

# WILLIAM LILLEY INFANT AND NURSERY SCHOOL



## LONG TERM PLAN - RECEPTION

### KNOWLEDGE, SKILLS AND VOCABULARY PROGRESSION OF FOUNDATION SUBJECTS FROM EYFS INTO KS1

Objectives for enrichment – not to replace continuous provision

**2022**

## RECEPTION – AUTUMN 1 – ME AND YOU/ DOWN OUR STREET

	Knowledge Reception	Skills Reception	Vocabulary Reception
<b>UNDERSTANDING THE WORLD (Leading into SCIENCE)</b>	<ul style="list-style-type: none"> <li>Know that comparisons can be made through observation.</li> <li>Know some features of different seasons.</li> </ul>	<ul style="list-style-type: none"> <li>Use new vocabulary in different contexts.</li> <li>Explore the natural world around them.</li> <li>Describe what they see, hear and feel while they are outside.</li> <li>Understand the effect of changing seasons on the natural world around them.</li> <li>Describe what they see, hear and feel while they are outside.</li> </ul> <p><b>The Natural world ELG</b></p> <ul style="list-style-type: none"> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	Question, answer, observe, identify, sort, group, compare, differences, similarities, describe Summer, Spring, Autumn, and Winter.
<b>UNDERSTANDING THE WORLD (Leading into GEORGRPHY)</b>	NO SPECIFIC ENHANCED PROVISION LEADING INTO GEOGRAPHY THIS HALF TERM		
<b>UNDERSTANDING THE WORLD (Leading into HISTORY)</b>	<ul style="list-style-type: none"> <li>Knows they are part of a family made up of people of different ages. Knows about special events in their own experience.</li> </ul>	<ul style="list-style-type: none"> <li>Remember and talk about significant events in their own experience.</li> <li>Know and understand that their grandparents are older than their parents.</li> </ul>	Brothers, sisters, siblings, parents, grandparents, adult, children, babies. Young, old, younger, older.
<b>UNDERSTANDING THE WORLD (Leading into COMPUTING)</b>	<p><b>Introduction to Purple Mash</b></p> <ul style="list-style-type: none"> <li>To know how to access purple mash programs</li> <li>To know how to use 2 paint a picture</li> <li>Know not to give out any information about themselves.</li> <li>Know that care need is needed when using technology.</li> </ul> <p><b>EDUCATION FOR A CONNECTED WORLD FOCUS - Self image and identity</b></p>	<ul style="list-style-type: none"> <li>To use a mousepad</li> <li>To use click</li> <li>Tell an adult if they see something on a digital device they don't like</li> </ul>	Screen, mouse, image, keyboard, paint, words, word banks. Paint a picture, Purple Mash
<b>EXPRESSIVE ART AND DESIGN (Leading into ART)</b>	<p>(Painting and IT focus)</p> <ul style="list-style-type: none"> <li>Know there are primary colours and their names</li> <li>Know how to create an image using the computer</li> </ul>	<ul style="list-style-type: none"> <li>PD - Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>PD - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>EAD - Create collaboratively, sharing ideas, resources and skills</li> <li>EAD - Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>	respond, line, colour, texture, shape, 2D, observation, scale, size, fine motor skills imagination, Paint program, create
<b>EXPRESSIVE ART AND DESIGN (Leading into DT)</b>	<ul style="list-style-type: none"> <li>Know how to use different tools and techniques safely.</li> <li>Know how to sit with a good posture and why it is important.</li> </ul>	<ul style="list-style-type: none"> <li>PD - Progress towards a more fluent style of moving, with developing control and grace.</li> <li>PD – Handling tools, objects, construction and malleable materials safely and with increasing control.</li> <li>PD - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li><b>PD ELG - Use a range of small tools, including scissors, paintbrushes and cutlery.</b></li> <li><b>EAD ELG - Create collaboratively, sharing ideas, resources and skills.</b></li> <li><b>EAD ELG - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b></li> </ul>	Model, tape, glue, scissors, safety, experiment, tools, materials, use, make, build, join, shape,
<b>EXPRESSIVE ART AND DESIGN (Leading into MUSIC)</b>	SEE CHARANGA – ‘ME’		
<b>PERSONAL AND SOCIAL DEVELOPMENT (Leading into PSHE)</b>	SEE SCARF ‘ME AND MY RELATIONSHIPS’		
<b>UNDERSTANDING THE WORLD (Leading into RE)</b>	Unit	Unit F2 Which people are special and why?	
	Events	Harvest, Yon-Kippur, Sukkot	
			<b>General vocab:</b> Religion, Prayer <b>Christianity vocab</b> Jesus <b>Judaism vocab</b> <b>Islam vocab</b> Allah, Prophet Muhammad, <b>Non-religious vocab:</b> Non-religion

