

RECEPTION CURRICULUM MAPPING

	AUTUMN		SPRING		SUMMER	
Theme	All About Me and My Feelings	It's Scary and Exciting	It's Cold Outside	Let It Grow	All Creatures Great and Small	Around The World and Beyond
Intent: why this? Why now? Similarities and differences is a thread that runs across the whole year and through all "subjects". We want to promote the skills of looking closely, noticing and commenting on similarities and differences with interest, compassion and understanding.	At the beginning of the school year the children will be participating in a range of new experiences, learning new routines and meeting new adults and peers. At the beginning of Reception, most children are beginning to be more socially aware and interested in others: this needs to be supported and nurtured. This presents an opportunity to work on the concept of self and to introduce the concept of similarities and differences (physical, cultural, religious). The children will also be experiencing a range of emotions: this is a perfect opportunity to support children's developing emotional literacy and self-regulation skills.	There are many "events" that children are naturally interested in and excited about: Remembrance, Halloween, Bonfire Night and Christmas. These present an opportunity to use natural interest to build on the concept of cultural and religious similarities and differences introduced in the first half of the autumn term. It is also an opportunity to introduce the concept of "the past": using celebrations and situations that are still relevant to children's lives today helps to make history more meaningful to them. Berkeley Primary School is surrounded by open space and we have several areas of trees and gardens that the children see on a daily basis. Drawing children's attention to the autumn changes that are apparent at this time of year supports children in developing their characteristics of learning (curiosity, using their senses to explore) and early science skills: applying the concept off similarities and differences to autumn objects.	Berkeley Primary Reception Unit has windows that look onto a large field: there are always birds to be seen (including a buzzard in recent years). Children do notice them and are naturally curious about what they see. Focusing on birds and how we can help them in the colder months builds on the children's interests to extend vocabulary and to support further early science work on similarities and differences. There is also an opportunity to introduce early geography, building on the concept of the local area first introduced in Autumn A as well as branching out to compare and contrast our country with the cold Arctic. There is also opportunity to build on children's understanding of religious similarities and differences through exploration of a story important to Muslims: The Baby Birds.	Once again, we want to use the natural environment available to us at Berkeley Primary School in order to promote and develop children's curiosity and exploration. At this time of year there are buds appearing on the trees, daisies, dandelions and buttercups on the fields surrounding the Reception Unit building. We use these to further build on the scientific concept of similarities and differences, this time with a focus on plants. We also use the concept of new life to support early RE work around Easter, further developing children's understanding of religious similarities and differences with a particular focus on Christian and Muslim "special things" and artefacts.	Our outdoor environment has lots of creatures hiding. We just need to look carefully! We want the children to take the time to notice the natural world and support them in building the concentration needed to really look and observe: an important skill for success in every way. Similarities and differences are familiar words by this point in the year and we support the children in being skilled at transferring this concept to invertebrates found in the garden.	Having had foci across the year on themselves, seasonal changes, birds, plants and creatures we pull this altogether with the concept of "our beautiful world". We build the children's early RE skills by considering special places and learning that the Creation Story is special to both Christians and Muslims. By this point in the Reception year, we have supported most children to become co-operative beings that are much more aware of the world around them. This is a perfect time of year to broaden children's horizons, reminding them of their local area and expanding this to similarities and differences between areas of the UK (town and country) and to "other countries". There is also opportunity to build on all of the similarities and differences, exploring materials and introducing the scientific concept of experimentation.

