

Our curriculum is continuously evolving, through a mixture of a "topic" approach and "following the children's interests." We consider opportunities for our children to engage in activities planned by adults and those that they plan or initiate themselves. We consider what we want our children to learn through the seven areas of learning and how they can secure the knowledge and skills in a safe, respectful environment. We aim to develop resilient, motivated, independent risk takers, through the use of our Learning Powers. By watching our children, talking to parents and carers and utilising our local area, we can develop their curiosities and interests.

RECEPTION	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Marvellous Me!	Off we go!	Once upon a Time	Watch me grow!	All creatures great and small	Amazing Adventures
Hook into learning	Starting my new school	Space ship landing	Little Red Riding Hood basket	Planting seeds Fruit tasting	Zoo visit or Minibeast visit	Transitions Visit by Police/ Fire fighters
Literacy Tree Texts	Where the wild things are Anansi	Look Up Halibut Jackson	Little Red Riding Hood, Little Red, The magic paintbrush	I will not ever Never eat a tomato, The Tiny Seed	Willy and Hugh, Hairy MacLary from Donaldson's Dairy, Oi Frog	The Night Pirates So Much
Linked Books to use	Starting School Topsy and Tim I am too absolutely small for school Spinderella	Aliens love underpants Whatever Next The Train Ride Non Fiction texts How to catch a star	Other traditional tales Three little wolves and the Big Bad Pig Mixed up Fairy Tales	Oliver's Vegetables Handa's surprise The Very Hungry Caterpillar Jasper's Beanstalk	We're going on a lion hunt What the ladybird heard Willy the Wizard	Stickman Lost and Found Brave Bear Rose's Walk Jolly Postman Emergency! Dig, Dig Digging Non Fiction texts – people who help us The Pirates who lived next door
In addition to Core Literacy Tree texts and linked text, we have - regular reads, favourite books from home, talking stories, comics, annuals, dual language texts etc						

Religious Festivals	Rosh Hashanah Sukkot	Diwali Bonfire Night Christmas	Chinese New Year Makar Sankranti (Hindu)	Easter Ramadan	Eid-al-Fitr	Eid-al-Adha
Notable Dates	Black History Month	Armistice Day Anti-Bullying Week	Children's Mental Health Week	British Science Week	May Day	
Literacy – Essential Letters and Sounds	Phase 2	Phase 3	Phase 3 and 4. Phase 3 includes adjacent consonants	Phase 3 and 4. Phase 3 includes adjacent consonants	Phase 4	Phase 5
Literacy	Writing is adapted, such as the use of writing frames, story scribing and shared writing to scaffold the writing process for children whose fine motor development does not yet allow them to do this independently.					
	Labels, captions, oral retelling, making a new character, posters	Thought bubbles, lists, commands, signs and labels, invitations	Labelling captions, giving advice, retelling, adverts, thank you letters	Labelling, captions, giving advice, retelling, writing in role, narratives, letters, statements, lists	Writing in role, letters, captions and labels, narrative retellings	Rhyming books, questions, captions, labels, past tense sentences, narrative poetry
Communication and Language *(to support Literacy)	Listening carefully, developing new and ambitious vocabulary, asking questions of adults and peers and understanding the response. Articulating their ideas and thoughts in well-formed sentences. Using a range of connectives, describing events in detail, organising thinking to explain how things work and why they might happen. Developing social phrases, engaging in story times, listening and talking about stories to build familiarity and understanding, retelling a familiar or new story (story sacks) developing a deep familiarity with the text. Listening to and learning new rhymes and songs, engaging in non-fiction texts to develop new knowledge and vocabulary. (Development Matters)					
Physical Development *(to support writing)	Developing the foundations of a handwriting style, considering accuracy and speed. Developing their small motor skills so that they can use a range of tools competently, safely and confidently, pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons etc. (Development Matters)					
Physical Education	Good PE practice	Dance	Gymnastics (floor)	Gymnastics (apparatus)	Games	Athletics
Physical Development *(To support PE)	Revising and refining: rolling, crawling, walking, jumping, running, hopping, skipping, climbing, developing control and grace. Developing strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and physical disciplines. Confidently and safely using a range of large and small apparatus indoors and outside, alone and in a group. Developing confidence, competence, precision and accuracy in ball skills, including: throwing, catching, kicking, passing, batting, and aiming. Using their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. (Development Matters)					
Jigsaw	Jigsaw: being me in my world Belonging, similarities/differences, Managing feelings	Jigsaw: Celebrating difference Being different is special,	Jigsaw: Dreams & Goals Persevering Challenges and setting goals,	Jigsaw: Healthy me Healthy lifestyles Exercise/resting Hand hygiene	Jigsaw: relationships Belonging in my family, Friendships	Jigsaw: changing me Naming parts of the body,

