

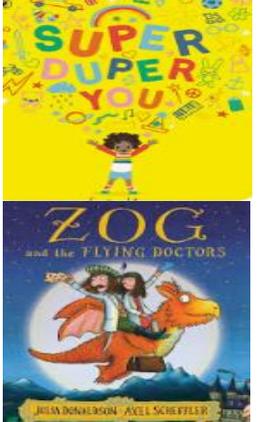
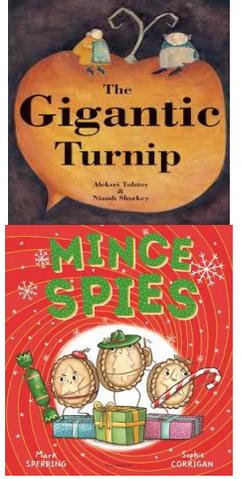
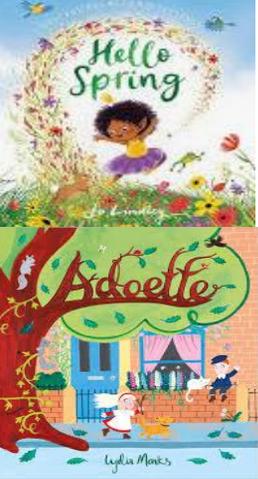
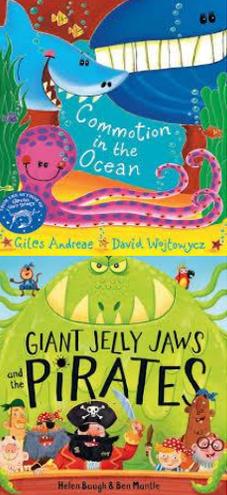


The Bishop John Robinson Curriculum

Friendship Class (Reception)

Be the Best We Can; Join in Learning, Play and Prayer and Remember God's Word

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	All About Me Who am I? Health and Wellbeing People who look after us	Terrific Tales Traditional Tales Celebrations including: Fireworks, Diwali and Christmas	Let's Take a Trip Past and Present Transport Journeys Space	The World Outside Plants and Flowers Growing and Change Weather Seasons	Amazing Animals Life Cycles Mini Beasts Animals around the world Fantasy and adventure - Dinosaurs	Under the Sea Under the Sea At the Seaside Fantasy and adventure - Pirates and Mermaids
Inspiring Moments	Nurse Visit Fire Station	Autumn Walk Church Visit	Walk to the park - Map drawing/following Transport Museum Planetarium	Forest School Local Walk - Observing changes through the seasons Planting	Forest School Visit a farm Animal visit (in school)	Forest School Visit an Aquarium Animal visit (in school)
What we are Reading						

						
Personal, Social and Emotional Development	My Happy Mind (See Plans) Meet Your Brain Hobbies and Interests Oral Hygiene Identifying and understanding feelings	My Happy Mind (See Plans) Places, Celebrate Roles and Responsibilities	My Happy Mind (See Plans) Appreciate Road Safety Screen Time	My Happy Mind (See Plans) Relate Healthy Eating Internet safety	My Happy Mind (See Plans) Engage Sleep Routines	My Happy Body, Relationships, World (See Plans) Being safe in the sun Independence ready for Year 1
	Self-regulation: Managing transitions, expanding emotional vocabulary, understanding class rules, early self-regulation strategies. Managing self: Increased independence, confidence starting tasks, understanding expectations, taking responsibility for belongings. Relationships: Building friendships, cooperative play, resolving simple disagreements with support.		Self-regulation: Applying strategies to manage emotions; following multi-step instructions; recognising impact on others. Managing self: Persevering with challenges; organising resources; increasing responsibility Relationships: Negotiating roles in play; collaborative tasks; conflict resolution with taught strategies		Self-regulation: Sustaining attention; demonstrating resilience; independent emotional management Managing self: Independence ready for Year 1; healthy habits; managing belongings consistently Relationships: Deep friendships; effective teamwork; empathy and perspective-taking	
Communication and Language	Listening, Attention & Understanding: Listen during carpet time; understand class routines; respond to questions; follow multi-step instructions. Speaking: Expand vocabulary; speak in full sentences; describe events; contribute to class discussions.		Listening, Attention & Understanding: Answer 'why' and 'how' questions; recall facts from texts; understand topic-specific vocabulary. Speaking: Use new vocabulary in different contexts; explain ideas clearly; develop storytelling skills.		Listening, Attention & Understanding: Follow multi-step instructions; listen in larger groups; demonstrate understanding through discussion. Speaking: Speak confidently to the class; detailed storytelling; use a wide vocabulary with good clarity.	

