	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	Our school curriculum begins in Reception and each subject has objectives for every year group including the Reception year. Knowledge begins in the early years and progresses to Year 6. The year is organised into six enquiry questions that are sequenced and prioritised logically by time and place. Each enquiry question builds on previously taught knowledge.					
	Are you Ready for Anything?	What happens when the sun sets?	Who lives in Castles?	What happens on a farm?	What is the forest for?	Where does our river go?
Geography	In Geography we intend to teach Reception children about their immediate location first (school, village) and zoom out to the local city (Nottingham) and then to a national scale. Children make comparisons between homes, shops, the river and farms at a local, regional and national scale. By the end of the year the children learn more about the region of Nottinghamshire (farms and forests) then national geography when we trace The River Trent to The North Sea. The enquiry questions of the year are sequenced in a way that zooms out from local to national so that children can build new geographical knowledge onto what they have been taught previously.					
	Immediate Location Getting to know school. Getting to know Burton Joyce.	Village and City Festivals and activities people in Burton Joyce and Nottingham take part in.	Local Castles and maps Nottingham City, Nottingham Castle, Belvoir Castle	Local farming/land use Burton Joyce, Lowdham, Bulcote, Gunthorpe	Regional forests/woodlands/native trees North Nottinghamshire, Sherwood Forest,	Regional rivers, national map, contrasting location. North Sea, Lincolnshire, Cleethorpes,
History	In History we intend to teach Reception children about their immediate history first (being born and aging to 4). Children make comparison between their life in the present day and compare it to times further back in history. They make comparisons between the Victorian Christmas and Victorian Holidays as well as the impact the industrial revolution had on farming and forestry.					
	My history: baby, toddler, child.	Victorian Christmas	History of castles: Nottingham and Belvoir	Farming in the past, John Froelich Tractor, Stoke Bardolph ferry	Forestry in the past and present: machinery	Victorian Seaside Holidays
Science	In Science we intend to teach Reception children about their immediate natural world and how it works. Scientific knowledge is sequenced over the year in a way that helps them to answer the enquiry question of each half term. This scientific knowledge prepares them for future learning in Year 1 and beyond.					
	Body parts and keeping our body healthy	Space Light Nocturnal animals	Materials and properties	Living things and growth- plants, farming, farm animals, life cycles	Living things and growth- forest and arctic creatures	Materials – floating and sinking Living things and growth- sea creatures

Computing: Create and Code	Photography and Sound Dot Day digital art Look at online maps. Use TTS mics in role play. Make class local book	Photography and Drawing: Poppy PhotoBooth art Use IWB Pictogram software for animal hunts Shape photo hunt.	Video and Coding: Make films of role play Coding	Video and Coding: Chatterpix photo animations of characters Coding	Video and Coding: Chatterpix photo animations of characters Coding	Data and Sound: Look at online maps. Make Maths Journals – type names, insert photos, use digital pens, record voice.
Music	Performing: Singing and repeating rhythms. Explore start and stop in music. Sing from memory simple nursery rhymes. Review/ evaluate: Thought question: Did we start at the same time? Did we stop together. Listening: Move to music which explores fast and slow.	Compose: Use repeated patterns (clapped or played on percussion instruments) Clap/repeat rhythms form memory. Make up short rhythm compositions thinking about long and short sounds. Listening: Identify in pieces where notes go high and low. Notice through movement, where the pulse of music (tempo) has changed.	Perform: Use classroom percussion to produce different timbres. Use percussion instruments to accompany singing or a poem- class composition. Listening: Listen to a range of nursery rhymes and sing along in unison.	Compose: Colour compositions – whole class. Explore pitched instruments including chimes, voice and recorders. Create sound pieces to reflect a picture or mood as a class. Perform compositions as a class Evaluate: Did we make the best sounds we could on our instruments? How could we control our instruments better? How could we put our pieces together – what order should we all play? What words or signs might help us to play at the correct time?	Perform: Sing simple songs in unison without a performance track to help us. Sing in tune and from memory. Listening: Follow the shape of melodies using pointy fingers. Change from high to low pitch on a tuned instrument, following direction from teacher.	Compose: Use graphics to create a way of playing musical ideas.

PE	Speed Agility Travel Unit 1/2	Body Management Unit 1/2	Dance Unit 1/2	Gymnastics Unit 1/2	Manipulation & Coordination Unit 1/2	Cooperate & Solve Problems Unit 1/2
RE	We're Special – Caring and Belonging	Special Times - Celebrations	Special Stories from the Bible	Jesus' Miracles A Special Time - Easter	Jesus's Stories – A Special Person	A Special Place – At Church with Ted
SMSC	Moral Social Cultural	Moral Cultural	Spiritual Moral Social	Spiritual Moral Social	Moral	Spiritual Social
British Values	Mutual Tolerance Respectful Attitude Individual Liberty	Mutual Tolerance Respectful Attitude Rule of Law Individual Liberty	Mutual Tolerance Respectful Attitude Rule of Law Individual Liberty	Mutual Tolerance Respectful Attitude Rule of Law	Mutual Tolerance Respectful Attitude Rule of Law	Mutual Tolerance Respectful Attitude Individual Liberty
Computing: Online Safety	Technology rules: sign responsible use agreements Privacy and Security	Online bullying strand	Digital Footprint Strand	Well-Being and Lifestyle Strand	Relationships and Self Image strand	Copyright, creative credit and quality.
ART	**Link to Geog (Homes) and Science (Body parts)** **Drawing-** develop control when drawing simple shapes using a range of materials. **Craft –** make simple pictures by cutting, sticking and collaging a range of textures. **Printing –** printing blocks from materials they have cut shaped or moulded **Artist – Paul Klee *(Abstract 20th C)***		**Link to History & Lit (Castles & Fairytales)** **Science (Living Things & Growth)** **Drawing-** shade areas and shapes as neatly as they can. **Painting –** uses brushes correctly and blend colours in a palette mixing primary colours, exploring light and dark. **Artist – Mary Blair *(Modernist 20th C)*** **Van Gogh *(Post Impressionism 19th C)***		**Link to Science (Living Things & Growth)** **Drawing-** draw things from observation or imagination in different ways to create different effects. **Sculpture –** cut, form and join familiar shapes into models. **Computers –** taking photos on digital camera learning to focus and position. **Artist – Andy Goldsworthy Sculptures** **Various forest drawings & photos** **Claude Monet (Impressionism) & Honuksai (19th)**	