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|  | **Autumn 1** | | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
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|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **2020/21** | **PSED**  **PSED**  **(Prime Area)** | **Class & School Rules: Kind hands & feet, waiting**  **Class**  **Class & School Rules: Kind hands & feet, waiting quietly, hands up, good listening, turn taking**  **Intro GTBG Positive Reward Behaviour System: behavioural expectations**  **Oi, Frog! Kes Gray To promote what makes a good friend.** | **Dev friendships to enable collaboration during play**  **Initiating conversations with familiar friends/adults**  **You Choose-Nick Sharratt to promote discussions about how everybody is different and likes different things.** | **Dev ways to support finding compromises within learning.**  **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 positive terms & talk about abilities** | **Dev turn taking/ co-operative play skills**  **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,**  **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**  **‘Show & Tell’ Circle Time**  **Daily Tapestry sharing**  **.**  **Talk about our own experiences re: Houghton Hall Visit** | **Continue with dev listening skills:**  **‘Show & Tell’ Circle Time**  **Talk about our own experiences re: 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**  **Daily Tapestry sharing**  **Daily introducing/acting out our own stories to the rest of the class** | **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**  **‘Show & Tell’ Circle Time**  **Daily Tapestry sharing**  **Talk about our own experiences re: Houghton Hall Visit**  **Daily introducing/acting out our own stories to the rest of the class** | **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**  **‘Show & Tell’ Circle Time**  **Sharing our homework research for which school pet we would like and their life cycles.**  **Daily Tapestry sharing**  **Daily introducing/acting out our own stories to the rest of the class** | **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**  **‘Show & Tell’ Circle Time**  **Daily Tapestry sharing**  **Daily introducing/acting out our own stories to the rest of the class**  **Talk about our own experiences re: Houghton Hall Visit** | **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**  **‘Show & Tell’ Circle Time**  **Daily Tapestry sharing**  **Daily introducing/acting out our own stories to the rest of the class** |
| **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**  **Morning outdoor activities every morning for 30 minutes on the playground using tricyles, hoops, scooters etc. 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**  **P.E**  **Dev Gross Motor skills using: Beanbags, large/small balls, balloon activities, Hoop exploration**  **Forests Schools** | **Dev fine & gross motor skills – through Funky Finger & handwriting activities. Also using construction play inside/outdoors, sports provision**  **Power of P.E**  **‘Winter & Christmas’ :moving freely with pleasure & confidence, avoiding obstacles**  **Forest Schools** | **Spring Term**  **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**  **Dev understanding of good practices with regard to healthy life style – talk about healthy snack, diet & diff types of food, exercise & sleep**  **.**  **Power of P.E.**  **‘Growing’: stopping with consistency, running& jumping techniques, balancing by experimenting with diff ways of moving & travelling – giving chn experiences on/off equipment**  **Forest Schools** | **Power of P.E**  **‘Circus’: negotiating space, adjusting direction & speed, understanding healthy food & the need for variety**  **Dev good control in arrange of large/small movements – through handwriting activities. Also using construction play inside/out, sports equipment. All opportunities within continuous provision**  **Power of P.E**  **‘Pirates’: experimenting with diff ways of moving**  **Forest Schools** | **Summer Term**  **Dev good control in arrange of large/small movements – through 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**  **Using knives and peelers in the preparation of Stone Soup**  **Forest Schools** | **P.E**  **Practising Sports Day Activities: Chn to have an understanding of the skills involved in each activity**  **Child Led PD**  **Forest Schools** |
