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| **Silver End Academy- Yearly Overview Academic Year: 2024–2025-year group:** Reception  **Class Teachers:** Daniella Fenty / Tatum Anderson | | | | | | |  | | |
|  | **Autumn 1st Half Term**  **Me and My Community** | **Autumn 2nd Half Term Sparkle and Shine** | | **Spring 1st Half Term**  **Once upon a Time** | **Spring 2nd Half Term**  **The Wonderful World of Julia Donaldson / Ready Steady Grow** | | **Summer 1st Half Term**  **Creep, Crawl and Wriggle** | | **Summer 2nd Half Term Animal Safari / On The Beach** |
| ***Core Texts*** | **Owl Babies**  **Peace at last**  **Stick Man**  **5 Minutes peace**  **My mum and dad make me laugh** | **Rama and Sita**  **Room on the Broom**  **Bonfire night stories/ non- fiction books**  **Christmas**  **The Nativity Story**  **The Snowman**  **Father Christmas**  **The Jolly Christmas Postman** | | **Three Little Pigs**  **Goldilocks and the Three Bears**  **Three Billy Goats Gruff**  **Little Red Hen**  **Ugly Duckling**  **The Gingerbread Man**  **Cinderella**  **The Jolly Postman & Other People’s Stories** | **The Princess and The Wizard**  **Zog**  **The Singing Mermaid**  **The Gruffalo**  **Princess Mirror Belle**  **The Gruffalo**  **Jack and The Beanstalk** | | **What the Ladybird Heard?**  **The Very Hungry Caterpillar**  **The Very Busy Spider**  **Superworm**  **The Bad-Tempered Ladybird**  **The teeny Tadpole**  **Anansi the Spider** | | **Handa’s Surprise**  **Handa’s Hen**  **The Snail & The Whale**  **Whatever next**  **The Tiger who came to Tea**  **We are going on a Bear Hunt** |
| ***Key vocab*** | **family, friend, special, parent, bother, sister, grandma, granny, grandpa, grandad, auntie, uncle, cousin**  **friend, kind, helpful, listen, share, rules, instructions, choice**  **doctor, nurse, police, fire service, emergency, community, paramedic, ambulance** | **Festival, Diwali, Rama, Sita, Ravanna, Hanuman, Bridge, Diva, Christmas, Jesus, Mary, joseph, Stable, wise men, star, inn keeper, Bethlehem, donkey, wolf, postman, lane, gingerbread boy, three bears, humpty dumpty, witch, dragon, monster, field, meadow Celebration, Presents, lights, fireworks, gifts,** | | **once upon a time, wolf, bear, forest, woodcutter, chair, porridge, bed, spoon, woodland**  **pig, wolf, house, troll, goat, bridge**  **king, queen, prince, princess, royal, castle, crown, fairy godmother, bridge, ogre, prince, step mother, step sister, castle, palace, porridge, woods,** | **seed, soil, root, leaves, stalk, grow, water, sunlight, healthy, unhealthy, diet, vitamin, vegetable, fruit, hydrate, sugar, fat, exercise, heart, baby, calf, kid, chick, lamb, piglet, cygnet, puppy, kitten, produce, mermaid, circus, princess, wizard, wicked, spell, moat, bean stalk, harp, golden eggs,** | | **Caterpillar, butterfly, cocoon, metamorphosis, chrysalis, minibeast, spider, web, snail, prize, web, temper, angry, chant, tadpole, frog, egg sack, frog spawn, robbers,** | | **reptile, mammal, bird, eggs, scaly, mammal, bird, fur, feathers, beak, claws, teeth, carnivore, meat, herbivore, plants, omnivore, brave, resilient, Africa, Australia, lion, koala, endangered, extinct, conservation, camouflage, wildlife, rainforest, desert, polar, pattern, spot, stripe** |
| **Enquiry questions** | **Who are we? What makes us special?**  **Who helps us?** | **What wild animals live in woods? What is a festival/ custom/ tradition?** | | **What similarities / differences can be seen between characters?**  **Where are traditional stories set?** | **How do things grow? Where does our food come from?** | | **What is a Minibeast?**  **How do animals change? Are there similarities and differences between creatures?** | | **What is a mammal / reptile? What types of habitats do animals live in?** |
| **Phonics: Little Wnadle** | **Reception Autumn 1**  **Phase 2 graphemes**  Week 1 s a t p  Week 2 i n m d  Week 3 g o c k is  Week 4 ck e u r **I**  Week 5 h b f l **the** | **Reception Autumn 2**  **Phase 2 graphemes**  Week 1 ff ll ss j **put\* pull\* full\* as** Week 2 v w x y **and has her** **his** Week 3 z zz qu words with s /s/ added at the end (hats sits) ch **go no to into**  Week 4 sh th ng nk **she push he of**  Week 5 • words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags) **we me be** | | **Reception Spring 1 Phase 3 graphemes**  Week 1 ai ee igh oa Week 2 oo oo ar or **was you they**  Week 3 ur ow oi ear **my by all**  Week 4 air er words with double letters: dd mm tt bb rr gg pp ff **are sure pure**  Week 5 longer words | **Reception Spring 2**  **Phase 3 graphemes**  Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Review all taught so far Secure spelling  Week 2 review Phase 3: er air words with double letters longer words  Week 3 words with two or more digraphs  Week 4 longer words words ending in –ing compound words Week 5 longer words words with s in the middle /z/ s words ending –s words with –es at end /z/ | | **Reception Summer 1**  **Phase 4**  Week 1 short vowels CVCC **said so have like**  Week 2 short vowels CVCC CCVC **some come love do** Week 3 short vowels CCVCC CCCVC CCCVCC longer words **were here little says**  Week 4 longer words compound words **there when what one**  Week 5 root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est out today | | **Reception Summer 2 Phase 4 graphemes**  Week 1 long vowel sounds CVCC CCVC Review all taught so far Secure spelling Week 2 long vowel sounds CCVC CCCVC CCV CCVCC  Week 3 Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words  Week 4 root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ Week 5 Phase 4 words ending in: –s /s/, –s /z/, –es longer words |
