



Broadwood Primary School  
Breadth of Study  
Year Group - Reception



	Autumn Term	Spring Term	Summer Term
<b>Themes:</b>	Super Duper Me! Are superheroes real?	<u><b>Spring 1</b></u> Fire and Ice Would you like to live in a hot place or a cold place?	<u><b>Summer 1</b></u> The Secret Garden How can our garden keep us healthy?
<b>Enquiry question</b>		<u><b>Spring 2</b></u> Fairy tales Do all fairy tales have a happy ending?	<u><b>Summer 2</b></u> Our wonderful world Where is the beauty in our wonderful world?
<b>Celebrations</b>	Halloween, Diwali, Harvest Festival, Bonfire night, Remembrance Day, Children in Need, Christmas	Chinese New Year, Pancake Day, Valentine's Day, Mother's Day, Ramadan, Eid, World Book Day	Father's Day
<b>Possible Texts</b>	<p><b>Autumn 1:</b> The Colour Monster, You Choose, I Love Me, Supertato, A Superhero Like you, Funnybones</p> <p><b>Autumn 2:</b> People who help us stories, The Nativity, Christmas Stories</p>	<p><b>Spring 1:</b> Stickman, Lost and Found, Mr Wolf's Pancakes</p> <p><b>Spring 2:</b> The Three Billy Goats Gruff, Little Red Riding Hood, The Three Little Pigs</p>	<p><b>Summer 1:</b> Jack and the Beanstalk, Little Red Hen</p> <p><b>Spring 2:</b> It's a Wonderful World, A World For Me and You.</p>
<b>Literacy skills</b>	Follow Little Wandle from week 2 (Phase 2, Phase 3) Read a simple phrase Write a word or caption to match their phonics	Follow Little Wandle (Phase 3, Phase 4) Read a simple phrase/sentence Write short sentences using known phonics using a full stop	Follow Little Wandle (Phase 4 cont) Review and consolidate all graphemes taught Read aloud simple sentences and books that are consistent with their phonic knowledge, inc C Exc words Write short sentences using phonics including a capital letter and full stop Write letters, most of which are correctly formed



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			<p>Spell phonetically</p> <p>Write simple phrases and sentences that can be read by others.</p>
<p><b>Science content</b></p>	<p>Describe what they see, hear and feel whilst outside</p> <p>Understand the effect of changing seasons on the world around them</p> <p>Explore the natural world around them - materials and changes</p> <p><u><b>Investigation opportunities/Enquiry</b></u> Seasonal changes – Do trees always stay the same?</p> <p style="text-align: right;"><b>Snap Science</b></p>	<p>Describe what they see, hear and feel whilst outside</p> <p>Understand the effect of changing seasons on the world around them</p> <p>Explore the natural world around them -explore and talk about materials changing matter</p> <p><u><b>Investigation opportunities/Enquiry</b></u> How can we save penguin? (frozen in a block of ice). Exploring different places at different temperatures - indoors and outdoors. Which melted the fastest? Use of pictograms for predictions Recording – photos and comments in floor book What material will be the strongest to build a house for the pigs to live in / What material would make the strongest bridge for the billy goats?</p> <p style="text-align: center;"><b>Snap Science</b></p> <p><b>Spring 1</b> What melts?</p>	<p>Describe what they see, hear and feel whilst outside</p> <p>Understand the effect of changing seasons on the world around them</p> <p>Explore the natural world around them – explore and talk about plant and animals</p> <p>Understand the key features of the life cycle of a plant</p> <p>Floating and sinking (what is harming our oceans?)</p> <p><u><b>Investigation opportunities/Enquiry</b></u> Can you grow a beanstalk/ sunflower? (what do they need to grow) Did they grow/ not? Why? Predictions- floor book. Recording- floor book/ seesaw.</p> <p>Can you make a healthy meal? Which smoothie/soup/ dessert do you prefer?</p> <p style="text-align: right;"><b>Snap Science</b></p>



