

# Curriculum Overview 2024-2025

# Buxlow Reception Overview

Theme:	Autumn 1 <u>Marvellous Me!</u>	Autumn 2 <u>Let's Celebrate!</u>	Spring 1 <u>My Local Community</u>	Spring 2 <u>Food</u>	Summer 1 <u>Amazing Animals Safari and Farm animals</u>	Summer 2 <u>Transition</u>
	 <p>Science focus: includes humans</p>	 <p>Science focus: Light and Earth and space</p>	 <p>Science focus: Materials</p>	 <p>Science focus: States of matter</p>	 <p>Science focus: Animals, and Living things and their habitat</p>	
Focus Topic	Starting School My New Class New Beginnings Ourselves My Body How have I changed? What am I good at? My Family Being Kind	Celebrations Space Light and Dark Autumn	Local community and different places People who help us and are important	Healthy and non-healthy food Exercise Basic food group	Safari/ farm animals Growing Life Cycles Animals around the world Animal Patterns Habitats Food	Changes Themselves Seasons Life cycles
Important Dates	Roald Dahl Day (13.09) World's Biggest Coffee Morning (25.09) Black History Month (Oct) Harvest Festival (01.10) National Poetry Day (05.10)	Bonfire Night (05.11) Maths Week (08.11) Remembrance Day (11.11) Diwali (12.11) World Nursery Rhyme Week (13.11) Children in Need (18.11)	RSPB's Big School's Birdwatch (05.01) Storytelling Week (29.01) Career and Aspirations Week (05.02) Lunar New Year (10.02) Pancake Day (13.02)	St David's Day (01.03) World Book Day (07.03) Mother's Day (10.03) Science Week (11.03)	Eid (21.04) St George's Day (25.04) Ramadan (23.04) May Day (01.05) Outdoor Classroom Day (19.05) World Bee Day (20.05)	Butterfly Awareness Day (04.06) World Ocean Day (08.06) Healthy Eating Week (13.06) Father's Day (16.06) Insect Week (20.06) Summer (21.06)

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	Sukkot (06.10)	Advent (27.11) Christingle (01.12) Christmas Jumper Day (07.12) Hanukkah (07.12)	Valentine's Day (14.02)	Red Nose Day (17.03) St Patrick's Day (17.03) Spring (20.03) Holi (25.03)	World Culture Day (23.05)	Health and Sports Week (08.07)
'Wow' moments / Key Events	Autumn Walk		Career and Aspirations Week Lunar New Year Celebrations Easter Bunny & Egg Hunt People who help us visit - Nurse, Fireman and Police	Science Week Spring Walk		
ENGLISH Books  Can be changed depending on the children's interest	The circle around us Colour Monster What I like about me Funny bones The Rainbow Fish Elmer	Whatever Next Owl Babies Stickman Room on the Broom Aliens love underpants Rama and Sita One Snowy Night	Jolly Postman Charlie the firefighter Non-fiction - People who help us Lost and found	Supertato Enormous Turnip Jack and the Beanstalk Aaaragh Spider Mr Wolf's Pancake	The tiger who came for tea Hungry caterpillar Non-Fictions Animals Giraffe can't dance SuperWorm	Stanley stick Ruby's Worry Once they were giants
Communication	LAMDA	LAMDA	LAMDA	LAMDA	LAMDA	LAMDA

