



Learn, Grow, Achieve, Flourish
Reception Core text

Blue: Values link
Green Eco link
Orange: Cross curricular link
Black: Literacy link

<p>Reception</p> <p>Authors re visited across the year:</p> <p>Tom Percival X 3 Martin Waddell X 2 Julia Donaldson X5 Eric Carle X 2 Gaia Cornwall X 2</p> <p>Authors revisited in Year 1:</p> <p>Julia Donaldson X2 Olivers Jeffers X 4 Trish Cooke X1 Kat Jhang X1</p>	<p>Goldilocks and three bears by Axel Scheffler</p> <p>Hair Love by Mathew A, Cherry</p> <p>All about families by Felicity Brookes (Non -fiction) (Love)</p> <p>Full, Full, full of love by Trish Cooke</p> <p>Meesha makes friends by Tom Percival (Respect)</p> <p>My Dad is a grizzly bear by Swapna Hadow (Love)</p> <p>Guess how much I love you by Sam Mc Bratney</p>	<p>Autumn, I Love the Seasons by Lizzie Scott (Non-Fiction)</p> <p>Owl Babies Martin Waddell</p> <p>The Squirrels who squabbled by Rachel Wright</p> <p>Stickman by Julia Donaldson</p> <p>We are going to find the Monster. Malorie Blackman and Dapo Adeola (Respect, Love)</p> <p>Penguin Says please by Michal Dahl (Respect)</p> <p>Can't you sleep little bear? Martin Waddle (Cross curricular link)</p> <p>Peace at last by Jill Murphy (Cross curricular link)</p>	<p>Antarctica by Lucy bowman and Adam Stower (Non - fiction)</p> <p>Be Brave Little penguin by Giles Andrea</p> <p>Amy Wu and the perfect Bao by Kat Zhang</p> <p>Handa's surprise by Ellyn Browne</p> <p>Finn's little fib by Tom Percival (Honesty)</p> <p>Lost and found by Oliver Jeffers (Cross curricular link)</p> <p>Oliver's fruit salad by Vivian French (Cross curricular link)</p>	<p>Farmer Duck by Martin Waddell</p> <p>Rosie's walk by Pat Hutchins</p> <p>Eggs to chicken by Camillia de la Bedivere ((Non-Fiction)</p> <p>Jasper's Beanstalk by Nick Butterworth</p> <p>What the ladybird heard by Julia Donaldson (Responsibility)</p> <p>The Runaway Pea Kjartan Poskitt and Alex Willmore Cross curricular links</p> <p>Ruby's Worry by Tom Percival (Honesty)</p> <p>My monster and me Nadiya Hussain and Ella Baily (Responsibility)</p>	<p>The castle the king-built Rebecca Kolby</p> <p>The Knight who wouldn't fight by Helen Docherty</p> <p>Queen Annena's Feast by Julia Donaldson</p> <p>Topsy and Tim: Meet the Police by Jean Adamson</p> <p>Doctor by Rebecca Hunter (Non-Fiction)</p> <p>Firefighter Flo by Andrea Zimmerman</p> <p>Jabari jumps Jabari tries by Gaia Cornwall (Perseverance)</p> <p>Look up by Nathan Bryan (Resilience)</p>	<p>The Whale who ate Plastic by Stephanie O Conner</p> <p>Michael recycles by Ellie Bethel</p> <p>The Ver Busy Spider by Eric Carle</p> <p>The Very Hungry caterpillar by Eric Carle</p> <p>A Butterfly is Patient by Sylvia Long (Cross curricular link)</p> <p>Super worm by Julia Donaldson (Wisdom)</p>
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Reception Curriculum Map – 2023-24

