

## Reception Curriculum Overview 2020-2021

Topic: Know Me to Teach Me	Term: Autumn 1 - 6 weeks	Year Group: Reception
Communication & Language	Personal, Social & Emotional Development	Physical Development
<p>Understand how to listen carefully and why listening is important.</p> <p><b>Develop social phrases</b> Model talk routines through the day. For example, arriving in school: "Good morning, how are you?" This could also be combined with learning Makaton</p> <p><b>Describe events in some details.</b></p> <ul style="list-style-type: none"> <li>Use sequencing words with emphasis in your own stories: "Before school I had a lovely big breakfast, then I had a chocolate biscuit at break time and after that I had two puddings for lunch. I'm so full!"</li> </ul> <p><b>Learn new vocabulary</b></p> <ul style="list-style-type: none"> <li>Identify new vocabulary before planning activities, for example, changes in materials: 'dissolving', 'drying', 'evaporating'; in music: 'percussion', 'tambourine'.</li> <li>Use picture cue cards to talk about an object:</li> </ul>	<p><b>See themselves as a valuable individual</b></p> <ul style="list-style-type: none"> <li>Make time to get to know the children and their family</li> <li>Ask parents about the child's history, likes, dislikes, family members and culture</li> <li>Take opportunities in class to highlight a child's interests, showing you know them and about them</li> </ul> <p><b>Build constructive and respectful relationships.</b></p> <ul style="list-style-type: none"> <li>Make sure that the children are encouraged to listen to each other as well as the staff</li> <li>Have high expectations for children following instructions, with high levels of support when necessary</li> </ul> <p><b>Express feelings and consider the feelings of others</b></p> <ul style="list-style-type: none"> <li>Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are upset, distressed or confused</li> </ul>	<p><b>Fine Motor</b></p> <ul style="list-style-type: none"> <li>Chn use paint brushes and chunky tools for mark making and drawing (e.g. crayons, felt tip pens, large paint brushes outside)</li> <li>Chn are taught how to use scissors safely and carefully in the classroom</li> <li>Adults sit with the chn at lunchtime to model and support with cutlery use - have cutlery in the role play area to support</li> </ul> <p><b>Gross Motor</b></p> <ul style="list-style-type: none"> <li>Focus on safety and expectations.</li> <li>Using the outdoor area and resources safely and with control - set-up obstacle courses and model creative ways of using the apparatus</li> <li>Focus activities to introduce chn to new resources and part of the playground</li> <li>Introduce the good sitting rules and good sitting posture for the carpet and when working at a desk</li> <li>Introduce expectations for lining-up, taking part in lunch time and moving safely around school.</li> <li>To use coordination and speed to navigate the playground and new equipment with control.</li> </ul>

<p>“What colour is it? Where would you find it? What shape is it? What does it smell like? What does it look like? What does it feel like? What does it sound like? What does it taste like?”</p> <p><b>Engage in story times.</b></p> <ul style="list-style-type: none"> <li>• Timetable a story time at least once a day</li> <li>• Choose books that will develop their vocabulary. Display quality books in attractive book corners</li> <li>• Show parents how to share stories with their children.</li> </ul>		
Literacy	Mathematics	Expressive Arts & Design
<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Chn talk about their favourite books and why they like them</li> <li>• Chn answer what, when, where questions about books.</li> <li>• Chn talk about events/characters that they like or dislike in a story</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• To write their name using some recognisable letters in the correct order.</li> <li>• Chn use a range of tools for writing, drawing and mark-making</li> </ul>	<p>To recognise numerals 1-5 and count quantities to match.</p> <ul style="list-style-type: none"> <li>• Display numerals alongside dot quantities/numicon/ten frame arrangements.</li> <li>• Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item.</li> <li>• Build counting into everyday routines such as register/tidying/lining up/counting fruit at snack time.</li> </ul> <p>To name and recognise some 2D shapes.</p> <ul style="list-style-type: none"> <li>• Spotting shapes in the environment, indoor and outdoor.</li> </ul>	<p>Explore use and refine a variety of artistic effects to express their ideas and feelings</p> <ul style="list-style-type: none"> <li>• To use a range of materials to self-portraits and pictures of family &amp; friends.</li> <li>• To look at portraits by artists e.g. Frida Kahlo, Picasso, Chris Ofili</li> <li>• Explore using paints, pastels, chalk, pencils, charcoal</li> <li>• Transient art using natural Autumnal materials such as sticks, leaves, conkers, acorns and pine cones</li> </ul>