Science	Animals, including humans - identify and name basic features of the body (head, shoulders, knees, toes, arms, legs, face) - identify and name features of faces (eyes, nose, lips, mouth, cheeks, chin, eyebrows, eyelashes) - identify basic similarities and differences between self and others - hair colour, eye colour, height, skin colour - begin to understand that humans grow and change (eg baby to toddler to child) - begin to understand that humans follow a life cycle (baby, child, adult)	Seasonal changes - notice autumn changes / weather in the world around them and in other environments (school / woods / pond) - know that leaves fall in the autumn - name colours of autumn leaves, red, brown, yellow, orange - look carefully to find that they are different shapes and sizes and colour - sort autumn leaves by colour, shape or size - know that some autumn finds (conkers, acorns, helicopters / sycamore seeds are seeds and are part of a tree life cycle - know that there are four seasons - spring, summer, autumn and winter - know that we see different weather and need different clothing in different seasons - know that once leaves have fallen from trees, they change to become dry / crispy	Animals, including humans - know that birds are a type of animal - know that birds have some things in common (feathers, legs, wings, beaks, lay eggs) -know that there are different types of birds and that there are differences between them (e.g. different names, different coloured feathers, different sizes) - know that birds are different to humans (e.g. have wings), but also have some things in common (e.g. have eyes and legs) - know that birds follow a life cycle (egg, chick, bird)	Plants - know that there are different types of plants (different names, size, shape, colour of flower) - know that they have some things in common but that there are differences between them - Identify and name leaf, stem, root, bud, flower - observe and comment upon how plants grow and change from seed - know that plants follow a life cycle (seed, seedling, plant, fruit / seeds) - know that if plants are left un-watered, they change to become dry / crispy and might die	Animals, including humans - know that there are different types of small garden creatures (types of invertebrates) and name their parts - know different creatures live in different environments - know that they have some things in common and that there are differences between them - can sort types of creatures by basic features (e.g. number of legs, where they live) - know that garden creatures follow a life cycle - begin to consider caring for the world, specifically problems that litter can cause to animals and its impact on selves in terms of the local environment being spoilt	Materials - know that there are different types of material (paper, fabric, brick, straw, plastic, metal) - can sort objects by type of material - begin to conduct simple experiments and sort different materials by the results (magnetism, floating and sinking, waterproof)
	Materials - know that some materials commonly used during birthday celebrations change state: chocolate melts; jelly cubes become liquid and then solidify; butter melts		Materials - know that snow / ice can change state / melt and become water - knows that water can change state / be frozen and becomes ice	Seasonal changes - notice winter and spring / summer changes / weather - understand the effect of weather on creatures (e.g. that birds find it hard to find food and that some hibernate) - know that plants start to grow in the spring - know that we see different weather and need different clothing in different seasons. - know that there are four seasons - spring, summer, autumn and winter		
	Early Learning Goal 2021 (Understanding the World - The Natural World) Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.					
Development Matters - Reception will be learning to: (Understanding the World) - Explore the natural world around them. - Describe what they see, hear and feel whilst outside. - Recognise some environments that are different from the one in which they live. - Understand the effect of changing seasons on the natural world around them.						

History	- understands simple changes in own life - I was a baby...now I am a child... - can talk about a significant event in their own life e.g. their birthday / last Christmas / something that happened at nursery / something that happened over the summer holiday - begins to develop an understanding that we celebrate / commemorate some events now because of things that happened in the past (Bonfire Night, Remembrance Day). - begins to develop an understanding that family members have memories from their childhood / past - shares and comments on family photos of Christmas - begins to develop an understanding that things were different "a long time ago", comparing Victorian and modern Christmas celebrations (e.g. candles on trees, gifts received, clothing worn)	- can specifically recall Christmas (as the last "special time" celebrated in school). - can explore and talk about photos and artefacts within chronology boxes - can order the "events" (photos of "events") within these (at least three events) - can talk about some things that happened in their own past (birthday, Christmas, when they were at nursery...) - understands that adults / family members have memories of their past - can ask questions about this (following stimuli) e.g. "when you were little, what was your favourite toy?"	- begins to develop an understanding that things were different "a long time ago" - homes / kitchens comparing images and real artefacts from Victorian and modern houses
Other opportunities for learning			
- introduce the term monarchy through stories that include kings, queens, princes and princesses, sultans, pharaohs, etc Early Learning Goal 2021 (Understanding the World – Past and Present) Children at the expected level of development will: - talk about the lives of the people around them and their roles in society; - know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - understand the past through settings, characters and events encountered in books read in class and storytelling.			
Development Matters - Reception will be learning to: (Understanding the World) - Talk about members of their immediate family and community. - Name and describe people who are familiar to them. - Comment on images of familiar situations in the past - Compare and contrast characters from stories, including figures from the past.			
<u>HISTORICAL SKILLS</u> <u>Chronology</u> • can order the "events" within a memory box (at least three events) • can talk about a significant event in their own life • use everyday language related to time <u>Interpreting the Past</u> • begins to develop an understanding that things were different "a long time ago", • can talk about some things that happened in their own past • aware that family members have memories of the past and can share and comment on family photos • comment on images of familiar situations in the past <u>Historical Enquiry and Using Sources</u> • can explore and talk about photos and artefacts within chronology boxes • understands that adults / family members have memories of their past and can ask questions about this (following stimuli) • answer 'how' and 'why' questions ... in response to stories or events <u>KEY CONCEPTS</u> • Continuity and Change: -look closely at similarities, differences, patterns and change -develop understanding of growth, decay and changes over time • Cause and Consequence: -question why things happen and give explanations • Similarity and Difference: -know about similarities and differences between themselves and others, and among families, communities and traditions • Significance: -recognise and describe special times or events for family or friends			

