St. Peter's CE Primary and Nursery School **Reception Curriculum Overview 2025 / 2026**

Term	Autumn	Spring	Summer
	AUTUMN: Marvellous Me!	**SPRING: Out of this World**	**SUMMER: Come Outside!**
Literacy	**Book Stimulus** Pathways to Write: Autumn 1: Three Little Pigs (narrative) Autumn 2: Owl Babies (labels) Additional Texts: The Gruffalo, Stickman, A Bit lost, Non-fiction Autumn, Celebrations (Diwali, Bonfire Night, Harvest and Christmas), Handa's Noisy Night. Dream, Believe, Achieve and Flourish: Super Duper You. Nursery Rhymes/Songs: Head, shoulders, knees and toes, Humpty Dumpty, Miss Polly had a dolly/ 10 fat sausages.	**Book Stimulus** Pathways to Write: Spring 1: Whatever Next (information) Spring 2: Room on the Broom (Retell) Additional Texts: How to catch a star, Spinderella, Meg and Mog, You Choose in space, poetry- Hubble Bubble. Nursery Rhymes/ Songs: 5 Little men in a flying saucer, Incy Wincy spider, Twinkle Twinkle little star, Hey diddle diddle the cat and the fiddle, Zoom zoom we're going to the moon.	**Book Stimulus** Pathways to Write: Summer 1: The Very Hungry Caterpillar (retell) Summer 2: Monkey Puzzle (retell) Additional Texts: Mad about Minibeasts. Oi Frog, Little Red and the very hungry lion, Summer poems, Non Fiction texts linked to Summer. Nursery Rhymes/songs: 5 little speckled frogs, Tiny caterpillar, 5 little monkeys, We're all going to the Zoo, one little elephant went out to play.
Poetry	**Autumn 1: 'A bundle of Rhymes'** Jack be Nimble, Hey Diddle Diddle, Hickory Dickory Dock, Little Miss Muffet. **Autumn 2: 'Creepy Crawley's'** Learn rhymes, poems and songs. Develop their phonological awareness so that they can spot and suggest rhymes, count and clap syllables in a word and recognise words with the same initial sound.	**Spring 1: 'Into the Pond'** **Spring 2: 'The Farmyard'.** Understand how to listen carefully and why listening is important. Begin to use vocabulary throughout the day. Describe events in some detail. Begin to articulate their ideas and thought in well-formed sentences Learn rhymes poems and songs. Listen carefully to rhyme and songs paying attention to how they sound.	**Summer 1: 'Behold'** **Summer 2: 'Eat your Peas Louise'.** Use new vocabulary in different contexts. Articulate their ideas and thoughts in well-formed sentences. Use talk to help work out problems and organize thinking and activities. Articulate their ideas and thoughts in well-formed sentences.
Tier 2 Vocab	**September:** any, new, work, part, take, get, place, made, live, where. **October:** after, back, little, only, round, man, year, came, show, every. **November:** good, me, give, are, under, name, very, through, just, form. **December:** much, great, think, say, help, low, line, before, turn, cause.	**January:** same, mean, differ, move, write, boy, old, too, does, tell. **February:** sentence, set, three, want, air, well, also, play, small, end. **March:** put, home, read, hand, date, large, spell, add, even, land.	**April:** here, must, big, high, such, follow, act, why, ask, men. **May:** change, went, light, kind, off, need, house, picture, try, us. **June:** again, animal, point, mother, world, near, build, self, earth, father.

