

Curriculum Half Termly Overview



Title - Incredible Me

Year group - Reception

Term - Autumn 1



Literacy- Reading	Literacy- Writing	Communication and Language - Listening and Attention / Understanding / Speaking
- Display a range of books about starting school and friendship for children to look at and enjoy - Pie Corbett story of Mr Wiggle and Mr Waggle - Leaf Man story - Read a range of stories introducing the story corner and love of books and reading. - Friendship books - School RWI phonic programme exploring letters m,a,s,t,d <u>Skills</u> Listening to and identifying sounds in the environments. Listening to and hearing initial sounds in familiar words. To identify sounds on a sound mat. Listens to familiar stories and able to recall some facts. To identify the pictures linked to the RWI sound. <u>knowledge</u> Knowing the sounds that the taught letters make. Knowing what the taught letters looks like. Knows how to sequence familiar stories.	- Make a friendship recipe. - Opportunities for children to write phonic sounds in areas such as sand or water. - In a small group encourage the children to draw their family inside the house. Talk about who is in the house and why they are special. Support the children in adding labels to their picture if they would like to. - Labelling of Leaf Man - Poetry - Dingle Dangle Scarecrow <u>Skills</u> To begin to form letters correctly e.g. letters in their name <u>Knowledge</u> Knowing how to write the taught letters. Knowing that words can be written.	- meet with staff around school - introduce whose who and what they do in our school community. - Display photographs of the memorable experience and the people the children met on their journey around the school. Remind the children that these people are all part of the school community. Invite the children to pick out photographs to talk about. - Explore different families and what their families look like. - 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. - Encourage children to use new vocab and describe themselves. Using a soft ball, children pass around, say their name and something about themselves. Pass to someone. <u>Skills</u> To talk about themselves and others. To sing songs. To speak about a range of texts. <u>Knowledge</u> To know about others. To know familiar songs. To describe different story and non-fiction texts.
Mathematics		
Explore numbers and counting songs with the children as part of baseline activities. Explore key times of the day, routines and CP. - Match and sort activities. - Compare amounts. - Compare size, mass and capacity. - Explore pattern.		<u>Skill</u> To begin to count up to 10 objects with 1:1 correspondence. To match quantities to numerals To begin to recognise numbers automatically on a dice/card to 5.
Physical Development - Moving and Handling / Health and Self Care		PSED - Making Relationships / Self-Confidence and Self - Awareness / Manage Feelings and Behaviours

• Provide time and space to enjoy energetic play daily. • 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. • Practise movement skills through games with beanbags, cones, balls and hoops. • Provide sufficient equipment for children to share, so that waiting to take turns does not spoil enjoyment. • Mark out boundaries for some activities, such as games involving wheeled toys or balls, so that children can more easily regulate their own activities. • Encourage children to use the vocabulary of movement, e.g. 'gallop', 'slither'; of instruction e.g. 'follow', 'lead' and 'copy'. • Pose challenging questions such as 'Can you get all the way round the climbing frame without your knees touching it?' • Play-doh table – range of tools provided. • Fundamental Skills – John from Peterlee Partnership • Sunderland Foundation of Light – PE with Jamie Skills To use a dominant hand. To begin to form recognisable letters which are formed mostly correctly. To use climbing equipment safely and competently. To begin to negotiate space effectively. Knowledge To know which hand to write with. To know how to use scissors effectively.	• Go for a walk around the school, 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. • Do a jigsaw with a friend. Introduce Jennie and Jerry. • Paired work and making new friends. • Something special to them – sharing in circle time with friends and peers. • Someone special to them. Reading stories about parents and adults who are important and special to us. • Create class charter. Skills To describe a friend. To know and demonstrate friendly behaviour. To understand how to be a good friend. To learn to join in with whole group activities. To choose an activity independently. Knowledge To describe and show friendly behaviour. To begin taking turns with their friends.	
Understanding of the World Peoples and Communities	Understanding the World The World	Understanding the World Technology
• People who help us. Explore with the children who help us at school. Introduce and share with all staff. • 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. • Delegate tidy areas within class to support the smooth running of our classroom. Skills To talk about the changes they observe in their environment – Seasons link. To talk about helping others. Knowledge To know who and how we help others.	• Outdoor access including sand and water play. • Planting of daffodils for spring. • Search for Leaf Man and seasonal change. • Harvest activities Jigsaw RE - What special days do we celebrate? Links to autumn term festivals Harvest, Advent, Christmas, Diwali Skills To describe what they see, hear, smell and taste. Knowledge To know the different senses in the body. To name different parts of the body.	.N/A
Expressive Arts and Design Exploring and Using Media and Materials	Expressive Arts and Design Being Imaginative	
• Nursery rhymes. Display a range of nursery rhyme books and listen to a range of familiar nursery rhymes linked to the theme of family. Use the Nursery rhyme picture cards to sing a variety of familiar nursery rhymes with the children. • Friendship rainbow. Children work together to make painty hands – discuss and explore the colours and patterns when hands mix together. • Marvellous marks – exploring mark marking through different materials and draing from observation using faces and self portrait (art gallery outdoors) • Paint my world – exploring paint and paint techniques through nature, music and collaborative work.	• Emergency vehicles. – Emergency vehicles included in areas of play. • Paints provided in painting areas. • Recycled materials provided in area to create own models and emergency vehicles. • Loose Parts –create your face or partners. Use mirrors for support.	

<u>Skills</u> To remember the words to a range of songs. To give meaning to the marks that are made. To paint and mark mark with a range of media. <u>Knowledge</u> To learn a range of songs from around the world. For children to begin to be able to safely construct with a purpose. To begin to know how to form pictures and paintings with a purpose.		
--	--	--