<ul style="list-style-type: none"> <li>• Big Draw – families? Self-portrait? A new friend?</li> </ul>	<ul style="list-style-type: none"> <li>• Spotting 2D shapes within 3D shapes.</li> </ul>	
<b>Enriching Experiences</b>	<b>Key Texts</b>	<b>Key Songs &amp; Poems</b>
<p>Show and Tell?</p> <p>Cooking some children’s favourite foods (check COVID guidance on cooking)</p> <p>Local area to trip the park</p>	<p>One is a Snail, Ten is a Crab - counting - fiction</p> <p>Owl babies - fiction</p> <p>Through my Window - fiction</p>	<ul style="list-style-type: none"> <li>• If you’re happy and you know it</li> <li>• Here we go around the Mulberry Bush</li> <li>• Heads, Shoulders, Knees &amp; Toes</li> <li>• Our Bodies Topic Songs:  <a href="https://gipsyhill.sharepoint.com/:f:/r/Shared%20Documents/GHF%20Curriculum/EYFS/Topic%20Songs/EYFS%20and%20KS1/Our%20Bodies?csf=1&amp;">https://gipsyhill.sharepoint.com/:f:/r/Shared%20Documents/GHF%20Curriculum/EYFS/Topic%20Songs/EYFS%20and%20KS1/Our%20Bodies?csf=1&amp;</a> </li> </ul>

Topic: Once Upon a Time	Term: Autumn 2 - 7 weeks	Year Group: Reception	School: Elm Wood & Crawford
Communication & Language	Personal, Social & Emotional Development	Physical Development	Phonics
<p><b>Listen to and talk about stories to build familiarity and understanding.</b></p> <ul style="list-style-type: none"> <li>Read and re-read selected stories. Show enjoyment of the story using your voice and manner to make the meaning clear. Use different voices for the narrator and each character.</li> </ul> <p><b>Use new vocabulary through the day</b></p> <ul style="list-style-type: none"> <li>Model words and phrases relevant to the area being taught, deliberately and systematically: "I'm thrilled that everyone's on time today", "It looks as if the sun has caused the puddles to evaporate", "Have you ever heard such a booming voice?"</li> <li>Use the vocabulary repeatedly through the week.</li> </ul>	<p><b>Think about the perspective of others.</b></p> <ul style="list-style-type: none"> <li>Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them.</li> </ul> <p><b>Identify and moderate own feelings socially and emotionally</b></p> <ul style="list-style-type: none"> <li>Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others</li> </ul>	<p><b>Fine Motor</b></p> <ul style="list-style-type: none"> <li>Letter formation is a firmly established part of phonics teaching</li> <li>Dress and undressing dolls and toys</li> <li>Introduce the Big Draw for weekly guided practice with mark making tools</li> </ul> <p><b>Gross Motor</b></p> <ul style="list-style-type: none"> <li>Combine movements with ease and fluency – using apparatus to retell the story of the week, e.g. building a bridge for the Billy Goats, Stickman's journey back to the Family Tree</li> <li>Moving in different ways – <i>crawl, crawl as fast as you can, you can't catch me I'm the... jump, jump, as fast as you can...</i></li> </ul> <p><b>Healthy Living</b></p> <ul style="list-style-type: none"> <li>Being safe on the roads – does the Gingerbread Man move safely?</li> <li>Keeping warm and dressing appropriately in colder weather</li> </ul>	<p>WB 02.11.20: Phase 2 Set 4 WB 09.11.20: Phase 2 Set 5 WB 16.11.20: Recap Phase 2 (week 6 of L&amp;S Phase 2) WB 23.11.20: Phase 3 Set 6 WB 30.11.20: Phase 3 Set 7 WB 07.12.20: Phase 3 Week 3 WB 14.12.20: Christmas</p> <p>By the end of this term. Chn will be able to say a sound for each letter.</p>
