

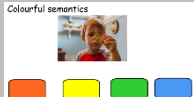
Curriculum Overview- Understanding the World - Year Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
UTW- Past and Present	<ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them Enjoys joining in with family customs and routines <p>Learn the names of different occupations in the community.</p>	<ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them Show an interest and speak about the role of a police officer using new learnt vocabulary such as radio, handcuffs. Enjoys joining in with family customs and routines Recognises and describes special times or events for family or friends Talk about a special celebration I have participated in. 	<ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them Enjoys joining in with family customs and routines Recognises and describes special times or events for family or friends 	<ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them Enjoys joining in with family customs and routines Talks about past and present events in their own life and in the lives of family members 	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. 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. 	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. 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.
UTW- People, Culture and Communities	<ul style="list-style-type: none"> Enjoys joining in with family customs and routines Shows interest in different occupations and ways of life indoors and outdoors <p>Participate in the harvest festival and learn about what this means.</p>	<ul style="list-style-type: none"> Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family Shows interest in different occupations and ways of life indoors and outdoors I can talk about bonfire night. Talk about how I keep my teeth clean, why I need teeth and what happens at the dentist. 	<ul style="list-style-type: none"> Knows that other children do not always enjoy the same things, and is sensitive to this Recognises and describes special times or events for family or friends 	<ul style="list-style-type: none"> Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions Knows that other children do not always enjoy the same things, and is sensitive to this 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
UTW- The Natural World	<ul style="list-style-type: none"> Developing an understanding of growth, decay and changes over time Shows care and concern for living things and the environment <p>Plant bulbs ready for spring.</p> <ul style="list-style-type: none"> Creating a small world scene with woodland animals that are indigenous to us. <p>Explores different materials.</p> <ul style="list-style-type: none"> Look for autumnal changes and say what they have found. 	<ul style="list-style-type: none"> Developing an understanding of growth, decay and changes over time Shows care and concern for living things and the environment Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world I can talk about hibernating animals 	<ul style="list-style-type: none"> Developing an understanding of growth, decay and changes over time Shows care and concern for living things and the environment Talks about the features of their own immediate environment and how environments might vary from one another 	<ul style="list-style-type: none"> Developing an understanding of growth, decay and changes over time Shows care and concern for living things and the environment Begin to understand the effect their behaviour can have on the environment Knows about similarities and differences in relation to places, objects, materials and living things 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
Topic Names	My community and Autumn in my local area.	People who help us and different celebrations such as	Winter and adventures in space.	The great outside and Spring begins!	We're going on a bug hunt!	Journeys to different places.


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		birthdays, weddings and religious festivals. changes in the weather.				
Celebrations and experiences	Halloween	Diwali Bonfire night Children in need Remembrance day Christmas	Valentines day Lunar new year	World book day Mothers day Pancake day Easter	Ramadhan Eid	Fathers day Sports day Transition day
Curriculum Enrichment / Trips	Shopping list to buy ingredients to make bread.	Burglar bill stealing equipment from our classroom.	Building snowmen	Design a picnic box- healthy eating and make food	Teddy bear's picnic and bug hunting in the school grounds.	Farm visit
Core story	The little red hen	Burglar Bill	Whatever next?	The Enormous turnip	Norman the slug with the silly shell.	The Three little billy goats gruff.
Writing assessment	Shopping list	Wanted poster	List of things to take to space	Describe a plant	Where will Norman go next?	Letter to the troll
Curricular Milestones Past and Present	<u>Milestone 1</u> I can role play as 'people who help us' in our community.	<u>Milestone 2</u> I can talk about how I celebrated Bonfire night	<u>Milestone 3</u> I can talk about a journey I have been on.	<u>Milestone 4</u> I can talk about what I needed when I was a baby and how that has changed now that I am a child.	<u>Milestone 5</u> I can talk about how Eid is celebrated by Muslims and I can name other religious festivals.	<u>Milestone 6</u> I can find places I have visited on a map and talk about how these countries are different/similar to England.
Curricular Milestones People, culture and Communities	<u>Milestone 1</u> We will learn about People who help us in our community.	<u>Milestone 2</u> 'Accept that everyone is different' session in PSHE Jigsaw.	<u>Milestone 3</u> I will show and talk about a special time that I have had with my family or friends.	<u>Milestone 4</u> Voting for my favourite story to read.	<u>Milestone 5</u> Match old artefacts with new objects. I can talk about how these were used in the past and how we use them in our lives now.	<u>Milestone 6</u> Go on local walk using a map to see special places.
Curricular Milestones The Natural World	<u>Milestone 1</u> Go for an Autumn walk in the school grounds and create Autumnal models.	<u>Milestone 2</u> I can research animals that hibernate and are ingenious to where I live.	<u>Milestone 3</u> I will complete a melting ice challenge and talk about weather from around the world.	<u>Milestone 4</u> I will grow my own plant in school and help it grow.	<u>Milestone 5</u> I will have a minibeast experience!	<u>Milestone 6</u> I will take part in a puddle experiment during Summer!

