



**St Patrick's Catholic Primary School, Dipton**

## **Reception Curriculum**

# Reception Curriculum

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# Reception Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Overview	<p><b>Marvellous Me</b></p> <p><b>Starting School</b> My new class Learning names of classmates Becoming familiar with classroom layout</p> <p>Why I am so <b>special</b></p> <ul style="list-style-type: none"> <li>- My Family Parents, mam, dad, brother, sister, grandparents, grandmother, grandfather, step mam, step dad</li> <li>- My Pets</li> <li>- My Home</li> </ul> <p>What I am good at / What I like to do</p> <p>How to be a good friend – being kind, thinking of others</p> <p><b>How I am feeling</b> Becoming familiar with our feelings. How do we show these feelings? Happy/sad Excited/lonely Confused/angry/worried</p>	<p><b>Let's Celebrate!</b></p> <p><b>Halloween</b> A <b>traditional celebration</b>. People dress up in <b>costumes</b> and <b>celebrate with friends</b>. How do you <b>celebrate Halloween</b>?</p> <p><b>Bonfire Night</b> Another <b>traditional celebration</b>. Share story of <b>Guy Fawkes</b> - <b>a long time ago</b>, a man tried to kill the king by blowing up the Houses of Parliament in London. He was caught before he could carry out the attack. <b>monarch/royalty</b></p> <p><i>This is what people remember on Bonfire Night.</i> <i>It happened a long time ago.</i> <i>We light fires and watch firework displays.</i></p> <p><i>It is important that we stay safe by keeping our distance from the fire and the fireworks as they can be dangerous.</i></p>	<p><b>Superheroes</b></p> <p><b>'We are all heroes'</b> (revisit and extend from Autumn 1)</p> <p><b>Hero/heroine</b> What makes us special/unique? What are our talents? Ambition – What do you want to be when you grow up?</p> <p><b>People who help us</b> – real life superheroes</p> <p>Jobs people do to help and care for others – <b>police officer, fire brigade, doctors, paramedics, lifeguards</b>, How do they help people? What important equipment do they need? What uniform do they wear? <b>Vocab</b> – <b>hand cuffs, walkie talkie, hose, breathing equipment, stethoscope, thermometer, whistle</b></p> <p><b>Houses</b></p>	<p><b>Growing</b></p> <p><b>Spring</b> Observing <b>changes</b> in nature. <b>Buds</b> starting to appear on trees, <b>snowdrops/crocuses</b> appearing</p> <p><b>Plants</b> Look at the lifecycle of a flowering plant.</p> <p>Plant bulbs and seeds in outdoor area. Identify key parts of a plant – <b>bulb, seed, root, shoot, stem, petals, leaves</b></p> <p>Observe a bean seed growing in a bag</p> <p><b>Animal lifecycles</b> Animals that we will see around us/live in our country. A farm is somewhere that keeps animals/grows plants to make money. What animals do we find on a farm?</p>	<p><b>Our Wonderful World</b></p> <p><b>Our Local Area</b> Our school is in Dipton. Dipton is a <b>village</b> in the <b>North-East of England</b>.</p> <p>Create a map of local area walk from school to Avenue. Identify <b>school, road, factories, houses, fields</b>. Highlight type of houses etc. (see Spring 1). Look at our houses on Google maps – do we know our <b>address</b>?</p> <p>Look at the difference between an <b>aerial view</b> and a <b>street view</b>.</p> <p>Our nearest <b>city</b> is Newcastle-upon-Tyne.</p> <p>Find Newcastle on a <b>map of England</b>. It is in the North-East of England. <b>North, south, east west,</b></p> <p>Look at world maps and identify England. Introduce a <b>globe</b> as another example of a world map.</p>	<p><b>Our Wonderful World</b></p> <p><b>Around the world</b> Look at different habitats found around the world and some of the animals found there.</p> <p><b>Rainforests (Asia)</b> - <b>orangutans</b></p> <p><b>Grasslands (Kenya)</b> - <b>Rhinoceros</b></p> <p><b>Oceans - sea turtles</b></p> <p>Explain that these animals are classed as <b>endangered</b>. This means that they are close to becoming <b>extinct</b>.</p> <p>Think about why each animal is in <b>danger</b>.</p> <p>Gorillas – the rainforests are being cut down. Rhinoceros - hunted Sea turtles – <b>pollution</b> in the oceans</p> <p>What can we do to help? Look at Greta Thunberg – create campaigns within school to make all of the other children</p>








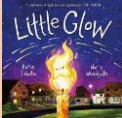





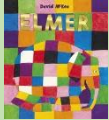




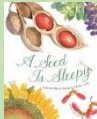

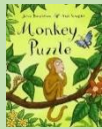
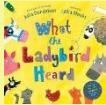
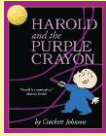
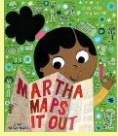

