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|  | **Autumn 1** | | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  | **PSED**  **(Prime Area)** | **Class & School Rules: Kind hands & feet, waiting quietly, hands up, good listening, turn taking**  **Intro GTBG Positive Reward Behaviour System: behavioural expectations** | **Dev friendships to enable collaboration during play**  **Initiating conversations with familiar friends/adults** | **Dev ways to support finding compromises within learning.**  **Talking about how all feelings are ok and how to deal with their feeling appropriately** | **Dev confidence to speak to others about own needs/wants/opinions**  **Dev ability to describe self in +ve terms & talk about abilities** | **Dev turn taking/ co-operative play skills**  **Dev skills enabling chn to take into account one another’s ideas. Show sensitivity to others’ needs/feelings** | **Dev ability to work as part of a group, understanding & following the rules**  **Adjusting behaviour to diff situations** |
| **Year group overview for year** | **CLL**  **(Prime Area)** | **Listening Skills& following simple instructions: playing simple games to teach the skills of good listening.**  **Talking about ourselves, where we are from and our families to dev & apply the listening skills that have been taught**  **Use ‘The Time To Talk’ LDA Game where appropriate with targeted chn to dev their receptive, expressive lang & listening skills** | **Continue with dev listening skills:**  **‘Show & Tell’ Circle Time**  **Talk about our own experiences re: Houghton Hall Visit, Diwali & Christmas, religious meanings & diff in cultures to dev & apply the skills that have been taught**  **Intro the ‘Socially Speaking’ LDA Pragmatic Programme where appropriate with targeted chn to dev their receptive, expressive lang & listening skills** | **Extending vocab relating to topic – to dev use within context**  **Dev being able to follow instructions part 2: Reminding chn & recapping of the key skills required for good listening to enable them to follow more complex instructions**  **Talk about New Beginnings & Chinese New Year: our experiences & diff cultures – to dev & extend vocab relating to our topic & an understanding of diff cultures & celebrations**  **‘Socially Speaking’ LDA Programme** | **Extend vocab relating to topic – to dev use within context**  **Dev being able to follow instructions part 2: Reminding chn & recapping of the key skills required for good listening to enable them to follow more complex instructions**  **Talk about Shrove Tuesday, New Life, Mothering Sunday, Hindu Festival of Holi: experiences & religious meaning – to dev & extend vocab relating to our topic & an understanding of diff cultures & celebrations**  **‘Socially Speaking’ LDA Programme** | **Dev use of how & why questions to explore our topic – to model how & why questions & to give chn opportunities to explore objects, environments, photos etc. To dev their use of questioning** | **Dev use of past, present & future forms**  **To further challenge chn’s questioning skills**  **Talk about Father’s Day traditions; other special male role models. Share experiences**  **Talk about transition into Yr1, asking questions, sharing worries/anxieties during Circletimes** |
| **Physical Dev**  **PE**  **(Prime Area)** | **Autumn Term**  **Dev fine & gross motor skills through dough disco, funky finger activities, cursive handwriting patterns, large/small movements, construction play inside/outdoors, intro sports equipment. All opportunities within continuous provision.**  **Dev understanding of how equipment & resources are to be used safely & cared for – dev class ethos for respect for resources & how things are used safely**  **Dev understanding of good practices with regard to healthy life style – talk about healthy snack, diet & diff types of food, exercise & sleep**  **P.E**  **Dev Gross Motor skills using: Beanbags, large/small balls, balloon activities, Hoop exploration** | **Power of P.E**  **‘Pirates’: experimenting with diff ways of moving**  **‘Winter & Christmas’ :moving freely with pleasure & confidence, avoiding obstacles** | **Spring Term**  **Experiment with diff ways of moving & travelling – giving chn experiences on/off equipment, using construction items in continuous provision**  **Dev fine & gross motor skills – through Funky Finger & handwriting activities. Also using construction play inside/outdoors, sports provision**  **Dev risk taking & an understanding of safety measures – chn are provided with opportunities to take risks & manage them themselves i.e Forest School Challenges**  **Power of P.E**  **‘Superheroes’: pushing, throwing & showing increasing control of…..** | **Power of P.E**  **‘Growing’: stopping with consistency, running& jumping techniques, balancing**  **‘Circus’: negotiating space, adjusting direction & speed, understanding healthy food & the need for variety** | **Summer Term**  **Dev good control in arrange of large/small movements – through Funky Finger & handwriting activities. Also using construction play inside/out, sports equipment. All opportunities within continuous provision**  **Dev understanding of the importance of a healthy life style – to give the chn opportunities to dev an understanding of ways in which they can have a healthy lifestyle & why it is important**  **P.E**  **Team Games: dev team spirit & applying skills taught over the year**  **Child Led PD** | **P.E**  **Practising Sports Day Activities: Chn to have an understanding of the skills involved in each activity**  **Child Led PD** |