Themed Vocabulary **TALK TIME**	***AUTUMN 1:*** *straw, sticks, bricks, family, build, chin, chimney, boiling, blow.* *Relatives, mother, father, brother, sister, uncle, aunt, cousins, nan, grandma, grandad, pets, different, the same, similar, house.* *Friends, playing, turn taking, sharing, being kind, emotions, readiness, rules, Independence.* ***AUTUMN 2:*** *Diwali, Christmas, bonfire night, celebrate, fireworks, Festive, party, special, traditions, gatherings, colourful.* *Nocturnal animals, wood, branch, trunk, owl, owlet, nest, forest, tiny, prickly, crunchy, dark, light, underground, Autumn.*	***SPRING 1:*** *Moon, stars, rocket, bright, astronaut, chimney, helmet, journey, map, day, night, spaceship, vanish, breeze, spotted, neighbour, surprise.* ***SPRING 2****: Cauldron, broomstick, sparkly, plait, magical, precious, bog, roared, stormy, snapped, murky, wizard, castle, potion, enchanted, glistened, journey, wailed, grinned, wildly, clambered, clutched, tumbling.* *Season, spring, warm, blossom, flower, petal, daffodil, bud.* ***History Vocab:*** Today, Yesterday, Tomorrow, The Past, Memory, Remember, New, Old, Parent, Grandparent ***Geography Vocab:*** Same, different, celebrate, community, map, world, countries, school, home ***Art Vocab:*** Colours: red, green, yellow, blue, brown, purple, light, dark, painting, model, drawing, sketching, mix, palette, join, construct, stable, secure, perform, thick/thin paintbrush, choice.	***SUMMER 1:*** *insects, antennae, cocoon, life cycles, wings, legs, pupa, chrysalis, egg, hatching, tiny, spotty, stripy, miniature, wriggled, minibeast.* ***SUMMER 2:*** *cuddle, slither, muddle, squabble, shreak, creatures, babies, leaps, croak.*

Literacy	**Reading** Read individual letters by saying the sounds for them. (Set 1 Individual sounds) Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. (Ditty Group) Read words consistent with their phonic knowledge by sound-blending. Demonstrate understanding of what has been read to them by talking about key events in stories and narratives. Occasionally uses recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Engage in story times and engage in non-fiction books.	**Reading** Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to the school's phonic programme. Read some letter groups that each represent one sound and say sounds for them. (All of set 1- Red group) Read words consistent with their phonic knowledge by sound-blending. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words. Anticipate (where appropriate) key events in stories. - repeated refrains etc. Frequently use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play	**Reading** Say a sound for each letter in the alphabet and at least 10 digraphs. (Set 2 sounds green/purple group) 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. 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) Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

	Writing Write short phrases or sentences with words with known letter-sound correspondences. (initial and final sounds) Write recognisable letters. Spell words by identifying sounds in them and representing the sounds with a letter or letters. (initial and final sounds) Form lower case letters correctly.	**Writing** Write short sentences (1/2) with words with known letter-sound correspondences. Write recognisable letters, some of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. (CVC words) Re-read what they have written to check it makes sense.	**Writing** Write simple phrases and sentences that can be read by others. Write recognisable letters, most of which are correctly formed. Re-read what they have written to check it makes sense. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
Maths	**Number** Subitise to 3 Experiment with their own symbols and marks as well as numerals (to 5) **Place Value** Compare quantities using language more than, fewer than **Counting** Count objects, actions and sounds (to 5 accurately) Count to 10 accurately 1:1 correspondence for up to 5 object **Problem Solving** Solve real world mathematical problem with numbers up to 5 **Shape** Combine shapes to make new ones: an arch, a bigger triangle etc Extend and create repeated patterns: ABAB patterns, stick, leaf, stick, leaf etc Talk about and explore 2D and 3D shapes (for example circles, rectangles, triangles and cuboids) using informal language. ***White Rose:*** Week 1 & 2: Getting to know you. Week 3 & 4: Match, sort and compare. Week 5 & 6: Talk about measure and patterns	**Number** Experiment with their own symbols and marks as well as numerals (to 10) Subitise to 4 Explore composition of numbers to 10 **Place Value** Compare numbers Understand 1 more than and 1 less than of consecutive numbers within 10 **Counting** Count beyond 10 1:1 correspondence for up to 10 objects **Shape** Talk about and explore 2D and 3D shapes (for example circles, rectangles, triangles and cuboids) using mathematical language. Select, rotate and manipulate shape in order to develop spatial reasoning skills. Notice and correct an error in a repeating pattern. ***White Rose:*** Week 1 & 2: Alive in 5. Week 3: Mass and Capacity Week 4 & 5: Growing 6,7,8	**Number** Accurately write numerals to 10 Have a deep understanding of number to 10 including the composition of each number. **Place Value** Compare quantities up to 10 in different contexts, recognising when one quantity if greater than, less than or the same as the other quantity **Counting** Verbally count beyond 20, recognising the pattern of the counting system **Shape** Compose and decompose shapes so that the children recognise a shape can have other shapes within it just as number can Continue, copy and create repeating patterns. **Measures** Compare length, weight and capacity. **Mental Recall** Subitise (recognise numbers without counting up to 5) Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally Automatically recall number bonds for numbers 0-10

