

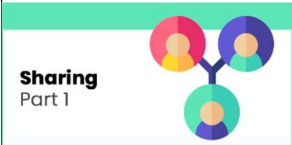











### Reception Autumn Term

	AUTUMN 1 <sup>st</sup> Half			Autumn 2 <sup>nd</sup> Half		
<b>Theme</b>	Me and My Family			Light Up the Sky		
<b>Enhancements</b>	Starting school and settling in!			Harvest Festival at the local church Christmas performances		
<b>Books</b>	Starting School, My Present, Angry Arthur, Angry Alligator, Love Monster, Rainbow Fish, We are all Different (ebook on twinkl)			The Little Red Hen, Leaf Man (Lois Elhert), non-fiction Diwali books, The Christmas Story, Can't you Sleep Little Bear, One Snowy Night.		
<b>Addressing Stereotypes</b>	All families are different. Different family, same love			Diversity of people in Britain		
<b>Area of Learning</b>	 <p><b>Gentle Hands and Hearts</b> Part 1</p>	 <p><b>Managing Feelings</b> Part 1</p>	 <p><b>Sharing</b> Part 1</p>	 <p><b>Animals</b> Part 1</p>	 <p><b>Road Safety</b> Part 1</p>	 <p><b>Fire Safety</b> Part 1</p>
<b>Area of PSHE/SRE</b>	<b>Relationships</b>	<b>Health and Well-Being</b>	<b>Health and Well-Being</b>	<b>Living in the Wider World</b>	<b>Living in the Wider World</b>	<b>Living in the Wider World</b>
<b>PSHE/ PSED including Development Matters and ELGs from EYFS (in bold)</b>	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>-To respond to the feelings and wishes of others;</li> <li>- To be aware some actions can harm or hurt others.</li> <li>- To respond to the feelings and wishes of others;</li> <li>- To be aware some actions can harm or hurt others.</li> <li><b>-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 how to follow the rules.</b></li> </ul>	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>-To understand reasons behind the feeling of fear and to help them feel more in control.</li> <li>- about the idea of Human Rights, protection and respect</li> <li><b>-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 how to follow the rules.</b></li> </ul>	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>to understand the feeling of jealousy but to be able to celebrate when others do well and to share in good feelings.</li> </ul>	<p><b>Pupils should be taught:</b></p> <p><b>Explore the natural world around them, making observations and drawing pictures of animals and plants</b></p> <ul style="list-style-type: none"> <li>- To know that animals have not always been treated nicely and that there are people who can help them to be kind to animals</li> <li>- That animals can be trained to work for us and to do important jobs</li> <li>-To understand that animals need lots of care and attention to grow healthy</li> </ul>	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>-To learn stop, look, listen and think before crossing the road</li> <li>-to be aware of dangers on the roads and to follow safety rules and the law.</li> </ul>	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>To learn not to play with fire and to know how to prevent, plan and practise</li> <li><b>Children talk about ways to keep safe</b></li> </ul>