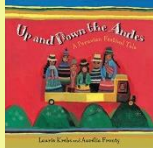



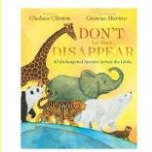

# Reception Curriculum

	<p><b>Autumn Signs</b> Observing <b>changes</b> in nature Leaves changing colour and falling to ground – <b>brown, golden, bare, acorns, conkers</b></p> <p>We see lots of <b>changes</b> in Autumn. Leaves change colour as they begin to die. They eventually fall to the ground.</p> <p>This does not happen to all trees – some are <b>evergreens</b> and stay green all year.</p> <p>Weather Changes – it starts to get colder and darker.</p> <p>Effect on animals – some animals begin to <b>prepare</b> for the cold winter. Hedgehogs - <b>hibernation</b>, Squirrels - <b>gather food</b> Birds – <b>prepare to migrate</b></p>	<p><b>Vocab</b> – <b>glowing, sparkling, crackle, fizz, zoom, whoosh, bang, pop, fizz</b></p> <p><b>Remembrance Day</b> <i>Remembrance means... We remember soldiers who have died during wars. We remember people who died in the past and those who are fighting now, in the present.</i> <i>We look at how people remember – poppies, wreath, cenotaph</i></p> <p><b>Night and Day</b> <i>Changing seasons – autumn to winter.</i> <i>What do we notice? - darker mornings and evenings, colder, wetter weather - misty, foggy, damp, dark 'raining cats and dogs', frost, snow, ice, slippy, freezing, melting, snowflakes, delicate, fragile</i></p> <p><b>Nocturnal animals</b> – <i>They sleep during the day and are active at night.</i> <i>They are the opposite of us.</i> owl, badger, fox, dormouse, diurnal</p> <p><b>Advent</b></p>	<p>(Linked to The Three Little Pigs) Where do you live? What does your house look like? <b>Doors, windows, roof, walls, chimney</b> What type of house do you live in? <b>Detached, semi-detached, terraced, bungalow, flat</b></p> <p><b>Supertato</b> Imaginary superheroes. Create own vegetable superhero – what is its power? How can it help people? <b>evil, villain, capture, kidnap, 'save the day', power</b></p> <p><b>Fruit and Vegetables</b> Do we know what foods are healthy for us? Can we identify these <b>vegetables</b>? Have we tried them before? <b>Carrots, broccoli, turnip, cabbage, cauliflower,</b></p>	<p>Traditional - <b>Pigs, cows, horses, goats, chickens, sheep</b></p> <p>Non-traditional - (linked to farm visit) <b>Llamas, alpacas, wallabies, peacocks, turkeys</b></p> <p>Do we know the name of the baby animals? <b>lambs, piglets, calves, kids, foals</b></p> <p>Look at the lifecycle of a butterfly – observe the changes with a 'caterpillar house' in class. <b>Chrysalis, cocoon, caterpillar, butterfly</b></p> <p><b>Human Lifecycle</b> How have we changed and how will we continue to change? <b>Baby, toddler, child, teenager, adult,</b></p> <p>When we were a <b>baby</b>, we needed help with everything. As a <b>toddler</b>, we began to walk, talk and feed ourselves. As a <b>child</b>, we start school and make lots of friends. As a <b>teenager</b>, we start to think about work and</p>	<p><b>Country, continent</b> Look at the hot and cold places in the world and where they are found – <b>poles, Arctic, Antarctic, equator</b></p> <p>Focus in on South America and in particular, Peru, as a contrasting location – (link to Llamas and Alpacas found on the farm) <b>Warm, cool, climate, mountains, valley, steep, volcano</b></p> <p>Use both fiction and non-fiction books to highlight changes in environment, weather buildings and clothing.</p> <p>People in Peru speak Spanish. The Andes are in Peru. Over half the country is rainforest. Llamas and Alpacas live in the mountains. There are volcanoes in Peru.</p>	<p>aware of the issues and how they can help.</p> <p>Much of pollution in our ocean is <b>plastic</b>, thrown away by us. If we <b>recycle</b>, we are helping to <b>reduce</b> pollution.</p> <p>Focus on our oceans in more detail - what animals would we find close to our shores - <b>Rock pools – starfish, crabs, anemones</b></p> <p><b>Seals, bottle-nose dolphins</b></p>
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		<p><i>A time for waiting, preparing for Christmas. We need to be patient.</i></p> <p><b>Christmas</b> The <b>Nativity</b> story <b>Vocab</b> - Perform, rehearse, audience, manager, stable, Bethlehem, inn, wise men, shepherds</p>		<p>how to look after ourselves. As an <b>adult</b>, we begin to make our own decisions, have our own house/family/job.</p>		
'Wow Moment'	Autumn visit to Gibside Spotting Signs of Autumn	Nativity Performance	Various visits from police etc	Visit to Hall Hill Farm	Walks around our local area	Visit to aquarium and beach

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts	Marvellous Me	Let's Celebrate!	Superheroes	Growing	Our Wonderful World	Our Wonderful World
Ongoing: Nursery Rymes, songs	     	     	   	    	    	    

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication And Language	<p><b>Marvellous Me</b></p> <p>Tell me about you</p> <p><b>Listening</b> <i>Understand how to listen and why listening is important.</i></p> <p><i>We listen for enjoyment (stories)</i> <i>We listen so we know what we are doing (instructions)</i> <i>We listen to learn new things (facts)</i> <i>We listen so that we can respond appropriately. (conversation)</i></p> <p>Promote and model active listening</p> <p><i>We need to look at each other when we talk so we can concentrate on what is being said.</i></p> <p><b>Speaking</b> Join in with social phrases- responding to register with ' Good morning Mrs Bajrami',</p>	<p><b>Let's Celebrate!</b></p> <p>Tell me a story</p> <p><b>Listening</b> <i>'We listen for enjoyment.'</i></p> <p>Listen to, and engage, in story time.</p> <p>Listen carefully to a story as part of a small group and as part of the whole class.</p> <p><i>Show you have been listening by joining in with repeated refrains, answering simple questions about plot, character.</i></p> <p><b>Speaking</b> Use some vocabulary from stories heard when retelling and creating own.</p>	<p><b>Superheroes</b></p> <p>Tell me why</p> <p><b>Listening</b> <i>'We listen to learn new things.'</i></p> <p>Understand the relationship between speaking and listening.</p> <p><i>In order for us to say the right thing (respond appropriately) we need to listen carefully to what the person is saying.</i></p> <p>Model how to think of appropriate questions to ask a visitor. Emphasise not asking something they have already told us.</p> <p><b>Speaking</b> Extend answers using a range of connectives. <i>And, but, because, so</i></p>	<p><b>Growing</b></p> <p>Explain how</p> <p><b>Listening</b> <i>'We listen so that we can respond appropriately.'</i></p> <p>Understand the importance of maintaining a thread to a discussion /conversation.</p> <p><i>In order for us to say the right thing (respond appropriately) we need to listen carefully to what the person is saying.</i></p> <p>Are we talking about the same thing as the other person in the conversation?</p> <p><b>Speaking</b> Use sequencing words to give more detail to answers.</p>	<p><b>Our Wonderful World</b></p> <p>Tell me the differences between</p> <p><b>Listening</b> <i>Embed taught skills.</i></p> <p><b>Speaking</b> Use newly introduced vocabulary to talk about and compare places both in small groups and whole class.</p>	<p><b>Our Wonderful World</b></p> <p>Tell me what happened</p> <p><b>Listening</b> <i>Embed taught skills.</i></p> <p><b>Speaking</b> Hold conversations with both adults and peers on a range of topics familiar to them.</p>

