

Reception Curriculum – Autumn 1

Key Question: What has changed?

Communication and Language: Using social phrases in the morning and throughout the day. Talking about ourselves, along with our wider families and origins, as well as seasons and the natural world, specifically focusing on changes. CL also underpins all areas of learning.									
Personal, Social and Emotional Development: Learning about who helps us in the school community, our school rules and values, extending to the wider world. Using the visual timetable to understand the school day. Following the rules during continuous provision and engaging in the different activities. Think Equal scheme of work. Zones of regulation and identifying own emotions each day.									
Literacy: Follow Little Wandle scheme – Phase 2 sounds. Drawing Club to introduce new vocabulary and encourage mark making, writing skills, conversation and storytelling. Writing opportunities throughout continuous provision.									
Maths: White Rose scheme. Matching, sorting and comparing. Measures and patterns. Numbers 1-5 mastery – counting, ordering, building and comparing. Opportunities to explore number within continuous provision.									
Physical Development		Understanding the World					Expressive Art and Design		
PE GM	FMS	Science NW/PCC	History PP	Geography NW	RE PCC	Computing	Art BIE	DT CM	Music BIE
Movement and handling. Exploring different ways of moving and navigating spaces. Games and rules.	Cutting skills. Pencil grip and handwriting skills using PenPals scheme. Threading, kneading and rolling.	Dissolving. How do different things change when added to liquid? The changes in temperature on the planets - STEAM	How have we changed through the years? How has our school changed? How has our local area changed? What is the same/ different?	How does where we live change through the year? Where is our planet in relation to the other planets in the Solar System? Trip to Stamford Park.	Which people are special and why? Special events and festivals throughout the half term.	Using iPads to take photos of creations in continuous provision. Using the interactive whiteboards.	Mixing colours. Seasonal changes art work. Leaf rubbings and 3D art using natural materials. Artist - Piet Mondrian. Exploring primary colours.	Art and design, crafts and construction areas in continuous provision. Junk modelling.	Learning and joining in with a range of nursery rhymes. Counting on and back through songs. Vivaldi - four seasons. Changing beats, instruments, sounds and pitch.

Reception Curriculum – Autumn 2

Key Question: What is that light?

Communication and Language: Using social phrases in the morning and throughout the day. Talking about different festivals, events and celebrations, asking questions and exploring who and where people celebrate, with a focus on how light is used day to day and during special occasions. CL also underpins all areas of learning.

Personal, Social and Emotional Development: Learning about festivals and understanding other's views when it comes to celebrations, extending to the wider world. Using the visual timetable to understand the school day. Following the rules during continuous provision and engaging in the different activities. Think Equal scheme of work. Zones of regulation and identifying own emotions each day.

Literacy: Follow Little Wandle scheme – Phase 2 sounds. Drawing Club to introduce new vocabulary and encourage mark making, writing skills, conversation and storytelling. Writing opportunities throughout continuous provision.

Maths: White Rose scheme. Circles, triangles and quadrilaterals. Numbers 1-5 mastery – counting, ordering, building and comparing. Opportunities to explore number within continuous provision.

Physical Development		Understanding the World					Expressive Art and Design		
PE GM	FMS	Science NW/PCC	History PP	Geography NW	RE PCC	Computing	Art BIE	DT CM	Music BIE
Movement and handling. Jumping and landing appropriately. Games and rules involving changing speed and direction.	Cutting skills. Pencil grip and handwriting skills using PenPals scheme. Threading, kneading and rolling.	Light. Natural light vs man-made light. Day and night – animals. The night sky. Artificial patterns (fireworks) vs natural patterns (constellations). What is an eclipse? STEAM	Light sources past and present. The total eclipse in 1999.	Celebrations of light across the world during this half term. Which countries celebrate: Divali Halloween Christmas Parents invited in.	Which stories are special and why? Special events and festivals throughout the half term.	Using iPads to take photos of creations in continuous provision. Using recording devices to talk about creations. Using the interactive whiteboards.	Using a variety of techniques (pencil, colours, paints, collage, 3D etc.) to create art linked to festivals celebrated around the world. Progression of colour mixing.	Art and design, crafts and construction areas in continuous provision. Creating art linked to festivals around the world.	Counting and sequencing songs. Copying rhythms and patterns. Learning songs to perform to an audience.