**PHYSICAL DEVELOPMENT**  
**(Leading into PE)**

Setting routines and expectations

- Know that exercise is important to stay healthy.
- Describe how the body feels when still and when exercising.
- Control my body when performing a sequence of movements.
- Know that there are ways to move confidently and safely in their own and general space. (under, round, over equipment and obstacles)
- Know that simple games have rules and skills.
- Know that bodies can make large and small movements.
- Know that we can control our body and move freely using suitable speed or direction to avoid obstacles.
- Move safely around the space and equipment.
- Travel in different ways, including sideways and backwards.

## RECEPTION – AUTUMN 2 – CULTURAL EXPLORERS: WE ARE THE SAME, WE ARE DIFFERENT

	Knowledge Reception	Skills Reception	Vocabulary Reception
<b>UNDERSTANDING THE WORLD (Leading into SCIENCE)</b>	NO SPECIFIC ENHANCED PROVISION LEADING INTO SCIENCE THIS HALF TERM		
<b>UNDERSTANDING THE WORLD (Leading into GEORGRPHY)</b>	<ul style="list-style-type: none"> <li>Know that their community is part of the physical world.</li> <li>Know there are different countries around the world</li> </ul>	<ul style="list-style-type: none"> <li>UW - Recognise some similarities and differences between life in this country and life in other countries.</li> <li><b>UW ELG - 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 –maps.</b></li> <li><b>UW ELG - 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;</b></li> </ul>	community, country, same, different, religion, culture, hot, cold,
<b>UNDERSTANDING THE WORLD (Leading into HISTORY)</b>	<ul style="list-style-type: none"> <li>Knows about special celebrations that have happened in the past. Know some events have happened before they were born.</li> </ul>	<ul style="list-style-type: none"> <li>Recognises there are special times or events for family or friends, e.g. Eid, christening, Christmas</li> <li>Begin to understand that some familiar stories were set in a time before they were born.</li> </ul>	Celebration names, phrases like before, after, a long time ago, last year.
<b>UNDERSTANDING THE WORLD (Leading into COMPUTING)</b>	<p><b>Purple Mash login</b></p> <ul style="list-style-type: none"> <li>To know how to login</li> <li>To know how to find out information from 2 Simple city</li> <li>To know that digital devices can present information in a variety of forms.</li> </ul> <p><b>EDUCATION FOR A CONNECTED WORLD FOCUS - Online relationships</b></p>	<ul style="list-style-type: none"> <li>To be able to explore 2 simple city programs</li> <li>To use the keyboard to login</li> </ul>	2 simple, login, click, tray
<b>EXPRESSIVE ART AND DESIGN (Leading into ART)</b>	(Printing focus) <ul style="list-style-type: none"> <li>Know what printing is</li> </ul>	<ul style="list-style-type: none"> <li>PD - Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>EAD - Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>EAD - Create collaboratively, sharing ideas, resources and skills</li> </ul>	Print, stamp, press, roll,
<b>EXPRESSIVE ART AND DESIGN (Leading into DT)</b>	<ul style="list-style-type: none"> <li>Know how to use a variety of artistic effects.</li> <li>Know the importance of making improvements to their ideas or models.</li> </ul>	<ul style="list-style-type: none"> <li>PD - Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li><b>PD EAL - Use a range of small tools, including scissors, paintbrushes and cutlery.</b></li> <li>EAD - Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>EAD - Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li><b>EAD ELG - Create collaboratively, sharing ideas, resources and skills.</b></li> <li><b>PD ELG - Use a range of small tools, including scissors, paintbrushes and cutlery.</b></li> <li><b>EAD ELG - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b></li> </ul>	Picture, drawing, use, plan, ideas, draw, artistic, paint, effect, change, improve,
<b>EXPRESSIVE ART AND DESIGN (Leading into MUSIC)</b>	SEE CHARANGA – ‘MY STORIES’		
<b>PERSONAL AND SOCIAL DEVELOPMENT (Leading into PSHE)</b>	SEE SCARF ‘RIGHTS AND RESPECT’		
<b>UNDERSTANDING THE WORLD (Leading into RE)</b>	Unit	<b>F3 What places are special and why?</b>	
	Events	St Andrew, Remembrance Sunday, Christmas, Hannukah, Divali	
<b>PHYSICAL DEVELOPMENT (Leading into PE)</b>	SEE TLG-PE – ‘JULIA DONALDSON’		
			<b>General vocab:</b> Special places <b>Christianity vocab</b> Christmas Church <b>Judaism vocab</b> Synagogue <b>Islam vocab</b> Mosque <b>Non-religious vocab:</b>

