

Curriculum Reception - Autumn 1

Overarching Theme: Stories and Traditional Tales

Summary Goals:

PSED - Children can name simple emotions and recognise how that feels. Children can follow the routines and begin to recognise right and wrong. Children can make a choice and complete a task. Children make good strong attachments with other children.

C&L - Children are listening and participating by joining in. They are able to talk about the beginning of the story and the main character.

PD - Children can control their bodies to move in different ways to sit on the carpet or a chair and can use a comfortable grip to write some of the letters within their name.

Literacy - Children choose to read a book by themselves or share a book with friends. Children mark, make and write as part of their play.

Maths - Children will begin to use mathematical language within their play. They will be able to match items, complete a simple pattern, represent numbers 1,2 and 3 and recognise and describe circles and triangles.

UTW - Children can recognise features of their own environment and themselves, linked to a healthy lifestyle in PSED. Children know what a map looks like and are aware of the features in the local environment.

EAD - Children develop specific skills in drawing - observational drawing, naming drawing materials and know how to use them. Children show enjoyment in singing and participate in weekly singing lessons and the children therefore take this into the classroom. Children will choose to play imaginatively in the continuous provision.

	Wk1	Wk2	WK3	Wk4	Wk5	Wk6
PSED	<u>Skill and knowledge</u>	<u>Skill and knowledge</u>	<u>Skill and knowledge</u>	<u>Skill and knowledge</u>	<u>Skill and knowledge</u>	<u>Skill and knowledge</u>
Songs and Rhymes:	Establish the	Reinforce the	Children know	Children know	Children can	Children can

If You're Happy and You Know It	routines. Children know the morning routine. Facilitate friendships and friendly play. Children feel safe within the setting. Introduce emotions and feelings (The Colour Monster). Children are exposed to the vocabulary of emotions. Vocab: emotion, feeling, Always Rules Exposed Vocab: Choice, unique, special	routines. Children know the daily routine. Facilitate friendships and friendly play. Children feel safe and confident within the setting. Reinforce happiness and introduce empathy (The Colour Monster) Children learn about the emotion happiness and how their emotions effect themselves and others. Vocab: emotion, feeling, Always Rules Exposed Vocab: Choice, unique, special	the routines and boundaries. Facilitate friendships and friendly play. Children feel safe, confident and begin to form friendships. Reinforce sadness and introduce empathy (The Colour Monster) Children learn about the emotion sadness and how their emotions effect themselves and others. Vocab: emotion, feeling,sad, Always Rules Exposed vocab: Choice, unique, special	the routines, boundaries and expectations set by the school and adults. Children learn about executive functioning. Children learn how to plan their chosen activity. Reinforce Anger and introduce empathy (The Colour Monster) Children learn about the emotion anger and how their emotions effect themselves and others. Vocab: anger, Always rules Exposed vocab: Choice, unique, special	plan and organise a task in the CP. Children learn about executive functioning. Children learn how to plan and resources their chosen activity. Reinforce calm and introduce empathy (The Colour Monster) Children learn about the emotion calm and how their emotions effect themselves and others. Vocab: calm, Always rules Exposed vocab: Choice, unique, special	plan and organise a task in the CP. Children learn about executive functioning. Children learn how to plan and resources their chosen activity. Reinforce love and introduce empathy (The Colour Monster) Children learn about the emotion love and how their emotions effect themselves and others. Vocab: love, Always rules Exposed vocab: Choice, unique, special
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Communication and Language Songs and rhymes: Twinkle, Twinkle Little Star Heads, Shoulders, Knees and Toes I can sing a rainbow	See policy regarding stem sentences. Children are expected to listen to a story from start to finish whilst sat in a comfortable position. Children follow simple instructions given by an adult. Linked to PSED rules and routines.	See policy regarding stem sentences. Children listen to a story from start to finish whilst sat in a comfortable position. Children follow simple instructions given by an adult. Linked to PSED rules and routines.	See policy regarding stem sentences. Children can listen to a story and join in with familiar, repeated refrains. Children are introduced to the key character Vocab: traditional, character	See policy regarding stem sentences. Children can listen to a story and join in with familiar, repeated refrains. Children are introduced to the key character Vocab: traditional, character Exposed vocab: setting, middle, end, problem, order	See policy regarding stem sentences. Children can listen to a story and join in with familiar, repeated refrains and actions. Children know the key character within the story. Children are familiar with the opening of the story. Vocab: character, beginning Exposed vocab: setting, middle, end, problem, order	See policy regarding stem sentences. Children can listen and join in with a familiar story. Children can recognise the key characters in a range of taught texts. Children are familiar with the sequence of a story and can identify the beginning of the story. Vocab: character, beginning Exposed vocab: setting, middle, end, problem, order
Physical Development	Children move around the classroom safely.	Children move around the classroom safely and begin to	Children move around the outdoor classroom safely	Children move around the outdoor classroom	Children move around the outdoor classroom safely	Children move around the outdoor classroom safely

