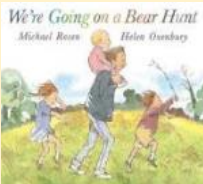



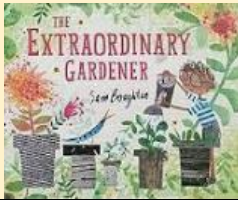
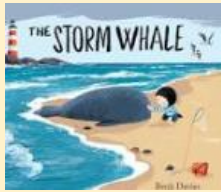


## Reception Curriculum overview -What will my child be learning?

| Term 1   | Term 2  | Term 3  |
|--|---|---|
| <b>If you go down to the woods today &amp; Black History Month</b>   | <b>Crumbs! What's on fire?</b>  | <b>Space Explorers!</b>   |
| <p><b><u>Personal, social and emotional education:</u></b><br/>Children develop their ability to play with others. They form relationships with friends and the adults who work with them. Children learn about the classroom environment and the routines of Reception. They learn to communicate with others to share emotions, ask for help or celebrate achievements</p> | <p><b><u>Personal, social and emotional education:</u></b><br/>Children use role play and shared activities to play in groups and with others. They talk about what they are doing in their play and learn to give and accept praise from others. Children enjoy carrying out tasks and responsibilities around the classroom</p>                   | <p><b><u>Personal, social and emotional education:</u></b><br/>Children explain the knowledge and understanding of space, planets and space travel. They explore likes and dislikes and express what they need to others. Children learn about sharing and conflict resolution. They can talk about ways to help others if they are upset or cross.</p>       |
| <p><b><u>Understanding the world:</u></b><br/>Children talk about themselves and their family. They talk about times that are special and learn about how we can take care of our environment and the things in it. Children learn about people who have impacted positively on life today.</p>  | <p><b><u>Understanding the world:</u></b><br/>Children follow their interests to find out why things happen in the world around them. They learn about people who help us and discuss special events and times including Diwali, Fireworks night and Christmas.</p>   | <p><b><u>Understanding the world:</u></b><br/>An astronaut visits the children to ask for their help. Children comment and ask questions about the world. They explore space through role play, art and text. Children look at foods, clothing and celebration during Eid and Lunar New Year</p>  |
| <p><b><u>Physical development:</u></b><br/>Children develop their motor skills using scissors, tweezers, threading etc. They learn to use classroom items safely and develop their large motor skills through PE and outdoor play.</p>   | <p><b><u>Physical development:</u></b><br/>Children develop their tripod grip using pencils and writing equipment to draw lines and letters. They develop scissor skills and use cutters and cookery equipment when baking. Children learn to move in different ways including hopping, skipping and jumping. They start forest school offsite.</p> | <p><b><u>Physical development:</u></b><br/>Children further develop their tripod grip using pencils and writing equipment to draw shapes and letter shapes. They use scissors to cut wavy and circular lines and use simple tools in their work. Children explore balancing and ways of moving in PE. They begin to develop throwing and catching skills.</p> |
| <p><b><u>Language and communication:</u></b><br/>Children learn to follow simple instructions and understand the classroom routines. They develop listening skills through short class sessions and develop their ability to share their thoughts confidently. Children use storytelling skills linked to their retelling of the bear hunt story.</p>                        | <p><b><u>Language and communication:</u></b><br/>Children join in with known stories and rhymes. They develop their attention skills further by listening to stories and engaging by what they have heard. Children are encouraged to ask questions and give further detail in their speech including using words to describe time and place.</p>   | <p><b><u>Language and communication:</u></b><br/>Children develop their attention skills further by following sequences and two-part instructions. They develop their vocabulary linked to space and ordering. Children use role play and drama to retell stories. They predict endings to stories and talk about what has happened in a story.</p>           |
| <p><b><u>Expressive arts and design:</u></b><br/>Children join in singing songs. They use a range of materials to create models and use paint and drawing to draw themselves and their family. Children learn songs and create art work linked to Black History Month.</p>   | <p><b><u>Expressive arts and design:</u></b><br/>Children join in with action rhymes and take part in dance linked to music. They use role play linked to people who help us and to create stories. Children learn how to mix paint colours to create artwork.</p>  | <p><b><u>Expressive arts and design:</u></b><br/>Children use a variety of materials to create artwork and models linked to space and rockets. They use drama and role play linked to space travel and create movement and dance linked to pieces of music.</p>   |
| <p><b><u>English text:</u></b></p>    | <p><b><u>English text:</u></b></p>   | <p><b><u>English text:</u></b></p>   |
| <p><b><u>Religious Education:</u></b> Christianity and Judaism<br/>What makes people special to me and others?</p>   | <p><b><u>Religious Education:</u></b> Christianity<br/>What is Christmas to me and others?</p>  | <p><b><u>Religious Education:</u></b> Hinduism<br/>How do I and other people celebrate?</p>   |
| <p><b><u>PSHE: Being Me in My World</u></b><br/>'Who am I and how do I fit?'</p>   | <p><b><u>PSHE: Celebrating Difference</u></b><br/>Respect for similarity and difference.<br/>Anti-bullying and being unique</p>   | <p><b><u>PSHE: Dreams and Goals</u></b><br/>Aspirations, how to achieve goals and understanding the emotions that go with this</p>  |