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<p>Language (Listening and attention, understanding and speaking)</p>	<p><b>French Italian</b></p> <p>Joining in with repeated refrains in stories</p> <p>Modelling social phrases throughout the day. Asking and answering 'who' questions'</p> <p>1:1 discussion</p> <p>Retelling a familiar story 'Elmer'</p> <p>Performing Poetry</p> <p>Use of prosody</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>ARTS FOCUS - Performance Poetry (I am... We are...)</p>	<p><b>French Italian</b></p> <p>Understand how to listen carefully and why</p> <p>Discussing key events in a story</p> <p>Asking and answering 'when' questions</p> <p>Small group discussions Using present tense.</p> <p>Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>ARTS FOCUS - Retelling a familiar story - Stick Man Puppet Show.</p> <p>Using new vocabulary through the day</p>	<p><b>French Italian</b></p> <p>Identifying main characters in a story</p> <p>Asking and answering 'where' and 'how' questions</p> <p>Small group discussions</p> <p>Using connectives to join ideas</p> <p>Retelling a familiar story</p> <p>Describe events in some detail</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>ARTS FOCUS - Performing instructions (Cooking show)</p>	<p><b>French Italian</b></p> <p>Sequence story/real life events in detail</p> <p>Hot seating</p> <p>Whole class discussions Using future tense</p> <p>Retelling a familiar story</p> <p>Using connectives to join ideas</p> <p>Answering 'why' questions</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>ARTS FOCUS - Explaining and describing their character</p>	<p><b>French Italian</b></p> <p>Linking events in a story to own experiences</p> <p>Asking and answering 'why' questions</p> <p>Whole class discussions</p> <p>Using past tense</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Retelling a familiar story - The tiger who came for Tea</p> <p><b>Introduction to Philosophy for Children (P4C)</b></p>	<p><b>French Italian</b></p> <p>Listening and attention skills</p> <p>Asking and answering 'what' questions</p> <p>1:1 discussion</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Retelling the story Ruby's worry</p> <p><b>Introduction to Philosophy for Children (P4C)</b></p>
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	<p><b><u>Core Nursery Rhymes and Songs:</u></b> Happy Hand Washing Song</p> <p>Five Little Speckled Frogs</p> <p>Five Little Ducks</p> <p>5 Little Pumpkins</p> <p>One Potato, Two Potatoes</p> <p>Rain, Rain Go Away</p> <p>What’s the Weather</p>	<p><b><u>Core Nursery Rhymes and Songs:</u></b> 5 Currant Buns</p> <p>5 Little Fingers in and out</p> <p>Jack &amp; Jill</p> <p>Hickory Dickory Dock</p> <p>Head, Shoulders, Knees and Toes Row, Row, Row your Boat</p> <p>Wheels on the Bus 5</p> <p>Little Snowmen</p>	<p><b><u>Core Nursery Rhymes and Songs:</u></b> We’re all going to dance like a Penguin</p> <p>On a Cold and Frosty Morning</p> <p>One Little Hippo Balancing</p> <p>Paper Lanterns</p> <p>Mix a Pancake</p>	<p><b><u>Core Nursery Rhymes and Songs:</u></b> Five Little Firemen</p> <p>Miss Polly had Dolly</p> <p>Finger Family: People who Help Us</p> <p>I’m a Superhero (To the tune of I’m a Little Teapot)</p> <p>Spring is Here</p>	<p><b><u>Core Nursery Rhymes and Songs:</u></b></p> <p>These Bones, These Bones, These Dancing Bones</p> <p>One Finger, One Thumb Keep Moving</p> <p>Brush Your Teeth</p> <p>Incy Wincy Spider</p> <p>Here is the Beehive, where are all the bees?</p> <p>Wiggly Woo</p> <p>The Waves in the Sea</p> <p>Five Little Sea Shells</p>
<p>Literacy (Comprehension word reading)</p>	<p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words</p> <p>Read a few common Exception words</p> <p>Sequencing</p> <p>Form lower case letters accurately - the straight-line family (iltj), the coat hanger family (coadgqe)</p>	<p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words</p> <p>Read some letter groups that each represent on sound</p> <p>Read a few common exception words</p> <p>Sequencing Form lower case letters accurately - the bridge family (nhmrbpk), the zigzag family (vw)</p>	<p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words</p> <p>Read some letter groups that each represent on sound</p> <p>Read a few common exception words</p> <p>Form lower case letters accurately - the smile family (uy), the misfits (sfxz)</p> <p><b><u>Writing Outcomes</u></b> Assign meaning to my writing</p>	<p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words</p> <p>Read some letter groups that each represent on sound</p> <p>Read a few common exception words</p> <p>Read a few common exception words</p> <p>Form capital letters accurately</p> <p>Form numbers accurately</p> <p>Form capital letters accurately</p> <p>Form numbers accurately</p>	<p>Blend sounds into words</p> <p>Read some letter groups that each represent on sound</p> <p>Read a few common exception words</p> <p>Form capital letters accurately</p> <p>Form numbers accurately</p> <p>Form capital letters accurately</p> <p>Form numbers accurately</p> <p>Form capital letters accurately</p> <p>Form numbers accurately</p> <p>Form numbers accurately</p> <p><b><u>Writing Outcomes</u></b> Assign meaning to my writing</p>