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	<p><b>Autumn 1</b> Do trees always stay the same? Weather and seasons What am I made of?</p> <p><b>Autumn 2</b> What happens at night (celebrations such as Halloween)</p>	<p><b>Spring 2</b> What is happening to the trees?</p>	<p><b>Summer 1</b> Is all of a plant green? What can I grow for dinner? What does an earthworm do?</p> <p><b>Summer 2</b> Who has stripes? What is in the sky? What is the moon?</p>
<b>History content</b>	<p><b>Me and My Family/When I was a baby</b> Daily routines (eg yesterday, last week, last year) When I was younger – comparing then and now</p>	<p><b>Are the things in traditional tales still used in the current day?</b> By using traditional tales compare and contrast characters from stories, including figures from the past with modern day (eg equipment used to do different jobs, clothing, modes of transport, homes, school)</p>	<p><b>How to travel to the wonderful places around the world</b> By discussing what modes of transport you might have to take to get to the different countries. Compare old transport and new.</p>
<b>History skills</b>	<p>To talk about images from the past. Sequencing three photos of them as a baby, nursery and school</p> <p><b>Chronology</b> <i>Sequence three photos of their life (baby, nursery, school)</i></p> <p><b>Cause and effect</b> <i>Comment on images/photos of familiar situations in the past</i></p> <p><b>Interpretation</b></p>	<p>To show a clear understanding of the 'past' and 'present' and to be able to categorise objects and/or images</p> <p><b>Chronology</b> <i>Group artefacts into now and then using basic chronology</i></p> <p><b>Cause and effect</b> <i>Comment on images/photos of familiar situations in the past</i></p> <p><b>Cause and effect</b> <i>Comment on images/photos of familiar situations in the past</i></p>	<p>To ask questions about transport from the past</p> <p><b>Sources</b> <i>Use a range of sources to find out about the past</i></p> <p><b>Cause and effect</b> <i>Comment on images/photos of familiar situations in the past</i></p> <p><b>Interpretation</b></p>



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	<i>Use stories, songs, poems and themes to talk about fictional and non-fictional characters from the past</i>	<b>Interpretation</b> <i>Use stories, songs, poems and themes to talk about fictional and non-fictional characters from the past</i>	<i>Use stories, songs, poems and themes to talk about fictional and non-fictional characters from the past</i>
<b>Geography content</b>	Describe the effect of changing seasons on the natural world around them  Draw information from a simple map of the EYs outdoor area  Show interest in different occupations  Where in the world have our families come from?	Describe the effect of changing seasons on the natural world around them  Look at different buildings and structures in the UK (compare to local)  Introduce the world map and globe - know that there are different countries in the world and talk about the differences they have experienced or seen in photos	Describe the effect of changing seasons on the natural world around them  Look at different buildings and structures around the world. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live  Draw information from a simple real map Make maps using the world map and globe to differentiate between land and sea. Explore what an island is.
<b>Geography skills</b>	Create simple linear map (eg how to get to the dinner hall. What do I see on the way?)	Create simple linear map (eg what buildings and natural features I see on my way to school)	Create a birds eye view of the school and being able to identify the properties of our school and where our class is located
<b>ICT content</b>	Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment	Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment	Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment
<b>ICT skills</b>	Begin to develop simple classification skills.	Follow simple recipe instructions (following a code) – link to literacy	Move like a programmable robot following instructions e.g. 'up', 'down', 'left' and 'right' (following a code)

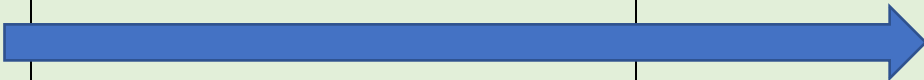


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	Can complete practical sorting activities and discuss sorting criteria.	Put instructions into order e.g. practically move elements of a recipe or simple instructions. Create own set of instructions for a recipe.  Create, and predict the outcome of, a set of instructions for a programmable toy (early coding)	Matching symbols to simple grids and the directions a vehicle will take on the masking tape paths. (following a code)  Program toys (Bee Bot) to move across a grid. (early coding)
<b>PSED content</b>	<p>EY Framework characteristics of effective learning: Playing and Exploring; Active Learning; Creativity and Critical Thinking</p> <p><b>Aspects of PSED Area of Learning:</b> Self-regulation; Managing self; Building relationships</p> <p>Talk about members of their family and community - same and different (individuality; our bodies) Who is special to us? Ourselves; people who care for us; groups we belong to; families</p> <p>SCARF: All about me; what makes me special; My feelings</p>	 <p>Name and describe people who are familiar to them (people who help us)</p> <p>SCARF: Growing and changing; Same and different (families and homes); People who help to keep me safe</p>	<p>Exploring how people, families, communities and cultures can be the same or different. Exploring similarities and differences from around the world.</p> <p>SCARF: Safe indoors and out; keeping safe online; caring for our world</p>
<b>PSED skills</b>	<p><b>SRE</b> Understand the routines and patterns in a typical day. Self care e.g. dressing and undressing.</p> <p><b>Other skills learned:</b></p>	<p><b>SRE</b></p> <ul style="list-style-type: none"> <li>Understand the importance of hygiene and keeping clean.</li> </ul>	<p><b>SRE</b></p> <ul style="list-style-type: none"> <li>Understand the similarities and differences between families</li> <li>Understand the roles of family members.</li> </ul>