Literacy	Mathematics	Expressive Arts & Design	Understanding the World
<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Chn retell stories using story language and repeated lines from the texts</li> <li>Sequencing pictures from key texts</li> <li>Talking about front covers and the clues they give about a text</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Recipe writing/sequencing for gingerbread men</li> <li>Labelling characters from stories</li> <li>Looking at capital letters, full stops and finger spaces during shared reading</li> <li>Big Draw with some initial sounds and CVC labels, e.g. stickman, 'big' goat etc</li> <li>Writin christmas lists/ labels</li> </ul>	<ul style="list-style-type: none"> <li>Link numbers to cardinal number value within 10.</li> <li>Compare numbers within 5, more than, less than, one more, one less, the same, equal.</li> <li>Count objects, actions and sounds within 10.</li> <li>Introduce number bonds within 10 through hiding games/intentional mistakes and opportunities that present themselves in the day. (For all above: Counting buttons on the gingerbread man, seeds in the little red hens bag, eggs in the penguin enclosure, sticks in the park etc)</li> <li>Rhymes and songs that include counting back (5 little ducks, 5 little speckled frogs, 10 green bottles)</li> </ul>	<p>Sing in a group or on their own increasingly matching pitch and following melody</p> <ul style="list-style-type: none"> <li>Children to learn 'Diwali is Here'</li> <li>Children to learn 'Hannukah, Oh Hannukah'</li> <li>Children to learn, rehearse and perform Christmas songs</li> </ul> <p>Create collaboratively, sharing ideas skills and resources</p> <ul style="list-style-type: none"> <li>Children to create decorations for class Christmas hoop</li> <li>Children to make Rangoli patterns or Diyas</li> </ul>	<ul style="list-style-type: none"> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p>Do you think this story happened a long time ago? Why?</p> <ul style="list-style-type: none"> <li>Name and describe people who are familiar to them.</li> <li>Using small world figures from the stories and linking it to their family.</li> </ul> <p>Celebrate Diwali – 14<sup>th</sup> November Christmas - final week term Hannukah. Many opportunities to discuss how you celebrate in your family and compare to others.</p>
Enriching Experiences	Key Texts	Key Songs & Poems	New Vocabulary
<ul style="list-style-type: none"> <li>Tasting gingerbread</li> <li>Remembrance Day</li> <li>Christmas Production</li> </ul>	<p>The Tortoise and the Hare - Fiction The Gingerbread Man - Fiction The Three Billy Goats Gruff- Fiction Rumpelstilskin - Fiction Tango Makes 3 - Fiction Stickman - Fiction</p>	<p>Songs linked to Christmas performance</p>	<p>Celebration/ Religious festival vocabulary: Diwali, Hannukah, Christmas, festival</p> <p>Tradition Tales, repeating (rhyme), good, bad / evil, beginning, middle, end.</p>

