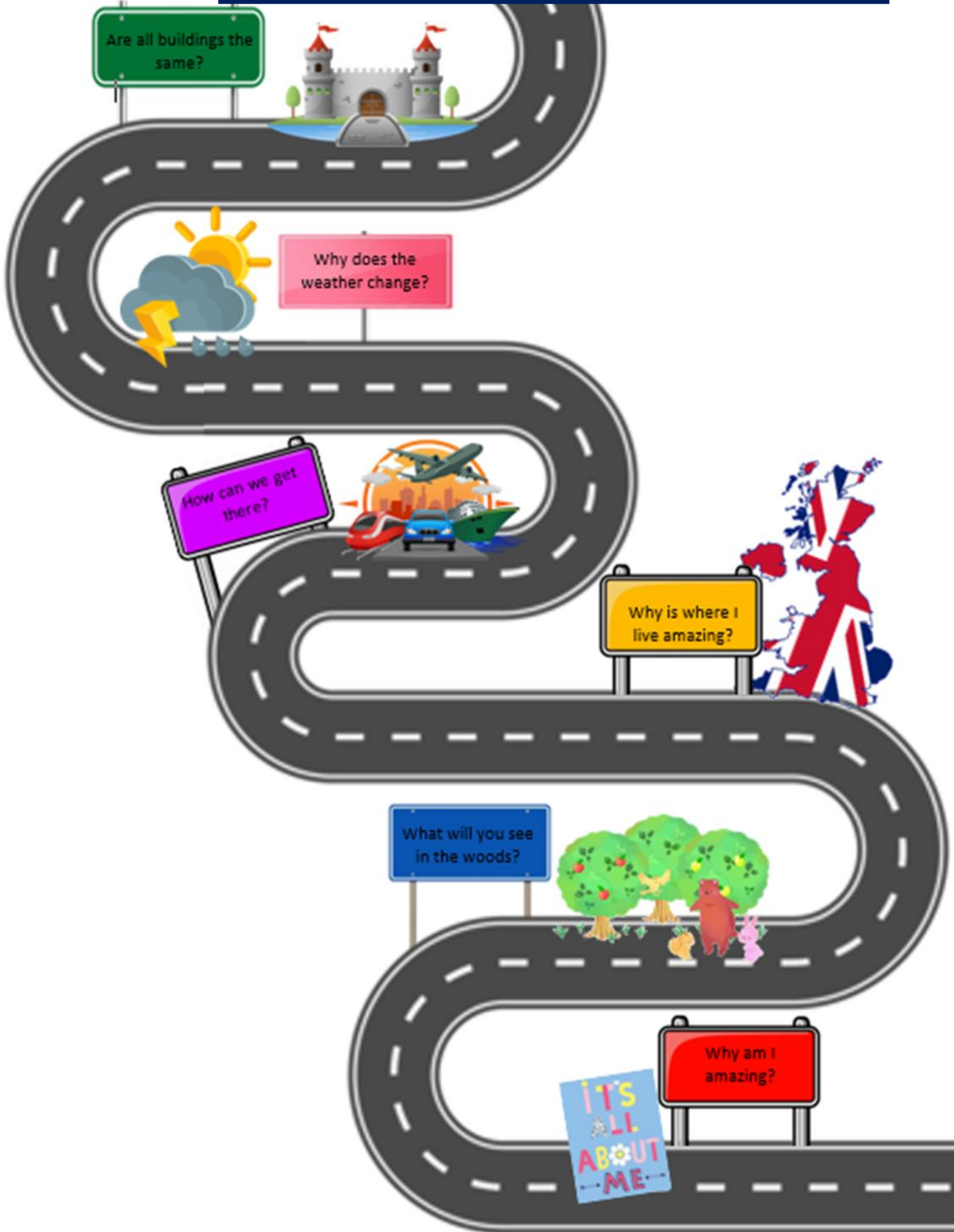






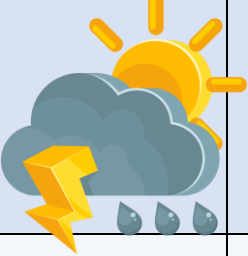

RECEPTION CURRICULUM*



Belong. Believe. Become.