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<p>Hooks for learning</p>	<p>The Little Red Hen sends us different types of bread to try because we sent a letter to the animals about how they should have helped the Hen.</p>	<p>Burglar Bill enters the classroom and steals our pens. We look at the CCTC and write to the police. We draw Wanted Posters and write letters to BB on how we make right choices.</p>	<p>Ollie the alien crash lands in our Reception playground. He lives on the grounds whilst we design and make rockets for him. He becomes lonely and sparks our interest in writing passports. He thanks us by setting up a space day on our school grounds. We make alien gloop, make fire, paint rockets, make moon rocks, mentos experiment and many other space activities.</p>	<p>Roger the rabbit steals our tiny carrots that we were excited to eat. Roger leaves us a letter and a trial of rabbit poo! We write a letter to Roger explaining where carrots grow and how he can look after them. We are growing experts!</p>	<p>Norman the silly slug thanks us by giving us caterpillars to grow in our classrooms.</p>	<p>Reception children try to save the Billy Goats by designing and creating bridges in different forms. The troll enters our classrooms and destroys them. The goats thank us by sending us to have a fun day and a farm.</p>
<p>Makaton language</p>	<p>Hello Good morning Are you ok? Yes Home time Lunch time Stand /to get up Friends Sit To look Bread Chapatti To cut Pen Pencil Paper To sing To play To read Hen</p>	<p>Brother Sister Mummy Daddy Fireworks Policeman Policewoman House/home Window Scissor disco Paint-l2 To think-l2 Picture-l2 Sand(2)-l2 To create/to model Water Sand To make/ to create To know I like</p>	<p>*All feelings- Happy, sad, worried, relax/ be patient and angry. Space Space rocket Alien Moon Teddy bear Bear Fire Box Journey Jam Quick/slow/fast Earth Star Clever Me/ my I You More</p>	<p>Flower Tree Salad Soup Sweet Potato Garden Pie Bird Vegetables Fruit Quick Slow Fast Door Window Apple Chocolates Crisps Rabbit To grow Sandwich Banana Orange *All colours</p>	<p>Butterfly To dig Beautiful Garden To love Worm Snail And Minibeasts Tiny Spider Sun Rain Down Ground found lots different bee Ladybird Caterpillar</p>	<p>Farm Straw Horse Goat Puppy/dog Animal Fish Bone Duck Cow Pig Bridge</p>
<p>Colourful semantics /</p>	<p>Stage 1/2 Who? What doing?</p>	<p>Stage 3 Who? What doing? What?</p>	<p>Stage 3 Who? What doing? What?</p>	<p>Stage 4/5 Who? What doing? What? Where?</p> 	<p>Stage 4/5 Who? What doing? What? Where? The girl has a butterfly on her hand in the garden.</p>	<p>Stage 5 Who? What doing? What? Where? When?/Describe.</p>
<p>Inference picture</p>	<p>Introduce Daily inference at the start of the Literacy lessons. Focus on Level 1 and 2 (Naming things and Describing things)</p>	<p>Daily inference at the start of the Literacy lessons- Start to use talking partners. Focus on Level 1 and 2 (Naming things and Describing things)</p>	<p>Daily inference- Blank levels 3 questioning. (Naming, describing, Re-telling)</p>	<p>Daily inference-Blank levels 1-4 questioning. (Naming, describing, Re-telling and Justifying)</p>	<p>Daily inference- Blank levels 1-4 questioning.</p>	<p>Daily inference- Blank levels 1-4 questioning. (Naming, describing, Re-telling and Justifying)</p>

