

Curriculum Half Termly Overview



Title - Do you want to be friends?

Year group - Reception

Term - Autumn 1



Literacy- Reading	Literacy- Writing	Communication and Language - Listening and Attention / Understanding / Speaking
<ul style="list-style-type: none"> • The lion and the mouse! Read Aesop's fable, <i>The Lion and the Mouse</i> to the children. After reading, ask them to think of words to describe the two characters. Was the lion angry, sad, happy or all three? Was the mouse helpful, kind or brave? As the children suggest words, record them by writing them down on cards and displaying them next to the 'Character images' available on The Hub. Why not add a third character - the children themselves. What words would they use to describe themselves? 	<ul style="list-style-type: none"> • Who's who? Spread photographs of people who help us in school on a table top. Ask the children to choose a photo and say who it is and how they help. Ask them to write a simple sentence about the person to explain what they do. Encourage the children to say their sentence aloud before writing. Model examples to help - 'This is Mrs Ahmadi, she is a dinner lady' or 'This is Mr Johnson, he is a caretaker.' For younger or less able children, support them by scribing their ideas. • Colin and Lee. Read the story, <i>Colin and Lee, Carrot and Pea</i> by Morag Hood. After reading, ask the children questions that help them think about the book's message. For example 'Do friends have to look the same?' and 'Do friends have to like the same things?' Ask the children to pair up with a friend and think how they are the same or different. After explaining their ideas, take a digital photograph of the pair and ask the children to write, copy or say a sentence to explain their similarities or differences. Print the photos and display with the children's sentences. 	<ul style="list-style-type: none"> • Lost and found. Read the story <i>Lost and Found</i> by Oliver Jeffers. Ask the children 'Have you ever felt lonely? How did it make you feel? Who helped you to feel better?' Talk about why friends are important and how the children can be good friends to each other. Together, make a 'Good friend checklist'. • Play the instructions game! Explain to the children that they need to choose a partner to play the 'Instructions game'. Every time they hear you give an instruction, they should follow it as soon as they can. Instructions might include: 'Stand next to each other', 'Sit down', 'Stand back to back' or 'Hold hands'. raise the children for following instructions quickly and safely. • What is friendship? Invite the children to come and sit around a 'friendship tree'. Hang 'Friendship cards', available on The Hub, on the tree. Encourage children to choose a card from the tree and read the question aloud to others in the group. Work together to try and answer the questions, giving their opinions and sharing their ideas. Allow the children to respond by drawing or writing using a range of lovely mark making materials.
Maths - Numbers		Maths - Shape, Space and Measures
<ul style="list-style-type: none"> • One for me, one for you! Working with pairs of children offer a group of objects which can be divided. Ask the children to count how many items in total you have put out on the table. Then explain that they need to share the objects fairly between them. Ask questions to prompt children's thinking, for example 'If there are four sweets altogether, how many sweets are there each?' The children can then practise sharing the objects out, one at a time. 		<ul style="list-style-type: none"> • Shapes sort. Set up space outdoors with a selection of 2-D and 3-D shapes, baskets and hoops. Explain to a small group of children that you need some help to tidy and sort the shapes, but you don't know how to do it. Ask the question 'Can you help me sort these shapes?' Listen to the children's suggestions and encourage them to work together to sort them. Model shape-related vocabulary while carrying out the task and help the children to use it in their talk and conversations. • Big foot! Invite children to compare hand and foot sizes by pressing them in trays of paint and printing them on sheets of paper. Encourage children to say whose hand or foot is the biggest and smallest. Develop this activity by showing children how to work in pairs, to draw around and then cut out, each other's hands and feet.
Physical Development - Moving and Handling / Health and Self Care		PSED - Making Relationships / Self-Confidence and Self - Awareness / Manage Feelings and Behaviours
<ul style="list-style-type: none"> • Parachute play. Introduce the children to a large play parachute, available online. Begin by showing the children how to sit around the edge and hold the material. Play together to explore different movements such as making the parachute ripple or lifting it high into the air. As children become more confident in moving the parachute up and down, explain that if they hear their name, they should let go of the parachute and run underneath it, all the way to the other side, before the parachute falls on them. Make the challenge harder by calling two names at a time. • Circles and spirals. Prepare a large sheet of paper with pre-drawn circles and spirals in a range of different sizes. Offer pencils, chalk and marker pens for the children to draw over the pre-drawn circles and spirals. Demonstrate how to use a tripod grip to help the children 		<ul style="list-style-type: none"> • Have you filled a bucket today? Read the story <i>Have You Filled a Bucket Today?</i> by Carol McCloud. After reading, allow the children time to discuss their thoughts and ideas in response to the story. Give them chance to clarify their understanding by asking questions and reinforcing the meaning of the terms 'bucket filler' and 'bucket dipper'. Encourage the children to share an example of a time they were a 'bucket filler'. • What's your job? Talk to the children about everyday jobs that need doing in the classroom. These might include, tidying the reading area or sweeping up the sand. Ask them 'Which job would you like to do?' and 'Why would you be good at that job?' Invite children to explain which resources they will need to do their job. Introduce a 'Class jobs board' and allocate responsibilities according to children's preferences.