| **Yr 1 NC Goals** | **English – Spelling Children should be taught to spell:**  Words containing each of the 40+ phonemes already taught; Common exception words; Days of the week. Name the letters of the alphabet in order;  Use letter names to distinguish between alternative spellings of the same sound; Apply simple spelling rules; Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far; Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker of verbs; Use the prefix un; • Use -ing, -ed, -er and -est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest). | | | | | | | | |
| **Literacy** | **Name writing**  **Rhyming / Sound discrimination**  **Initial sounds**  **Fine motor skill activities**  **Letter formation**  **Oracy: Retelling stories**    **Reception Literacy DM Statement:**  Read individual letters by saying the sounds for them  Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.  Read some letter groups that each represent one sound and say sounds for them.  **Reception Physical Development DM Statement:**  Develop the foundations of a handwriting style which is fast, accurate and efficient. | ***Autumn 2*** – Early Writing Instruction (Heavily modelled)  (Mechanics of writing using phonic sounds / tricky words taught so far)   * Adult to write sentence * Only use phonics taught and tricky words covered (link to Little Wandle) * *‘’I’m going to write a sentence….”* * The cat sat – Children to repeat it back * Model writing it / Orally rehearse it * Hide the caption / Children to have a go * (Use similar words / phrases found in Little Wandle) * Use word structures cvc / cvcc / ccvcc * 1 page per week * 1 sentence each day * No L.I and no S.C * Can use symbols for S.C phonics / Finger spaces / Punctuation   **Reception Literacy DM Statement:**  Read a few common exception words matched to the school’s phonic programme.  Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.  Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  **Reception Physical Development DM Statement:**  Develop the foundations of a handwriting style which is fast, accurate and efficient. | | ***Spring 1*** – Early Writing Instruction (Heavily modelled)  (Mechanics of writing using phonic sounds / tricky words taught so far)   * Adult to write sentence * Only use phonics taught and tricky words covered (link to Little Wandle) * *‘’I’m going to write a sentence….”* * The cat sat – Children to repeat it back * Model writing it / Orally rehearse it * Hide the caption / Children to have a go * (Use similar words / phrases found in Little Wandle) * Use word structures cvc / cvcc / ccvcc * 1 page per week * 1 sentence each day * No L.I and no S.C * Can use symbols for S.C phonics / Finger spaces / Punctuation     **Reception Literacy DM Statement:**  Form lower-case and capital letters correctly.  Spell words by identifying the sounds and then writing the sound with letter/s.  Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.  Re-read what they have written to check that it makes sense.  **Reception Physical Development DM Statement:**  Develop the foundations of a handwriting style which is fast, accurate and efficient. | ***Spring 2 -*** Composing a sentence (1 sentence based on independence)   * Show picture / discuss sentences about this image * Orally model sentence * Word bank on display (limited words) * Model counting number of words in sentence * Encourage children to say it aloud to partner (whilst counting on their fingers) * Write the sentence into book * Check each word * 1 sentence each day   **Literacy / Comprehension ELG:**  Demonstrate 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.  **Reception Physical Development DM Statement:**  Develop the foundations of a handwriting style which is fast, accurate and efficient. | | ***Summer 1*** – Composing a sentence (1 sentence based on independence)   * Show picture / discuss sentences about this image * Orally model sentence * Word bank on display (limited words) * Model counting number of words in sentence * Encourage children to say it aloud to partner (whilst counting on their fingers) * Write the sentence into book * Check each word * 1 sentence each day     **Literacy / Word Reading ELG:**  Say a sound for each letter in the alphabet and 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 phonic knowledge, including some common exception words.  **Physical Development ELG:**  Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.  Use a range of small tools, including scissors, paintbrushes and cutlery.  Begin to show accuracy and care when drawing. | | ***Summer 2*** – Composing 2 or more sentences (Model writing 2 sentences)   * All moving beyond 1 simple sentence * Use visual stimuli / image * “I will model to write 2 sentences about this” * Think it / say it / write it / check it (for first sentence and then second sentence) * 2 different images * Model starting second sentence straight after the full stop.   **Literacy / Writing ELG:**  Write recognisable letters, most of which are correctly formed.  Spell words by identifying sounds in them and representing the sounds with a letter or letters.  Write simple phrases and sentences that can be read by others.  **Physical Development ELG:**  Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.  Use a range of small tools, including scissors, paintbrushes and cutlery.  Begin to show accuracy and care when drawing. |