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SEND- ELKLAN	Settling in and use transition notes from Nursery settings to support children with additional needs.	Referrals to external agencies/ initial concerns forms and meetings with parents made. Start ELKLAN practices in provision.	ELKLAN practices in provision for children with language needs.	ELKLAN practices in provision for children with language needs.	ELKLAN practices in provision for children with language needs.	ELKLAN practices in provision for children with language needs.																																																																																																
NELI	Settling in.	Screen all the Reception children for a summary on language.	Intervention programme begins.	Intervention programme begins.	Intervention programme begins.	Intervention programme ends and Screening takes place for progress.																																																																																																
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Aspire and British values	Individual Liberty- Learn the characters for the Aspire values. Democracy- Choose which book the adult should read at the end of the day using self-choosing options (name cards/mini-mes) Democracy- Discussion about who is in our community linked to LRH. Democracy- Turn taking during rhythm and rhyme songs and discussions. The rule of law- Children use NELI poster- sit still, listen, look and be quiet. Democracy- Vote for our ladyroyd Hero.	Democracy- Turn taking when it is 'me then you' during phonics sessions. Individual liberty- Talking about how the characters feel in the story BB. Mutual respect- Talking about Christmas, Diwali ,Bonfire night ,Children in need and Remembrance day. The Rule of Law- BB entering the classroom (see hook for learning) Democracy- Vote for our ladyroyd Hero.	Democracy and Mutual respect- sow seeds outdoors. Mutual Respect- Democracy- Vote for our ladyroyd Hero. The rule of law- What does an Astronaut do?	Democracy- Vote for our ladyroyd Hero. Democracy and Mutual respect- Water the plants in the classroom and sow seeds outdoors. Democracy- Vote for our favourite plant.	Democracy- Vote for our ladyroyd Hero.	Democracy- Vote for our ladyroyd Hero.																																																																																																
Personal Development Plan	10. Bake food and eat it. 15. Fasten my coat. 16. Make a friend.	2. Go to forest school. 8. Go to the library. 18. Dress up for role play.	14. Write my name. 19. Know where you live.	12. Watch a plant grow. 9. Have a picnic.	5. Work or play with children in other year groups.	3. Take part in sports day. 17. Visit a farm.																																																																																																