| **The World**  **(Specific Area)** | **My Special Day: dev understanding about ourselves, similarities, differences & experiences**  **Harvest Festival: discuss similarities & differences both locally & around the world**  **Into Forest Schools & natural environment observation** | **Christmas: talking about their own experiences, Christian significance**  **Outdoor Learning at Houghton Hall : looking at the environment & walled garden during the Autumn**  **‘Stickman’: stick investigations & challenges, tree identification** | **Winte**r: **investigating signs of Winter, ice exploration**  **Chinese New Year: talk about the celebration & customs that are followed. Visit to Silk Road restaurant**  **Animals Around the World: compare & contrast, natural environments** | **Traditions re: Shrove Tuesday, Ash Wednesday**  **‘Colour’ Topic inc Hindu festival of Holi**  **New Life: talk about & explore growth sequences/cycles of life**  **Mothering Sunday Traditions Around the World** | **‘Space’ Topic: encouraging questions, research & the element of discussion/debate**  **Planting & Growing Investigations, conditions of growth** | **Exploring seasonal changes within our woodland during Forest School skills provision**  **Design & Tech focus** |
| **Maths**  **(Specific Area)** | **Getting to know Numicon shapes**  **Number recognition**  **Rote Counting in 1’s**  **Rote Counting in 1’s from any given number up to 20**  **Matching numerals to quantities up to 20**  **2D Shape recognition & shape awareness in the environment**  **Repeating patterns**  **Partition 5** | **1 more 1 less**  **Estimating**  **Counting fixed objects/actions & matching numerals up to 20**  **Positional language**  **Comparing lengths**  **Measuring using non standard units**  **Describing 3D Shapes**  **Recognising £1 & £2 coins**  **Days of the week** | **Counting 20 objects**  **Counting backwards**  **Ordinal Numbers**  **2D Shape sorting**  **Addition: 1 & 2 more**  **Symmetrical patterns**  **Pairs with a total of 10** | **Find 1 & 2 more**  **Ways to record**  **Compare weights**  **Sort, describe & name 2D shapes**  **Read & compare numbers to 20 & beyond**  **Recognise coins up to £1** | **Solving problems involving adding, subtraction, doubling, halving, weight, capacity, position, distance, time & money**  **Counting up to 100** | **Solving problems involving subtraction, doubling, halving, weight, capacity, position, distance, time & money**  **Counting up to 100** |
| **Literacy**  **(Specific Area)** | **My Special Day topic-Talking about ‘my special day’ in groups and then one to one with an adult while that adult scribes and models writing what child is saying. Asking chn. to say initial sounds for their words.**  **Playing games involving:**  **Initial sounds – silly soup.**  **Rhymes:**  **Irregular common words: team bingo**  **Using outdoor provision to enhance phonics work (ping- pongs, stones, ducks, bottle tops in sand/water trays and trails around garden to help decode regular words and read aloud accurately.)**  **Writing new sounds in the air/floor/white boards.**  **Introducing irregular common words with visual movements to help recognise them for reading and then on to writing them.** | Reading Julia Donaldson’s ‘The Stickman’ together and discussing the meaning of tricky to comprehend words, and the meaning of the story. Looking at any irregular common words in the story and remembering what they look like.  Talk 4 Writing to discuss our own versions of ‘The Stickman’ and begin to write our own sentences. | Information texts-Looking at information texts on animals of the world.  Discussing the differences between fact/fiction. Make our own class ‘big book’ about chosen animals with popular features of factual writing i.e. contents, index, headings, pictures, sub-headings and page numbers.  Reading Eric Carle’s ‘Pancake, Pancake’ discussing that it is fiction and then introducing instruction writing- How to make a pancake. | Writing own mother’s day cards.  Weekly story circle time-one child selects one item from the story box in the outdoor literacy cupboard and then the circle creates a story around that item/s (pair and share to enhance ideas)  Role play with small groups using role play sacks and then perform stories to other groups on outdoor stage area. | Sharing big books on poetry regarding space . Look at rhyme/alliteration/form on the page.  Use Talk 4 Writing tecniques to remember and recite poem by heart.  Role play area-space shuttle to inspire space themed role play which can be used for weekly story circle time. | Beginning to write on lined paper and know which is their preferred hand to write with. |