| **Yr 1 NC Goals** | **Physical Development:**  Hold a pencil effectively in preparation for fluent writing – using the tripod grip almost all cases.  **Literacy:**  Write recognisable letters, most of which are correctly formed.  Spell words by identifying sounds in them and representing the sounds with a letter or letters.  Write simple phrases and sentences that can be read by others.  **English Handwriting:**  Sit correctly at a table, holding a pencil comfortably and correctly.  Begin to form lower case letters in the correct direction, starting and finishing in the right place.  Form capital letters.  Form digits 0-9.  Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.  **Composition:**  Saying out loud what they are going to write about;  Composing a sentence orally before writing it;  Sequencing sentences to form short narratives;  Re-reading what they have written to check that it makes sense.  Discuss what they have written with the teacher or other pupils;  Read aloud their writing clearly enough to be heard by their peers and the teacher  **English - Vocabulary, Grammar and Punctuation Children should develop their understanding of the concepts set out in English Appendix 2 by:**  Leaving spaces between words;  Joining words and joining clauses using and;  Beginning to punctuate sentences using capital letters and full stop, question mark or exclamation mark;  Using capital letter for names of people, places, the days of the week, and the personal pronoun I.  **English - Grammar Words:**  Regular plural noun suffixes -s or -es (dog, dogs, wish, wishes) including the effect of these suffixes on the meaning of the noun.  Suffixes that can be added to verbs where no change is needed in the spelling of the root words.  Recognise how the prefix un- changes the meaning of verbs and adjectives. English - Sentences  How words can combine to make sentences.  Joining words and joining clauses using ‘and’.  Sequencing sentences to form short narratives.  **English – Punctuation:**  Separation of words with spaces.  Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.  Capital letters for names and for the personal pronoun I. | | | | | | | | |
| **Mathematics**  **Mastering Number** | Subitising  Subitising within 3  Counting, ordinality and Cardinality  Focus on counting skills    Composition  Explore how all numbers are made of 1s  Focus on composition of 3 and 4  Subitising  Subitise objects and sounds  Comparison  Comparison of sets - ‘just by looking’  Use the language of comparison: more than and fewer than    Talk About Measure and Patterns (WR)  Compare size  Compare mass  Compare capacity  Explore simple patterns  Talk About Measure and Patterns (WR)  Copy and continue simple patterns  Create simple patterns  Reception DM Statements  • Count objects, actions and sounds.  • Subitise.  • Link the number symbol (numeral) with its cardinal number value.  • Count beyond ten.  • Compare numbers.  • Understand the ‘one more than/one less than’ relationship between consecutive numbers.  • Explore the composition of numbers to 10.  • Automatically recall number bonds for numbers 0–5 and some to 10.  • Select, rotate and manipulate shapes in order to develop spatial reasoning skills.  • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.  • Continue, copy and create repeating patterns.  • Compare length, weight and capacity. | **Counting, ordinality and Cardinality**  **Focus on counting skills**  **Focus on the ‘five-ness of 5’ using one hand and the die pattern for 5**  **Comparison**  **Comparison of sets - by matching**  **Use the language of comparison: more than, fewer than, an equal number**  **Composition**  **Explore the concept of ‘whole’ and ‘part’**  **Composition**  **Focus on the composition of 3, 4 and 5**  **Counting, ordinality and Cardinality**  **Practise object counting skills**  **Match numerals to quantities within 10 Verbal counting beyond 20**  **Circles and Triangles (WR)**  **Identify and name circles and triangles**  **Compare circles and triangles**  **Shapes in the environment**  **Describe position**  **Shapes with 4 sides (WR)**  **Identify and name shapes with 4 sides**  **Combines shapes with 4 sides**  **Shapes in the environment**  **My day and night**  Reception DM Statements  • Count objects, actions and sounds.  • Subitise.  • Link the number symbol (numeral) with its cardinal number value.  • Count beyond ten.  • Compare numbers.  • Understand the ‘one more than/one less than’ relationship between consecutive numbers.  • Explore the composition of numbers to 10.  • Automatically recall number bonds for numbers 0–5 and some to 10.  • Select, rotate and manipulate shapes in order to develop spatial reasoning skills.  • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.  • Continue, copy and create repeating patterns.  • Compare length, weight and capacity. | | **Subitising**  **Subitise within 5 focusing on die patterns**  **Match numerals to quantities within 5**  **Counting, ordinality and cardinality**  **Counting – focus on ordinality and the ‘staircase’ pattern**  **See that each number is one more than the previous number**  **Composition**  **Focus on 5,**  **Composition**  **Focus on 6 and 7 as ‘5 and a bit’**  **Composition**  **Compare sets and use language of comparison: more than, fewer than, an equal number to**  **Make unequal sets equal**  **Length, height and time (WR)**  **Explore length**  **Compare length**  **Explore height**  **Compare height**  **Talk about time**  **Order and sequence time**  Reception DM Statements  • Count objects, actions and sounds.  • Subitise.  • Link the number symbol (numeral) with its cardinal number value.  • Count beyond ten.  • Compare numbers.  • Understand the ‘one more than/one less than’ relationship between consecutive numbers.  • Explore the composition of numbers to 10.  • Automatically recall number bonds for numbers 0–5 and some to 10.  • Select, rotate and manipulate shapes in order to develop spatial reasoning skills.  • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.  • Continue, copy and create repeating patterns.  • Compare length, weight and capacity. | **Counting, ordinality and cardinality**  **Focus on the ‘staircase’ pattern and ordering numbers**  **Comparison**  **Focus on ordering of numbers to 8**  **Use language of less than**  **Composition**  **Focus on 7**  **Composition**  **Doubles – explore how some numbers can be made with 2 equal parts**  **Composition**  **Sorting numbers according to attributes -odd and even numbers**  **Explore 3D shapes (WR)**  **Recognise and name 3D shapes**  **Find 2D shapes within 3D shapes**  **Use 3D shapes for tasks 3D shapes in the environment**  **Identify more complex patterns**  **Copy and continue patterns**  **Patterns in the environment**  Reception DM Statements  • Count objects, actions and sounds.  • Subitise.  • Link the number symbol (numeral) with its cardinal number value.  • Count beyond ten.  • Compare numbers.  • Understand the ‘one more than/one less than’ relationship between consecutive numbers.  • Explore the composition of numbers to 10.  • Automatically recall number bonds for numbers 0–5 and some to 10.  • Select, rotate and manipulate shapes in order to develop spatial reasoning skills.  • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.  • Continue, copy and create repeating patterns.  • Compare length, weight and capacity. | | **Counting, ordinality and cardinality**  **Counting – larger sets and things that cannot be seen**  **Subitising**  **Subitising – to 6, including in structured arrangements**  **Composition**  **Composition – ‘5 and a bit’**  **Composition**  **Composition - of 10,**  **Comparison**  **Comparison – linked to ordinality Play track games**  Reception ELG Statements  Number  • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5.  • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.  Numerical Patterns  • Verbally count beyond 20, recognising the pattern of the counting system.  • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.  • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | | **Subitise to 5**  **Introduce the rekenrek**  **Review and assess**  **Automatic recall of bonds to 5**  **Review and assess**  **Composition of numbers to 10**  **Review and assess**  **Comparison**  **Review and assess**  **Number patterns**  **Review and Assess**  **Counting**  **Manipulate, compose and decompose (WR) Select shapes for a purpose**  **Rotate shapes Manipulate shapes Explain shape arrangements**  **Compose shapes Decompose shapes Copy 2D shape pictures**  **Find 2D shapes within 3D shapes**  Reception ELG Statements  Number  • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5.  • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.  Numerical Patterns  • Verbally count beyond 20, recognising the pattern of the counting system.  • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.  • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. |
| **Understanding of the World** | **Harvest Festival**  **Body parts**  **Observes decay and changes over time**  **Similarities and differences between each other**  **Using the 5 senses**  **Exploring the local area**  **Reception UTW DM Statement**:  Talk about members of their immediate family and community.  Name and describe people who are familiar to them. | **Halloween**  **Bonfire night – 5th Nov**  **Fireworks**  **Diwali**  **Christmas**  **Nativity**  **Autumn and Seasons**  **Texture**  **Religious figures**  **Bones – looking after our teeth and body**  **Reception UTW DM Statement**:  Compare and contrast characters from stories, including figures from the past.  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 life in other countries.  **UTW / Past and Present ELG:**  Understand the past through settings, characters and events encountered in books read in class and storytelling. | | **Exploring different roles within society**  **Chinese New Year**  **Number Day**  **World Book Day**  **Valentine’s Day**  **Mother’s Day**  **Reception UTW DM Statement**:  Compare and contrast characters from stories, including figures from the past.  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 life in other countries.  **UTW / Past and Present ELG:**  Understand the past through settings, characters and events encountered in books read in class and storytelling.  **UTW / People and Communities:**  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. | **St. Patrick’s Day**  **Easter**  **Learning about different professions**  **Learning how to keep Safe (People who help us in the community – Police / Doctors / Ambulance / Fire Brigade)**  **UTW / Past and Present ELG:**  Talk about the lives of the people around them and their roles in society.  **UTW / People and Communities:**  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  **UTW / The Natural World ELG:**  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter | | **St George’s Day**  **Ramadan**  **Planting beans and vegetables Caring for a baby**  **Caring for chicks**  **Life cycles**  **Minibeasts**  **Exploring the habitat of different minibeast creatures**  **Growing and changing**  **UTW / People and Communities:**  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  **UTW / The Natural World ELG:**  Explore the natural world around them, making observations and drawing pictures of animals and plants. | | **Father’s Day**  **Exploring melting and freezing, using a globe to explore cold places in the world.**  **Inuit People and animals in Antartica.**  **Exploring habitats of different animals**  **Exploring homes around the world**  **Animal conservation around the world**  Safari animals and their habitats.  Trip- Paradise Wildlife Park  **UTW / The Natural World ELG:**  Explore the natural world around them, making observations and drawing pictures of animals and plants.  **UTW / The Natural World ELG:**  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter |
| **Personal, Social and Emotional Development** | **Silver End PSHE Curriculum (scarf/kapow)**  **All about me**  **What makes me special**  **Me and my special people**  **Who can help me?**  **My feelings**  **My feelings (2)**  **Additional Learning Opportunities**  **Creating a code of conduct**  **Discussions around similarities and differences in our family**  **Making new friends**  **Classroom expectations**  **House Points**  **Exploring zones of regulations**  **Sharing experiences- DOJO time / learning Log.**  **Reception DM Statements**  • See themselves as a valuable individual.  • Build constructive and respectful relationships.  • Express their feelings and consider the feelings of others.  • Show resilience and perseverance in the face of challenge.  • Identify and moderate their own feelings socially and emotionally.  • Think about the perspectives of others. • Manage their own needs. - Personal hygiene  • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian | **Silver End PSHE Curriculum (scarf/kapow)**  **I'm special, you're special**  **Same and different**  **Same and different families**  **Same and different homes**  **I am caring**  **I am a friend**  **Additional Learning Opportunities**  **Firework safety**  **Developing friendships**  **Morals in stories**  **Respect and tolerance for other cultures and religions**  **Discussing feelings and themes within familiar stories**  **Sharing experiences- DOJO Time / learning Log.**  **Looking after personal property**  **Reception DM Statements**  • See themselves as a valuable individual.  • Build constructive and respectful relationships.  • Express their feelings and consider the feelings of others.  • Show resilience and perseverance in the face of challenge.  • Identify and moderate their own feelings socially and emotionally.  • Think about the perspectives of others.  • Manage their own needs. - Personal hygiene  • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian | | **Silver End PSHE Curriculum (scarf/kapow)**  **Kapow Wellbeing Lesson - Discover: Trying something new**  **What's safe to go onto my body**  **Keeping Myself Safe - What's safe to go into my body (including medicines)**  **Safe indoors and outdoors**  **Keeping safe online**  **Kapow Wellbeing Lesson - Take Notice: My Surroundings**  **Additional Learning Opportunities**  **Sharing news about our holidays**  **Discussing our New Year hopes and aspirations**  **Dangers of snow and ice**  **Keeping warm**  **Awareness of stranger danger**  **Sharing experiences- DOJO Time / learning Log.**  **Reception DM Statements**  • See themselves as a valuable individual.  • Build constructive and respectful relationships.  • Express their feelings and consider the feelings of others.  • Show resilience and perseverance in the face of challenge.  • Identify and moderate their own feelings socially and emotionally.  • Think about the perspectives of others.  • Manage their own needs. - Personal hygiene  • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian | **Silver End PSHE Curriculum (scarf/kapow)**  **Teacher's Learning Intention**  **Looking after my special people/Looking after my friends (combine both lessons)**  **Being helpful at home and caring for our classroom**  **Caring for our world**  **Looking after money (1): recognising, spending, using/Looking after money (2): saving money and keeping it safe (combine both lessons)**  **Kapow Wellbeing Lesson - Connect: Similarities and differences**  **Additional Learning Opportunities**  **Making good and bad choices**  **People who help us**  **Becoming active learners**  **Finding ways to solve conflicts**  **Sharing experiences- DOJO Time / learning Log.**  **Reception DM Statements**  • See themselves as a valuable individual.  • Build constructive and respectful relationships.  • Express their feelings and consider the feelings of others.  • Show resilience and perseverance in the face of challenge.  • Identify and moderate their own feelings socially and emotionally.  • Think about the perspectives of others.  • Manage their own needs. - Personal hygiene  • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian | | **Silver End PSHE Curriculum (scarf/kapow)**  **Teachers Learning Intention**  **Bouncing back when things go wrong**  **Yes, I can!**  **A good night's sleep**  **Kapow Wellbeing Lesson - Give: Kind words**  **Additional Learning Opportunities**  **Sun safety**  **Caring for a plant**  **Looking after our environment**  **Looking after minibeasts**  **Growing up**  **Sharing experiences- DOJO / learning Log.**  **Reception ELG Statements**  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. | | **Silver End PSHE Curriculum (scarf/kapow)**  **Teachers Learning Intention**  **Life stages - plants, animals, humans**  **Life Stages: Human life stage - who will I be?**  **Where do babies come from?**  **Getting bigger**  **Me and my body - girls and boys**  **Kapow Wellbeing Lesson - Move: Being animals**  **Additional Learning Opportunities**  **Water safety**  **Looking after our world**  **Animal preservation**  **Sharing experiences- DOJO Time / learning Log.**  **Working as a team**  **Transition**  **Sun safety**  **Reception ELG Statements**  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. |