Curriculum Overview- Understanding the World - Year Reception

	6. Experience another language. 13. Learn a song.		20. Build and play with different materials.			
Jigsaw coverage	<u>Being Me In MY World</u> Wk 1 Help others to feel welcome WK 2 Try to make our school community a better place Wk3 Think about everyone's right to learn Wk 4 Care about other people's feelings Wk 5 Work well with others WK 6 Choose to follow the Learning Charter	<u>Celebrating differences.</u> Wk 1 What am I good at? WK 2 I'm Special, I'm me! Wk3 Families Wk 4 Houses and homes Wk 5 Making friends WK 6 Standing up for yourself!	<u>Dreams and Goals.</u> Wk 1 Challenge WK 2 Never give up! Wk3 Setting a goal Wk 4 obstacles and support Wk 5 Flight to the future WK 6 Footprint awards. Wk7- What makes a good helper?	<u>Healthy me!</u> Wk 1 Everybody's body WK 2 We like to move it, move it Wk3 Food glorious food Wk 4 Sweet dreams Wk 5 Keeping clean WK Stranger Danger	<u>Relationships</u> My family and me Make friends make friend never ever break friends part 1 and 2. Falling out and bullying part 1 and 2 Being the best friends we can be.	<u>Changing me</u> My Body Respecting my body Growing up Fun and fears part 1 and 2. Celebration
Literacy (inc The Natural world carpet inputs)	Week 2- Inference on the story/Predict the ending/Read the full story/Marvellous me! For Reception Week3- Story map/Innovated story map/ Community helpers for Reception Shared write shopping list. Week 4- All about Autumn/Read instruction on how to make bread/ <i>Lost and found</i> for Reception Giants! For Reception/ <i>Helping bear Mixed with Who's who.</i> Week 5- Invented story map/Write a letter to the penguin/ Helping bear/Friendship tree Week 6- Families for Reception/Woodland walk for Reception/Leaf man/who lives in the woods? Week 7- Wild ones for Reception/Harvest time for Reception/ Week 8- Leaf man/making autumn playdough/who lives in the woods/making leaf man books	Week 1- Holiday recount Inference on the front cover. Diwali Bonfire night Week 2- Predict the ending Read the ending. Role on the wall Day and night Week3- Hot seating Story map Innovate the story Invent a story Week 4- Oral hygiene list Write a list of things Burglar Bill stole/letter. Police officer information Hibernating animals Week 5- The nativity story Owls research Visit to the dentist oral hygiene Wanted poster Week 6- Oral hygiene- healthy eating Write a Christmas card Burglar Bill- Write a list of stolen goods. Week 7- The season of winter. Celebrations. Seasonal celebrations.	Week 1- Holiday recount Inference on whatever next Week 2- Predict the ending Read the ending Role on the wall Hot seating Week3- Story map Story ordering Innovate the story map Space facts Week 4- Invent a story Space facts Space facts Week 5- Bear facts Chinese new year Betsie journey Writing a postcard to betsie Week 6- Space labels Write a list of things to take to space Different types of transport Hot air balloons Week 7- valentines day Train journeys Lost and found Passports at the ready	Week 1- Holiday recount Inference of The Enormous Turnip Predict the ending Read the ending Week 2 Story map What am I? Fruits/beg Hot seating Role on the wall Week 3 Innovating Write a list of healthy foods Plant cress Inventing Week 4 Where to carrots grow? Spring Mothers Day Plant a seed Week 5 What am I? Plants Describe a plant All about rabbits Week 6 Easter How to make a jam sandwich Labelling vegetables Colourful semantics The Enormous turnip.	Week 1- Holiday recount Inference on Norman the slug Predict the ending Read the ending Week 2 Bees Order the story Week 3 Drawing the story map Innovate Slugs and snails Role on the wall Week 4 Hot seating Norman adventure Planning butterfly garden All about ants Week 5 Worms Inventing Labelling minibeast Diary of a spider	

