

Reception Autumn Term Curriculum Overview 2020

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7		Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
PSED MR, SCSA, MFB.	<p>Self -Confidence and Self-Awareness</p> <ul style="list-style-type: none"> To show confidence in asking adults for help To show confidence speaking to others about own needs, wants, interests and opinions. <p>Managing Feelings and Behaviour</p> <ul style="list-style-type: none"> To be aware of own feelings, and knows that some actions and words can hurt others’ feelings To begin to accept the needs of others and can take turns and share resources, sometimes with support from others To be aware of the boundaries set, and of behavioural expectations in the setting. <p>Making Relationships</p> <ul style="list-style-type: none"> To play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children To initiates play, offering cues to peers to join them To keeps play going by responding to what others are saying or doing. 							HALF TERM	<p>Self -Confidence and Self-Awareness</p> <ul style="list-style-type: none"> To show confidence in asking adults for help To show confidence speaking to others about own needs, wants, interests and opinions. <p>Managing Feelings and Behaviour</p> <ul style="list-style-type: none"> To be aware of own feelings, and knows that some actions and words can hurt others’ feelings To begin to accept the needs of others and can take turns and share resources, sometimes with support from others To be aware of the boundaries set, and of behavioural expectations in the setting. <p>Making Relationships</p> <ul style="list-style-type: none"> To play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children To initiates play, offering cues to peers to join them To keep play going by responding to what others are saying or doing. 						
	COM & LANG LA, U, S.	<p>Listening and Attention</p> <ul style="list-style-type: none"> To listen to stories with increasing attention and recall To focus Focusing attention – still listen or do, but can shift own attention To maintain attention, concentrates and sits quietly during appropriate activity. <p>Understanding</p> <ul style="list-style-type: none"> To listen and respond to ideas expressed by others in conversation or discussion To begin to understand ‘why’ and ‘how’ questions. <p>Speaking</p> <ul style="list-style-type: none"> To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. To question why things happen and gives explanations. Asks e.g. who, what, when, how To use language to imagine and recreate roles and experiences in play situations. 							HALF TERM	<p>Listening and Attention</p> <ul style="list-style-type: none"> To listen to stories with increasing attention and recall To focus Focusing attention – still listen or do, but can shift own attention To maintain attention, concentrates and sits quietly during appropriate activity. <p>Understanding</p> <ul style="list-style-type: none"> Understand use of objects (e.g. “What do we use to cut things?”) Beginning to understand ‘why’ and ‘how’ questions. <p>Speaking</p> <ul style="list-style-type: none"> To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences To question why things happen and gives explanations. Asks e.g. who, what, when, how To use language to imagine and recreate roles and experiences in play situations. 					
PHYSICAL DEV MH, HSC.		<p>Moving and Handling</p> <ul style="list-style-type: none"> To begin to experiment with different ways of moving To begin to jump off an object and land appropriately To begin to negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. <p>Health and Self-Care</p> <ul style="list-style-type: none"> To observe the effects of activity on their bodies. 								HALF TERM	<p>Moving and Handling</p> <ul style="list-style-type: none"> To experiment with different ways of moving To jump off an object and land appropriately To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. <p>Health and Self-Care</p> <p>To observe the effects of activity on their bodies.</p>				
	LITERACY R, W.	<p>Reading</p> <ul style="list-style-type: none"> To begin to focus on beginning, middle and end of the story – how does the character feel throughout? To begin discussing the characters, and their feelings To develop an understanding of story sequence. <p>Writing</p> <ul style="list-style-type: none"> Children to sequence pictures in correct order. To develop work through an understanding of senses. 							HALF TERM		<p>Reading</p> <ul style="list-style-type: none"> Children to begin the story and discuss the main character – use descriptive language to describe own monster and label To develop an understanding the different features of fiction and non-fiction To develop Literacy vocabulary. <p>Writing</p> <ul style="list-style-type: none"> To change the ending of the story. Make up different versions/ endings To create non-fiction books. 				

