St Stephen's
CE Primary School

Reception Curriculum Overview









"Learning, loving and growing; together as God's children."

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Colours of Me	Autumn Days	Arctic Adventure	Down on the Farm	Traditional Tales	All Around the World
Key Themes of topic	Settling in, rules, routines, friends, we are unique, we are special, local community.	Discover how the world changes during autumn. Differences in the world at night compared to the day, Animals that hibernate.	Look at contrasting countries and understand how they are different. How do animals adapt and change to their habitat. Investigate how ice melts and the changing state of water.	Food and farming and explores themes, including where food comes from, what plants and animals need to grow and survive and what constitutes a healthy lifestyle.	Developing a love of stories and reading. Learn, retell and act out familiar	Discover what happens during the summer. Investigate what clothes we wear and why. Explore how to be safe in the sun. Learn about a hot country (Africa) and make comparisons between countries. Kenyan study.
Key Texts	Ten little fingers and ten little toes Owl Babies Colour Monster All Kinds of Babies	Diwali Don't Hog the Hedge Stick Man The Nativity story	The Polar Bear and the Snow Cloud Big Bear, Little Brother Baby Bear and the Big Wide World	Farmer Duck A Squash and a Squeeze A Farmer's Life For Me	Jack and the Beanstalk Little Red Riding Hood	Handa's Surprise Handa's Hen Handa's Noisy Night
Key Vocab	Same, different, unique, special, height, hair colour Happy, sad, worried, confused, scared, angry, calm Body parts and ways to move; jump, hop, walk Senses; sight, hearing, touch, taste, smell Families, mum, dad, grandma, grandad, auntie, uncle, brother, sister, cousin, friend, love, care important, friend. Autumn, leaves, sticks, berries, changing colours, hedgehogs,	Night, day, dark, light, sun, moon, stars, space, universe, asleep, awake, hibernate, hedgehogs, owls, squirrels, mice, winter, autumn, food, warmth, evergreen, deciduous Festivals, celebrations, Christmas, Eid, Diwali, Hannukah, sun, lamps, Religions, Hindus, Sikhs, Jains, torches, fire, batteries, candle, matches, Diva lamps, shadows. Angels, messengers of God, wings, halo, peace, Christians, Bible	Warm, cold, ice, snow melt, liquid, solid, polar bears, white fur, blubber, fat, paws, Arctic, journey, cubs, fish, icebergs, pollution, climate change, North Pole, Arctic animals, Inuit, sled, skis, icicle, snow, snowflake, igloo Easter, Jesus, died, cross, chicks, bunnies, spring flowers, Last supper, praying, garden, Easter eggs, church, tomb, betray, Judas, hot cross buns, palm leaf, bible, bread, wine, donkey,	Farm animal names, baby animal names, grow, skin, fur, feathers, wings, beak, snout, legs, paws, trotters, hoof, udder stable, sty, pen, field, pond, hutch, coop, barn, tractor, scarecrow, crops, fruit, vegetables, farmer, farmhouse, haystack Food, plants, grow, flower, leaf, stem, roots, soil, water, sun, oxygen, seedling, shoot	Goldilocks, bears, porridge, chairs, bed, bowls, cottage, forest, big, medium, small, huge, tiny and other size words. Little Red Riding Hood, Grandma, journey, cottage, forest, wolf, path, disguise, woodcutter, mother, basket, stranger.	Handa, Akeyo, fruit, basket, monkey, ostrich, zebra, elephant, giraffe, antelope, parrot, goat, banana, guava, orange, mango, pineapple, avocado, passion fruit, tangerine. Africa, Kenya, traditional clothes, continent, country, safari animals, hot and rainy, tropical climate, coast, dry climate, sun, inland, the big five, savannas, deserts, swamps, mountains, forests. Maasai tribe

