

# Curriculum Half Termly Overview

Title - Will you read me a story?  
What's the story?

Year group - Reception

Term - Autumn 2



using a range of different mark making tools, including paint brushes, cotton buds, plastic cutlery, pencils and fingers. Ask the children 'Can you write your name in the fairy dust?' or 'Can you draw a shape in the dust?'

- Read the story of *Jack and the Beanstalk* before playing this game. Explain to the children that you will play Jack, and they will be your magic beans. The children should move around a space quickly and in different ways without bumping into each other. Strike a cymbal and give a command for the children to follow. Actions could include 'Beans jump!' (jump in the air), 'Beans freeze!' (stand very still), 'Beans grow!' (stretch up), 'Beans wobble!' (wobble like jelly) and 'Magic beans!' (everybody runs together as a group).
- Form our letters correctly using letter rhymes.
- Thinking about the different ways that we can work together as a team and explore different games.
- Managing own personal hygiene and getting dressed for PE independently.

treasure without waking the dragon. If the dragon hears someone coming, they must point in the right direction. If they point directly at the child trying to take the treasure, the child must return the treasure and let someone else have a turn. Encourage the children to suggest ways of moving more effectively, for example shuffling on their tummies or bottoms.

- Invite the children to a fairy tale tea party by sending them [Fairy tale tea party invites](#). Ask them to dress up as their favourite fairy tale character. They could help to set out the tables or picnic rugs and enjoy some tasty snacks. Make videos of the children in costume and ask them to say something about their character.
- Why it is important to be kind to one another.
- Thinking about the ways we can make our friends and adults happy
- Reviewing our class charter- based on our rights and how respect this.
- Exploring the importance of our families.
- Saying no to bullies and building self esteem.

### Understanding of the World Peoples and Communities

- Identify similarities and differences within families.
- Christmas story and the importance of Jesus' birth.
- Explore a range of cultures and beliefs; including Remembrance Day, Guy Fawkes and Diwali.

### Understanding the World The World

- Read the fairy tale *The Gingerbread Man* to the children. After reading, ask the children why the gingerbread man needed the fox to take him across the river. Listen to the children's explanations and thoughts. Then, set up a table with a bowl of warm water. Give each child a gingerbread man and ask them to dip its legs into the bowl. What happens? Encourage the children to watch carefully to see what changes occur. Ask 'What's happening to the gingerbread man?' Encourage those children who are ready to use the term dissolve, to explain what is happening.
- Identify changes and patterns in the natural environment.

### Understanding the World Technology

- Put a range of toys that make a noise on a table top for children to explore. **Observe-**
  - Can the children make sounds with the toys?
  - Can they press, push, switch and pull to make the sounds?
  - Do they know how to turn the toys on and off?
- Download sound effect apps onto suitable devices for the children to explore. Play a sound effect and ask 'What's that sound?' Encourage the children to explain what they think is making each sound. Allow children to take the lead by showing them how to turn devices on and off, adjust the volume and press play, pause or stop.

### Expressive Arts and Design Exploring and Using Media and Materials /Being Imaginative

- Begin by talking to the children about times when music is important. Prompt the children's thinking by asking 'Do you sing any songs at home? At bedtime? On special occasions? Or celebrations?' Share the children's experiences and where relevant, sing examples. Ask the children if they have any favourite songs and to sing them if they can.
- Creating a self-portrait.
- Making a puppet of ourselves using varied materials.
- Create natural sculptures and pictures using a range of objects.
- Create a self-portrait and a family portrait.
- Begin to learn songs for Christmas production and learn words.
- Work in small groups to create a role play area - post office ie some wrap parcels, envelopes, addresses.
- Provide a good range of building materials, including twigs, sticks, straw, mud, wooden blocks, plastic sheeting, hessian and bricks. Challenge the children to work on a small scale and build homes for small world pigs. Allow them to work individually or in teams, emphasising the need for them to cooperate. Take photos of the children as they work and their finished houses.
- Look at a variety of pictures of the witch's house in *Hansel and Gretel* - there are plenty online to choose. Talk with the children about the images, asking them to describe how they might taste and smell. Provide a range of sweet treats for the children to decorate including digestive biscuits, slices of Battenberg cake or small buns. Decorative items could include coloured icing, edible paints, jelly tots, chocolate buttons and rice paper flowers. Provide a range of tools for the children to use, including tweezers, spoons, piping bags and blunt plastic knives to spread the icing.
- Work with small groups of children to make swords, shields, crowns, plates, goblets and jewellery that are fit for a fairy tale prince or princess. Provide a good range of materials for the children to choose from, including thick and thin card, silver foil, glass beads, ribbon, glitter, paint, sequins, craft gems and buttons. Talk to the children individually about what they want to make and how they will do it.

Notes

Children in Need Christmas production      RRSA campaigns      Christmas parties