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MATHEMATIC N, SSM.	<p>Numbers</p> <ul style="list-style-type: none"> To recognise numerals 1 to 5 To sometimes match numerals and quantity correctly To count objects to 10, and beginning to count beyond 10. <p>Shapes, Space and Measures</p> <ul style="list-style-type: none"> To show interest in shapes in the environment To select a particular named shape To use positional language. 	<p>Numbers</p> <ul style="list-style-type: none"> To recognise numerals 1 to 5 To sometimes match numerals and quantity correctly To count objects to 10, and beginning to count beyond 10. <p>Shapes, Space and Measures</p> <ul style="list-style-type: none"> To show interest in shapes in the environment To select a particular named shape To use positional language.
UND WORLD PC, W, T.	<p>People and Communities</p> <ul style="list-style-type: none"> Show interest in the lives of people who are familiar to them Remember and talk about significant events in their own experience Recognise and describe special times or events for family or friends Show interest in different occupations and ways of life Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. <p>The World</p> <ul style="list-style-type: none"> Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world Develop an understanding of growth, decay and changes over time. <p>Technology</p> <ul style="list-style-type: none"> Complete a simple programme on the computer and use ICT hardware to interact with age-appropriate computer software. <p>Purple Mash Resources in the 3-5 (phase) to support all areas of learning. Simple City, 2Create a Story, Talking Stories, 2Paint, 2Sequence, 2Beat, 2Explore, 2Publish, 2Publish Extra, Maths City 1&2, 2Count, 2DIY, 2Go, Mashcams. Use of programable toys e.g. beebots as well as a range of objects that work in different ways.</p>	<p>People and Communities</p> <ul style="list-style-type: none"> Show interest in the lives of people who are familiar to them Remember and talk about significant events in their own experience Recognise and describe special times or events for family or friends Show interest in different occupations and ways of life Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. <p>The World</p> <ul style="list-style-type: none"> Talk about why things happen and how things work. <p>Technology</p> <ul style="list-style-type: none"> Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images Complete a simple programme on the computer and use ICT hardware to interact with age-appropriate computer software. <p>Purple Mash Resources in the 3-5 (phase) to support all areas of learning. Simple City, 2Create a Story, Talking Stories, 2Paint, 2Sequence, 2Beat, 2Explore, 2Publish, 2Publish Extra, Maths City 1&2, 2Count, 2DIY, 2Go, Mashcams. Use of programable toys e.g. beebots as well as a range of objects that work in different ways.</p>
FRENCH across all areas	<p>Les Salutations (Greetings)</p> <ul style="list-style-type: none"> To say 'hello' formally and informally To say my name. 	<p>Les Salutations (Greetings)</p> <ul style="list-style-type: none"> To ask how somebody is feeling and give a reply To say 'goodbye' and 'see you soon'.

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EXP ARTS & D
EMM, BI.

Exploring and using Media and Materials

- Begin to build a repertoire of songs and dances
- Explore the different sounds of instruments
- Explore what happens when they mix colour
- Experiment to create different textures
- Understand that different media can be combined to create new effects
- Manipulate materials to achieve a planned effect
- Construct with a purpose in mind, using a variety of resources
- Use simple tools and techniques competently and appropriately
- Select appropriate resources and adapts work where necessary
- Select tools and techniques needed to shape, assemble and
- Join materials they are using.

Being Imaginative

- Create simple representations of events, people and objects
- Initiate new combinations of movement and gesture in order
- To express and respond to feelings, ideas and experiences
- Choose particular colours to use for a purpose
- Introduces a storyline or narrative into their play
- 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.

Exploring and using Media and Materials

- Explore colour and how colours can be changed
- Realise tools can be used for a purpose
- Begin to build a repertoire of songs and dances
- Explore the different sounds of instruments
- Explore what happens when they mix colour
- Experiment to create different textures
- Understand that different media can be combined to create new effects
- Manipulate materials to achieve a planned effect.
- Construct with a purpose in mind, using a variety of resources
- Use simple tools and techniques competently and appropriately
- Select appropriate resources and adapts work where necessary
- Select tools and techniques needed to shape, assemble and
- Join materials they are using.

Being Imaginative

- Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words
- Create simple representations of events, people and objects
- Initiate new combinations of movement and gesture in order
- To express and respond to feelings, ideas and experiences
- Choose particular colours to use for a purpose
- Introduces a storyline or narrative into their play
- 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.

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Chagim: Rosh Hashanah

- To understand Rosh Hashanah is the start of a new Jewish Year
- To know on Rosh Hashanah we blow the shofar
- To know the shofar makes different sounds
- To make, and blow, our own shofarot.
- To understand the phrase Shana tova
- To make shana tova cards for our families
- To know we dip apple in honey on Rosh Hashanah and taste it.

Chagim: Yom Kippur

- To hear and act out the story of Yonah
- To know we don't wear leather shoes
- To understand we say sorry (teshuva) on Yom Kippur.

Chagim: Succot/Shmini Atzeret/Simchat Torah

- To know on Succot we eat in a succah.
- To know the roof of the succah is schach.
- To visit the succah and say the bracha.
- To understand we shake the Arba Minim in all directions because Hashem is everywhere.
- To shake the Arba Minim
- To know on Simchat Torah we celebrate the Torah
- To make flags.

Hebrew Reading

- To complete a baseline reading assessment
- To know there are Hebrew letters that are different to English letters
- To be able to read Alef, Bet and Vet
- To understand the concept of vowels
- To be able to read Kamatz
- To start trying to blend kamatz with a single letter.

Parasha

- Bereshit – everything comes from Hashem
- Noach – kindness.

Chagim: Chanukah

- To understand a basic version of the Chanukah Story
- To put on a Chanukah show for our parents
- To know on Chanukah we light a chanukiah and why
- To make our own chanukiah from clay.

Hebrew Reading

- To be able to read the letters Gimmel, Dalet, Hey, Vav, Zayi, Chet and Tet
- To be able to read the vowels Patach, Tzayreh and Segol
- To be able to blend a single letters and vowel
- To complete an end of term assessment.

Parasha

- Vayera – welcoming visitors
- Chayei Sarah – chesed
- Toldot – recognising each of us is different.