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	<p>answering simple 'how are you' questions.</p> <p>Begin to join in with familiar one-to-one and small group conversations.</p> <p>Begin to extend ideas using 'and/because'</p> <p>Children can talk about themselves, their likes and dislikes, their families (familiar topics) in a one-to-one and small group situation</p> <p><b>Parents, mam, dad, brother, sister, grandparents, grandmother, grandfather, step mam, step dad</b></p> <p><b>Nursery Rhymes and Songs</b>          Twinkle Twinkle          Head, shoulders          Knees and Toes          If you're happy and you know it</p>	<p>Retell a favourite story or make up own simple story, talking about their favourite part in one-to-one and small group situations</p> <p>(puppets/story maps)</p> <p><b>Once upon a time          Happily ever after,          Suddenly, then, next,          The end          Characters, Setting,          Author, Illustrator, Blurb</b></p> <p><b>Nursery Rhymes and Songs</b>          Incy Wincy Spider          Little Miss Muffet          Dem Bones, Dem Bones          It's Raining, It's Pouring</p>	<p>Answer 'why' questions within a small group or whole class situation</p> <p><i>Why do you think the doctor has this?</i>  <i>Why do you think this happens?</i>  <i>Why do you do that?</i></p> <p>Begin to formulate simple questions to ask a visitor.</p> <p><b>Nursery Rhymes and Songs</b>          Miss Polly has a Dolly          Humpty Dumpty          Five Little Monkeys          London Bridge is Falling Down          One Finger, One Thumb (Keeping Moving)</p>	<p><b>First, after, before, next,</b></p> <p>Answer 'how' questions within a small group or whole class situation</p> <p>How do plants grow?          How does a seed become a tree?          How do we become an adult?</p> <p>Questions based on knowledge from topic (see general themes)</p> <p><b>Nursery Rhymes and Songs</b>          Mary, Mary Quite Contrary          Mary had a little lamb          Old McDonald Had a farm          This Little Piggy          The Farmer's in his Dell</p>	<p><b>Warm, cool, climate, mountains, valley, steep, Village, city, country, continent</b></p> <p><b>Nursery Rhymes and Songs</b>          Row, Row , Row your Boat          The Wheels on the Bus          A Sailor Went to Sea          Bobby Shaftoe's Gone to Sea (local connection)</p>	<p><b>Nursery Rhymes and Songs</b>          Down in the Jungle          In the Jungle (the mighty jungle)          Monkey Babies</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, social, emotional development	<p><b>Marvellous Me</b></p> <p><b>Building and Maintaining Relationships</b></p> <p><i>Learning each other's name.</i> <i>Understanding the importance of welcoming everyone into our class group.</i> <i>Recognising differences between class group and celebrating those differences.</i></p>  <p><i>We are all different.</i> <i>We are all unique.</i> <i>It is great to be different.</i></p> <p><i>Leaving familiar adult happily at the beginning of school day.</i></p> <p><i>I know I will see my adult again at the end of the day.</i></p>	<p><b>Let's Celebrate!</b></p> <p><b>Building and Maintaining Relationships</b></p> <p><i>Playing alongside and with other children.</i> <i>Asking to join play.</i> <i>Welcoming others into your play.</i> <i>Developing the ability to take turns</i></p> <p><i>Highlight importance of everyone given a fair chance.</i> <i>(Use of timers as a visual representation of each person's allowance).</i></p> <p><i>Taking turns gives everyone a fair opportunity.</i></p>	<p><b>Superheroes</b></p> <p><b>Building and Maintaining Relationships</b></p> <p><i>Understanding the concept of friendship as including people and not excluding because of 'Best Friends' or exclusive friendship groups.</i></p> <p><i>What does it mean to be a friend?</i></p> <p><b>A friend is someone who helps and supports.</b></p> <p><i>Understanding that there may be people who you enjoy doing different things with and that is fine.</i></p> <p><b>I can have lots of different friends.</b></p> <p><i>Develop understanding of turn taking and sharing – how do we make people feel when we share things? How does it make us feel?</i></p>	<p><b>Growing</b></p> <p><b>Building and Maintaining Relationships</b></p> <p>What to do when we fall out with our friends? Knowing how to tell our friends when what they are doing is upsetting us. Knowing signs of when someone may not be happy. Knowing how to ask our friends if they need any help. Knowing how to support our friends. Talking about relationships outside of school – siblings, cousins, other friends. What can you learn from these relationships?</p>	<p><b>Our Wonderful World</b></p> <p><b>Building and Maintaining Relationships</b></p> <p>Developing a sense of belonging – <b>this is where I am from. This is where I belong. This is my community.</b></p> <p>Can children recognise their house/street? Do they know their address?</p>	<p><b>Our Wonderful World</b></p> <p><b>Building and Maintaining Relationships</b></p> <p>Talk about any worries we have and what we can do to help each other feel better about things. How can we support our friends as we move to Year 1?</p>