## RECEPTION – SPRING 1 – REAL LIFE SUPERHEROES

	Knowledge Reception	Skills Reception	Vocabulary Reception
<b>UNDERSTANDING THE WORLD (Leading into SCIENCE)</b>	NO SPECIFIC ENHANCED PROVISION LEADING INTO SCIENCE THIS HALF TERM		
<b>UNDERSTANDING THE WORLD (Leading into GEORGRPHY)</b>	<ul style="list-style-type: none"> <li>Knows we live in England, UK.</li> <li>Know that there are different types of weather and it is linked to the seasons.</li> <li>Know that information can be drawn from a simple map.</li> </ul>	<ul style="list-style-type: none"> <li><b>UW ELG – Describes their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</b></li> <li><b>UW ELG - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</b></li> <li>UW - Draw information from a simple map.</li> <li>UW - Explore the natural world around them.</li> <li><b>UW ELG - Explore the natural world around them, making observations and drawing pictures of animals and plants;</b></li> </ul>	Stapleford, Nottingham. Street, house, bungalow, school, church, zebra crossing, traffic light bridge, left, right, forwards, Backwards, above, under, tunnel, roundabout, weather, hot, cold, rain, sun, cloud,
<b>UNDERSTANDING THE WORLD (Leading into HISTORY)</b>	<ul style="list-style-type: none"> <li>Knows stories can be old or set in the present.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to compare and contrast characters in stories about the past.</li> <li>Use language to describe the past, such as, 'in the past'.</li> </ul>	Uses phrases like 'in the past', days of the week, yesterday, tomorrow, last week, last term. Names of months.
<b>UNDERSTANDING THE WORLD (Leading into COMPUTING)</b>	<b>Gathering information from computer</b> <ul style="list-style-type: none"> <li>People who help us topic pins</li> <li>To know that the internet may be used to find things out.</li> <li>To know that Information may be stored on digital devices.</li> </ul> <b>EDUCATION FOR A CONNECTED WORLD FOCUS - Copyright and ownership Health wellbeing and lifestyle</b>	<ul style="list-style-type: none"> <li>To be able to use the computer to answer questions</li> <li>To be able to gather information from the computer</li> </ul>	Choices, internet, website, safe, share,
<b>EXPRESSIVE ART AND DESIGN (Leading into ART)</b>	(Painting and collage focus) <ul style="list-style-type: none"> <li>Know there are primary colours and their names</li> </ul>	<ul style="list-style-type: none"> <li>PD - Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>PD - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>PD - Develop overall body-strength, balance, coordination and agility.</li> <li>EAD - Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>EAD - Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>EAD - Create collaboratively, sharing ideas, resources and skills</li> </ul>	respond, line, colour, texture, shape, 2D, observation, scale, size, fine motor skills imagination,
<b>EXPRESSIVE ART AND DESIGN (Leading into DT)</b>	<ul style="list-style-type: none"> <li>Know how to use different tools and techniques safely.</li> <li>Know ways to change colour and texture.</li> </ul>	<ul style="list-style-type: none"> <li><b>PD ELG - Use a range of small tools, including scissors, paintbrushes and cutlery.</b></li> <li><b>EAD ELG - Create collaboratively, sharing ideas, resources and skills.</b></li> <li><b>EAD ELG - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b></li> <li><b>PSED EAL – Set and work towards simple goals.</b></li> </ul>	Careful, safety, colour, tone, light, dark, shade,
<b>EXPRESSIVE ART AND DESIGN (Leading into MUSIC)</b>	SEE CHARANGA – 'EVERYONE'		
<b>PERSONAL AND SOCIAL DEVELOPMENT (Leading into PSHE)</b>	SEE SCARF 'VALUING DIFFERENCE'		
<b>UNDERSTANDING THE WORLD (Leading into RE)</b>	Unit	F4 What times are special and why?	
	Events	Chinese New Year	
<b>PHYSICAL DEVELOPMENT (Leading into PE)</b>	SEE TLG-PE – 'FAIRY TALES'		
			<b>General vocab:</b> <b>Christianity vocab</b> <b>Judaism vocab</b> Passover <b>Islam vocab</b> <b>Non-religious vocab:</b>