<table>
<tr><td></td><td>squirrels, acorns, conkers, sycamore seeds, pine cones, hibernation
Respect, love, care, feelings, welcome, together, belong, special, unique, valuable, family, friends, ceremony, celebrate</td><td>Bible, Christmas, Nativity, Mary, Joseph, shepherds, wise men, journey, Bethlehem, Peace, celebration, birthday, Jesus, Family, friends, love</td><td>Easter garden, Mary, angel</td><td></td><td></td><td>Maps, globe, directions, left, right, compare, same, different, clothes, sun cream, hat, glasses, t-shirts, shorts.</td></tr>
<tr><td>Phonics
(Little Wandle)</td><td colspan="2">
Reception Autumn 1
<table>
<tr><th></th><th>Phase 2 graphemes</th><th>New tricky words</th></tr>
<tr><td>Week 1</td><td>s a t p</td><td></td></tr>
<tr><td>Week 2</td><td>i n m d</td><td></td></tr>
<tr><td>Week 3</td><td>g o c k</td><td>is</td></tr>
<tr><td>Week 4</td><td>ck e u r</td><td>I</td></tr>
<tr><td>Week 5</td><td>h b f l</td><td>the</td></tr>
</table>
Reception Autumn 2
<table>
<tr><th></th><th>Phase 2 graphemes</th><th>New tricky words</th></tr>
<tr><td>Week 1</td><td>ff ll ss j</td><td>put* pull* full* as</td></tr>
<tr><td>Week 2</td><td>v w x y</td><td>and has his her</td></tr>
<tr><td>Week 3</td><td>z zz qu
words with s /s/ added at the end (hats sits)
ch</td><td>go no to into</td></tr>
<tr><td>Week 4</td><td>sh th ng nk</td><td>she push* he of</td></tr>
<tr><td>Week 5</td><td>• words with s /s/ added at the end (hats sits)
• words ending s /z/ (his) and with s /z/ added at the end (bags)</td><td>we me be</td></tr>
</table>
*The tricky words: 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.
</td><td colspan="2">
Reception Spring 1
<table>
<tr><th></th><th>Phase 3 graphemes</th><th>New tricky words</th></tr>
<tr><td>Week 1</td><td>ai ee igh oa</td><td></td></tr>
<tr><td>Week 2</td><td>oo oo ar or</td><td>was you they</td></tr>
<tr><td>Week 3</td><td>ur ow oi ear</td><td>my by all</td></tr>
<tr><td>Week 4</td><td>air er
words with double letters: dd mm tt bb rr gg pp ff</td><td>are sure pure</td></tr>
<tr><td>Week 5</td><td>longer words</td><td></td></tr>
</table>
Reception Spring 2
<table>
<tr><th></th><th>Phase 3 graphemes</th><th>No new tricky words</th></tr>
<tr><td>Week 1</td><td>review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear</td><td rowspan="5">Review all taught so far
Secure spelling</td></tr>
<tr><td>Week 2</td><td>review Phase 3: er air
words with double letters
longer words</td></tr>
<tr><td>Week 3</td><td>words with two or more digraphs</td></tr>
<tr><td>Week 4</td><td>longer words
words ending in –ing
compound words</td></tr>
<tr><td>Week 5</td><td>longer words
words with s in the middle /z/ s
words ending –s
words with –es at end /z/</td></tr>
</table>
</td><td colspan="2">
Reception Summer 1
<table>
<tr><th></th><th>Phase 4</th><th>New tricky words</th></tr>
<tr><td>Week 1</td><td>short vowels CVCC</td><td>said so have like</td></tr>
<tr><td>Week 2</td><td>short vowels CVCC CCVC</td><td>some come love do</td></tr>
<tr><td>Week 3</td><td>short vowels CCVCC CCCVC CCCVCC
longer words</td><td>were here little says</td></tr>
<tr><td>Week 4</td><td>longer words
compound words</td><td>there when what one</td></tr>
<tr><td>Week 5</td><td>root words ending in:
–ing, –ed /t/, –ed /id/ /ed/ –est</td><td>out today</td></tr>
</table>
Reception Summer 2
<table>
<tr><th></th><th>Phase 4</th><th>No new tricky words</th></tr>
<tr><td>Week 1</td><td>long vowel sounds CVCC CCVC</td><td rowspan="5">Review all taught so far
Secure spelling</td></tr>
<tr><td>Week 2</td><td>long vowel sounds CCVC CCCVC CCV CCVCC</td></tr>
<tr><td>Week 3</td><td>Phase 4 words ending –s /s/
Phase 4 words ending –s /z/
Phase 4 words ending –es
longer words</td></tr>
<tr><td>Week 4</td><td>root word ending in:
–ing, –ed /t/, –ed /id/ /ed/, –ed /d/</td></tr>
<tr><td>Week 5</td><td>root word ending in:
–er, –est
longer words</td></tr>
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</td></tr>
<tr><td>Maths
(NCETM)</td><td>NCETM
Week 1 – Subitising to 3
Week 2 – Counting, cardinality and ordinality (counting to 5 using 1:1 correspondence)
Week 3 – Composition of numbers up to 4
Week 4 – Subitising to 4 and positional language</td><td>NCETM
Week 6 – Counting, ordinality and cardinality
Week 7 – Comparison
Week 8 - Composition (wholes and parts)
Week 9 – Composition of 3,4 & 5
Week 10 - Counting, ordinality and cardinality