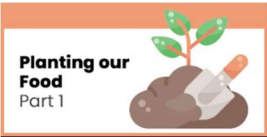




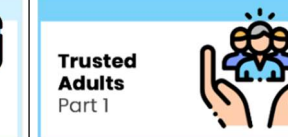
<p><b>Key questions / knowledge and understanding to be explained</b></p> <p><b>Key Knowledge and facts to be recalled</b></p>	<p><b>Phase 1 and 2 – Gentle Hands and Hearts key questions:</b></p> <p>What can you use hands for?  How can you use hands to talk?  What can you do if someone knocked down the blocks you're building?  <b>What can you do when you and your friend don't get along?</b>  What if your friend yells, kicks, pushes or hits?</p> <p><b>Phase 3 and 4 –Managing Feelings key questions:</b></p> <p><b>What happens to our bodies and brains when we are afraid?</b>  What is fight or flight?  If I have the right to say what I like, and don't like, can I say I don't like running?  If I have the right to say what I like, and don't like, can I say I don't like people with curly hair?  If you are making a choice about what to wear, what will help you to decide and make a good choice of outfit?</p> <p><b>Phase 5 and 6 – Sharing key questions:</b></p> <p>Why is it difficult to share sometimes?  Why is it important to share?  What can we do if someone has something that we want?  <b>If we feel jealous because someone has something that we want, what can we do?</b>  How will learning to share help us?  What can you do to be kind today?  When might extra kindness be needed?  How does being kind and sharing make us feel? Which of these are the best ways to share kindness?</p>			<p><b>Phase 1 and 2 –Animals key questions:</b></p> <p>What work can a dog be trained to do?  Do you know how pigeons have worked for humans?  How do bees help us?  How can squirrels help is in our world?  What special talent does an octopus have to help humans?  <b>What do you think a new puppy needs?</b>  A dog is left in a car on a hot day. What can you do?</p> <p><b>Phase 3 and 4 –Road Safety key questions:</b></p> <p><b>What are the rules for crossing a road safely?</b>  Do you know the green cross code?  What is the first rule of the green cross code?  What if you can't find a crossing place?  What if there are parked cars and vehicles?</p> <p><b>Phase 5 and 6 – Fire Safety key questions:</b></p> <p>What are matches and what can they do?  Is there only danger from fire or can you be hurt by smoke too?  What is a burn?  Which room in the house has the highest number of hot things which may be a hazard?  How can smoke get into your body?  What should you do if your clothes catch fire?  What makes fire grow bigger?  If your clothes caught fire, what is the best thing to do?  <b>What should you do first if you see a fire in a room in your house?</b></p>		
<p><b>Vocabulary</b></p>	<p>Angry, upset, kind</p>	<p>Fight, flight, brave  Rights, respect, consequence</p>	<p>Share, jealous, kind</p>	<p>Pet, needs, help</p>	<p>Cars, green cross code, stop look listen! fluorescent</p>	<p>Hazard, fire safety, smoke alarm  Stop, drop, roll</p>

## Reception Spring Term

	Spring 1 <sup>st</sup> Half			Spring 2 <sup>nd</sup> Half		
Theme	Starry Night			Cornwall- Perranporth My Home		
Enhancements	Explorer Dome Tales by torchlight			Going to the bakery to buy a pasty The Welcome		
Books	Whatever Next, Owl Babies, Night Monkey Day Monkey (Julia Donaldson) Katie and the Starry Night, Look Up			Archimedes Bath , Merrymaid of Zennor, Story of St Piran, Tom and the Giant , Cornish Pasty Pirates		
Addressing Stereotypes	Challenge stereotypes about race and gender. Read story 'Look Up'. Famous astronaut Mae Jemison.			Were all pirates men?		
Area of Learning						
Area of PSHE/SRE	Living in the Wider World	Health and Well-Being	Health and Well-Being	Health and Well-Being	Living in the Wider World	Living in the Wider World
PSHE/ PSED including Development Matters and ELGs from EYFS (in bold)	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>-to learn how technology has changed our lives to see how it has changed since our parents were babies and to investigate how it helps us in the home.</li> <li>-to investigate devices and to think about using them safely.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li><b>-Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</b></li> <li>-to understand the importance of routines for promoting good quality sleep</li> <li>-to recognise good quality sleep and to understand why it is so important for good health</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>-to appreciate that music is a great way of changing my mood and it can make me happy</li> <li>-To know that making music together helps me to share ideas and listen to the ideas of others.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li><b>Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help</b></li> <li>-To be confident in having a go and to understand that children can feel good about their own success but that making mistakes is another way of learning.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li><b>-Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</b></li> <li>-To use talk to clarify, organise and sequence thinking, ideas, feelings and events linked to their own environments</li> <li>-To show an interest in different occupations and ways of life</li> <li>-To understand the differences that environments make to our lives and our choices.</li> <li>-To appreciate that other children have different likes and dislikes that may be influenced by our environment.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li><b>-Be confident to try new activities and show independence, resilience and perseverance in the face of Challenge</b></li> <li>-To use talk to articulate as children investigate, ask questions, solve problems and make choices as they play, eat and interact with others around them.</li> </ul>