## RECEPTION – SPRING 2 – ONCE UPON A TIME

	Knowledge Reception	Skills Reception	Vocabulary Reception
<b>UNDERSTANDING THE WORLD (Leading into SCIENCE)</b>	<ul style="list-style-type: none"> <li>Know that objects, materials and living things can be explored scientifically.</li> <li>Know that solids melt when heated.</li> <li>Know that liquids freeze.</li> </ul>	<ul style="list-style-type: none"> <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> <li>Use talk to work out problems and organise thinking and activities. Explain how things work and why they might happen.</li> <li>Explore the natural world around them.</li> </ul> <p><b>The Natural world ELG</b></p> <ul style="list-style-type: none"> <li><b>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</b></li> </ul>	<p>Question, answer, observe, equipment, identify, sort, group, compare, differences, similarities, describe, test, results, chart.</p> <p>Metal, plastic, wood, paper, glass, clay, rock, fabric, sand, hard, soft, rough, smooth, shiny, dull, bendy, waterproof, strong, weak, stretchy, magnetic, not magnetic, lets light through.</p>
<b>UNDERSTANDING THE WORLD (Leading into GEORGRPHY)</b>	<ul style="list-style-type: none"> <li>Know that people do different jobs which make the community</li> </ul>	<ul style="list-style-type: none"> <li><b>UW ELG - 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;</b></li> </ul>	<p>Community, dentist, teacher, firefighter, nurse, doctor, policeman</p>
<b>UNDERSTANDING THE WORLD (Leading into HISTORY)</b>	<ul style="list-style-type: none"> <li>Knows people celebrate events at different times in the year.</li> <li>Knows people have work roles as well as family roles in society.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that people celebrated events like Easter or Holi before they were born.</li> <li>Talk about the lives of the people around them and their roles in society.</li> </ul>	<p>Celebration names, phrases like before, after, a long time ago, last year.</p>
<b>UNDERSTANDING THE WORLD (Leading into COMPUTING)</b>	<ul style="list-style-type: none"> <li><b>Saving work and music</b></li> <li>Cultural celebrations paint projects</li> <li>To know how to use 2 beat</li> <li>To know that a digital device can simulate things which happen in real life.</li> <li>To know that Information may be stored and sorted using a computer.</li> </ul> <p><b>EDUCATION FOR A CONNECTED WORLD FOCUS - Online reputation, Privacy and security</b></p>	<ul style="list-style-type: none"> <li>To be able to stimulate music on a digital device</li> <li>To be able to save</li> </ul>	<p>2 beat, saving, store, tray</p>
<b>EXPRESSIVE ART AND DESIGN (Leading into ART)</b>	<p>(Textiles, Printing and Artist – Andy Warhole printing focus)</p> <ul style="list-style-type: none"> <li>Know how to print with a range of materials</li> <li>To know that different textiles can be combined to make artwork</li> <li>Know how to talk about something that you like about art</li> </ul>	<ul style="list-style-type: none"> <li>EAD - Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>EAD - Create collaboratively, sharing ideas, resources and skills</li> <li>PD - Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> </ul>	<p>Print, stamp, press, roll, Like, opinion, discuss, join, practise, threading, stitches, understand, decorate</p>
<b>EXPRESSIVE ART AND DESIGN (Leading into DT)</b>	<ul style="list-style-type: none"> <li>Know what a healthy food choice is.</li> <li>Know the importance of working as a team.</li> <li>Know the importance of working safely.</li> </ul>	<ul style="list-style-type: none"> <li>PSED MS – Manage their own hygiene and personal needs, including dressing and going to the toilet and understanding the importance of a healthy food choices.</li> <li><b>PD EAL - Use a range of small tools, including scissors, paintbrushes and cutlery.</b></li> </ul>	<p>Fruit, vegetable, healthy, unhealthy, vitamin, ingredient, weigh, change, mix, cut, cutlery.</p>
<b>EXPRESSIVE ART AND DESIGN (Leading into MUSIC)</b>	SEE CHARANGA – ‘OUR WORLD’		
<b>PERSONAL AND SOCIAL DEVELOPMENT (Leading into PSHE)</b>	SEE SCARF ‘BEING MY BEST’		
<b>UNDERSTANDING THE WORLD (Leading into RE)</b>	Unit	<b>Unit F1 Which stories are special and why?</b>	
	Events	St David, St Patrick., Shrove Tuesday, Mothering Sunday, Easter, Purim, Passover (Pasach)	
<b>PHYSICAL DEVELOPMENT (Leading into PE)</b>	SEE TLG-PE – ‘CELEBRATION’		
			<p><b>General vocab:</b> Special books Special stories</p> <p><b>Christianity vocab</b> Bible</p> <p><b>Judaism vocab</b> Moses, Torah</p> <p><b>Islam vocab</b> Qur’an,</p> <p><b>Non-religious vocab:</b></p>