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	<p style="text-align: center;"><b>Developing Confidence and Resilience</b></p> <p>Settling to the routines and expectations of the classroom – Registration snack time, lunch Rules of our areas etc.</p> <p>Spending time playing alongside others in the areas, developing confidence with resources and class environment.</p> <p>Adults modelling positive play.</p> <p>Introduce dressing and undressing for P.E.</p>	<p style="text-align: center;"><b>Developing Confidence and Resilience</b></p> <p><i>Become more familiar with class and school rules. Begin to understand why these rules are important.</i></p> <p><i>Rules are important in class so that we can all enjoy learning and playing together.</i></p> <p><i>Many of the rules we have keep us all safe.</i></p> <p><i>Encourage children to dress appropriately for the Winter weather. Can they put on their own hat, scarf, gloves? Can they zip up their coats to keep warm?</i></p>	<p style="text-align: center;"><b>Developing Confidence and Resilience</b></p> <p><i>When we share things, we make people feel happy and we feel happy too.</i></p> <p><i>Understanding of the need for rules to keep everyone safe – consequences of actions.</i></p> <p><i>We need rules and laws to keep everyone safe.</i></p> <p><i>There are people we can ask for help when we need it.</i></p>  <p><i>Promoting intrinsic motivation - encourage children to complete tasks to the best of their ability for them, not to please an adult. Make links between completing tasks and the positive feelings it creates.</i></p> <p><i>I feel so good when I have achieved something that I wanted to achieve.</i></p>	<p style="text-align: center;"><b>Developing Confidence and Resilience</b></p> <p><i>Encourage children to challenge themselves and to keep trying.</i></p> <p><i>Model how to respond positively to feedback in order to improve – Austin's Butterfly.</i></p> <p><i>Sometimes, my first attempt is not my best.</i></p> <p><i>If I keep trying, I will always get better.</i></p>	<p style="text-align: center;"><b>Developing Confidence and Resilience</b></p> <p>Focus with the children on independent learning.</p> <p>How do they use the different areas of the indoor and outdoor environment?</p> <p>What are your favourite areas? Why? Are there any areas you don't use so much? Why?</p> <p>Are there any suggestions you could make to improve things for the next Reception class?</p>	<p style="text-align: center;"><b>Developing Confidence and Resilience</b></p> <p><i>Consider all of the changes that happen in our lives.</i></p> <p><i>Prepare for transition to Year 1.</i></p> <p><i>Focus on what we know now that we didn't know when we started school.</i></p> <p><i>What skills and talents have we developed that will help us in Year 1?</i></p>
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	<p><b>Managing Emotions</b> Beginning to identify all of our different feelings.</p>  <p><i>We all have feelings. It is alright to feel sad/angry/scared. I know to talk to a grown up when I have these feelings and they can help.</i></p> <p>Introduce a feelings chart to encourage talking about how we are feeling and what we can do to help ourselves and each other.</p>	<p><b>Managing Emotions</b> Remembrance Day activities – Thinking about others and how they must have felt.</p>  <p><i>War is not nice. People suffered to help us.</i></p> <p>Advent – Waiting /Time to prepare, get ready. <i>It is important to be patient. We don't always get what we want immediately.</i></p> <p>Link to Reverse Advent Calendar – some children aren't as lucky as us</p> 	<p>Look at how we can continue to look after ourselves by making healthy food choices. Identify appropriate choices.</p> <p><i>Fruit and vegetables help to keep us healthy. They contain vitamins that help different parts of our body.</i></p> <p><b>Managing Emotions</b> Working with the children on ways to self-comfort and not seek immediate adult interaction.</p> <p>Link to previous work on feelings and being patient.</p> <p>Use pictures of different scenarios to talk together about possible responses.</p> <p><i>If I hurt myself, it is important that I tell an adult so they can check I'm alright.</i></p> <p><i>If someone is involved with someone else, it is sometimes best to wait</i></p>	<p><b>Managing Emotions</b> Focus on how we have developed from babies and toddlers. What can we do now that we couldn't do? When we were a <b>baby</b>, we needed help with everything. As a <b>toddler</b>, we began to walk, talk and feed ourselves. As a <b>child</b>, we start school and make lots of friends. As a <b>teenager</b>, we start to think about work and how to look after ourselves. As an <b>adult</b>, we begin to make our own decisions, have our own house/family/job.</p> <p>How can we tell someone what we want and how we are feeling now?</p> <p><i>When we were a baby, we cried to tell people we were unhappy. We couldn't say exactly what was wrong.</i></p> <p><i>Now we can speak, we can explain exactly how we are feeling and what is wrong.</i></p>	<p><b>Managing Emotions</b> Recognise that children around the world may look different or live differently but they all have the same needs – to be loved, to be looked after, to be fed and kept safe.</p>	<p><b>Managing Emotions</b> Endangered animals – showing some empathy. What can we do to help them? Why is it important to help them?</p> <p><i>Endangered animals need our help so that they don't die out and become extinct.</i></p> <p>Begin to understand why some people act in a certain way.</p> <p><i>Some people don't realise that what they are doing is affecting the animals.</i></p> <p><i>Some people think that what they are doing is right.</i></p> <p><i>Some people don't care about the animals.</i></p> <p>Why is it important to look after our world?</p> 
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			<p>until they are finished and not interrupt.</p> <p>Sometimes, I can help myself.</p>			
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# Reception Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Development	<p><b>Marvellous Me</b></p> <p><b>Gross motor</b> Encourage regular exploration of outdoor area.</p> <p>Exploring what our bodies can do – fundamental skills. (walking slowly/quickly, jogging, sprinting, jumping, hopping, skipping, crawling)</p> <p>Moving at different speeds and different directions. <i>I can create a variety of pathways, including moving in a zig-zag.</i></p> <p>Standing Still <i>It is important to be in control of our bodies. Staying still is a very important thing to be able to do.</i></p> <p>Moving safely around a space. <i>Our eyes are key to helping us to move safely.</i></p> <p>Finding space safely to complete activities.</p>	<p><b>Let's Celebrate!</b></p> <p><b>Gross motor</b> Encourage and develop moving in different ways.</p> <p>Introduce apparatus Encourage movement in different ways over apparatus. (slide, climb, crawl, jump, land)</p> <p>Becoming confident travelling at different heights.</p> <p>Introduce bean bags and look at how we throw towards a target.</p> <p>Demonstrate correct stance and how to swing arm.</p>	<p><b>Superheroes</b></p> <p><b>Gross motor</b> Introduce balls of different sizes. Explore <b>throwing, catching, rolling</b> and <b>kicking</b> both large and small balls.</p> <p>Encourage <b>aiming</b> for <b>targets</b> of different shapes and sizes.</p> <p>Work together with a partner to complete different tasks involving balls.</p>	<p><b>Growing</b></p> <p><b>Gross motor</b> Introduce resources to bat, pat and hit a ball. (cones, tennis rackets, cricket bats etc)</p> <p>Simple <b>relay</b> races to consolidate turn taking and practise recently learned skills. <b>baton, team work, competitive, competition, turn taking, rules, faster, slower</b></p> <p><i>It's good fun to work as part of a team.</i></p>	<p><b>Our Wonderful World</b></p> <p><b>Gross motor</b> Introduce ball games with teams and <b>rules</b>. <i>We have rules to help everyone to play fairly.</i></p> <p>Spend time practising these games and thinking about how we can <b>improve</b> our <b>performance</b>. <i>It is important to always try to do my best.</i></p>	<p><b>Our Wonderful World</b></p> <p><b>Gross motor</b> Create obstacle courses for the children to complete. Ensure a range of surfaces and heights. Encourage children to create obstacle courses for their friends to complete. Can they draw maps to show them the way?</p>

