

**Vision Statement**

*Our world of knowledge*

*Explore, Discover, Wonder*

In the Early Years Foundation Stage, we believe in building strong foundations to support the children’s journey on becoming independent, successful, and confident learners. We provide children with a high-quality education, nurture and challenge children and allow children to discover and grow as lifelong learners. Through experiences and discovery children gain skills and knowledge to achieve their very best, opening doors and opportunities for them to access the path they wish to in later life.

	<b>Autumn Term 1</b> <b>Topics:</b> Ourselves Dinosaurs Autumn	<b>Autumn Term 2</b> <b>Topics:</b> Space Toys Christmas	<b>Spring Term 1</b> <b>Topics</b> Superheroes/Real Heroes Castles/Dragons	<b>Spring Term 2</b> <b>Topics:</b> Traditional Tales Spring Easter	<b>Summer Term 1</b> <b>Topics:</b> Growing/Minibeasts Africa/Safari	<b>Summer Term 2</b> <b>Topic: Journeys</b>
<b>Core Texts</b>	Dinosaurs in the Supermarket Squirrels Autumn Search	Whatever Next Lost in the Museum Stick Man	Supertato Emergency Knights and Dragons Unite	Hansel and Gretel The Three Little Pigs The Gingerbread Man Mixed up fairytales When will it be Spring? Easter Story	Jack and the Beanstalk The Very Ugly Ball Handa’s Surprise	
<b>Personal, Social and Emotional Development</b>	New Beginnings  Settling children into routines.  Themes of friendship; sharing, kindness, resolving conflict	Getting on and falling out  Embedding routines and behaviour.  Themes of expressing interests, working as part of a group, listening to each other.	Going for Goals  Themes of personal safety, conflict resolution, teamwork, friendship, understanding feelings	Good to Be Me  Themes of belonging, adjusting behaviour to changes/situations, safety in the environment.	Relationships  Themes of helping, working cooperatively, negotiating, sensitivity to others, problem solving, confidence, independence,	Changes - Transition  Themes of confidence, resilience, independence, perseverance, managing and talking about feelings/behaviour, adapting, developing

THREE PEAKS PRIMARY ACADEMY – RECEPTION CURRICULUM

					resilience, perseverance	positive relationships.
<b>Communication and Language</b>	<p>Conversing with peers and adults.</p> <p>Maintaining attention (1:1/small groups)</p> <p>Listening Following instructions</p> <p>Joining in with songs and stories.</p> <p>Answering how and why questions.</p>	<p>Conversing with peers and adults.</p> <p>Maintaining attention (1:1/small groups)</p> <p>Listening</p> <p>Following instructions</p> <p>Joining in with songs and stories.</p> <p>Answering how and why questions.</p> <p>Building vocabulary.</p> <p>Story language.</p>	<p>Maintaining concentration.</p> <p>Listening to others and responding appropriately.</p> <p>Use language to recreate roles and play situations.</p> <p>Following 2-step instructions.</p> <p>Story structure (beginning, middle and end)</p>	<p>Engage in two channelled attention</p> <p>Respond to instructions involving a two-part sequence.</p> <p>Use talk to organise, sequence and clarify.</p> <p>Sharing ideas and expressing opinions</p>	<p>Extending narratives.</p> <p>Connecting ideas</p> <p>Engage in two challenged attention.</p>	<p>Discussing their feelings, reasoning and explaining.</p> <p>Anticipating future events.</p> <p>Answer how and why questions about experiences and in response to stories and events.</p> <p>Give attention to what others say and respond appropriately.</p>
<b>Physical Development</b>	<p>Moving in a range of ways.</p> <p>Pencil control/pencil grip</p> <p>Scissor control.</p> <p>Copying letters in name.</p>	<p>Managing own personal hygiene (dress/ undress).</p> <p>Show preference for a dominant hand.</p> <p>Pencil control/grip.</p> <p>Scissor control/grip</p>	<p>Kicking, catching and throwing an object with increasing control.</p> <p>Letter/number formation</p> <p>Jumping off an object and land appropriately.</p>	<p>Group physical games.</p> <p>Letter/number formation</p>	<p>Sun safety</p> <p>Group physical games.</p> <p>Chasing</p> <p>Letter/number formation</p>	<p>Sports day games</p> <p>Control and co-ordination</p> <p>Correct letter and number formation</p> <p>Independently dressing and undressing – including fastening</p>