	Week 7 & 8: It's me 1 2 3 Week 9: Circle and Triangles Week 10 & 11: 1,2,3,4,5 Week 12: Shapes with four sides.	Week 6 & 7: Length, Height and Time Week 8,9 & 10: Building 9 and 10 Week 11 & 12: Explore 3D shapes	Automatically recall (without reference to rhymes, counting or other aids) numbers bonds up to 5 (including subtraction facts) and number bonds to 10 including double facts ***White Rose:*** Week 1 & 2: To 20 and Beyond Week 3: How many now? Week 4 & 5: Manipulate, compose and decompose Week 6 & 7: Sharing and grouping Week 8,9 & 10: Visualise, build and map Week 11: Make connections Week 12: Consolidation
Understanding the World	**<u>Past and present</u>** **Talk about members of their immediate family and community.** *-Bring photos of their family members/pets – class discussions, naming people who live in their house.* **Identifying that things have happened in the past, relating to themselves and within living memory.** **Begin to identify that some things have happened before they were born – relating to family such as parents and grandparents.** *-Reviewing Floor book of things that have happened in the past* *-Begin to show some understanding of why the past was different.* *-Parents to bring in photos of themselves.* *Simple understanding about not having electricity/batteries so candles were needed to be used for lighting/grandparents not having iPad when they were younger.*	**<u>Past and present</u>** **Talk about people in their family and their job roles.** **Understand that people in the local community have different roles in society.** *-Transport, local visitors, link to bus trip. Amelia Earhart. Similarity and difference of transport in the past/present.* *-Knowing that all households are different and talk about what their families do as a job.* **Talk about key past and present events in my life and my family's lives.** **Identifying that things have happened in the past, relating to themselves and within living memory.** *-Weekend/holiday news, new siblings, birthdays, celebrations, Remembrance Day.* *-Introduce timeline.* **Comment, describe and discuss on images of familiar situations in the past.** *-Talk and describe how transport was different in the past.* *-Use of sources; photographs or items from parents/grandparents of transport they used in the past.*	**<u>Past and present</u>** **Talk about people in their family and their roles in society.** *-Discussing how to make a positive contribution to society. Possible visit to a local nursing home.* **Compare and contrast characters from stories, including figures from the past.** **Identify that some things within living memory have changed and some things have stayed the same** – *How have I changed from a baby, growing up, changing teachers/classrooms etc, reflecting on year, ordering own timeline.*
	<u>People, Culture and communities</u> **To recognise that people have different beliefs and celebrate special times in different ways.** *-Diwali, Harvest, Christmas*	**<u>People, Culture and communities</u>** **Know some similarities and differences between different religious and cultural communities in this country.**	**<u>People, Culture and communities</u>** **Know some similarities and differences between religious and cultural communities in this country. drawing on their experiences and what has been read in class.**