| **Communication and Language** | **Reception / Communication and Language DM Statement:**  Understand how to listen carefully and why listening is important.  Learn new vocabulary  Use new vocabulary through the day  Ask questions to find out more and to check they understand what has been said to them.  Articulate their ideas and thoughts in well-formed sentences.  Connect one idea or action to another using a range of connectives.  Describe events in some detail  Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.  Develop social phrases  Engage in story times.  Listen to and talk about stories to build familiarity and understanding.  Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  Use new vocabulary in different contexts.  Listen carefully to rhymes and songs, paying attention to how they sound.  Learn rhymes, poems and songs.  Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | | | **Communication and Language / Listening, Attention and Understanding ELG:**  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.  **Communication and Language / Speaking ELG:**  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. | | | **Communication and Language / Listening, Attention and Understanding ELG:**  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.  **Communication and Language / Speaking ELG:**  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. | | |
| **Expressive Art and Design** | **Self portrait**  **Learning new songs**  **Making props Exploring colour and texture**  **Exploring how to make sounds**  **Home corner**  **Vegetable stall / shop – real vegetables**  **Reception Expressive Arts DM Statement:**  Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Create collaboratively sharing ideas, resources and skills. | **Firework pictures**  **Christmas cards**  **Christmas Hoop**  **Crackers**  **Self portrait**  **Learning new songs**  **Making props**  **Exploring colour and texture**  **Exploring how to make sounds**  **Make salt dough**  **Make gift paper**  **Make Rangoli**  **Doctors’ surgery**  **Post office roleplay**  **Reception Expressive Arts DM Statement:**  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.  Develop storylines in their pretend play.  Explore and engage in music making and dance, performing solo or in groups. | | **Making houses using different materials**  **Collage of wolf**  **Learning new songs**  **Making props for stories and characters**  **Exploring colour and texture Exploring how to make and**  **change sounds**  **Making Lanterns**  **Castle roleplay area / Goldilocks house roleplay area**  **Reception Expressive Arts DM Statement:**  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.  Develop storylines in their pretend play.  Explore and engage in music making and dance, performing solo or in groups.  **Expressive Arts / Creating with materials ELG:**  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Share their creations, explaining the process they have used.  Make use of props and materials when role playing characters in narratives and stories.  **Expressive Arts / Being Imaginative ELG:**  Invent, adapt and recount narratives and stories with peers and their teacher.  Sing a range of well-known nursery rhymes and song  Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. | **Learning new songs- Singing and performing Easter**  **Making props for stories and characters**  **Exploring colour and texture Exploring how to make sounds**  **Mother’s day cards**  **Pop Art**  **Junk modelling**  **Flags**  **Bunting**  **Reception Expressive Arts DM Statement:**  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.  Develop storylines in their pretend play.  Explore and engage in music making and dance, performing solo or in groups.    **Expressive Arts / Creating with materials ELG:**  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Share their creations, explaining the process they have used.  Make use of props and materials when role playing characters in narratives and stories.  **Expressive Arts / Being Imaginative ELG:**  Invent, adapt and recount narratives and stories with peers and their teacher.  Sing a range of well-known nursery rhymes and song  Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. | | **Grass heads**  **Learning new songs**  **Making props Exploring colour and texture**  **Exploring how to make sounds**  **April showers (music)**  **(rain song)**  **Flower stall roleplay area**  **Observational drawings & paintings of minibeasts**  **Matisse- Snails**  **Expressive Arts / Creating with materials ELG:**  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Share their creations, explaining the process they have used.  Make use of props and materials when role playing characters in narratives and stories.  **Expressive Arts / Being Imaginative ELG:**  Invent, adapt and recount narratives and stories with peers and their teacher.  Sing a range of well-known nursery rhymes and song  Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. | | **Features of shells**  **Making a small world**  **Learning new songs**  **Making props Exploring colour and**  **texture**  **Exploring how to change sounds**  **Father’s day cards**  **Australian Art**  **Animal masks**  **Expressive Arts / Creating with materials ELG:**  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Share their creations, explaining the process they have used.  Make use of props and materials when role playing characters in narratives and stories.  **Expressive Arts / Being Imaginative ELG:**  Invent, adapt and recount narratives and stories with peers and their teacher.  Sing a range of well-known nursery rhymes and song  Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. |
| **Physical**  **Development** | **Confidently using cutlery during lunch in hall**  **Pencil grip focus**  **Scissor skills**  **Navigating spatial awareness**  **Listening games**  **Team games**  **Different ways of moving**  **Reception Physical Development DM Statements:**  Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing  Progress towards a more fluent style of moving, with developing control and grace.  Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.  Develop their 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. | | | **Healthy eating**  **Caring for ourselves**  **Working as a team**  **Developing pencils grip and scissor skills**  **Reception Physical Development DM Statements:**  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.  Develop overall body-strength, balance, co-ordination and agility  Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.  Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.  Develop the foundations of a handwriting style which is fast, accurate and efficient.  Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian  Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene | | | **Sport’s Day activities**  **How we look after ourselves**  **Making salad (cutting/slicing)**  **Using and transporting tools safely**  **Forest school**    **PD / Gross Motor ELG:**  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.  **PD / Fine Motor ELG:**  Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.  Use a range of small tools, including scissors, paintbrushes and cutlery.  Begin to show accuracy and care when drawing. | | |
| **Outcome/**  **Experiences** | My Family  Sharing our family through Tapestry / Learning Log  My favourite activities  What is special about me (Identity / culture / talent)  My place in the world  People who help us – Police visit / Fire Brigade / Nurse / Mrs Wightman / Nigel – Site Manager  ***Visit: The Coop***  ***Visit: The Library*** | | Halloween- making spells  Halloween themed biscuits  Diwali- Making Diwa lamps using salt dough  Bon Fire night  Fire safety – Firemen visit  Christmas Nativity to parents  Father Christmas visit  ***Visit: The Church*** | Mobile farm visit  Making bread / exploring different types of bread  Making gingerbread men  ***Visit: Live Eggs- exploring chicks hatching*** | | ***Visit: Forest school***  ***Visit: Local farms to explore farm animals found in books*** | ***Visit: Butterfly hatching / life cycle experience***  ***Live tadpoles / life cycle of a frog***  ***Minibeast hunt in outdoors area / forest*** | ***Trip to the zoo***  ***Trip to the beach***  ***Stansted Aerospace visit*** | |
| **Outdoor Provision** | **( EA+D) Conker Run** (Provide cardboard tubes, plastic tubes or guttering and conkers. Encourage the children to work together to make a run for the conkers)  **(UTW) Scoop it** (Place pumpkins, scoops and spoons in a Tuff Tub for messy scooping fun)  **(EA+D) Seed Shakers** (Display a range of shakers and rainmakers for the children to explore. Add cardboard tubes, cups, seeds, conkers and acorns to the workshop area for children to make their own shakers)  **(EA+D) Conker Creatures** (Provide materials, such as conkers, googly eyes, stick on feet, pipe cleaners and twigs with which the children can create pictures)  **(PD) Over and Under** (Set up obstacle course equipment for the children to travel over, under and through)  **(Math) Towers** (Add dice and wooden blocks to the construction area for the children to use in their play) | | **(PD / EA+D) Snip It** (Provide a variety of coloured, glittery and shiny paper for the children to cut and snip with scissors and hole punches. Support children with cutting and snipping skills)  **(EA+D / Comm) Dress Up** (Offer sparkly fabric, bulldog clips, ribbons and belts for the children to make costumes. Add a range of costume jewellery, such as beads, rings and bracelets)  **(PD) Thread It** (Provide a basket full of sparkly and shiny ribbons and shoe laces. Add beads or baubles for threading)  **(PD / EA+D) Foil Painting** (Provide sheets of foil along with fluorescent, glittery and shiny paint for bright painting fun)  **(UTW) Scoop It** (Put large sequins and glitter into dry sand or water. Add nets, scoops and sieves)  **(Lit / PD) Sparkly Writing** (Provide baskets of sparkly pens for the children to write with. Add foil covered cardboard to mark make on. Offer handwriting patterns for the children to copy)  **(Lit / PD) Sparkly Patterns** (Provide glitter in a tray with shiny paper