Road map of Reception 2024-2025



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic title	 Why am I amazing?	What will you see in the woods? 	Why is where I live amazing? 	 How can we get there??	Why does the weather change? 	 Are all buildings the same?
The Natural World	Animals including humans	Plants	Animals including humans	Everyday materials	Seasonal changes	Scientific enquiry
People, Culture and Communities	What makes me amazing?	Woodland maps	The UK		Weather around the world	
Past and present	Timelines			Transport through time- the first flight		Kings and Queens

Creating with materials	Photo frames	Natural Art	Lowry's buildings	A moving vehicle	The seasons	Castles
Being Imaginative	Hey you!	Rhythm in the way we walk and banana rap	In the groove	Round and round	Your imagination	Reflect, rewind and replay
Fine Motor	Embedded throughout					
Gross Motor PE						
PSED						

Rights Respecting School

We are **GOLD!**


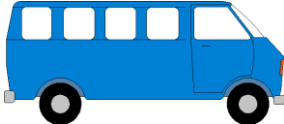


1 -18 DEFINITION OF A CHILD	2 NO DISCRIMINATION	3 BEST INTERESTS OF THE CHILD	4 MAKING RIGHTS REAL	5 FAMILY GUIDANCE AS CHILDREN DEVELOP	6 LIFE, SURVIVAL AND DEVELOPMENT	7 NAME AND NATIONALITY
8 IDENTITY	9 KEEPING FAMILIES TOGETHER	10 CONTACT WITH PARENTS ACROSS COUNTRIES	11 PROTECTION FROM KIDNAPPING	12 RESPECT FOR CHILDREN'S VIEWS	13 SHARING THOUGHTS FREELY	14 FREEDOM OF THOUGHT AND RELIGION
15 SETTING UP OR JOINING GROUPS	16 PROTECTION OF PRIVACY	17 ACCESS TO INFORMATION	18 RESPONSIBILITY OF PARENTS	19 PROTECTION FROM VIOLENCE	20 CHILDREN WITHOUT FAMILIES	21 CHILDREN WHO ARE ADOPTED
22 REFUGEE CHILDREN	23 CHILDREN WITH DISABILITIES	24 HEALTH, WATER, FOOD, ENVIRONMENT	25 REVIEW OF A CHILD'S PLACEMENT	26 SOCIAL AND ECONOMIC HELP	27 FOOD, CLOTHING, A SAFE HOME	28 ACCESS TO EDUCATION
29 AIMS OF EDUCATION	30 MINORITY CULTURE, LANGUAGE AND RELIGION	31 REST, PLAY, CULTURE, ARTS	32 PROTECTION FROM HARMFUL WORK	33 PROTECTION FROM HARMFUL DRUGS	34 PROTECTION FROM SEXUAL ABUSE	35 PREVENTION OF SALE AND TRAFFICKING
36 PROTECTION FROM EXPLOITATION	37 CHILDREN IN DETENTION	38 PROTECTION IN WAR	39 RECOVERY AND REINTEGRATION	40 CHILDREN WHO BREAK THE LAW	41 BEST LAW FOR CHILDREN APPLIES	42 EVERYONE MUST KNOW CHILDREN'S RIGHTS
43-54 HOW THE CONVENTION WORKS	CONVENTION ON THE RIGHTS OF THE CHILD					

Supporting documents-



SUGGESTED TRIPS

“Better to see something once than hear about it a thousand times.”

Autumn 1	Why am I amazing?	<p>Library visit https://www.stockton.gov.uk/find-library</p> 
Autumn 2	What will you see in the woods?	<p>Visit to Wynyard woods- https://www.stockton.gov.uk/article/9614/Wynyard-Woodland-Park OR Visit to Hardwick Park- https://www.durham.gov.uk/article/25511/School-workshops-at-Hardwick-and-Wharton-Park</p>
Spring 1	Why is where I live amazing?	<p>Walk and minibus trip around the locality</p> 
Spring 2	How can we get there?	<p>Visit to Teesside airport OR Visit to the North East Land, Sea and Air Museums- https://www.nelsam.org.uk/Education/</p> 
Summer 1	Why does the weather change?	
Summer 2	Are all buildings the same?	<p>Richmond Castle- https://www.english-heritage.org.uk/visit/places/richmond-castle/school-visits/</p> 

--Asian proverb

* It is not guaranteed that these trips will happen, they are simply suggested.