Topic: I Wonder	Term: Spring 1 - 6 weeks	Year Group: Reception	School: Elm Wood & Crawford
Communication & Language	Personal, Social & Emotional Development	Physical Development	Phonics
<p><b>Connect one idea or action to another using a range of connectives.</b></p> <ul style="list-style-type: none"> <li>Remind children of previous events: "Do you remember when we forgot to wear our raincoats last week? It poured so much that we got drenched!"</li> <li>Extend their thinking: "You've thought really hard about building your tower, but how will you stop it falling down?"</li> </ul> <p><b>Articulate their ideas and thoughts in well-formed sentences.</b></p> <ul style="list-style-type: none"> <li>Use complete sentences in your everyday talk.</li> <li>Help children build sentences using new vocabulary by rephrasing what they say and structuring their responses using sentence starters.</li> </ul>	<p><b>Manage their own needs</b></p> <ul style="list-style-type: none"> <li>Model practices that support good hygiene, such as insisting on washing hands before snack time</li> <li>Narrating your own decisions about healthy foods, highlighting the importance of eating plenty of fruit and vegetables</li> </ul> <p><b>Identify and moderate their own feelings socially and emotionally</b></p> <ul style="list-style-type: none"> <li>Give children strategies for staying calm in the face of frustration</li> </ul> <p><b>Show resilience and perseverance in the face of challenge</b></p> <ul style="list-style-type: none"> <li>Help them to develop problem solving skills by talking through how they, you and others resolved a problem or difficulty. Show them that making mistakes is an important part of learning, and going back is trial and error, not failure</li> </ul>	<p><b>Fine Motor</b></p> <ul style="list-style-type: none"> <li>Using small, precise tools to create fairies, e.g. painting with cotton buds, fine pencils, tooth pick models</li> <li>Using tools to junk model and create rockets</li> <li>Beginning adding words and labels to the Big Draw</li> </ul> <p><b>Gross Motor</b></p> <ul style="list-style-type: none"> <li>Ball games outside – high energy and fast paced in the cold weather.</li> <li>Throwing, catching, kicking game s-developing control and coordination</li> </ul> <p><b>Healthy Living</b></p> <ul style="list-style-type: none"> <li>Toothbrushing and personal hygiene</li> </ul>	<p>WB 04.01.21: Recap WB 11.01.21: Phase 3 Week 4 WB 18.01.21: Phase 3 Week 5 WB 25.01.21: Phase 3 Week 6 WB 01.02.21: Phase 3 Week 7 WB 08.02.21: Phase 3 Week 8</p>
Literacy	Mathematics	Expressive Arts & Design	Understanding the World
<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Opportunities to apply phonic knowledge within a range of contexts. Engage in rhyming and rhythmic games and activities in different contexts.</li> <li>Look at, respond to, share and talk about a range of key texts. Recite, retell, sequence and act out stories in role play, small world and drama.</li> <li>Talk about and explore new vocabulary through stories and nonfiction and in response to topic related events and experiences as they arrive.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Experience the features of writing in different forms such as letter to tooth fairy etc. Lists, invitations and recipes e.g. for Foul food.</li> <li>Opportunities for mark making throughout continuous provision areas so children are able to experiment with writing for themselves through their spontaneous play.</li> </ul>	<ul style="list-style-type: none"> <li>Count reliably with numbers from 1-10, including counting out a smaller number from a larger group, counting actions or objects which cannot be moved, reinforcing cardinality of number. (When preparing for experiments, checking we have enough resources for everyone. Matching the amount of resources to the children.)</li> <li>Link to scientific experiments across half term, compare length, weight and capacity. Use rocket launches to discuss length, weight of jars with and without water in them, capacity of different jars used in experiments. Model use of comparative language, heavier, lighter, longer, shorter, equal to. Encourage making and testing predictions across each of the weekly experiments.</li> </ul>	<p>Listen attentively, move and talk about music expressing their feelings and responses</p> <ul style="list-style-type: none"> <li>Learn and sing songs about seasons</li> <li>Learn and sing songs about Chinese new year</li> </ul> <p>Create a Chinese New Year dragon/paper fan/paper cup lanterns/Chinese symbols</p> <p>Make rockets</p>	<ul style="list-style-type: none"> <li>Understanding some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul> <p>Children observe changes happening to eggs and food and document it on clip boards in science area.</p> <p>Chinese New Year 12<sup>th</sup> February.</p> <p>T. creates a science area in the classroom, with clipboards, magnifying glasses and the experiments for chn to access and observe.</p>
Enriching Experiences	Key Texts	Key Songs & Poems	New Vocabulary
	<p><u>Non-Fiction / Science Theme</u> Roaring Rockets</p>	<p>A tiny seed was sleeping Caterpillar walking</p>	<p>Scientific vocabulary: Experiment, predict(ion), results, change, decay, distance (rockets),</p>