Reception Curriculum - Autumn

<u>Communication and Language</u>	<u>Personal, Social and Emotional Development</u>	<u>Physical Development</u>	<u>Literacy</u>	<u>Maths</u>	<u>Understanding the World</u>
<p><u>Listening Attention and Understanding</u></p> <p>Understanding why listening is important.</p> <p>Listening to and following instructions.</p> <p>Following instructions provided that they are not over-engaged in a chosen activity.</p> <p>Listening to stories with increased attention and recall.</p> <p>Asking and responding to why questions.</p> <p>Showing interest in the lives of other people or events.</p> <p>Listening to one another in one to one or small groups.</p> <p>Showing interest in non-fiction books.</p> <p><u>Speaking</u></p> <p>Expanding their vocabulary to include new words related to topic or theme.</p> <p>Continuing to use new vocabulary when the topic or theme has ended.</p> <p>Asking questions to understanding.</p> <p>Retelling a simple past event in the correct order.</p> <p>Using talk to connect ideas explaining what has happened and anticipating what might happen next, recalling and reliving past experiences.</p> <p>Using talk in pretending that objects stand for something else in play- e.g. this ruler is a sword.</p>	<p><u>Self-Regulation</u></p> <p>Describing themselves in positive terms and talk about their own abilities.</p> <p>Being confident to speak to others about needs, wants, interests and opinions.</p> <p>Beginning to express their feelings and consider the feelings of others.</p> <p>Knowing when they are upset about a situation and can explain why.</p> <p>Choosing their own equipment that is necessary to complete a task.</p> <p>Showing enthusiasm and excitement when anticipating and engaging in certain activities.</p> <p><u>Managing Self</u></p> <p>Showing that they can stick with an activity, even if it is challenging.</p> <p>Selecting and using activities and resources, with help.</p> <p>Enjoying the responsibility of carrying out small tasks.</p> <p>Being confident to talk to other children when playing, and communicating freely about their home and community.</p> <p>Being outgoing towards unfamiliar people and being more confident in new social situations.</p> <p>Showing confidence in asking for help.</p> <p><u>Building Relationships</u></p> <p>Learning to listen to one another and showing respect when doing so.</p> <p>Initiating conversations, attending to and taking account of what others say.</p> <p>Explaining own knowledge and understanding and asking appropriate questions of others.</p> <p>Taking steps to resolve conflicts with others and attempting to find a compromise.</p>	<p><u>Gross Motor</u></p> <p>Showing increasing control when linking movements together.</p> <p>Knowing that it is good to be active and sometimes getting out of breath.</p> <p>Moving freely with confidence in a range of ways.</p> <p>Mounting stairs, steps or climbing equipment using alternative steps.</p> <p>Walking downstairs two-feet to each step.</p> <p>Standing momentarily on one foot.</p> <p>Running skilfully whilst negotiating space successfully, adjusting speed and direction as needed.</p> <p><u>Fine Motor</u></p> <p>Drawing lines and circles using gross motor movements.</p> <p>Using one handed tools and equipment e.g. scissors.</p> <p>Holding pencils between thumb and two fingers instead of whole hand.</p> <p>Beginning to hold pencil correctly and showing good control.</p> <p>Copying some letters, especially letters from own name.</p>	<p><u>Word Reading</u></p> <p>Joining in with rhymes and stories.</p> <p>Joining in with the rhythm of well known rhymes and songs.</p> <p>Recognising their own name.</p> <p>Identifying sounds in words, in particular, initial sounds.</p> <p>Segmenting and blending simple words demonstrating knowledge of sounds (with support).</p> <p>Linking sounds to letters in the alphabet.</p> <p><u>Comprehension</u></p> <p>Holding a book, turn the pages and indicating an understanding of pictures and print.</p> <p>Telling a story to friends.</p> <p><u>Writing</u></p> <p>Beginning to form lower-case and capital letters correctly.</p> <p>Being more confident in writing identifiable shapes and letters.</p> <p>Segmenting and blending the sounds into simple words and naming sounds.</p> <p>Spelling words by identifying the sounds and the writing the sounds with a letter/s.</p> <p>Talking about sentences and starting to write short sentences.</p> <p>Starting to use full stops and capital letters in the correct places.</p> <p><u>STEAM</u></p> <p>What has changed? Looking at the different planets and the weather/temperatures of each.</p> <p>What is that light? Eclipse.</p> <p><u>R.E</u></p> <p>Which people and stories are special and why?</p>	<p><u>Number and Numerical Pattern</u></p> <p>Beginning to familiarise themselves with the tens structure of the number system.</p> <p>Counting up to three or four objects by saying one number name for each item.</p> <p>Counting objects to 10 and beginning to count beyond 10.</p> <p>Counting out up to six objects from a larger group.</p> <p>Selecting the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>Recognising some numerals of personal significance.</p> <p>Linking the number symbol (numeral) with its cardinal value.</p> <p><u>Expressive Arts and Design</u></p> <p><u>Creating with Materials</u></p> <p>Realising that tools can be used for a purpose.</p> <p>Using simple tools and techniques competently and appropriately.</p> <p>Selecting appropriate brush for a given purpose.</p> <p>Exploring what happens when they mix colours.</p> <p>Experimenting with different textures.</p> <p><u>Being Imaginative and Expressive</u></p> <p>Enjoying joining in with dancing and singing games.</p> <p>Singing a few familiar songs.</p> <p>Beginning to move rhythmically.</p> <p>Imitating movement in response to music.</p> <p>Tapping out simple repeated rhythms.</p> <p>Exploring and learning how sounds can be changed.</p>	<p><u>Past and Present</u></p> <p>Remembering and talking about significant events in their own experiences, e.g. birthdays.</p> <p>Knowing and understanding that their grandparents are older than their parents.</p> <p>Beginning to be familiar with words and phrases associated with long ago, such as, 'in the past' or 'a long time ago'.</p> <p>Starting to understand that some familiar stories were set in a time before they were born.</p> <p><u>People, Cultures and Communities</u></p> <p>Showing increased interest in the lives of people who are familiar to them.</p> <p>Beginning to understand that not all people celebrate the same things as them.</p> <p>Having a greater understanding about why certain events are being celebrated.</p> <p>Talking about people that are helpful to them both, from within their family and from outside their family.</p> <p><u>The Natural World</u></p> <p>Talking about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Having greater awareness of seasonal change.</p> <p>Asking questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Asking questions about some of the things they have observed such as plants and animals.</p>