READING CANON

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.”







—Dr. Seuss

Reading Canon books		
Why am I amazing?	Why is where I live amazing?	Why does the weather change?
		
What will you see in the woods?	How can we get there?	Who lives in a house like this?
		

READING

“There is no greater gift we can give children, no one thing we can equip them with that will serve them as well as being a fluent reader. Reading is knowledge and a skill that permeates every aspect of adult life.”

—Emma Turner

VIPERS skills and knowledge progression		
Vocabulary	Inference	Prediction
<ul style="list-style-type: none"> To build up vocabulary that reflects the breadth of their experiences. <ul style="list-style-type: none"> To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. To use vocabulary and forms of speech that are increasingly influenced by their experiences of books. 	<ul style="list-style-type: none"> To begin to understand ‘why’ and ‘how’ questions. To answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events 	<ul style="list-style-type: none"> To anticipate key events and phrases in rhymes and stories. To suggest how a story might end. 
Explain	Retrieval	Sequence
<ul style="list-style-type: none"> begin to link what they read or hear to their own experiences begin to explain understanding of what has been read to them express some views about events or characters 	<ul style="list-style-type: none"> To describe main story settings, events and principal characters. 	<ul style="list-style-type: none"> To begin to be aware of the way stories are structured. To follow a story without pictures or props. 

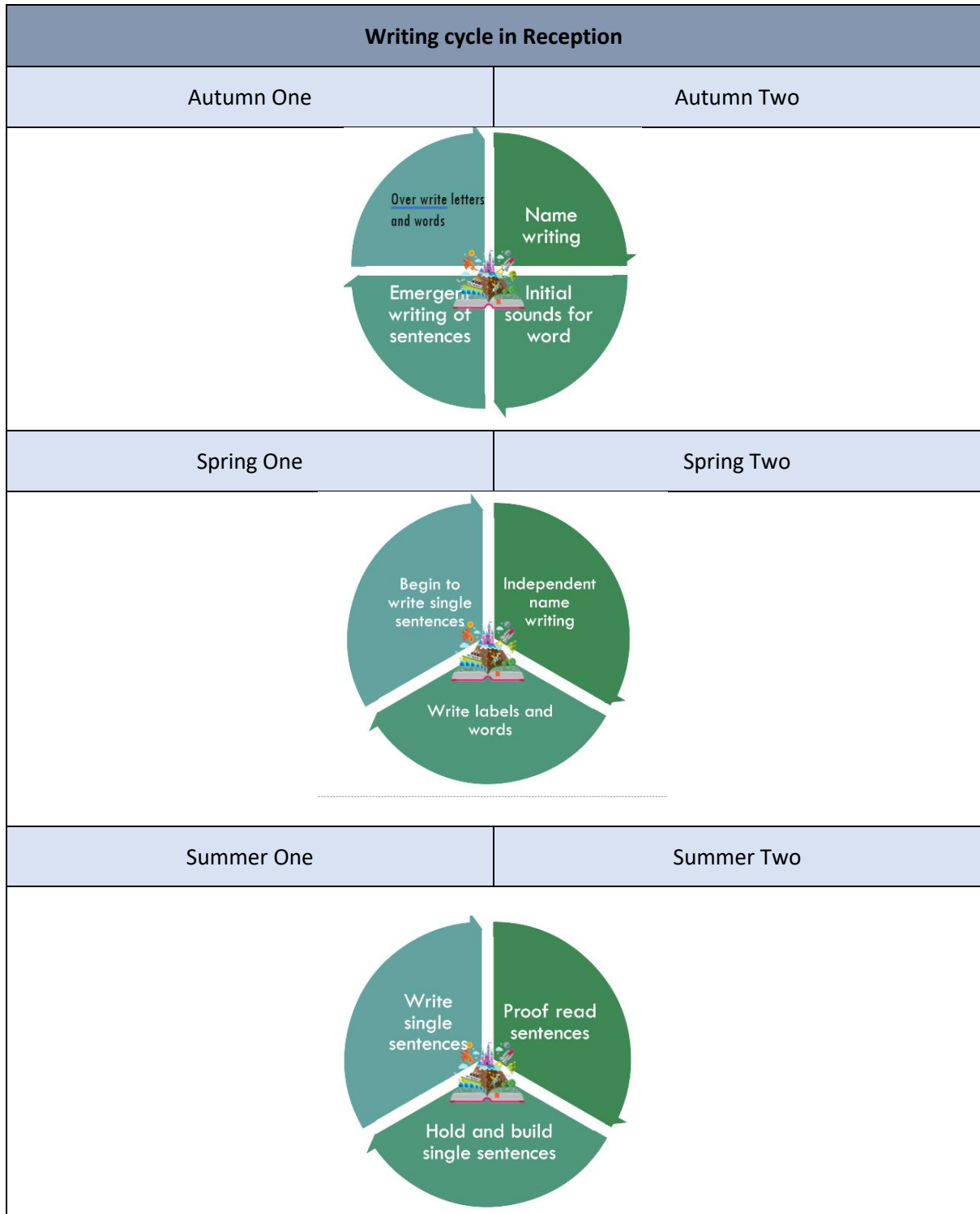
Throughout the year children should be taught to-