Geography	- identifies and names features of the school environment (field, playground, trees, path, fences, buildings, sheds) - identifies and names features of own house (roof, wall, doors, window, garden) - makes simple comments regarding similarities and differences between their own house and the house of another child (e.g. shape of window, colour of door, what is in the garden) - talks about and names features of the local environment seen on the way to school (e.g. park, trees, roads, signpost, post boxes, traffic lights, shops, road names) -develop an understanding that roads and places have names (i.e. Marsden Drive and Scunthorpe)	- can identify areas of the school from an aerial photo (e.g. playground, field, Reception building, car park) - draw a simple map of the local area and from stories they have read - considers, in relation to wildlife (birds) what are good features and what is lacking - suggests improvements that could be made to improve the environment for wildlife (birds) - know that there are different countries in the world and that they have different features to our home (e.g. the Arctic is cold and snowy) - can identify the Arctic and England / UK on a map - can identify similarities and differences between life in the Arctic and life in England (e.g. clothing or transport) using specific vocabulary to describe these (both natural and made by people) - can talk about why life in the Arctic is different to life in England (e.g. weather conditions, clothing or transport)	- identifies and names features of a farm / countryside (fields, open, country, trees, hedge, farm, barn, track...) - identifies and names features of a town (Roads, bus, train, supermarket, houses, flats, apartments, gardens, tarmac...) - understands that some places are close and other places far - understands that we can use various different methods of transports to travel to different locations - know that there are different countries in the world and that they have different features to our home (e.g. the African savannah is hot and dry) - can identify Africa and England / UK on a map - can identify similarities and differences between life in the African savannah and life in England (e.g. clothing or transport) using specific vocabulary to describe these (both natural and made by people) - can talk about why life in the African Savannah is different to life in England (e.g. weather conditions, clothing or transport)
Early Learning Goal 2021 (Understanding the World – People, Culture and Communities) Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.			
Development Matters - Reception will be learning to: (Understanding the World) - Recognise some similarities and differences between life in this country and life in other countries. - Draw information from a simple map - Recognise some environments that are different from the one in which they live.			