	Diwali 8th November 2026 **Talk about the differences between people around them** *-'Super Duper Me'- (DBAF)* *-'In every house on every street' by Jess Hitchman* **Recognise some similarities between life in this country and life in other countries.** *-What they eat, how they travel to school, weather.* *-Black History Month – Africa.* *-Link to story Handa's Noisy Night.* **Describe their immediate environment using knowledge from observation, discussion, stories and maps.** **To negotiate pathways through areas of school, naming different features.** *-Photos of items around the school, chn to locate them.* *-Walk around school, create a map from the office to your class. Vocab: hall, office, corridor, field.* *-The Gingerbread Man house compared to your house.* *-Create a map from home to school.*	*-Easter* *-Chinese New Year 17th February 2026* *-Ramadan 2026* **Use the local area for exploring both the built and the natural environment. Express their opinions on natural and built environments.** *-Forest Friday sessions, walk around school,* *-Talk homework* **To name and locate the different parts in the community e.g. streets, rivers, buildings**. **Talk about differences within own local environment** *(School and Wem)* **Use stories and non-fiction texts to find out about life in different places.** -Link to World Book Day 6th March -Share our Values story during storytime 'Super Duper Me'	*-Link to Earth Day 22nd April 2026* *-Handa's Surprise, We're going on a lion hunt.* **Discuss and explain similarities and differences between life in this country and life in other countries drawing from stories, non- fiction texts and maps.** **Know that there are different countries in the world and use place names where possible.** *-Handa's Surprise* *-Little Red and the very hungry lion* *-Explore simple maps, atlases, festivals, share photos, stories from around the world* *-Areas in Africa, China.* **Talk about differences within own local environment** *(School and Wem)* **Be introduced to the use of symbols, which might be a grey colour for a road and a building shape for a house, to make their own maps of routes or places that they know.** *-Walk to school week map of their journey from home to school*
	<u>The Natural World</u> **To notice and describe the natural world around them**. *-Forest School, Autumn walks, describe what they see, hear and feel outside.* **Explore the natural world around them.** *Observe and interact with natural processes such as an object casting a shadow.* **To describe some contrasting environments.** *Google Maps and non-fiction books to explore different regions of the world – Africa Black History Month.* **To talk about the differences between materials and changes they notice.** *-Cooking – combining ingredients and cooling and heating.*	**<u>The Natural World</u>** **To recognise and understand some differences between the natural world around them** -Forest school, Winter Walks/seasons, how has the outside area changed from Autumn? **Explore the natural world around them, making observations and drawing pictures of animals.** *-Forest/field walks drawing/sketching the plants they can find.* **To describe and compare contrasting environments.** *Google Maps and non-fiction books to explore different regions of the world- London vs Wem Town-mouse and the country mouse* **Making observations and drawing pictures of animals:** *Link to farm trip.*	**<u>The Natural World</u>** **To know and explain some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.** *- Snail and the Whale the different places the whale visits.* *-Forest School, Summer walks* *-Non-fiction texts of beaches around the world.* **Explore, describe and give reasons for the changing natural world around them, making observations and drawing pictures of animals and plants.** *-Observing plants in the outside area/Quad/field.* **To understand some important processes and changes in the natural world around them.**

	Science Enquiry: ***Which material is most suitable?*** *Construction area with different materials to explore which would be the best material to build a house for the Gingerbread man.*	***Science Enquiry:*** **To explore changing states of matter** -Winter walk/ice/snow ***Science Enquiry:*** **Explore different forces they can feel such as, magnetic attraction and repulsion.** *-The toolbox to fix the tractor on the farmyard.*	***Science Enquiry:*** ***Floating and sinking*** -Explore that some objects are able to float whilst others sink. We need to create a suitable boat for the Pirates. ***Science Enquiry:*** ***Observations over time*** How does a seed grow into a plant? Life cycle of a plant.
Expressive, Art and Design	**Creating with materials** Safely use and explore a variety of materials, tools and techniques, experimenting with colour. *-Autumn colour mixing and printing with leaves.* *-Self-portraits using paint to add detail to show emotions, like happiness, sadness – Links to Character Education.* Explore ideas freely during continuous provision in order to develop their ideas about how to use them and what to make. Using clay to pinch, pull and shape to create Diva lights. **Being Imaginative and Expressive** Watch and talk about dance and performance art, expressing their feelings and responses (Tia dance workshop) Sing a range of well-known nursery rhymes. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. *-Charanga: 'Me'.* Copy basic rhythm patterns of single words, building to short phrases. Retell stories and narratives with their peers and their teachers.	**Creating with materials** Safely use and explore a variety of materials, tools and techniques, experimenting with design and function. *-Spring colour mixing - adding white to primary colours to produce a tonal range - light to dark.* Look at Kandinsky to create closed shapes with continuous lines and begin to use these shapes to represent objects (links to vehicle wheels) **Being Imaginative and Expressive** Play instruments with increasing control to express their feelings and ideas. Children listen with increased attention to sounds and respond to what they have heard expressing their thoughts and feelings. Sing a range of well-known nursery rhymes and songs understanding some of the stories behind the nursery rhymes. Perform songs, rhymes and stories with others, and – when appropriate – try to move in time with music, finding the pulse. *Charanga: 'Big Bear Funk'* High and Low- Explore high and low using voices and sounds of characters in the songs. Listen to high and low pitch sounds using instruments such as a glockenspiel.	**Creating with materials** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, texture and form. *-Children to have automaticity to explore colour more freely, making choices of which colour to use and express their* ideas. *-Andy Goldsworthy: Collect and arrange natural objects.* *-Using sand to make temporary sculptures.* **Being Imaginative and Expressive** To remember and sing entire songs, sing the pitch of a tone sung by another person and sing the melodic shape of familiar songs. Create their own songs based on previous interests or improvise a song they already know. Sing or rap nursery rhymes and simple songs from memory. Perform songs, rhymes, poems and stories with others, and move in time with music, adding a simple instrumental part. *Charanga: 'Our world'.* Create your own sounds- Invent a pattern using one pitched note, keep the pulse throughout and begin to create simple note patterns to accompany the song. Invent, adapt and recount narratives and stories with peers and their teacher. (*Story-telling area outside, puppets, role-play masks).*