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	<p>ARTS FOCUS - Performance Poetry (I am... We are...)</p> <p><b>Writing Outcomes</b> Ordering the letters in my name and name writing Assign meaning to my writing Writing initial sounds and CVC words</p> <p>Spell words by identifying the sounds Writing simple phrases or captions</p> <p>Text Types: Labels, simple phrases or captions, instructions</p>	<p><b>Writing Outcomes</b> Assign meaning to my writing Writing initial sounds and CVC/ CCVC / CVCC words</p> <p>Spell words by identifying the sounds</p> <p>Writing simple phrases or captions</p> <p>Guided writing based - short sentences.</p> <p>Text Types: Labels, simple phrases or captions, rhyming - poetry, information</p>	<p>Writing initial sounds and CVC/ CCVC / CVCC words</p> <p>Spell words by identifying the sounds</p> <p>Writing simple phrases or captions</p> <p>Writing Tricky Words Guided writing based - short sentences.</p> <p>Text Types: Labels, simple phrases or captions, instructions, information</p> <p>ARTS FOCUS - Cooking Show, how to make pancakes</p>	<p><b>Writing Outcomes</b> Assign meaning to my writing Writing initial sounds and CVC/ CCVC / CVCC words</p> <p>Spell words by identifying the sounds</p> <p>Writing simple phrases or captions Writing Tricky Words Guided writing based - short sentences.</p> <p>Text Types: Labels, simple phrases or captions, sentences, descriptions</p> <p>ART FOCUS - description</p>	<p>Writing initial sounds and CVC/ CCVC / CVCC words</p> <p>Spell words by identifying the sounds</p> <p>Writing simple phrases or captions</p> <p>Writing Tricky Words</p> <p>Guided writing based - short sentences.</p> <p>Text Types: Labels, simple phrases or captions, sentences, retelling, descriptions, instruction.</p>	<p>Writing initial sounds and CVC/ CCVC / CVCC words Spell words by identifying the sounds</p> <p>Writing simple phrases or captions</p> <p>Writing Tricky Words</p> <p>Guided writing based - short sentences.</p> <p>Text Types: Labels, simple phrases or captions, description, information, poems</p>
Phonics	<p>Letters and sounds - Phases 1&amp;2 s, a, t, p</p> <p>i n m d g o c k c k e u r</p> <p>Tricky Words: l, the</p> <p>#CVC words Write own name Write lists Captions</p>	<p>Letters and sounds Phase 2 and introduce phase 3</p> <p>h, b, f, ff, l, ss, w, v, j, x, y, z, zz qu</p> <p>Read Tricky words: l the no go to</p> <p>Recount (Holiday news) CVC words Write own name Write lists Labels</p>	<p>Letters and sounds Phase 3</p> <p>sh, ch, th, ng, ee, oo, ai, or, ou, ow, oa, oi, ie</p> <p>Read Tricky words: he, she, we, me, be, was, Spell tricky words: l the no go to</p> <p>Recounts/ Retell Describe characters Lists Instructions Invitations</p>	<p>Letters and sounds Phase 3</p> <p>ue, ar, ur, igh, ear, air, ure</p> <p>Read Tricky words: my, you, her, they, all, are</p> <p>Spell tricky words: he, she, we, me, be, was,</p>	<p>Letters and sounds Phase 4</p> <p>St, nd, mp, nt, nk, ft, sk, lt, lp, tr, dr, gr, cr, br, fr</p> <p>Read tricky words: some, one, said, come, do, so, were, when, have, there, out, like, little, what</p>	<p>Letters and sounds Phase 4</p> <p>Bl, fl, gl, pl, cl, sp, st, tw, sl, sm,</p> <p>Spell tricky words: some, one, said, come, do, so, were, when, have, there, out, like, little, what</p>