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	Balancing on different parts of the body					
	<p><b>Fine motor</b> Develop pincer grip using tweezers, pipettes etc. Encourage mark making – create meaningful lines: circles, humps, zig zags,</p> <p>Encourage drawing and painting using a variety of equipment -pencils, large felt pens, chalk, crayons, large paint brushes.</p> <p>Mark making outside – chalk and paint</p> <p>Write own name – look at size and shape of letters.</p> <p>Develop scissor grip – start with loop scissors. Reminder that thumb should always be on top. Cut straight and wavy lines. Encourage children to steady paper with other hand.</p>	<p><b>Fine motor</b> Practising letter formation of graphemes taught – initially using white board and pen</p> <p>Introduce fine paint brushes with watercolour</p> <p>Introduce fine-line pens and thinner pencils.</p> <p>Explore clay and the tools needed to roll and shape</p> <p>Scissor grip – introduce normal scissors.</p> <p>Cut circles and other shapes. Demonstrate how to move the paper around in order to make it easier to cut.</p>	<p><b>Fine motor</b> Work on letter formation using pencil and paper. Lots of repetition in order to develop some fluency.</p> <p>Introduce Play Dough Station- children to stir and kneed in order to create a perfect dough. They then use a range of tools to model their dough.</p>	<p><b>Fine motor</b> Use a range of tools correctly – spade, rake, trowel, Preparing the outdoor area – digging, raking, pulling out weeds,</p> <p>Planting seeds and bulbs in small pots</p> <p>Filling pots with soil, patting it down to fill.</p>	<p><b>Fine motor</b> Continue to work on correct letter formation. Practise sitting letters correctly on the writing line.</p>	<p><b>Fine motor</b> Review and focus on any errors Personalised intervention</p>

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	<p><i>Marvellous Me</i></p> <p><b>Talk For Writing</b> The Three Billy Goats Gruff</p> <p><i>Learn simple story off by heart using story map and actions.</i></p> <p><i>Encourage children to begin to draw own story map.</i></p>	<p><i>Let's Celebrate!</i></p> <p><b>Talk For Writing</b> The Gingerbread Man</p> <p><i>Learn simple story off by heart using story map and actions.</i></p> <p><i>Innovate story together.</i></p> <p><i>Encourage children to innovate story independently.</i></p>	<p><i>Superheroes</i></p> <p><b>Talk For Writing</b> The Three Little Pigs</p> <p><i>Learn story off by heart using story map and actions.</i></p> <p><i>Innovate story together and then independently.</i></p> <p><i>Write a key sentence from the story</i></p>	<p><i>Growing</i></p> <p><b>Talk For Writing</b> Jack and The Beanstalk</p> <p><i>Learn story off by heart using story map and actions.</i></p> <p><i>Innovate story independently.</i></p> <p><i>Write a sentence for each part of the story – beginning, middle and end.</i></p>	<p><i>Our Wonderful World</i></p> <p><b>Talk For Writing</b> The Enormous Turnip</p> <p><i>Learn story off by heart using story map and actions.</i></p> <p><i>Innovate story independently.</i></p> <p><i>Write own simple story</i></p>	<p><i>Our Wonderful World</i></p> <p><b>Talk For Writing</b> Little Red Riding Hood</p> <p><i>Learn story off by heart using story map and actions.</i></p> <p><i>Innovate story independently.</i></p> <p><i>Write own simple story</i></p>
(see separate Phonics plan)	<p><b>Phonics - Phase 1</b> <i>Sounds in the environment</i> <i>Initial sounds- alliteration</i> <i>Rhyming strings</i> <i>Oral blending – talking like a robot</i></p> <p><b>Phonics – Phase 2</b> <i>Reading and writing simple CVC words</i></p> <p><b>Phonics – Phase 3</b> <i>Reading and writing words containing the digraphs and trigraphs.</i></p> <p>Segmenting to spell a range of CVC words.</p> <p>Begin to write phrases and captions.</p>	<p><b>Phonics – Phase 2</b> <i>Reading and witing simple CVC words.</i></p> <p><b>Phonics – Phase 3</b> <i>Reading and writing words containing the digraphs and trigraphs.</i></p>	<p><b>Phonics – Phase 3</b> <i>Reading and writing words containing the digraphs and trigraphs</i></p> <p><i>Keep a sentence in your head.</i> <i>Segment to spell simple sentences.</i></p>	<p><b>Phonics – Phase 4</b> <i>Reading and writing longer words – CVCC, CCVC etc.</i></p> <p><i>Writing more than one sentence.</i></p>	<b>Consolidation</b>	<b>Consolidation</b>