<ul style="list-style-type: none"><li>• <b>Safer Internet Day</b></li></ul>	Foul Food Pirate Crystals Fizzing Unicorn Horn / Wizards Brew Tooth Fairy		growth, hygiene (specifically teeth), fizzing, explosion
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Topic: Ready Steady Grow	Term: Spring 2 - 6.5 weeks	Year Group: Reception	School: Elm Wood & Crawford
Communication & Language	Personal, Social & Emotional Development	Physical Development	Phonics
<p><b>Use new vocabulary in different contexts.</b></p> <ul style="list-style-type: none"> <li>Provide a variety of non-fiction texts to provide lots of language rich teaching and learning with exciting new vocabulary.</li> <li>Continued differentiated Letters and Sounds teaching and activities Develop language skills through structured and unstructured discussions linked to topics, routines, events etc.</li> </ul> <p><b>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</b></p> <ul style="list-style-type: none"> <li>Retell familiar stories in role play and small world etc.</li> <li>Make up own stories inspired by books, poems, pictures, music etc.</li> </ul> <p><b>Ask questions to find out more and to check they understand what has been said to them.</b></p> <ul style="list-style-type: none"> <li>Opportunities for children to give and respond to instructions. (Beebots, following a set of instructions/recipe) News/story time.</li> </ul>	<p><b>Manage their own needs</b></p> <ul style="list-style-type: none"> <li>Narrating your own decisions about healthy foods, highlighting the importance of eating plenty of fruit and vegetables</li> </ul> <p><b>Build constructive and respectful relationships</b></p> <ul style="list-style-type: none"> <li>Ensure children’s play regularly involves sharing and cooperating with friends and other peers</li> <li>Congratulate children for their kindness to others and express your approval when they help, listen and support each other</li> <li>Allow children time in friendship groups as well as other groupings</li> </ul>	<p><b>Fine Motor</b></p> <ul style="list-style-type: none"> <li>Using small, precise tools to create fairies, e.g. painting with cotton buds, fine pencils, tooth pick models</li> <li>Using tools to junk model and create rockets</li> <li>Opportunities for pouring and playing with liquids</li> <li>Planting and caring for plants – using the appropriate tools for this</li> </ul> <p><b>Gross Motor</b></p> <ul style="list-style-type: none"> <li>Ball games outside – high energy and fast paced in the cold weather.</li> <li>Throwing, catching, kicking game s-developing control and coordination</li> <li>Moving like the different animals</li> </ul> <p><b>Healthy Living</b></p> <ul style="list-style-type: none"> <li>Hungry Caterpillar – healthy eating and healthy sleeping links – daily routines and healthy choices. What would happen to us if we slept for two weeks? How do humans sleep safely and healthily? What would happen if we ate all the food the caterpillar ate on Saturday?</li> </ul>	<p>WB 15.02.21: Phase 3 Week 8  WB 22.02.21: Phase 3 Week 9  WB 01.03.21: Phase 3 Week 10  WB 08.03.21: Phase 3 Week 11  WB 15.03.21: Phase 3 Week 12  WB 22.03.21:  WB 29.03.21:</p> <ul style="list-style-type: none"> <li>Word Recognition ELG – Chn know at least 10 digraphs.</li> </ul>
Literacy	Mathematics	Expressive Arts & Design	Understanding the World
<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Develop a topic/text related role play area.</li> <li>Retell above texts with story props/small world toys/puppets. Use texts to inspire children’s writing, through descriptions of characters, settings and events.</li> <li>Enjoy topic related stories in book area and around the classroom.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Children write their own simple stories based upon a familiar one.</li> <li>Follow and make instructions such as how to plant a seed/make a fruit salad (recipes) Recording animal life cycles, butterfly, tadpole etc. using non-fiction texts to support.</li> </ul>	<ul style="list-style-type: none"> <li>Subitising to 5 (looking at patterns of seeds, flowers, fruit, linked to weekly text) and check by counting.</li> <li>Addition and subtraction within 10 using practical objects, introducing key vocab. More, less, and, take away, is. (Tadpoles Promise link addition, more tadpoles hatch, how many now? Hungry Caterpillar link subtraction, eating fruit, taking away, how many left?)</li> <li>1 more and 1 less within 20. (Using seeds, fruit, tadpoles to practically model one more and one less.</li> <li>Repeating patterns, 2/3/4 step patterns using fruit/colour patterns. Can chn continue a pattern, can they make their own?</li> <li>2D Shape recap (Make Supertato superhero costumes using 2D Shapes)</li> </ul>	<p>Develop Storylines in their pretend play</p> <ul style="list-style-type: none"> <li>Children to make puppets related to stories</li> </ul> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <ul style="list-style-type: none"> <li>Children to create 3-D artwork representing the lifecycle of a frog or butterfly</li> <li>Leaf rubbings/prints</li> <li>Vegetable printing</li> </ul>	<ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> </ul> <p>Children create a ‘bug hotel,’ grow their own seed, observe changes to the trees outside and observe class caterpillars.</p> <ul style="list-style-type: none"> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> </ul> <p>Comparing creatures from the sea (Tadpoles promise) and life on land – possible trip to local area with pond?</p>