<p>make their marks more accurate and follow the lines with control. Let them work together to draw over all the lines and display their works of art around the setting.</p> <ul style="list-style-type: none"> • Zip it! Offer washing baskets filled with clothes that have zips, buttons, press studs and ties for the children to dress up in and fasten. Observe what the children can do independently and where they need help. Encourage the children to help each other get dressed. Why not have a race to see who can put their own coat on and fasten it up? Or challenge the children to help someone else get dressed. 	<ul style="list-style-type: none"> • Enemy pie! Read the story <i>Enemy Pie</i> by Derek Munson. Ask the children if they have ever had an enemy and how it felt. What happened? How did it make them feel? Ask them to think of reasons why people fall out with each other and what can be done to make an enemy a friend. Provide a selection of flat white pebbles (available from DIY stores) and write friendship and enemy words on them. Ask the children to decide if the pebbles go in the 'Friendship pie' or 'Enemy pie'? • Teamwork! Play a variety of team-building games to encourage positive relationships. You could organise the children into one big circle, all holding hands. On your signal, the children pass a hoop around the circle without breaking hands. Note the time it takes for the hoop to return to its starting position. Repeat, trying to beat the time. For a more challenging team game, put children into groups of four or five and ask each group to stand around a small hoop. Explain to the children that when you signal, they need to huddle together and place one foot in the hoop, lifting up the foot that is outside of the hoop. The winner is the team who can keep their feet up the longest without falling over! 	
<p style="text-align: center;">Understanding of the World Peoples and Communities</p>	<p style="text-align: center;">Understanding of the World The World</p>	<p style="text-align: center;">Understanding of the World Technology</p>
<ul style="list-style-type: none"> • People who help us. Show the children the video 'People who help us' available on The Hub. After watching the video ask the children to recall some of the information. For example 'What are the emergency services?' and 'Why are the police important?' Encourage the children to share any experiences they might have had with the emergency services and encourage them to ask any questions they have. Provide a range of pictures for the children to look at and respond in writing, drawing and through role play. • Things we like! Ask the children to bring in something from home that they like. In circle time or small groups, encourage the children to say why they have brought the item and explain why it is special to them. Ask questions such as 'Why did you bring that? Why is it special to you? Why do you like it so much?' Take a photograph of each child with their special thing and make a display of 'Things we like'. • People who help me at home. Read the stories, <i>My Mum</i> by Anthony Browne and <i>Superhero Dad</i> by Timothy Knapman to stimulate conversations about people who help the children at home. Ask 'Who helps you?' and 'How do they help you?' Allow the children time to share their experiences and routines, and compare them to each other. For example, 'Jake's mum puts him to bed, but Mia's dad puts her to bed'. Offer drawing and mark making materials for the children to respond to the stories and conversation. 	<ul style="list-style-type: none"> • Same or different? Explore similarities and differences between the children, including eye and hair colour, height and age. Challenge them to work in pairs and find similarities and differences between them. Model some examples to start with, for example, 'Maisy has blonde hair and Bo has brown hair.' When children have identified similarities and differences between their pair, make the groups bigger - it makes the activity much more challenging! Can they do it? 	<ul style="list-style-type: none"> • Smile! Show the children how to take a digital photo of a friend and check to see if they are happy with it. Ask 'Do you like the picture or do you want to take it again?' Help the children to upload their images to a computer before printing. Mount the children's photographs on a card and ask the child to write a label for their picture. Why not print them on A4 paper, laminate them and use them as placemats at lunch time?
<p style="text-align: center;">Expressive Arts and Design Exploring and Using Media and Materials</p>	<p style="text-align: center;">Expressive Arts and Design Being Imaginative</p>	
<ul style="list-style-type: none"> • Friendship colours. Ask the children to choose a friend to work with and give each pair a large sheet of paper to decorate. Offer red, blue and yellow, ready-mixed paint in pots and large brushes. Ask the children to choose a colour and use the broad brush to paint the palm of one hand. Ask 'What colour have you chosen?' and 'What do you think will happen if you hold hands?' Allow the children to hold 'painty' hands and see what happens! Children can print their handprints onto paper to make patterns. • The gathering drum. Invite a small group of children to sit around a gathering drum. Allow them to put their hands on the drum and tap their fingers gently. Set a single pulse with alternate hands (left, right, left, right) for them to follow. Children can explore the different sounds of the drum by playing with fingertips, flat hands, thumbs or a gathering drum mallet. Encourage the children to use the drum to make up new rhythms. 	<ul style="list-style-type: none"> • Show me! Invite the children to join in with the drama game 'Show me!' Explain that you will say something which they have to 'act out' or 'show me'. Give instructions such as 'Show me playing with a friend' or 'Show me helping a friend when they're sad.' Choose children who do this well, to show others their actions and explain what they are doing. You can do this as a freeze-frame if children are able. 	