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		Letters to Father Christmas		Link sound to letter name	<p>Spell tricky words: my, you, her, they, all, are</p> <p>Retell Write jokes for the teapot Write messages Information Books</p>
MATHS	<p>Number and Place Value Numbers to 5</p> <ul style="list-style-type: none"> <li>• 1,2,3</li> <li>• 4</li> <li>• 5</li> </ul> <p><u>Addition and Subtraction</u> sorting into groups</p> <p><u>Number and Place Value</u> Comparing quantities of identical objects Comparing quantities of non-identical objects</p> <p><u>Addition and Subtraction</u></p> <p>one more one less</p> <p>Measurement Time - My day</p> <p>Name flat 2D shapes. Use positional language Order familiar events</p> <p><b>Recognise, create and continue patterns</b></p>	<p><u>Addition and Subtraction number bonds to 10</u></p> <p><u>Number and Place Value</u></p> <p>Numbers to 10</p> <ul style="list-style-type: none"> <li>• 6,7,8</li> <li>• 9,10</li> <li>• comparing groups up to 10</li> </ul> <p><u>Addition and Subtraction</u> Comparing two groups to find the whole</p> <p>Number bonds to 10 - 10 frame</p> <p>Number bonds to 10 - part-whole model</p> <p>Geometry - Shape and Space</p> <p>Spatial Awareness 3D Shapes 2D Shapes</p> <p>Name 3-D solid shapes. We will select a named shape.</p> <p>Order two items by weight Order two items by capacity</p>	<p>Geometry - Exploring Pattern Making simple patterns Exploring more complex patterns</p> <p><u>Addition and Subtraction</u></p> <p>Adding by counting on Taking away by counting back <u>Number and Place Value</u></p> <p>Counting to 20</p> <p><u>Multiplication and Division</u></p> <p>Doubling Halving and Sharing Odds and Evens</p> <p>Time</p> <p>Money</p> <p><u>Measurement - Measure</u> Length, height and distance Weight Capacity</p> <p>Positional language</p> <p>Length and height</p>		

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					Time vocabulary Language associated with money Measure periods of time	
PSED	<p>Class rules</p> <p>Seeing ourselves 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>Think about the perspectives of others.</p>	<p>Seeing ourselves as a valuable individual</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Think about the perspectives of others</p>	<p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Think about the perspectives of others.</p>	<p>Express their feelings and consider the feelings of others.</p> <p>Think about the perspectives of others.</p> <p>Managing their own needs - personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing.</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>Think about the perspectives of others.</p>	<p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Think about the perspectives of others. Transition to Year 1</p>
	<p><b><u>JIGSAW</u></b> <b><u>Me in My World</u></b></p> <p>To understand how it feels to belong and that we are similar and different</p> <p>To start to recognise and manage my feelings</p> <p>To enjoy working with others to make school a good place to be</p> <p>To understand why it is good to be kind and use gentle hands</p>	<p><b><u>Celebrating Differences</u></b></p> <p>To identify something I am good at and understand everyone is good at different things</p> <p>To understand that being different makes us all special</p> <p>To know we are all different but the same in some ways</p> <p>To tell you why I think my home is special to me</p>	<p><b><u>Dreams and Goals</u></b></p> <p>To understand that if I persevere, I can tackle challenges</p> <p>To tell you about a time I didn't give up until I achieved my goal</p> <p>To set a goal and work towards it To use kind words to encourage people</p> <p>To understand the link between what I learn now and the job I</p>	<p><b><u>Healthy Me</u></b></p> <p>To understand that I need to exercise to keep my body healthy</p> <p>To understand how moving and resting are good for my body</p> <p>To know which foods are healthy and not so healthy and can make healthy eating choices</p>	<p><b><u>Relationships</u></b></p> <p>To identify some of the jobs I do in my family and how I feel like I belong</p> <p>To know how to make friends to stop myself from feeling lonely</p> <p>To think of ways to solve problems and stay friends</p> <p>To start to understand the impact of unkind words</p>	<p><b><u>Changing Me</u></b></p> <p>To name part of the body</p> <p>To tell you some things I can do and foods I can eat to be healthy</p> <p>To understand that we all grow from babies to adults</p> <p>To express how I feel about moving to Year 1</p>

