

# PADDINGTON Years NR Year C 2024-2025

School VALUE	AUTUMN 1 <i>Kindness</i>	AUTUMN 2 <i>Curiosity</i>	SPRING 1 <i>Teamwork</i>	SPRING 2 <i>Resilience</i>	SUMMER 1 <i>Respect</i>	SUMMER 2 <i>Courage</i>
THEME	<p><b>It Starts With Me</b> <i>Are we all the same?</i></p> <p>Do you know just how special you are? You can do amazing things and finding out what makes you and your friends unique will help you to understand similarities and differences between you and how that makes you so special. The children begin to develop their identity with their school community as they explore life at school and the school grounds.</p> <p>Wk 1 – Features Wk 2 – Family Wk 3 – Likes/dislikes Wk 4 – Can and can't do (yet) Wk 5 – What I want to be when I grow up Wk 6 - Emotions</p>	<p><b>Into the Woods</b> <i>What is special about the changes that happen in Autumn?</i></p> <p>Do you see how the world changes around us from season to season? The days get darker, leaves begin to change colour and fall from the trees and the nights get colder. Autumn is here. Animals begin to hibernate, we wrap up warm and prepare ourselves for colder evenings, by snuggling up by the fire. Let's begin our wonderful walk through the woods in Autumn.</p> <p>Wk 1 – The changing seasons Wk 2 – Autumn Wk 3 – Plan and go on woodland trip Wk 4 – Winter Wk 5 – Spring Wk 6 - Summer</p>	<p><b>What adventures can we go on?</b></p> <p>How exciting would it be to go on an adventure with our friends from class? To plan an expedition from school. What would we pack? Where could we go and how would we get there? We will plan some expeditions, looking at different ways of exploring – plane, train or rocket? Let's join together and off we go...</p> <p>Wk 1 – what is an expedition Wk 2 – where shall we go – locations around the world Wk 3 – how will we get there – transport Wk 4 - plan the trip Wk 5 – what do we need Wk 6 – the expedition</p>	<p><b>Let's go on safari</b> <i>Why should we protect the wildlife?</i></p> <p>Do you know where Africa is? What would it be like to live there? Is it hot or cold? In this amazing continent you will come across all sorts of wildlife, how can you tell them all apart and what makes them special? A journey through a continent learning about the people and animals that live there. Our animal safari will help us learn about creatures big and small. What can we do to protect them and are for endangered species?</p> <p>Wk 1 – Exploring the continent of Africa Wk 2 – African culture Wk 3 – Habitats Wk 4 – Animals Wk 5 – Comparing animals Wk 6 – Protecting the animals</p>	<p><b>A commotion in the ocean</b> <i>What is that commotion in the ocean?</i></p> <p>What is that commotion in the ocean? Let's dive into the ocean to explore the varied animal and plant life that live there. From the world's largest mammals to unusual fishes that lurk in the deep. What is their habitat like and how is it being damaged by humans? What can we do to help keep our oceans full of life?</p> <p>Wk 1 – where is the ocean? Wk 2 – Habitats Wk 3 – Sea creatures Wk 4 – Sea creatures cont Wk 5 – people and the ocean – fishing Wk 6 – Protecting the oceans</p>	<p><b>Growing and changing</b> <i>What do all living things have in common?</i></p> <p>How have we changed through this year? Have you ever considered just how wonderful it is when we grow? Have you ever wondered how wonderful our world is? Do you know how a butterfly begins its life, or a frog? Have you ever wondered how a sunflower got to be so tall? We're not the only things that change! How can we help all the plants and creatures in the world to thrive? Come and along and help take care of our planet.</p> <p>Wk 1 – plants and the changing seasons Wk 2 – what is needed for life to thrive? Wk 3 – Life cycle of a plant Wk 4 – life cycle of a butterfly Wk 5 – human impact Wk 6 – growing up</p>
FAVOURITE BOOKS	  <p><b>Super Duper You</b> – Sophy Henn; <b>The Colour Monster</b> – Anna Llenas; <b>The</b></p>	  <p><b>Winnie the pooh stories; A Year in Percy's Park</b> – Nick</p>	 	  <p><b>The Ghanian Goldilocks</b> – Dr Tamara Pizzoli; <b>The</b></p>	 	 

