

2017-2018 Reception Classes Curriculum Plan

Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Literacy Reading Writing</p>	<p>Seasons/I am starting school!/Traditional Tales (Pie Corbett)</p> <p>Autumn/The Little Red Hen/ Rhyming books</p>	<p>Seasons/Night and Day /Celebrations/Nativity (Pie Corbett)</p> <p>Autumn/Winter/ Owl Babies/Peace at Last The Gingerbread Man/Nativity/Stickman</p>	<p>Seasons/Time to Rhyme/Vets and Pets</p> <p>The Three Bears/Gruffalo/Each Peach Pear Plum/Pet stories/Six Dinner Sid/The Tiger who came to Tea</p>	<p>Seasons/We are growing!</p> <p>Titch/The Tiny Seed/ The Enormous Turnip/The Enormous Watermelon</p>	<p>Seasons/Out and About!</p> <p>The Very Hungry Caterpillar/The Bad Tempered Ladybird/ The Very Busy Spider/Andy Goldsworthy/Bear Hunt/Billy Goats Gruff</p>	<p>Water, water, everywhere!</p> <p>Pirates/Mr Gumpy’s Boat/ The Strom Whale/ The Three Little Pigs</p>
	<p>Recognises familiar words and signs such as own name and advertising logos. Listening and joining in. Rhyme, rhythm, alliteration. Phonics, Book skills Gives meaning to marks they make as they draw, write and paint. Writes own name. Hears and says the initial sound in words. <u>Repeated refrains and story structures - Pie Corbett style.</u></p>	<p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Begins to break the flow of speech into words. Can segment the sounds in simple words and blend them together. Continues a rhyming string. Writes own name and other things such as labels, captions. Begins to read words and <i>basic</i> sentences. <u>Repeated refrains and story structures - Pie</u></p>	<p>Knows information can be relayed in the form of print. Looks at books independently. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. Links sounds to letters, naming and sounding the letters of the alphabet. Attempts to write short sentences in meaningful contexts. <u>Repeated refrains and story structures - Pie Corbett style.</u></p>	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggest how story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. <u>Repeated refrains and</u></p>	<p>Continues a rhyming string.</p> <p>Early Learning Goal Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>Shows interest in illustrations and print in books and print in the environment.</p> <p>Early Learning Goal Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have</p>