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	<p>To begin to understand children’s rights and this means we should all be allowed to learn and play</p> <p>To learn what being responsible means</p>	<p>To tell you how to be a kind friend</p> <p>To know which words to use to stand up for myself when someone says or does something unkind</p>	<p>might like to do when I’m older</p> <p>To say how I feel when I achieve a goal and know</p>	<p>To know how to help myself go to sleep and understand why sleep is good for me</p> <p>To wash my hands thoroughly and understand why this is important</p> <p>To know what a stranger is and how to stay safe if a stranger approach me</p>	<p>To use Calm Me time to manage my feelings To know how to be a good friend</p>	<p>To express how I feel about moving to Year 1</p> <p>To share my memories of the best bits of this year in Reception</p>
CIRCLE TIME	Settling In	Connect	Keep Learning	Be Active	Take note	Give
					Introduction to P4C	Introduction to P4C
Physical development PD Specialist Teacher	<p><b>Gross Motor</b> Baseline Assessment</p> <p>Revising and refining fundamental movement skills - crawling and walking</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p><b>Fine Motor</b> Dough Disco</p> <p>Scribble Whilst We Wiggle</p>	<p><b>Gross Motor</b> Revising and refining fundamental movement skills - crawling and walking, rolling, crawling, jumping, hopping, climbing and skipping</p> <p>Develop a more fluent style using grace</p> <p>Combining different movements with ease and fluency</p> <p><b>Fine Motor</b> Dough Disco</p> <p>Scribble Whilst We Wiggle</p>	<p><b>Gross Motor</b> Revising and refining fundamental movement skills - crawling and walking, rolling, crawling, jumping, hopping, skipping, climbing and running</p> <p>Develop a more fluent style using grace</p> <p>Combining different movements with ease and fluency</p> <p>Further develop and refine a range of ball skills including: throwing, catching,</p>	<p><b>Gross Motor</b> Revising and refining fundamental movement skills - crawling and walking, rolling, crawling, jumping, hopping, skipping and running</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in</p>	<p><b>Gross Motor</b> Revising and refining fundamental movement skills - crawling and walking, rolling, crawling, jumping, hopping, skipping and running</p> <p>Develop a more fluent style using grace</p> <p>Combining different movements with ease and fluency</p> <p>Further develop and refine a range of ball skills including: throwing, catching,</p>	<p><b>Gross Motor</b> Revising and refining fundamental movement skills - crawling and walking, rolling, crawling, jumping, hopping, skipping and running</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when</p>