	Children sit comfortably on the carpet.	move safely around the outdoor classroom. Children sit comfortably on the carpet and how to sit correctly on a chair.	and begin to move in different ways. Children sit comfortably on the carpet and how to sit correctly on a chair.	safely and begin to move in different ways. Children practise stretching their bodies daily in different ways. Children hold a pencil comfortably to write some of the letters within their name.	and begin to move in different ways. Children practise stretching their bodies daily in different ways - including crossing the midpoint. Children hold a pencil comfortably to write some of the letters within their name.	and begin to move in different ways. Children practise stretching their bodies daily in different ways - including crossing the midpoint. Children hold a pencil comfortably to write some of the letters within their name.
Literacy Policy- high quality texts	Daily RWI - see RWI program Children listen to at least three stories a day. Linked to reading spine, topic and high quality text. Children enjoy listening to a range of high quality stories.	Daily RWI - see RWI program Children listen to at least three stories a day. Linked to reading spine, topic and high quality text.	Daily RWI - see RWI program Children are introduced to the role of a character within a story (linked to C&L). Children access mark making resources as part of their play. Vocab:	Daily RWI - see RWI program Children are introduced to the concept of the beginning and the key character. (linked to C&L) Linked to successful planning in PSED, children will mark make.	Daily RWI - see RWI program Children are introduced to the concept of the beginning and the key character. (linked to C&L) Children access mark making resources as part of their play.	Daily RWI - see RWI program Children are introduced to the concept of the beginning and the key character. (linked to C&L) Children are mark making and writing, some letters that are

			traditional, character Stem sentence linked to key text	Vocab: traditional, character Exposed vocab: setting, middle, end, problem, order Stem sentence linked to key text	Linked to successful planning in PSED, children will mark make to plan and complete a task. Vocab: character, beginning, plan Exposed vocab: setting, middle, end, problem, order Stem sentence linked to key text	recognisable. Vocab: character, beginning, plan Exposed vocab: setting, middle, end, problem, order Stem sentence linked to key text
Mathematics Songs and rhymes: 5 little speckled frogs 5 little ducks went swimming one day 5 currant buns in a bakers shop	Children listen to and join in with numerical nursery rhymes. Children count out loud up to number 10.	Children listen to and join in with numerical nursery rhymes. Children know how to match items. Children can sort objects by colour and shape. Vocab: match, pair, same.	Children listen to and join in with numerical nursery rhymes. Children retrieve prior learning daily. Children can use mathematical language to compare size, height and weight.	Children listen to and join in with numerical nursery rhymes. Children retrieve prior learning daily. Children can complete simple patterns. Vocab: pattern	Children listen to and join in with numerical nursery rhymes. Children retrieve prior learning daily. Children can recognise representations of numbers 1, 2 and 3. Children know	Children listen to and join in with numerical nursery rhymes. Children retrieve prior learning daily. Children can recognise circles and triangles. Children can recognise shapes in their