		<u>Corbett style.</u>		<u>story structures - Pie Corbett style.</u>		<u>read.</u>
<p>Maths Number Shape Space and Measure</p>	<p>Number names. Interest in numbers in the environment. Reciting to 10. Counting 4 objects. Counting to 10 objects. Counting 6 from larger group. Recognising numerals.</p> <p>Beginning to use mathematical names for solid 3d shapes & flat 2d shapes.</p> <p>Selects a particular named shape.</p>	<p>Recognising numerals.</p> <p>Estimates how many objects they can see and checks by counting them.</p> <p>Uses more & fewer to compare 2 sets of objects.</p> <p>Finds total number in 2 groups by counting all.</p> <p>Can describe position such as behind or next to.</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p>	<p>Recognising numerals.</p> <p>Beginning to use vocab involving addition /subtraction</p> <p>Orders 2 items by weight or capacity</p> <p>Beginning to use everyday language related to money</p>	<p>Recognising numerals.</p> <p>Finding 1 more/less than a given number.</p> <p>1 more/less from a group of 5/10 objects.</p> <p>Orders 2 or 3 items by length/height</p> <p>Use everyday language related to time Orders & sequences familiar events</p> <p>Measures short periods of time in simple ways</p>	<p>Recognising numerals. Identifies own mathematical problems based on own interests and fascinations Use common shapes to create patterns and build models. Early Learning goal Use everyday language to talk about size, weight, capacity, position, distance, time & money to compare quantities and solve problems. Recognise, create & describe patterns. Explore characteristics of everyday objects and shapes & use mathematical language to describe them</p>	<p>Recognising numerals</p> <p>Records using marks they can explain</p> <p>Early Learning Goal Ch can count reliably to 20, place in order, say which is one more/one less. Using quantities and objects add & subtract 2 single digit numbers & count on/back to find answer. Solve problems involving doubling & Halving</p>
<p>Communication and Language Listening and attention Understanding Speaking</p>	<p>Listens one to one & in small groups</p> <p>Understands use of objects</p> <p>Can retell a simple past event in the correct order</p> <p>Use vocabulary focused on objects and people that are important to them</p> <p>Uses language to imagine and recreate roles & experiences in play situations</p>	<p>Focuses attention - still listen or do, but can shift own attention</p> <p>Understands prepositions such as under, on top, behind by carrying out an action or selecting correct picture.</p> <p>Beginning to understand why and how questions</p> <p>Use a variety of questions.</p> <p>Use talk to connect ideas,</p> <p>Explain what is happening, anticipate what might happen next</p> <p>Question why things</p>	<p>Is able to follow directions</p> <p>Responds to simple instructions ie to put away an object</p> <p>Responds to instructions involving a two part sequence. Understands humour</p> <p>Use talk in pretending that objects stand for something else.</p> <p>Uses talk to organise, sequence, and clarify thinking, ideas, feelings, and events.</p>	<p>Listens to stories with increasing attention & recall.</p> <p>Joins in with repeated refrains & anticipates key events & phrases in rhymes and stories</p> <p>Maintains attention concentrates & sits quietly during appropriate activities.</p> <p>Uses a range of tenses.</p> <p>Uses intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>Links statements and</p>	<p>Able to follow a story without pictures or props</p> <p>Early Learning goal Children follow instructions involving several ideas or actions. They answer how and why questions about their experiences and in response to stories and events</p> <p>Builds up vocab that reflects their experiences</p> <p>Extends vocab.</p>	<p>Early Learning Goal Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions, or actions</p> <p>Listens and responds to ideas expressed by others in conversation/discussion</p> <p>Early Learning goal Children express themselves effectively, showing awareness of listeners needs. They use past,</p>

		happen & give explanations. Introduces storyline /narrative into their play		sticks to a main theme or intention		present and future forms accurately. They develop own narratives and explanations by connecting ideas or events.
Physical Development Moving and Handling Health and Self-care	Experiments with different ways of moving Shows a preference for a dominant hand Eats healthy foodstuffs & understands the need for variety in food. Usually dry & clean throughout the day Shows some understanding that good exercise, eating, sleeping, hygiene practices contribute to good health.	Jumps off an object & lands appropriately. Negotiates space successfully when playing racing & chasing games. Use simple tools to effect changes to materials. Handles tools, objects, construction, & malleable materials Shows understanding of the need for safety	Shows increasing control over an object in pushing, patting, throwing, catching or kicking it Show understanding of the need for safety when tackling new challenges., & considers & manages some risks. Understands how to transport & store equipment safely Practices some appropriate safety measures without direct supervision	Travels with confidence & skill around, under, over, & through balancing & climbing equipment	Begins to use anticlockwise movement & retrace vertical lines. Begins to form recognisable letters. Early Learning Goal Children know the importance for good health of physical exercise, & a healthy diet, & talk about ways to keep healthy & safe. They manage their own basic hygiene & personal needs successfully, including dressing & going to the toilet independently.	Uses pencil grip effectively to form recognizable letters, most of which are correctly formed. Early Learning Goal Children show good control & coordination in large & small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment & tools effectively, including pencils for writing
Personal, Social and Emotional Development Self-confidence and Self-awareness Managing feelings and behaviour Making relationships,	Can select & use activities & resources with help. Welcomes & values praise Enjoys responsibility of carrying out small tasks Aware of own feelings & knows that some actions & words can hurt others. Aware of boundaries set, & of behavioural expectations in the setting. Can play in a group, extending & elaborating play ideas. Initiates play offering cues to peers to join them.	Is more outgoing towards unfamiliar people & more confident in new social situations Begins to accept the needs of others & can take turns & share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, & understands why wishes may not always be met. Keeps play going by responding to what	Shows confidence in asking adults for help. Confident to speak to others about own needs, wants, interests & opinions. Can describe self in positive terms & talk about abilities Understands that own actions affect other people. Takes steps to resolve conflicts with other children.	Confident to talk to other children when playing, & will communicate freely about own home & community Can usually adapt behaviour to different events, social situations, & changes in routine Beginning to be able to negotiate, & solve problems without aggression Initiates conversations, attends to & takes account of what others say.	Aware of boundaries set, Early Learning Goal Children talk about how they & others show feelings, talk about their own & others behaviour, & its consequences, & know that some behaviour is unacceptable. They work as part of a group or class, & understand & follow the rules. They adjust their behaviour to different situations, & take changes of	Early Learning Goal Children are confident to try new activities, & say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, & will choose the resources they need for their chosen activities. They say when they do or don't need help. Early Learning Goal Children play cooperatively, taking turns. They take account of one another's ideas about how to organise their activity. They show