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessment	Baseline (2 weeks) RWI assessments NELI assessments Pencil grip check	Pupil Progress meeting RWI Assessments Sonar Writing Assessment Sketch Book Pupil Progress meeting	Writing Assessment RWI Assessments Pupil Progress meeting	Writing Assessment RWI Assessments Sonar Pupil Progress meeting Sketch Book	Writing Assessment RWI Assessments NELI assessments Pupil Progress meeting	Writing Assessment RWI Assessments EY Profile Framework (before 30/06) Reports to Parents Sonar Sketch Book
Topics	Marvellous Me	Amazing autumn Christmas x 2	Wonderful winter Countries around the world X5 Healthy EatingX1	Special Spring Fabulous Farm Growing	Helpful Heroes Kings and Queens	Our World Mini beasts Transition
Week 1	Getting to know children. Ready to learn programme Chris Quigley	Amazing autumn Nonfiction All about autumn (Trip to Herschel Park)	Antarctica and cold environment, animals (Nonfiction)	Farmer Duck	The castle the king built	The whale who ate plastic
Week 2	Getting to know children. Ready to learn programme Chris	Diwali	Be Brave Little penguin	Farmer Duck	The knight who wouldn't fight	The whale who ate plastic

	Quigley					
Week 3	Goldilocks and the 3 bears	Owl Babies	Be Brave Little penguin	From egg to chicken (Nonfiction)	Queen Annena's Feast	Michael Recycle
Week 4	Goldilocks and the 3 bears	Pumpkin Soup	Amy Wu and the perfect Bao Asian countries	Rosie's walk	Doctor (Nonfiction)	Mini beasts: A butterfly is Patient
Week 5	Hair Love	Pumpkin Soup	Countries around the world Handa's Surprise African countries (Kenya)	Growing: Jasper's Beanstalk	Topsy and Tim: Meet the Police	The Very Busy Spider
Week 6	Hair Love Harvest celebration (Where do food come from, healthy eating)	Stickman	Countries around the world Handa's Surprise African countries (Kenya and UK)	Growing: Jasper's Beanstalk Plant a seed. (Non-fiction)	Fire fighter Flo	
Week 7	Half term	Stick man Christmas Nativity	HEALTHY EATING Shopping trip	Easter Story (Non-fiction)	x	Wk.7. Transition: Y1
Week 8		Christmas Nativity		x	x	x
Literacy	Writing: (Chris Quigly) <ul style="list-style-type: none"> Scribbles with a purpose, trying to draw or write 	Writing: (Chris Quigly) <ul style="list-style-type: none"> Writes some actual letters especially 	Writing: (Chris Quigly) <ul style="list-style-type: none"> May try to write different types of writing, writing a list, draw and label a picture etc. 	Writing: (Chris Quigly) <ul style="list-style-type: none"> Enjoys writing for a variety of purpose. May write their name. Holds pencil 	Writing: (Chris Quigly) <ul style="list-style-type: none"> Knows the sounds letters make and spell words. Labels pictures with few words 	Writing: (Chris Quigly) <ul style="list-style-type: none"> Write sentences with correct punctuation and begin to use 'and'.