| **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**  **Ogden Trust weekly science explorations** | **Christmas: Around the World. Talking about their own experiences compared to traditions of other countires Christian significance**  **Outdoor Learning at Houghton Hall : looking at the environment & walled garden during the Autumn**  **‘Stickman’: stick investigations & challenges, tree identification**  **Ogden Trust weekly science explorations** | **Chinese New Year: talk about the celebration & customs that are followed. Visit to Silk Road restaurant**  **Topic: People that help us encouraging questions, research & the element of discussion/debate**  **Ogden Trust weekly science explorations** | **Traditions re: Shrove Tuesday, Ash Wednesday**  **Hindu festival of Holi**  **New Life: talk about & explore growth sequences/cycles of life when deciding on our new class pet. (Homework to research your own pet and the life cycle) enhanced by information texts on animals.**  **Looking at how dinosaurs became extinct. Comparing the different types of dinosaurs.**  **Ogden Trust weekly science explorations**  **Mothering Sunday Traditions Around the World** | **Visit to farm to see how it is done in a vast space.**  **What plants need to survive**  **Looking at information books and creating our own about food.**  **Planting & Growing Investigations, conditions of growth**  **Food.: Focus on where food comes from. Cooking with ingredients-Stone Soup**  **Ogden Trust weekly science explorations** | **Space and Looking after our planet.**  **Looking at all the planets and their different characteristics. Considering where we are in amongst the planets.**  **Looking at ways in which we can help to save the planet and what others are doing to help.**  **Ogden Trust weekly science explorations** |
| **Maths**  **(Specific Area)** | **5 WEEKS NUMBER & PLACE VALUE**  **3 WEEKS ADD/SUB**  **1 WEEK MEASUREMENT** | **WEEK NUMBER & PLACE VALUE**  **2 WEEKS ADD/SUB**  **3 WEEKS MULT/DIV**  **3 WEEKS MEASUREMENT**  **2 WEEKS GEOMETRY** | **3 WEEKS NUMBER & PLACE VALUE**  **4 WEEKS ADD/SUB**  **3 WEEKS GEOMETRY** | **3 WEEKS NUMBER & PLACE VALUE**  **4 WEEKS ADD/SUB**  **3 WEEKS GEOMETRY** | **1 WEEK NUMBER & PLACE VALUE**  **2 WEEKS ADD/SUB**  **3 WEEKS MULT/DIV**  **3 WEEKS MEASUREMENT**  **2 WEEKS GEOMETRY** | **1 WEEK NUMBER & PLACE VALUE**  **2 WEEKS ADD/SUB**  **3 WEEKS MULT/DIV**  **3 WEEKS MEASUREMENT**  **2 WEEKS GEOMETRY** |
| **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-Buster rhyme  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.  You choose-Nick Sharratt  Discussing our likes/dislikes. Realising that everybody id different.  Looking at rhyme-continuing a rhyming string  Dave’s Cave-Discussing cave people and how they used to live in caves. Compare to how we live now. Realising that people live in different places/buildings. Use cave for Role play corner.  Biscuit Bear- Predicting what happens next in a story. Baking our own gingerbreads for new friends for BB.  Talk 4 writing to look at remembering stories by heart and changing them to create our own stories and then writing them independently. Using the story Stuck in the Mud from Pie Corbett’s book.  Writing our own stories to perform at the end of day. | **Theme: Christmas around the world.**  Looking at Christmas Around the World, a different country each week. Comparing our traditions with the traditions of others. Tasting food from other countries.  Looking at the traditional Christmas flower ofMexico and reading the folk tale, The Legend of the Poinsettia  Visiting florists to look at their flowers and make story map of our class trip recount. (Role play to reflect florists)  Writing our own stories to perform at the end of day  **Talk for writing** to look at remembering stories by heart and changing them to create our own stories and then writing them independently. Using the story of Stickman by Julia Donaldson | **Theme: People that help us/Fairytales**  Creating a non-fiction class book about people that help us and keep our world beautiful. Revisiting the features of a non-fiction text. Supporting this with the Topsy and Tim meet the… Firemen, Police, go to the Denstist etc. by Jean Adamson and Franklin goes to the Hospital by Paulette Borgeois.  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.)  This then feeds on to a short look at fairytales and **Talk for writing** to look at remembering stories by heart and changing them to create our own stories and then writing them independently. Using the story of The Three little Pigs/Jasper’s Beanstalk by Nick Butterworth and Mick Inkpen.  