

Curriculum Planner

Term: Autumn 1 2025

Year: Reception

'We create a nurturing environment which both inspires and challenges our whole school family,
equipping our children to have high aspirations to: 'Dream big, love God and live well.'

Church school value of the term:	British value of the term:
Koinonia	Democracy

Dream big High academic ambition High expectations Career aspirations The world is your oyster!	Love God Church School Values Christian Distinctiveness Social, Moral, Spiritual, Cultural Caring for our environment	Live well Healthy lifestyles Emotional wellbeing Staying safe Healthy Relationships
Key book Working together Whole group book shares Class library to encourage home reading Confidence in sharing and talking about books Set 1 phonics / Talk for Writing / Story sacks / Re-telling stories/Story listening station Descriptive language: characters. Story and character focus on topic: repetitive phrases. Respecting each other's views and opinions in group discussions.	Koinonia – Collective worship focus Class collective worship book Class reflection area Whole school collective worship Watching the seasons change Caring for plants as they grow End of day and lunchtime prayers Godly play Litter picking Discussions about feelings and concerns	Fruit, milk and water – keeping our bodies healthy Family traditions Gross motor skills on climbing equipment Taking coats off and putting on – independence Cleaning teeth as part of their routine – virtual guide Washing hands after toileting and before eating - independence Being aware when children need the toilet Going to the toilet independently Modelling play for new children TastEd

<u>Core text</u>	<u>Cultural Capital</u>	<u>Global Learning</u>
<p>How to catch a star</p> <p>Oi frog</p> <p>The Gruffalo</p> <p>The Tiger who came to tea</p> <p>Jack and the Beanstalk</p> <p>The nativity</p> <p>We're going on a bear hunt</p>	<p>Use of outside space.</p> <p>High quality language and communication skills modelled</p> <p>Access to high quality text within books throughout the curriculum</p> <p>Woodland walk</p> <p>Use of outside space</p> <p>Adult modelling of high-quality language</p>	<p>Understanding what the world is</p> <p>Looking at countries</p> <p>What is a family?</p> <p>Family members</p> <p>What is important to us?</p>

Topic: It's good to be me!

<u>Communication and language</u>	<u>Physical development</u>	<u>Personal, social and emotional development</u>
<p>We use WELLCOMM to support children with English as an Additional Language.</p> <p>All adults model good spoken English and develop children's vocabulary using quality texts, discussion, modelling and rephrasing. Adults model one word to convey need e.g. drink; they then add a word on e.g. more drink, drink please; extending the sentence at the pace of the child e.g. can I have a drink please until the child is able to communicate need.</p> <p>Word Aware is used to introduce vocabulary and promote understanding.</p> <p>Vocabulary will be explored and developed using the programme, Drawing Club</p>	<p>See pre-writing skills progression document for details of how we support children's fine motor development and early writing skills. Develop the overall body strength, co-ordination, balance and agility needed to support future gross motor activities.</p> <p>Develop the small motor skills so that they can use a range of tools, competently, safely and confidently.</p> <p>Develop core muscle strength to achieve a good posture when sitting at a table or on the floor.</p>	<p>Settling in / Building relationships / Social interactions</p> <p>All children to take part in discussions regarding topical issues/concerns in the classroom after reading a related story. e.g. transition, friendship, kindness, sharing.</p>
<p><i>Listening, Attention and Understanding</i></p> <p>Children will be able to understand how to listen carefully and know why it is important.</p> <p><i>Speaking</i></p> <p>Children will talk in front of small groups and their teacher offering their own ideas.</p>	<p><i>Self-Regulation</i></p> <p>Children will be able to follow one step instructions.</p> <p>Children will recognise different emotions.</p> <p>Children will focus during short whole class activities.</p> <p><i>Managing Self</i></p> <p>Children will learn to wash their hands independently.</p>	<p><i>Body Management</i></p> <p>Explore balance and managing own body including manipulating small objects.</p> <p>Able to stretch, reach, extend in a variety of ways and positions.</p> <p>Able to control body and perform specific movements on command.</p> <p><i>Gross Motor</i></p> <p>Use climbing equipment safely and competently.</p> <p>Negotiate space effectively and safely</p>

Building Relationships

Children will seek support from adults and gain confidence to speak to peers and adults.

Fine Motor

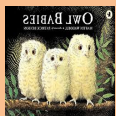
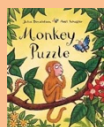
Begin to use a dominant hand
Begin to form recognisable letters.
Begin to use scissors effectively.

Health and Self Care

To attend to toileting needs and wash hands independently.

Literacy

We will develop story telling skills through discussion, deconstruction and repetitive story telling.

**Mathematics**

Children will follow White Rose Maths scheme alongside elements of the Mastering Maths programme.

Children will explore concrete apparatus to develop their understanding.

Understanding the World / People and communities

TastEd activities: children use their senses to explore fruit, vegetables, herbs and spices.

The respond to planned questions about the 'book of the week' which supports their scientific thinking. Activities are planned that focus on the world beyond our school and comparisons are made with other countries.

We observe and respond to the changing seasons through the use of daily discussions (calendar)
Planned Scientific adult led activities and provocations linked to stories and scientific careers

Comprehension

Children will independently look at a book, hold it the correct way and turn pages.

Word Reading

Children will segment and blend sounds together to read words.

Writing

Children will give meanings to the marks they make.

Number

Children will have a deep understanding of 1-3.

Numerical Patterns

Children will verbally say which group has more or less.

History: Past and Present

Children will know about their own life story and how they have changed.

Geography: People, Culture and Communities

Children will know about features of the immediate environment.

Science: The Natural World

Children will understand the terms 'same' and 'different'.

RWV: Myself

Children will understand the differences between themselves and their peers. Children will understand their emotions. Children will know that God has made them all unique.

		Technology: <i>Understanding the World</i> Children will know how to Use age-appropriate software to create images and record sounds and videos.
<u>Expressive arts and design</u> Children will be taught following the Charanga music scheme. They will learn about some Artists and composers of the moment along with the rest of the school. We ensure that our interactions during child-initiated play foster independence and individual imagination.	<u>Parental Engagement:</u>	<u>Visitors and visits</u>
<i>Music: Being Imaginative</i> Children will sing and perform nursery rhymes. <i>See Charanga Progression of Skills document.</i> <i>Art & Design: Creating with Materials</i> Children will experiment mixing with colours.	Library books Daily contact at the gate Tapestry	Settling in term