



Reception Curriculum Plan 2017-2018

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Enrichment	<p>Me, myself and I <i>A map of myself</i></p> <p>Children become familiar with their new environment, build positive relationships and develop an understanding of identity, interests and respect. Observe environmental changes.</p> <p>Explore the meaning of Harvest.</p>	<p>Stories and celebrations</p> <p>Explore the meaning of celebrations: birthdays, weddings, Divali , Hannukah & Christmas and how these are celebrated. Read a variety of traditional/non traditional tales and start to become confident story tellers. Build a collection of books for the class 'books we love 'box.</p>	<p>Just imagine</p> <p>Children explore their imaginations after reading 'Just imagine' and 'You choose' by Nick Sharratt. Children will explore using everyday objects imaginatively to represent something else and to imagine themselves as a different character or as themselves in an imaginary setting.</p> <p>New Year celebrations Shrove Tuesday</p>	<p>Up up and away!</p> <p>-Exploring space rockets, aeroplanes, helicopters, hot air balloons, kites, balloons, bubbles....and anything else that travels up!</p> <p>Reflect upon the Christian values of Easter and what it means to us.</p> <p>St David's Day St Patrick's Day</p> <p>Easter celebrations</p>	<p>Awe and wonder What if?</p> <p>Children will transform the classroom into a science investigation where they will become mini scientists.</p> <p>Exploring weather, materials, wildlife, bodies, dinosaurs, insects, plants, machines, food.</p> <p>Exploring Eid. St George's Day</p>	<p>All creatures great and small</p> <p>Exploring the animal kingdom. Where in the world can we find different animals? Exploring animal habitats, characteristics, footprints. Patterns.</p> <p>Preparing ourselves for transition. Reflecting on the Reception year and looking forward into year one.</p>
PSHE	New Beginnings	Getting on and Falling out	Going for Goals	Good to be me	Relationships	Changes

Personal, Social and Emotional Development	Making Relationships	Getting to know friends and adults, initiating conversations and invitations to peers to join activities. Turn taking games and activities.	Becoming aware of needs and feelings of others. Explains knowledge and understanding to familiar adults and peers.	Responding to the ideas of others and resolves conflicts. Show sensitivity to others and build positive relationships.
	Self Confidence and Self-awareness	Making choices, understanding rules, developing awareness of self-care, and looking after themselves. Begin to follow directed tasks.	Starting to work independently Working collaboratively and speaks to others about own needs, wants, interests and opinions.	Working independently for longer periods of time. Confident to select resources they need for chosen activities. Adapting to changes and transitions in preparation for Year 1
	Managing feelings and behaviour	Becoming aware of own and others feelings. Displays awareness and understanding of classroom rules.	Beginning to adapt behaviour in different events. Awareness of boundaries and behavioural expectations.	Negotiating & beginning to solve problems. Working collaboratively as a group or class and accepting changes in routine.
Communication and Language	Listening and Attention	Listening to others in small group/whole class situation. Begin to use some talk partner listening rules. Listening to stories with increasing attention.	Maintaining attention, anticipating key events and participating with repeated phrases. Asking questions and responding to stories/events.	Listening attentively in a range of Situations. Channelling attention between two events, responding appropriately while engaged in another activity.
	Speaking	Practise talk partner skills. Talk partners to change weekly. Using talk to share news from home, show and tell, Bonty the Bear. Develop questioning skills Using new vocabulary related to areas of interests. 'Helicopter stories' - Own story telling/acting circle	Extending vocabulary and using language to imagine and recreate roles and experiences. Using talk to organise and sequence thinking. 'Helicopter stories' - Own story telling/acting circle. Become increasingly confident during show and tell times.	Introducing a storyline or narrative into their play. Using past, present and future forms to talk about events. 'Helicopter stories' - Own story telling/acting circle. Be confident and speak confidently and clearly during show and tell.
	Understanding	Asking questions and understanding use of objects. Responding to instructions and class routines.	Beginning to understand 'why' and 'how' questions.	Following instructions involving several ideas. Responding to ideas expressed by peers and adults.