WRM – SS&M</td><td>NCETM
Week 11- Subitising
Week 12 – Counting, ordinality and cardinality.
Week 13 – Composition
Week 14 – Composition
Week 15 – Comparison

SS&M
Compare Mass
Compare Capacity</td><td>NCETM
Week 16 – Counting, ordinality and cardinality
Week 17 – Comparison
Week 18 – Composition
Week 19 – Composition
Week 20 – Composition

SS&M
Shapes with 4 sides
Shapes in the environment</td><td>NCETM
Week 21 – Cardinality, ordinality and counting
Week 22 – Subitising
Week 23 – Composition
Week 24 – Composition
Week 25 – Comparison

SS&M
Explore 3 D shapes
Recognise and name 3d shapes</td><td>NCETM
Week 26 – spatial language and visualisation
Week 27 - Comparison (Review & Assess)
Week 28 – Counting (Review & Assess)
Week 29 – Number patterns (Review & Assess)
Week 30 – Recall (Review & Assess)</td></tr>
</table>

	Week 5 – Comparison (more than and fewer than) **WRM – SS&M** Circles & Triangles – Block 4 Shapes with 4 sides – Block 6	Circles & Triangles – Block 4 Shapes with 4 sides – Block 6		3d Shape Pattern (2) Length & Height Time	Find 2D shapes with 3-D shapes 3D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment	**Week 31** – Understanding (Review & Assess) SS&M
Literacy (Reading)	**Reading: Comprehension / Word Reading** • Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary. • Begin to re-read books to build up their confidence in word reading, • their fluency and their understanding and enjoyment • Understand the five key concepts about print • Continue to develop P1 phonological awareness • Read individual letters by saying the sounds for them • Blend sounds into words, so that they can read short words made up of known GPCs • Begin to read a few common exception words matched to the school's phonic programme • Begin to read simple phrases / sentences • Read guided reading books aligned to phonic knowledge		**Reading: Comprehension / Word Reading** • Begin to use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play • Begin to anticipate - where appropriate - some key events in stories • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment • Continue to develop P1 phonological awareness • Begin to read words consistent with their phonic knowledge • Read some common exception words matched to the school's phonic programme • Read simple phrases / sentences • Read guided reading books aligned to phonic knowledge		**Reading: Comprehension / Word Reading** • Continue to develop P1 phonological awareness • Demonstrate an understanding of what has been read to them by • retelling stories and narratives using their own words and recently introduced vocabulary • Anticipate-where appropriate-key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. • Say the sound for each letter of the alphabet and for 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 phonics knowledge, including some common exception words (approximately yellow book band – instructional level)	
Literacy Writing *Handwriting (National handwriting Association 4Ps*	**Composition:** Able to use talk to link ideas. Write name by copying from a name card or memory.	**Composition:** Segment CVC words and attempt to write. May begin to compose a phrase. e.g., a top dog, pot and pan, a sad man, the big dog.	**Composition:** Orally compose a short caption or phrase, try to hold in memory and write with support. e.g., A fat rat, a top dog, **Spelling:**	**Composition:** Writing short captions independently. May begin to write a simple sentence. e.g., I can see a fat rat. **Spelling:**	**Composition:** Be able to say a simple phrase or caption by sounding out and writing the corresponding letters in simple words. Can read a sentence back.	**Composition:** Be able to say the sentence out loud before beginning to write it to organise their thinking and decide upon sentence structure.