<p>Physical Development</p>	<p>Gross Motor Controlled movement; spatial awareness;</p> <p>Fine Motor Pencil grip refinement; using tools safely; early handwriting patterns.</p> <p>Self care: Growing independence in dressing and hygiene routines.</p>		<p>Gross Motor Improved ball skills; coordination; more complex PE games.</p> <p>Fine Motor Letter formation practice; improved scissor skills; detailed drawing.</p> <p>Self care: Managing belongings independently; improving dexterity with fastenings.</p>		<p>Gross Motor Applying skills in sports, games and obstacle courses; safe risk-taking.</p> <p>Fine Motor Fluent letter formation; independent use of tools; fine detail in creative tasks.</p> <p>Self care: Independence ready for Year 1; strong control in dressing and tool use.</p>	
<p>Literacy</p>	<p>Handwriting (see plans) Children will know pre writing patterns: Circle and Spirals, Lines and Diagonals</p> <p>Listen to longer stories; discuss characters/settings; answer simple questions.</p> <p>Write own name; write initial sounds; use mark-making for purpose</p>	<p>Handwriting (see plans) Children will know pre writing patterns: Jellies and Zig-zags, Loopies and Waves</p> <p>Retell stories using sequencing vocabulary; understand new vocabulary.</p> <p>Write CVC words with support; label pictures; form letters more accurately.</p>	<p>Handwriting (see plans) Children will know how to correctly form the Easy letters and Easy Words: i, l, t, u, w and e</p> <p>Answer 'why/how' questions; make predictions; talk in detail about stories.</p> <p>Write simple sentences using finger spaces; begin to use taught digraphs; spell CVC words independently</p>	<p>Handwriting (see plans) Children will know how to correctly form the Easy letters and Easy Words: c, o, a, d, n, m and h</p> <p>Retell stories in order; discuss characters' feelings and motivations.</p> <p>Writes short sentences independently; begin to use capital letters and full stops with reminders</p>	<p>Handwriting (see plans) Children will know how to correctly form the Harder letters and Harder words: j, y, g, q, b, p and k</p> <p>Talk about story themes; compare texts; explain ideas clearly</p> <p>Write multiple linked sentences; begin to spell CVCC/CCVC words; use simple adjectives</p>	<p>Handwriting (see plans) Children will know how to correctly form the Harder letters and Harder words: v, s, r, f, x and z</p> <p>Understand at deeper level: inference, prediction, opinion giving</p> <p>Write short narratives; use punctuation without prompting; spell words phonetically</p>
<p>Phonics (Success for All)</p>	<p>SFA Phonics (See plans) Oral Blending, Segmenting and Alphabet Chant Blend and Segment CVC words</p> <p>Phase 1 and 2 Sounds s a t p i n m d g o c k c k e u r Consolidation weeks (1)</p>	<p>SFA Phonics (See plans) Write recognisable letters, most of which are correctly formed Read Common Exception Words</p> <p>Phase 2 Sounds h b f ff s ll ss j v w x y z Consolidation weeks (1)</p>	<p>SFA Phonics (See plans) Read CCVC and two-syllable words Read CVC and double-consonant words with -ing endings</p> <p>Phase 3 Sounds zz qu ch sh th ng ai (train) (+ blend nk) Consolidation weeks (2)</p>	<p>SFA Phonics (See plans) Read CVCC words and sentences including Yr1 CEWs Read aloud simple sentences Spell words by identifying phonemes</p> <p>Phase 3 Sounds ee (tree) igh (light) oa (goat) oo (zoo) oo (book) ar (car) Consolidation weeks (1)</p>	<p>SFA Phonics (See plans) Read CVC words with -es, -ed endings Read sentences with contraction words Write simple phrases and sentences that can be read by others</p> <p>Phase 3 Sounds or (corn) ur (purple) ow (cow) oi (boil) ear (clear) Consolidation weeks (1)</p>	<p>SFA Phonics (See plans) Read nouns and adjectives with -er ending Write simple phrases and sentences that can be read by others</p> <p>Phase 3 and 4 Sounds air (hair) ure (pure, picture) er (batter) Consolidation weeks (3)</p>

