



At Alexandra Park Primary School, we want our children to Care, Aspire and Achieve. We are committed to delivering a curriculum, which enables all our children to become confident and ambitious, lifelong learners. We aim to develop our children's skills and knowledge as well as encouraging curiosity, aspiration and a love of learning that will continue into adulthood. Whilst this document clearly identifies a progressive and ambitious curriculum in the early years phase, the needs of individual children will always be considered, and the curriculum adapted to meet these needs.

CARE

To show we Care:

We will learn how to be kind and caring to our new friends. We will work together as a team to solve problems.

ASPIRE

To show we Aspire:

We will Aspire to be independent learners and challenge ourselves to explore new experiences.

ACHIEVE

To show we Achieve:

We will learn to do new things and achieve personal learning goals.

Our Learning Behaviours

Collaboration

I can share ideas.
I can listen well to others.
I can work well in a team.



Pride

I care about work.
I always aim for the best.
I enjoy learning.



Determination

I always have a go.
I keep going when something is challenging.
I am always trying to improve.



Curiosity

I can ask questions.
I notice things.
I am excited to try new things.



Independence

I can stay focused.
I can start my learning quickly.
I can practise things I find difficult.



Creativity

I like to explore.
I can solve problems in different ways.
I can develop my ideas.



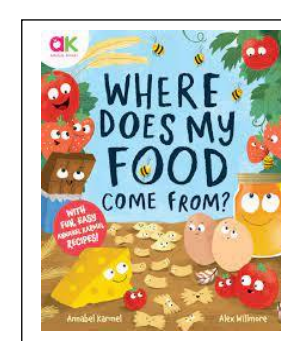
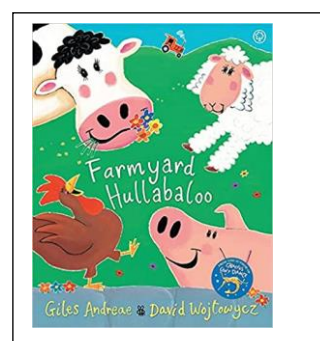
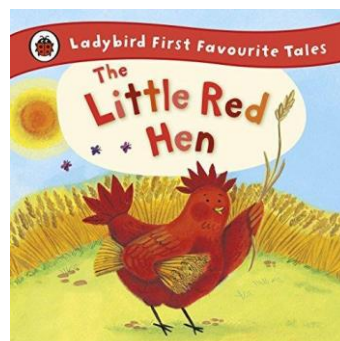
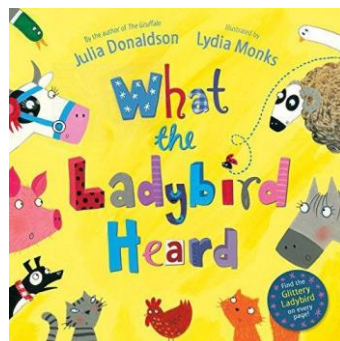


Reception - Autumn 1 Overview

Topic

All About Me

Key Texts



Key Concepts

Friends / Where I Live / Feelings



<p>Characteristics of Effective Teaching and Learning</p>	<p>Playing and Exploring - Engagement Finding out and exploring. Playing with what they know. Being willing to 'have a go'.</p>	<p>Active Learning - Motivation Being involved and concentrating. Keeping on trying. Enjoying achieving what they set out to do.</p>	<p>Creating and Thinking Critically Thinking Having their own ideas. Making links. Working with ideas.</p>
<p>Communication and Language - Listening, Attention & Understand - Speaking</p>	<p>Children will be learning to: Use a wide range of vocabulary. Understand a question or instruction that has two parts. Understand 'why' questions. Use talk to organise themselves and their play.</p> <p>Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Develop social phrases.</p> <p><i>First few weeks - settling in and getting to know each other. Opportunities for children to talk about experiences that are familiar to them shared by families via Seesaw and All About Me activity.</i> <i>Introduce and model roleplaying in the house and small world, sharing experiences of our families.</i> <i>Introduce shared school values - Care, Aspire and Achieve, Learning Behaviours and Characteristics of Effective Teaching and Learning.</i> <i>Tales Toolkit - Model using the bags - introduce the four symbols of storytelling.</i> <i>Adults model how to share wider experiences and achievements by asking questions about items posted on Seesaw - who, where, what, why?</i> <i>Introducing children to areas of provision and enhancements based on their interests.</i> <i>Playing alongside children and role-playing in the house and small world, sharing experiences of our families.</i></p> <p><i>Vocabulary: Listen, speak, take turns, hear, share, loud, quiet, share, talk partner</i></p>		



