

## Reception Autumn Term Curriculum Overview 2023

	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
<b>PSED</b>	<ul style="list-style-type: none"> <li>To see themselves as a valuable individual</li> <li>To build constructive and respectful relationships</li> <li>To express their feelings and consider the feelings of others.</li> </ul>							<b>HALF TERM</b>	<ul style="list-style-type: none"> <li>To see themselves as a valuable individual</li> <li>To build constructive and respectful relationships</li> <li>To express their feelings and consider the feelings of others</li> <li>To manage their own feelings.</li> </ul>						
<b>COM &amp; LANG</b>	<ul style="list-style-type: none"> <li>To see themselves as a valuable individual</li> <li>To build constructive and respectful relationships</li> <li>To express their feelings and consider the feelings of others.</li> </ul>								<ul style="list-style-type: none"> <li>To understand how to listen carefully and why listening is important</li> <li>To ask questions to find out more and to check they understand what has been said to them</li> <li>To describe events in some detail</li> <li>To engage in story times</li> <li>To listen carefully to rhymes and songs, paying attention to how they sound</li> <li>To learn rhymes, poems and songs.</li> </ul>						
<b>PHYSICAL DEV</b>	<ul style="list-style-type: none"> <li>To revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</li> <li>To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming</li> <li>To develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</li> <li>To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</li> <li>To further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.</li> </ul>								<ul style="list-style-type: none"> <li>To revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</li> <li>To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming</li> <li>To develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</li> <li>To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</li> <li>To further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.</li> </ul>						
<b>LITERACY</b>	<ul style="list-style-type: none"> <li>To read individual letters by saying the sounds for them</li> <li>To blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> </ul>								<ul style="list-style-type: none"> <li>To blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> </ul>						
<b>MATHEMATIC</b>	<ul style="list-style-type: none"> <li>To count objects, actions and sounds</li> <li>To link the number symbol (numeral) with its cardinal number value</li> <li>To continue, copy and create repeating patterns.</li> </ul>								<ul style="list-style-type: none"> <li>To count objects, actions and sounds</li> <li>To link the number symbol (numeral) with its cardinal number value</li> <li>To continue, copy and create repeating patterns</li> <li>To count beyond ten.</li> </ul>						
<b>UND WORLD</b>	<ul style="list-style-type: none"> <li>To talk about members of their immediate family and community</li> <li>To talk about how they have changed since they were born</li> <li>To name and describe people who are familiar to them</li> <li>To understand that some places are special to members of their communities.</li> <li>To understand the effect of changing seasons on the natural world around them.</li> </ul>								<ul style="list-style-type: none"> <li>To recognise that people have different beliefs and celebrate special times in different ways</li> <li>To understand the effect of changing seasons on the natural world around them.</li> </ul>						
<b>EAD</b>	<ul style="list-style-type: none"> <li>To develop storylines in their pretend play</li> <li>To explore and engage in music making and dance, performing solo or in groups.</li> </ul>								<p>To watch and talk about dance and performance art, expressing their feelings and responses.</p>						

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<b>FRENCH</b>	<p><b>Les Salutations (Greetings)</b></p> <ul style="list-style-type: none"> <li>• To say 'hello' (formally and informally)</li> <li>• To say their name</li> <li>• To ask how somebody is feeling and give a reply</li> <li>• To say 'goodbye' and 'see you soon'.</li> </ul>	<b>ISRAELI</b>	<p><b>Les Salutations (Greetings)</b></p> <ul style="list-style-type: none"> <li>• To say 'hello' (formally and informally)</li> <li>• To say their name</li> <li>• To ask how somebody is feeling and give a reply</li> <li>• To say 'goodbye' and 'see you soon'.</li> </ul>
<b>IS</b>	<p>Chagim: Rosh Hashanah</p> <ul style="list-style-type: none"> <li>• To understand Rosh Hashanah is the start of a new Jewish Year</li> <li>• To know on Rosh Hashanah, we blow the shofar</li> <li>• To know the shofar makes different sounds</li> <li>• To make, and blow, our own shofarot.</li> <li>• To understand the phrase Shana tova</li> <li>• To make shana tova cards for our families</li> <li>• To know we dip apple in honey on Rosh Hashanah and taste it.</li> </ul> <p>Chagim: Yom Kippur</p> <ul style="list-style-type: none"> <li>• To hear and act out the story of Yonah</li> <li>• To know we don't wear leather shoes</li> <li>• To understand we say sorry (teshuva) on Yom Kippur.</li> </ul> <p>Chagim: Succot/Shmini Atzeret/Simchat Torah</p> <ul style="list-style-type: none"> <li>• To know on Succot we eat in a succah</li> <li>• To know the roof of the succah is schach</li> <li>• To visit the succah and say the bracha</li> <li>• To understand we shake the Arba Minim in all directions because Hashem is everywhere</li> <li>• To shake the Arba Minim</li> <li>• To know on Simchat Torah we celebrate the Torah</li> <li>• To make flags.</li> </ul> <p>Hebrew Reading</p> <ul style="list-style-type: none"> <li>• To complete a baseline reading assessment</li> <li>• To know there are Hebrew letters that are different to English letters</li> <li>• To be able to read Alef, Bet and Vet, gimmel</li> <li>• To understand the concept of vowels</li> <li>• To be able to read patach and Kamatz</li> <li>• To start trying to blend patach and kamatz with a single letter.</li> </ul> <p>Parasha</p> <ul style="list-style-type: none"> <li>• Bereshit – everything comes from Hashem.</li> <li>• Noach - Kindness to animals.</li> </ul>	<b>ISRAELI</b>	<p>Chagim: Chanukah</p> <ul style="list-style-type: none"> <li>• To understand a basic version of the Chanukah Story</li> <li>• To put on a Chanukah show for our parents</li> <li>• To know on Chanukah, we light a chanukiah and why</li> <li>• To make our own chanukiah from clay.</li> </ul> <p>Hebrew Reading</p> <ul style="list-style-type: none"> <li>• To be able to read the letters Dalet, Hey, Vav, Zayi, Chet and Tet</li> <li>• To be able to read the vowels Tzayreh and Segol</li> <li>• To be able to blend a single letters and vowel</li> <li>• To complete an end of term assessment.</li> </ul> <p>Parasha</p> <ul style="list-style-type: none"> <li>• Vayera-Welcoming visitors</li> <li>• Chayei Sarah – chessed</li> <li>• Toldot – knowing we are all different</li> <li>• Parashat Vayetze- Kindness</li> <li>• Parashat Vayishlach- Making up after a quarrel</li> <li>• Parashat Vayeshev – Being jealous</li> <li>• Mikeitz -Respect for Kings and queens.</li> </ul>