



West Jesmond Primary School Reception Curriculum Overview 2024-2025

Big Question;

What is it like to be at West Jesmond Primary School?

Why this? Why now?

In this topic our intention is to ensure children are embedded into their new school and to build a sense of community, awareness and belonging. We will spend time getting to know themselves and their classmates as valuable individuals teaching respect, tolerance and pride in what makes each of them special and unique. We will meet the teachers within the EYFS but those in the wider school community so children feel safe and secure in their new school and know who to talk to if they need help. Branching out from this is then an awareness of their new school – the people within it, who they can see if they need help or support and also what the physical building is like and the spaces within it. Then cementing the school in the local area Jesmond – what is it like just outside out school fences? Local walks will allow us to ask whether Paddington Bear would like to visit Jesmond. What do we know about our local area? How can we present this?

Autumn 1; Me, My School, My Community	<h4>Focus texts</h4>		<h4>Key Experiences</h4>	
			<ul style="list-style-type: none"> Part-time period Tour of school and interviews with key members of staff Paddington visits Jesmond – research local area through local visits and walks Posting letters Making food for Paddington – marmalade cakes and sandwiches Trip to the allotment Visit and membership of local library Road and Metro safety We're Going on a Bear Hunt T4W – innovate with areas around Jesmond 	
	<p>STICKY LEARNING; <i>What do we want the children to remember? How does this topic fit in with our children's learning journey at West Jesmond?</i></p> <p>This topic is designed to build up the children's confidence and sense of belonging to their new school. It is designed to build on getting to know the individual, then the class, then span out across the school so they have a sense of understanding of what West Jesmond is, who works there, who can help them and what the building and staff look like. All of this is to help the children grow as part of their new school group and to help them feel secure, safe and knowledgeable about their new surroundings and routines. Looking outside the gates to the local area is the children' first experience of what it is to be a Geographer – drawing maps, looking at place and location, observing and naming different types of buildings and describing the uses of different places. It is also useful to spark a conversation with the children about a place they are familiar with.</p>		<p>Characteristics of Effective Learning</p> <p>Play and exploring; I can bring my own interest and fascinations into Early Years settings. I can make independent choices.</p> <p>Active Learning; I can begin to predict sequences because I know routines. I can participate in routines.</p> <p>Creating and thinking critically; I can concentrate on achieving something that is important to me. I can give my attention to tasks. I can think of my own ideas.</p>	
	<p>Key Vocabulary</p> <p>Myself, hobby, talent, favourite, like, dislike, family, same, different, celebrate, special, unique, language, religion, country, school, class, community, local, city, area, map, route</p>			
	<p>Links to National Curriculum</p> <p>PSED – Relationships, Living in the wider world</p> <p>Humanities – Location and Place (fieldwork), DT – Food</p>			




West Jesmond Primary School Reception Curriculum Overview 2024-2025

Big Question; *What happens when it gets dark?*

Why this? Why now?

This topic makes perfect sense at this time of year as the weather and outdoor environment begins to change from the sunnier start to the school year. Children will be experiencing more darkness in their day as the clocks and seasons change. Children have already demonstrated an interest in animals from baseline discussion – one of which even has a hedgehog camera in their home and have sent lots of photos through Tapestry which has sparked interest. The text *Peace at Last* is a perfect opportunity for T4W and to build on children’s story-telling and role play. Through this text we can explore healthy routines and behaviours to support a healthy nights sleep and the importance of daily hygiene such as teeth brushing and washing. The topic and text will allow children to learn and explore a range of new vocabulary. There will also be lots of opportunities to enrich the children’s UTW and encourage them to take story-telling into their play. The topic will lay the foundation for a further topic on space which will be covered in whole school STEM week. We are continuing to build on rules and routines and discussing routines during the