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White Rose Maths	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mathematics	<p><b>Marvellous Me</b></p> <p><i>Matching, Sorting</i> Find and match objects which are the same. How is it the <b>same</b>? How is it <b>different</b>? Begin to create own criteria for sorting.</p> <p><b>Comparing</b> Making comparisons about sets of objects – <b>more/fewer/same amount</b></p> <p>Objects can also be compared based on size – <b>smaller/larger/taller/shorter</b></p> <p><b>Making Simple Patterns</b> Copy, continue and create simple <b>repeating patterns</b></p> <p><b>Representing/ comparing numbers 1,2,3</b> Identify different representations of each number.</p> <p>Begin to subitise to 3</p>	<p><b>Let's Celebrate!</b></p> <p><b>Composition of 1,2,3</b> All numbers are made up of smaller numbers.</p> <p>Explore different ways to make 3</p> <p><b>Circles and Triangles</b> Circles have <b>1 curved side</b> and triangles have <b>3 straight sides.</b></p> <p>Begin to recognise these shapes around the classroom and outside.</p> <p><b>Spatial Awareness</b> Begin to use positional language to describe how items are positioned.</p> <p><b>Numbers 4 and 5</b> Count on and back to 4 and 5. Subitise to 5 Match number names to numerals and quantities</p>	<p><b>Superheroes</b></p> <p><b>Zero</b> The number name zero and the numeral 0 are used to represent the idea that there is 'nothing there' or it's 'all gone'.</p> <p><b>Comparing numbers to 5</b> When comparing numbers, one quantity can be <b>more than</b>, the <b>same as</b> or <b>fewer than</b> another quantity.</p> <p><b>Composition of 4,5</b> All numbers are made up of smaller numbers. How many different ways can you make 4 and 5?</p> <p><b>Comparing mass and Capacity</b> Make direct comparisons based on weight. <b>Heavy, heavier than, heaviest, light, lighter than, lightest</b></p> <p><b>Numbers 6, 7 and 8</b></p>	<p><b>Growing</b></p> <p><b>Numbers 9 and 10</b> Represent 9 and 10 in different ways. Use a ten frame to subitise groups of 9 and 10.</p> <p><b>Comparing numbers to 10</b> Continue making comparisons by lining items up and using 1-to-1 correspondence.</p> <p><b>Number bonds to 10</b> Explore number bonds to 10 using different objects.</p> <p><b>3-D Shape</b> Explore and manipulate 3-D shapes through block play and modelling.</p> <p>Be introduced to the names of the shapes.</p> <p><b>Patterns</b> Explore more complex patterns.</p>	<p><b>Our Wonderful World</b></p> <p><b>Building Numbers beyond 10</b> Build and identify numbers to 20 using a range of resources. 1 full ten and 1 1full ten and two ..</p> <p><b>Counting patterns beyond 10</b> Count on and back beyond 10</p> <p><b>Spatial Reasoning</b> Select and rotate shapes to fill a given shape.</p> <p><b>Adding More</b> Use real objects to see that the quantity of a group can be changed by adding more. <b>First, then, now</b></p> <p><b>Taking Away</b> Use real objects to see that the quantity of a group can be changed by taking items away.</p>	<p><b>Our Wonderful World</b></p> <p><b>Doubling</b> <b>Double</b> means 'twice as many.'</p> <p><b>Sharing and Grouping</b> Recognise and make <b>equal groups.</b></p> <p><b>Even and Odd</b> Some quantities will <b>share equally</b> into two groups, and some won't.</p> <p><b>Patterns and relationships</b> Places and models can be replicated.</p>