Word Reading	Comprehension
<ul style="list-style-type: none"> • Re-read what they have written to check that it makes sense. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words • Read words of more than one syllable. • Read additional Common Exception words as they come across them • Beginning to read and identify alien words linked to the phonics check (year 1). • Children are introduced to dictionaries, sound and word mats as a tool to support independence. • Revision of all Set 2 and 3 graphemes and key words and their application when reading and spelling CVC/CCVC/CVCC words in line with RWINC • Read CVC plural words e.g. cats, pins etc • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> • Re-read what they have written to check that it makes sense. • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Engage in extended conversations about stories, demonstrating the correct use of new vocabulary and demonstrating their understanding by using new vocabulary in the correct context and in conversation • Retell a familiar story/traditional tale and include repeated words, phrases and refrains correctly Answer simple questions about a familiar book/text in shared or independent writing • Read and understand more complex captions and sentences-link directly to their phonic knowledge stage of development • Sequence four/five pictures in order-beginning, middle and end, using narrative language and new vocabulary to retell the story. • Make detailed predictions about how the story might end, develop and anticipate key events within the story • To be able to retell/join in with retelling six traditional tales e.g. The three Billy Goats Gruff, Goldilocks and the Three Bears, The Three Little Pigs, Jack and the Beanstalk, The Gingerbread Man and Little Red Riding Hood.... • Answer questions about a story and discuss the characters' feelings • Describe the main events in stories they have read in detail • Build up a repertoire of their favourite nursery rhymes, stories, songs, poems and non-fiction text • Listen attentively with sustained concentration to follow a story without pictures and props and can listen in a larger group for example in assembly • Respond to a range of texts by asking and answering appropriate questions e.g. What happened at the end? Where did the bears go for a walk? • Demonstrate understanding of what has been read to me by retelling stories and narratives using my own and recently introduced vocabulary; • Anticipate, where appropriate, events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

WRITING

“Writing for children is an art in itself, and a most interesting one.”

-- Enid Blyton



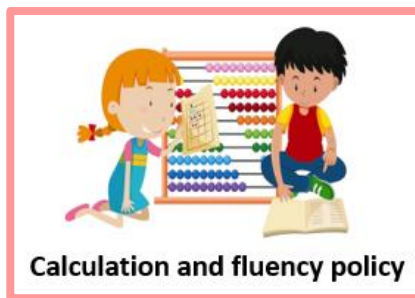
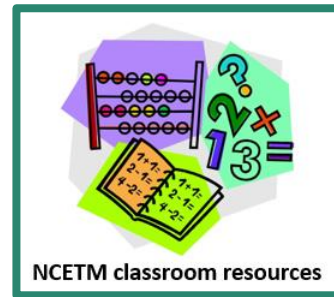
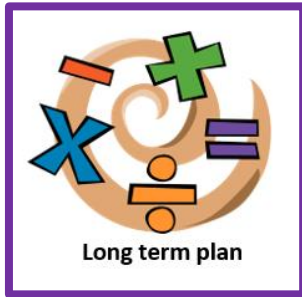
MATHS

“Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers.”
 -- Shakuntala Devi

Throughout the year children should be taught to-	
<p>Maths will be immersed daily throughout the provision. A Number focus will be taught daily. Adult led inputs will be focused on the areas below using the NCETM progression documents in conjunction with the Long Term Plan.</p>	
Autumn 1	Cardinality and Counting -Understanding that the cardinal value of a number refers to the quantity, or 'howmanyness' of things it represents
	Comparison -Understanding that comparing numbers involves knowing which numbers are worth more or less than each other
	Composition -Understanding that one number can be made up from (composed from) two or more smaller numbers
	Pattern -Looking for and finding patterns helps children notice and understand mathematical relationships
	Shape and Space -Understanding what happens when shapes move, or combine with other shapes, helps develop wider mathematical thinking
	Measures -Comparing different aspects such as length, weight and volume, as a preliminary to using units to compare later
Autumn 2	Cardinality and Counting -Understanding that the cardinal value of a number refers to the quantity, or 'howmanyness' of things it represents
	Comparison -Understanding that comparing numbers involves knowing which numbers are worth more or less than each other
	Composition -Understanding that one number can be made up from (composed from) two or more smaller numbers
	Pattern -Looking for and finding patterns helps children notice and understand mathematical relationships
	Shape and Space -Understanding what happens when shapes move, or combine with other shapes, helps develop wider mathematical thinking
	Measures -Comparing different aspects such as length, weight and volume, as a preliminary to using units to compare later
Spring 1	Cardinality and Counting -Understanding that the cardinal value of a number refers to the quantity, or 'howmanyness' of things it represents
	Comparison -Understanding that comparing numbers involves knowing which numbers are worth more or less than each other
	Composition -Understanding that one number can be made up from (composed from) two or more smaller numbers
	Pattern -Looking for and finding patterns helps children notice and understand mathematical relationships
	Shape and Space -Understanding what happens when shapes move, or combine with other shapes, helps develop wider mathematical thinking
	Measures -Comparing different aspects such as length, weight and volume, as a preliminary to using units to compare later
	Cardinality and Counting -Understanding that the cardinal value of a number refers to the quantity, or 'howmanyness' of things it represents

Spring 2	Comparison -Understanding that comparing numbers involves knowing which numbers are worth more or less than each other
	Composition -Understanding that one number can be made up from (composed from) two or more smaller numbers
	Pattern -Looking for and finding patterns helps children notice and understand mathematical relationships
	Shape and Space -Understanding what happens when shapes move, or combine with other shapes, helps develop wider mathematical thinking
	Measures -Comparing different aspects such as length, weight and volume, as a preliminary to using units to compare later
Summer 1	Cardinality and Counting -Understanding that the cardinal value of a number refers to the quantity, or 'howmanyness' of things it represents
	Comparison -Understanding that comparing numbers involves knowing which numbers are worth more or less than each other
	Composition -Understanding that one number can be made up from (composed from) two or more smaller numbers
	Pattern -Looking for and finding patterns helps children notice and understand mathematical relationships
	Shape and Space -Understanding what happens when shapes move, or combine with other shapes, helps develop wider mathematical thinking
	Measures -Comparing different aspects such as length, weight and volume, as a preliminary to using units to compare later
Summer 2	Cardinality and Counting -Understanding that the cardinal value of a number refers to the quantity, or 'howmanyness' of things it represents
	Comparison -Understanding that comparing numbers involves knowing which numbers are worth more or less than each other
	Composition -Understanding that one number can be made up from (composed from) two or more smaller numbers
	Pattern -Looking for and finding patterns helps children notice and understand mathematical relationships
	Shape and Space -Understanding what happens when shapes move, or combine with other shapes, helps develop wider mathematical thinking
	Measures -Comparing different aspects such as length, weight and volume, as a preliminary to using units to compare later

Supporting documents-



<https://www.ncetm.org.uk/in-the-classroom/early-years/>

Understanding of the world: The Natural World

“Science is a way of life. Science is a perspective. Science is the process that takes us from confusion to understanding.”