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	<p>Tripod Grip</p> <p>Writing position</p> <p>Using cotton buds/paintbrushes to form letters</p> <p>Chopping with a knife</p>	<p>Scissor skills</p> <p>Using cotton buds/paintbrushes to form letters</p> <p>Doing up zips</p>	<p>kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p><b>Fine Motor</b> Stacking and balancing</p> <p>Letter formation 'around' letters</p> <p>Letter formation 'down' letters</p> <p>Using a knife and fork to cut</p>	<p>activities that involve a ball.</p> <p><b>Fine Motor</b> Weaving and wrapping</p> <p>Letter formation 'down letters'</p> <p>Letter formation 'curly' letters</p> <p>Letter formation 'zig-zag' letters</p>	<p>kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p><b>Fine Motor</b> Pattern making</p> <p>Capital letter formation A-M</p> <p>Using small tools</p> <p>Doing up buttons</p>	<p>engaging in activities that involve a ball.</p> <p><b>Fine Motor</b> Sewing</p> <p>Capital letter formation N-Z</p> <p>Doing up laces</p>
Expressive Art and Design ART /DT	<p><b>ART Drawing: Marvellous marks</b></p> <p>Explore mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.</p>	<p><b>DT Structures: Junk modelling</b></p> <p>Explore and learn about various types of permanent and temporary join. Tinker using a combination of materials and joining techniques in the junk modelling area</p>	<p><b>ART Painting and mixed media: Paint my world</b></p> <p>Explore paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art</p>	<p><b>DT Textiles: Bookmarks</b></p> <p>Develop and practise threading and weaving techniques using various materials and objects. They look at the history of the bookmark from Victorian times versus modern-day styles. Apply their knowledge and skills to design and sew their own bookmarks</p>	<p><b>Structures: Boats</b></p> <p>Explore what is meant by 'waterproof', 'floating' and 'sinking', then experiment and make predictions with various materials to carry out a series of tests. Learn about the different features of boats and ships before investigating their shape and structures to build their own.</p>	<p><b>DT Sculpture and 3D: Creation station</b></p> <p>Explore the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.</p>

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<p>Understanding the World GEOGRAPY</p>	<p>Family and Friends <b>Location / Place Knowledge</b></p> <p>Recognise some environments that are different to the one in which they live. Recognise some similarities and differences between life in this country and life in other countries.</p>		<p>Human and Physical Geography <b>Geographical Skills and Fieldwork</b></p> <p>Talk about significant places that are close to home and form part of our community. Discuss favourite places within the community and map them in relation to our homes. To know how to read a simple map Draw information from a simple map referencing important places in the community To name important people in my community</p>	<p>Food <b>Location / Place Knowledge</b></p> <p>Look at some food labels to see where they come from. Use a globe or maps to locate the different places and discuss how far the food has travelled.</p>	<p>Animals <b>Human and Physical Geography</b></p> <p>I know different animals that live in the 7 different continents. I can recognise some environments that are different to the one in which they live.</p>	<p>Changes <b>Transition</b></p> <p>To know some important processes and changes in the natural world around them, including the seasons.</p>
<p>Understanding the World</p>	<p>My Family and Friends <b>Chronological understanding.</b></p> <p>Begin to make sense of their own life-story and family's history. Compare and contrast characters from stories, including figures from the pass</p>		<p>Historical interpretation <b>Knowledge and understanding of past events, people and changes in the past.</b></p> <p>To know about similarities and differences in relation the school Talk about the features old and new of the school Comment on images of familiar situations in the past.</p>			<p>Chronological understanding. <b>Organisation and communication.</b></p> <p>Comment on familiar situations in the past. To make sense of their own life-story</p>