	Topic Focus texts	Key Experiences
Autumn 2; What happens when it gets dark?		<p>Space projector</p> <p>Moon survey for homework – what does the moon look like of an evening?</p> <p>Trying a real ‘space picnic’ - what would an astronaut actually have to eat on the moon?</p> <p>Talk for Writing <i>Peace at Last</i></p> <p>Light and Shadow area</p> <p>Nighttime role play area</p> <p>Torches and dark places for children to explore and investigate.</p>
	<p><u>STICKY LEARNING – what do we want the children to remember? How does this topic fit in with our children’s learning journey at West Jesmond?</u></p> <p>This topic will build a foundation for children’s growing understanding of Light, Earth and Space and Seasonal change ready for KS1. It will build relationships between home and school as we engage children in watching the moon and discussing routines at home when it is dark. Using the text <i>Peace at Last</i> will build on our focus of developing children’ vocabulary and immerse them in their second T4W and encourage oral story-telling and mark-making linked to the text. It will bridge the gap between learning through stories alongside building up our fact knowledge of Understanding the World.</p>	<p><u>Characteristics of Effective Learning</u></p> <p>Play and exploring – I can respond to new experiences when they are brought to my attention; I can make choices and explore different resources and materials.</p> <p>Active Learning - I can begin to predict sequences because I know routines</p> <p>Creating and thinking critically - I can take part in pretend play; I can use pretend play to think beyond the ‘here and now’ and to understand another perspective</p>
	<p><u>Key Vocabulary</u></p> <p>Day, night, dark, dawn, dusk, twilight, sunset, sunrise, sun, moon, stars, planet, satellite, rotate, space, solar system, nocturnal, routine, season, autumn, winter, hibernate, health, well-being <u>Key vocab linked to the story</u> – peace, drip, late, snuffle,</p>	
	<p><u>Links to National Curriculum</u></p> <p>Science – Light, Earth and Space, Seasonal Changes, Materials, working scientifically</p> <p>PSHE – Health and Wellbeing</p> <p>DT - Food</p>	



West Jesmond Primary School Reception Curriculum Overview 2024-2025

Big Question; Why is Christmas a special time of year for some families?

Why this? Why now?

Thinking and talking about the celebration of Christmas is the beginning of our learning journey linked to how families celebrate in different ways over the course of the year. Our children will be taking part in a Nativity play so will be introduced to the Christian faith linked to the birth of Jesus at Christmas time. We will explore the themes of the nativity and what it teaches all of us about kindness and faith. Children will understand that although we are telling this story, not all families believe the story to be true and may think something different. Alongside the religious celebrations, families often celebrate Christmas with traditions children will be very familiar with. There will be ample opportunity for children to talk about their own personal experiences and traditions at this time of year and as we participate in parties and Christmas fairs, it will help cement the community relationships we are building together a new group of classmates in our school. The Jolly Christmas postman allows us to explore Traditional Tales for the first time with the children and revisit/teach these stories which will be a grounding for the traditional tales they will explore in Year 1. The book will build upon mapping and skills linked to a journey which was introduced during Paddington Bear and the Local area as well as story maps in Whatever Next. There will be opportunities to compare the characters he meets and refer back to ones met in previous stories (for example – does the witch he meets in this story compare with the witch met in Room on the Broom?)

Autumn 2; Why is Christmas a special time for some families?	Topic Focus texts	Key Experiences
		<p>Trip to local church St George's and St Hilda's</p> <p>Christmas story-teller</p> <p>Nativity show</p> <p>Jolly Postman's bicycle in school as a hook into the topic</p> <p>Stage and nativity costumes in the role play for children to act out the nativity and put on their own Christmas show.</p> <p>Traditional Tales in the provision to build exposure.</p>
	<p>STICKY LEARNING; <i>What do we want the children to remember? How does this topic fit in with our children's learning journey at West Jesmond?</i></p> <p>Children will recognise the importance of Christmas for some families and begin to understand concepts of Christianity for some people. They will be introduced to the religious alongside the commercial elements of the time. Learning to work as part of a group to perform the Christmas show and feel part of the Reception community. Through the use of Jolly Christmas Postman, children will be exposed to a core set of Traditional Tales, hearing them several times over the time period, ready for children to build on this knowledge of this genre in Year 1.</p>	<p>Characteristics of Effective Learning</p> <p>Active Learning; I can use pretend play to think beyond the 'here and now' and to understand another perspective.</p> <p>Play and Exploring; I can recognise that my actions have an effect on the world so I like to repeat them.</p> <p>Creating and Thinking Critically; I can make more links between my ideas.</p>
	<p>Key Vocabulary Christmas, celebrate, festival, religion, winter, December, Christmas Day, Christmas Eve, tradition, food, family, presents, morning, night, Santa, sleigh, nativity, tree, decorations, angel, Mary, Joseph, Shepherds, Kings, Show, Performance <u>Key vocab linked to the story</u> – journey, travel, post, postman, deliver, traditional tale, names of traditional tale characters</p>	
	<p>Links to National Curriculum</p> <p>RE – Festivals; Stories; Beliefs and Practices, Special Places; Special People</p> <p>Art – drawing, collage PSHE – Living in the wider world</p>	