**Personal, Social
and Emotional
Development**

- Self-Regulation
- Managing Self
- Building Relationships

Children will be learning to:

Select and use activities and resources with help when needed. This helps them to achieve a goal they have chosen, or one that is suggested to them.

Develop their sense of responsibility and membership of a community.

Show more confidence in new social situations.

Play with one or more other children, extending and elaborating play ideas.

Increasingly follow rules, understanding why they are important.

Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

Understand gradually how others might be feeling.

Be increasingly independent in meeting their own care needs e.g. using the toilet, washing and drying their hands thoroughly.

Make healthy choices about food, drink, activity and toothbrushing.

See themselves as a valuable individual.

Manage their own needs.

- Personal hygiene.

Know and talk about the different factors that support their overall health and well-being such as regular physical activity, healthy eating, tooth brushing (visit from the dental nurse), sensible amounts of 'screen time', having a good sleep routine and being a safe pedestrian (crossing patrol visit).

F2 Jigsaw - Being Me in My World

- Self-Identity
- Understanding feelings
- Being in a classroom
- Being gentle
- Rights and responsibilities

Introduce visual timeline, Have a Go Hero, Viking Awards.

Support children to become increasingly independent in meeting their own care needs e.g. using the toilet, washing and drying their hands thoroughly, hanging up coats and bags independently.

Introduce our school values - Care, Aspire and Achieve and our school learning behaviours through texts and stories (see booklist)

Introduce Zones of Regulation - share a range of books (see booklist).



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	<p><i>Daily Circle Time.</i> <i>Share non-fiction texts about where our food comes from and healthy eating. Links to mud kitchen and provision enhancements on harvest. Provision enhancements on oral health. Dental Nurse visit.</i></p> <p><i>Vocabulary: Fair, unfair, share, care, similar, different, same, consequence, helpful, rules, kind, gentle, belonging emotion, positive, take turns, unique, personality, proud, like, dislike, hygienic, unhealthy, healthy, goal, persevere, resilient, confident</i> <i>Fundamental British Values, Jigsaw, Characteristics of Effective Teaching and Learning, Learning Behaviours.</i></p>
<p>Physical Development</p> <ul style="list-style-type: none"> - Gross Motor Skills - Fine Motor Skills 	<p>Children will be learning to:</p> <p>Continue to develop their movement, for example, balancing, running, riding (scooters) jumping and climbing. Start taking part in some group activities, which they make up for themselves, or in teams. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use one-handed tools and equipment, e.g. making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, e.g. putting on coats and doing up zips. Create lines and circles pivoting from the shoulder and elbow.</p> <p>Revise and refine the fundamental movement skills they have already acquired, for example, rolling, crawling, walking, jumping and climbing. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Further develop the skills they need to manage the school day successfully: lining up and queuing, meal times.</p> <p><i>Daily Outdoor play - model areas. Gross Motor Children will explore different ways of moving to be explored with children. Acknowledge and praise their efforts.</i> <i>Explore constructing buildings and structures using large equipment and natural materials outside.</i> <i>To follow instructions and play safely as a group.</i> <i>Lunchtime routine - Children will work cooperatively with others and follow daily routines.</i> <i>Pedal Days and daily outdoor play, including the use of scooters. P.E Scheme: Introduction to P.E Unit 1, Dance Unit 1.</i> <i>Fine Motor - Opportunities in provision will include, threading, cutting, weaving, play dough, manipulate objects, draw lines and circles using gross motor movements, model tripod grip.</i></p>



