



Reception Curriculum 2025-26

Term	Autumn		Spring		Summer	
Value	Aspiration	Empathy	Independence	Resilience	Respect	Citizenship
Question/s	Literacy: What makes me special? Science: What are my senses? History: How are my toys different to my Grandparents?	Literacy: What happens in autumn? Science: What is happening in the world around us? Geography: What will we see if we go out and about around our school?	Literacy: What's in a story? Science: What makes a strong bridge? What objects float and which objects sink? What materials are waterproof? History: What is an artefact?	Literacy: What do you want to be? Science: How do vehicles move? Geography: What are maps and why do we need them?	Literacy: Where do animals live? Science: How do we care for farm animals? History: Why do monarchs wear crowns?	Literacy: What is a holiday? Science: How do we keep our oceans clean? Geography: How are environments different around the world?
Immersion 25/26	<ul style="list-style-type: none"> • Music with Martin Harwood • Parents/grandparents bringing in old toys (linked to history) • Baby photos • Toys from home/Toy Day 	<ul style="list-style-type: none"> • Longshaw visit • Local walk in Crookes (Geography) 	<ul style="list-style-type: none"> • Artefacts for history • Author Visit- Wendy Scott 	Parent visitors <ul style="list-style-type: none"> • Fire truck/ ambulance visit • Police car visit • Dentist 	<ul style="list-style-type: none"> • Chicks 	<ul style="list-style-type: none"> • Butterflies • Cannon Hall Farm
Celebrations / Religious Education	<ul style="list-style-type: none"> • Hinduism: Diwali 	<ul style="list-style-type: none"> • Christianity: Christmas • Remembrance Day • Bonfire Night • Hannukah / Chanukah 	<ul style="list-style-type: none"> • Luna New Year 	<ul style="list-style-type: none"> • Christianity: Shrove Tuesday (aka Pancake Day); Lent • Christianity: Easter • Islam: Ramadan (RE) 	<ul style="list-style-type: none"> • Islam: Eid-ul-Fitr 	<ul style="list-style-type: none"> • Christianity: Noah's Ark • Islam: Eid (Hajj)
Power of Reading text	<ul style="list-style-type: none"> • So Much (families) • Ruby's Worry 	<ul style="list-style-type: none"> • Owl Babies (habitats) • The gruffalo 	<ul style="list-style-type: none"> • Biscuit Bear (TGBM) 	<ul style="list-style-type: none"> • Train Ride 	<ul style="list-style-type: none"> • Blue Penguins • Please Mr Fish 	<ul style="list-style-type: none"> • Splash Anna Hibiscus

Core texts	<p>Starting school/This is me...</p> <ul style="list-style-type: none"> All Are Welcome 	<ul style="list-style-type: none"> Owl Babies (Martin Waddell) Feast for 10 (Cathryn Falwell) Stick man 	<p>Traditional Tales...</p> <ul style="list-style-type: none"> Little Red Riding Hood The Gingerbread Man The Three Goats Gruff The Biscuit Bear Jack and the Beanstalk Goldilocks and the Three Bears 	<p>I Want To Be...</p> <ul style="list-style-type: none"> Mog and the Vet (Judith Kerr) When we grow up Jack and the Flumflum Tree (Julia Donaldson) Charlie the Firefighter 	<ul style="list-style-type: none"> Walking Through the Jungle Dear Zoo Bring your Pet to School, Dora's Eggs Please Mr Fish Blue Penguins 	<ul style="list-style-type: none"> What the Ladybird heard at the seaside; Splash Anna Hibiscus; Rocket Says Clean Up; Finn the Fortunate Tiger Shark and His Fantastic Friends The Cautious Caterpillar Tadpole's Promise
Role play	<i>Home corner</i>	<i>Home corner (birthday; Christmas)</i>	<i>Home corner Bakery; shop</i>	<i>Home corner Bakery/shop Doctors surgery Train carriage</i>	<i>Home corner Pet shop</i>	<i>Home corner Seaside shop</i>