Computing	Computer Science – Remote control - knows that remote control toys have to be turned on and off - knows that remote control toys can only do what they are instructed to do (by pressing the buttons on the handset) - shows some control in operating remote control toys	Computer Science – Programmable toys - knows that beebots / bluebots have to be turned on and off - knows that beebots / bluebots can only do what they are instructed to do (by pressing the buttons to send it forwards / backwards / to turn) - knows to press the X to clear previous instructions - can programme beebot / bluebot to reach a destination in a straight line (1 step instructions) e.g. to estimate and programme the correct number of forward “presses” needed to reach a friend sitting opposite them, or to move it to a specific place on a beebot / bluebot mat (by counting the squares then programming the forward “presses” as appropriate.	Computer Science – Programmable toys - can programme beebot / bluebot to reach a destination that involves a turn (2 or 3 step instructions)
	Key vocabulary: remote control, remote	Key vocabulary: forwards, backwards, left, right	Key vocabulary: forwards, backwards, instructions
	Digital Literacy - handles and uses the Digital Screens sensibly and carefully - uses the Digital Screens to draw and to mark make - uses the Digital Screens to compete simple activities / games - begins to use cameras to take photos to review their own learning	Digital Literacy - uses the Digital Screens to draw and to mark make / handwrite names or words - can use the Digital Screen onscreen keyboard to type names / words - uses the Digital Screens to compete simple activities / games - develop using cameras to take photos to review their own learning	Digital Literacy - uses the chromebooks to type own names - uses the chromebooks to type phonetic attempts at words / sentences - uses the Digital Screens / chromebooks to complete activities and games - shows competence in accessing games / activities e.g. can click the red cross to close, knows to double click to open - uses cameras with purpose to take photos to review their own learning
	Key vocabulary: Digital Screen	Key vocabulary: camera, keyboard, type, photo	Key vocabulary: chromebook, keyboard, type, click, close
	Online Safety: I can name a “trusted adult” and I can tell a “trusted adult” if something upsets or confuses me I know that not everything on the internet is true I can give examples of how I (might) use technology to communicate with people I know. I can talk about how to use the internet as a way of finding information online. I can identify devices I could use to access information on the internet. I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location); I can describe who would be trustworthy to share this information with; I can explain why they are trusted. I know that work I create belongs to me.		
	Previous EYFS Early Learning Goal (Understanding the World - Technology) The previous ELG for Technology has been removed in the Sept 21 curriculum update, however all of the above is still important to teach / support as part of a rounded curriculum in order for children to safely and sensibly use technology to enhance their own play / learning and be ready to access the national curriculum in year 1. Previous ELG - Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.		

Music	- joins in to sing songs that are part of daily routine (good morning song, weather song, hello song, goodbye song) - knows that we have a singing voice, a talking voice, a whispering voice and a shouting voice - joins in to sing songs / rhymes that use different types of voice - begins to attempt to tap a steady pulse while joining in singing songs / rhymes (modelled by the teacher, children often begin to spontaneously copy) - taps a pulse on a percussion instrument	- joins in to sing a wide variety of songs and rhymes - begins to build a repertoire of songs / rhymes that they know from memory - taps a steady pulse more accurately and independently - knows that our vocal sounds can be changed (louder and quieter) - joins in to sing songs and rhymes that involve louder and quieter vocal sections - joins in with games and songs that involve getting louder or getting quieter (e.g. adding one more percussion instrument in to accompany each verse) - follows an instruction to play a percussion instrument quietly or loudly	- sings an increasing repertoire of simple songs and rhymes from memory - can accurately tap / clap the pulse - begins to make other body actions to the steady pulse e.g. stamps or walking - knows that we can make the pulse faster and slower - joins in with songs and games that experiment with making the pulse faster and slower (e.g. "Engine Engine Coloured Black moving slowly down the track "performed to a slow pulse, followed by "engine engine coloured green fastest train I've ever seen") - follows an instruction tap / clap a faster or slower pulse - follows an instruction to play a faster or slower pulse on a percussion instrument	- sings an increasing repertoire of simple songs and rhymes from memory - copies an adult model to make higher and lower sounds with their voices - joins in with songs, rhymes and games that match body actions to higher and lower sounds - begins to understand that instruments can be pitched and produce higher / lower sounds - when presented with 2 chime bars, can identify which produces the higher or lower sound	- sings an increasing repertoire of simple songs and rhymes from memory - understands the word "rhythm" means "the pattern of the words" - knows that the word "pulse" means the steady heartbeat of the music (and is different to rhythm) - joins in to clap the rhythm of known nursery rhymes - joins in with games and songs that interchange clapping the rhythm with clapping the pulse - can clap the rhythm pattern of their own name - can follow instruction to tap the pulse or the rhythm on percussion instruments	- explores the different body and vocal sounds that they can make (remembering and using different types of voices, louder and quieter, faster and slower, pulse and rhythm...) - explores the different sounds that they can make with percussion instruments (remembering and using different types of voices, louder and quieter, faster and slower, pulse and rhythm...) - joins in with games and activities that incorporate storytelling with sounds / sound effects, putting into practice knowledge of body and vocal sounds and knowledge of instruments (as above)
Early Learning Goal 2021 (Expressive Arts and Design – Being Imaginative and Expressive)						
Children at the expected level of development will: - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.						
Development Matters - Reception will be learning to: (Expressive arts and design)						
- Listen attentively, move to and talk about music, expressing their feelings and responses. - Watch and talk about dance and performance art, expressing their feelings and responses. - Sing in a group or on their own, increasingly matching the pitch and following the melody. - Explore and engage in music making and dance, performing solo or in groups.						

