

Reception Curriculum – Autumn 1

Key Question: What has changed?

Prime Areas			
<p>Communication and Language Listening, Attention and Understanding Listening to stories, classroom routines and rules and following them to show understanding. Understanding the difference between carpet time and activities, responding appropriately.</p> <p>Speaking Using social phrases in the morning and throughout the day. Talking about ourselves, along with our families, as well as seasons and the natural world, specifically focusing on changes. CL underpins all areas of learning.</p>	<p>Personal, Social and Emotional Development Self-Regulation Think Equal scheme of work. Zones of regulation to help identify own emotions and how to move between emotions. Focused attention during carpet sessions and teaching time.</p> <p>Managing Self 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. Self-care and personal hygiene.</p> <p>Building Relationships Following the rules during continuous provision and engaging in the different activities alongside new friends.</p>	<p>Physical Development Gross Motor Movement and handling. Exploring different ways of moving and navigating spaces. Games and rules.</p> <p>Fine Motor Cutting skills. Pencil grip and handwriting skills using PenPals scheme. Threading, kneading and rolling.</p>	
Specific Areas			
<p>Literacy Comprehension Drawing Club to introduce new vocabulary and encourage mark making, writing skills, conversation and storytelling.</p> <p>Word Reading Follow Little Wandle scheme – Phase 2 sounds.</p> <p>Writing Writing opportunities throughout continuous provision.</p>	<p>Maths Number White Rose scheme. Opportunities to explore number within continuous provision. Numbers 1-5 mastery – counting, ordering, building and comparing.</p> <p>Numerical Patterns Matching, sorting and comparing. Measures and patterns.</p>	<p>Understanding the World Past and Present How have we changed through the years? How has our local area changed? What is the same/ different? Kapow – Peek into the past.</p> <p>People, Culture and Communities Which people are special and why? Special events and festivals throughout the half term.</p> <p>The Natural World How does where we live change through the year? Trip to Stamford Park. How do different things change when added to liquid?</p>	<p>Expressive Art and Design Creating with Materials Seasonal changes art work. Leaf rubbings and 3D art using natural materials. Mixing colours. Artist - Piet Mondrian. Exploring primary colours. Art and design, crafts and construction areas in continuous provision. Junk modelling.</p> <p>Being Imaginative and Expressive 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.</p>

Reception Curriculum – Autumn 2

Key Question: What is that light?

Prime Areas			
<p>Communication and Language</p> <p>Listening, Attention and Understanding Learning new rules for new provision areas and sustaining attention and focus for periods of time. Listening to others during Show and Tell and asking appropriate questions.</p> <p>Speaking 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 underpins all areas of learning.</p>	<p>Personal, Social and Emotional Development</p> <p>Self-Regulation Think Equal scheme of work. Zones of regulation to help identify own emotions and how to move between emotions. Focused attention during carpet sessions and teaching time.</p> <p>Managing Self Using the visual timetable to understand the school day. Self-care and personal hygiene.</p> <p>Building Relationships Following the rules during continuous provision and engaging in the different activities alongside new friends. Learning about festivals and understanding other's views when it comes to celebrations, extending to the wider world.</p>	<p>Physical Development</p> <p>Gross Motor Movement and handling. Jumping and landing appropriately. Games and rules involving changing speed and direction. Building strength on the trim trail.</p> <p>Fine Motor Cutting skills. Pencil grip and handwriting skills using PenPals scheme. Threading, kneading and rolling.</p>	
Specific Areas			
<p>Literacy</p> <p>Comprehension Drawing Club to introduce new vocabulary and encourage mark making, writing skills, conversation and storytelling.</p> <p>Word Reading Follow Little Wandle scheme – Phase 2 sounds.</p> <p>Writing Writing opportunities throughout continuous provision.</p>	<p>Maths</p> <p>Number White Rose scheme. Opportunities to explore number within continuous provision. Numbers 1-5 mastery – counting, ordering, building and comparing.</p> <p>Numerical Patterns Shapes – finding, making and exploring circles, triangles and quadrilaterals in and around the classroom.</p>	<p>Understanding the World</p> <p>Past and Present Light sources past and present.</p> <p>People, Culture and Communities Which stories are special and why? Special events and festivals throughout the half term.</p> <p>The Natural World Natural light vs man-made light. Day and night – nocturnal and diurnal animals. The night sky. Artificial patterns (fireworks) vs natural patterns (constellations).</p>	<p>Expressive Art and Design</p> <p>Creating with Materials 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. Creating art linked to festivals around the world.</p> <p>Being Imaginative and Expressive Counting and sequencing songs. Copying rhythms and patterns. Learning songs to perform to an audience.</p>

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