Outcome	<ul style="list-style-type: none"> English: Science: History: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Asking how and why questions in response to images and objects. 	<ul style="list-style-type: none"> English: Science: Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Plastic in the Ocean? Bad things in the world. Geography: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and map. Recognise some 	<ul style="list-style-type: none"> English: Science: Floating/Sinking Talk about the lives of people around them and their roles in society. History: Comment on images of familiar situations in the past. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; To identify different artefacts. To discuss their intended use and compare them to objects from today. 	<ul style="list-style-type: none"> English: Talk about the lives of the people around them and their roles in society. Science: Share non-fiction texts that offer an insight into contrasting environments Model the vocabulary needed to name specific features of the world, both natural and made by people. Encourage focused observation of transport. Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent 	<ul style="list-style-type: none"> English: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Science: History: Comment on images of familiar situations in the past. Understand the past through settings, characters and events encountered in books read in class and storytelling. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in 	<ul style="list-style-type: none"> English: Science: Understand the effect of changing seasons on the natural world around them. Geography Recognise some similarities and differences between life in this country and life in other countries. 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;

		<p>environments that are different to the one in which they live.</p> <ul style="list-style-type: none"> • Identify human and physical features. 		<p>material, an object casting a shadow, a magnet attracting an object and a boat floating on water.</p> <ul style="list-style-type: none"> • Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see. • Geography: Draw information from a simple map. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 	class;	
<p>Communication and Language: Listening, Attention and understanding Speaking</p>	<ul style="list-style-type: none"> • Singing • Rhyming activities • Circle time • Story time • Talk partners • Listening and attention games 		<ul style="list-style-type: none"> • Singing • Rhyming activities • Circle time • Story time • Talk partners • Listening and attention games 		<ul style="list-style-type: none"> • Singing • Rhyming activities • Circle time • Story time • Talk partners • Listening and attention games 	
<p>Understanding the World: Past and Present (History)</p>	<p>How have toys changed from the past to the present?</p> <ol style="list-style-type: none"> 1. What are toys? 2. What is my favourite toy? 3. What materials are toys made from? 4. What toys did my grandparents play with? 5. What different materials are toys 		<p>What is an artefact?</p> <ol style="list-style-type: none"> 1. How did people listen to music in the past? 2. How has using a telephone changed? 3. What is a typewriter? 4. Why did people need bed warmers? 5. Why do people use irons? <p>Maths links: past, present, future, today, tomorrow, yesterday, evening,</p>		<p>Why do monarchs wear crowns?</p> <ol style="list-style-type: none"> 1. Why do people wear hats? 2. What is a crown and who wears one? 3. What happens at a coronation? 4. What historic landmarks will we see in London? 5. What are the Crown Jewels and why are they kept in a castle? 	

	made from and how are they different in the past and present? 6. What is a museum?		morning, afternoon, night, day,			
Understanding the World: The Natural World (Geography)		What will we see when we go out and about around our school? 1. 1. What features can we see as we walk around our school? 2. 2. What are the key features of our school? 3. What are human and physical features? 4. Where is our school and what is close by? 5. What will we find if we go out and about around our school?		What are maps and why do we need maps? 1. What is a track? 2. What is a nature trail? 3. What are the key features of a map? 4. What do I see on my route to school? 5. Why do we need maps?		How are environments different around the world? 1. Whereabouts in the world do real bears live? 2. Where are the pine tree forests that brown bears live in? 3. Do Inuits wear the same clothes as me? 4. How do deserts and cities in India compare with where I live? 5. What do children in India do when the rains finally arrive? 6. Why is the world so blue?