	<p>something.</p> <ul style="list-style-type: none"> • Produces letter like forms and scribbles that resemble, writing. • Makes distinct marks that look like letters and that are separable from each other. <p>Writing objectives:</p> <ul style="list-style-type: none"> • To label parts of their face • To write about a character • To make a book let about their family. <p>Reading: (Chris Quigly)</p>	<p>some letters in their name.</p> <p>Writing objectives:</p> <ul style="list-style-type: none"> • To sequence a story (<i>Owl babies</i>) • To draw a picture and label it. • (<i>Pumpkin soup</i>) • To write about their family members (<i>Stick man</i>) • To write a letter to Santa/to their family (<i>Santa Claus</i>) • To write a greeting card (<i>Christmas</i>) <p>Writing assessment Nelson</p>	<p>Writing objectives:</p> <ul style="list-style-type: none"> • To write a shopping list • To write about a character • To draw and label a penguin. • To write a letter • To draw a map of the classroom and reception playground <p>Nelson handwriting every day.</p> <p>Reading (Chris Quigly)</p>	<p>correctly and forms letters correctly.</p> <p>Writing objectives:</p> <ul style="list-style-type: none"> • To maintain a diary about chicks /eggs • To write how to plant a seed. • To labels parts of a plant. • To draw life cycle of a chick <p>Nelson handwriting every day</p> <p>Reading (Chris Quigly)</p> <ul style="list-style-type: none"> • Explain characters, setting and 	<p>and later writes sentences with correct grammar.</p> <p>Writing objectives:</p> <ul style="list-style-type: none"> • To write a character/setting description • To write a letter • To write a fact file <p>Nelson handwriting every day.</p>	<p>Writing objectives:</p> <ul style="list-style-type: none"> • To create a recycling poster • To write a list about recycling things • To write a fact file about minibeasts • To draw a map • Nelson handwriting every day. <p>Reading (Chris Quigly)</p>
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	<ul style="list-style-type: none"> Enjoys listening to and join in with rhymes and stories. Uses language from a story. Understands that print carries meaning. Understands that print is read left to right and top to bottom. 	<p>Handwriting starts Follow scheme.</p> <p>Reading (Chris Quigly)</p> <ul style="list-style-type: none"> Makes attempts to read and write. Identifies familiar signs and labels. Participates in rhyming games. Can count or clap syllables. Recognise initial sounds . 	<ul style="list-style-type: none"> Says the sound for individual letters. Segments and blends words. Reads simple phrases using their phonics knowledge. Retell simple stories. 	<p>events in the story.</p> <ul style="list-style-type: none"> Knows that information can be retrieved from books. Uses vocabulary they have heard in books. 	<p>Reading (Chris Quigly)</p> <ul style="list-style-type: none"> Reads high frequency words. Reads simple words and phrases using their phonics knowledge. Understands difference between fiction and non-fiction. 	<ul style="list-style-type: none"> Children can read simple sentences using their phonics Reads high frequency words. Reads simple words and phrases using their phonics knowledge. Understands difference between fiction and non-fiction knowledge.
<p>Mathematics White Rose Scheme</p>	<p>Getting to know childrenX2. Match, Sort and Compare</p>	<p>Talk about measure, shape, and patterns, It's me 1,2,3, shapes with 4 sides</p>	<p>Alive 5, Growing 6,7, 8 Length, height, and time</p>	<p>Building 9 and 10 Explore 3 D shapes</p>	<p>To 20 and beyond, manipulate, compose, and decompose, sharing and grouping</p>	<p>Visualise, build and map Even & Odd Spatial Reasoning</p>
<p>Understanding of the world</p>	<p>History: (Chris Quigley)</p> <ul style="list-style-type: none"> Talk about 	<p>History: (Chris Quigley)</p> <ul style="list-style-type: none"> Organise 	<p>History: (Chris Quigley)</p> <ul style="list-style-type: none"> Know that children 	<p>History: (Chris Quigley)</p> <ul style="list-style-type: none"> Know that 	<p>History: (Chris Quigley)</p> <ul style="list-style-type: none"> Talk about past 	<p>History: (Chris Quigley)</p> <ul style="list-style-type: none"> Knows that they

	<p>members of their immediate family and community.</p> <ul style="list-style-type: none"> Name and describe people who are familiar to them. <p>Geography: (Chris Quigley)</p> <p>Give detail about where they live e.g city, town, street name etc.</p> <ul style="list-style-type: none"> Begin to talk about the places of local interest e.g church, library shops. <p>Science: (Chris Quigley)</p> <ul style="list-style-type: none"> Explore the natural world using their five senses. Describe the 	<p>images from a story in order.</p> <ul style="list-style-type: none"> Joins in and talks about family customs and routines. <p>Geography: (Chris Quigley)</p> <ul style="list-style-type: none"> Interpret a simple map of the classroom and understand what a map is. Give detail about where they live e.g city, town, street name etc. Begin to talk about the places of local interest e.g. church, library shops. 	<p>grow and change with time.</p> <ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways. <p>Geography: (Chris Quigley)</p> <ul style="list-style-type: none"> Can interpret a simple map of the classroom. Can talk about similarities and differences in countries around the world. Draw information from a simple map. See their country on a globe in relation to the others. <p>Science: (Chris Quigley)</p> <ul style="list-style-type: none"> Explore the natural world around them. Knows we need to take care of materials and putting things properly. 	<p>children grow and change with time.</p> <ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways. <p>Geography: (Chris Quigley)</p> <ul style="list-style-type: none"> Can interpret a simple map of the classroom. Can talk about similarities and differences in countries around the world. Draw information from a simple map. <p>Science: (Chris Quigley)</p> <ul style="list-style-type: none"> Explore the natural world around them. Know that plants and animals need water and animals need food. 	<p>and present events in their own life and that of family members.</p> <ul style="list-style-type: none"> Identify similarities and difference between things now and then in the past. Knows that they and the world around them changes with the passing of time. <p>Geography: (Chris Quigley)</p> <ul style="list-style-type: none"> See their country on a globe in relation to the others. Use specific geographical vocabulary. to describe different locations. <p>Science: (Chris Quigley)</p> <ul style="list-style-type: none"> Looks closely at 	<p>and the world around them changes with the passing of time. (Transition to Year 1 link)</p> <p>Geography: (Chris Quigley)</p> <ul style="list-style-type: none"> Points out land marks While on the walk in their local area. (Walk to the Curve) See their country on a globe in relation to the others. Use specific geographical vocabulary to describe different locations. <p>PSED Becoming a citizen:</p> <ul style="list-style-type: none"> To think of the most important things they can do to look after the planet To talk about what might be done to care for the environment. <p>Science: (Chris Quigley)</p>
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impact of weather and season their daily life.