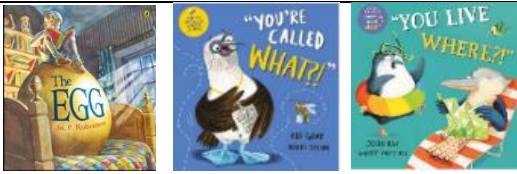


West Jesmond Primary School Reception Curriculum Overview 2024-2025

Big Question; Weird, Wild and Wonderful

Why this? Why now?

Since the beginning of the year, the children have demonstrated a fascination and interest in animals. We wanted to ignite this interest but also extend it. So far, we have discussed animals during ‘what happens when it gets dark?’ naming nocturnal animals from our local area. This will allow us to extend this knowledge to animals that live in different habitats and have other qualities. When we introduced Paddington coming to visit, we compared his home Peru to Jesmond – how are they different? What will he need to be happy here? We will build on this, looking at and comparing the different habitats of animals around the world. This will allow us to engage the children in lots of questions and exploratory play – investigations linked to the qualities of animals and their features – such as the blubber experiment and how to protect a dragon’s egg if it drops. The children have demonstrated a good knowledge of animals so our focus text “You’re called what?” allows us to introduce the children to a much more weird, wild and varied range of animals. Their key features will help the children build words linked to descriptions and explanations. The topic is also a useful launchpad to new forms of writing – information sentences, fact files, descriptive labels. The children will be encouraged to make lots of observations of what they notice, see, think and to record these as drawings or demonstrate them in their play. As always we will be supporting the development of children’s vocabulary. The hook of the eggs in the classroom will spark the children’s imagination and engagement and is responsive to our boy-heavy cohort. Our next visit to the theme of animals will be in the summer term when we revisit and revise habitats when focusing on rock pools and the seaside.

Spring 1 - Weird, Wild and Wonderful	Topic Focus texts	Key Experiences
		Eggs left in the classroom - what could have left them? How can we look after them? Great North Museum visit Zoolab/animal antics Northumberland Zoo school visit Design your own animal Build a bed/den/nest for the dragons to sleep in Working scientifically – opportunities to plan and test with the eggs
	<p>STICKY LEARNING; <i>What do we want the children to remember? How does this topic fit in with our children’s learning journey at West Jesmond?</i> <i>Children will extend their knowledge of the animals around the world. They will be able to name more animals and have built up the vocabulary needed to describe their features. The children will be aware of scientific vocabulary such as habitat, mammal, herbivore, carnivore. The children will have been given the opportunity to make thoughtful and careful observations – recording these in drawings or using words/labels. The children will have built their understanding of where/how we learn about things using books and online resources, as well as articulating facts in linked sentences. The children will have expanded their ability to investigate and find out, discussing what happened and giving simple explanations using their knowledge of the world.</i></p>	<p>Characteristics of Effective Learning Active Learning; I can begin to correct my mistakes Play and Exploring; I can bring my own interests and fascinations. I can respond to new experiences when they are brought to my attention Creating and Thinking Critically; I can feel confident about coming up with my own ideas. I can make more links between my ideas.</p>
	<p>Key Vocabulary Legendary, egg, dragon, scales, fire-breathing, myth, legend, claws, teeth Jungle, long, tall, growly, stripy, slithery, enormous, spotty, scary, pretty, noisy, flappy, creepy crawlies, canopy, jungle floor Animal, mammal, reptile, amphibian, bird, fish, predator, prey, hunter, omnivore, herbivore, carnivore, habitat, arachnid, environment, polar regions, ocean, camouflage, live on land, live on water</p>	
<p>Links to National Curriculum Science- Animals, working scientifically Geography – Location and Place Art – Drawing , Sculpture, Collage</p>		