Understanding the World: The Natural World (Science)	What are my senses? 1. What senses do I have? 2. What can I see? 3. What can I hear? 4. What can I smell? 5. What can I feel? 6. What can I taste?	What is happening in the world around us? 1. What changes have happened from summer to autumn? 2. What are evergreen and deciduous trees? 3. What animals hibernate? 4. What animals are nocturnal? 5. What is a hedgehog's habitat? 6. What is an owl's habitat?	What is a material? 1. What different materials are there? 2. What is a bridge? 3. How can I make a sturdy bridge? 4. What objects float and what objects sink? 5. How can I make a sturdy boat? 6. What materials are waterproof?	How do vehicles move? 1. What vehicles are there? 2. How does the height of the ramp affect the distance the car goes? 3. How does the weight of the car affect the distance the vehicle goes? 4. How does the surface texture of the landing area affect the distance the car goes? 5. What features does a car have to make it move?	How do we care for animals? 1. What is my offspring? 2. What habitats are on a farm? 3. How do we care for chicks? 4. What is the life cycle of a hen?	How do we keep our oceans clean? 1. What is water pollution? 2. How does plastic affect ocean habitats? 3 / 4. How can we keep our oceans clean? (2) 5 / 6. What is recycling? (2)

				DT Crossover: Design a car. What do we need to make a moving car? An axel, four wheels, a body		
Literacy: Word Reading & Comprehension Phonics (Read Write Inc.)	<ul style="list-style-type: none"> Read single-letter Set 1 sound (first 16) 	<ul style="list-style-type: none"> Read all Set 1 single-letter sounds Blend sounds into words orally 	<ul style="list-style-type: none"> Blend sounds to read words Read short Ditty stories Read Set 1 Special Friends (sh, th, ch, qu, ng, nk) 	<ul style="list-style-type: none"> Read Red Storybooks Read Set 1 Special Friends (sh, th, ch, qu, ng, nk) Read 4 double consonants 	<ul style="list-style-type: none"> Read Green Storybooks Read Set 1 Special Friends Introducing Set 2 sounds 	<ul style="list-style-type: none"> Read Green/Purple Storybooks Read first 6 Set 2 sounds (ay, ee, igh, ow oo ,oo)
Vocabulary	<p>Science: senses, sight, touch, feel, hearing, smell, skin, blind, deaf, texture</p> <p>History: material, electronic, similar, different, past, present, old, new</p> <p>This is me: differences, same, like, dislike</p> <p>English: Author, illustrator, title, blurb</p>	<p>Science/English: Hibernation Nocturnal Habitats Evergreen Deciduous trees</p> <p>Geography: feature, human feature, physical feature, city, Crookes, Sheffield, England</p>	<p>Science: stone, wood, rope, arch bridge, beam bridge, suspension bridge, rope bridge floating, sinking, sunk, materials, waterproof,</p> <p>History: old, past, present, record player, typewriter, rotary phone, electricity, central heating modern</p>	<p>Science: Moves, push, pull, wheel, tyre, car, vehicle, fast, slow, slope, stop, start, hill, Incline, decline, motor.</p> <p>Geography: track, trail, route, wildlife, countryside, natural, journey, landmark, direction, symbol.</p> <p>English: Occupation, job, career, equipment, tools, workplace, uniform. <i>Subject specific for each occupation</i> (police, doctors, fire, vets, dentist).</p>	<p>Science: Farm, young, mother, father,</p> <p>History: Monarch, coronation, historic landmark, ceremony, throne sceptre, Westminster Abbey, orb, beefeater</p>	<p>Science: water, pollution, plastic, ocean, reuse, recycle, waste</p> <p>Geography: environment, desert, sand dune, arctic, flood, drought, monsoon, continent</p> <p>Holidays, transport, plane, train, car, boat, camping, skiing, pollution,</p>

Literacy: Writing (English)	<i>Extended writing outcome/s:</i> Write initial sounds in words. Write some letters correctly. <i>Grammar objectives:</i> Writing on the line Left to right	<i>Extended writing outcome/s:</i> Write CVC words <i>Grammar objectives:</i> Finger spaces	<i>Extended writing outcome/s:</i> Write a simple dictated caption. Write simple captions with a sentence stem. <i>Grammar objectives:</i> finger spaces, full stops,	<i>Extended writing outcome/s:</i> Write independent captions. <i>Grammar objectives:</i> finger spaces, full stops	<i>Extended writing outcome/s:</i> Write simple sentences including digraphs of RWI Set 1 (sh th,ch qu, ng, nk) <i>Grammar objectives:</i> Capital letters, finger spaces, full stops	<i>Extended writing outcome/s:</i> Write simple phrases and sentences that can be read by others. Use digraphs of RWI Set 1 (sh th,ch qu, ng, nk) <i>Grammar objectives:</i> Capital letters, finger spaces, full stops
Maths: Number	Count objects, actions and sounds to 10.	Count objects, actions and sounds to 10.	Shape Subtraction Time	Counting to 20 Addition to 20 Subtraction to 20 Money	Capacity Time Place value	Repeated addition Doubling Halving Length Weight
Maths: Numerical Patterns	2D Shapes	2D Shapes Repeating patterns	2D shape 3D shape	Money	Compare length, weight and capacity	Counting beyond 20 Compare length, weight and capacity
