> <li>write short sentences with words with known letter-sound correspondences using a capital letter and full stop</li> <li>re-read what they have written to check that it makes sense</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>anticipate (where appropriate) key events in stories</li> <li>say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>write recognisable letters, most of which are correctly formed</li> <li>spell words by identifying sounds in them and representing the sounds with a letter or letters</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</li> <li>read words consistent with their phonic knowledge by sound-blending</li> <li>read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</li> <li>write simple phrases and sentences that can be read by others</li> </ul>
<b>Maths</b>	<p>Children will:</p> <ul style="list-style-type: none"> <li>count objects, actions and sounds</li> <li>link the number symbol (numeral) with its cardinal number value</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>subitise (look at a small number of objects and instantly recognise how many objects there are without needing to count)</li> <li>count beyond ten</li> <li>select, rotate and manipulate shapes in order to develop spatial reasoning skills</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>compare numbers</li> <li>understand the 'one more than/one less than' relationship between consecutive numbers</li> <li>compose and decompose shapes so that children recognise a shape can</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>automatically recall number bonds for numbers 0–5 and some to 10</li> <li>compare length, weight and capacity</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>develop a deep understanding of number to 10, including the composition of each number</li> <li>subitise (recognise quantities without counting) up to 5</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts</li> </ul>

		<ul style="list-style-type: none"> <li>continue, copy and create repeating patterns</li> </ul>	have other shapes within it, just as numbers can <ul style="list-style-type: none"> <li>explore the composition of numbers to 10</li> </ul>		<ul style="list-style-type: none"> <li>verbally count beyond 20, recognising the pattern of the counting system</li> <li>explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul>	<ul style="list-style-type: none"> <li>compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</li> </ul>
<b>Understanding the world</b>	Children will: <ul style="list-style-type: none"> <li>find their way around the Reception areas</li> <li>explore the school edible playground</li> <li>talk about members of their immediate family and community</li> <li>name and describe people who are familiar to them</li> <li>draw information from a simple map</li> <li>comment on images of familiar situations in the past</li> <li>compare and contrast characters from stories, including figures from the past</li> <li>learn new vocabulary</li> <li>ask questions to find out more and to check what has been said to them</li> <li>articulate their ideas and thoughts in well-formed sentences</li> <li>describe events in some detail</li> </ul>	Children will: <ul style="list-style-type: none"> <li>make bread (Little Red Hen)</li> <li>understand that some places are special to members of their community</li> <li>recognise that people have different beliefs and celebrate special times in different ways</li> <li>recognise some similarities and differences between life in this country and life in other countries</li> <li>recognise some environments that are different to the one in which they live.</li> <li>work out problems and organise thinking and activities, and to explain how things work and why they might happen</li> <li>use new vocabulary in different contexts</li> </ul> know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> <li>regular physical activity</li> <li>healthy eating</li> <li>toothbrushing</li> <li>sensible amounts of 'screen time'</li> <li>having a good sleep routine</li> <li>being a safe pedestrian</li> </ul>	Children will: <ul style="list-style-type: none"> <li>learn about 'local heroes' e.g. fire fighters/police etc</li> <li>draw information from a simple map</li> <li>recognise some similarities and differences between life in this country and life in other countries</li> <li>understand the effect of changing seasons on the natural world around them</li> <li>talk about the lives of people around them and their roles in society</li> <li>explore the natural world around them</li> <li>describe what they see, hear and feel while they are outside</li> <li>recognise some environments that are different to the one in which they live</li> </ul>	Children will: <ul style="list-style-type: none"> <li>make pancakes</li> <li>plant beans and observe the environment</li> <li>explore the natural world around them</li> <li>describe what they see, hear and feel whilst outside</li> <li>recognise some environments that are different to the one in which they live</li> <li>understand some important processes and changes in the natural world around them, including the seasons</li> <li>know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>understand the effect of changing seasons on the natural world around them.</li> <li>make comments about what they have heard and ask questions to clarify their understanding</li> <li>manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> </ul>	Children will: <ul style="list-style-type: none"> <li>learn about animals and their habitats</li> <li>compare environments</li> <li>talk about the lives of the people around them and their roles in society</li> <li>describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</li> <li>explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) map</li> <li>explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul>	Children will: <ul style="list-style-type: none"> <li>understand the past through settings, characters and events encountered in books read in class and storytelling</li> <li>know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</li> <li>understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul>