Enriching Experiences	Key Texts	Key Songs & Poems	New Vocabulary
<ul style="list-style-type: none"> <li>• <b>World Book Day</b></li> <li>• <b>Trip to local pond or edible garden (Joe has details from previous year).</b></li> </ul>	<p>Supertato - Fiction  Tadpoles Promise - Fiction  The Hungry Caterpillar - Fiction  A Seed in Need - Non-Fiction  Oh Dear - Michael Rosen poem</p>	<p>From Michael Rosen's 'A Great Big Cuddle:' I am hungry, Boing, Boing.  'Eat your 5 a day' song.</p>	<p>Growth key words: change, growth, seed, petal, stem, roots, grow, sunlight, plant, caterpillar, chrysalis, hatch</p> <p>Poetry vocabulary: poem, rhyming, sounds</p>

Topic: Splish Splash	Term: Summer 1 - 6 weeks	Year Group: Reception	School: Elm Wood & Crawford
Communication & Language	Personal, Social & Emotional Development	Physical Development	Phonics
<p><b>Use new vocabulary in different contexts.</b></p> <ul style="list-style-type: none"> <li>Provide a variety of non-fiction texts to provide lots of language rich teaching and learning with exciting new vocabulary.</li> </ul> <p>We're going on a bear hunt: What words are you going to use to describe walking in the puddles/ through the mud/ on the gravel/ through the long grass?</p> <p><b>Non-Fiction texts:</b> Frogspawn? How could we use jelly and sultanas to make frogspawn? What does it feel like?</p>	<p><b>Show resilience and perseverance in the face of challenges</b></p> <ul style="list-style-type: none"> <li>Offer support and recognition of child's personal achievements</li> <li>Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work</li> <li>Help them to develop problem solving skills by talking through how they, you and others resolved a problem or difficulty. Show them that making mistakes is an important part of learning, and going back is trial and error, not failure</li> <li>Help children to set goals and to achieve them</li> </ul>	<p><b>Fine Motor</b></p> <ul style="list-style-type: none"> <li>Assess handwriting and introduce appropriate interventions for support</li> <li>Big Draw transitions into the Big Write with drawing opportunities.</li> </ul> <p><b>Gross Motor</b></p> <ul style="list-style-type: none"> <li>Large construction materials for chn to build their own pirate ships outside</li> <li>PE lessons begin</li> </ul> <p><b>Healthy Living</b></p> <ul style="list-style-type: none"> <li>Keeping safe in the sun as the weather gets warmer</li> <li>Drinking water and keeping hydrated</li> </ul>	<p>WB 19.04.21: Phase 4 Week 1 WB 26.04.21: Phase 4 Week 2 WB 03.05.21: Phase 4 Week 3 WB 10.05.21: Phase 4 Week 4 WB 17.05.21: WB 24.05.21:</p> <ul style="list-style-type: none"> <li>Focus on segmenting and blending. Lots of opportunities to read sentences aloud.</li> </ul>
Literacy	Mathematics	Expressive Arts & Design	Understanding the World
<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>New language relating to water and environment: thirsty, drought, flood, pirates, swamp, river, sea, ocean, coastline, reef, trench, lake, pond, mangroves, riverbank,</li> <li>Making non-fiction books about water creatures based on the classes research</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write short sentences with words and known letter-sound correspondences using capital letters and full stops.</li> <li>Chn re-read what they have written to check that it makes sense – lots of modelling during shared writing and topic lessons.</li> <li>Speech bubbles Sentences Story writing (extended sentences) Recounts of class text of the week.</li> </ul>	<ul style="list-style-type: none"> <li>Composition of teen numbers (10s and 1s) (Part, part whole with shells, fish, water resources, link with Someone Swallowed Stanley)</li> <li>Halving within 10. (sharing pirate treasure, linked with Night Pirates)</li> <li>Sharing equally into groups within 10. (sharing pirate treasure)</li> <li>Doubling and double facts to 10 (emphasis on even numbers) (counting fish, eggs, babies etc link to Mr Seahorse)</li> <li>Addition and subtraction within 10 (counting forwards and backwards) (counting fish, eggs, babies etc link to Mr Seahorse)</li> <li>Compose and decompose shapes so that children can recognise a shape can have other shapes within it, just as numbers can. (build/draw model pirate ships using 2d shapes)</li> </ul>	<p>Create collaboratively sharing ideas, skills and resources</p> <ul style="list-style-type: none"> <li>Children to create a class/small group piece of artwork by weaving recycled materials</li> </ul> <p>Return and build on their previous learning, refining ideas and their ability to represent them</p> <ul style="list-style-type: none"> <li>Children to produce a 3-D model of a sea animal of their choice using recycled materials (Look at sculptures of Ptolemy Elrington)</li> <li>Art work based on Hokusai's 'The Great wave'</li> <li>Tie-dyeing materials</li> </ul>	<ul style="list-style-type: none"> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul> <p>What has happened to the seeds we planted last term? Chn can measure them (links with M).</p> <ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul> <p>Chn learn about changes to the ocean and pollution. Chn go on a litter walk?</p> <p>Ramadan April 23 – May 23</p>
Enriching Experiences	Key Texts	Key Songs & Poems	New Vocabulary
<ul style="list-style-type: none"> <li><b>Walk to school week (Road Safety, Keeping children safe)</b></li> <li><b>Litter walk in small teams - ask Eco Team for appropriate equipment.</b></li> </ul>	<p>The Night Pirates - Fiction Someone Swallowed Stanley - Fiction Mr Seahorse- Fiction</p> <p>*Add non-fiction book about Water* Each site to find non-fiction books from shared reading areas.</p> <p>We're Going on a Bear Hunt Tadpoles</p>	<p>Portside pirates <a href="https://www.youtube.com/watch?v=qAngsMJD3I">https://www.youtube.com/watch?v=qAngsMJD3I</a></p> <p>A Sailor went to Sea, Sea, Sea - song</p>	<p>Pirate, Captain, sail, sea shanty, port, starboard.</p> <p>Pollution, Recycle, rubbish, ocean, environment.</p> <p>thirsty, drought, flood, pirates, swamp, river, sea, ocean, coastline, reef, trench, lake, pond, mangroves, riverbank,</p>