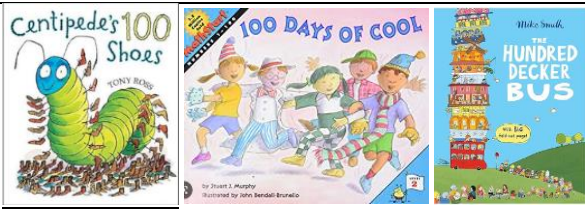


West Jesmond Primary School Reception Curriculum Overview 2024-2025

Big Question; What changes happen over time?

Why this? Why now?

Since the beginning of the year, we have been counting up the days at school with the children. We talked about the key marker of reaching 100 days and how we would celebrate with a party. We are now reaching day 100 and this lends itself perfectly to discussing with the children what has happened/changed since we started school. Using our living calendars and weekly piccolages, we will be able to reflect on all of the things that have happened, introducing the concept of past and present, and what they have learnt to do since starting school. The children will be encouraged to acknowledge and celebrate their achievements, and to set future goals that we will lock into our time capsule for another 100 days. This will promote discussion of time and the idea that we can think of things that will happen in the future. Children will be asked to send in photographs of themselves when a baby and on their first day. They will use these as evidence to discuss what changes they can see. Using a mix of objects and artefacts, we will begin the children's journey into becoming a historian as we look at the objects and decipher what they tell us – what do you see/notice/wonder? In this topic, families will be heavily involved as we ask them to think about what has changed since the beginning of the school year and also asked to share photos and stories from their own family's past. Children will be supported to make careful observations and express

Spring 1 - What changes happen over time?	Topic Focus texts	Key Experiences
		<p>100 days at school party Time capsule – what will be like in another 100 days? Compare 100 - what did it look like in the past? Historical artefacts to explore and compare – boxes of delights from museum Baby photos and first day of school photos</p>
	<p>STICKY LEARNING: <i>What do we want the children to remember? How does this topic fit in with our children's learning journey at West Jesmond?</i> Children will begin their journey as historians – expanding their understanding of the terms past, present, future, old and new. They will gain experience of observing historical artefacts and making thoughtful and careful observations. We will support the children in making links between what they see and what this tells us – for example – black and white photos may tell us that colour photography did not exist at that time. We will talk about our bodies and how they change and develop, with the added responsibility of how to take care of ourselves to ensure we grow up fit and healthy. Children are always asked to reflect on their learning here at West Jesmond, and talking to the children about our journey through school since the beginning of the term is a perfect platform for that – they will be able to talk about what they have learnt so far, what they are proudest of, and set themselves aspirations goals for the future.</p>	<p>Characteristics of Effective Learning Play and exploring; I can make choices and explore different resources and materials. I can respond to new experiences when they are brought to my attention. Active Learning; I can keep on trying when things are difficult. Creating and Thinking Critically; I can use pretend play to think beyond the 'here and now' and to understand another perspective. I can review my progress as I try to achieve a goal and check how well I am doing.</p>
	<p>Key Vocabulary 100, count, ten, tens frame, past, present, future, ago, long ago, day, week, month, year, change, grow, old, older, new, newer, same, different,</p> <p>Links to National Curriculum History – Historical Evidence Science – Animals and humans</p>	

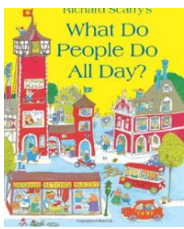
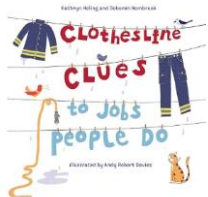


West Jesmond Primary School Reception Curriculum Overview 2024-2025

Big Question; What do people do all day?