	<p><i>Introduce Pegs to Paper.</i> <i>Dough Disco.</i> <i>Squiggle Whilst You Wiggle.</i></p> <p><i>Vocabulary: Tripod grip, forwards, balance, backwards, muscles, strong, stable, sideways, co-ordinate, straight, large, top, bottom, upper, lower, left, right, across, together, stretch, fitness, exercise, healthy, pincer grip, repeat, practise, physical, unhealthy, next, control.</i></p>
<p>Literacy</p> <ul style="list-style-type: none">- Comprehension- Word Reading- Writing	<p>Children will be learning to:</p> <p>Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing.</p> <p>Develop phonological awareness, so that they can spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p><i>Engage in a range of games and songs to identify rhythm and rhyme.</i> <i>Daily Phonics - RWI see RWI Overview</i></p> <p><i>Communicating and modelling key vocabulary in role-play situations linked to Word Aware.</i> <i>Teach new words introduced during Word Aware.</i> <i>Writing names using a range of tools and media.</i> <i>Daily Story Time - sharing a range of texts linked to topic.</i> <i>Model using Pegs to Paper with support formation sheet.</i> <i>Model using the symbols from Tales Toolkit when retelling the story (Character, Setting, Problem and Solution).</i></p>



	<p><i>Vocabulary: Rhyme, book, fairy tale, fantasy, opinion, end, illustrator, rhythm, character, phoneme, grapheme, fiction, non-fiction, information, blend, segment, word, imagination, story, retell, author, text, alphabet, Key text vocabulary for writing: What the Ladybird Heard, The Little Red Hen, Farmyard Hullabaloo, Where Does My Food Come From?</i></p>
<p>Mathematics</p> <ul style="list-style-type: none"> - Number - Numerical Patterns - Measure, Shape and Spatial Reasoning 	<p>Children will be learning to:</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually - subitising.</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).</p> <p>Show finger numbers up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Compare quantities using language such as 'more than' and 'fewer than'.</p> <p>Talk about and explore 2D shapes using informal language and mathematical language: sides, corners, straight, flat, round.</p> <p>Describe a familiar route</p> <p>Discuss routes and locations, using words linked 'in front of' and 'behind'.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Count objects, actions and sounds.</p> <p>Subitise.</p> <p>Compare length, weight and capacity.</p> <p><i>White Rose Getting to Know You - Opportunities for settling in and introducing the areas of provision and getting to know the children. Key times of the day and routines, where do things belong? Positional Language.</i></p> <p><i>White Rose - Match, Sort and Compare</i></p> <p><i>White Rose - Talk about Measure and Patterns</i></p> <p><i>Share a range of maths books from the White Rose recommended booklist.</i></p> <p><i>Mastery in Number four sessions each week.</i></p> <p><i>Outdoor maths and Numberblocks Maths.</i></p> <p><i>Sharing mathematical stories and texts from the White Rose suggested booklist.</i></p>



	<p><i>Share number songs and rhymes.</i></p> <p><i>Vocabulary: Same as, different, count, next, how many, pattern, repeating pattern, count on, between, after, before, sort, match, set, compare, estimate, more, less, number line, near, far, shape, 2d, 3d, corner, edge, curve, heavy, light, lighter, empty, full,</i></p>
<p>Understanding the World</p> <ul style="list-style-type: none">- Past and Present- People, Culture and Communities- The Natural World	<p>Children will be learning to:</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to make sense of their own life story and family's history.</p> <p>Explore how things work.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Draw information from a simple map.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p><i>Children will make links and comment on images of familiar situations in the past e.g. family tree, birthday parties and how they have changed over time.</i></p> <p><i>Children will identify where they live and talk about their family commenting on photographs shared via Seesaw and the All About Me activity. Children will talk about places they have visited making comparisons to where we live. Children will look at and draw simple information from a simple map of the classroom, school grounds, and their house.</i></p>