	Design and Technology To represent my own ideas and thoughts. **I know** how to handle equipment and tools effectively **I can** safely use and explore a variety of materials, tools and techniques. *(Continuous provision - exploring the creative and modelling area).*	Retell stories and narratives changing setting and characters. **Design and Technology** To design and create a new explorer bag. **I know** the resources I need for my chosen activity **I can** use what I have learnt about materials in original ways, thinking about uses and purposes.	**Design and Technology** To create simple representations of objects **I know** how to make freestanding structures stronger, stiffer and more stable. **I can** experiment with design, texture, form and function. *(Design a miniature playground).*
Communication and Language	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. *-Seasonal walk* *-Autumn celebrations: Harvest, Remembrance, Diwali, Bonfire Night, Christmas* *-Continuous provision* Learn new vocabulary. Make comments about what they have heard and ask questions to clarify their understanding. *-Stories* *- role playing* *- review time* *-whole class discussions* Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. *-Continuous Provision* *-Daily interactions* *- Adults asking a range of closed/ open ended questions.* Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. *-Talk Time* *- Modelling sentences with a conjunction- 'because, or, and.'* *-Use the future and past tense* *-respond to why questions.* *- Blank Level 2- Describing characteristics of objects for example What size, colour shape is it?*	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. *-Share theme stories* *-Seasonal walk* *-Continuous provision* Listen to and talk about stories to build familiarity and understanding. Connect one idea to another using a range of conjunctions. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. *-Learn a collection of Nursery Rhymes and songs* *Hold conversation when engaged in back-and-forth exchanges with their teacher and peers* *-Continuous Provision* Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. *-Talk Time* *- Modelling sentences with a conjunction- 'because, or, and.'* *-Use the future and past tense accurately* *-respond to how and why questions.* *- Blank level 3 questions- What will happen next? How are these the same?*	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. *-recount visits* *- lifecycles of the caterpillars* Hold conversation when engaged in back-and-forth exchanges with their teacher and peers *- Continuous Provision* *- Daily interactions* *- Adults asking a range of closed/ open ended questions.* Ask questions to find out more and check they understand what has been said to them. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently learnt vocabulary in different contexts. *-Talk Time* *- Modelling sentences with a conjunction- 'because, or, and.'* *-Use the future and past tense accurately* *-respond to how and why questions.* *- Blank level 4 questions-- Reasoning about perception- What would happen if…/ why could…*