Why this? Why now?
"You can't be what you can't see"

One of our aims and intentions for our children across West Jesmond is that they are aspirational in their ideals and goals for themselves. This topic also fits alongside Careers Week which is a focus across school at this time. We want to investigate which jobs and careers the children are aware of – through their own knowledge of family or a wider understanding through stories/visits/life experiences. This will reflect back on our curriculum at the beginning of the year when we talked about ourselves and our families. Our intention is then to broaden this awareness and immerse the children in other careers and opportunities. We will spend time role-playing and becoming active participants in some of these roles, highlighting with the children the different talents and skills that can suit different children. We will also ensure that we challenge stereotypes and allow children to feel they can be anything they want. Vocabulary will be based on acting in role and communicating with peers reflecting each scenario. We will build on our curriculum linked to time, asking children to think about their future and what that means. There will be several visitors over the week to engage and excite learning and offering the children to hear, listen to and ask questions of people from different walks of life.

	Topic Focus texts	Key Experiences
Spring 2 – What do people do all day?	 	<p>Careers week at school – visits from fire engine, police officer, software developer, surgeon</p> <p>Future aspiration discussion - what do you want to be when you grow up?</p> <p>Challenging stereotypes – are all doctors men? Are all nurses women?</p> <p>Role play areas set up to reflect different occupations.</p>
	<p>STICKY LEARNING; <i>What do we want the children to remember? How does this topic fit in with our children's learning journey at West Jesmond?</i> In this topic we aim to expose our children to the broad range and scope of opportunities they may have when they are grown. Throughout the year in all topics we are explicit with our children about "thinking like a geographer, thinking like a scientist" and as a school we want to also highlight in these incidental conversations the people who work in these fields. This topic aims to not only broaden children's understanding of their community but also an appreciation of the diverse roles that keep our society functioning smoothly. We are very lucky in our school to have parents who work in a wide and varied work place and this is a wonderful opportunity to bring family experts into class. We hope to develop children's knowledge of the world around them and understand how they are part of a local and wider community.</p>	<p>Characteristics of Effective Learning</p> <p>Play and Exploring – I can respond to new experiences that you bring to my attention. I can bring my own interest and fascinations into Early Years.</p> <p>Active Learning – I can begin to correct mistakes myself.</p> <p>Creating and Thinking critically – I can use pretend play to think beyond the 'here and now' to understand a different perspective, I can make links between my ideas.</p>
	<p>Key Vocabulary</p> <p>Career, job, work, occupation, aspire, stereotype, skill, place, emergency, services, help, support, community, choices, vocabulary naming different occupations, uniform</p>	
	<p>Links to National Curriculum</p> <p>PSHCE – Living in the Wider World</p>	




West Jesmond Primary School Reception Curriculum Overview 2024-2025

Big Question; What does it mean to be an artist?

Why this? Why now?

In the construction of the yearly curriculum, this topic is dedicated to the expressive arts and design development of the children. Although opportunities run throughout the year, we want our children to have time to focus time experiencing a variety of art and expressive art. The topic is designed to show the children a variety of different art techniques – expanding their understanding of art beyond drawing and painting. They will be given a wide range of opportunities to express themselves through art using a variety of different techniques and equipment. The topic will allow us to develop the children’s language in the form of giving opinions or articulating what they see/notice/wonder. They will begin to learn to make comparisons, spot differences and similarities and to link art to how it makes them feel. This supports our work on children’ emotional and personal wellbeing. As we head towards the summer term and the expectation for children’s fine motor skills to be developed for correct pencil grip and fine motor, the range of materials and techniques we will support the children in using will help develop their motor skills and ability to show care and control in their mark-making. The book chosen “The Dot” is all about a celebration of individuality and the importance of never feeling that art should look a certain way – it and every artist, is of value and we can all find a way to express yourself and feel proud. We will look at a variety of artist which celebrate fun, colour and individualism including traditional artists such as Seurat, Kandinsky and Picasso as well as Yvende, Frida Kahlo and Yayoi Kusama.