<p><b>Key questions / knowledge and understanding to be explained</b></p> <p><b>Key Knowledge and facts to be recalled</b></p>	<p><b>Phase 1 and 2 –Technology key questions:</b>          Have we ever seen any of these items before? (old technology)          Do we know what they're called? What is different about them? How does different technology help us at home?          What animals did people use to send messages before we could send letters through the post?  <b>Whilst you're playing the game someone pops up in the chat to say hello. You're not sure who this person is but they have a nice picture of a character from the game. What should you do?</b>          Whilst playing the game you're friend who you know from school says a funny joke about someone from school. It's a bit unkind, what should you do?</p> <p><b>Phase 3 and 4 –Sleep key questions:</b>          How many hours of sleep do children need?  <b>What is a bedtime routine?</b>          What might make it easy to go to sleep?          What things are not a good idea before bedtime?          Bert has been watching TV, or playing games online before bed. What's a good solution to help him get better sleep?          what can happen if you don't get enough sleep?</p> <p><b>Phase 5 and 6 – Marching to the beat of your Own Drum key questions:</b>  <b>How can music help you to feel happy?</b>          Can anyone learn music, to sing or play an instrument?          Learn the song- <a href="https://www.bbc.co.uk/teach/bring-the-noise/golden/zdtxxyc">https://www.bbc.co.uk/teach/bring-the-noise/golden/zdtxxyc</a></p>			<p><b>Phase 1 and 2 –Making Mistakes key questions:</b>          Should you try to be perfect all the time?          What is the best thing to do when you make a mistake?  <b>How can making a mistake be good?</b>          What do you need to do to learn from mistakes?          What can you do if you know someone else has made a mistake?</p> <p><b>Phase 3 and 4 –Cities, Town, Land and Sea key questions:</b>  <a href="#">Lesson 2: Town or Country? (Teacher Notes &amp; Pupil Resources).pdf (cea.org.uk)</a>          Are we city or town mice?  <b>If you had to choose one of these to describe where you live, would it be:</b>          Cityscape          Seascape          Townscape          Landscape</p> <p><b>Phase 5 and 6 – Being Curious key questions:</b>          Can you think of some words we use to start a question?          What can you do to try and solve a tricky problem?  <b>What does it mean to explore something?</b>          How can your senses help you to explore?</p> <p>Why can we sometimes see the moon in the daytime?          How big is the moon?          Does the moon make its own light?          How many planets in the solar system?</p>		
<p><b>Vocabulary</b></p>	<p>Tablet, internet, safety</p>	<p>Routine, bedtime, lullaby</p>	<p>Happy, instrument, sing</p>	<p>Confident, mistake, learn</p>	<p>Town, countryside, beach, bird's eye view</p>	<p>Explore, question, tricky problem</p>

# Reception Summer Term

	Summer 1 <sup>st</sup> Half			Summer 2 <sup>nd</sup> Half		
<b>Theme</b>	Sunshine and Sunflowers			Who Lives in a Rockpool?		
<b>Enhancements</b>	'Growing' caterpillars Planting beans			Beach trip- beach clean, sand art, mapping journey The Rockpool Project		
<b>Books</b>	Jack and the Beanstalk, Handa's Surprise, The Hungry Caterpillar, My Bean Diary, Sun (Carol Thompson), The Tiger Who Came to Tea, The Mixed Up Chameleon, Monkey Puzzle			Messy Magpie, The Singing Mermaid, Sharing a Shell, One is a Snail Ten is a Crab, At the Beach, Welcome to the Rockpool, Sally and the Limpet. Who Sank the boat? Greta and the Giants		
<b>Addressing Stereotypes</b>	Not all black people live in Africa, African people come from many different socio economic backgrounds.			Challenging Stereotypes– Greta Thunberg environmental activist		
<b>Area of Learning</b>						
<b>Area of PSHE/SRE</b>	<b>Living in the Wider World</b>	<b>Living in the Wider World</b>	<b>Living in the Wider World</b>	<b>Living in the Wider World</b>	<b>Health and Well-Being</b>	<b>Health and Well-Being</b>
<b>PSHE/ PSED including Development Matters and ELGs from EYFS (in bold)</b>	<p>Pupils should be taught: <b>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.</b></p> <p>To understand that all living things need certain things to be able to grow and to flourish; That it is healthy for your diet and good for your well-being to grow your own food.</p>	<p>Pupils should be taught: <b>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.</b></p> <p>To initiate play, offering cues for peers to join them and to keep play going by responding to what others are saying or doing To appreciate and value praise for bringing their skills to a group task and realising what they can do together</p>	<p>Pupils should be taught: <b>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</b></p> <p>-To understand the importance of fresh air and exercise to support well-being and good mental health -To know how to play safely in the sunshine</p>	<p>Pupils should be taught: <b>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable and think about ways to keep safe.</b></p> <p>-To think about ways to play safely in, around an on the water -Understanding the importance of always being near an adult when close to water</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>· To help children understand that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health</li> <li>· To teach children the importance of washing hands from an early age through reading, discussion, play and role play.</li> <li>· To teach children how to wash their hands thoroughly through demonstrations, sharing ideas and role play.</li> <li>· To begin to consider the fact that in some places far away, children do not have what they need to wash their hands and stay healthy</li> </ul>	<p>Pupils should be taught: <b>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</b></p> <p><b>To know who helps us in our community – to know how to make an emergency call</b></p>
<b>Key questions / knowledge and understanding to be explained</b>	<p><b>Phase 1 and 2 – Planting Our Food key questions:</b></p> <p><b>What do plants need to grow?</b></p> <p>What season can we buy strawberries in? How do the seasons affect growing of plants?</p>			<p><b>Phase 1 and 2 – Water Safety key questions:</b></p> <p>Safety at the beach, river and harbourside – children get the opportunity to discuss potential hazards on the RNLI posters showing all possible dangers of being around water. The flags which appear at the beach are displayed and children can understand their immediate meaning and the warnings they are giving.</p>		