--Brian Greene

Skills and knowledge (ELG)		
<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • 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. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 		
Working scientifically		
<p>Pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • show curiosity and ask questions • make observations using their senses and simple equipment • make direct comparisons • use equipment to measure • record their observations by drawing, taking photographs, using sorting rings or boxes and, in Reception, on simple tick sheets • use their observations to help them to answer their questions • talk about what they are doing and have found out • identify, sort and group. 		
Taught topics		
Why am I amazing?	Why is where I live amazing?	Why does the weather change?
<p>Pupils could be taught:</p> <ul style="list-style-type: none"> • Respect for animals and the environment • Draw simple people, animals and plants • Growing/ Life cycles • 	<p>Pupils could be taught:</p> <ul style="list-style-type: none"> • Respect for animals and the environment • Similarities and differences in the natural world • Different materials- exploring houses • Weather 	<p>Pupils could be taught:</p> <ul style="list-style-type: none"> • Favourite weathers • Life Cycles • Understanding the changing seasons
What will you see in the woods?	How can we get there??	Are all buildings the same?
<p>Pupils could be taught:</p> <ul style="list-style-type: none"> • Understand the changing seasons • Know some domesticated and wild animals and the difference between them • Draw people animals and plants and label these 	<p>Pupils could be taught:</p> <ul style="list-style-type: none"> • Information from maps • Explore the world around Why things happen • Materials for vehicles 	<p>Pupils could be taught:</p> <ul style="list-style-type: none"> • Properties of materials <p>ELG content</p>

Understanding of the world: People, Culture and Communities

"The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together."

--Barack Obama

"Differences were meant not to divide but to enrich."

-- J. H. Oldham

Skills and knowledge	
Location knowledge	People in our community
<ul style="list-style-type: none"> Name places of local importance to the community, drawing on their own experiences where possible Understand that they have an address which helps to distinguish their house from others Write letters to post using addresses to ensure that they arrive Look at some of the countries children have visited for holidays and look at similarities and differences, use photographs to visualise this Develop their knowledge of the celebration of special times from around the world and where these take place locally, including the buildings 	<ul style="list-style-type: none"> Know some important people from the immediate community and what they do to help the community Recognise that people have varied beliefs around the world and can begin to understand the basic differences. Children can talk about the similarities differences they notice between people across different communities/ family groups Children engage further with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year – i.e. Chinese New Year, Pancake Day and The Easter Story.
Physical and Human geography	Geographical mapping skills
<ul style="list-style-type: none"> Children are able to utilise the vocabulary needed to describe the people, places and communities they are discussing Children can talk about the features of the places that they are familiar with and can begin to describe how they are different to other places. 	<ul style="list-style-type: none"> Children use maps and pictures to draw local places of interest to them

ELG
<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; 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; 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.

Taught topics		
Why am I amazing?	Why is where I live amazing?	Why does the weather change?
Pupils could be taught: <ul style="list-style-type: none"> Where they live. People who can help them in the community About their own beliefs and the beliefs of others. Talk about families and communities and this similarities and differences. 	Pupils could be taught: <ul style="list-style-type: none"> Use a basic key for a map. Locational and directional language- eg- near, far, left, right. Use terms to locate features of a simple map. What is in my community? 	Pupils could be taught: <ul style="list-style-type: none"> Locate and name where they live. Name some places they have been on holiday and where they are. Explore what they might need for different weathers
What will you see in the woods?	How can we get there??	Are all buildings the same?
Pupils could be taught: <ul style="list-style-type: none"> Identify physical and human features to develop understanding linked to woodlands. Know where the local woods are and how we would get there. What do we know about the Gruffalo? 	Pupils could be taught: <ul style="list-style-type: none"> Different transport in our community How do I get to school? What would it be like in different countries and how would we get there? 	Pupils could be taught: <ul style="list-style-type: none"> Locate famous landmarks and recognise them. Locate places in the UK and the local area on a map. Looking at our school, our home and other community buildings and then more global.
Celebrations to be recognised		
Autumn	Spring	Summer
<ul style="list-style-type: none"> Harvest Festival Diwali Christmas 	<ul style="list-style-type: none"> Chinese New Year Pancake Day/Lent Easter 	<ul style="list-style-type: none"> Eid Summer solstice Refugee Week

Supporting documents



- username: TS178AP
- password: psirms3668
- PIN number: 7209



Progression documents



Stockton syllabus



Topic box contents

Understanding of the world; Past and Present

“History is important because it teaches us about past. And by learning about the past, you come to understand the present, so that you may make educated decisions about the future.”