Expressive Art & Design (Art)	Self portraits Picasso	Squares with Concentric Circles Kandinsky Linked to autumn	Claude Monet - Bridge over a Pond of Water Lilies (TBGG) Giuseppe Arcimboldo - Fruit and Vegetables (LRRH) Paul Cezanne - Forest	Kandinsky - "Squares with Concentric Circles"	Henri Rousseau - "Tiger in a Tropical Storm"	Tone - light and dark Landscape/ skyscape / horizon, look at JMW Turner and Charlene Ellison Make light and dark tones Block out areas to contrast dark and light Plan final piece - subject holiday Paint final piece

Expressive Art & Design (DT)	<ul style="list-style-type: none"> • Making a Jack-In-A-Box • Sock puppets • Ball and Cup (old toys) 	<ul style="list-style-type: none"> • Playdough • Habitat making for nocturnal animals 	<ul style="list-style-type: none"> • Playdough • Making bridges • Making boats • Designing a waterproof cloak 	<ul style="list-style-type: none"> • Playdough • Making a moving car 	<ul style="list-style-type: none"> • Playdough • Shoe box Zoo making • Pet habitat making • Puppet making 	<ul style="list-style-type: none"> • Playdough • recycling sea creatures • 3D caterpillars on a leaf
Understanding the World (Computing)	<p>Online safety Discuss common technology in the home, school and wider world, e.g. washing machine; shop till; traffic lights. Encourage pupils to match pairs of images (e.g. clothes and washing machine), or image and sounds, and talk about what the technology is used for.</p> <p>Explore technology in school – tour the school taking photographs of technology, e.g. tills, automatic doors, computers, tablets, display screens, walkie talkies, cameras, CD player. Create a slideshow of the photos as a small group or class. Can pupils remember what the photos are of, and what the technology is used for? Beebots</p>	<p>Online safety What is a computer? Discuss what pupils use computers or mobile devices for at home. What do they like/dislike doing? Use images to help guide discussion. This can be used to inform future Online Safety discussions and input.</p> <p>Look at the basic parts of a desktop computer: on/off, mouse, keyboard, monitor/screen, and create labels in Communicate: in Print or similar. Match images and audio/text in PowerPoint or IWB software. If using tablets in school, identify screen, home button, volume control and camera.</p> <p>Using Paint</p> <p>Beebots - map</p>	<p>Online safety We control technology Ask the pupils to give instructions to the human robot (see above) to help him/her navigate a simple maze around the room or playground. Use recordable buttons to record commands for support if required. You could blindfold the robot to make it more difficult. Emphasise that the robot can't move unless given an instruction.</p> <p>Provide opportunities for pupils to explore different technology in the classroom e.g. camera, tablet, fan, CD player, interactive whiteboard. Can they tell you what it is used for? Ask pupils to fulfil a specific task with the technology, e.g. take a photo/turn on the fan.</p>	<p>Online safety Tinkering with Bee-Bots</p> <p>Pupils can draw or build their own Bee-Bot grids and mazes based on a cross-curricular theme, e.g. a treasure map, space, myths and legends. They can also create costumes for the Bee-Bot out of cardboard, and work with pre-programmed Bee-Bots, or move one step at a time through the maze.</p>	<p>Online safety Take photos of artwork created away from the computer and add to software (Pic Collage/PowerPoint/2Publish) to create a poster or collage. Pupils can add text labels or audio description if appropriate.</p>	<p>Online safety Pupils create their own sound effects using everyday objects and instruments to accompany a story – these can be recorded and added to a slideshow or eBook</p>

<p>Personal, Social and Emotional Development: Self Regulation Managing SelfBuilding Relationship (RHE)</p>	<p><i>Family & Introduction to school rules</i></p> <ol style="list-style-type: none"> 1. <i>Introduction to school rules</i> 2. <i>Sharing is caring - how do we share in school?</i> 3. <i>What makes a good friend? Discussing qualities of a good friend,</i> 4. <i>Kindness - how can we be kind to others?</i> 5. <i>Elmer - how are we similar and different?</i> 6. <i>Emotions - how are you feeling today? Link to emotional thermometer</i> 	<p><i>Westways Values Growing up safe</i></p> <ol style="list-style-type: none"> 1. <i>Westways values - quality - how can we aspire for quality?</i> 2. <i>We are kind - discuss how to be kind.</i> 3. <i>We are in charge of ourselves - how can you be independent?</i> 4. <i>We are brave - how can we be brave?</i> 5. <i>Respect - how can we show respect to others?</i> 6. <i>Team work - how can we work in a team?