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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 Reception 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)** | **All About Me: 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**  **Hindu festival of Holi**  **New Life: talk about & explore growth sequences/cycles of life**  **Mothering Sunday Traditions Around the World** | **Food.: Focus on where food comes from. Growing our own food.**  **Visit to farm to see how it is done in a vast space.**  **What plants need to surv** | **‘Space’ Topic: encouraging questions, research & the element of discussion/debate**  **Planting & Growing Investigations, conditions of growth** |
| **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 1p, 2p,5p, 10p, 20p, 50p, £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**  **Counting in 2s, 5s and 10s** | **Doubling and halving**  **Solving problems involving adding, subtraction, doubling, halving, weight, capacity, position, distance, time & money**  **Counting up to 100**  **Capacity-which holds more/less** | **Solving problems involving subtraction, doubling, halving, weight, capacity, position, distance, time & money**  **Counting up to 100**  **Revisiting money and addition/subtraction with money.**  **Time**  **O’ clock, one hour later/earlier**  **Days of the week/months of year**  **Addition through counting on/subtraction through counting back.**  **Pairs with a total of 10.**  **Position** |
| **Literacy**  **(Specific Area)** | **Theme: All About Me!**  **Topic-Talking ‘all about me’ 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.** | **Theme: Seasons with a special focus on ‘The Stickman’**  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.  Film chn telling the story themselves. (Story recall) | **Theme: Animals, and instruction writing**  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. Make pancakes ourselves to make instruction write easier.  The use ‘Mr Wolf’s Pancakes’ and all resources for cont. prov. (story stones for ordering the story.) | **Theme: Traditions, and using our Imaginations**  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) Enhance this through homework with creating their own story sacks and imagine a story from a picture.  Role play with small groups using role play sacks and then perform stories to other groups on outdoor stage area. | **Topic: Food and where it comes from/ Fairytales**  Taditional fairytales (using Talk 4 Writing techniques to remember/write our own stories)  Jack and the Beanstalk  Goldilocks and theThree Bears  Sleeping Beauty  Compared with not so traditional:  Jim and the Beanstalk  Discussing differences and similarities.  Focus on using adjectives in our work to describe the things that Jack stole from the giant.  Brief focus on letter writing to warm up for the next half-term.  Two weeks plus Understanding the World lessons devoted to looking at where our food comes from. Powerpoints to explain followed by discussion . | **Theme: Space and saving the planet**  Beginning to write on lined paper.  Sharing big books on space . Information texts and their features. Discuss fact and fiction again. Model using contents page.  Write our own facts.  Role play area-space shuttle to inspire space themed role play which can be used for weekly story circle time.  Move on to saving the planet after week 3. Using 10 things I can do to save my world. Discuss the things we can do/already do to save our planet. Use the 5 things info sheet and chn complete it with pics.  Then use the fiction book ‘The Kapok Tree’ to discuss deforestation. Make posters delivering the message to those not aware of it.  Then ‘Dear Greenpeace’ .  Discussion and writing of letters to Greenpeace. Model writing letters and then chn work independently on theirs. |
| **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**  **Reading their own writing** | **Daily Phonics Phase 4 & 5A**  **Writing sentences**  **Reading sentences & demonstrating an understanding of what they have read**  **Reading their own writing** |
| **Computing** | **Continuous prov in class using IWB to create own art**  **Using different media devices to record our own moments (ipads/cameras/ipods)** | **Continuous prov in class using IWB to create own art**  **Internet Safety**  **Using different media devices to record our own moments (ipads/cameras/ipods)** | **Continuous prov in class using IWB to create own art**  **Creating chinese new year fans using computer programme**  **Using different media devices to record our own moments (ipads/cameras/ipods)** | **Continuous prov in class using IWB to create own art**  **Using different media devices to record our own moments (ipads/cameras/ipods)** | **Continuous prov in class using IWB to create own art**  **Using different media devices to record our own moments (ipads/cameras/ipods)** | **Continuous prov in class using IWB to create own art**  **Using different media devices to record our own moments (ipads/cameras/ipods)** |
| **Music** | **Me!**  **Children learn and sing a song with actions.**  **Begins to build a repertoire of songs and dances. Explores the different sounds of instruments**  **Play “I Do, You Do” Copying a beat rhythm with selected instruments.** | **My Story!**  Listening and appraising  Understanding, Recognising and experimenting with the pulse, tempo, rhythm and pitch.  Nativity show songs. | **Everyone**  Learn to sing nursery rhymes and action songs:  • Wind The Bobbin Up  • Rock-a-bye Baby  • Five Little Monkeys Jumping On The Bed  • Twinkle Twinkle  • If You're Happy And You Know It  • Head, Shoulders, Knees and Toes  Cross-curricular and topic-based focus  Explore:  • family  • friends  • people  • music from around the world  Improvising leading to playing classroom instruments  Singing and learning to play instruments within a song  Share and perform the learning that has taken place | **Our World**  Learn to sing nursery rhymes and action songs:  • Old Macdonald  • Incy Wincy Spider  • Baa Baa Black Sheep  • Row, Row, Row Your Boat  • The Wheels On The Bus  • The Hokey Cokey  Musical learning focus  • Listening and responding to different styles of music  • Embedding foundations of the interrelated dimensions of music  • Learning to sing or sing along with nursery rhymes and action songs  • Improvising leading to playing classroom instruments  • Singing and learning to play instruments within a song  • Share and perform the learning that has taken place | **Big Bear Funk**  Big Bear Funk is a transition Unit that prepares children for their musical learning in Year 1.  Musical learning focus:  • Listening and appraising Funk music  • Embedding foundations of the interrelated dimensions of music using voices and instruments  • Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs  • Playing instruments within the song  • Improvisation using voices and instruments  • Riff-based composition  • Share and perform the learning that has taken place | **Reflect, Rewind and Replay**  Revisiting:  Listening and appraising  Understanding, Recognising and experimenting with the pulse, tempo, rhythm and pitch.  Playing an instrument while singing a song.  Improvising with an instrument. |
|  | **R.E.** | **Stories Jesus Told-The Lost Sheep**  **To promote discussion on perseverance and the rewards of doing so.** | **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.**  **Nativity Performance- Sharing the story together.** | **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.**  **Creation:**  **Tough tray-Create the world as Christians believe God did in 7 days**  **Walk around our environment to embrace our wonderful world** | **The Easter Story.**  **Create own characters from the story using materials of own choosing and re-enact.**  **Hindu festival of Light-Traditions and their meanings-**  **Visit from Father Johnaton**  **Taking photos of each other while role-playing how characters in the palm Sunday story felt** | **Stories Jesus Told- The Little gate.**  **To help with weekly challenge. To celebrate the reasons for being good to others.** | **Stories Jesus told-Jesus at the Wedding and Jesus and the Storm.**  **To promote the discussion on what Christians think of Jesus.**  **Also to promote PSED discussion by looking at the amazing things that Christian’s believe Jesus did and then role-play for the amazing things we have done.**  **Stories Jesus told-**  **The Ten Silver Coins**  **Discussing how God looks out for us all and nobody should be left out. To promote the importance of including everyone.** |
|  | **Expressive Arts and Design** | **Continuous provision** | **Continuous provision** | **Continuous provision** | **Continuous provision** | **Continuous provision** | **Creating our own planets from the solar system**  **Continuous provision** |

**Reception Curriculum Overview 2019/20**

**To do:**