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	<p>Show a dominant hand.</p> <p>Managing own personal hygiene.</p>	<p>Balancing.</p> <p>Chasing games</p> <p>Keeping safe in the environment</p> <p>Road safety</p>	<p>Balance Bikes</p> <p>Understanding how to keep healthy.</p>			<p>Make healthy choices and understanding how to keep healthy (exercise/diet)</p>
<b>Literacy</b>	<p>Concept of print.</p> <p>Handling books.</p> <p>Storytelling.</p> <p>Reading familiar print.</p> <p>Give meaning to marks.</p> <p>Writing name.</p> <p>Use vocabulary and forms of speech that are increasingly influence by their experiences of books.</p>	<p>Make marks and explain.</p> <p>Write own name.</p> <p>Sequence stories they have listened to.</p> <p>Stories through pictures.</p> <p>Hear and say initial sound.</p> <p>Recognise sounds.</p> <p>Fred talk.</p> <p>Write CVC words.</p>	<p>Recognise sounds.</p> <p>Write CVC words, captions and beginning to write sentences.</p> <p>Writing lists.</p> <p>Reading words and beginning to write simple sentences.</p> <p>Use vocabulary and forms of speech that are increasingly influence by their experiences of books.</p> <p>Sequence stories they have listened to.</p>	<p>Writing simple sentences using finger spaces.</p> <p>Use vocabulary and forms of speech that are increasingly influence by their experiences of books.</p> <p>Sequence stories they have listened to.</p> <p>Retell stories</p> <p>Know letter names.</p>	<p>Writing simple sentences using the word 'and'.</p> <p>Beginning to infer from a simple story.</p> <p>Begin to write some irregular words.</p> <p>Begin to write simple sentences that can be easily read.</p>	<p>To write simple sentences that can be easily read.</p> <p>To write some irregular words.</p> <p>Make predictions for stories to be read.</p> <p>Answer some high order questions about text read.</p> <p>Retell a story with increasing accuracy and detail.</p>
<b>Mathematics</b>	Numbers 1-10	2D shapes	One more	Length	Counting	Counting

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	Counting Number recognition 1-10 Representing numbers 1-10.	Pattern One more  One less  3D shapes  Money  Sequencing	Addition  One less  Subtraction  Capacity	Distance  One more/one less  2D/3D shape  Sharing	Doubling  Sharing  Money	Doubling  Sharing  Measure (weight/length)
<b>Understanding of the World</b>	Talking about present events with their family. What have they done in the holidays?  Similarities and differences between each other (we are unique) – families – family tree.  Name, locate and recognise features and places in school/grounds.  Talk about changes to them as they grow up.  Body parts	Knowledge about Space travel, the universe, gravity, planets.  Day and Night  Life on the moon.  Floating and sinking.  How toys work – toys in the past.  Autumn – observing Autumn changes. Compare Autumn leaves and explore similarities and differences.  Similarities and differences.	Birthdays.  Inuit community.  People who help us – roles.  Similarities and differences between themselves and Chinese people (Chinese New Year)  Winter weather changes.  Difference between medieval times and present day.	Easter  Mother’s Day Changes in Spring.  Properties of materials.  Seasonal changes.  Everyday technology E-safety keyboard skills- typing our names and words	Human life cycle.  Life cycle of a chick.  Life cycle of a bean plant.  Taking care of the environment (CET Trust Project – Our World)  Everyday technology E-safety keyboard skills- typing sentences Bee-bots and laptops	Talk about past and present events in their own lives and in the lives of family members.  Know that other children don’t always enjoy the same things and are sensitive to this.  Know about similarities and differences between themselves and others, and among families.  Seasonal changes – Summer.

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	<p>Senses</p> <p>Everyday technology E-safety Effective used of iPads and IWB Drawing software</p>	<p>Investigating materials.</p> <p>Investigating light and colour.</p> <p>Everyday technology E-safety Mouse control. Bee Bots</p>	<p>Show care for the environment (recycling)</p> <p>Everyday technology E-safety Bee Bots Drawing software</p>			<p>Minibeasts/ under the sea creatures.</p> <p>Features of the seaside.</p> <p>Comparing differences in environment (seasides)</p> <p>Basic scientific concepts – floating, sinking</p>
<b>Expressive Arts and Design</b>	<p>Expressive in art/drama/dance</p> <p>Drawing: Use a variety of drawing tools. Investigate different lines and marks. Use drawings to tell a story. Draw a person with correct features of face and body parts.</p>	<p>Expressive in art/drama/dance</p> <p>Painting/Colour: Experiment with primary colours – informal colour mixing. Use a range of brushes, sponges and other tools that make marks with paint. Name primary colours. Simple tools creating puppets,</p>	<p>Expressive in art/drama/dance</p> <p>Collage/Mixed Media: Handling and manipulating a variety of papers/fabrics and other materials. Become familiar with scissors and cutting strips and simple shapes.</p>	<p>Expressive in art/drama/dance</p> <p>3d and sculpture: Create forms using malleable materials such as clay or dough. Use constructions toys to become familiar with different forms and the process of building.</p>	<p>Printing and patterns: Printing with fingers and hands. Print with paint and simple shapes (vegetables etc). Make rubbings from a variety of surfaces.</p>	<p>Identify elements on own work – begin to talk about likes and dislikes.</p>
<b>British Values</b>	<p>Throughout the year we promote (with additions in line with day -to-day occurrences):</p> <p><b>Democracy</b> by children knowing: their views count, there is time to talk about feelings, collaborative work, turn-taking, sharing and collaboration.</p> <p><b>Rule of Law:</b> understanding behaviour and its consequences, learning right from wrong, creating rules, monitors, tidying up.</p>					

	<p><b>Individual Liberty:</b> Positive sense of self, understanding of people and communities, routines, expressing feelings, reflecting on freedom of views.</p>
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	<p><b>Mutual Respect and Tolerance:</b> faiths of wider community explored, own faith, sharing, respecting, adults challenging stereotyping.</p>
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