Writing our own stories to perform at the end of day | **Theme: Dinosaurs**  **Talk for writing** to look at remembering stories by heart and changing them to create our own stories and then writing them independently. Using the story of Train Ride by June Crebbin  Look at poetry using Dinosaur Poems by Korky Paul and John Foster. Create a class poem together.  How to Grow a Dinosaur by Carol Hart and Ed Eaves for revisiting imperative verbs and instruction writing.  Tyrannosaurus Drip by Julia Donaldson and David Roberts. Breaking the story down into start, middle and end. Create a class character and story plan for start, middle and end of our own story. Children create their own character, plan, map and write some/all of their own story. | **Theme:** **Healthy food and how it is created**  Information texts-Looking at information texts on Food of the world.  Discussing the differences between fact/fiction.  Oliver’s vegetables/Stone Soup-Each bring in vegetable and all cook the soup together and eat together. Write our own page of a recipe book each (writing about the action we completed when preparing the soup) using instruction writing  Make our own class ‘big book’ about chosen vegetables with popular features of factual writing i.e. contents, index, headings, pictures, sub-headings and page numbers.  .  **Talk for writing** to look at remembering stories by heart and changing them to create our own stories and then writing them independently. Using the story Noisy Farm Duck by Martin Waddell | **Theme: Space/Looking after our planet**  **Talk for writing** to look at remembering stories by heart and changing them to create our own stories and then writing them independently. Using the story On the Way Home by Jill Murphy.  Space topic using information texts:  Professor Astro Cat’s frontiers of Space by Dr. Dominic Walliman and Ben Newman  And  Little Kids First Big Book of Space by Catherine D. Hughes  Fiction text: Toys in space by Mini Grey  Looking after our planet using fiction texts: The Adventures of a Plastic bottle and The Great Kapok Tree by Lynne Cherry  Information text: 10 Things I can do to help my world by Melanie Walsh. |
| **Phonics** | **Daily Phonics Phase 1 &2**  **Writing /Reading CVC words**  **Rhyme games: Buster Rhyme** | **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**  **Reading and writing two syllable words and CCVC/CVCC words.**  **Reading and writing Phase2-4 HFW/CEW** | **Daily Phonics Phase 4 & 5A (for those that are ready)**  **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-Smarty the Penguin**  **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)**  **Using chrome books to complete a word processed document in our information text books on people that help us.** | **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)**  **Promote independence to choose how they produce written pieces possibly on computer.** |
| **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 Jonathon**  **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**  **Making puppets of ourselves with parents**  **Using different media to produce pictures that compliment our wall display for this terms Talk for Writing story.**  **Making ourselves for the classroom wall-full length bodies, using mixed media.** | **Continuous provision**  **Using different media to produce pictures that compliment our wall display for this terms Talk for Writing story.**  **Making our own Christmas item to sell at fayre and making our own gifts to give.** | **Continuous provision**  **Using different media to produce pictures that compliment our wall display for this terms Talk for Writing story.**  **Making our own vehicles for the emergency services.** | **Continuous provision**  **Making our own dinosaurs with parents**  **Using different media to produce pictures that compliment our wall display for this terms Talk for Writing story**  **Looking at different media (film posters) and drawing our own versions of Steven Spielberg’s classic *Jurassic Park* movie poster.** | **Continuous provision**  **Using different media to produce pictures that compliment our wall display for this terms Talk for Writing story,**  **Looking at the work of Andy Warhol and his Cambell’s soup pictures** | **Continuous provision**  **Making our own planets (3D versions) with parents**  **Using different media to produce pictures that compliment our wall display for this terms Talk for Writing story**  **Creating a class collage of the Solar System.** |

**Reception Curriculum Overview 2020/21**