## RECEPTION – SUMMER 1 – SQUEAK, CLUCK, ROAR

	Knowledge Reception	Skills Reception	Vocabulary Reception
<b>UNDERSTANDING THE WORLD (Leading into SCIENCE)</b>	<ul style="list-style-type: none"> <li>Know that comparisons can be made through observation.</li> <li>Know that objects, materials and living things can be explored scientifically.</li> <li>Know that living and non-living things can be classified.</li> <li>Know that plants grow and are usually green.</li> <li>Know that we use plants for food.</li> <li>Know that living things have similarities and differences.</li> <li>Know about the different factors that support their overall health and wellbeing:</li> <li>regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian</li> </ul>	<ul style="list-style-type: none"> <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> <li>Use new vocabulary in different contexts.</li> </ul> <p><b>Listening attention and understanding ELG</b>  <b>Make comments about what they have heard and ask questions to clarify their understanding.</b>  <b>The Natural world ELG</b>  <b>•Explore the natural world around them, making observations and drawing pictures of animals and plants.</b>  <b>•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.</b></p> <ul style="list-style-type: none"> <li>Talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian</li> </ul> <p><b>Managing self ELG</b>  <b>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</b></p> <p><b>The Natural world ELG</b>  <b>•Explore the natural world around them, making observations and drawing pictures of animals and plants.</b></p>	Tree, trunk, leaves, flowers, petals, fruit, roots, bulb. Human, animal, fish, birds, head, face, hair, leg, elbow, back, toes, hands, fingers
<b>UNDERSTANDING THE WORLD (Leading into GEORGRPHY)</b>	NO SPECIFIC ENHANCED PROVISION LEADING INTO GEOGRAPHY THIS HALF TERM		
<b>UNDERSTANDING THE WORLD (Leading into HISTORY)</b>	<ul style="list-style-type: none"> <li>Knows people and animals grow and change as time passes.</li> </ul>	<ul style="list-style-type: none"> <li>Know similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul>	Young, old, younger, older, growing and changing.
<b>UNDERSTANDING THE WORLD (Leading into COMPUTING)</b>	<p><b>Creating a story</b></p> <ul style="list-style-type: none"> <li>To know how to use a computer to create a simple story</li> <li>To know how to use Mashcams</li> <li>To know ICT may be used to communicate information electronically.</li> </ul> <p><b>EDUCATION FOR A CONNECTED WORLD FOCUS - Online bullying</b></p>	<ul style="list-style-type: none"> <li>To be able to use 2 create a story</li> <li>To be able to use computer camera</li> </ul>	Webcam, photos, insert, image, text, program
<b>EXPRESSIVE ART AND DESIGN (Leading into ART)</b>	<p>(Drawing focus)</p> <ul style="list-style-type: none"> <li>Know that different media form different marks</li> </ul>	<ul style="list-style-type: none"> <li>PD - Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>PD - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>EAD - Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>	Marks, lines, thick, thin,
<b>EXPRESSIVE ART AND DESIGN (Leading into DT)</b>	<ul style="list-style-type: none"> <li>Know the importance of making improvements.</li> </ul>	<ul style="list-style-type: none"> <li>EAD - Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>EAD ELG - Share their creations, explaining the process they have used.</li> </ul>	Materials, use, idea, improve, final, complete, like, change, dislike, next time, better, worse, different, instead
<b>EXPRESSIVE ART AND DESIGN (Leading into MUSIC)</b>	SEE CHARANGA – 'BIG BEAR FUNK REFLECT'		
<b>PERSONAL AND SOCIAL DEVELOPMENT (Leading into PSHE)</b>	SEE SCARF 'KEEPING SAFE'		
	Unit	Unit F6 Our wonderful world: how can we care for living things and the earth?	
			General vocab:

