

Curriculum Half Termly Overview



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

Year group - Reception

Term - Autumn 2



Literacy- Reading	Literacy- Writing	Communication and Language - Listening and Attention / Understanding / Speaking
<ul style="list-style-type: none"> Traditional tales and fairy tales - children to use repeated phrases and learn actions for conjunctions. Develop story main features and sequential language. Read a range of traditional fairy tales. 	<ul style="list-style-type: none"> Children change Pie Corbett The Gingerbread Man tale. Set out a long roll of paper with pots of brightly-coloured pens, pencils and felt tips. Draw a path down the middle of the piece of paper. Write 'Once upon a time' and 'The End' on separate cards, then sticky tack to opposite ends of the paper roll. Work with the children to retell a familiar fairy tale using drawings, speech bubbles, simple sentences, labels and captions. Check the story is told in the correct sequence, asking the children to walk along the roll of paper whilst you read it. They can add more detail after checking the accuracy of their work. Write a letter to Santa using letters to represent meaning. Children label a firework picture and write a retelling of Rama and Sita story. 	<ul style="list-style-type: none"> Read <i>Jack and the Beanstalk</i> or <i>Goldilocks and the Three Bears</i> to the children. After reading, ask the children to explain what happens in the story, using character names correctly and identifying the main events. Then, introduce the children to the Fairy tale picture cards (parts 1) and Fairy tale picture cards (part 2) by laying them on a table top. Ask the children to choose a card, say what it is and how it links to the story. For example 'This is a bowl of porridge, it is for baby Bear.' Choose a familiar, well-liked fairy tale to read to the children. Encourage them to listen carefully to the story as they will have to remember it well. Display the Fairy tale formula template that includes boxes labelled with setting, characters, problems, solution and magic. After reading, ask the children to help you complete the template. Model and scribe for the children where needed, recording their comments and ideas. Can they complete it? Sit the children in a circle and present them with a sparkly crown. Explain that whoever wears the crown has the power to make a new rule. Put the crown on to model the idea, saying 'Now I am the Queen, all teachers must have chocolate for breakfast' or 'Now I am the King, all children can have Friday off.' Give the children time to think of a rule they would like to introduce. Then pass the crown around the circle, encouraging the children to put it on and share their idea. Challenge the children to speak confidently, respond imaginatively and use humour.
Maths - Numbers		Maths - Shape, Space and Measures
<ul style="list-style-type: none"> Set out the Numbered gingerbread men (part 1), Numbered gingerbread men (part 2) and Numbered gingerbread men (part 3) on a table top and offer buttons for children to put the correct amount on each. After putting the buttons on, ask the children to place the gingerbread men in order and count how many buttons they have used in total. Encourage them to use mathematical language, such as more than, less than, one more, one less, bigger and smaller. Use fingers, number lines and songs to develop our mathematical understanding. Count accurately to 20. Accurately counting 1:1 correspondence. Match numicon to the numbers. Estimate a set of objects and develop memory skills activities. Begin to use mastery approach in challenge areas. 		<ul style="list-style-type: none"> Offer baskets of 2-D and 3-D shapes for children to build models of castles. Encourage them to think about a castle's features, including windows, towers and turrets. Ask 'What shapes are you going to use to make your castle?' Encourage children to use the correct names for familiar 2-D shapes, such as circle, square, rectangle and triangle. Take photographs of the children's shape castles to display. Compare a range of objects by weight using balances. In a practical way - wrapping and measuring parcels in Santa's workshop.
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"> Get Set PE - Introduction 2 - Basic skills and movement. Fill a Tuff Tub with fairy dust. Model ways of making letters, numbers and patterns in the dust 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 <i>Jack and the Beanstalk</i> 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.. 		<ul style="list-style-type: none"> Can the children think of some 'baddies' from the fairy tales they have read? Can they remember what the baddies did and how they caused problems for others? Ask the children to think about a time when something went wrong because of their actions or the actions of others. Ask 'How did it make you feel?' and 'Were any other people upset?' Explain to the children that doing good things can make them feel good inside and doing something bad can make them feel bad inside. Ask them to think of something good that they could do today and share their idea with others in the group. Sit in a circle and choose one child to sit in the middle and be the sleeping dragon. Blindfold the 'dragon' and surround them with jewels and treasures. Let the children take turns to take a piece of 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	Understanding the World The World	Understanding the World Technology
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Read the fairy tale <i>The Gingerbread Man</i> 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. 	<ul style="list-style-type: none"> Put a range of toys that make a noise on a table top for children to explore. Observe- <ul style="list-style-type: none"> 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		
<ul style="list-style-type: none"> 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 <i>Hansel and Gretel</i> - 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. 		