		How to be a good friend, Knowing that we are different but the same in some ways	Jobs I might like to do, Feeling proud	Stranger danger Healthy eating		Foods to be healthy, Growing up, Transition to Year 1 Memories of reception
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Personal, Social and emotional development *(Taught through Jigsaw)	Seeing themselves as a valuable individuals. Building constructive and respectful relationships. Expressing their feelings and considering the feelings of others. Showing resilience and perseverance. Identifying and moderating their own feelings socially and emotionally. Thinking about the perspectives of others. Managing their own needs. (Development Matters)					
Physical Development *(To support PSED/Jigsaw)	Knowing and talking about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. Developing the skills further that they need to manage the school day successfully: lining up and queuing, mealtimes and personal hygiene. (Development Matters)					
Maths - Essential Maths	Subitising including more or less Count reliably using 1:1 correspondence Comparing measures Recognising patterns Classifying – matching and sorting		Ordering numbers and one more/ one less Using counting to compare Positions and directions Ordering and estimating Using Part Part Whole		Using Part Part Whole including missing numbers Counting beyond 10 Doubling and halving Odd and Even Counting beyond 20	
Understanding of the world *(Science, History, Geography)	Talking about members of my immediate family and community Recognising some similarities and differences between life in this country and life in other countries.	Recognising some environments that are different to the one in which they live Comparing and contrasting characters from stories, including figures from the past (Guy Fawkes, Captain Sir Tom Moore etc).	Naming and describing people who are familiar to them. Comparing and contrasting characters from stories, including figures from the past.	Understanding the effect of changing seasons on the natural world around them Describing what they see, hear and feel whilst outside	Exploring the natural world around them. Describing what they see, hear and feel whilst outside.	Commenting on images of familiar situations in the past. Drawing information from a simple map. Recognising people who help us
Understanding The World (Computing) Not part of the framework, but still recognised)	Play-based, unplugged (no computer) and plugged (computer) activities that focus on building children's listening skills, curiosity and creativity and problem solving. Including, but not exclusive; taking a photograph with a camera or tablet, searching for information on the internet with adult support, playing games on the interactive whiteboard, moving remote control toys, exploring old defunct technology, using a Beebot, watching a video clip, listening to music, logging on to Purple Mash independently. E-safety sessions and discussions.					
Religious Education	Celebrations – How and why do we prepare for joyous occasions	Celebrations and Festivals Harvest Festival – World faith Festivals.	Change and Growth - Creation Stories	UC - Salvation Feelings and emotions from the Easter story.	Special Places to me. Identity and belonging	Places of Worship Ultimate Questions

		UC – Incarnation - Nativity Story	Wedding traditions	Symbols of Easter		Fairness and responsibility
Expressive Art and Design (Art and D&T)	Exploring using and refining a variety of artistic effects to express their ideas and feelings. (Self portraits Clay poppies or diva lamps Fireworks printing)		Returning to and building on their previous learning, refining ideas and developing their ability to represent them. (Junk model emergency vehicles, Houses for Fairy Tale characters)		Creating collaboratively, sharing ideas, resources and skills. (whole school backboards, collaborative pieces working on different scales)	
Expressive Art and Design (Music)	Singing: Building up a repertoire of action songs linked to Me, Space and Festivals. Composing: Improvising words/actions to songs Playing: Simple sound making - untuned/body percussion. Making own instruments. Listening: responding physically to a range of music		Singing: Action songs about Plants, Traditional Tales, Festivals, Healthy Lifestyle Composing: Improvising verses and actions sequences to songs Playing: exploring pulse and patterns with a wider range of percussion Listening: moving to the sounds we hear, starting to use our musical words.		Singing: Action songs about Animals and Adventures Composing: creating rhythmic patterns Playing: learning how to change sounds, following a conductor Listening: Using our musical words and art to describe what we hear	

*Statements taken from Development Matters, Revised edition July 2021, but edited to be personal to CHS.