Computing	To operate simple equipment (Computing progression). *-Bee Bots - Travelling to different animal homes. Creating a map on the floor using blocks, travelling to different areas of the school.* To interact with a computer or tablet to make something happen successfully (Computing progression). *-Practising turning on laptops.*	To show an interest in real objects that involve technology (Computing progression) *-On and off buttons using torches, cd player.* To interact with a computer or tablet to make something happen successfully – Computing progression). *(*Using Google Earth).	To show skill in making toys work by pressing parts to achieve effects such as sound, light, movement or the showing of images (Computing Progression) *-Bee Bots, cd players, Ipad.* Using IPads to capture events through photos/videos and computing programmes e.g. 2simple.
		E-Safety: Talk to an adult about what I have done on a computer and start to know that I must be careful with devices so that they do not break. I know who my safe adults are and how to stay safe if they are not close by me. (Jigsaw objective healthy me 6). To recognise that a range of technology is used in places such as homes and schools. To say if something I find on the internet makes me feel bad.	
Physical Development/PE	**<u>Gross Motor:</u>** Negotiate space and obstacles - Progress towards a more fluent style of moving, with developing control and grace. (Diwali dancing, building three little pigs houses, familiarise yourself with your classroom space). Demonstrate strength and balance and coordination when playing. Refine the fundamental movement skills they have already acquired: - Rolling - Crawling - Walking - Jumping - Running – Hopping. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. **<u>Fine Motor Skills:</u>** Begin to hold a pencil effectively in preparation for fluent writing. Develop their small motor skills so that they can use a range of tools, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons. **Cool Kids**	**<u>Gross Motor:</u>** 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. Revise and refine fundamental movement skills they have already acquired: - Rolling - Crawling - Walking - Jumping - Running - Hopping – Skipping. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. **<u>Fine Motor Skills:</u>** Hold a pencil securely and effectively in preparation for fluent writing – using the tripod grip in most cases. Refine 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, spoons. **Cool Kids**	**<u>Gross Motor:</u>** Negotiate space and obstacles- Riding scooters and bikes, using wheelbarrows. Develop confidence, precision and accuracy when engaging in activities that involve a ball. Move energetically such as, running, jumping, dancing, hopping, skipping, climbing. 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, athletics. **<u>Fine Motor Skills:</u>** Hold a pencil effectively in preparation for writing in Year 1. Begin to show accuracy and care when drawing. **Cool Kids**
Character Education	**<u>Being in my World: Teamwork</u>** I know I have a right to learn and play, safely and	**<u>Dreams & Goals: Ambition</u>** I know what a challenge is	**<u>Relationships: Fairness</u>** I know that different people in a family have different responsibilities (jobs)

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<tr>
<td>Linked to Values

PSED</td>
<td colspan="2">happily
I know that some people are different from themselves
I know that hands can be used kindly and unkindly
I know special things about myself
I know how happiness and sadness can be expressed
I know that being kind is good
I can identify feelings associated with belonging
I can develop Skills to play co-operatively with others
I can consider others' feelings
I can identify feelings of happiness and sadness
I can be responsible in the setting

<u>Celebrating Difference: Respect</u>
I know what being unique means
I know some qualities of a positive friendship
I know that they don't have to be 'the same as' to be a friend
I know what being proud means and that people can be proud of different things
I know that people can be good at different things
I know that families can be different
I know that people have different homes and why they are
important to them
I know different ways to stand up for myself
I can identify and use skills to make a friend
I can identify and use skills to stand up for themselves
I can identify feelings associated with being proud
I can vocalise success for themselves and about others successes
I can recognise similarities and differences between their family and other families</td>
<td colspan="2">I know that it is important to keep trying
I know how to set goals and work towards them
I know some jobs that I might like to do when I am older
I know that I must work hard now in order to be able to achieve the job I want when I am older
I can understand that challenges can be difficult
I can recognise some of the feelings linked to perseverance
I can recognise how kind words can encourage people
I can talk about a time that I kept on trying and achieved a goal

<u>Healthy Me: Care</u>
I know some things that I need to do to keep healthy
I know the names for some parts of my body
I know how to say no to strangers
I know that I need to exercise to keep healthy
I know how to help myself go to sleep and that sleep is good for me
I know what to do if I get lost
I can explain what I need to do to stay healthy
I can recognise how exercise makes me feel
I can explain what to do if a stranger approaches me
I can explain how I might feel if I don't get enough sleep
I can recognise how different foods can make me feel</td>
<td colspan="2">I know some of the characteristics of healthy and safe friendships
I know that friends sometimes fall out
I know some ways to mend a friendship
I know that unkind words can never be taken back and they can hurt
I know some reasons why others get angry
I can identify what jobs I do in my family and those carried out by parents/carers and siblings
I can suggest ways to make a friend or help someone who is lonely
I can use different ways to mend a friendship
I can recognise what being angry feels like