	<b>Colour Monster Goes to School</b> – Anna Llenas; <b>Barbara Throws a Wobbler</b> ; <b>Peace at Last</b> – Jill Murphy <b>Can I Build Another Me</b> – Shinsuke Yoshitake	Butterworth; <b>Stick Man</b> – Julia Donaldson; <b>Autumn Days</b> – Brenda Williams; <b>Bear Stays up for Christmas</b> – Karma Wilson; <b>The Bear’s Winter House</b> – Ruth Craft; <b>One Snowy Night</b> – Nick Butterworth	<b>Snail and the whale</b> – Julia Donaldson; <b>How to Catch a Star</b> – Oliver Jeffers;	<b>Lion Who Wanted to Love</b> – Giles Andreae; <b>The Journey</b> – Jonny Marx; <b>Poo in the Zoo</b> – Steve Smallman; <b>Handa’s Surprise</b> – Eileen Browne	<b>Here we are</b> - Oliver Jeffers; <b>The Selfish Crocodile</b> – Faustin Charles	<b>Jack and the Incredibly Mean Stalk</b> – Gemma Cary; <b>The Growing Story</b> – Ruth Krauss; <b>Tiny Seed</b> – Eric Carle; <b>Ben Plants a Butterfly Garden</b> – Kate Petty; <b>Bee and me</b> – Alison Jay; <b>Somebody Crunched Colin</b> – Sara Roberts; <b>Look to the Skies</b> – Hannah Tolson; <b>Dear Teacher</b> – Amy Husband
PERSONAL, SOCIAL and EMOTIONAL DEVELOPMENT	Sharing our ‘All About Me’ books. Getting to know each other Settling in – rules and routines I’m special People who are special to me Growth mindset lesson  SCARF: Me and my relationships	Me and my friends Friends and family Including everyone Uniqueness Growth mindset lesson  SCARF: Valuing Difference	Safety indoors and outdoors What’s safe to go inside my body Healthy choices Growth mindset lesson  SCARF: Keeping myself safe	Looking after myself Looking after others Standing up for myself Speaking out Respect Looking after the environment Growth mindset lesson  SCARF: Rights and Respect	What does my body need? I can keep trying I can do it Perseverance Resilience Growth mindset lesson  SCARF: Being my best	Growing and changing in nature When I was a baby Families Growth mindset lesson  SCARF: Growing and Changing
COMMUNICATION & LANGUAGE	Developmentally appropriate new vocabulary across 7 areas and begin to use correctly Speaking in longer sentences Use and answer simple questions – who, what, where Listen to a variety of stories and texts, beginning to understand what is happening Know some rhymes and songs	New developmentally appropriate vocab will continue to be taught and used correctly Speaking in longer sentences Use and answer simple questions – who, what, where Listen to a variety of stories and texts, beginning to understand what is happening Know some rhymes and songs	Continue to build range of new vocabulary and use correctly Speaking in full sentences Begin to express and debate own point of view Ask and answer more questions including why questions Build love of stories and remember what happens in familiar stories Build repertoire of rhymes and songs	Continue to build range of new vocabulary and use correctly Speaking in well-formed sentences Begin to express and debate own point of view Ask and answer more questions including why questions Build love of stories and remember what happens in familiar stories Build repertoire of rhymes and songs	Know a wide range of vocabulary and use new words in different contexts Well-formed sentences to express views Describe events in more detail using range of vocabulary Questions used to check understanding of what has been said to them Love of reading and listening to stories, rhymes, poems and songs Talk about familiar stories	Know a wide range of vocabulary and use new words in different contexts Well-formed sentences to express views Describe events in more detail using range of vocabulary Questions used to check understanding and explain how things work and why they might happen Love of reading and listening to stories, rhymes, poems and songs Talk about familiar stories
PHYSICAL DEVELOPMENT GMC: Gross Motor Control FMC: Fine Motor Control	Use balance bikes and scooters Practice skipping, hopping and standing on one leg through games FMS for life – Velcro, poppers Build simple towers and structures with blocks Begin to determine which hand they are mark making with, and show control Explore equipment in PD shed and how it can be used	Use balance bikes and scooters Practice skipping, hopping and standing on one leg, throwing through games FMS for life – Velcro, poppers Build simple towers and structures with blocks	Use pedalled vehicles Ore range of movement – running, jogging, skipping , hopping Becoming more independent with life skills – zips, buttons, dressing