Spring 2 – What does it mean to be an artist?	Topic Focus texts	Key Experiences
		<p>Visit to Laing Art Gallery</p> <p>Range of focus on different forms of artwork – sculpture, large scale, using different mediums such as clay, portrait gallery</p> <p>Development of focus from a dot (and all things dotty and circular), to more linear artwork and then to portraits and 3D art.</p> <p>Art Gallery Role Play area</p>
<p>STICKY LEARNING; <i>What do we want the children to remember? How does this topic fit in with our children’s learning journey at West Jesmond? At West Jesmond, we want all of our children to have a broad experience of the arts and be given ample opportunity to be creative, expressive and brave in their choices. Artists chosen to study reflect our dedication to promoting aspirations for both boys and girls and across all cultures. In our hope to ensure children’s personal development is as strong as their academic, trips such as the Laing make sure that all of our children have had a rich cultural capital and take them outside of their normal interests and experiences. Building this into our EYFS curriculum ensures that when our children reach Key Stage 1, they have had a wide experience of artist and art techniques and disciplines, giving them the confidence to participate and come to the new curriculum with foundational and disciplinary knowledge.</i></p>	<p>Characteristics of Effective Learning</p> <p>Playing and exploring; I can make choices and explore materials. I can respond to new experiences. I can make independent choices.</p> <p>Active Learning; I can show goal-directed behaviour. I can keep on trying when things are difficult.</p> <p>Creating and Thinking Critically; I can review my progress as I try to achieve a goal and check how well I am doing. I can make links between ideas. I can feel confident about coming up with my own ideas.</p>	
<p>Key Vocabulary</p> <p>Art, artist, gallery, display, line, sketch, drawing, painting, sculpture, colour name, portrait, collage</p> <p>Key Vocab from story - Dot, Blank , Mark , Jab , Sign, Swirly, Gazing , Straight, squiggle</p>		
<p>Links to National Curriculum</p> <p>Art; Sculpture, drawing, colour, printing, collage</p> <p>History; Historical evidence, Historical significance</p> <p>Geography; Location and Place</p>		





West Jesmond Primary School Reception Curriculum Overview 2024-2025

Big Question;

Where does our food come from?

Why this? Why now?

This topic is to run alongside the changes in the season. As we talk to the children about the changes we are seeing in the weather, there will be plenty of opportunities to talk about how life is developing – lambs, buds, seeds etc. We will return to our previous knowledge about animals and compare the habitats of those wild creatures we have already discussed, to the farm animals in the stories we are reading, The story The Little Red Hen has been chosen as a platform for Talk for Writing, and as we head into the summer term, it will be a perfect opportunity to support children in writing longer pieces based on stories they know,. Talk for Writing will support our current vulnerable talkers as we scaffold their language with the repeated story structure. It will also offer opportunities to read, share, join in with and act out other familiar tales. As we mirror actions of the hen such as cutting, kneading, moulding, grinding, it will offer support to our children needing additional gross and fine motor control, as well as extending the language of our EAL children. We will discuss the changes we see as we make, knead , prove and bake the bread and begin our discussion of where our food comes from – bread is the final product we see in the supermarkets, the story tells the story of where it comes from. This will then branch out into allotments, farms, orchards etc to challenge knowledge that food is in our kitchen or from the shops. We will engage in lots of cooking and making food with opportunities to discuss our senses use adjectives for descriptions and extend vocabulary linked to doing (mixing, stirring, kneading).