<p>Mathematics</p> <p>*Days of the week/Months will be covered during daily calendar sessions</p>	<p>White Rose</p> <p>Counting out loud Counting in correspondence Matching and sorting Comparing amounts Comparing size, mass and capacity Making simple patterns</p> <p>Mastering Number (See plans)</p>	<p>White Rose</p> <p>Subitising and Representing numbers to 5 Comparing numbers to 5 Composing numbers to 5 Identifying one more and one less Identifying 2D shapes Using positional language Day and Night - Ordering events</p> <p>Mastering Number (See plans)</p>	<p>White Rose</p> <p>Identifying 0 Subitising and Representing numbers to 8 Comparing and Composing numbers to 8 Comparing mass and capacity Make pairs - Odd and Even numbers Doubling to 8 Combining 2 groups</p> <p>Mastering Number (See plans)</p>	<p>White Rose</p> <p>Explore and compare length and height Ordering and sequencing time Comparing and representing numbers to 10 Conceptual subitising to 10 Number bonds to 10 1 More and 1 less Doubles to 10 Exploring odd and even 2D and 3D Shapes</p> <p>Mastering Number (See plans)</p>	<p>White Rose</p> <p>Repeating patterns Identifying, copying and continuing complex patterns Build numbers beyond 10 Patterns beyond 10 Spatial reasoning Adding more Taking away Shape arrangements</p> <p>Mastering Number (See plans)</p>	<p>White Rose</p> <p>Sharing and grouping including odd and even numbers Building doubles and Patterns Positioning Giving and following instructions Mapping and directions</p> <p>Mastering Number (See plans)</p>
<p>Understanding the World</p>	<p>Compare families, past events, community roles -</p> <p>Describe their family and talk about similarities/differences with others.</p> <p>How I have changed Body parts and senses Talk about past events in their own lives. Describe roles of people in the community.</p>	<p>Compare settings, discuss past vs present, Describe traditions and compare cultures -</p> <p>Compare settings from traditional tales with modern life. Identify changes between long ago and now. Learn about celebrations from different cultures. The Story of Christmas Explore Autumn</p>	<p>Use maps, describe wider world -</p> <p>Use simple maps to describe journeys. Talk about different countries and their features. Compare transport from different places (city vs countryside) as well as past and present.. Explore Winter Explore space</p>	<p>Early scientific explanations & recording, Explain and record patterns -</p> <p>Explain seasonal changes and their effects on animals/plants. Observe and record weather patterns. Life cycle of a plant: Understand what plants need to grow and the role of each part. Explore Spring The Easter Story</p>	<p>Classify animals, explain life cycles -</p> <p>Classify animals by features (e.g., mammals, reptiles). Describe life cycles (frog, butterfly, chick). Explain how animals around the world adapt to their habitats. Explore Summer</p>	<p>Understand pollution and conservation, Early scientific explanations & recording -</p> <p>Name ocean zones and some animals in each. Understand that human actions impact sea life. Begin to explain simple environmental ideas (pollution, recycling). Comparing Thamesmead to the seaside Compare UK to Africa (Nigeria/Ghana)</p>
<p>Expressive Arts and Design</p>	<p>KAPOW (see plans) Exploring sound</p> <p>Self-Portraits & Control - Develop pencil/brush grip; draw simple faces using mirrors; mix primary to secondary colours. Focus artists: Vincent van Gogh (self-portraits), Julian Opie (simplified portraits)</p> <p>Flange joins and joining using treasury tags</p>	<p>KAPOW (see plans) Celebration Music</p> <p>Festivals & Creativity - Explore sculpture (clay/dough); improve cutting/joining; create themed art (autumn/fireworks/Christmas) Focus artists: Yayoi Kusama (dots/patterns), Anish Kapoor (sculpture)</p> <p>Using resources to tape and glue to secure</p>	<p>KAPOW (see plans) Music and Movement</p> <p>Storytelling through Art - Draw characters and settings; add patterns/details; use art in role play/storytelling. Focus artists: Quentin Blake (illustration), Eric Carle (collage storytelling)</p> <p>Making 2D collages Mono Printing L-joins</p>	<p>KAPOW (see plans) Musical stories</p> <p>Observation & Detail - Observational drawings of plants/objects; explore shading (light/dark); begin to adapt colour tones. Focus artists: Van Gogh (<i>Sunflowers</i>), Claude Monet (nature/light)</p> <p>Printing Mixing watercolour paints 3D collages Slot joins</p>	<p>KAPOW (see plans) Transport</p> <p>Creative Combinations - Combine techniques (paint + collage); plan multi-step projects; explore 3D group sculptures. Focus artists: Romero Britto (bold colour/pattern), Henri Rousseau (jungles/habitats)</p> <p>3D sculptures Exploring joins</p>	<p>KAPOW (see plans)Big Band</p> <p>Expression & Sharing - Create independently with intent; explain choices; produce more detailed representational art. Focus artists: Piet Mondrian (primary colours, grids), Joan Miró (imaginative abstracts).</p> <p>Mixing shades Split pin join Sewing to join</p>

Safeguarding Across the Curriculum	Internet Safety	Keeping safe – feelings and emotions	Anti-bullying week	Respecting Privacy	NSPCC PANTS rule	Valuing difference Preparing for Transition
---	-----------------	---	--------------------	--------------------	------------------	--