--Richelle Mead

Skills and knowledge ELG		
Talk about the lives of the people around them and their roles in society;		
Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;		
Understand the past through settings, characters and events encountered in books read in class and storytelling;		
Chronological understanding	Historical terms	Knowledge and understanding
<p>To read versions of a story with the same story line and compare the characters, settings and event sequence within the book.</p> <p>Children can make links between the past and the present in everyday contexts, for example yesterday we did PE today we are going outside.</p> <p>To know about some key events that happen in the autumn term, e.g. Remembrance Day, bonfire night or other topical events and where they come from.</p>	<p>Past Yesterday</p>	<p>To share stories from the past to compare life now and in the past</p> <p>Children further develop their knowledge of key roles in society such as Doctors, Nurses, Police Offices etc, and extend this to encompass our own personal responsibility -i.e. what we can all do to help society (recycling, saving energy, etc)</p>
Interpretation of history	Historical enquiry	Organisation and communication
<p>Look at a childhood photograph from a grandparents familiar event (birthday, Christmas, school start) – what is the same what is different to their parents and their own</p>	<p>Children are able to compare the present and the past, drawing on the knowledge they have established in the classroom as well as their own personal experiences -e.g. comparing transport now and then.</p>	

Taught topics		
Why am I amazing?	Why is where I live amazing?	Why does the weather change?
Pupils could be taught: <ul style="list-style-type: none"> • Compare childhood photos. • Explore older photos and look for differences • Explore family. • Look at jobs people have and who helps us. 	Pupils could be taught: <ul style="list-style-type: none"> • Through stories look at changes in homes and Thornaby (look at old school). 	Pupils could be taught: <p>What was the weather like today? What will it be like tomorrow? What will it be like in the different seasons?</p>
What will you see in the woods?	How can we get there??	Are all buildings the same?
Pupils could be taught: <ul style="list-style-type: none"> • How woodland has changed over time (cutting down trees) 	Pupils could be taught: <ul style="list-style-type: none"> • How transport has changed through time. • Explore stories that represent transport and famous people connected to transport through time. 	Pupils could be taught: <ul style="list-style-type: none"> • What photos show us. • Events in history • How buildings look different from the past. • What purpose buildings have e.g. castle compared to fire station- why would they be different?

Supporting documents



Expressive Art and Design: Creating with materials

“Art is a place for children to learn to trust their ideas, themselves, and to explore what is possible.”

--MaryAnn F. Kohl

“When you take technology and mix it with art, you always come up with something innovative.”

— Robert Rodríguez

Skills and knowledge in Art and Design		
General skills and core knowledge (ELG)		
Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture and form		
Share their creations, explaining the process they have used		
Make use of props and materials when role playing characters in narratives and stories		
General		
Create collaborative creations sharing ideas, resources and skills for specific purposes including to complement role play		
Drawing	Collage and sculpture	Painting
Hold a pencil properly and explore different pencil types	Come up with their own design briefs to solve problems including making props and scenery for imaginative play	Explore making colours lighter and darker by adding black and white to make colours lighter and darker
Begin to make observational drawings linked to the world around them	Be able to talk through from designing to building what they have used and why they have chosen to use that resource or technique	Explore colour mixing from the primary colours to make new colours
	Be able to use shapes and colour to express emotions within creations	Know the three primary colours and begin to recreate art by well-known artists