| **Phonics** | **Daily Phonics Phase 1 &2**  **Writing /Reading CVC words** | **Daily Phonics Phase 2 & 3**  **Writing/Reading CVC words. Beginning to use digraphs** | **Daily Phonics Phase 3**  **Writing/Reading CVC words with digraphs. Beginning to write & read simple sentences** | **Daily Phonics Phase 3**  **Writing/Reading CVC words with digraphs. Beginning to write and read simple sentences** | **Daily Phonics Phase 4**  **Writing sentences**  **Reading sentences & demonstrating an understanding of what they have read** | **Daily Phonics Phase 4 & 5**  **Writing sentences**  **Reading sentences & demonstrating an understanding of what they have read** |
| **Computing** | **Using different technology for different uses.**  **Taking our own photos and printing them out ourselves.**  **Bee-Bots-tinkering activities.** | **Bee-Bots-Coding** | **Using the c-touch board to create designs.**  **Accessing and using games to compliment phonics/maths.** | **Barefoot compting** | **Barefoot computing** | **Barefoot computing** |
| **Music** | **Charanga-Me!**  **Nativity-Singing production songs**  **Section 1 - Listen and Respond**  **Section 2 - Explore and Create (Musical Activities)**  **Section 3 - Sing**  **Section 4 - Share and Perform** | Charanga-My Stories  Nativity-singing production songs  Section 1 - Listen and Respond  Section 2 - Explore and Create (Musical Activities)  Section 3 - Sing  Section 4 - Share and Perform | Charanga-Everyone!  Section 1 - Listen and Respond  Section 2 - Explore and Create (Musical Activities)  Section 3 - Sing  Section 4 - Share and Perform | Charanga-Our World  Section 1 - Listen and Respond  Section 2 - Explore and Create (Musical Activities)  Section 3 - Sing  Section 4 - Share and Perform | Charanga-Big Bear Funk  Section 1 - Listen and Respond  Section 2 - Explore and Create (Musical Activities)  Section 3 - Sing  Section 4 - Share and Perform | Charanga-Reflect, Rewind and Replay  Section 1 - Listen and Respond  Section 2 - Explore and Create (Musical Activities)  Section 3 - Sing  Section 4 - Share and Perform |
|  | **R.E.** | **Stories Jesus Told-The Lost Sheep**  **To promote discussion on perseverance and the rewards of doing so.**  **Joseph and his coloured coat- Linked to Christian value (generosity)** | Stories Jesus Told-The Rich Farmer  To promote discussion of the fullness and happiness that can be found from sharing.  Use media in the form of cameras/tablets to take photos of examples of sharing in the class environment.  Nativity story through performance of the story.  Divali- Traditions and their meanings. | Stories Jesus Told- The Good Stranger  To promote discussions on how it is good to help someone even if they are different to yourself and not to form opinions of people based on their race, colour, disability etc. | The Easter Story.  Crete own characters from the story using materials of own choosing and re-enact.  Hindu festival of Light-Traditions and their meanings.  Stories Jesus Told- The Little gate.  To help with weekly challenge. To celebrate the reasons for being good to others. | Stories Jesus told-  The Ten Silver Coins  Discussing how God wants us all and nobody should be left out. To promote the importance of including everyone. | Stories Jesus told-Jesus at the Wedding and Jesus and the Storm.  To promote the discussion on what Christians think of Jesus. |
|  | **Expressive Arts and Design** | **Children create portraits of themselves and their families using different media and techniques. They make people-shaped biscuits, using cutters, to represent family members and selecting the right material to create the right image.**  **Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques**  **competently and appropriately**  **Begins to build a repertoire of songs and dances. Explores the different sounds of instruments to compliment the music.**  **Children create an ideal home from different media i.e. junk modelling.** | Children learn and sing a song with actions in preparation for the Nativity.  They share music from home and teach it to their peers.  Stickman topic- Using tools to help create working inventions with our sticks, to cut, shape and join materials in an effective way.  Making Christmas cards in own designs. | Making edible mud pies and thinking about what they will taste like and how the mixture feels and then, through outdoor provision, selecting natural items as ingredients, to experiment with colour and texture to make inedible mud pies. Repeating the process to make inedible pancakes, remembering what worked well last time. | Teacher led playing a pattern of beats and getting the children to copy the pattern. Asking children to change the music to make it faster/slower/happier etc. How will we do it?  Outdoor provision- stage area, performing concerts –singing, dancing, miming with positive peer assessment. | Space topic- Making models of the planets using different materials to make them. Compare and evaluate which materials were the most successful. |  |

**Reception Curriculum Overview 2018/19**

**To do:**

**Literacy: think about genre…lists, instructions, creative writing etc**

**Expressive arts and design**

**RE**