

**Reception curriculum Overview 2015-2016**

	<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>
<b>Focus</b>	Baseline New adventures Our favourite things	Autumn Colours and Celebrations (including Autumn, Birthdays, Diwali, Christmas)	It's cold	Let's Pretend Traditional tales, books and stories	Mini Beasts	Out and about
<b>Key question or texts</b>	What will see and do on our new adventure? Starting school texts We're going on a bear hunt	How do we celebrate special times? Stories from around the world. Percy the park keeper	How can we keep warm? What happens in the cold? Polar bear, polar bear	Can you tell a story? The gingerbread man Billy goats gruff	What it is in the box? What is a mini beast? The hungry caterpillar	Where would you go? Who would you take with you? What will it be like to visit year 1? Meerkat mail
<b>Content linked to areas of learning</b>	<p><b>Baseline:</b> Staff to spend time observing and getting to know the children to inform next steps/ interests/ data through learning linked to themselves – looking at past and present events – what did I need what do I need now? Formal baseline assessments to be undertaken in the first few weeks.</p> <p>Read stories relating to the Autumn theme e.g. Owl Babies.</p> <p>Exploring the changes in the environment that occur during Autumn.</p> <p>Begin to recognise/trace/ copy/write own name</p> <p>Create simple representations of</p>	<p>Exploration of celebrations from different cultures.</p> <p>Diwali – food tasting, exploring colour – Paper Towel Art, Traditional Indian dance.</p> <p>Enjoys joining in with different customs and routines.</p> <p>Know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Birthdays – How do the children celebrate their Birthday? What is the same/different to our friends? Writing invitations, baking birthday cakes –weighing ingredients Christmas - Stories from</p>	<p>What changes in the environment have the children noticed?</p> <p>Using all of the senses.</p> <p>Comments, asks questions and talks about the features of their own immediate environment and how environments might vary from one another.</p> <p>Ice exploration</p> <p>Talks about why things happen and how things work.</p> <p>Non-fiction work</p> <p>Knows that information can be retrieved from books and computers.</p> <p>Continues a rhyming string.</p>	<p>Children to listen to and retell traditional tales. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Develop narratives and explanations by connecting ideas or events.</p> <p>Introduce a storyline or narrative into their play.</p> <p>Use language to imagine and recreate roles and experiences in play situations.</p> <p>Identify and talk about</p>	<p>Make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Children to observe different features and similarities of creatures and the environment.</p> <p>Children will be encouraged to think about how and why we need to care for creatures and our environment.</p> <p>Shows sensitivity to others' needs and feelings,</p> <p>Opportunities to express their learning through songs, music, dance, art and role-play.</p> <p>Selects tools and techniques needed to</p>	<p>Children talk about places they have visited for different reasons – discuss how they feel about these places – maybe triggered by objects brought in.</p> <p>Food choices relating to cultural and religious traditions.</p> <p>Children hear a range of languages. Community languages are valued.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Discuss characteristics of shapes and use language to describe them. Writes postcards and letters. Writes a range of</p>

	<p>events, people and objects.</p> <p>Remember and talk about significant events in their own experience.</p> <p>Recognise and describe special times or events for family or friends.</p> <p>Describe self in positive terms and talk about abilities.</p> <p>Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>around the world e.g. Baboushka, The Christmas Story.</p> <p>Size ordering – presents, orders two items by weight</p> <p>Christmas performance</p> <p>Uses familiar objects and common shapes to create and recreate patterns and build models. Begins to name shapes.</p> <p>Chooses particular colours to use for a purpose.</p> <p>Explores what happens when they mix colours.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Begins to break the flow of speech into words</p>	<p>Attempts to write labels, captions and sentences in meaningful contexts.</p> <p>Explains own knowledge and understanding.</p> <p>Manages own hygiene including dressing and understanding keeping warm.</p> <p>Using quantities and objects add and subtract two single-digit numbers.</p>	<p>characters and settings within stories.</p> <p>Answer 'how' and 'why' questions in response to stories or events.</p> <p>Help children to identify patterns, draw conclusions, explain effect, predict and speculate</p> <p>Explore favourite books</p> <p>Write simple sentences which can be read by themselves and others.</p> <p>Reads words and simple sentences.</p> <p>Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>shape, assemble and join materials they are using. Uses simple tools and techniques competently and appropriately.</p> <p>Extend children's mathematical skills, knowledge and understanding through various mini-beast learning opportunities.</p> <p>Solve problems involving doubling and sharing.</p> <p>Exploration of various fiction and non-fiction texts.</p> <p>Sequence events and develop the use of language related to time.</p> <p>Following and giving of instructions. Making lists, ingredients and instructions.</p> <p>Following their own instructions to make food.</p>	<p>sentences.</p> <p>Uses language to talk about and solve problems.</p> <p>Transition to Y1: Children to meet their new teacher in their own classroom and visit them in their Y1 classroom. Begin to follow some of the routines that will be in place in September</p> <p>Adapt behaviour to different events, social situations and changes in routine.</p> <p>Confidently try new activities, and say why they like some activities more than others.</p>
<b>Visits/visitors</b>	<p>Visit from local nurse – hand washing</p> <p>Little red hen assembly production from packington farm</p>	<p>Visit post office/post box</p> <p>Visit from parents?</p>	<p>Visit from hedgehog lady or owl man</p>	<p>Reception wedding with Rev. Davies</p> <p>Author/librarian to visit</p> <p>Puppet/storyteller</p>	<p>Visit to Conkers – mini beasts</p>	<p>Visit Year1 class</p> <p>Local area walk</p>