Connect items together to build and create Use one handed tools – scissors	Use pedalled vehicles Ore range of movement – running, jogging, skipping , hopping Becoming more independent with life skills – zips, buttons, dressing Connect items together to build and create	Use a variety of vehicles to develop coordination and balancing Move with more fluency, control and grace while performing a range of movements Independently dressing including buttons, zips	Use a variety of vehicles to develop coordination and balancing Move with more fluency, control and grace while performing a range of movements Independently dressing including buttons, zips Collaborate to build small and large constructions





Master the Curriculum (MC) Colourblocks (CB)													
UNDERSTANDING THE WORLD  RE Music		Talking about differences, what they notice Developing positive attitudes about differences and ourselves Talking about people in our community Families  RE: Being special: where do we belong?		Exploring natural materials inside and out Sensory activities to explore different natural phenomena Explore local environment through simple maps, photos, visits Weather and seasonal features RE: Why is Christmas special for Christians?		Similarities between now and the past Figure heads and what we can learn from them Images and discussions from the past  RE: Why is Easter special for Christians?		Contrasting our location with other places in the world Know about other places and cultures around the world  RE: Why is the word God special to Christians?		Contrasting our location with other places in the world Discuss how we care for the natural world  RE: Which places are special and why?		Families and difference Commenting on familiar situations from the past Special things and places in the local community  RE: Which stories are special and why?	
WILD TRIBE (Reception join Attenborough)		Outdoor Value Team Games Garden Tools				Lighting a Fire Kelly Kettles Cooking/Marshmallows Wood Craft						Team Games Building Dens	
WILD TRIBE (Nursery)		<i>Signs of Autumn</i>		<i>Winter Walks</i>		<i>Keeping Warm</i>		<i>Signs of Spring</i>		<i>Adventures</i>		<i>Enjoying our spaces</i>	
Music		Me!	My Stories		Everyone!		Our world			Big Bear Funk		Reflect, Rewind and Replay	
EXPRESSIVE ARTS AND DESIGN		Big marks and experiences, colour vs black and white		Natural Art, print and paint		Planes Trains and Automobiles Junk Modelling		Animal Collage – Mixed media		Sensory Fish - Texture		Art through a magnifying glass - Observational detail	
Continuous Provision for Art and creative freedom	Mark making table	Children are introduced to a range of large and chunky drawing aids, pencils, graphite, crayon, chalk. Selection of both small and large paper, sugar paper, tracing paper, recycled items (newspaper or wrapping)		Letter and number tracing Matching letters and pictures Tripod grip Hand strengthening Add pens and a range of colours		Postcards to post (set up a post box in the corridor) Magnetic letters		Animal shaped paper Handwriting practice Range of different drawing medium (pastels, crayons etc)		Whiteboards Lined paper Textured paper Scratch paper		Small vs large scale Drawing from observation	
	Painting	Primary Colours – Red Yellow Blue Black and white painting Big brushes		Matching colours (mixing) Big brushes		Sponges and texture Toys cars make tracks in paint		Large scale and collaborative painting (toy animals make footprints in paint)		Mixed media painting Add sand/glitter/glue etc to paint to make textures		Water colour and pens Fine details Magic painting (white crayons)	
	Modelling	Mono printing		Rubbing with crayons, pastels, chalk Leaf printing		Junk/recycled items – plastic bottles, lids, foil, cardboard etc		Collage material for cutting Material and fabric Wool and string Magazines		Clay and items to print/press texture		Make paper chain lifecycles Stamps and painting	
	Transient Art Area	Making People, faces, my family etc Household objects		Autumnal natural items – twigs, rocks, leaves, dried flowers, seeds etc		Cogs, wheel, buttons, blocks, pipes etc		Fur, wool, fabric, items to make a landscape for animals		Shells and pebbles, sea glass, ribbon, pipe cleaners – Fish and seascapes		Items to make plants and flowers, trees etc Colour, texture	