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	<p><i>Using What the Ladybird Heard and The Little Red Hen children will draw information from a map and to follow a route. Children will use bee-bots and Google Earth developing navigational language. Children will think about their homes and what there is to do near their homes. Opportunities will be provided for children to create models of their home and street. Children will be encouraged to comment on what their home is like. Children will view photos of their homes and they will be encouraged to draw comparisons. Introduce children to different occupations and talk about their community. Children will talk about the difference between fiction and non-fiction.</i></p> <p><i>Children will recognise that people have different beliefs and celebrate special times in different ways. Children will learn about the Harvest Festival and Rosh Hashanah and Yom Kippur. B&V - Which people are special and why?</i></p> <p><i>Children will bake bread for The Little Red Hen.</i></p> <p><i>Children will learn about autumn and they will go on a seasonal walk to the park identifying the signs of autumn. Explore the 5 senses making links to autumn, exploring the world around them describing what they see, hear and feel whilst outside. Children will harvest vegetables and look after the crops.</i></p> <p><i>Vocabulary: Yesterday, a long time ago, today, present, past, olden days, calendar, week, past, now, old fashioned, year, memory, same, present, change, then, remember, different,</i></p> <p><i>Environment, village, street, different, near, park, direction, next to, season, map, road, route, locate, journey, weather, footpath, left, right, compare, river, farm, school, local area, community change, season, autumn</i></p>
<p>Expressive Arts and Design</p> <ul style="list-style-type: none">- Creating with Materials- Being Imaginative & Expressive	<p>Children will be learning to:</p> <p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p> <p>Make simple models and express their ideas.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses etc.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Show different emotions in their drawings - happiness, sadness, fear etc.</p> <p>Listen with increased attention to sounds.</p> <p>Remember and sing entire songs.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>



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Listen attentively, move to and talk about music, expressing their feelings and responses.
Develop storylines in their pretend play.

Children will have opportunities to work together to develop and realise creative ideas. They will create a self-portrait using pencil, paint, oil pastels, exploring, using, and refining a variety of artistic effects to express their ideas and feelings. Children will begin to mix primary colours to make secondary colours.

Junk modelling - children will be introduced to the area and adults will model how to use tools and equipment safely. Children will have opportunities to work collaboratively, sharing ideas, resources and skills. They will build a variety of models using construction and will be encouraged to return to their previous learning refining their ideas.

Children will taste a variety of fruit and discuss their likes and dislikes. Children will bake bread for The Little Red Hen using a variety of tools teaching children care and precision - links to Understand the World and Personal, Social and Emotional Development.

Children will work together to harvest vegetables - links to Understand the World and PSED.

Artist Study: Andy Goldsworthy - Transient Art.

Model Woodwork area.

Children will sing and join in with a variety of songs, both in a group and on their own.

Kapow Unit 1

Vocabulary: Print, portrait, paint, observe, shade, symmetrical, decorate, collage, brush, artist, exhibition, plan, design, metal, wood, plastic, equipment, build, model, , tools, cut, fold, stick, glue, string, tape, sing, beat, rhythm, high, low, loud, soft, quiet, fast, pitch, tempo, music, echo, listen, slow, rest, repeat, compose, respond, long, short, appreciate, pitch, , composer, sound, instruments, percussion, shake, control, expression, , space, balance, spin, clap, start, different, play, jump, hop, bounce, expressive, pattern



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Aspire Opportunities	Dental Nurse - Oral Health Autumn Walk Pedal Day Farmyard Day for Parents Vocabulary Dressing Up Day - Whole School
Parental Engagement	Stay and Read Farmyard Day
Festivals, Celebrations and Events	Rosh Hashanah Harvest Day Black History Month Yom Kippur