- Knows we need to take care of materials and putting things properly.

Science:
(Chris Quigley)

- Describe what they see, hear and feel whilst outside.
- Begin to understand the effect of changing seasons on the natural world around them.

- Predict what might happen next.

- Begin to talk about why things happen.
- Predict what might happen next.

similarities and differences in nature.

- Records findings in a simple way.
- Talks about observable changes.

- Predict what might happen next.
- To investigate and record findings.

<p>Scientific enquiry:</p>	<p>Scientific enquiry: Body parts 5 senses</p>	<p>Scientific enquiry: Investigate forces, light and vibration. Shadow experiment X1 sensesX6</p>	<p>Scientific enquiry: (Freezing, melting, Melting chocolates) X 1 Magnetic/nonmagnetic</p>	<p>Scientific enquiry: Investigating, observing seeds grow, recording and observing the life cycle of a chick</p>	<p>Scientific enquiry: Different types of plants and flower labelling (Evergreen, Deciduous)</p>	<p>Scientific enquiry: Different t types of Materials</p>
<p>Expressive Arts and Design</p>	<p>Visual arts: (Chris Quigly)</p> <p>Focus artist: Pablo Picasso</p> <ul style="list-style-type: none"> • Use tool for a purpose. • Begin to use art to express feelings. • Like art that is realistic and relates to their experience • To draw their family members. • To make props to support a story. • To make a self portrait 	<p>Visual arts: (Chris Quigly)</p> <p>Focus artist: Pablo Picasso</p> <ul style="list-style-type: none"> • Explores colour and colour mixing. • Can sort art by medium. • To paint firework patterns • To draw autumn animals using colouring pencils and crayons • Leaf printing/drawing 	<p>Visual arts: (Chris Quigly)</p> <p>Focus artist: Kandinsky</p> <p>Begin to use art and drawing to represent actions and objects.</p> <ul style="list-style-type: none"> • Explore 2D/3D art. • To recreate Kandinsky abstract artwork • To paint fruits and vegetables • To draw penguins using pencils • To make Chinese lanterns and red envelopes. <p>Music: (Chris Quigley)</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Visual arts: (Chris Quigly)</p> <p>Focus artist: Kandinsky</p> <ul style="list-style-type: none"> • Begin to use art and drawing to represent actions and objects. • Explore 2D/3D art. • To make a tractor using cardboard • To draw and paint farm animals. • To collage a fruits and vegetables • To recreate Kandinsky abstract artwork and paint butterfly <p>Music: (Chris Quigley)</p>	<p>Visual arts: (Chris Quigly)</p> <p>Focus artist: Barbara Hepworth</p> <ul style="list-style-type: none"> • Begin to think about an artist point of view • Experiment with a range of materials. • Explore 2D/3D art • To make castles and houses using clay , blocks etc. <p>Music: (Chris Quigley)</p> <ul style="list-style-type: none"> • Enjoys playing a wide variety of instruments. 	<p>Visual arts: (Chris Quigly)</p> <p>Focus artist: Barbara Hepworth</p> <ul style="list-style-type: none"> • Explore and engage in music making and dance, performing solo or in groups. • Begin to show accuracy and care when drawing. <p>Music: (Chris Quigley)</p> <ul style="list-style-type: none"> • Explore and engage in music making and dance, performing solo or in groups.

