

Regents Park Community Primary School 2025 – 2026

Overview of Themes and Key Learning



Reception	Autumn 1 (7 weeks) Do you want to be friends?	Autumn 2 (7 weeks) Let's Celebrate	Spring 1 (6 weeks) Local heroes	Spring 2 (5 weeks) Who's on the farm?	Summer 1 (6 weeks) What's growing in our garden?	Summer 2 (7 weeks) Are we there yet?
Lead Subjects	PSED: <u>starting school/ new friendships/ rules and routines (Self-Regulation, managing self, Building Relationships)</u> UW: <u>my family/ Sharing / making friends Rules & routines (UW-past & present, People, Culture & Communities)</u> EAD: <u>Sing in a group or on their own increasingly matching the pitch and following the melody.</u> <u>Develop storylines in their pretend play</u> <u>Create collaboratively sharing ideas, resources and skills</u> <u>Return</u> Focus on: - Children understanding their feelings and begin to regulate their behaviour - To be able to wait for what they want and control their immediate impulse - Listen to what the teacher says and be able to follow instructions - Understand rules and know right from wrong - Make friends with new children - play cooperatively and take turns and build positive attachments - Talk about & describe their immediate	UW: <u>seasons and changes in matter (UW - The Natural World)</u> UW: <u>exploring celebrations from different religions & cultures (UW - People, Culture & Communities)</u> EAD: <u>Sing in a group or on their own increasingly matching the pitch and following the melody.</u> <u>Develop storylines in their pretend play</u> <u>Create collaboratively sharing ideas, resources and skills</u> <u>Return</u> Focus on: - Giving children opportunities to engage with religious and cultural celebrations and practises during October, November & December - Supporting children to build a rich bank of vocabulary with which to describe their own celebrations and those of others - Explore different places of worship and local importance to our children - draw on their experiences - Drawing children's attention to the weather and seasonal features	UW: <u>Children's immediate family & community (UW: people, culture & Communities)</u> UW: <u>Name and describe people that are familiar to them (UW: people, culture & Communities)</u> UW: <u>exploring the past through photos and artefacts - homes, schools, transport (UW Past & present)</u> EAD: <u>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</u> <u>Listen attentively, move to and talk about music, expressing their feelings and responses</u> <u>Watch and talk about dance and performance art, expressing their feelings and responses</u> <u>Create collaboratively sharing ideas, resources and skills</u> <u>Develop storylines in their pretend play</u> PSED: <u>manage their own basic hygiene & personal needs - teeth (PSED: Managing Self)</u> Focus on: - Sharing information about your family and encourage the children to share information about their family - Using books and real life - show children how	UW : <u>Explore the natural world around them.</u> EAD: <u>Create collaboratively sharing ideas, resources and skills</u> <u>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</u> <u>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</u> <u>Listen attentively, move to and talk about music, expressing their feelings and responses</u> <u>Watch and talk about dance and performance art, expressing their feelings and responses</u> <u>Develop storylines in their pretend play</u> Focus on: - Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water - After close observation, draw pictures of the natural world, including animals and plants Encourage interactions with the outdoors to foster	UW: <u>Describe what they see, hear and feel outside</u> <u>Weather and seasons</u> <u>Understand the effect of changing seasons on the natural world around them.</u> <u>Describe what they see, hear and feel whilst outside</u> <u>Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside</u> EAD: <u>Explore and engage in music making and dance, performing solo or in groups</u> <u>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</u> <u>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</u> <u>Develop storylines in their pretend play</u> Focus on: - Natural world around them. - Guide children's understanding by draw children's attention to the weather and seasonal features. - Provide opportunities for children to note and record the weather	UW: <u>Recognise some similarities and differences between life in this country and life in other countries</u> <u>Draw information from a simple map.</u> <u>Recognise some environments that are different from the one in which they live</u> EAD: <u>Explore and engage in music making and dance, performing solo or in groups</u> <u>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</u> <u>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</u> <u>Develop storylines in their pretend play</u> Focus on: - Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. - Familiarise children with the name of the road, city the school is located in. - Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising

	environment - observe/discussion /stories / books	• Give the children opportunities to note & record the weather • Observe outside - consider how animals behave differently as the seasons change	there are many different families • Talk about local people that the children may have come across within their community such as police, firefighters, doctors, dentist • Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. • Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men. • Show images of familiar situations in the past, such as homes, schools, and transport. • Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.	curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences	• Select texts to share with the children about the changing seasons • Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. • Encourage positive interaction with the outside world, offering children a chance to take supported risks, appropriate to themselves and the environment within which they are in.	buildings, open space, roads and other simple features. • Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with • Where do staff and children go on holiday
Trips and Projects	Forest school Cooking: Gingerbread man.	Forest school Autumn trip to local Eco Park Observe autumn / winter in local park Cooking: Christmas biscuits Instructions	Forest school Visit local places of worship- church, mosque, build on vocab Invite visitors from different religious and cultural communities & older generation to talk about past	Forest school Visit a farm Cooking: use eggs / milk	Forest school Cooking: Pancakes vegetable soup / pumpkin soup	Forest School - Trip to Lego Land on a coach Cooking: Food from around the world / different cultures

		Look at recipe texts and use verbs to attempt to write instructions.	Visit local building site to observe new houses being built			
Festivals & celebrations	Harvest Black History World Mental Health Day	Bonfire Night Diwali Christmas Halloween Anti-Bullying Remembrance Day Children in Need	Eid	Mother's Day Easter St Patrick's Day	Chinese New Year Pancake Day Safer Internet Day	Sports Day Father's Day
Literacy 2 weeks Baseline	<u>Texts</u> - Pete the cat - This is our house - A class is a family - Black History theme story <u>Development Matters</u> Children in Reception will be learning to: Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense.	<u>Texts</u> - The Squirrels Who Squabbled (rhyming) - Autumn (non-fiction) - Little Red Riding Hood - Christmas stories <u>Development Matters</u> Children in Reception will be learning to: Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense.	<u>Texts</u> - Non-fiction books around 'people who help us' - When I Grow Up <u>Development Matters</u> Children in Reception will be learning to: Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense.	<u>Texts</u> - Farmer Duck - All about farms - non-fiction text <u>Development Matters</u> Children in Reception will be learning to: Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense	<u>Texts</u> - Jack & the Beanstalk - Oliver's Vegetables <u>ELG - Writing</u> Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.	<u>Texts</u> - Handa's Surprise - The Train Ride <u>ELG - Writing</u> Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing
PHSE	Rights & responsibilities • No Outsiders - To celebrate my family • Rights Respecting - To understand the difference between needs and wants	Say No to Bullying • E-Safety - To be able to understand the importance of asking for help from an adult when on the internet • Say no to bullying - Understand what is	Discrete Teaching Healthy Lifestyles • Sneezesafe - To know the importance of keeping ourselves healthy • Oral Health - To know the importance of keeping ourselves healthy	Global Citizens • No Outsiders - To understand that it's ok to like different things • Global citizens - To express needs and feelings in an appropriate way.	Good to be me • No Outsiders - To say what I think • No Outsiders - To understand that all families are different • Water Safety - To know how to stay safe around water	Changes • Protective Behaviours - To have a developing awareness to their own needs, views and feelings • Changes - To respond to significant experiences, showing a

	• Rights Respecting - To know about children's Rights • Rights Respecting - To know that children have rights • Rights Respecting - To express needs and feelings in an appropriate way	right, what is wrong, and why. • No Outsiders - To make friends with someone different • Say no to bullying - Understand what is right, what is wrong, and why Consider the consequences of their words and actions for themselves and others. Form good relationships with adults and peers. • Say no to bullying Form good relationships with adults and peers.	• Eating Healthily - To eat a healthy range of foodstuffs and understands need for variety in food. • Healthy Lifestyles - To understand how to stay healthy	To understand what is right and what is wrong and why • Global Citizens - To consider the consequences for their words and actions for themselves and others. • Global Citizens - To respond to significant experiences, showing a range of feelings when appropriate. • Global Citizens - To form good relationships with adults and peers	• Good to be me - To have a developing awareness to their own needs, views and feelings and be sensitive to the need, views and feelings of others.	range of feelings when appropriate.
PE	See PE Planning					
Maths	See White Rose planning					