



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.



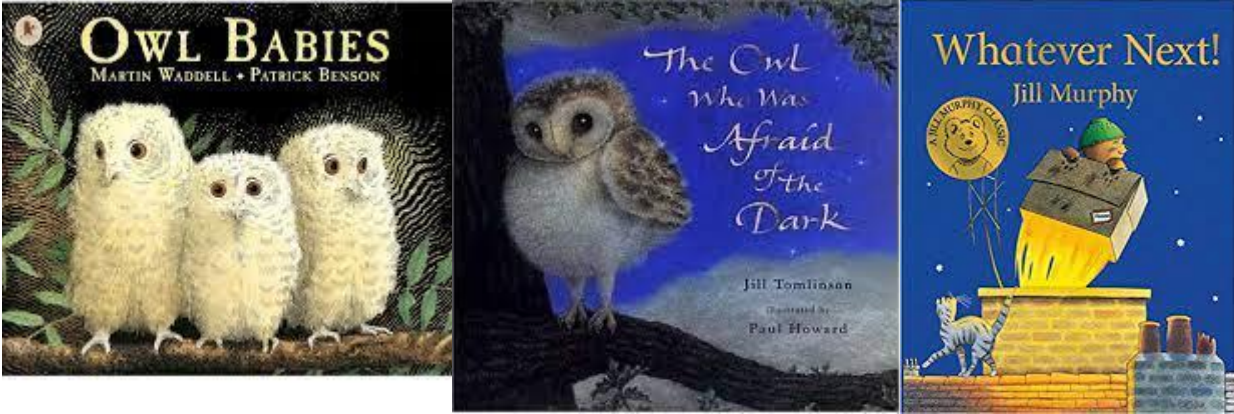
#### Creativity

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





## Reception - Autumn 2 Overview

Topic	Light and Dark
Key Texts	 <p>The image displays three children's book covers. The first is 'Owl Babies' by Martin Waddell and Patrick Benson, showing three fluffy white owl chicks. The second is 'The Owl Who Was Afraid of the Dark' by Jill Tomlinson, illustrated by Paul Howard, showing a single owl on a branch. The third is 'Whatever Next!' by Jill Murphy, showing a character on a roof with a box and a cat.</p>
Key Concepts	Light and Dark/Space/Celebration



<b>Characteristics of Effective Teaching and Learning</b>	<b>Playing and Exploring - Engagement</b> Finding out and exploring. Playing with what they know. Being willing to 'have a go'.	<b>Active Learning - Motivation</b> Being involved and concentrating. Keeping on trying. Enjoying achieving what they set out to do.	<b>Creating and Thinking Critically Thinking</b> Having their own ideas. Making links. Working with ideas.
<b>Communication and Language</b> - Listening, Attention & Understand - Speaking	<p>Children will be learning to:</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wide range of vocabulary.</p> <p>Use talk to organise themselves and their play.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Connect one idea or action to another using a range of connectives, for example and, because.</p> <p>Describe and recall past events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Engage in story time with a range of books including non-fiction texts.</p> <p>Retell a familiar story, some as exact repetition and some in their own words.</p> <p><i>Daily story time. Share a variety of carefully chosen texts and non-fiction texts with the children from our booklist to support children's developing vocabulary. Opportunities for children to develop new vocabulary, retell and share stories.</i></p> <p><i>Introduce children to talk partners and use new vocabulary throughout the day.</i></p> <p><i>Word Aware - introduce children to new vocabulary and images/makaton signs.</i></p>		



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	<p><i>Children will have opportunities to use talk to work out problems and organise their thinking and activities, explaining how things work and why things might happen. Children will learn rhymes, poems, and songs.</i></p> <p><i>We will ask questions to find out more and check that children understand what has been said ensuring children can answer who, where and when questions before moving on to why and how do you know questions.</i></p> <p><i>Continue to share school values - Care, Aspire and Achieve, Learning Behaviours and encourage the children's development of the Characteristics of Effective and Learning - Encouragement and praise - Have a Go Hero, Viking Awards.</i></p> <p><i>Model and facilitate role playing in the house, outdoor stage, space station and small world area.</i></p> <p><i>Tales Toolkit - Use the bags to create a story using the tales toolkit symbols.</i></p> <p><i>Vocabulary: Listen, speak, take turns, hear, share, loud, quiet, share, talk partner, Zones of regulation: calm, happy, ready, silly, excited, frustrated, angry, mad, sad, worried, Have a go hero: try, effort, brave, Learning behaviours: pride, collaboration, independence, curiosity, creativity, determination, Care, Aspire, Achieve</i></p>
<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>- Self-Regulation</li> <li>- Managing Self</li> <li>- Building Relationships</li> </ul>	<p>Children will be learning to:</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p>