Taught topics		
Why am I amazing?	Why is where I live amazing?	Why does the weather change?
<p>Suggested activities to facilitate skills and knowledge:</p> <ul style="list-style-type: none"> • Self-portraits using different media (paint, pencils, 3D, junk modelling etc). • Frames to showcase portraits using different items and joining. <p>Key artists to be explored-</p> <ul style="list-style-type: none"> • Picasso • Frida Kahlo 	<p>Suggested activities to facilitate skills and knowledge:</p> <ul style="list-style-type: none"> • How chalks and pastels can be used to create tones, patterns and textures. • Consolidate colour knowledge using a different medium. <p>Key artists/designers to be explored-</p> <p>Lowry's buildings</p>	<p>Pupils could be taught:</p> <ul style="list-style-type: none"> • The basic concepts of the colour wheel. • The primary colours. • How to mix primary colours to make secondary colours. • Weather colours <p>Key artists to be explored-</p>
What will you see in the woods?	How can we get there??	Are all buildings the same?
<p>Pupils could be taught:</p> <ul style="list-style-type: none"> • Draw and paint different woodland animals. • Making fairy tale characters from different materials. • Making scenery, back drops etc to act out tales. • Painting and drawing characters and scenery. • Exploring how characters and settings are depicted in stories. • Create 3D animals from different materials. • Recognise shape and form within the natural environment. • Recognise colour within the natural environment <p>Key artists/sculptures to be explored-</p> <ul style="list-style-type: none"> • Andy Goldsworthy • Richard Shilling 	<p>Pupils could be taught:</p> <ul style="list-style-type: none"> • Design vehicles by drawing them. • Draw vehicles from observation. • Make different vehicles • Explore moving parts <p>Key artists to be explored-</p> <ul style="list-style-type: none"> • 	<p>Pupils could be taught:</p> <ul style="list-style-type: none"> • Paint and draw buildings. • Create building, streets and towns from different materials. • Explore castles in construction area <p>Key artist to be explored-</p> <ul style="list-style-type: none"> •

Supporting documents



Expressive Arts and Design: Being imaginative and expressive

“Music is a moral law. It gives soul to the universe, wings to the mind, flight to the imagination, and charm and gaiety to life and to everything.”

--Plato

Skills and knowledge			
Listen and Appraise	Singing	Playing	Improvisation
Composition		Performance	
<p>ELG: Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>Singing: Able to sing a song / rhyme that has been taught – pitch and melody matching appropriate to the age of the child Able to perform a simple poem (as part of a group), able to follow the rhythm of the poem</p> <p>Musical Knowledge and Skills: Able to copy a simple beat pattern X X - - X – including with instruments Able to play an allocated instrument(s) as part of a planned musical composition Know the names of key musical instruments available to them – maraca, guiro, tambourine, tambour, triangle Listen to a range of music and begin to compare it – ‘they sound a bit similar because they both have lots of quiet sounds’. Know that music from different places around the world sounds different Begin to know types of music which they like (e.g. pop, classical, Jazz) Able to make own simple repeating compositions (clapping / body percussion / instrument)</p> <p>Dance: Able to move in time with music to partake in a simple dance routine, with repetitive dance motifs</p> <p>Imaginative Narrative: Use free choice props and small world artefacts to create or adapt a narrative or story, mirroring some vocabulary, or themes from the stories they have experienced. As part of a group, invent or adapt a known story to create a new narrative</p>			

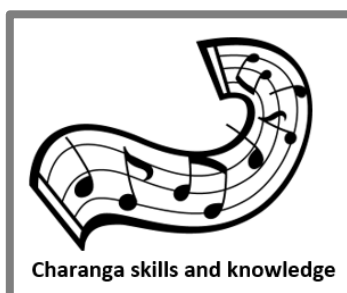
Nursery Rhymes, Poems and Songs

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Recap of known nursery rhymes from nursery	When Goldilocks went to the house of the bears Woodland sounds	My house United Kingdom song World World-Barefoot	Row Row Row your boat The wheels on the bus This is the way we cross the road Five little Fireman	What's the weather? Rain Rain Go Away I hear thunder You are my sunshine	Queen of hearts Old King Cole There was a princess long ago Jack and Jill

Poetry Basket

Cup of Tea	Wise Old Owl The Fox	A little house	Pancakes	Breezy weather	
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Supporting documents



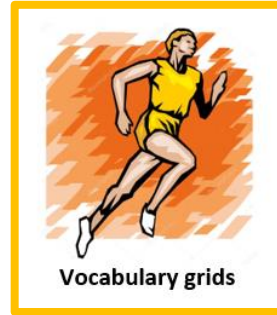
PHYSICAL EDUCATION

Sports do not build character. They reveal it.
--John Wooden

Supporting documents



Lesson planning documents



Vocabulary grids

PERSONAL, SOCIAL AND HEALTH EDUCATION

You're braver than you believe, stronger than you seem and smarter than you think.

--Winnie the Pooh

Supporting documents