[illegible]

DT	Design - begins to build / create for a purpose (indoor and outdoor) - begins to verbalise their purpose in conversation with other children or adults (e.g. "I'm making a castle" / "I'm making my mummy") Make - uses construction kits to respond to picture stimuli (mobilo, duplo, kidstructor, brio kids, outdoor crates) - can join construction pieces together, using a range of connector pieces as necessary - uses "workshop" materials (e.g. paper, card, tubes, boxes, glue, tape, pencils, pens) to create a response to stimuli for purpose - can independently use a range of "workshop" materials and tools using simple techniques (e.g. glue or tape) Evaluate - can "bounce back" if a model doesn't work or breaks (shows resilience) - is willing to try again and might make some adaptations (this may be non-verbal)	Design - responds to a challenge to use continuous provision construction or "workshop" resources for a particular purpose , e.g. to make a model of a bird (the challenge could be verbal or accompanied by picture stimuli) - begins to verbalise what they might need / assemble some resources before beginning to create (thinks through the process and materials needed) Make - uses construction kits (mobilo, duplo, kidstructor, brio kids, outdoor crates) to respond to particular challenges - uses "workshop" materials and tools (e.g. paper, card, tubes, boxes, glue, tape, pencils, pens) to respond to particular challenges - begins to show more control in using scissors and other tools - finds different ways to respond to particular challenges (e.g. may create a bird model using each of the different construction kits available) Evaluate - in verbal conversation with an adult or other child can talk about what they like about what they have created - in verbal conversation with an adult or other child can talk about what they don't like about what they have created - in verbal conversation with an adult or other child can talk about what they might change in order to improve their creation - shows resilience and persistence in making changes or adaptations to their creations	Design - begins to draw a plan / list materials needed before beginning to construct Make - refers to their plan and uses construction kits (mobilo, duplo, kidstructor, brio kids, outdoor crates) to respond to particular challenges - refers to their plan and uses "workshop" materials and tools (e.g. paper, card, tubes, boxes, glue, tape, pencils, pens) to respond to particular challenges - uses scissors and tools safely, for a purpose and with control Evaluate - using their verbal evaluation go back to end product and make an improvement - begin to complete a written / pictorial evaluation
	Cooking experiences ongoing across the year, using the children's kitchen within the Reception Unit - follow verbal, pictorial and written instructions - begin to develop a food vocabulary using taste, smell, texture and feel - stir, spread, knead and shape a range of food and ingredients - understand the need for hygiene - talk about changes seen during the cooking process - use tools and equipment safely and competently - measure and weigh food items using spoons and cups - make links between one cooking experience and a subsequent one		
	Early Learning Goal 2021 (Expressive Arts and Design and Physical Development) Children at the expected level of development will: Creating with Materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function - Share their creations, explaining the process they have used Fine Motor Skills - Use a range of small tools, including scissors, paint brushes and cutlery - Begin to show accuracy and care when drawing.		
	Development Matters - Reception will be learning to: Expressive arts and design - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. Physical Development - Develop 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 and spoons.		
Voc	Construction planning, investigating design, evaluate, make, user, purpose, ideas, product, cut, fold, join, fix structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic circle, triangle, square, rectangle, cuboid, cube, cylinder	Cooking & Nutrition fruit and vegetable names, names of equipment and utensils, sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard, flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients	