</i> <p><i>Week 4 - Growing up safe day</i></p>	<p><i>Mental Wellbeing (focus on colour monster)</i></p> <ol style="list-style-type: none"> 1. <i>Meet the colour monster - yellow - happiness</i> 2. <i>Meet the colour monster - blue - sad</i> 3. <i>Meet the colour monster - green - calm</i> 4. <i>Meet the colour monster - grey - scared</i> 5. <i>Meet the colour monster - all the colours</i> <p><i>What can you do when you feel each emotion?</i></p>	<p><i>Physical health - linking into doctors / dentists</i></p> <ol style="list-style-type: none"> 1. <i>What does being healthy mean?</i> 2. <i>Healthy eating - what are the different food groups?</i> 3. <i>How can you keep your teeth healthy?</i> 4. <i>How can you keep your mind healthy?</i> 5. <i>How can you look after yourself?</i> 	<p><i>Community</i></p> <ol style="list-style-type: none"> 1. <i>What is a community - discuss different types of communities</i> 2. <i>What communities are you a part of?</i> 3. <i>How are communities good for your wee-being?</i> 4. <i>How can we help communities and how do communities help us?</i> 	<p><i>Online Safety</i></p> <ol style="list-style-type: none"> 1. <i>What are the different types of technology we see in the home/school?</i> 2. <i>What is internet safety?</i> 3. <i>Chicken clicking - focus on how to keep safe online</i> 4. <i>Scenarios - what should you do and who could help you?</i>
<p>Expressive Art & Design (Music)</p>	<p>I've got a grumpy face</p> <p>Musical learning: Make up new words and actions about different emotions and feelings. Explore making sound with their voices and percussion instruments to create different feelings and moods. Sing with a sense of</p>	<p>Row, row, row your boat</p> <p>Musical learning: Sing a tune with 'stepping' and 'leaping' notes. Play a steady beat on percussion instruments. Make up new lyrics and vocal sounds for different kinds of transport.</p>	<p>Bird spotting</p> <p>Musical learning: Explore the range and capabilities of voices through vocal play. Develop a sense of beat by performing actions to music. Develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music (so-mi). Enjoy moving freely and expressively to music.</p>	<p>Five fine bumble bees</p> <p>Musical learning: Improvise a vocal/physical sound scape about minobeasts. Sing in call-and-response and change voices to make a buzzing sound. Play an accompaniment using tuned and untuned percussion and recognise a change in tempo.</p>	<p>Down there under the sea (3 weeks)</p> <p>Musical learning: Develop a song by composing new words and adding movements and props. Sing a song using a call-and-response structure. Play sea sound effects on percussion instruments. With some support, play a call-and-response</p>	<p>Slap clap clap</p> <p>Musical learning: Listen actively to music 3 / 4 time. Compose a three-beat body percussion pattern and perform it to a steady beat. Sing a melody in waltz time and perform the actions. Transfer actions to sounds played on percussion instruments. Find the beat and perform a clapping game with a partner.</p>

	<p>pitch, following the shape of the melody with their voices. Mark the beat of the song with actions.</p> <p>1: Explore different emotions. Learn the song (I've got a grumpy face) and add actions. 2: Introduce <i>tempo</i>, practise singing the song fast and slow. 3: Introduce <i>beat</i>. Tap the beat to the song. Describe the emotion/feeling in a new piece of music with words or actions. 4: Compose and perform new lyrics and actions for the song. 5: Listen and dance to 'happy' sounding music. Talk about how music can create a feeling. Join in with a call-and-response song. 6: Make up new words and actions to the song, changing voices to match the emotion. Recognise emotion and feeling in music.</p>	<p>1: Listen to and sing a tune with 'stepping' and 'leaping' notes. (Row, row, row your boat)</p> <p>2: Introduce <i>melody</i> and <i>notes</i>. Explore the shape of a tune, identifying when the notes go higher and lower. Introduce 'stepping' and 'leaping' notes. 3: Introduce 'pulse'. Explore the pulse in Row, row your boat through actions. 4: Talk about different kinds of instruments. Play a simple accompaniment on percussion instruments - keeping in time with the pulse. 5: Talk about different modes of transport. Create vocal sounds to match different ways of travelling. Create new lyrics to form a new song. Perform the music to the group.</p>	<p>1: Listen to the sounds that different birds make. Copy birdsong with our voices. Play a cuckoo singing game. Take turns in singing and echoing phrases. 2: Play a musical detective game - 'Cuckoo, where are you?' 3: Listen to <i>Cuckoo polka</i> and identify the cuckoo call in the piece. Keep in time with the beat of a piece of music. 4 / 5: Listen to 'The Lark Ascending' by Ralph Vaughan Williams and use movement to reflect the music.</p>	<p>Listen to a piece of classical music and respond through dance.</p> <p>1: Listen to music based on minibeasts and move around the space in response. 2: Explore making rising and falling buzzing sounds. Sing a song in a call-and-response style. 3: Listen to music and explore how it can represent minibeasts. 