

# 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"> <li>Display a range of books about starting school and friendship for children to look at and enjoy</li> <li><b>The lion and the mouse!</b> 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 <b>The Hub</b>. Why not add a third character - the children themselves. What words would they use to describe themselves?</li> </ul>	<ul style="list-style-type: none"> <li><b>Who's who?</b> 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.</li> <li><b>Colin and Lee.</b> 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.</li> </ul>	<ul style="list-style-type: none"> <li><b>Lost and found.</b> 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'.</li> <li><b>Play the instructions game!</b> 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.</li> <li>Invite the children to sit around a '<b>friendship tree</b>'. Hang laminated <a href="#">Friendship cards</a> on the tree that include questions such as 'How can you show a friend that you care? What would your perfect friend be like? What can friends do together? What is a friend? and How do you help a friend that is upset?'. 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 questions, giving opinions and sharing ideas. Allow the children to respond by drawing or writing using a range of lovely mark-making materials.</li> </ul>										
<p style="text-align: center;"><b>Maths - Numbers</b></p>		<p style="text-align: center;"><b>Maths - Shape, Space and Measures</b></p>										
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<p style="text-align: center;">Physical Development - Moving and Handling / Health and Self Care</p>		<p style="text-align: center;">PSED - Making Relationships / Self-Confidence and Self - Awareness / Manage Feelings and Behaviours</p>										

<ul style="list-style-type: none"> <li>• Provide time and space to enjoy energetic play daily.</li> <li>• Provide large portable equipment that children can move about safely and cooperatively to create their own structures, such as milk crates, tyres, large cardboard tubes.</li> <li>• Practise movement skills through games with beanbags, cones, balls and hoops.</li> <li>• Plan activities where children can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching.</li> <li>• Provide sufficient equipment for children to share, so that waiting to take turns does not spoil enjoyment.</li> <li>• Mark out boundaries for some activities, such as games involving wheeled toys or balls, so that children can more easily regulate their own activities.</li> <li>• Encourage children to use the vocabulary of movement, e.g. 'gallop', 'slither': of instruction e.g. 'follow', 'lead' and 'copy'.</li> <li>• Pose challenging questions such as 'Can you get all the way round the climbing frame without your knees touching it?'</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Go for a walk around the school</b>, so the children can meet people who are there to help them. Ask each person to introduce themselves and explain what they do. Ask them to show the children the space where they work and some of the important things they keep there. Take a photograph of each person for the children to remember. Before walking around, ask the children to choose a partner or friend to hold hands with.</li> <li>• <b>Do a jigsaw with a friend</b>. Put out a range of jigsaws of different complexities. Display the instruction 'Choose a friend to do a jigsaw.'</li> <li>• <b>Read the story <i>Enemy Pie</i> by Derek Munson</b>. 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'?</li> <li>• <b>Talk to the children about everyday jobs that need doing in the classroom</b>. 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.</li> </ul>	
<p style="text-align: center;">Understanding of the World Peoples and Communities</p>	<p style="text-align: center;">Understanding the World The World</p>	<p style="text-align: center;">Understanding the World Technology</p>
<ul style="list-style-type: none"> <li>• <b>People who help us</b>. 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.</li> <li>• <b>People who help me at home</b>. 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.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Same or different?</b> 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?</li> </ul>	<p><b>Key Skills: iPad</b> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>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.</p> <p>Recognise the ways digital technology can be used in the classroom, home and community. Technology can be used for specific purposes.</p>
<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"> <li>• <b>Friendship colours</b>. 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.</li> <li>• <b>The gathering drum</b>. 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.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Show me!</b> 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.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>