Reception Curriculum overview 2020-2021

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| \\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.jpg  As 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 monster  Owl Babies  Big Hair Don’t Care  Happy in our skin  All about families  Pete the Cat Rocking in my New School Shoes  The Three Little Pigs | Wide awake Hedgehog  The Squirrels Busy Year  Little Red Riding Hood  Seasons  The Gruffalo  The Wind Blew  Why do Leaves fall from trees?  The Leaf Man  Let’s celebrate: Festival poems from around the world  The Christmas Story | One Day On our Blue Planet: In Antarctica  Animals in Winter  Stick Man  Secrets of Winter: Emperors Egg  Lost in the Toy Museum | Chickens are not the only ones  Little Red Hen  Handa’s Surprise  The Gingerbread Man  Oliver’s Vegetables  What the Ladybird Heard  Tractors-non fiction book  Famer duck | TAD  Yucky worms  The Bee Book  A Butterfly is Patient  Camille and the Sunflowers  The Crayon Man  Jack and the Beanstalk  Life Cycles: seed to a sunflower  The Very Hungry Caterpillar  Superworm  Lola plants a Garden  Tell me more about Ramadan | One Day on our Blue Planet: Oceans/Savannah  Greta Thunberg  Oh the Places you will go  Amelia Earhart  Rosie’s hat  Harry and the Bucketful of Dinosaurs |
| Memorable experiences/home  links | Families from different cultures to be invited in and talk about family dynamics  Photos of own families  Mrs Smiths Loans box    **The Three Little Pigs** | Autumn walk  Autumn collection bags  Christmas Nativity  Boston Pantomime  **Christmas Story** | Invite a Musician in to school  **Weather** | Tesco Farm to Fork  Farm Kitchen workshops  Tractor visits  Tattershall Farm  **On the Farm**  **Ginger Bread Man** | Visit to Art Hub- gallery  Library visits  Butterfly house  Mrs Smiths Cottage loans box  Bee keeper visitor  **Mini-Beasts**  **Jack and the Beanstalk** | Tattershall Farm  Transition 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 space  Fundamental movement skills  Getting changed for P.E with support  Using Knife and Fork correctly  Putting on coat  Continue to develop gross motor skills  Chunky pencils to write/salt trays –letter formation | Gymnastics-Travelling  Dance- Spatial awareness and use of rhythm  Getting changed for P.E with support  Using Knife and Fork correctly  Putting on coat on and fastening zip with support  Develop fine motor skills  Chunky pencils to write/salt trays –letter formation | Games- using bean bags  Gymnastics- stretching and curling  Independently getting changed for P.E  Using Knife and Fork correctly  Putting on coat and fastening zip  Develop fine motor skills  Chunky pencils to write –letter formation  Health and well-being | Dance- Travelling using different pathways, shapes and body parts  Games- using quoits and hoops  Independently getting changed for P.E  Using Knife and Fork correctly  Putting on coat and fastening zip  Develop fine motor skills  Thin pencils-letter formation  Health and well-being | Games-using a ball  Dance- using different shapes, levels and speeds to perform short phrases  Independently getting changed for P.E  Using Knife and Fork correctly  Putting on coat and fastening zip  Develop fine motor skills  Thin pencils-letter formation  Health and well-being | Gymnastics- taking weight on different parts  Games-ropes, bats and balls  Independently getting changed for P.E  Using Knife and Fork correctly  Putting on coat and fastening zip  Develop fine motor skills  Thin pencils-letter formation  Health 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 blending  Begin to blend CVC words  Begin to write recognisable letters  Recognise own name and attempt to write it  Oral rehearsing of sentences | Read a wide range of books for pleasure-  Introduce set 1 sounds and oral blending  Focus on special friends  Begin to blend CVC words  Begin to write recognisable letters and CVC words  Alien words  Recognise own name and attempt to write it  Oral rehearsing of sentences | Read a wide range of books for pleasure-  Recap set 1 sounds  Consolidate special friends  Begin to read simple phrases  Begin to write simple phrases  Alien words  Write own name  Oral rehearsing of sentences | Read a wide range of books for pleasure-  Recap set 1 sounds  Consolidate special friends  Begin to read simple phrases  Begin to