4: Recognise a change in tempo. Play an accompaniment using tuned and untuned percussion. 5: Improvised vocal sounds based on animals. Create a vocal/instrumental soundscape to accompany a story.</p>	<p>phrase comprising a short stepping tune (C-D-E). Listen to a range of sea-related pieces of music and respond with movement.</p> <p>1: Learn a song inspired by sea creatures. Make a sea-themed soundscape using vocal and body percussion. 2: Explore the term 'call-and-response' through singing. 3: Make up a sea-themed soundscape using percussion instruments and perform it with the song.</p> <p>It's oh so quiet (3 weeks) Musical learning:</p> <p>1: Explore dynamics, with actions, through the song 'It's oh so quiet!' 2: Play percussion instruments to a track, varying the dynamics. 3: Listen to big band music. Create characters based on music.</p>	<p>1: Listen to and talk about different pieces of music. Sing in waltz time. Perform actions to go with a song. 2: Exploring music with a waltz feel. 3: Perform a song as a clapping game with a partner. Make up a 3-beat body percussion pattern. 4 / 5 : Perform a body pattern percussion keeping a steady beat. Transfer actions to sounds played on percussion instruments.</p>
<p>Physical Development: Gross Motor & Fine Motor (PE)</p>	<p><i>Athletics</i> Understanding Movement, Fundamental Movement</p> <p>Outcomes:</p> <ul style="list-style-type: none"> I can run, stop and turn. I can jump and 	<p><i>Games</i> Fundamental Movement, Ball Skill</p> <p>Outcomes:</p> <ul style="list-style-type: none"> I can catch larger objects and can hit balloons in a given direction. I can play a game in 	<p><i>Gymnastics</i> Balance and Movement</p> <p>Outcomes:</p> <ul style="list-style-type: none"> I can travel on the floor, over and under apparatus. I can say one thing they like about a partner's 	<p><i>Balance Biking</i> Balance, Movement and Control</p> <p>Outcomes:</p> <ul style="list-style-type: none"> I can push and glide on the bike showing balance. I can steer the bike around given 	<p><i>Orienteering</i> Discovering Space, Treasure Hunt</p> <p>Outcomes:</p> <ul style="list-style-type: none"> I can recognise that there is a problem to overcome (explaining it to a partner/teacher). 	<p><i>Striking and Fielding Games</i> Ball Skills, Bat Control. Hitting a Ball</p> <p>Outcomes:</p> <ul style="list-style-type: none"> I can throw a bean bag towards a target. I can hit a balloon with my bat. I know where to run in

	<p>land successfully.</p> <ul style="list-style-type: none"> I can throw objects forwards. <ol style="list-style-type: none"> To move and keep my body under control. To jump and land safely. To continue to develop fundamental movement. To run for longer. To aim an object. To compete in a mini class competition. 	<p>two teams.</p> <ol style="list-style-type: none"> To hold and control the ball. To pass a ball to a teammate. To dribble a ball using two hands. To improve throwing and catching technique. To roll the ball with accuracy. To shoot the ball with accuracy. 	<p>performance.</p> <ol style="list-style-type: none"> To travel in different ways. To use your body to make strong bridges. To create and memorise patterns on the floor. <p><i>Dance</i> Counting Rhythm, Story Telling - Gruffalo Hunt</p> <p>Outcomes:</p> <ul style="list-style-type: none"> I can act/dance a story read aloud by the teacher. I can explain what part of a story they are acting. <ol style="list-style-type: none"> To change the way you move to the music. To use space, rhythm and music to tell a story. To show emotion through dance to aid the story. 	<p>obstacles.</p> <ul style="list-style-type: none"> I can stop the bike in a given zone. <ol style="list-style-type: none"> To show competent balance on the bike. To push and glide with balance on the bike. To safely stop the bike. To steer the bike under control. To alter speed on the bike. Demonstrate all skills covered through a mini festival. 	<ul style="list-style-type: none"> I try to include all children when overcoming a problem. <ol style="list-style-type: none"> To discover where to go next through problem solving. To recognise basic symbols on the map. To confidently state where they are using a map. <p><i>A Healthy Me</i> Fundamental Movement, Body Control</p> <p>Outcomes:</p> <ul style="list-style-type: none"> I can take part in a variety of mini fitness activities and can take part in Cosmic Yoga. I can demonstrate the mini fitness activity (with teacher assistance). <ol style="list-style-type: none"> To recognise how to run fast. To recognise how to move with power. To recognise how to exercise for longer. 	<p>order to score a run/point.</p> <ol style="list-style-type: none"> To improve ball handling (of various size balls). To improve catching technique. To improve aiming when throwing. To successfully hit a stationery ball. To successfully hit a moving ball. To demonstrate all batting, bowling and fielding skills covered.
