Reception Curriculum overview 2020-2021

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| \\slinf-svr-host\users$\Roberta.Minucci\Roberta\Work\Planning Support\Planning Resources\planning templates\logo.jpg**What do we want our children to learn?**\\slinf-svr-host\users$\Roberta.Minucci\Roberta\Work\Planning Support\Planning Resources\planning templates\logo.jpgAs children move into Reception year there needs to be a greater focus on teaching skills and knowledge in order to best prepare them for the next steps in their journey.Below are the **possible learning enquiries** that will ‘bubble’ alongside our **‘in the moment’** observations, interests and cohort/individual needs.We will interweave the learning by discovering together and carefully guiding the children to ensure a broad and language-rich educational programme. This will be achieved through a range of teaching inputs, enhancements to our continuous provision and the books we read.As our children move through the EYFS, the curriculum is designed to ensure all children developing the desired building blocks to ensure they have all the skills needed for National Curriculum.Developing life skills for our children is really important to us- please see our ‘life skills’ curriculum plan that supports all areas of learning.  |
| Term |  Autumn 1 |  Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | Baseline Assessments |  | Transition for Year 1 |
| We will launch each termlet with an opening question that will inspire, guide and teach. We will start with what do the children already know, discover what they would like to learn and take into account any gaps in learning.  |
| Question to Launch | **Super Start- Who is in my world?** | **Why happens to animals in autumn?** | **Why is snow white?** | **Where does milk come from?** | **Why do bees sting?** | **Where do you want to go?** |
| Books to engage and ignite learning | The colour monsterOwl BabiesBig Hair Don’t CareHappy in our skinAll about families Pete the Cat Rocking in my New School ShoesThe Three Little Pigs | Wide awake HedgehogThe Squirrels Busy YearLittle Red Riding HoodSeasonsThe GruffaloThe Wind BlewWhy do Leaves fall from trees?The Leaf ManLet’s celebrate: Festival poems from around the worldThe Christmas Story | One Day On our Blue Planet: In AntarcticaAnimals in WinterStick ManSecrets of Winter: Emperors EggLost in the Toy Museum  | Chickens are not the only onesLittle Red HenHanda’s SurpriseThe Gingerbread ManOliver’s VegetablesWhat the Ladybird Heard Tractors-non fiction bookFamer duck | TADYucky wormsThe Bee BookA Butterfly is PatientCamille and the SunflowersThe Crayon ManJack and the BeanstalkLife Cycles: seed to a sunflowerThe Very Hungry CaterpillarSuperwormLola plants a GardenTell me more about Ramadan | One Day on our Blue Planet: Oceans/Savannah Greta ThunbergOh the Places you will goAmelia EarhartRosie’s hat Harry and the Bucketful of Dinosaurs  |
| Memorable experiences/homelinks | Families from different cultures to be invited in and talk about family dynamics Photos of own familiesMrs Smiths Loans box**The Three Little Pigs** | Autumn walkAutumn collection bagsChristmas NativityBoston Pantomime **Christmas Story** | Invite a Musician in to school**Weather** | Tesco Farm to ForkFarm Kitchen workshopsTractor visitsTattershall Farm**On the Farm****Ginger Bread Man** | Visit to Art Hub- gallery Library visitsButterfly houseMrs Smiths Cottage loans boxBee keeper visitor**Mini-Beasts****Jack and the Beanstalk** | Tattershall FarmTransition into Year 1**Seaside****Transport** |
| PSED**Prime Area** | **Jigsaw-****Being in My World** | **Jigsaw- Celebrating difference** | **Jigsaw- Dreams and Goals** | **Jigsaw- Healthy Me** | **Jigsaw- Relationships** | **Jigsaw- Changing Me** |
| Communication and Language**Prime Area** | All areas of learning will have **communication and language** at the heart of the curriculum.We will ensure regular language assessments are carried out to ensure every child is progressing. |
| Physical Development**Prime Area** | Move around a spaceFundamental movement skillsGetting changed for P.E with supportUsing Knife and Fork correctlyPutting on coatContinue to develop gross motor skillsChunky pencils to write/salt trays –letter formation | Gymnastics-TravellingDance- Spatial awareness and use of rhythmGetting changed for P.E with supportUsing Knife and Fork correctlyPutting on coat on and fastening zip with supportDevelop fine motor skills Chunky pencils to write/salt trays –letter formation | Games- using bean bagsGymnastics- stretching and curlingIndependently getting changed for P.EUsing Knife and Fork correctlyPutting on coat and fastening zipDevelop fine motor skillsChunky pencils to write –letter formationHealth and well-being | Dance- Travelling using different pathways, shapes and body partsGames- using quoits and hoopsIndependently getting changed for P.EUsing Knife and Fork correctlyPutting on coat and fastening zipDevelop fine motor skillsThin pencils-letter formationHealth and well-being  | Games-using a ballDance- using different shapes, levels and speeds to perform short phrasesIndependently getting changed for P.EUsing Knife and Fork correctlyPutting on coat and fastening zipDevelop fine motor skillsThin pencils-letter formationHealth and well-being | Gymnastics- taking weight on different partsGames-ropes, bats and ballsIndependently getting changed for P.EUsing Knife and Fork correctlyPutting on coat and fastening zipDevelop fine motor skillsThin pencils-letter formationHealth and well-being |
| **The three Prime Areas will be strengthened and applied through the four specific areas below. All seven areas of learning are equally important and are inter- connected.** |
| Literacy focus text | **Where the Wild Things Are** | **Halibut Jackson** | **The Magic Paintbrush** | **Hairy Maclary****I will never not eat a Tomato** | **The Tiny Seed and Oi Frog!**  | **The Night Pirate** |