		<p>others are saying or doing. Demonstrates friendly behaviour, initiating conversations & forming good relationships with peers & familiar adults</p>		<p>Explains own knowledge & understanding & asks appropriate questions of others.</p>	<p>routine in their stride</p>	<p>sensitivity to others needs & feelings, a& form positive relationships with others</p>
<p>Expressive Art and Design Exploring media and materials Being Imaginative</p>	<p>Enjoys joining in with dancing and ring games. Sings a few familiar songs. Taps out simple repeated rhythms. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Realises tools can be used for a purpose.</p> <p>Developing preferences for forms of expression. Uses movement to express feelings.</p> <p>Create simple representations of events, people and objects.</p>	<p>Explores and learns how sounds can be changed. Beginning to move rhythmically. Imitates movement in response to music Explores colour and how colours can be changed. Joins construction pieces together to build and balance. Begins to build a repertoire of songs and dances. Manipulates materials to achieve a planned effect.</p> <p>Creates movement in response to music. Sings to self and makes up simple songs.</p> <p>Makes up rhythms. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p>	<p>Constructs with a purpose in mind, using a variety of resources. Understands that different media can be combined to create new effects.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Uses available resources to create props to support role-play.</p> <p>Chooses particular colours to use for a purpose.</p>	<p>Beginning to be interested in and describe the texture of things. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Uses simple tools and techniques competently and appropriately.</p> <p>Builds stories around toys, e.g. farm animals needing rescue Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>Explores the different sounds of instruments. Explores what happens when they mix colours. Experiments to create different textures.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>Introduces a storyline or narrative into their play.</p>	<p>ELG: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>

<p>Understanding the World People & Communities Our World Technology</p>	<p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Engages in imaginative role-play based on own first-hand experiences.</p>	<p>Looks closely at similarities, differences, patterns and change. Recognises and describes special times or events for family or Friends. Enjoys joining in with family customs and routines. Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p>	<p>Can talk about some of the things they have observed such as plants, animals, natural and found objects Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment. Enjoys joining in with family customs and routines. Knows that information can be retrieved from computers.</p>	<p>Talks about why things happen and how things work. Ensure that children learning English as an additional language have opportunities to express themselves in their home language some of the time. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p>	<p>ELG: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.</p>	<p>ELG: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. 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>Special events/dates.</p>	<ul style="list-style-type: none"> • Woodland trip? • Parents in at half-term • 19th October Diwali • Harvest/Church visit 	<ul style="list-style-type: none"> • Library visit/visit from Police- staying seen at night??? • 5th November Guy Fawkes • 12th November Remembrance Sunday. • 30th November St Andrews day • Christmas 	<ul style="list-style-type: none"> • Rabbit visit • Church Visit • Parents in at half-term • 25th January Burns night • 14th February Valentines day • Pets corner 	<ul style="list-style-type: none"> • Parents in to help with gardening projects • Parents in at half-term • 13th February Shrove Tuesday • 1st March St Davids day • 17th March St Patricks day • 11th March Mothers day • 30th March Good Friday • 1st April Easter Sunday 	<ul style="list-style-type: none"> • Parndon Woods • 2nd April bank holiday • 16th April inset day • 7th May bank holiday • 3th May inset day • 23rd April St Georges day 	<ul style="list-style-type: none"> • Library Visit • Splash park?? • Sports Day • 17th June Fathers day • 22nd June inset day • Narrow boat trip??
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