RE	Myself	Special Times for Me and Others- Christmas	Special People to Me	Our Special Things	Our Special Books	Our Special Places Our Beautiful World
- Christianity - Islam - Hinduism Non-religious world views (+ other religions as relevant to the cohort)	-know that they are a unique individual and that no one else is quite like them - know that they have a birthday which is their own special day - identify the ways birthdays are celebrated (cards, presents, birthday cake, party, celebrating with family and friends...) - learn that some families celebrate new babies and children in particular ways (naming ceremonies, Christenings, the whispering of the Adhan (call to prayer) into a Muslim baby's ear at birth) - learn that religion is important to some people - learn for these people religion is an ordinary part of their lives (e.g. Christians going to church to worship, Muslims taking part in daily prayer and taking part in community celebrations, Hindus taking part in community celebrations, Sikhs serving in the langar) where possible this could be done using visitors -learn that some people wear particular items because of their faith, e.g. some Christians wear a cross, some Muslim women wear a hijab and some Muslim men cover their heads, some Sikhs wear a turban	-know that people have special times that they celebrate -know that some special days are celebrated by lots of people, e.g. Bonfire Night - know that some people celebrate religious festivals (Muslims celebrate Eid, Sikhs and Hindus celebrate Diwali) - know that Christmas is a festival celebrated by Christians - know that the bible is a special book for Christians - know that the story of Christmas is found in the bible - learn that Christians believe that Jesus is the son of God - recall key characters from the story- Mary, Joseph, baby Jesus, Angel -Learn how Christians celebrate Christmas as a community, e.g. Carol services, going to Church for a service on Christmas Eve/Christmas Day - begin to make links in their experience of celebrations (Birthdays, Christmas + possibly family weddings and christenings etc also any religious celebrations e.g. Eid) recognising that these things are celebrated with their family/wider community	- know that they have some people who are special only to them (their own family) and name these people. Their friends and name these people - know that they have some shared special people (teachers, TAs...) and name some of these people - know that some people are special to many people because of the jobs they do (doctors, nurses, emergency services...) and name some of these roles - know that Muhammad (pbuh) is important to Muslims - know that Muslims tell stories about Muhammad (pbuh) and how he lived his life -recall that Jesus is special to Christians (And as appropriate that Guru Nanak is special to Sikhs, Hindu deities for Hindus) - learn about people with a special role in places of worship imam (mosque) priest/vicar/minister/pastor (church) and what their role is within their community, e.g. teacher, leader...	-know that people have things that are special to them -explore artefacts used by people of faith -learn that Muslims use a prayer mat to ensure the space used for prayer is clean -learn that prayer beads help Muslims think about the nature of Allah -Think about how these might help Muslims understand God - learn that Christians believe Jesus died and rose again at Easter - know that the story of Easter is found in the bible - know that the cross is a Christian symbol -explore different styles of cross -think about what crosses are used for and how crosses might help Christians understand God	-recognise that people have books that are special to them - know that the Quran is a special book for Muslims - know that the Quran is treated with great care - know that the Arabic name for God is Allah - know that Muslims read the Quran and try to follow the teachings it contains -listen to stories from the Muslim tradition and from the Quran and consider their meaning for Muslims - Listen to stories from the Bible and consider their meaning for Christians	- know that they have special places of their own (homes, other family members homes) - know they have some shared special places (school, places they visit such as the park) - know that some places are special to followers of religions - know that the church is a special place for Christians - begin to recognise some of the features of a church - know that a mosque (masjid) is a special place for Muslims - begin to recognise some of the features of a mosque - explore how artefacts are used in a place of worship. - know that the world is a special place - listen to creation stories from different religious traditions - explore why it is important for Christians and Muslims that they care for the world (concept of Stewardship), every living thing being part of Brahman (the ultimate reality) in Hinduism
	Unique Special day Celebration Christian Muslim Eid	Festival Christmas Jesus God Bible	Special person Prophet Muhammad (pbuh) Church Priest Mosque Imam	Special things Prayer mat Allah Easter Rose again Cross Symbol Chalice and Paten	Special book Bible Quran Allah Meaning	Special place Church Mosque World Creation stewardship

	Early Learning Goal 2021 (Understanding the World) Children at the expected level of development will: People, Culture and Communities - 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 Past and Present - Talk about the lives of the people around them and their roles in society
	Development Matters - Reception will be learning to: Understanding the world - Compare and contrast characters from stories, including figures from the past. - Understand that some places are special to members of their community. - Recognise that people have different beliefs and celebrate special times in different ways.