| <p align="center"><b>Term 4</b></p> <p align="center"><b>Our World</b></p>  | <p align="center"><b>Term 5</b></p> <p align="center"><b>What grows in my garden?</b></p>   | <p align="center"><b>Term 6</b></p> <p align="center"><b>Amazing Creatures</b></p>   |
|---|---|--|
| <p><b><u>Personal, social and emotional education:</u></b><br/>Children develop their questioning skills using hot seating of characters and within work focused on plants and animals. Children follow instructions linked to cooking and work as a group to create biscuits. They learn to describe their achievements and successes.</p> | <p><b><u>Personal, social and emotional education:</u></b><br/>Children can express their emotions and feelings using a range of vocabulary. They explore how to play cooperatively, taking turns and sharing items. Children explain what they will do and the things they will need when planting seeds and taking care of plants.</p>          | <p><b><u>Personal, social and emotional education:</u></b><br/>Children can help their friends in appropriate ways. They can talk about how they can change their actions to help others. Children understand how to behave and can talk about behaviours we expect to see in school. They can identify ways to keep animals safe and happy.</p>   |
| <p><b><u>Understanding the world:</u></b><br/>Children talk about plants and animals linked to Little Red's wood. They look at similarities and differences. Children explore how our lives may be different to our friends linked to foods and celebrations including Eid, Passover and Easter</p>   | <p><b><u>Understanding the world:</u></b><br/>Children make observations of farm animals and plants and look how they change over time. They explore changes in their own lives over time. Children explore the concept of growth through growing plants from seeds.</p>  | <p><b><u>Understanding the world:</u></b><br/>Children make observations of different animals and look at the environments they live in. They look at similarities and differences between habitats. Children explore the features of their own environment.</p>   |
| <p><b><u>Physical development:</u></b><br/>Children use tools including hammers, hole punches and staplers to affect changes to objects. Children explore speed and direction within PE. They develop throwing and kicking skills.</p>  | <p><b><u>Physical development:</u></b><br/>Children continue to develop their pencil skills by drawing well-formed letters. They develop throwing skills using a range of objects including balls, javelins and beanbags. They learn to jump and balance in different ways in PE sessions.</p>  | <p><b><u>Physical development:</u></b><br/>Children secure their formation of letters. They begin to write letters on the line at the correct size. Children play team games and join in with athletics activities during sport's day. They discuss how to improve their physical movements.</p>   |
| <p><b><u>Language and communication:</u></b><br/>Children develop their expression when retelling and acting out familiar stories. They develop turn taking language and develop sequencing skills. Children begin to further develop their attention when listening to stories and within small group / class sessions.</p>                | <p><b><u>Language and communication:</u></b><br/>Children join in with known stories and rhymes. They develop their attention skills further by listening to stories and engaging by what they have heard. Children are encouraged to ask questions and give further detail in their speech including using words to describe time and place.</p> | <p><b><u>Language and communication:</u></b><br/>Children can listen and pay attention in a range of settings including assembly and whole school events. They respond appropriately to questions and actions. Children can begin to explain why things happen or why things are as they are, for example why animals live in a certain place.</p> |
| <p><b><u>Expressive arts and design:</u></b><br/>Children use costumes and props to act out stories. They use a range of different resources and tools to create pictures that they have planned. Children use tools to cook biscuits. They use dance to represent emotions and feelings.</p>   | <p><b><u>Expressive arts and design:</u></b><br/>Children work in groups to act out and retell stories. They experiment with colour, texture and form in their art work. Children use tools and materials in different ways to paint and collage plants and animals.</p>  | <p><b><u>Expressive arts and design:</u></b><br/>Children explore a range of materials including paint, collage and fabrics to create animal artwork. They represent their own ideas in model making, art, music and dance.</p>  |
| <p><b><u>English text:</u></b></p>   | <p><b><u>English text:</u></b></p>   | <p><b><u>English text:</u></b></p>    |
| <p><b><u>Religious Education:</u></b> Christianity<br/>What is Easter to me and others?</p>   | <p><b><u>Religious Education:</u></b> Christianity, Islam, Hinduism, Sikh<br/>What can I and other people learn from stories?</p>   | <p><b><u>Religious Education:</u></b> Christianity, Islam, Judaism<br/>What makes places special to me and others?</p>   |
| <p><b><u>PSHE: Healthy Me</u></b><br/>Being and keeping safe and healthy</p>  | <p><b><u>PSHE: Relationships</u></b><br/>Building positive, healthy relationships</p>   | <p><b><u>PSHE: Changing Me</u></b><br/>Coping positively with change</p>   |