Curriculum Overview- Understanding the World - Year Reception

<p>Religious Education (R.E syllabus)</p> <p>Past and Present</p>	<p><u>Where do I live and what is special to me?</u></p> <p>Children are encouraged to talk about where they live and who live in their house. The unit establishes a sense of belonging to a family, school, community and the wider world. Pupils will be encouraged to talk about and describe where they live and who lives with them, as well as learning about other aspects of belonging to different and wider communities, including religious communities</p>	<p><u>How do people celebrate Autumn, Winter festivals?</u></p> <p>To focus attention on religious celebrations as well as cultural festivals.</p>	<p><u>People who help us.</u></p> <p>It explores the need to follow rules, including the ‘Golden Rule’ of treating others as you would like to be treated. It introduces concepts of friendship and explores the way in which we care for our friends and families. The importance of caring for others in Christianity and Islam is demonstrated through storytelling, including stories about Jesus and the Prophet Mohammed. It helps children begin to develop an awareness of the wider world in which we live through supporting local and national charities.</p>	<p><u>What can we see in our wonderful world?</u></p> <p>This unit will involve children exploring the outdoors and the wonders of nature during different seasons. It will give the opportunity for children to investigate, take an interest in and look after the natural world. Religious beliefs and stories about creation will be explored and children will explore how believers take care of the world due to their beliefs about creation.</p>	<p><u>How do people celebrate Spring festivals?</u></p> <p>The unit begins with a recap and revision of festivals and how they are celebrated. This is followed by a simple introduction to religious and cultural festivals through Spring and Summer including Mardi Gras/Rio Carnival (cultural festival that marks the beginning of Lent for some Christians), Chinese New Year (Chinese culture), Holi (Hinduism), Vaisakhi (Sikhism), Pesach (Judaism) and Lent/Easter (Christianity) and Ramadan/Eid</p>	<p><u>What places are special to us?</u></p> <p>This unit explores the concept of ‘Special Places’. Children are encouraged to talk about and experience special places - not just the places themselves, but also the people and communities associated with them. The unit establishes a sense of belonging to a family, school, community and the wider world. Pupils will be encouraged to talk about and describe special places for them and special places for religious people.</p>
<p>Vocabulary linked to R.E</p>	<p>Home Family School Community Special artefacts Special books – Bible, Quran</p>	<p>Festivals Celebrations specifically: Harvest, Rosh Hashanah, Sukkot, the Mid-Autumn Festival, Diwali, Hannukah, Advent and Christmas. Religion Culture Similarities and differences.</p>	<p>Charity Good manners Rules Friends Disciples</p>	<p>Creation Responsibility Nature Caring for the world Names for God/Gods in different religions.</p>	<p>Mardi Gras/Rio Carnival, Chinese New Year, Holi, Vaisakhi, Pesach, Lent/Easter, Ramadan/Eid</p>	<p>Church, Mosque</p>
<p>The Natural world</p> <p>Seasons & Weather</p>						
<p>The Natural world</p>	<p>Name some animals from the small world area in continuous provision. These include: indigenous, wild, sea, desert, minibeasts, dinosaurs, farm animals. Describe some animals. Compare some animals and classify them as they tidy up.</p>					

Curriculum Overview- Understanding the World - Year Reception

Animals & Habitats	<p>Observe some animals- keep pets such as caterpillars.</p> <p>Have opportunities to observe/find animals in the school grounds, local area and further afield</p> <p>Talk about what animals eat</p> <p>Have opportunities to talk to a vet, pet owner, farmer etc.</p> <p>Talk about the places where animals live</p> <p>Talk about the animals they will find in the school grounds and local area</p> <p>Talk about what animals they will NOT find in the school grounds and local area</p>
<p>The Natural world</p> <p>Humans</p>	<p>Name parts of the body</p> <p>Describe themselves</p> <p>Begin to compare themselves with others</p> <p>Begin to use comparative language e.g. taller, shorter</p> <p>Begin to measure themselves/their friends using non-standard units</p> <p>Experience and explore using 5 senses</p> <p>Name the 5 senses</p> <p>Talk about how to keep healthy e.g. diet, exercise, hygiene, what clothes to wear/dressing</p>
<p>The Natural world</p> <p>Plants</p>	<p>Name some plants.</p> <p>Describe some plants.</p> <p>Compare some plants.</p> <p>Draw/paint and create plants.</p> <p>Observe plants in the school grounds, local area and beyond</p> <p>Name the basic parts of a plant</p> <p>Have opportunities to grow/taste/draw/measure plants inside and outside the classroom.</p> <p>Talk to a gardener whilst visiting a garden centre.</p>
<p>The Natural world</p> <p>Seasons & Weather</p>	<p>Name 4 seasons</p> <p>Talk about the 4 seasons</p> <p>Experience and observe the 4 seasons</p> <p>Name different types of weather</p> <p>Change the weather display in the classroom.</p> <p>Create journey sticks for Autumn, Winter, Spring and Summer.</p> <p>Be familiar with weather reports e.g. BBC weather app</p> <p>Show independence in deciding when a coat or jumper needs to be worn or taken off.</p> <p>Understand and act appropriately with weather changes e.g. drinking water when it is very hot.</p>
Vocabulary	Soil, water, heat, seeds, growing, germinating, senses*, planting, weather types*
<u>Past and present</u>	
History skills	