<u>Changing Me: Honesty</u>
I know the names and functions of some parts of the body
I know that we grow from baby to adult
I know who to talk to if I am feeling worried
I know that sharing how I feel can help solve a worry
I can recognise that changing class can elicit happy and/or sad emotions
I can identify how I have changed from a baby
I can say what might change for me as i get older
I can identify positive memories from the past year in school/home</td>
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<tr>
<td>R.E</td>
<td>PEOPLE OF GOD
Where do we belong?
Shropshire Agreed Syllabus Unit F4
•I know some religious stories and can make connections with personal experiences</td>
<td>INCARNATION
Why Do Christians Perform Nativity Plays at Christmas?

I know that Christians believe God came to Earth in human form as Jesus.</td>
<td>GOD/CREATION
Why Is The Word 'God' So Important To Christians?

I know that Christians believe God came to</td>
<td>SALVATION
Why Do Christians Put a Cross in an Easter Garden?

I know that Christians remember Jesus' last week at Easter.</td>
<td>GOSPEL
Which stories are special and why?
Shropshire Agreed Syllabus Unit F6

• I know some religious stories
• I know some religious words, e.g. about God</td>
<td>PLACES
Which Places are Special and Why?
Shropshire Agreed Syllabus Unit F5

• I know somewhere that is special to me and why.</td>
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	•I know occasions when things have happened in my life that made me feel special • I know what happens at a traditional Christian infant baptism and dedication • I know what happens when a baby is welcomed into a religion other than Christianity. • *I can retell religious stories making connections with personal experiences* • *I can share and record occasions when things have happened in my life that made me feel special* • *I can recall simply what happens at a traditional Christian infant baptism and dedication* • *I can recall simply what happens when a baby is welcomed into a religion other than Christianity.*	I know that Christians believe Jesus came to show that all people are precious and special to God. I know that we have a nativity play to remember the Christmas story. *I can draw Jesus in a nativity scene and explain that he was also God* *I can say that everyone is special in God's eyes* *I can take part in a nativity play*	Earth in human form as Jesus. I know that Christians believe Jesus came to show that all people are precious and special to God. *I can explain what God is for Christians* *I can tell stories about Jesus.*	I know that Christians believe Jesus' name means 'He saves'. I know that Christians believe Jesus came to show God's love. I know that Christians try to show love to others. *I can retell the Easter story through art and drama.* *I can show how Jesus loves people through stories.* *I can show ways that we love one another.*	• I know some of my own feelings about the stories I hear • I know the names of some sacred texts e.g. Bible, Torah • I know about some of the things these stories teach believers • *I can talk about some religious stories* • *I can recognise some religious words, e.g. about God* • *I can identify some of their own feelings in the stories they hear* • *I can identify a sacred text* • *I can talk about some of the things these stories teach believers*	• I know that some religious people have places which have special meaning for them. • I know the things that are special and valued in a place of worship. • I know that for Christians, Muslims or Jews, these special things link to beliefs about God. • I know and use appropriate words to talk about my thoughts and feelings when visiting a church. • I know what we mean by 'the natural world'. • *I can name somewhere that is special to me and say why.* • *I can describe some special religious places* • *I can identify the things that are special and valued in a place of worship.* • *I can express that these special things link to beliefs about God.* • *I can use appropriate words to talk about my thoughts and feelings when visiting a church.*

						• *I can make personal responses to the 'natural world'.*
Dream, Believe, Achieve and Flourish	Seasonal walks Forest school- Hot chocolates/ Marshmallows. Harvest Celebration Foundation Stage Nativity Continuous Outdoor Provision Diwali day- Food tasting/ Bollywood Dancing/ Dressing up Owl visit		Seasonal walks Forest School- Journey stick Continuous Outdoor Provision Planetarium		Shropshire Music Service workshops (Amy Hawke) Hoo Zoo Cooking and having a Picnic in the Park Seasonal walks Gardening- Grow your own plants and vegetables. Continuous Outdoor Provision	