	<ul style="list-style-type: none"> To make an abstract Picasso self portrait <p>Music: (Chris Quigly)</p> <p>Matches an instrument to a sound and can sing a whole song with others.</p>	<p>Music: (Chris Quigley)</p> <p>Enjoys changing words in a song. Can clap in rhythm.</p>		<p>Enjoys playing a wide variety of instruments.</p>		
<p>Communication and Language</p>	<ul style="list-style-type: none"> Understand the importance of listening. Sometimes joins longer sentences with because. Retell stories. <p>Role play Areas: House– Kitchen, home corner</p>	<ul style="list-style-type: none"> Speech is generally fully intelligible but there may be some mispronunciation. Retell stories and sequence events. Enjoys nonfiction books. <p>Role play: Autumn - nocturnal animals & hibernation stations Post office Santa's workshop</p>	<ul style="list-style-type: none"> Uses language for a variety of purposes: to share, to take turns, compare, predict. Enjoys nonfiction books especially an area of interest e.g dinosaurs, transport etc. <p>Role play: Antarctica scene Hot Drinks Café Chinese take away/ Chinese New Year house</p>	<ul style="list-style-type: none"> Asks many questions. Gives running commentary during play. Enjoys nonfiction books especially an area of interest e.g dinosaurs, transport etc. <p>Role play: Firefighters Farm shop Green grocers Small World: Vet, hospital</p>	<ul style="list-style-type: none"> Uses a wide range of vocabulary appropriately. In general structure sentence correctly Picks up language from TV shows and books. Offer opinions and questions are usually precise. <p>Role play: Café/ shop Dentist Fruit Stall Vegetable Stall Celebrity Chef</p>	<ul style="list-style-type: none"> Uses a wide range of vocabulary appropriately. In general structure sentence correctly Picks up language from TV shows and books. Offer opinions and questions are usually precise. <p>Role play: Mini Beasts Sanctuary / Habitats Indoor Garden</p>

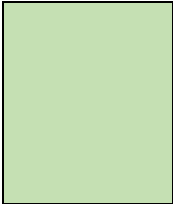
Rhymes	Finger Family Here we go around the Mulberry Bush Hickory, Dickory Dock Two Little black birds Harvest songs.	Autumn songs 1,2,3,4,5 once I caught a fish alive. I'm a little Teapot. Five Currant Buns Days of the week song Nativity songs	Winter song I'm a Little Penguin Penguin attention Months of the Year song Chinese New Year Songs	Old MacDonald had a farm. Dingle Dangle Scarecrow Horsie Horsie, don't you stop. Oats and beans and barley grow. Hot Cross Buns	The castle on the hill The Grand old Duke of York The Queen of hearts Sing a song of six pence. Ten in the bed Ten green bottles Pat a cake , bakers' man Months of the year song	Incey Wincey Spider I'm a little ladybug Wiggly Woo Seasons song Busy be buzzing
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Personal, Social, and emotional development	Becoming me (Chris Quigley) <ul style="list-style-type: none"> • Become confident and self-assured. • Enjoy dramatic play. • Cope with delays in having needs met. 	Becoming me (Chris Quigley) <ul style="list-style-type: none"> • Can identify basic character virtues and to use them. • Demonstrate persistence and some emotional behaviour. 	Becoming me (Chris Quigley) <ul style="list-style-type: none"> • Identifies feelings and strategies to manage them. • Follows basic hygiene rules. 	Becoming me (Chris Quigley) <ul style="list-style-type: none"> • Can complete tasks. • Identifies more complex needs and begin to recognise them in others. 	Becoming me (Chris Quigley) <ul style="list-style-type: none"> • Has a stable view of themselves 	Becoming me (Chris Quigley) <ul style="list-style-type: none"> • Takes responsibility of dressing, washing and Cleaning
	Becoming a friend <ul style="list-style-type: none"> • Is sociable and enjoys silly talk. • May have a best friend. 	Becoming a friend <ul style="list-style-type: none"> • Plays with a group. • Has a stable self-concept • Begin to identify others feeling. 	Becoming a friend <ul style="list-style-type: none"> • Begin to understand what makes them special. • Begin to understand social rules. 	Becoming a friend <ul style="list-style-type: none"> • Prefers games of rivalry • Enjoys cooperative play and relies on the adults to resolve conflict. 	Becoming a friend <ul style="list-style-type: none"> • Shows sensitivity to other's feelings. 	Becoming a friend <ul style="list-style-type: none"> • Is beginning to identify similarities and differences between themselves and others.
	Becoming a Citizen <ul style="list-style-type: none"> • Helps to create rules. • Takes notice of roles performed 	Becoming a Citizen <ul style="list-style-type: none"> • Knows that people earn money by working. 	Becoming a Citizen <ul style="list-style-type: none"> • Follows negotiated rules and uses strategies to manage non-compliance. 	Becoming a Citizen <ul style="list-style-type: none"> • Takes notice of roles performed outside their house i: e doctors, fire fighters, police officers 	Becoming a Citizen <ul style="list-style-type: none"> • Knows that to buy something you have to save up money 	Becoming a Citizen <ul style="list-style-type: none"> • Describe what might be done to save our environment