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	<p>Count different arrangements of amounts to 3 by touching each object.</p> <p>As we count, each number is <b>1 more</b> than the object before.</p> <p>AS we count back, each number is <b>1 less</b></p>	<p><b>1 more, 1 less</b>  <i>Use a <b>five frame</b> to represent numbers to 5.          Show the number 1 more and 1 less</i></p> <p><b>Shapes with 4 sides</b>  <i>Learn that <b>squares</b> and <b>rectangles</b> have 4 straight sides and 4 corners.</i></p> <p><b>Night and Day - Time</b>  <i>Order key events in their daily routines.</i></p>	<p><i>Represent 6,7 and 8 in different ways.          Count out required number of objects from larger group.</i></p> <p><b>Making Pairs</b>          Understand that a <b>pair</b> is two.          Arrange items in pairs.</p> <p><b>Combining 2 groups</b>          Begin to <b>combine</b> two groups to find how many <b>altogether</b>.</p> <p><b>Length and height</b>  <i>Longer, shorter, taller, shorter, wider, narrower</i></p> <p><b>Time</b>  <i>Order and sequence important events in the day.          Now, before, later, soon, after, then</i>  <i>Yesterday, today tomorrow</i></p>			
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# Reception Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World	<p><b>Marvellous Me</b></p> <p><b>Past and Present</b> People familiar to us – our family members/relatives Parents, mam, dad, brother, sister, grandparents, grandmother, grandfather, step mam, step dad</p> <p><i>There are many different types of family.</i></p> <p><i>There are lots of different names for family members.</i></p> <p>People who help us in school – who is everyone? What is their role? Teacher, Cook, Cleaner, Caretaker, School Crossing Patrol, Lunchtime Supervisors</p> <p><i>There are people within our immediate community who can help us.</i></p>	<p><b>Let's Celebrate!</b></p> <p><b>Past and Present</b> Celebrations familiar to us - Halloween, Bonfire night, Christmas</p> <p><i>We all celebrate in different ways.</i></p> <p><i>We are remembering things that happened in the past, a long time ago.</i></p> <p>Remembrance Day What happened? Who are we remembering? Why is it important to remember?</p> <p>Visit to the cenotaph to lay a wreath.</p> <p><i>There are different places in our local area where we go to remember.</i></p>	<p><b>Superheroes</b></p> <p><b>Past and Present</b> People familiar to us - What do your family members do for jobs?</p> <p><i>There are lots of different jobs that help people in different ways.</i></p> <p>People who help us – Police/Doctors, nurses/Fire Officers/Paramedics Lifeguards.</p> <p>What does their job involve? What kind of things do they do each day? Do they have any special equipment/transport to help them?</p> <p><i>There are lots of people in our wider community who help us in different ways.</i></p> <p>Do we know what foods are healthy for us?</p>	<p><b>Growing</b></p> <p><b>Past and Present</b> Our Chronology - How have we changed and how will we continue to change?</p> <p>Using photos to compare then and now.</p> <p><i>When we were a baby, we needed help with everything. As a toddler, we began to walk, talk and feed ourselves. As a child, we start school and make lots of friends. As a teenager, we start to think about work and how to look after ourselves. As an adult, we begin to make our own decisions, have our own house/family/job.</i></p> <p>Animals that we will see around us/live in our country. <i>A farm is somewhere that keeps animals/grows plants to make money.</i> What animals do we find on a farm?</p>	<p><b>Our Wonderful World</b> <b>People, Culture and Communities</b></p> <p>Map Work – Where do I belong? What is my immediate environment?</p> <p><i>Our school is in Dipton. Dipton is a village in the North-East of England.</i></p> <p>Create a map of local area walk from school to Avenue. Identify school, road, factories, houses, fields.</p> <p>Look at the difference between an aerial view and a street view.</p> <p><i>Our nearest city is Newcastle-upon-Tyne.</i></p> <p>Find Newcastle on a map of England. <i>We live in the North-East of England.</i> North, south, east west, Look at world maps and identify England. Introduce a globe as another example of a world map. <i>We live in England.</i></p>	<p><b>Our Wonderful World</b> <b>People, Culture and Communities</b></p> <p>Contrasting Environments - rainforests, grasslands, deserts,</p> <p><i>There are places in the world that are very different from where we live.</i></p> <p><i>Climate, man-made, natural</i></p> <p>What animals might we spot on our coast line?</p> <p>Rock pools – starfish, crabs, anemones</p> <p>Seals, bottle-nose dolphins</p>

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	<p>Drawing simple maps of immediate surroundings.</p> <p>Become familiar with Immediate class and school <b>environment</b> - walk around school grounds.</p> <p>Know where all of the key areas are – toilets, hall, dining area,</p> <p><b>The Natural World</b> Observing <b>changes</b> in nature Leaves changing colour and falling to ground – <b>brown, golden, bare, acorns, conkers</b></p> <p><i>We see lots of changes in Autumn. Leaves change colour as they begin to die. They eventually fall to the ground.</i></p>	<p><b>The Natural World</b> Changing <b>seasons</b> – <b>autumn</b> to <b>winter</b>. What do we <b>notice</b>?- darker mornings and evenings, colder, wetter weather - <b>misty, foggy, damp, dark</b> 'raining cats and dogs', <b>frost, snow, ice, slippy, freezing, melting, snowflakes, delicate, fragile</b></p>	<p>Can we identify these <b>vegetables</b>? Have we tried them before?</p> <p>What do they look like? What do they feel like?</p> <p><b>Carrots, broccoli, turnip, cabbage, cauliflower,</b></p> <p><i>Some foods are better for us to eat as they contain lots of vitamins for our body.</i></p> <p><i>They help to keep us healthy and give us energy.</i></p> <p><b>The Natural World</b> Investigate <b>melting</b> and <b>freezing</b>.</p> <p><i>In order to melt ice, we need to apply heat.</i></p> <p><i>When we melt ice it becomes water</i></p> <p>Introduce the idea of a <b>fair test</b> – evil peas have been frozen in the same size ice cubes. What is the quickest way for the pea to escape?</p>	<p>Traditional - <b>Pigs, cows, horses, goats, chickens, sheep</b></p> <p>Non-traditional - (linked to farm visit) <b>Llamas, alpacas, wallabies, peacocks, turkeys</b></p> <p>Do we know the name of the baby animals? <b>lambs, piglets, calves, kids, foals</b></p> <p>Look at the lifecycle of a butterfly – observe the changes with a 'caterpillar house' in class. <b>Chrysalis, cocoon, caterpillar, butterfly</b></p> <p><b>The Natural World</b> Observing <b>changes</b> in nature- Spring <b>Buds</b> starting to appear on trees, <b>snowdrops/crocuses/daffodils</b> appearing.</p> <p><i>In Spring, things start to grow and are born.</i></p> <p>Look at the lifecycle of a flowering plant.</p> <p>Plant bulbs and seeds in outdoor area.</p>	<p><b>Country, continent</b></p> <p>Look at the hot and cold places in the world and where they are found – <b>poles, Arctic, Antarctic, equator</b></p> <p>Focus in on South America and in particular, Peru, as a contrasting location – (link to Llamas found on the farm) <b>Warm, cool, climate, mountains, valley, steep,</b></p> <p><b>Llamas and Alpacas come from Peru.</b></p> <p><b>Peru is in South America.</b></p> <p><b>People in Peru speak Spanish.</b></p> <p><b>The Andes are in Peru.</b></p> <p><b>Over half the country is rainforest.</b></p> <p><b>Llamas and Alpacas live in the mountains.</b></p> <p><b>There are volcanoes in Peru.</b></p>	<p><b>The Natural World</b> Investigate <b>floating</b> and <b>sinking</b></p> <p>Objects <b>float</b> if they are <b>light</b> for their size. Objects <b>sink</b> if they are <b>heavy</b> for their size.</p> <p>An object can be light for its size if it contains air, such as a hollow ball. Materials with a boat shape will float <b>because they effectively contain air.</b></p>
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# Reception Curriculum