underneath for mark making fun. Add the children's name cards or handwriting pattern sheets for the children to copy to add extra challenge) | **(EA+D / UTW) Royal Sand Castles (**Provide a variety of sandcastle buckets, spades, flags and jewels or pebbles in damp sand for castle building)  **(Lit) Royal Writing** (Make special pens for writing and mark making by attaching feathers to sparkly gel pens. Add little books and scrolls of paper to inspire their writing)  **(UTW) Fantasy Homes (**Add a range of cardboard boxes, tubes, 3-D shapes and decorations to the construction area for the children to build castles and fairy tale homes. Display the [Fairy tale buildings picture cards](https://maestro.cornerstoneseducation.co.uk/project/once-upon-a-time?group_by=stage&tab=enhanced-provision&curriculumId=10416) to inspire their creative thinking)  **(UTW) Magic Apples** (Explore Snow White’s basket of apples or Cinderella’s pumpkin. Provide the fruit whole, halved and quartered for sensory investigation. Provide pan balance scales, hand lenses and easy grip tweezers for the children to explore the fruit)  **(UTW / Comm) Magic Potions (**Make magic potions by adding bubble bath to water. Add hand whisks for the children to make the mixture thick and foamy. Provide pots, food colouring and pipettes for the children to change the colour of the potion. Add sequins and glitter for interest and magic wands for stirring and mixing) | | **(UTW / Comm) Oranges and Lemons (**Add yellow or orange food colouring to the water tray along with whole or sliced citrus fruit. Add clear containers and syringes for the children to explore the water)  **(Lit / EA+D) Potions and Perfumes** (Provide bowls of herbs, slices of citrus fruit, pestles and mortars, pipettes, small plastic bottles and containers of water. Challenge the children to create scents using the ingredients. Provide paper, writing resources, sound mats and word banks to write the recipes for their potions if they choose)  **(Lit / PD) Muddy Mud Making (**Provide trays of mud and sticks in which the children can mark make. Enhance the activity with handwriting shapes and letters for the children to copy)  **(Lit / PD) Shopping Lists** (Provide paper, writing resources, sound mats, food magazines, scissors and glue for the children to make shopping lists)  **(UTW/ Comm) How Does Your Garden Grow (**Set up a tray with soil and turf. Provide a range of natural resources, such as small stones, twigs and leaves for the children to make miniature gardens. You could add small world people, trees and flowers)  **(UTW / Comm) What’s Inside? (**Provide a variety of halved fruit and vegetables, tweezers and magnifying glasses for dissection and exploration) | **Wild garden** (Plant wildflowers and create a wild garden area for the children to explore. Which animals come to visit the garden? Provide cameras or tablets and the [Minibeasts spotting sheet](https://maestro.cornerstoneseducation.co.uk/project/creep-crawl-and-wriggle?group_by=stage&tab=enhanced-provision&curriculumId=10416) for children to record their observations)  **Minibeast Garden** (Fill old tyres with soil and provide natural materials to make small world minibeast habitats)  **Slimy Creatures** (Add green food colouring to cornflour gloop, and put it in the water tray with small world minibeasts for messy play)  **Incy Wincy Spider** (Add lengths of guttering and plumbing pipe to the water tray with toy spiders. Challenge the children to work together to create water slides for the spiders and provide jugs and watering cans for them to 'wash the spiders out!')  **(EA+D) Collage Butterflies** (Display the [Butterfly picture cards](https://maestro.cornerstoneseducation.co.uk/project/creep-crawl-and-wriggle?group_by=stage&tab=enhanced-provision&curriculumId=10416), [Butterfly templates](https://maestro.cornerstoneseducation.co.uk/project/creep-crawl-and-wriggle?group_by=stage&tab=enhanced-provision&curriculumId=10416), a selection of leaves, flower petals and glue for the children to create symmetrical butterflies using the natural resources)  **(EA+D) Incredible Insects** (Resource the creative area with cardboard tubes, bubble wrap, pipe cleaners, coloured paper, googly eyes, tape, scissors and glue. Challenge the children to create an insect using the resources. Display the [Insect picture cards](https://maestro.cornerstoneseducation.co.uk/project/creep-crawl-and-wriggle?group_by=stage&tab=enhanced-provision&curriculumId=10416) to inspire their creations) | Watering hole (Set aside a muddy area and offer a range of natural materials, tools, water and small world animals for the children to play with and explore)Climb It (Set up climbing apparatus, climbing frames and ropes for climbing adventures)Ice World (Add ice cubes and ice frozen in different-shaped containers to the water tray. Provide Arctic and Antarctic small world animals for frozen fun)Desert (Add desert animals, small rocks, pebbles and twigs to the sand tray)Reptile Skin (Display the [Reptile skin picture cards](https://maestro.cornerstoneseducation.co.uk/project/animal-safari?group_by=stage&tab=enhanced-provision&curriculumId=10416) in the creative area. Add textured wallpaper, wax crayons, ready-mixed paint, scissors, glue and paper for the children to create reptile style prints, rubbings and collages)Pet homes (Display various cardboard boxes, fabric, shredded paper and foam in the construction area. Provide soft toy animals for the children to make beds and homes for the animals) | |