<b>Expressive arts and design</b>	<p>Children will:</p> <ul style="list-style-type: none"> <li>listen attentively, move to and talk about music, expressing their feelings and responses</li> </ul> <p><b>Painting and Drawing</b></p> <ul style="list-style-type: none"> <li>explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>create collaboratively, sharing ideas, resources and skills</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>sing in a group or on their own, increasingly matching the pitch and following the melody</li> </ul> <p><b>Using natural objects</b></p> <ul style="list-style-type: none"> <li>explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>return to and build on their previous learning, refining ideas and developing their ability to represent them</li> <li>create collaboratively, sharing ideas, resources and skills</li> </ul>	<p>Children will:</p> <p>represent own ideas through a range of resources/materials</p> <ul style="list-style-type: none"> <li>dioramas</li> <li>superhero cities</li> <li>making superhero figures</li> <li>safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>create collaboratively, sharing ideas, resources and skills</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>return to and build on their previous learning, refining ideas and developing their ability to represent them</li> <li>create collaboratively, sharing ideas, resources and skills</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>make masks or costume props (WBD)</li> <li>share their creations, explaining the process they have used</li> <li>watch and talk about dance and performance art, expressing their feelings and responses</li> <li>develop storylines in their pretend play</li> <li>explore and engage in music making and dance, performing solo or in groups</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>create collaboratively, sharing ideas, resources and skills.</li> </ul>	<p>Children will:</p> <p>plan, design and represent own ideas through a range of resources/materials</p> <ul style="list-style-type: none"> <li>dioramas (animal habitats)</li> <li>safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>share their creations, explaining the process they have used</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>create collaboratively, sharing ideas, resources and skills.</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>make use of props and materials when role playing characters in narratives and stories</li> <li>invent, adapt and recount narratives and stories with peers and their teacher</li> <li>sing a range of well-known nursery rhymes and songs.</li> <li>perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>return to and build on their previous learning, refining ideas and developing their ability to represent them</li> <li>create collaboratively, sharing ideas, resources and skills</li> </ul>
<b>Featured Artist</b>	<p><b>Adrienne Segur</b></p> 	<p><b>Anna Torkarsa</b></p> 	<p><b>Keith Haring</b></p> 	<p><b>Monet</b></p> 	<p><b>Henry Roseau</b></p> 	<p><b>Margarethe Vanderpas</b></p> 
<b>Music</b>	<p><b>Welcome to Music</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>to use their voices creatively and expressively through singing, singing games, speaking chants/rhymes as well as some specific Kodaly songs to develop their pitch</li> </ul>	<p><b>Musical Festivities</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>to use their singing voices songs expressively and with a sense of purpose for the Reception end of term performance</li> </ul>	<p><b>Superhero or Villain?</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>to identify high and low pitch and respond to different pitch shapes with their voice and through movement</li> <li>to listen and respond to contrasting music,</li> </ul>	<p><b>Musical Explorers</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>to use their voices creatively and expressively through singing, singing games, speaking chants/rhymes</li> <li>Kodaly songs to develop their pitch for singing and playing</li> </ul>	<p><b>Animal Music</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>to use their voices creatively and expressively through singing, singing games, speaking chants/rhymes as well as some specific Kodaly songs to develop their pitch</li> </ul>	<p><b>Water Music</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>to expressive themselves freely through movement and to share their thoughts and observations in response to 'Aquarium' from</li> </ul>

	<ul style="list-style-type: none"> <li>•to expressive themselves freely through movement in response to music</li> <li>•to develop a sense of pulse (unconsciously) through movement as they sing and dance</li> <li>•to safely use and explore ways to use a variety of musical instruments, experimenting with sound (through the inter-related dimensions of music)</li> <li>•to share their creations, explaining the process they have used</li> <li>•to role playing characters and emotions through music and songs</li> </ul> <p><i>Listening focus: 'Spiegel Im Spiegel' (Arvo Part) and 'Pizzicato' from the ballet "Sylvia" (Delibes)</i></p>	<ul style="list-style-type: none"> <li>•to listen and respond to <i>The Dance of the Sugar Plum Fairy</i> and the different musical themes used in <i>The March</i> from Tchaikovsky's <i>'The Nutcracker'</i> through role play and movement as well as learning a little about the story</li> <li>•to