			Name of creatures that live in water and their features, e.g. dorsal fin, tail, gills, tentacles, brech, jaws
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Topic: Sensational Stories	Term: Summer 2 - 7 weeks	Year Group: Reception	School: Elm Wood & Crawford
Communication & Language	Personal, Social & Emotional Development	Physical Development	Phonics
<p><b>Engage in story times.</b></p> <ul style="list-style-type: none"> <li>• Timetable a story time at least once a day</li> <li>• Choose books that will develop their vocabulary. Display quality books in attractive book corners</li> <li>• Show parents how to share stories with their children.</li> </ul> <p><b>ELG:</b> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p>	<p><b>Identify and moderate their own feelings socially and emotionally</b></p> <ul style="list-style-type: none"> <li>• Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios. Give children space to calm down and return to activity</li> </ul> <p><b>Express their feelings and consider the feelings of others</b></p> <ul style="list-style-type: none"> <li>• Undertake specific activities that encourage talking about their feelings and opinions</li> </ul> <p><b>ELG:</b> <b>Self Regulation</b></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others and to begin to regulate their behaviour accordingly</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>• Give focused attention to what the teacher says, responding appropriately, even when engaged in a activity, and show an ability to follow instructions involving several ideas or actions</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>• Manage their own basic hygiene and personal needs including dressing, going to the toilet and understanding the importance of healthy food choices</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others</li> <li>• Form positive attachments to adults and friendships with peers</li> <li>• Show sensitivity to their own and others' needs</li> </ul>	<p><b>Fine Motor</b></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery</li> <li>• Begin to show accuracy and care when drawing.</li> </ul> <p><b>Gross Motor</b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>• Demonstrate strength, balance and coordination when playing</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing - opportunities for dancing like a Wild Thing! Dancing and moving to different genres of music from around the world.</li> </ul>	<p>Revision as required.</p> <p><b>Word Recognition ELG</b></p> <ul style="list-style-type: none"> <li>– Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>– Read words consistent with their phonic knowledge by sound-blending</li> <li>– Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>
Literacy	Mathematics	Expressive Arts & Design	Understanding the World
<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>• To have a deep understanding of number to 10., including the composition of each number. (Counting the number of wild things, linking in addition and subtraction challenges</li> </ul>	<p>Explore and engage in music making and dance performing solo or in groups</p> <ul style="list-style-type: none"> <li>• In groups, children to play instruments to atmospheric background music,</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> </ul>