		<ul style="list-style-type: none"> • Can describe what they like and dislike about their environment 				
PE Curriculum (from school PE programme)	Coordination: Footwork Balance One leg <ul style="list-style-type: none"> • To follow instructions, practise safely and work on simple tasks by myself. • To enjoy working on simple tasks with help. 	Agility: Jumping & Landing Balance: Seated Balance: With a partner <ul style="list-style-type: none"> • To work sensibly with others, taking turns and sharing. • To play with others and take turns and share with help. 	<ul style="list-style-type: none"> • Balance: On a line • Balance: Stance • To understand and follow simple rules. • To follow simple instructions. 	Coordination: Ball Skills Balance: With a partner <ul style="list-style-type: none"> • To explore and describe different movements. • To observe and copy others. • To 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. 	Coordination: Sending & Receiving Agility: Reaction/Response <ul style="list-style-type: none"> • To perform a single skill or movement with some control. • To perform a small range of skills and link two movements together. • To move confidently in different ways 	Agility: Ball Chasing Balance: Floor Work To be aware of why exercise is important for good health. To become aware of the changes to the way I feel when I exercise.

Parental partnership	<ul style="list-style-type: none"> • Harvest Celebrations • Reading workshop 	<ul style="list-style-type: none"> • Autumn walk to the park • Home learning pack • Nativity 	<ul style="list-style-type: none"> • Maths workshop • Tapestry workshop • Parent Pupil Teacher consultations 	Science morning	Parent Pupil Teacher consultations	Written report
Enrichments/Wow moments	<ul style="list-style-type: none"> • Making porridge • Walk to the church. • Forest school 	<ul style="list-style-type: none"> • Walk to Herschel Park. • Making Diwali Diya • Performing Nativity • Forest fun 	<ul style="list-style-type: none"> • Shopping trip to local high street • Making fruit salad • Maths morning • Forest fun • Dragon dance 	<ul style="list-style-type: none"> • Science week celebrations • Living eggs • Forest fun 	<ul style="list-style-type: none"> • Zoo lab visit • Forest fun 	<ul style="list-style-type: none"> • A trip to the local library • Forest fun
Physical Development	<p>(Chris Quigley) Strength Takes weight on hand and feet.</p>	<p>(Chris Quigley) Strength Can lift one hand and one foot at a time.</p> <ul style="list-style-type: none"> • Stands on a floor marker on one time. 	<p>(Chris Quigley) Strength Hangs on a bar and lifts a bent leg.</p> <ul style="list-style-type: none"> • Bends down and picks up an object from the floor. • Picks up a tyre and pushes along the ground. • Jumps from side to side along a skipping rope. 	<p>(Chris Quigley) Strength Passes on a beach ball from hand to feet and back again while lying on the back.</p> <ul style="list-style-type: none"> • Takes up a tummy up position with hands and feet on the floor. 	<p>(Chris Quigley) Strength</p> <ul style="list-style-type: none"> • Takes tummy up position with hand and feet up. • Moving around the space • Hangs up on bar and lifts alternate legs. • Stands up on floor marker while bending down to lift objects from different places 	<p>(Chris Quigley)</p> <p>Can walk on a large therapy ball up and down and move one space to another.</p>