			Vocab: tall, short, heavy, light, full empty.		how to represent and count numbers 1, 2 and 3. Children begin to mark make and attempt writing 1, 2 and 3. Vocab: count, match.	environment. Vocab: circle, triangle, sides.
UTW Religious Education Songs and rhymes: If I were a Butterfly Come and Join the Circle	Children know that they are part of the St Mary's family. Vocab: family	Children listen to the school prayers. Children know how to join their hands and make the sign of the cross. Vocab: family name, God Exposed Vocab: parents, precious, prayers	Children listen to and participate in the school prayers. Children know how to join their hands and make the sign of the cross. Children begin to understand the story of creation. Vocab: family name, God, unique Exposed Vocab:	Children listen to and participate in the school prayers. Children learn new hymns and the corresponding actions, enabling them to participate in collective worship. Children know how to join their hands and make the sign of the cross. Children know	Children respectfully join in with the school prayers. Children learn new hymns and the corresponding actions, enabling them to participate in collective worship. Children know how to join their hands and make the sign of the cross. Children join in	Children respectfully join in with the school prayers. Children learn new hymns and the corresponding actions, enabling them to participate in collective worship. Children show respect when saying their prayers. Children join in collective

			creation	what makes them special. Children begin to understand the story of creation. Vocab: family name, God, unique Exposed Vocab: creation	collective worship. Children understand the story of creation. Vocab: family name, God, unique Exposed Vocab: creation	worship Children know who Mary is and why she is special. Children understand the story of creation. Vocab: family name, God, unique Exposed Vocab: creation
UTW	Children become familiar with their school: classroom, outdoors, hall. Children become familiar with features of their local area, which they see on their way to school- church, post office, Tesco.	Children become familiar with their school - classroom, outdoors, hall Children become familiar with features of their local area, which they see on their way to school- church, post office, Tesco. Children make	Children become familiar with their school - classroom, outdoors, hall Children become familiar with features of their local area, which they see on their way to school- church, post office, Tesco. Children make	Children recognise features on their routine to school - church, Tesco Children make healthy choices within school - snack and lunch. Children understand the importance of a healthy mouth.	Children recognise features on their routine to school - church, Tesco Children make healthy choices within school - snack and lunch Children look at maps both real and fictional. Children identify	Children recognise features on their routine to school - church, Tesco Children make healthy choices within school - snack and lunch Children look at maps both real and fictional. Children identify

		healthy choices within school - snack and lunch. Vocab: features, healthy and unhealthy	healthy choices within school - snack and lunch. Vocab: features, healthy and unhealthy	Children look at maps both real and fictional. Vocab: Teeth, mouth,gums Exposed Vocab: calcium	key points on a map. Vocab: features, map Exposed vocab: environment	key points on a map and begin to make their own. Vocab: features, map Exposed vocab: environment
EAD	Children are supported/ play imaginatively within the classroom and outdoors.	Children are supported/ play imaginatively within the classroom and outdoors. Children engage in weekly singing lessons.	Children are supported/ play imaginatively within the classroom and outdoors. Children engage in weekly singing practice and are encouraged to share this within the classroom. Each week, children develop skills through CP and taught lessons - drawing lines and circles Children use	Children are supported/ play imaginatively within the classroom and outdoors. Children engage in weekly singing practice and are encouraged to share this within the classroom. Each week, children develop skills through CP and taught lessons- practising with pastels. Children use	Children are supported/ play imaginatively within the classroom and outdoors. Children engage in weekly singing practice and are encouraged to share this within the classroom. Each week, children develop skills through CP and taught lessons- cutting around an object. Children use	Children are supported/ play imaginatively within the classroom and outdoors. Children engage in weekly singing practice and are encouraged to share that within the classroom. Each week, children develop skills through CP and taught lessons- recap all skills. Children use their voice to

			their voice to join in with well known songs. Children listen to a piece of music and respond through movement. Vocab: Art, line, circle, draw	their voice to join in with well known songs. Children listen to a piece of music and respond through movement. Children listen to a piece of music and express their opinion. Vocab: Art, pastels, lines, smudge	their voice to join in with well known songs from memory. Children listen to a piece of music and respond through movement. Children listen to a piece of music and express their opinion. Children can clap the syllables in their first name. Children learn how to clap the beat. Vocab: Art, Art, pastels, lines, smudge Exposed vocab: cutting	join in with well known songs from memory. Children listen to a piece of music and respond through movement. Children listen to a piece of music and express their opinion. Children can clap the syllables in their first name. Children learn how to clap the beat. Vocab: Art, Art, pastels, lines, smudge Exposed vocab: cutting
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