<p><b>Key Knowledge and facts to be recalled</b></p>	<p>What can we look at when studying plants?          What can we think about when studying plants? What questions can we ask about them?          Do you think that you can eat everything that you grow?          Why are some plants inedible?          How do you know what is safe to eat?</p> <p><b>Phase 3 and 4 – Follow my lead key questions:</b>          Why is it important to ‘play nicely’ with friends?          When can you decide on your own play and your own games?          Is it ok to be bossy and to bully someone into doing what you want them to do?  <b>Why is it important to take turns?</b>          Is it ok to be selfish and to keep toys and games to yourself?          Why does it feel great to work together?          What can you learn by working together?</p> <p><b>Phase 5 and 6 – The Great Outdoors key questions:</b>          Why is fresh air good for you?          How can sunlight or daylight help us to feel good?          Why do our bodies need sunlight and fresh air?  <b>What are the benefits of nature?</b>  <b>What are the five s’s for sun safety?</b>          Who is George the sun safe superstar?          What does slip, slop, slap mean?          Is there a bad time to be out in the sun?          How do sunglasses protect you from the sun?</p>		<p><b>What are the colours of the three information flags at a UK beach?</b>  <a href="https://rnli.org/video-player/650BD975-70DD-49EB-B07F608B256480BA">https://rnli.org/video-player/650BD975-70DD-49EB-B07F608B256480BA</a></p> <p>There are four safety rules around water - do you know them?          What are the places where water collects, where you need to remember water safety?          When you're near water, what does it mean to stop and think?          Why is it important to stay together near water? Why is it important to learn to float?</p> <p><b>Phase 3 and 4 –Taking Good Care of Myself key questions:</b>  <b>Why is it important to wash your hands often?</b>          How can hands become dirty or carry germs?          Can you see all germs?          What will happen if you don't wash your hands after going to the toilet?          What are some good tips for making sure your hands are really clean?          When should you wash your hands?          How often should you brush your teeth?          When will you be old enough to have a bath by yourself?</p> <p><b>Phase 5 and 6 – Trusted Adults key questions:</b>          Who can really look after us?  <b>Who or what is a trusted adult?</b>          Does everyone have a trusted adult?          Should all grown ups be considered trusted adults?          If you didn't feel comfortable saying some words to a trusted adult, what could you do?</p> <p><a href="https://ineqe.com/2021/02/08/trusted-adults/">https://ineqe.com/2021/02/08/trusted-adults/</a></p> <p>What happens when you use a telephone to call 999?          When should you call 999?          Emphasise the importance of only ever calling in an emergency – what is an emergency/ why we shouldn't call in a non emergency.</p>			
<p><b>Vocabulary</b></p>	<p>Plant, season, edible, sunshine</p>	<p>Share, listen, take turns, together</p>	<p>Well-being, vitamin, nature, sunscreen, protection</p>	<p>Water safety, lifeguard, coastguard, flag</p>	<p>Soap Water Clean Dirty Germs Invisible</p>	<p>Trust, adult, stranger, emergency, emergency services</p>