	<p>Gross motor</p> <ul style="list-style-type: none"> • Climbs on play equipment. • Walks up and down with one foot on each step. 	<p>Gross motor</p> <ul style="list-style-type: none"> • Can use a balance bike. • Hop a ball. • Claps in time to music 	<p>Gross motor</p> <ul style="list-style-type: none"> • Can catch, kick throw, and bounce a ball. 	<p>Gross motor</p> <ul style="list-style-type: none"> • Uses a variety of different play equipment. • Plays ball games. 	<p>Gross motor</p> <ul style="list-style-type: none"> • Can balance on one foot for short period of time. • Can balance on a low beam. • Can gallop. 	<p>Gross motor</p> <ul style="list-style-type: none"> • Can ride a bike without stabiliser. • Uses core muscle strength to sit up straight on a chair.
	<p>Fine motor</p> <ul style="list-style-type: none"> • Threads small beads on to a lace • Builds tower of ten or more bricks 	<p>Fine motor</p> <ul style="list-style-type: none"> • Draws a house. • Can build with other construction toys. 	<p>Fine motor</p> <ul style="list-style-type: none"> • Copies capital letters 'O', 'V' and 'H' • Begins to fasten button and zip. • Draws a person with head, leg, arms, and fingers. 	<p>Fine motor</p> <p>Threads large needle and stitches real stitches</p>	<p>Fine motor</p> <p>Uses paint brush with control. Copies the capital letters. V, T, X, O, L U, C Y.</p>	<p>Fine motor</p> <p>Uses tools to make things. Uses knife and fork competently</p>



<p>RE</p> <p>Discovery</p> <p>RE</p>	<p>Theme: Special People</p> <p>Key Question: What makes people special?</p> <p>Religions: Christianity, Judaism</p>	<p>Theme: Christmas</p> <p>Key Question: What is Christmas?</p> <p>Religions: Christianity</p>	<p>Theme: Celebrations</p> <p>Key Question: How do people celebrate?</p> <p>Religions: Islam, Judaism</p>	<p>Theme: Easter</p> <p>Key Question: What is Easter?</p> <p>Religions: Christianity</p>	<p>Theme: Story Time</p> <p>Key Question: What can we learn from stories?</p> <p>Religions: Buddhism, Christianity, Islam, Hinduism, Sikhism</p>	<p>Theme: Special Places</p> <p>Key Question: What makes places special?</p> <p>Religions: Christianity, Islam, Judaism</p>
<p>Love, Respect, Peace</p>	<p>Love, Respect, Peace</p>	<p>Wisdom Responsibility Honesty</p>	<p>Wisdom Responsibility Honesty</p>	<p>Forgiveness Resilience Perseverance</p>	<p>Resilience Forgiveness Perseverance</p>	

<p>I know that love is caring about others and being kind.</p> <p>I know I can show respect by taking care of people and things.</p> <p>I know peace is being quiet and calm when I need to be.</p>	<p>I know that love is caring about others and being kind.</p> <p>I know I can show respect by taking care of people and things.</p> <p>I know peace is being quiet and calm when I need to be.</p>	<p>I know that wisdom is making good choices.</p> <p>I know how to act responsibly in my classroom.</p> <p>I know that honesty is when I tell the truth.</p>	<p>I know that wisdom is making good choices.</p> <p>I know how to act responsibly in my classroom.</p> <p>I know that honesty is when I tell the truth.</p>	<p>I know that I should forgive when someone says sorry.</p> <p>I know that resilience is wanting to keep on trying even when something is difficult.</p> <p>I know that perseverance is to keep trying.</p>	<p>I know that I should forgive when someone says sorry.</p> <p>I know that resilience is wanting to keep on trying even when something is difficult.</p> <p>I know that perseverance is to keep trying.</p>
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