develop a sense of pulse (unconsciously) through movement as they sing and dance</li> </ul> <p><i>Listening focus: The Nutcracker (Tchaikovsky); 'March' &amp; 'Dance of the Sugar Plum Fairy'</i></p>	<p>identifying what makes it suit a villain or a superhero through role-play and movement (focusing on major/minor tonality, pitch, dynamics and tempo)</p> <ul style="list-style-type: none"> <li>•to start recognising some simple notated rhythms and create a percussion accompaniment to a Chinese New Year song</li> <li>•to use their voices creatively and expressively through singing, singing games, speaking chants/rhymes as well as some specific Kodaly songs to develop their pitch</li> <li>•to develop a sense of pulse (unconsciously) through movement as they sing and dance</li> </ul>	<p>tuned percussion instruments (do, re, mi)</p> <ul style="list-style-type: none"> <li>•to develop a sense of pulse (unconsciously) through movement as they sing and dance</li> <li>•to safely use and explore ways to use a variety of percussion instruments experimenting with sound (through the inter-related dimensions of music)</li> </ul> <p><i>Listening focus: 'Flight of the Bumblebee (Rimsky-Korsakov)</i></p>	<ul style="list-style-type: none"> <li>•to expressive themselves freely through movement in response to music</li> <li>•to develop a sense of pulse (unconsciously) through movement as they sing and dance</li> <li>•to safely use tuned and untuned percussion instruments to accompany nursery rhymes</li> </ul> <p><i>Listening focus: Carnival of the Animals by Saint-Saens</i></p>	<p>Carnival of the Animals by Saint-Saens'</p> <ul style="list-style-type: none"> <li>•to use their voices creatively and expressively through singing, singing games, speaking chants/rhymes as well as some specific Kodaly songs to develop their pitch</li> <li>•to sing the song 'I Hear the Water' (Learning Groove) a song in an irregular 5 metre. The concept of different metres is introduced</li> <li>•to experiment with, create, select and combine sounds using the inter-related dimensions of music to represent the sea/seaside sounds</li> </ul> <p>Listening focus: 'Aquarium' from <i>Carnival of the Animals by Saint-Saens</i></p>
<b>Computing</b>	<p>Children will:</p> <ul style="list-style-type: none"> <li>• know and talk about sensible amounts of 'screen time'</li> <li>• listen to online safety stories</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>• have the opportunity to use a keyboard and mouse to develop fine motor control</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>• record and playing back sounds</li> <li>• manipulate objects on screen</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>• use walkie talkies to communicate with each other and playing back sounds</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>• control remote controlled toys</li> <li>• create a route for Bee Bots to follow</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>• take digital photos of own learning and talking about what they can see</li> <li>• record video clips of their own learning</li> </ul>
<b>RE</b>	<p><b>Festivals and Celebrations Harvest</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• begin to know about own culture and beliefs and those of other people</li> <li>• respond to significant experiences</li> <li>• listens with enjoyment to stories</li> <li>• use talk to organise, sequence and clarify thinking, ideas, feelings and events</li> </ul>	<p><b>Festivals and Celebrations Christmas</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• retell narrative in the correct sequence</li> <li>• use language to imagine and recreate roles and experiences</li> <li>• celebrate festivals at the correct time of year to put it in to context</li> </ul>	<p><b>Growing Together</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• understand the need for there to be agreed values and codes of behaviour for groups of people</li> <li>• know about own beliefs and those of others</li> <li>• understand what is right, what is wrong and why</li> </ul>	<p><b>Growing Together Easter</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• understand that people have different needs, views, cultures and beliefs that need to be treated with respect</li> <li>• consider the consequences of words and actions for self and others</li> </ul>	<p><b>Caring and Taking Care</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• find out about and identify some features of living things. Makes simple evaluations, links different experiences and observations</li> <li>• understand that people have different cultures and beliefs that need to be treated with respect</li> </ul>	<p><b>Caring &amp; Taking Care</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• take into account the ideas of others</li> <li>• communicate freely about home and community</li> <li>• begin to find out about their own beliefs and cultures and those of others</li> </ul>
<b>Outdoor Learning</b>	<p>Mud kitchen- using natural resources in play</p> <p>Collecting natural autumnal objects and sorting/classifying</p>	<p>Planting daffodils ready for Mother's Day</p>	<p>Planting in the Edible Garden</p>	<p>Planting beans- what plants need to grow</p> <p>Pond dipping- frog life cycle</p>	<p>Planting edible flowers for summer picnic</p>	<p>Den building</p>
<b>Health and Wellbeing</b>	<p>Independence and hygiene</p> <p>Managing change/transitions</p>	<p>Healthy eating</p>	<p>Caring for ourselves and others</p>	<p>Yoga</p>	<p>Recognising and discussing feelings</p>	<p>Managing change/transitions</p>
<b>Enrichment Visits/Trips</b>	<p>Autumn walk in our locality</p>	<p>Toasting marshmallows in the Edible Playground</p>	<p>Spring walk in our locality</p>	<p>Pond dipping in our outside environment</p>	<p>Godstone Farm</p>	<p>Rockfest concert</p>