posture, pencil, paper, pressure)	Write some initial sounds (linked to name). **Spelling:** Orally segment CVC words e.g. c-a-t, p-i-n, b-o-g. Can hear (phonemic awareness) and tune into initial sounds in words. **Handwriting:** Consider pencil grip and dominate hand. Can draw lines and circles. Can write some recognisable letters from name. Can practise Phoneme Grapheme correspondence (PGC) by writing some Phase 2 sounds taught this term such as satp, inmd, gock, ck, eur, hbfl **Writing ideas:** Practise in a variety of materials (glitter, foam, rice) wavy lines, straight lines, circles, figures of eight, vertical, horizontal lines. My family – teacher scribing names, or child writing initial letters.	**Spelling:** Write own name with letters in the correct order. Can understand phoneme – grapheme correspondence (PGC) Phase 2 Can write a Phase 2 CVC word as a label such as cat, hen, dog and pin. **Handwriting:** Develop pencil grip (pencil position and hold) (National Handwriting Association 4Ps) Form letters in name correctly. Forming Phase 2 graphemes correctly. **Writing ideas:** CVC writing activity use images e.g., dog, cat, hen, cap, cot, pan etc… Drawing map Write a message. – post it's! Labels Introduce how to write a letter or card linked to Christmas. Name writing assessment. (Note R/L hand and grip stage)	Phase 2 Tricky words Spelling Phase 2 VC and CVC Beginning Phase 3 GPCs e.g., fox, jam, yak, Beginning Phase 3 consonant digraphs e.g., ck, sh, ch, th, ng **Handwriting:** Continue to learn Phase 3 letters lowercase jvxywzqu Beginning to learn upper case letters and how they are formed. Understand writing from left to right formation phase 2 letters correctly. Focus on correct pencil grip. Able to retrace vertical and anti-clockwise lines e.g., a, d, q, r, m, n Begin to show control in letter size. Transition from writing on whiteboards with thick markers to table and pencil (4Ps) **Writing ideas:** CVC writing activity use images from Phase 3 e.g., etc… box, jam, vet, chip, shed. Drawing map - explorers Write a message. – post it's!	Spell words using Phase 2 and some Phase 3 digraphs. Spell some Phase 2 tricky words e.g. I, go, no, to, the **Handwriting:** Hold pencil effectively (tripod grip) to form recognisable lowercase letters. Starting to use some uppercase letters. Clear when forming ascenders and descenders. Focus on developing a comfortable way of writing. Be able to make anti clockwise movements and vertical lines **Writing ideas**: Write a message. – post it's! List recipes Instructions Captions or phases. Beginning to write a simple sentence. Name writing assessment. (Note R/L hand and grip stage)	**Spelling:** Spell words using taught GPCs from Phase 2 Spell words using Phase 3 digraphs (such as sh, ch) Beginning to spell words with Phase 3 trigraphs (such as igh air ear) Make phonetically plausible attempts at writing longer, more complex words. Spell all Phase 2 tricky words e.g. I, go, no, to, the Begin to spell Phase 3 tricky words e.g., we, was, are **Handwriting:** Form most lowercase letters correctly, with a tripod grip and correct orientation. Spaces are added between each word, and it can be read by others. Writing capital letters when needed correctly. **Writing ideas:** Write a message. – post it's! List Recipes Instructions Retell a traditional story , using Tales tools kit. Sentence stems developing I can see … It is a ….	Rereads a sentence that has been written to check that it makes sense. **Spelling:** Make phonetically plausible attempts at writing longer, more complex words. Spell words using Phase 3 digraphs and trigraphs. Spell Phase 3 tricky words (such as we, she, are, said) **Handwriting:** Form all lowercase letters correctly, with a tripod grip and correct orientation. Using finger spaces correctly. Writing capital letters when needed correctly. **Writing ideas:** Postcard Letters Sentence stems developing I can see … It is a …. I like to …. At the weekend I ….. Name writing assessment. (Note R/L hand and grip stage)

