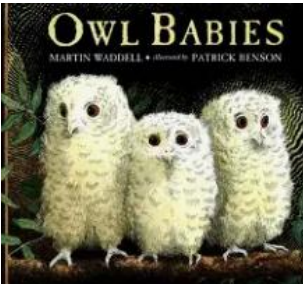




Curriculum Overview – Autumn Term 1 2026 – Exploring Emotions

	Week 1 WB 1 st Sept	Week 2 WB 7 th Sept	Week 3 WB 14 th Sept	Week 4 WB 21 st Sept	Week 5 WB 28 th Sept	Week 6 WB 5 th Oct	Week 7 WB 12 th Oct	Week 8 WB 19 th Oct
Core Texts	Baseline Starting school books Books about exploring emotions							
Key Vocabulary			Emotion Happy Sad Calm Anger Fear Love			Owl Nest Dark Night Worry Swoop Branch		
Other key texts								
Reading Spine & Vocabulary	Kind- kind, helpful, freindly, sharing, caring, respect, throughful A world for you and me- world, community, different, similar, together, respect, belong Handa's Surprise – journey, surprise, balance, steal, mango, pineapple, ostrich We're going on a bear hunt – beautiful, river, stumble, swirling, narrow gloomy Somebody Swallowed Stanley- plastic, pollution, rubbish, ocean, recycle, protect, environment Owl babies- owl, nest, dark, night, worry, swoop, branch							
Super Starter and Fabulous Finish	Super Starter: During Week 3 find pom-poms around the classroom along with a letter from the Colour Monster. The children will become Emotion Detectives, searching high and low to collect the hidden pom-poms from around the classroom. As they discover each pom-pom, children will discuss which emotion colour it represents and what feeling it might be linked to. Post onto Seesaw for parents to see Fabulous Finish: Whole class Colour Monster Celebration Circle, where each child chooses a coloured pom-pom and shares one feeling they have explored during the topic. The children discover a final letter from the Colour Monster thanking them for helping him understand and organise his feelings. The letter congratulates them on becoming Emotion Experts and presents the class with an Emotion Explorer Certificate.							
Enhancements (linked to core text)	Introducing each areas slowly and steadily over first 1.5 weeks. Ensure expectations are set for getting things out and tidying, modelling ways to use resources, modelling how to play in each area. Time spent well during these 2.5 weeks will support the whole year of impactful and purposeful play.		Pom pom & Tweezers in fine motor area Colour monster colouring Colour monster painting (large scale) Emotion cotton wool pads Story puppets			Pompom peg owl painting Story puppets Nest building Owl collage		
Songs and Rhymes	Basic nursery rhymes One, two, three, four, five, once I caught a fish alive Wind the bobbin up		If youre happy and you know it (change emotions to label them, add movement) Humpty Dumpty sat on the wall		I look in the mirror song	Songs relating to Harvest Festival		

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	Incy, wincy Spider climbs up the water spout							
SEND/ additional support	Widgets/video to support transition and settling in Introduction and use of daily timetable to support understanding			Send widgits/Video home to support language for all children Teach signs for emotions				
Enrichment		Walk around the Reception indoor and outdoor areas introducing to different areas of the environment. Walk around the School environment and learn about other areas of the school.						
Parental Engagement	Weekly Seesaw Memo post about what we have learnt each week Week 1 – Seesaw post for each child	Thursday 10 th 3:30 Getting the Foundations Right Meeting in school hall	Wednesday 16 th Reading open Mornings	Monday 23 rd 3:30- Behaviour Information			Thursday 15 th 2:30 Harvest festival	Monday 19 th - Individual & sibling photos Monday 19 th 3:30pm-6:30 Parents Evenings Tuesday 20 th 2:40 Parents Welcome Worship Wednesday 21 st Parents evening 3:30- 4:30 Wednesday 21 st -Whole school immunisations
Festivals and Celebrations						Friday 9 th - World Mental Health Day (#HelloYellow)	Thursday 15 th 2:30 Harvest festival	Friday 23 rd 2:40- New Parents Welcome Worship
RE	Settle into school life before starting RE lessons – expose children to the classroom reflection area and ways they can use it.	Lesson 1 – What does belonging mean?	Lesson 2 – What does belonging mean in religious communities?	Lesson 3 - Why do many Christians in Gloucestershire baptise babies and what happens?	Lesson 4 - Why do some people in Gloucestershire have non-religious naming ceremonies for babies and what happens?	Lesson 5 - What do many Hindu siblings in England do to show they love each other at Raksha Bandhan and why?	Lesson 6 - How might people in Gloucestershire show they belong?	