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<p>Understanding the World ICT</p>	<p><b>I can begin to talk about good and bad choices when technology</b></p> <p>Explore mark making through digital drawing and painting tools</p>	<p>Begin to type specific letters and numbers on screen.</p> <p><b>I can give simple sequence of instructions to a partner</b></p>	<p>Begin to know the things that are personal information. E.g. name, address, telephone no etc.</p> <p><b>I am beginning to understand that we need to keep personal information private.</b></p> <p>Begin to know how to sequence instructions on programmable toys and on-screen objects</p>	<p>Explore mark making through digital drawing and painting tools.</p> <p>Begin to type letters and numbers on screen.</p> <p>Begin to use different digital pen tools and see their effects on screen.</p> <p>Begin to find specific keys on a keyboard and know what they do</p>	<p>I can tell an adult when I see something upsetting or worrying online.</p> <p>Begin to talk about why it's important to be kind and polite including when communicating online.</p> <p><b>I can use technology to explore my environment and begin to collect different information, including photos, video and sounds.</b></p> <p>I can explore ways of making and listening to sounds using simple programs and devices</p>	<p>I can talk about good and bad choices when using Technology</p> <p><b>I can use technology to explore my environment and begin to collect different information, including photos, video and sounds.</b></p> <p>Begin to use buttons to play back sounds and video on a digital device; record sounds and speech using a microphone and computer or a recording device,</p>
<p>Expressive Art and Design: Music</p>	<p>Specialist Teacher. Weekly lessons will focus on singing, tuned and non-tuned instruments, composition and performance</p>					
<p>Understanding the World RE</p>	<p><b>Harvest -Thank you- Helping others.</b></p> <p>Identify similarities and differences that connect them to, and distinguish them from, others.</p> <p>Identify family customs and routines.</p>	<p><b>Festivals of light, Hinduism -Diwali Why is light important? Christianity, The First Christmas</b></p> <p>Identify everyday actions and events from own family and cultural background.</p> <p>Identify family customs and routines</p>	<p><b>Chinese New Year</b></p> <p>Identify everyday actions and events from own family.</p> <p>Identify significant events in their own experience.</p> <p>Recognises and describes special times</p>	<p><b>Christianity - Easter 27th March Mother's Day 10th March Ramadan 10th March</b></p> <p>Identify immediate family and relations.</p>	<p><b>Eid</b></p> <p>Identify immediate family and relations.</p> <p>Identify everyday actions and events from own family and cultural background.</p> <p>Identify family customs and routines</p>	<p><b>How do we treat others? Father's Day, Special people, and objects</b></p> <p>Identify immediate family and relations.</p> <p>Identify similarities and differences that connect them to, and distinguish them from, others.</p>

# Curriculum Overview 2024-2025

# Buxlow Reception Overview

	<p>Identify significant events in their own experience. Recognise and describe special times or events for family or friends</p>	<p>Identify significant events in their own experience.</p> <p>Recognise and describe special times or events for family or friends.</p> <p>Identify similarities and differences between themselves and others, and among families, communities, cultures, and traditions</p>	<p>or events for family or friends.</p> <p>Identify similarities and differences between themselves and others, and among families, communities, cultures, and traditions</p>	<p>Identify everyday actions and events from own family and cultural background.</p> <p>Identify family customs and routines</p> <p>Identify significant events in their own experience.</p> <p>Recognise and describe special times or events for family or friends.</p> <p>Identify similarities and differences between themselves and others, and among families, communities, cultures, and traditions</p>	<p>Identify significant events in their own experience.</p> <p>Recognise and describe special times or events for family or friends.</p> <p>Identify similarities and differences between themselves and others, and among families, communities, cultures, and traditions.</p>	<p>Identify significant events in their own experience.</p> <p>Recognise and describe special times or events for family or friends.</p> <p>Identify what make them unique, and can talk about some of the similarities and differences in relation to friends or family</p>
Understanding the World SCIENCE	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- sensible amounts of 'screen time'</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian.</li> </ul>	<p>Understand the effect of changing seasons on the natural world around them.</p> <p>Look closely at similarities, differences, and change.</p> <p>Understand that objects cannot be seen in total darkness</p>	<p>Understand the effect of changing seasons on the natural world around them.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Understand the effect of changing seasons on the natural world around them.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of</p>	<p>Describe what they see, hear, and feel while they are outside.</p> <p>Recognise some environments that are different to the one in which they live</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- toothbrushing</li> <li>- sensible amounts of 'screen time'</li> <li>- having a good sleep routine</li> </ul>

# Curriculum Overview 2024-2025

# Buxlow Reception Overview

	<p>Look closely at similarities, differences, and change.</p> <p>Develop an understanding of growth and changes over time.</p> <p>Describe simple features of humans and events.</p>	<p>Identify different light sources. Observe objects at different light levels and explain what they do</p> <p>Learn about the different planets in our solar system and the order they are from the sun.</p>	<p>Look closely at similarities, differences, and change. Identify which objects float or sink</p>	<p>healthy food choices.</p> <p>Look closely at similarities, differences, and change.</p> <p>Find out about how certain foods can change.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals.</p> <p>Identify different habitats of animals.</p> <p>Show care and concern for living things and the environment Including Albert the School Dog.</p>	<p>- being a safe pedestrian.</p> <p>Explore the natural world around them.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices</p>
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