	My home – drawing home layout using a variety of lines. Morning activity name writing practise. Name writing assessment. (Note R/L hand and grip stage)		Labels Captions or phases. Name writing assessment. (Note R/L hand and grip stage)		I like to …. Name writing assessment. (Note R/L hand and grip stage)	
Communication & Language	**Listening, Attention and Understanding** • Understand a question or instruction that has two parts • Understand 'why' questions • Understand how to listen carefully and why listening is important • Learn new vocabulary linked to daily routine / theme • Begin to engage in story time • Listen to and begin to talk about stories to build familiarity and understanding • Listen carefully to rhymes and songs and begin to pay attention to how they sound **Speaking** • Use new vocabulary throughout the day • Begin to ask questions to find out more and to check they understand what has been said to them • Begin to articulate their ideas and thoughts in well-formed sentence • Begin to connect one idea or action to another using a range of connectives • Begin to describe events in some detail • Develop social phrases • Begin to retell a simple story, once they have developed a deep • familiarity with the text; some as exact repetition and some in their own words		**Listening, Attention and Understanding** • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • Listen carefully to and learn rhymes, poems and songs Listen to and talk about stories to build familiarity and understanding • Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary • Begin to understand humour e.g. nonsense rhymes / jokes **Speaking** • Use new vocabulary in different contexts • Ask questions to find out more and to check they understand what has been said to them • Articulate their ideas & thoughts in well-formed sentence • Connect one idea or action to another using a range of connectives • Describe events in some detail • Use talk to help work out problems, organise thinking & activities explain how things work/why things happen • Develop and use social phrases with confidence • Retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.		**Listening, Attention and Understanding** • Listen attentively and respond to what they hear with relevant • questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • Understand humour more readily e.g. nonsense rhymes/jokes **Speaking** • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher	

Physical Development	Gross Motor Skills • Revise and refine the fundamental movement skills they have already acquired • Begin to develop overall body-strength, balance, co-ordination and agility. • Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor • Begin to combine different movements with ease and fluency • Begin to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group • Further develop and refine a range of ball skills including: throwing, catching, kicking • Further develop the skills they need to manage the school day successfully: □ lining up and queuing □ mealtimes □ personal hygiene Fine Motor Skills • Use a comfortable grip with good control when holding pens and pencils • Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons	Gross Motor Skills • Continue to refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing • Begin to progress towards a more fluent style of moving, with developing control and grace • Develop overall body-strength, balance, co-ordination and agility. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor • Combine different movements with ease and fluency Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group • Further develop and refine a range of ball skills including: passing, batting and aiming Fine Motor Skills • Develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons Begin to develop the foundations of handwriting style which is fast, accurate and efficient, consolidating	Gross Motor Skills • Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and coordination when playing • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. • Fine Motor Skills • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
Understanding of the world History Geography	Past and Present • Begin to make sense of their own life-story and family's history • Begin to comment on images of familiar situations in the past People, Culture & Communities • Talk about members of their immediate family and community	Past and Present • Comment on images of familiar situations in the past People, Culture & Communities • Talk about members of their immediate family and community • Name and describe people who are familiar to them	Past and Present • 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

Science Computing	• Name and describe people who are familiar to them • Begin to understand that some places are special to members of their community • Begin to recognise that people have different beliefs and celebrate special times in different ways **Natural World** • Explore the natural world around them • Describe what they see, hear and feel whilst outside • Understand the effect of changing seasons on the natural world around them – Autumn into Winter • Develop interest in linked: texts across themes, fiction and non-fiction and sources of technological information **Computing** • Introduction to interactive whiteboard • Use of objects with buttons and switches and understand how to work them • Use the whiteboards to access interactive games and programmes related to themes being studied	• Understand that some places are special to members of their community • Recognise that people have different beliefs and celebrate special times in different ways • Recognise some similarities and differences between life in this country and other countries **Natural World** • Explore the natural world around them • Describe what they see, hear and feel whilst outside • Understand the effect of changing seasons on the natural world around them • Continue to develop interest in linked: texts across themes, fiction and non-fiction and sources of technological information **Computing** • Use the whiteboard to access video clips to support learning of other countries • Use the computer to search for information and facts related to theme being studied	• Understand the past through settings, characters and events encountered in books read in class and storytelling. **People, Culture & Communities** • 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, nonfiction texts and – when appropriate – maps. **Natural World** • 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. • Continue to develop interest in linked: texts across themes, fiction and nonfiction, sources of technological information **Computing** • Use the whiteboard to access Google Earth and Google maps • Use the street view function to follow directions and explore different areas. • Introduction to programmable toys and computer programs