	<p>Manage their own needs.</p> <ul style="list-style-type: none"> <li>• Personal hygiene.</li> <li>•</li> </ul> <p>Know and talk about the different factors that support their overall health and well-being such as regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine and being a safe pedestrian.</p> <p><i>Story time, Circle Time and PSHE lessons will support children to develop their self regulation skills.</i></p> <p><i>Zones of Regulation lessons and stories Weekly focus on our school's learning behaviours through stories and discussions.</i></p> <p><i>Support children to select resources in the wider learning environment with increasing independence.</i></p> <p><i>Support children to develop friendships and play cooperatively with others.</i></p> <p><b>F2 Jigsaw - Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>• Identifying talents</li> <li>• Being special</li> <li>• Families</li> <li>• Where we live</li> <li>• Making friends</li> <li>• Standing up for yourself</li> </ul> <p><i>Think Equal</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, calm, happy, ready, silly, excited, frustrated, mad, angry, cross, sad, worried, Fundamental British Values, Jigsaw, Characteristics of Effective Teaching and Learning, Learning Behaviours.</i></p>
<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>- Gross Motor Skills</li> <li>- Fine Motor</li> </ul>	<p>Children will be learning to:</p> <p>Continue to develop their movement, for example, balancing, running, riding (scooters) jumping and climbing</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>



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Skills

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.

Revise and refine the fundamental movement skills they have already acquired, for example, rolling, crawling, walking, jumping and climbing.

Progress towards a more fluent style of moving, with developing control and grace.

Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics and sport.

Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Further develop the skills they need to manage the school day successfully: lining up and queuing, meal times.

*Daily Outdoor Play. Gross Motor - Children will take part in cooperation and team games developing the overall body strength, coordination, balance, and agility. Bikeability.*

*Dance and story related activities in the stage area. Encourage and support children in the climbing area outside.*

*Provide regular reminders about thorough hand washing, lining up, queuing and mealtimes - visuals.*

*Pedal Days and daily outdoor play, including the use of scooters. P.E Scheme: Dance Unit 1.*

*Fine Motor - Children will continue to develop their small motor skills such as threading, cutting, weaving, playdough. Children will be supported and they will develop muscle tone to put pencil pressure on paper. Children will use tools to effect changes to materials. Children will show preference for dominant hand. Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Pegs to Paper.*



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	<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, thread, cut, weave, hop, skip, jump, run, throw, catch, climb, step, slope, strong, firm, gentle, heavy, stretch, reach, gentle, floppy, gallop, slither, follow, lead copy, rolling, rocking straight, star, curled, shape, land, control, expression, , space, balance, spin, clap, start, different, play, jump, hop, bounce, expressive, pattern</i></p>
<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>- Comprehension</li> <li>- Word Reading</li> <li>- Writing</li> </ul>	<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>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>Hear and say the initial sounds in words. 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>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words.</p> <p>Spell words by identifying the sounds and then writing the sounds with the letter/s.</p> <p><i>Create opportunities for children to retell stories through role-play, drama and orally. Sequence stories using vocabulary of beginning, middle, and end. Children will enjoy an increasing range of stories, texts, and non-fiction texts. Children will know that print is read from left to right.</i></p> <p><i>Teach new words introduced during Word Award.</i></p>





	<p><i>Phonics RWI Daily Phonics - RWI see RWI Overview</i></p> <p><i>Children will label using initial sounds. Children will be encouraged to tell a story. Children will write CVC words to label characters from stories shared (Owl Babies) and write simple captions about pictures. Children will spell words by identifying the sounds and then writing the sound with letter/s. Tales Toolkit - Use the bags to create a story using the tales toolkit symbols. Encourage children to retell a story. Share non-fiction books about nocturnal animals and space. Communicating and modelling key vocabulary in role-play situations linked to Word Aware.</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, beginning, middle, end, digraph, sound button, phoneme-frame, letter, sentence, label, Key text vocabulary for writing: Owl Babies, The Owl Who Was Afraid of The Dark, Whatever Next</i></p>
<p><b>Mathematics</b></p> <ul style="list-style-type: none"><li>- Number</li><li>- Numerical Patterns</li><li>- Measure, Shape and Spatial Reasoning</li></ul>	<p>Children will be learning to:</p> <p>Solve real world mathematical problems with numbers to 5.</p> <p>Talk and identify patterns around them.</p> <p>Extend and create ABAB patterns.</p> <p>Count objects, actions and sounds.</p> <p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Compare numbers.</p>





