

Curriculum Half Termly Overview

Title - Night & day

Year group - Reception

Term - Autumn 2



Literacy- Reading	Literacy- Writing	Communication and Language
<ul style="list-style-type: none"> Children explore a range of stories linked to night time and night time animals including; Whatever Next by Jill Murphy Peace at Last by Jill Murphy Owl Babies by Martin Waddell How to Catch a Star by Oliver Jeffers. <ul style="list-style-type: none"> RWI reading corresponding letters/sounds. <ul style="list-style-type: none"> Children will be given opportunities in CP to explore real and nonsense words sent from an alien beginning to make early links to RWI nonsense words. <p>Skill - Listening to and hearing sounds in CVC words. To identify sounds on a sound mat and to use this when writing. Listens to familiar stories and able to recall facts</p> <p>Knowledge - Knowing that words can be written. Knowing the sounds that the taught letters make. Knowing what the taught letters looks like. Knowing how to write the taught letters. Recognising taught HFW in text. Knows how to sequence familiar stories.</p>	<ul style="list-style-type: none"> Children change Pie Corbett's 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 the story creating class, group and individual story maps (if applicable). Labelling Leaf Man Write a letter to Santa using letters to represent meaning. Children label Rama and Sita story in CP small world area. RWI differentiated groups - writing letters. Writing lists given from the gingerbread man. <p>Skill - Listening to and hearing sounds in CVC words. To identify sounds on a sound mat and to use this when writing. Listens to familiar stories and able to recall facts</p> <p>Knowledge - Knowing that words can be written. Knowing the sounds that the taught letters make. Knowing what the taught letters looks like. Knowing how to write the taught letters. Recognising taught HFW in text. Knows how to sequence familiar stories.</p>	<ul style="list-style-type: none"> Children given opportunities to discuss what happens in the day and night and how the world looks different in appearance. Children discuss what happens when they fall asleep. Children discuss their bedtime routines with their peers and also what animals come out at night. Children use floor robots to work together to move their robot to different space stations. Indoor sand tray provided for space themed vehicles with opportunities to hold conversation with their peers and develop story lines in their play. <p>Skill - To be able to answer questions and share opinions using relevant vocab. To talk about setting and characters and the structure of a story with confidence To compare different festivals. To make comments about their observations.</p> <p>Knowledge - To be able to retell the story of the Gingerbread Man using maps and actions if needed. To know about different festivals. To be able to talk about how different people help us. To begin to talk about why things happen using new vocabulary learnt. (Au2)</p>
Maths - Numbers		
<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. Deepen understanding of numbers 1, 2, 3 by representing, comparing and composition. Represent numbers to 5. One more and less 		<p>Skill - To begin to count up to 5 objects with 1:1 correspondence. To match quantities to numeral up to 5. To begin to recognise numbers automatically on a dice/card to 5.</p> <p>Knowledge - To say the number names to 10 in order. (Au1) To recognise numbers to 5. (Au1) To write numbers to 5, forming them correctly. (Au1)</p>
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 for PE Basic skills and children create their own pictures of star constellations using their FM skills to place gems, paint blobs and fine lines to make their own design. Children create their own space pictures using paints and swirls to look like photographs taken from the Hubble Space Telescope. Night time play dough provided for malleable play. Light sabre writing with torches - daily challenge. <p>Skill - To begin to use anticlockwise movement and retrace vertical lines. To use climbing equipment safely and competently. To negotiate space effectively.</p> <p>Knowledge - To know how to make anticlockwise movement and retrace vertical lines. To manipulate malleable dough to make creations. To know how to use scissors effectively.</p>	<ul style="list-style-type: none"> Jigsaw programme Discuss the feelings of the owls in Owl Babies story - when have they ever felt like that? Have they ever been worried or scared? Have they lost their parent while shopping? Galaxy bottles provided in sensory/reflective area. Cleaning teeth experiment using boiled eggs left in varying liquids of cola, water, fruit juice and sugary squash. What might happen? <p>Skill - To learn about a range of different festivals. To learn about important dates in their lives.</p> <p>Knowledge To be able to talk about different festivals. To understand why different people celebrate different things.</p>	
Understanding of the World Peoples and Communities	Understanding the World The World	
<ul style="list-style-type: none"> Explore and discuss who comes out at night when we are asleep? People and communities such as nurses, doctors, police etc. Explore and discuss the first moon landing - show pictures and invite children to ask questions. <p>Skill - To talk about how Hindus celebrate Diwali. To be able to talk about the different jobs that adults do and how they can help us (paramedics/nurses/ doctors/fire fights/postman/ shop assistant etc).</p> <p>Knowledge - To know that people around the world have different religions. To know that Mendi and Rangoli patterns are created to celebrate Diwali. To know that some animals are nocturnal. To know that adults do a variety of jobs. To know that the emergency services exist and what they do.</p>	<ul style="list-style-type: none"> Explore nocturnal animals that come out at night. Explore a range of materials in class and discuss how they feel; soft, hard, rough, smooth etc. Use OHP to create a range of shadows using a range of animals or pictures they have made. Why is it dark at night? Provide children with a globe/torch to show how it is day and night around the world. 	
Expressive Arts and Design Exploring and Using Media and Materials /Being Imaginative		
<ul style="list-style-type: none"> Make a cuddle pet using new socks - these can be used at worry dolls and placed in our reflective/sensory space. Children create own pictures and explore how to make paint lighter and darker. Children create a night sky painting. Within sensory area, provide children with opportunities to listen to soothing music. Children create vehicles, jet packs and accessories to use in their play. Black card with holes punched, hole punches and ribbons to create constellations of threading. <p>Skill - To design a Rangoli pattern. To use role play to show how 'People who Help Us'. Uses simple tools and techniques competently and appropriately.</p> <p>Knowledge - To learn the names of different tools and techniques that can be used to create Art. To experiment with creating different things and to be able to talk about their uses.</p>		