| Literacy/ RWI Phonics**Specific** | Read a wide range of books for pleasure- Introduce set 1 sounds and oral blendingBegin to blend CVC wordsBegin to write recognisable lettersRecognise own name and attempt to write itOral rehearsing of sentences  | Read a wide range of books for pleasure- Introduce set 1 sounds and oral blendingFocus on special friendsBegin to blend CVC wordsBegin to write recognisable letters and CVC wordsAlien wordsRecognise own name and attempt to write itOral rehearsing of sentences  | Read a wide range of books for pleasure- Recap set 1 soundsConsolidate special friendsBegin to read simple phrasesBegin to write simple phrasesAlien wordsWrite own nameOral rehearsing of sentences | Read a wide range of books for pleasure- Recap set 1 soundsConsolidate special friendsBegin to read simple phrasesBegin to write simple phrasesAlien wordsWrite own nameOral rehearsing of sentences Spelling some red words correctly | Read a wide range of books for pleasure- Introduce set 2 soundsAlien wordsRead and write simple sentences with capital letters and full stopMost letters all formed correctlySpelling some red words correctly | Read a wide range of books for pleasure- Introduce set 2 soundsAlien wordsRead and write simple sentences with capital letters and full stopAll letters all formed correctlyBegin to use conjunctions and some adjectives to add interest to sentence.Spelling taught red words correctly |
| Maths**Specific** | **Phase: Just Like Me!**Where do things belong?Positional LanguageMatch and sort Compare amountsCompare size, mass and capacity Exploring pattern | **Phase: It’s me 1, 2, 3!**Representing, comparing and composition of 1,2,3 Circles and Triangles Positional Language**Phase: Light and Dark**Representing numbers to 5One more, one lessShapes with 4 sidesTime | **Phase: Alive in 5**Introducing zeroComparing numbers to 5Composition of 4 and 5Compare massCompare capacity**Phase: Growing 6,7,8**6,7,8Making pairsCombining 2 groupsLength and heightTime | **Phase: Growing 6,7,8**6,7,8Making pairsCombining 2 groupsLength and heightTime**Due to lockdown we are recapping Growing 6,7,8** | **Phase: Building 9 and 10**9 and 10Comparing numbers to 10Number bonds to 103D shapePattern**Consolidation** | **Phase: First, then, now****Phase: Find my pattern** |
| Understanding of the World**Specific****ICT Links** | Explore making sense of their immediate family and communityExplore the past by talking about Nursery experiences or summer holidaysLook at different maps from places they have visited during the holidays.Using IWBLook at different families from different culturesLook at homes from the pastJob roles of parents/carers  | Exploring the change in season- autumn Discover what animals do in autumn- birds, hedgehogs, squirrelsLearn what hibernation meansLearn the role of vets-poorly hedgehogs Leaf identification Ipads-using the cameraExploring similarities and difference and places of worshipCelebrations/festivals:DiwaliBonfire NightArmistice DayNativity Christmas **Esafety: Going Places Safely- Smartie the Penguin** | Explore the change in season- winterDiscover countries that have snow all year round- Antarctica look at differences and similarities between life in this country and AntarcticaVideo clips from National Geographic will bring the wider world into classroom.Identify where Antarctica is on the mapTalk about some Penguin factsSenses- feel, smell, see, hear will be introducedShow awareness of change in state- ice melting and water freezing- begin to form scientific questionsLook at the role of people who help to keep roads and paths safeOld and new toysChinese New Year**Esafety: ABC Searching** | Discover Tractors from the past and begin to put them in a basic chronological order. Embed that the past is already something that has happenedLook at before they were born – horse and cart instead of tractorsExplore Sleaford (Lincolnshire) with contrasting environment in Handa’s surprise Baking Can talk about the role of a FarmerFarm animals and offspringCan identify where our school is on the map, name of road and town.Use google EarthBluebotsLifecycle of chicken**Esafety: Keep it Private** | Explore the change in season- springExplore different mini-beasts found in the garden and learn about natural habitatsDiscover facts and talk about insects e.g. BeesTalk and describe about life-cycles- butterflies, seed to sunflower plants, tadpoles to frogsIdentify plants and flowers in the gardenExplore the role a Bee KeeperMagnifying appSenses- feel, smell, see, hear will be consolidatedBegin to understand how and why we get good shadows at this time of the year.Use the sun to explore light traveling through materials**Esafety: Keep it Private** | Dinosaurs-back to the past!Transport from the pastMapsTo be completed**Esafety: My Creative work** |
| Expressive Arts and Design**Specific****Charanga Music will be used in addition to music explored through festivals and celebrations** | **Famous Artist : Picasso**Drawing and painting self portraitsColour monster art workObservational drawing of pumpkins and squashes | **Famous Artist : Kadinsky****Famous Artist: Andy Goldsworthy (natural art)**Natural art collagesHedgehog clay sculpturesRangoli PatternsChristmas crafts | **Famous Artist: Van Gogh**Frozen paintingsTextured winter ArtChinese Dragon puppets | **Famous Artist: Georgia o’ Keeffe (landscapes)**Gingerbread man trapsDraw own maps linked to What the Lady Bird heard | **Famous Artist: Van Gogh**Observational drawings/paintings of flowers, plants, mini-beastsButterfly symmetry | **Famous Artist: Georgia o’ Keeffe (landscapes continued)** |
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| Please note that although the curriculum overview is ‘boxed’ under each term, some skills will continue throughout the year and some may be covered earlier or later on in the year depending on the cohorts needs. It is also not to be seen as an ‘exhaustive list’- it will be added to throughout the year in order to ensure a tailor made curriculum.  |