	Moving & Handling Fine motor & Gross motor	<p>Developing fine motor skills: Handwriting & pencil control, cutting, sticking, pincers, malleable material play, sewing, small construction, pipettes, painting and drawing, tweezers, threading, pegs.</p> <p>Developing gross motor skills: Back & front playground equipment, tyres, tunnels, bikes, balls and rackets, swimming, dance, games, gymnastics, parachute games, stilts, hoops, coits, bean bags, football and basketball.</p>		
Literacy	Reading	<p>Read, Write, Inc programme begins to introduce letter sounds and names.</p> <p>Shows an interest in books. Begins to hear initial sounds in words and continues a rhyming string.</p> <p>Talk about characters/events in a story.</p> <p>Show pleasure when reading a book independently and alongside others.</p>	<p>Begins to read simple sentences with phonic skills through RWI. Children blend and segment sounds to read words.</p> <p>Children know that information can be retrieved from books and computers.</p> <p>Uses vocabulary and forms of speech that are presented in books.</p>	<p>Children read and understand simple sentences. Continuing to broaden their knowledge for letter sounds through RWI. Develop comprehension skills where they can demonstrate an understanding of what they have read to others.</p>
	Writing	<p>Gives meaning to marks as they draw, paint and write. Links sounds to letters, naming and sounding letters of alphabet.</p> <p>Begins to form letters with correct formation following Read, Write, Inc programme.</p> <p>Weekly news/story writing.</p> <p>Name writing.</p>	<p>Children use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name and other labels and captions.</p>	<p>Attempts to write short sentences in meaningful contexts through the RWI programme and planning to play opportunities. Children can write sentences that can be shared and read by themselves and others.</p>
Mathematics	Numbers	<p>1-1 correspondence, recognising & ordering numbers 1-6/ 1-10/ 1-20/and beyond. Exploring number through song, rhyme and stories.</p> <p>Writing numbers and awareness of number formation.</p> <p>Using numicon.</p>	<p>Exploring language more than and less than, and applying this to number.</p> <p>Beginning to use vocabulary involved with addition and subtraction.</p>	<p>Begins to solve mathematical and practical problems related to experiences and interests through discussion. Recording and mark making their understanding in a way that can be explained.</p>
	Shape, Space and Measures	<p>Exploring shapes & patterns in our environment. Developing vocabulary by discovering mathematical names of 3D & 2D shapes, sorting materials and identifying positional language. Developing skills to compare weight, capacity, size & length by using water, sand, standard and non-standard measurements. Begin to use everyday language related to time and money through practical experiences.</p>		

Understanding the World	Technology	Understanding importance of E-Safety and knowing that information can be retrieved from computers. Developing mouse control by using age appropriate programmes. Showing awareness and skill of how to operate technological toys, cameras and gadgets.			Continuing to develop computer skills, logging-in, accessing programmes, retrieving information for research purposes and using the keyboard. Changing font, size etc. Using programmable toys 'Bee Bots' Use the class camera independently to capture work and play.		
	The World	Where do we live? Family and friends around the world. Exploring the globe and maps. Senses, body parts, Autumn in the school grounds: observing changes in weather, plants/trees. Harvest Celebration	Talk about changes in seasons. Ask questions about how our environment changes. How do plants change? Hibernating animals. Diwali Christmas	Explore different environments and their own. How do they differ and how are they the same? Chinese New Year Holi festival	Spring in the school grounds: observing changes in the weather and plants. Is it Spring time around the world? Explore how different parts of the world experience different seasons at the same time. Easter	Talk with interest about plants, nature, animals. How do things work? Life cycles. Experimenting and fair testing. Celebrating Eid	How I have changed since I have started school. Ask questions about their world and find answers in books, using computer. Talk about animal habitats. How do they differ?
	Cooking/Food tasting	Bread making. pizza Number cookies.	Gingerbread biscuits. Diwali sweets Chocolate apples	Chinese New Year theme Pancakes	Easter biscuits Easter baskets	Exploring science through food. Making ice cream.	Fruit salad/smoothies Fruit, veg crumble.
	People and Communities	All about me bags: ch to share things they like and talk about family and describe family	To remember and recall significant times in their life. To share their stories about	To begin to show interest in different occupations and talk about similarities and differences between themselves and others.	Begin to understand that each person is unique and enjoys different things.	Talk about own experiences of the natural world. Explore experiences of family trips to	How have we changed since starting in Reception? Explore similarities and