Curriculum Overview- Understanding the World - Year Reception

Chronological understanding	Use the words past, now and a long time ago. Begin to organise events using basic chronology recognising that some things happened before they were born. Know how they have changed from when they were born to now. Know how their family is made up beyond themselves. Share photographs of a special event or a special place they have visited with their families.
Historical Enquiry	Children will answer how and why questions about stories and events. Begin to understand that pictures, books, computers and artefacts can help us to understand about the past Know that once upon a time means a long time ago. Know that what book characters are wearing/doing help us to understand what life was like at that time. (eg similarities and differences) Know some simple past tense phrases was, lived. Begin to show an understanding of how their life is different from their parents and grandparents.
Knowledge and interpretation	Know that Neil Armstrong was an important person in the past. Begin to understand that characters and events in books can be used to show an understanding of lives in the past.
Vocabulary	Yesterday, a long time ago, once upon a time, in the past, before I, week. Any vocab in relation to past, present and future tense.
People, culture and communities	
Geographical skills	
Locational knowledge	Name special localities known to them. To know that they live in Bradford. To talk about places they have visited with their family.
Place Knowledge	To know there are other countries and places in the world through festivals and celebrations such as Chinese new year and Christmas. To know that different types of transport can take us to different localities around the world. Discuss the different settings in books, especially the Core stories.
Human and Physical geography	Use simple geographical words to describe physical features, beach, sea, forest, hill, river, season, weather. This is through settings in story sessions or in the block area when creating scenes. Use simple words to describe some human features, village, town, farm, house, shop, post office in the block and construction area. To be able to name the seasons. To begin to identify some simple seasonal changes and go on walks on the school grounds to find objects for our Journey string. To begin to identify some similarities and differences between where we live and places where our stories take place. (clothing/houses/weather)
Geography skills and Fieldwork	To draw treasure maps. Draw and follow maps to find stolen goods from Burglar Bill. To follow maps using positional language from Maths inputs. Draw simple maps from home to school. To show an interest in aerial photos of the local area. To use a compass in the picnic area outdoors. Visit different parts of the local area. Draw story maps of the core story, draw innovated and invented versions each half term.
Vocabulary	Forward, back, left, right, direction, road, path, buildings (brick/glass/door/), types of transport* Seasons* , Weather*England, Bradford, West Yorkshire, United Kingdom

Curriculum Overview- Understanding the World - Year Reception

Sustain and Shared thinking	We promote a language rich through good quality interactions. Share good practice, weekly, with the team on a chosen aspect of Sustain and Shared thinking.	We promote a language rich through good quality interactions.	We promote a language rich through good quality interactions.	We promote a language rich through good quality interactions.	We promote a language rich through good quality interactions.	We promote a language rich through good quality interactions.
<p>The Reception Year provides the foundation for many skills the children will build upon in Year one.</p>	<p>Human & Physical features</p> <p>Create a map using symbols & a key</p> <p>Compass directions</p> <p>The countries & capitals of the UK</p> <p>Fieldwork & observational skills – our school grounds</p> <p>Human / Physical features of our school grounds</p> <p>Create a map using symbols & a key</p> <p>Fieldwork & observational skills – our school grounds</p> <p>Human / Physical features of our school grounds</p> <p>Continents & Oceans</p> <p>Changes with living memory</p> <p>Important local events, people & places</p> <p>Changes with living memory</p> <p>Important local events, people & places</p> <p>Everyday materials</p> <p>Plants</p> <p>Humans</p> <p>Animals</p> <p>Seasonal Changes</p>					

Curriculum Overview- Understanding the World - Year Reception

STATUTORY EDUCATIONAL PROGRAMME: Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.