	Topic Focus texts	Key Experiences
Summer 1– Where does our food come from?	 	<p>T4W LRH</p> <p>Visit to the Allotment/orchard</p> <p>Evil Pea visits the classroom!</p> <p>Cooking with the different veg</p> <p>Caterpillars in class</p> <p>Growing green beans</p>
	<p>STICKY LEARNING; <i>What do we want the children to remember? How does this topic fit in with our children's learning journey at West Jesmond?</i> As an inner-city school it is important to ensure that our children have planned experiences of the natural world and opportunities to be part of, witness to and negators of the growing process and life cycles. The experiences of our children are varied and we aim to ensure all children have had vital early experience of growing plants, vegetables and observing animals. We want our children to broaden their knowledge of the foods they experience and dig deeper into where those foods come from. We want to support our children in being adventurous when it comes to trying new foods as well as build their physical health with a knowledge of what food groups help us stay fit and healthy. At West Jesmond we have strong links with our local orchard and allotments with an ambition to build in more forestry school opportunities, and this topic is a perfect foundation to ignite children's interests, knowledge and passions.</p>	<p>Characteristics of Effective Learning</p> <p>Playing and exploring; I can make choices and explore materials. I can respond to new experiences. I can make independent choices.</p> <p>Active Learning; I can show goal-directed behaviour. I can keep on trying when things are difficult.</p> <p>Creating and Thinking Critically; I can review my progress as I try to achieve a goal and check how well I am doing. I can make links between ideas. I can feel confident about coming up with my own ideas.</p>
	<p>Key Vocabulary</p> <p>Grow, plant, seed, stem, stalk, flower, herb, vegetable, fruit, life cycle, soil, roots, produce, allotment, orchard Caterpillar, cocoon, chrysalis, butterfly, metamorphism, Cook, bake, heat, weigh, mix, stir, rub, fold, chop, slice, mash, add, pour, knead</p>	
	<p>Links to National Curriculum</p> <p>Science; Living things, seasonal changes</p> <p>DT; Cooking and Nutrition, Design Process</p> <p>PSHE; Health and Nutrition</p>	



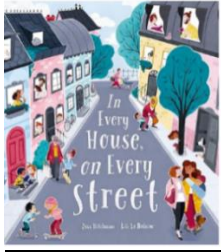
West Jesmond Primary School Reception Curriculum Overview 2024-2025

Big Question;

How do we celebrate with our families?

Why this? Why now?

At the beginning of the year, we talked to the children about themselves and their family as a way of building up our knowledge of them and building the children's ability to recognise and talk about what makes them unique and special. In this topic we will now grow their experience beyond their own family circle to look at and compare with the dynamics, traditions, festivals and cultures of other families and especially the families within our own school community. The topic will allow us to refer back to our map skills from our Paddington topic – developing and extending our vocabulary linked to place, location and countries as well as thinking back to habitats of animals around the world and where they were on world maps. Visitors will include family member, our Language teachers and indeed our own staff to really focus the children on the multi-cultural dynamic of our very close community. We will talk about our West Jesmond Way of being inclusive and respectful as we investigate and talk about other cultures.

Summer 1 – How do we celebrate with our families?	Topic Focus texts	Key Experiences
		<p>International Week</p> <p>Visits from family members to share experiences from their home life traditions</p> <p>Food tasting</p> <p>Bollywood dancing lessons</p> <p>Role Plays with variety of clothing, hats, artefacts to reflect a range of cultures</p> <p>Cooking</p> <p>Home Learning – what is a family tradition we have in our home?</p>
<p>STICKY LEARNING: <i>What do we want the children to remember? How does this topic fit in with our children's learning journey at West Jesmond? We are incredibly lucky at West Jesmond to have children and families from around the world, something we take an enormous sense of pride and celebration in. In this topic we want to offer our children the opportunities to learn more about the different cultures and traditions across the class and to build up their interest, tolerance, inclusivity and respect for all families and their ways of life. We wish to offer children experiences from across the globe so they can hear music, appreciate art, taste food, sing songs, wear traditional clothing from cultures which differ to their own. This is all part of embedding our West Jesmond Way – we are proud, respectful and inclusive.</i></p>	<p>Characteristics of Effective Learning</p> <p>Playing and exploring; I can make choices and explore materials. I can respond to new experiences. I can make independent choices.</p> <p>Active Learning; I can show goal-directed behaviour. I can keep on trying when things are difficult.</p> <p>Creating and Thinking Critically; I can review my progress as I try to achieve a goal and check how well I am doing. I can make links between ideas. I can feel confident about coming up with my own ideas.</p>	
<p>Key Vocabulary</p> <p>Country, celebration, language, carnival, tradition, food, family, special, important, same, different, favourite, memory, religion, culture</p>		
<p>Links to National Curriculum</p> <p>Geography; Location and Place</p> <p>PSHE; Living in the wider world</p> <p>RE; Beliefs and Practises, Festivals</p> <p>Music;</p>		



West Jesmond Primary School Reception Curriculum Overview 2024-2025