<p>Understanding the World: People, Cultures and Communities People and Communities (RE)</p>	<p>Which Stories are Special and why? (taught throughout the year when celebrations and festivals occur)</p> <ul style="list-style-type: none"> - Diwali (Hindu Dharma) - Aut 1 - Bonfire Night (Cultural/British celebration) - Aut 2 - Chanukah (Judaism) - Aut 2 - Christmas (Christianity) - Aut 2 - Luna New Year (Cultural celebration) - Spr 1 - Ramadan and Eid-ul-Fitr (Islam) - Spring 2 - Holi (Hindu Dharma) - Spring 2 - Eater (Christianity) - Summer 1 - Hajj and Eid-ul-Adha - Summer 2 					

	<p>Being Special: Where do we belong? Sense of Self Outcome: Self-portraits</p> <ol style="list-style-type: none"> 1. What is special or makes us feel special? 2. What is special about my family? 3. What symbols show belonging? 4. What do religions say about being special? 5. How do religions show belonging? (Christianity) 6. How do religions show belonging? (Islam) <p>Diwali Lesson 1: - What is Diwali? - What does 'the festival of light' mean? - Why are diya lamps important? -Story: The story of Rama and Sita. Create rangoli patterns.</p> <p>Lesson 2: - Look at 'How Diwali is celebrated' and 'preparing for Diwali'. - Look at the diya lamps. Why is it important? What do the lamps represent? - Look at different Mehndi designs. Retell the story of Rama and Sita.</p>	<p>Why is Christmas special for Christians?</p> <p>Lesson 1: What is Christmas?</p> <p>Lesson 2: Why do Christians celebrate Jesus' birthday? How to Christians celebrate Christmas?</p> <p>Story: The Christmas Story</p> <p>Diwali Book: Diwali Christmas</p> <p>Celebration: Bonfire Night Lesson 1: What is bonfire night? Lesson 2: How do we stay safe on bonfire night?</p>	<p>Which places are special and why?</p> <p>Celebration: Luna New Year Story: The Great Race</p> <ol style="list-style-type: none"> 1. Where is special to you? 2. Where are my family from? 3. What places are special to religious people? 4. What is special inside a church? 5. What is special inside a mosque? <p>Jonah and the Whale</p>	<p>Why is Ramadan special to Muslims? <i>What is Eid?</i> (Ramadan - March 10th)</p> <ol style="list-style-type: none"> 1. What is Ramadan? 2. What is Eid and how do Muslims celebrate Eid? <p>Story: Prophet Mohammed and the Night of Power</p>	<p>Why is Easter special for Christians?</p> <p>Shrove Tuesday (Pancake Day start of Lent) 1. What is Pancake Day? Shrove Tuesday? 2. How to Christians celebrate Shrove Tuesday?</p> <p>Easter 1. What is Easter? Palm Sunday? Story: Palm Sunday 2. How to Christians prepare for Easter? 3. How do they celebrate Easter?</p>	<p>Why is Hajj and Eid special to Muslims?</p> <ol style="list-style-type: none"> 1. What is Hajj? 2. What is Eid and how do Muslims celebrate Eid?
--	---	--	--	--	--	--