RE	Unit F4: Being special: where do we belong? Harvest	Unit F2: Why is Christmas special for Christians? Christmas	Unit F1: Why is the word 'God' special to Christians?	Unit F3: Why is Easter special for Christians?	Unit F5: Which places are special and why?	Unit F6: Which stories are special and why? Church visit
Christian Values	Respect & Excellence	Friendship & Compassion	Love & Inclusion	Forgiveness & Resilience	Kindness	Thankfulness & Aspiration
PSED (Kapow)	**Self-Regulation** • Talk with others to solve conflicts. Help to find solutions to conflicts and rivalries • Begin to express feelings and consider the feelings of others • Begin to set own goals and show resilience and perseverance in the face of challenge • Begin to identify and moderate own feelings socially and emotionally **Managing Self** • Manage own self-care needs • Develop confidence to try new activities and show independence • Know and begin to talk about the different factors that support their overall health and wellbeing **Building Relationships** • Begin to see self as a valuable individual • Begin to build constructive and respectful relationships Healthy Mind/Emotions Healthy Lifestyle/Good night's sleep Kapow – Self Regulation – My Feelings		**Self-Regulation** • Express feelings and consider the feelings of others • Set own goals and show resilience and perseverance in the face of challenge • Identify and moderate own feelings socially and emotionally • Think about the perspectives of others **Managing Self** • Manage own self-care needs • Know and talk about the different factors that support their overall health and wellbeing **Building Relationships** • See self as a valuable individual • Build constructive and respectful relationships Oral Health Keeping Clean How to eat Healthy *Kapow – Building Relationships – Special relationships*		**Self-Regulation** • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. **Managing Self** • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Explain the reasons for rules, know right from wrong and try to behave accordingly • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. **Building Relationships** • Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers • Show sensitivity to their own and to others' needs Having a positive impact on the world around us	

			Importance of Exercise ***Engage***
PHSE Links	My feelings Family and friends Ourselves	Happy head, happy heart Teeth Cleaning	Taking on challenges
Expressive Arts and Design **Art links** **DT links** **Music links**	**Creating with Materials** • Draw with increasing complexity and detail, such as representing a face with a circle and including details • Show different emotions in drawings and paintings • Continue to explore colour and colour mixing. • Introduction to collage • Firework Art • Safely use and explore a variety of materials and tools • Explore new techniques • Talk about new creations • Begin to return to and build upon previous learning • Baking using apples grown in our garden • Cooking pumpkin soup • Baking bread • Den building **Being Imaginative & Expressive** • Take part in simple pretend play • Begin to develop complex stories using small world equipment Begin to develop storylines in their pretend play – including those linked to focus text • Begin to listen attentively, move to and talk about music, expressing their feelings and responses • Begin to watch and talk about dance and performance art	**Creating with Materials** • Explore and use a variety of artistic effects to express their ideas and feelings. • Observatiopnal drawings of Spring flowers • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. • Creating an Easter card with moving parts **Being Imaginative & Expressive** • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. • Develop storylines in their pretend play.	**Creating with Materials** • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • Observational drawings of fruit • Share their creations, explaining the process they have used • Make use of props and materials when role-playing characters in narratives and stories. • Junk Modelling **Being Imaginative & Expressive** • 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.

	• Sing in a group or on their own • Begin to explore and engage in music making and dance					
Music Links (Kapow)	Exploring sound	Celebration music	Music and movement	Musical stories	Big band	
Seasonal Curriculum	Autumn Baking Farm to Fork	Bonfire Night Remembrance Christmas Panto trip	Winter Safer Internet Day Valentine's Day	Spring Growing Plants World Book Day British Science Week	Summer Father's Day National Numeracy Day	World Environment Day World Oceans Day Sports Day
Outdoor Learning	Changes in the environment, knowledge of leaves and trees, colours in the environment; sounds in the environment; Animals in the local environment, hibernation, caring for the birds.		Bug Hotels, signs of Spring (buds, new growth), freezing and melting, evergreen and deciduous trees.		Sun Safety, mini beasts, den building, re-visit leaves on trees, floating and sinking, bark rubbing.	