write simple phrases  Alien words  Write own name  Oral rehearsing of sentences  Spelling some red words correctly | Read a wide range of books for pleasure-  Introduce set 2 sounds  Alien words  Read and write simple sentences with capital letters and full stop  Most letters all formed correctly  Spelling some red words correctly | Read a wide range of books for pleasure-  Introduce set 2 sounds  Alien words  Read and write simple sentences with capital letters and full stop  All letters all formed correctly  Begin 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 Language  Match and sort  Compare amounts  Compare 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 5  One more, one less  Shapes with 4 sides  Time | **Phase: Alive in 5**  Introducing zero  Comparing numbers to 5  Composition of 4 and 5  Compare mass  Compare capacity  **Phase: Growing 6,7,8**  6,7,8  Making pairs  Combining 2 groups  Length and height  Time | **Phase: Growing 6,7,8**  6,7,8  Making pairs  Combining 2 groups  Length and height  Time  **Due to lockdown we are recapping Growing 6,7,8** | **Phase: Building 9 and 10**  9 and 10  Comparing numbers to 10  Number bonds to 10  3D shape  Pattern  **Consolidation** | **Phase: First, then, now**  **Phase: Find my pattern** |
| Understanding of the World  **Specific**  **ICT Links** | Explore making sense of their immediate family and community  Explore the past by talking about Nursery experiences or summer holidays  Look at different maps from places they have visited during the holidays.  Using IWB  Look at different families from different cultures  Look at homes from the past  Job roles of parents/carers | Exploring the change in season- autumn  Discover what animals do in autumn- birds, hedgehogs, squirrels  Learn what hibernation means  Learn the role of vets-poorly hedgehogs  Leaf identification  Ipads-using the camera  Exploring similarities and difference and places of worship  Celebrations/festivals:  Diwali  Bonfire Night  Armistice Day  Nativity  Christmas  **Esafety: Going Places Safely- Smartie the Penguin** | Explore the change in season- winter  Discover countries that have snow all year round- Antarctica look at differences and similarities between life in this country and Antarctica  Video clips from National Geographic will bring the wider world into classroom.  Identify where Antarctica is on the map  Talk about some Penguin facts  Senses- feel, smell, see, hear will be introduced  Show awareness of change in state- ice melting and water freezing- begin to form scientific questions  Look at the role of people who help to keep roads and paths safe  Old and new toys  Chinese 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 happened  Look at before they were born – horse and cart instead of tractors  Explore Sleaford (Lincolnshire) with contrasting environment in Handa’s surprise  Baking  Can talk about the role of a Farmer  Farm animals and offspring  Can identify where our school is on the map, name of road and town.  Use google Earth  Bluebots  Lifecycle of chicken  **Esafety: Keep it Private** | Explore the change in season- spring  Explore different mini-beasts found in the garden and learn about natural habitats  Discover facts and talk about insects e.g. Bees  Talk and describe about life-cycles- butterflies, seed to sunflower plants, tadpoles to frogs  Identify plants and flowers in the garden  Explore the role a Bee Keeper  Magnifying app  Senses- feel, smell, see, hear will be consolidated  Begin 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 past  Maps  To 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 portraits  Colour monster art work  Observational drawing of pumpkins and squashes | **Famous Artist : Kadinsky**  **Famous Artist: Andy Goldsworthy (natural art)**  Natural art collages  Hedgehog clay sculptures  Rangoli Patterns  Christmas crafts | **Famous Artist: Van Gogh**  Frozen paintings  Textured winter Art  Chinese Dragon puppets | **Famous Artist: Georgia o’ Keeffe (landscapes)**    Gingerbread man traps  Draw own maps linked to What the Lady Bird heard | **Famous Artist: Van Gogh**    Observational drawings/paintings of flowers, plants, mini-beasts  Butterfly symmetry | **Famous Artist: Georgia o’ Keeffe (landscapes continued)** |
|  | | | | | | |
| 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. | | | | | | |