<b>UNDERSTANDING THE WORLD</b> (Leading into RE)	Events	St George	<b>Christianity vocab</b> <b>Judaism vocab</b> <b>Islam vocab</b> <b>Non-religious vocab:</b>
<b>PHYSICAL DEVELOPMENT</b> (Leading into PE)	SEE TLG-PE – 'DOWN ON THE FARM'		

## RECEPTION – SUMMER 2 – BEFORE I WAS BORN, WE’RE OFF ON A JOURNEY

	Knowledge Reception	Skills Reception	Vocabulary Reception
<b>UNDERSTANDING THE WORLD (Leading into SCIENCE)</b>	<ul style="list-style-type: none"> <li>Know that comparisons can be made through observation</li> <li>Know that the features of their own immediate environment might vary from one another.</li> </ul>	<ul style="list-style-type: none"> <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>Use new vocabulary in different contexts.</li> </ul> <p><b>Listening attention and understanding ELG</b>  <b>Make comments about what they have heard and ask questions to clarify their understanding.</b>  Describe what they see, hear and feel while they are outside.</p> <ul style="list-style-type: none"> <li>Recognise some environments that are different to the one in which they live.</li> </ul> <p><b>The Natural world ELG</b>  <b>Explore the natural world around them, making observations and drawing pictures of animals and plants.</b>  <ul style="list-style-type: none"> <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> </ul> </p>	Question, answer, observe, observing, equipment, identify, sort, group, compare, differences, similarities, describe, Garden, forest, wood, water.
<b>UNDERSTANDING THE WORLD (Leading into GEORGRPHY)</b>	<ul style="list-style-type: none"> <li>Know that there is land and sea</li> <li>Knows that there are different countries in the UK and we live in England.</li> <li>Know that information can be drawn from a simple map.</li> </ul>	<ul style="list-style-type: none"> <li><b>UW ELG – Describes their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</b></li> <li>UW - Recognise some environments that are different to the one in which they live.</li> <li><b>UW ELG - 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;</b></li> <li><b>UW ELG - 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 –maps.</b></li> <li>UW - Recognise some environments that are different to the one in which they live.</li> </ul>	Sea, land, Seaside, England, Wales, Scotland, Ireland, map, journey
<b>UNDERSTANDING THE WORLD (Leading into HISTORY)</b>	<ul style="list-style-type: none"> <li>Knows some things are old and people did different things in the past.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	
<b>UNDERSTANDING THE WORLD (Leading into COMPUTING)</b>	<p><b>Introduction to coding</b></p> <ul style="list-style-type: none"> <li>Bee bops and remote control toys</li> <li>To know that devices have controls which make them work.</li> </ul> <p><b>EDUCATION FOR A CONNECTED WORLD FOCUS - Managing online information</b></p>	<ul style="list-style-type: none"> <li>To be able to program simple programmable toy</li> </ul>	Equipment, program, buttons, movement, instructions, robots, Bee-bop, patterns.
<b>EXPRESSIVE ART AND DESIGN (Leading into ART)</b>	(Drawing and 3D focus) <ul style="list-style-type: none"> <li>Know how to select media to form different marks</li> <li>Know that you can model art using playdough and clay</li> </ul>	<ul style="list-style-type: none"> <li>EAD - Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>EAD - Create collaboratively, sharing ideas, resources and skills</li> <li>PD - Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>EAD - Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>	Marks, lines, thick, thin, experiment, clay, plasticine, dough, model
<b>EXPRESSIVE ART AND DESIGN (Leading into DT)</b>	<ul style="list-style-type: none"> <li>Know that fabric can be joined in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>EAD - Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>EAD ELG - Share their creations, explaining the process they have used.</li> <li>PD EAL - Use a range of small tools, including scissors, paintbrushes and cutlery.</li> </ul>	Fabric, join, sew, needle, thread, glue
<b>EXPRESSIVE ART AND DESIGN (Leading into MUSIC)</b>	SEE CHARANGA – ‘REWIND AND REPLAY’		
<b>PERSONAL AND SOCIAL DEVELOPMENT (Leading into PSHE)</b>	SEE SCARF ‘GROWING AND CHANGING’		
<b>UNDERSTANDING THE WORLD (Leading into RE)</b>	Unit	Unit F5 Belonging: who are we and how do we belong?	
	Events	Eid	
<b>PHYSICAL DEVELOPMENT (Leading into PE)</b>	SEE TLG-PE – ‘COUNTRIES’		
			<b>General vocab:</b> <b>Christianity vocab</b> <b>Judaism vocab</b> <b>Islam vocab</b> <b>Non-religious vocab:</b>