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	<p>Take part in pretend play (for example, being 'mummy' or 'daddy'?)</p> <p>Take part in other pretend play with different roles – being the Gruffalo, for example</p> <p>Negotiate solutions to conflicts in play</p> <p>Build constructive and respectful relationships.</p> <p>Manage their own needs.</p>	<p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p>	<p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p>
<b>Art content</b>	<p><b>Drawing: Marvellous Marks</b></p> <p>Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.</p>	<p><b>Craft and design: Let's get crafty</b></p> <p>Developing cutting, threading, joining and folding skills through fun, creative craft projects.</p>	<p><b>Sculpture and 3D: Creation station</b></p> <p>Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.</p>
<b>Design and Technology content</b>	<p><b>Structures: Junk modelling</b></p> <p>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. They learn about different joins before investigating (with adult support) their shape and structures to build their own.</p>	<p><b>Textiles: Bookmarks</b></p> <p>Pupils develop and practise threading and weaving techniques using various materials and objects. They look at the history of the bookmark from Victorian times versus modern-day styles. The pupils apply their knowledge and skills to design and sew their own bookmarks.</p>	<p><b>Cooking and nutrition: Soup</b></p> <p>In this unit, children explore the differences between fruits and vegetables using their senses (taste, texture, smell etc.). They listen to the story 'The best pumpkin soup' and discuss the key ingredients the characters used before developing a class-based vegetable soup recipe.</p>
<b>Music content</b>	<p>Listen attentively, move to and talk about music, expressing their feelings</p> <p>Performing in the Christmas Nativity</p>	<p>Sing in a group or on their own, including matching pitch and following the melody.</p>	<p>End of year production</p>



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<b>Music skills</b>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>Explore and engage in music making and dance, performing solo or in groups.</p>
<p><b>Religious Education</b></p> <p><b>(See Religion and World Views on Kapow too.)</b></p>	<p><b>What makes us special</b></p> <p>Discussing what makes us special and recognising what makes people different</p> <p>To name people who are special</p> <p>To talk about special people in the community</p> <p>To know why it is important to care for others</p> <p>To know that Jesus is special to some people</p> <p><b>Harvest Festival</b></p> <p><b>What are special times?</b></p> <p>To identify times that are special</p> <p>To identify that Diwali is a festival by learning about Rama and Sita</p> <p>Describe how some people celebrate Diwali</p> <p>Explore the birth of Jesus through the Christmas story</p> <p>Discuss how some Christians celebrate Christmas through links to the story</p> <p><b>Diwali</b></p> <p><b>Christmas</b></p>	<p><b>Why are some places special?</b></p> <p>To recognise that everyone has places that are special to them</p> <p>To recognise special places in the community</p> <p>To investigate why some places are special to the community</p> <p>Investigate why Churches are special to some Christian people</p> <p>Investigate why Mosques are special to some Muslim people</p> <p><b>Chinese New Year</b></p> <p><b>Shrove Tuesday</b></p> <p><b>What makes the world special?</b></p> <p>To explore the local area and say why it is special</p> <p>Listen to the story of creation</p> <p>Why it is important to look after our world</p> <p>To think of ways to care for the world</p> <p>Explore the Easter story and make connections with new life</p> <p><b>Easter</b></p>	<p><b>Why are some things special?</b></p> <p>Discuss special things and why they are important</p> <p>Understanding symbols have special meanings</p> <p>Understanding that books have special meanings for people</p> <p>Describe why candles are special to people for different reasons</p> <p><b>Ramadan</b></p> <p><b>Why are some stories special?</b></p> <p>Special books, finding out how different people look after books</p> <p>Discussing a favourite story and why stories are special</p> <p>Listen to a Christian story and think why it might be special</p> <p>Recognising that some stories can teach us a lesson</p> <p>Investigating why a story can be special by listening to a Hindu story</p> <p><b>Holi</b></p>



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<b>RE skills</b>	understand the concept of belonging within their own experience; retell what happens at a baptism, explaining some of the reasons why this is done and what it means	know about the main features of Christian and Jewish harvest festivals; understand that a harvest festival is about giving thanks to God and a time for sharing with those in need.	know that Jesus was a real human being who had a family and friends; that Jesus chose special friends - disciples - to help him; retell simply stories about Jesus and his disciples and about his meetings with children; know that Jesus offered friendship to all people.
<b>Physical Education</b>	Body management  Dance	Gymnastics  Manipulation and coordination	Cooperate and solve problems  Speed and agility (Athletics)  Sports Day