	<p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p><i>White Rose - It's Me 1, 2, 3</i></p> <p><i>White Rose - Circles and Triangle</i></p> <p><i>White Rose - 1,2,3,4,5</i></p> <p><i>White Rose - Shapes with 4 sides</i></p> <p><i>Mastery in Number</i></p> <p><i>Share a range of maths books from the White Rose recommended booklist.</i></p> <p><i>Numberblocks maths.</i></p> <p><i>Share number songs and rhymes.</i></p> <p><i>Vocabulary: Number, subitise, count, next, how many, pattern, compare, same, different, less, more, fewer, measure, light, lighter, empty, full, shape, circles, triangles, squares, rectangles, curve, straight, corner, edge, 2-d, 3-d, represent, sort, one, two, three, four, five, day, night, time, number track, five-frame, size, balance, match, set, record, Positional language: behind, near, next to, close, far, over, through around, between, beside, above, below</i></p>
<p><b>Understanding the World</b></p> <ul style="list-style-type: none"><li>- Past and Present</li><li>- People, Culture</li></ul>	<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>



and  
Communities  
- The Natural  
World

Explore collections of materials with similar and/or different properties.

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.

Understand that some places are special to members of the community.

Recognise that people have different beliefs and celebrate special times in different ways.

Explore the natural world around them.

Describe what they see, hear and feel whilst outside.

Understand the effect of changing seasons on the natural world around them.

*Talk about celebrations from the past, comparing and contrasting characters from stories, including figures from the past and comment on images of familiar situations in the past e.g. How did our parents, grandparents, great grandparents and family members celebrate Bonfire Night and Christmas in the past? Show photographs of how Christmas was celebrated in the past. Children will look at a world map to see how Christmas is celebrated in different countries around the world. Children will learn about Diwali, Hanukkah and Christmas.*

*Advent - explore traditions and make links to family traditions/celebrations.*

*Visitor from different religious and cultural communities.*

*B&V - Which people are special and why? Introduce children to nocturnal animals and share Owl babies to share different habitats. Share stories about light and dark and space with the children. Share non-fiction books about light and dark. Introduce the children to significant figures (Neil Armstrong and Tim Peake) who have been to space and begin to understand that these events happened before they were born. Children will understand the effect of changing seasons on the natural world around them, learning about the changing seasons autumn into winter.*



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	<p><i>Vocabulary: Yesterday, a long time ago, today, present, past, olden days, calendar, week, now, old fashioned, year, memory, same, present, change, then, remember, different, 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><i>Winter, light, dark, beliefs, celebrations, local, special, habitat, nocturnal, animals, significant, winter, festival, Halloween, Bonfire, fireworks, Christmas, Diwali, remembrance, Christians, Sikhs, Jesus, Guru Nanak, See, hear, taste, touch, smell, Space, astronaut, telescope, travel, planet, rocket, Earth, stars, sun, moon, torch, alien, Tim Peake</i></p>
<p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>- Creating with Materials</li> <li>- Being Imaginative &amp; Expressive</li> </ul>	<p>Children will be learning to:</p> <p>Use their imagination as they consider what they can do with different materials.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Create their own songs.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p><i>Create firework paintings.</i></p> <p><i>Explore different techniques with paint - Christmas, and Diwali arts and crafts. Design and make a Diva Pot. Christmas decorations, Christmas cards, Sing and perform Christmas songs/poems.</i></p> <p><i>Winter collage - explore colour and textures.</i></p>



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	<p><i>Create owl collages. Design and make their own space rocket using a variety of tools and techniques.</i></p> <p><i>Woodwork - Make a space rocket. Children will join in with Christmas songs and performance for The Nativity.</i></p> <p><i>Children will join in with role-play and story props developing storylines through pretend play - retelling stories using story maps, props, puppets, &amp; story bags will encourage children to retell, invent, and adapt stories.</i></p> <p><i>Perform The Nativity.</i></p> <p><i>Panto - children to enjoy a live performance of music, dance and storytelling and say how it makes them feel.</i></p> <p><i>Music - Songs for the Nativity</i></p> <p><i>Vocabulary: Colour, print, portrait, paint, observe, shade, symmetrical, decorate, collage, brush, artist, exhibition, plan, design, texture, 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</i></p>
<p>Aspire Opportunities</p>	<p>Pedal Day</p> <p>Snuggle Day</p> <p>Panto - Whole School</p> <p>Visitor from different religious and cultural communities.</p> <p>Christmas Show</p>
<p>Parental Engagement</p>	<p>Christmas Nativity</p>
<p>Festivals, Celebrations and Events</p>	<p>Diwali</p> <p>Halloween</p> <p>Bonfire Night</p>



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	Remembrance Day
	World Nursery Rhyme Week
	St Andrew's Day
	Hanukkah
	Christmas