PSHE	Families and Carers - that stable, caring relationships, which may be of different types, are at the heart of happy families Feelings and Emotions - talk about how they feel - learn vocabulary of feelings (worried/frightened, excited, scared, cross/angry) - begin to recognise situations that might cause these emotions - begin to recognise the impact of their actions on others Caring Friendships - initiates conversations, attends to and takes account of what others say - takes steps to resolve conflicts with other children, e.g. finding a compromise Respectful Relationships - the importance of respecting others who are different from them - the importance of speaking to an adult in school if they are upset -who to talk to in school if someone has upset them - simple ways to let others know that they are upset or that they want a turn (no I don't like that... my turn please...) - understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them - aware of the boundaries set, and of behavioural expectations in the setting - beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy	Online Relationships - that people sometimes behave differently online, including pretending to be someone they're not - the rules and principles of keeping safe online, how to recognise risks, harmful content and contact, and who to tell about them RSE objectives covered by 'Big Talk' - know why and how girls' and boys' bodies are different - know the scientific names for different body parts - identify which parts of their bodies are private - know the difference between good touches and bad touches - identify key people that they can go to if someone wants to touch their private parts or if they want to talk/ask questions - understand that they can say 'no' Being Safe and Healthy - about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe - the importance of only viewing content/playing games that is designed for children of their age - begin to recognise safe and risky situations - begin to identify when we need medicine and understand that we take it to get better	Healthy Lifestyles - children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe Respectful Relationships - talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable - they work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride - children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity - they show sensitivity to others' needs and feelings, and form positive relationships with adults and other children Being Safe and Healthy - they say when they do or don't need help
	Early Learning Goal 2021 (Personal, Social and Emotional Development and Physical Development) Children at the expected level of development will: Self-Regulation - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge - Explain the reasons for rules, know right from wrong and try to behave accordingly - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices Building Relationships - Work and play cooperatively and take turns with others - Form positive attachments to adults and friendships with peers - Show sensitivity to their own and to others' needs.		
	Development Matters - Reception will be learning to: (Personal, Social and Emotional Development) - See themselves as a valuable individual. - Build constructive and respectful relationships. - Express their feelings and consider the feelings of others. - Show resilience and perseverance in the face of challenge. - Identify and moderate their own feelings socially and emotionally. - Think about the perspectives of others. - Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian		

Physical Development (Dance element is Expressive Arts and Design) - PE	Introduction to PE -to move around safely in space -to follow instructions and stop safely -to stop safely and develop control when using equipment -to follow instructions and play safely as a group -to follow a path and take turns -to work co-operatively with a partner. Fundamentals -to develop balance -to develop running and stopping -to develop changing direction -to develop jumping -to develop hopping -to explore different ways to travel using equipment	Dance -to copy, repeat and explore actions in response to a theme -to explore and remember actions considering level, shape and direction -to explore movement using a prop with control and co-ordination -to move with control and co-ordination, expressing ideas through movement -to remember and repeat actions moving in time with the music -to explore actions in response to a theme and begin to use counts Ball Skills -to develop rolling and tracking a ball -to develop accuracy when throwing to a target -to develop dribbling with hands -to develop throwing and catching with a partner -to develop dribbling a ball with your feet -to develop kicking a ball to a target	Games -to aim when throwing and practise keeping score -to follow instructions and move safely when playing tagging games -to learn to play against a partner -to develop co-ordination and play by the rules -to explore striking a ball and keeping score -to work co-operatively as a team Gymnastics -to create short sequences using shapes, balances and travelling actions -to develop balancing and safely using apparatus -to develop jumping and landing safely from a height -to develop rocking and rolling -to explore travelling around, over and through apparatus -to create sequences using apparatus
	Early Learning Goal 2021 (Physical Development: Gross Motor Skills) Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others - Demonstrate strength, balance and coordination when playing - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing		
	Development Matters - Reception will be learning to: Physical Development - Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing - Progress towards a more fluent style of moving, with developing control and grace. - 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, sport and swimming. - 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. - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. - 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. Expressive arts and design - Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. - Listen attentively, move to and talk about music, expressing their feelings and responses. - Watch and talk about dance and performance art, expressing their feelings and responses.		