<ul style="list-style-type: none"> <li>Anticipate – where appropriate – key events in stories</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>	<ul style="list-style-type: none"> <li>Subitise up to 5. (Stars in different arrangements, link to Beegu, Children to subitise and check.)</li> <li>Recall number bonds to 5, some to 10 and double facts. (Use dragon eggs to make part whole models, and reinforce doubling facts.)</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>Verbally count beyond 20 (Counting the stars in Beegu)</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater/less or the same. (Looking at the trees in Where the Wild Things Are, comparing the amounts. Are there more or less, lets check)</li> <li>Explore and represent patterns within numbers up to 10, incl, odds and even, double facts and equal distribution (sharing). (using resources from stories to link between topic and maths, e.g.</li> </ul>	<p>reflecting the mood of Beegu/Where the Wild Things Are/Julian is a Mermaid, while others in the group dance in time to the music (and try to capture the feelings evoked)</p> <ul style="list-style-type: none"> <li>Mood paintings using colour to capture different moods</li> <li>Collage using magazine and newspaper cuttings to create a portrait capturing a particular mood or feeling</li> <li>Water colours of landscapes from different countries</li> </ul> <p><b>ELG: Creating with materials</b> Safely uses and explores a variety of materials tools and techniques, experimenting with colour, design, texture, form, and function Share their creation explaining the process they have used Make use of props and materials when role playing characters in narratives and stories</p> <p><b>Being Imaginative and expressive</b> Invent, recount and adapt narratives and stories with their teacher and peers Sing a range of well known nursery rhymes and songs. Perform songs, rhymes, stories and poems with others- and when appropriate-try to move in time with music.</p>	<p>Who is in your family? How is it different to Julian's? Chn can create captioned pictures of their family.</p> <ul style="list-style-type: none"> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</li> </ul> <p>Look at Space (Beegu) Set up role play area and small world. Also compare to the jungle setting in 'Where the Wild Things Are.'</p>
<b>Enriching Experiences</b>	<b>Key Texts</b>	<b>Key Songs &amp; Poems</b>	<b>New Vocabulary</b>
<ul style="list-style-type: none"> <li><b>Sports Day</b></li> <li>Transition into Year 1</li> </ul>	<p>Julian is a Mermaid - 2 weeks fiction Where the Wild Things Are - 2 weeks fiction Beegu - 2 weeks fiction</p> <p>*Option for additional text, following the children's interests*</p>	<p>Down in the Jungle - song</p> <p>5 Little Men in a Flying Saucer – Maths take away song</p>	<p>Beegu - Alien, space, friendship, lonely, friendly. Where the Wild Things Are – rumpus, king, sailed, adventure Julian is a Mermaid – family, costume, carnival, mermaid, confidence.</p>

## Early Learning Goals

In each of the following areas of learning, children at the expected level will do the following:

Prime Areas of Learning	
Communication & Language	
Listening, Attention & Understanding	<ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</li> <li>Make comments about what they have heard and ask questions to clarify their understanding</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</li> </ul>
Speaking	<ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>
Personal, Social & Emotional Development	
Self-Regulation	<ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>
Managing Self	<ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>
Building Relationships	<ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others</li> <li>Form positive attachments to adults and friendships with peers</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>
Physical Development	
Gross Motor Skills	<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>Demonstrate strength, balance and coordination when playing</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
Fine Motor Skills	<ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> <li>Use a range of small tools, including scissors, paint brushes and cutlery</li> <li>Begin to show accuracy and care when drawing.</li> </ul>

Specific Areas of Learning	
Literacy	
Comprehension	<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>Anticipate – where appropriate – key events in stories</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>
Word Recognition	<ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>Read words consistent with their phonic knowledge by sound-blending</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>
Mathematics	
Number	<ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number</li> <li>Subitise (recognise quantities without counting) up to 5</li> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul>
Numerical Patterns	<ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>
Understanding the World	
Past & Present	<ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
People, Culture & Communities	<ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul>
The Natural World	<ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
Expressive Arts & Design	
Creating with Materials	<ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>Share their creations, explaining the process they have used</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul>
Being Imaginative & Expressive	<ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher</li> <li>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>