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Developmental check points in the 7 Areas of Learning		
	Pre-school	Reception
Communication and Language	Is motivated to communicate –children may use verbal or nonverbal cues. Follows a one-step instruction (with visual prompts). Can show an awareness of an adult or peer talking to them.	Asks a simple question related to their experience, e.g. ‘Is it story time soon?’ Uses some social phrases e.g. ‘Can you help me please?’ Focuses and engages by looking and listening during an adult led activity e.g. a story, simple task. Listens to and talks about stories that have been read to them. Begins to talk about their learning with adults and their peers. Describes a personal event with some details.
Personal, Social and Emotional Development	Communicate ‘please’ and thank you to adults within the class. Respond, verbally or non-verbally, to an adult when asked if they need help. Recognise that they need the toilet and ask for help if needed. Begin to join in with daily routines with adult direction.	Attempt new things with some support. Choose activities that are within their capability/areas of interest. Begin to show an understanding of their own feelings and those of others. Make independent choices. Join an activity when invited by an adult. Being to be able to wait for what they want and control their immediate impulses when appropriate. Begin to give focused attention to what the teacher says. May become engrossed in an activity and find it difficult to switch attention to another task. Show focused attention, for short periods, during whole class activity e.g. phonics. With encouragement, keep going when facing a challenge.
Physical Development	Imitates bilateral movements of limbs (lifting arms) Navigates up and down steps using alternate feet. Attempts to jump with two feet together. Attempts to put on own coat. Rolls, pounds, squeezes, and pulls playdough. Eat independently e.g. finger foods	Be able to start, stop and hold a position (keep body still) on a signal. Balance with support along equipment e.g. one finger. Shows a strong preference for a dominant hand. Begin to put pencil pressure on paper. Looking in the direction of travel Develop rolling, crawling, walking, jumping and running skills safely. Attempt to use a modified tripod grip. Attempts to draw lines and circles using gross motor movements. Begins to aim and roll objects. Attempts to use hand eye coordination to throw and catch a ball. Can kick a ball towards a target.

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		Begin to form some letters correctly. Hold scissors correctly with thumb on top. Attempt to use buttons and zips.
Literacy	Enjoy listening to short rhymes. Talk about and notice differences between some environmental sounds e.g. different instruments. Attempt to make marks using different resources. Explain what has been drawn/written (scribbles/marksmade by children).	Talk about favourite books and why they are preferred. Handle books correctly and follow print from left to right, top to bottom. Blend sounds orally that an adult has said to say word. Recognize words that rhyme. Orally rehearse segmenting a single word that will be written, before starting to make marks/write letters. Write own name with some correct letter formation. Writes (or makes marks) independently to convey meaning for a range of purposes. Spell common exception word: l
Maths	Join in with number rhymes and songs. Begin to count numbers to 3 and beyond. Begin to count up to 3 objects with correct one- to- one correspondence. Say the last number is the total number of items in the group.	Reception Baseline Assessment (RBA) and School Math’s assessments Count in sequence using 1:1 correspondence. Perceptually subitise to 3 Count in sequence using 1:1 correspondence. Confident in counting beyond 5 Understand the concept of the whole number. Understands the composition of 3 and 4 Match and connect subitised quantities to numerals.

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Understanding the World	Communicate about their family (verbally or non-verbally) Use their senses to explore and responds to what they see in the classroom and outside e.g. rain and puddles.	Know and understand what some body parts do e.g. to help us to learn listening ears. Notice and talk about seasonal changes.
Expressive arts and design	Engages in sensory exploration using a variety of materials and resources. Participates in simple imaginative or pretend play	Uses a range of tools, including fingers, hands, chalk, pens and pencils, to make marks and express ideas. Recognises and names the primary colours. Begins to experiment with colour mixing and can describe how colours change when combined. Begins to clap along to a simple beat. Knows at least 3 Nursery rhymes and joins in with confidence. Uses scissors and other modelling tools to cut and shape materials with increasing control. Begins to use simple joining techniques to combine materials. Retells simple stories and events in the correct sequence.

Characteristics of Effective Learning		
Playing and exploring	Active learning	Creating and thinking critically
The adults will: - Encourage the children to explore their surroundings and talk about their observations. - Continuously have high expectations of the children by modelling, scaffolding and extending learning at every opportunity. - Provide a stimulating environment with role play opportunities to act out and represent familiar experiences, along with retelling core texts. - An outdoor area that will provide lots of opportunities for children to further explore all areas of learning.	The adults will: - Plan for carpet times where the children are able to talk about themselves in positive terms and recognise their own abilities. - Ensure that all children’s achievements are celebrated, however big or small. - Provide a stimulating environment that is enhanced to support children’s natural fascinations and interests alongside the development of key skills and knowledge. - Provide resources and enhancements to enable high levels of involvement.	The adults will: - Encourage the children to think critically and ask good questions, scaffolding where appropriate. - Support and challenge children’s thinking at all times. - Provide opportunities to solve problems in the indoor and outdoor environment. - Enhance the environment with resources/ activities that challenge children in their thinking/ play. - Provide open ended resources to encourage critical thinking and problem solving.