		times with their peers. What makes us unique? Celebrations and Special times: what happens at a festival? <i>Multi-faith</i>	family celebrations. Why do Christians perform nativity plays at Christmas? <i>Christianity</i>	Children will be encouraged to imagine themselves in different roles. Special books: what can we learn from stories from different religions? <i>Multi-faith</i>	Why do Christians put a cross in an Easter garden? <i>Christianity</i>	museums, beaches, galleries, aquarium, zoo etc. Celebrations and special times when a baby is born? <i>Multi-faith</i>	differences and reflect on the Reception year. How are we unique and how will we continue to celebrate this in our next year? Why is the word 'God' so important to Christians? <i>Christianity</i>
Moving & Handling Fine motor & Gross motor	Developing fine motor skills: Handwriting & pencil control, cutting, sticking, pincers, malleable material play, sewing, small construction, pipettes, painting and drawing, tweezers, threading, pegs. Developing gross motor skills: Back & front playground equipment, tyres, tunnels, bikes, balls and rackets, swimming, dance, games, gymnastics, parachute games, stilts, hoops, coits, bean bags, football and basketball.						
Health & Self-Care	Identifying own needs, looking after our bodies, cleanliness and toileting. Dressing and undressing for PE. Awareness of keeping healthy, explore healthy foods and ways of exercising. Keeping safe when tackling new challenges						
PE lessons	Gym & Dance getting changed, Spatial awareness & following Explore body shapes and movement.	Multi skills & Gym Listening and following instructions. Small apparatus	Multi skills Dance Movement to music Small apparatus – bean bags, hoops, balls & rackets	Games Gymnastics Big apparatus – box and bench	Athletics Swimming Team games, running, obstacle course & sack race. Water confidence, moving through water effectively		
Exploring using Media and Materials	Continuous access to the creative area with a variety of engaging and stimulating materials is available to promote imagination, inquiry and independence. Celebrating various famous artists and explore their styles. Ch to use different styles in their art work. Resources accessible throughout year: junk modelling, paints, pastels, crayons, chalk, pencils, felts, charcoal, collage, printing, sewing.						

		<p>Selecting & respecting newly introduced resources.</p> <p>Singing new songs.</p> <p>Self portraits/making faces using a variety of different materials</p> <p>Firework & Christmas crafts</p> <p>Exploring artwork from different countries and cultures.</p> <p>Sculpting and moulding with clay</p> <p>Natural art.</p> <p>Sing simple songs from memory.</p> <p>Controlling & naming instruments</p> <p>Movement to music.</p> <p>Indian music and dance.</p>	<p>Observational art work</p> <p>Exploring different techniques when using paint/pencils/charcoal etc e.g. mixing colours & shades</p> <p>Mother's Day cards.</p> <p>Moving to dragon music.</p> <p>Recognising musical patterns and beats.</p>	<p>Selecting resources to match intention.</p> <p>Science lab classroom: colour mixing,</p> <p>Changing and controlling the speed and volume of their instruments.</p> <p>Drawing music – animal music</p> <p>Natural sounds and composing a short piece of music.</p>
	Being Imaginative	<p>Role-play areas will be designed and created around children's interests. Role play areas inside and outside the classroom.</p> <p>Story telling with small world play. Using block people in small world play.</p> <p>Using musical instruments to create own music.</p>		

Themes will be developed to suit the interests of the children in Class Acorn in 2017-2018 where possible. The same objectives can be taught through a variety of topics. All themes are suggestions and may change depending upon the children and their own interests and knowledge.