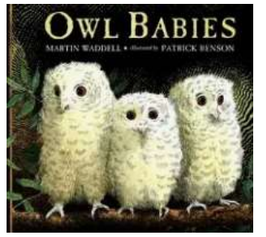
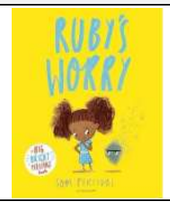
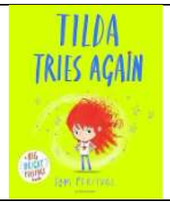
Curriculum Overview – Autumn Term 1 2026 – Exploring Emotions

	Week 1 WB 1st Sept	Week 2 WB 7th Sept	Week 3 WB 14th Sept	Week 4 WB 21st Sept	Week 5 WB 28th Sept	Week 6 WB 5th Oct	Week 7 WB 12th Oct	Week 8 WB 19th 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	     								
Super Six & Vocabulary	**Colour Monster: Emotion, happy, sad, anger, fear, calm, love** **Shark in a park – Telescope, left, right, around, see, surprise, shark** **One day in Antartic - Antarctica, waddles, nesting, inland, graceful, streamlined, frozen** **Handa's Surprise – Journey, surprise, balance, steal, mango, pineapple, ostrich** **Mad about minibeasts – Minibeasts, discover, slimy, munching, buzzing, wriggling, slithering** **We're going on a bear hunt – Beautiful, river, stumble, swirling, narrow gloomy**							
Super Starter and Fabulous Finish	• **Super Starter:** During Week 4 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. • **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 2.5 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 Incy, wincy Spider climbs up the water spout			If youre happy and you know it (change emotions to label them, add movement)	I look in the mirror song	Songs relating to Harvest Festival		

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	Humpty Dumpty sat on the wall							
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 Tapestry Memo post about what we have learnt each week Each week one family will receive: Story sack sent home weekly Maths sack sent home weekly Week 1 – Tapestry post for each child	Wednesday 9th- 5pm- Getting the Foundations Right Meeting in school hall	Thursday 17th & Friday 18th- Reading open Mornings	Monday 21st 5pm- Behaviour Information Evening in school hall 25th Sept – Book fair	28th Sept – book fair		Wednesday 14th 9am- Harvest Festival	Monday 19th & Wednesday 21st 3:30pm-6:00pm Parents Evenings Friday 23rd 2:40- New Parents Welcome Worship
Festivals and Celebrations						Friday 9th - World Mental Health Day (#HelloYellow)	Wednesday 14th Harvest festival	Friday 23rd 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?
Developmental check points in the 7 Areas of Learning								
Communication and Language	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.		

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Personal, Social and Emotional Development	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	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. Begin to form some letters correctly. Hold scissors correctly with thumb on top. Attempt to use buttons and zips.
Literacy	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: I
Maths	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.
Understanding the World	Know and understand what some body parts do e.g. to help us to learn listening ears.	Notice and talk about seasonal changes.	

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Expressive arts and design	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.