	<p><i>This does not happen to all trees – some are evergreens and stay green all year.</i></p> <p>Weather Changes – it starts to get colder and darker.</p> <p>Effect on animals – <i>some animals begin to prepare for the cold winter.</i></p> <p>Hedgehogs - hibernation, Squirrels - gather food Birds – prepare to migrate</p>	<p><i>In Winter the trees are bare.</i></p> <p><i>The weather is colder and the days are darker.</i></p> <p><b>Nocturnal</b> animals – <i>They sleep during the day and are active at night. They are the opposite of us.</i></p> <p>owl, badger, fox, dormouse, diurnal migrate</p>		<p>Identify key parts of a plant – bulb, seed, root, shoot, stem, petals, leaves</p> <p>Observe a bean seed growing in a bag</p>		<p>Make predictions – which objects will sink and which will float?</p> <p>Explore the possible misconceptions around heavy boats – encourage children to push boat shapes down under the water. Can they feel the water ‘pushing back.’ Introduce the idea of ‘upthrust.’</p>
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# Reception Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive arts and Design	<p><b>Marvellous Me</b></p> <p><b>Observational Drawing</b>  <i>Looking closely – you have to actually look closely and carefully at something in order to draw it.</i></p> <p><i>Focus on pencil lines – what different shape lines can you see?</i></p> <p>Self-portraits – looking closely at parts of the face using a mirror.</p> <p>Observe, shape, line, straight, curved</p> <p><b>Focus Artist –</b>            Vincent Van Gogh/Pablo Picasso</p>	<p><b>Let's Celebrate!</b></p> <p><b>Observational Drawing</b>  <i>Looking closely – you have to actually look closely and carefully at something in order to draw it.</i></p> <p><i>Focus on colour – what colours can you actually see?</i></p> <p>Introduce <b>water colour</b>– capture the colour and shape of Autumn leaves.</p> <p><b>Colour Mixing</b>  <i>How can we make the colour lighter?</i>  <i>How can we make our colour darker?</i>  <i>What happens if we mix these two colours together?</i></p> <p><i>Mixing blue and yellow makes green.</i>  <i>Mixing red and yellow makes orange.</i>  <i>Mixing blue and red makes purple.</i>  <i>Mixing red and white makes pink.</i></p>	<p><b>Superheroes</b></p> <p><b>Observational Drawing</b>  <i>Looking closely – you have to actually look closely and carefully at something in order to draw it.</i></p> <p><i>Focus on choice of media – what would be the best thing to use to create this image?</i></p> <p>Introduce <b>oil pastels</b> as well as water colours to capture the shape and colour of different fruit and vegetables. What are the good things about each?</p> <p><b>Oil pastels produce bright, vibrant colour.</b></p> <p><b>Watercolours produce a softer, duller colour and are easier to mix.</b></p>	<p><b>Growing</b></p> <p><b>Observational Drawing</b>  <i>Looking closely – you have to actually look closely and carefully at something in order to draw it.</i></p> <p><i>Focus on size- are you trying to capture the whole or are you concentrating on one smaller part?</i></p> <p>Focus in on plants/ flowers. Look at capturing whole plant compared to just a petal or a leaf.</p> <p>What size paper are you going to use?            How much of the paper are you going to use?            Where are you going to position your drawing?</p> <p><b>Focus Artist –</b> Georgia O'Keefe</p> <p>Introduce the idea of 'Austin's Butterfly' to look at making improvements.</p> <p><i>We rarely get anything the way we want it first time.</i></p>	<p><b>Our Wonderful World</b></p> <p><b>Observational Drawing</b>  <i>Looking closely – you have to actually look closely and carefully at something in order to draw it.</i></p> <p><i>Focus on position- where are things in relation to other things?</i></p> <p><i>Next to, behind, in front of, on top of, underneath, above, below</i></p> <p>Observe and draw the view from our door way (outdoor area)  <b>Landscape</b></p>	<p><b>Our Wonderful World</b></p> <p><b>Observational Drawing</b>  <i>Looking closely – you have to actually look closely and carefully at something in order to draw it.</i></p> <p><i>Focus on detail - What small things can you see if you really look?</i></p> <p>Consider <b>texture</b> and <b>pattern</b> - how can we make it look <b>smooth, bumpy, hairy?</b></p> <p>Drawings of different animals – orangutan, rhinoceros, turtle</p>

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	<p><b>Construction</b> Focus on joining - when to use glue/Sellotape.</p> <p><i>Some glue is stronger than others. Sellotape will not stick to some materials.</i></p> <p>'It's not a box' Exploring junk modelling area.</p> <p>Begin to look at different ways we can join things to our box to make something else.</p>	<p><i>Adding white to any colour makes it lighter.</i></p> <p>Large scale firework paintings exploring techniques of spraying and flicking – observe what happens when the colours mix.</p> <p>Water colour, thin brush, thick brush, mix</p> <p><b>Clay Work</b> Introduction to clay - How to flatten using hands/rolling pin How to create patterns in the clay using different tools</p> <p>Following observation of Autumn leaves, create clay leaves for display</p> <p>Roll, pinch, squeeze, flat</p>	<p><b>Construction</b> Focus on materials – strong/sturdy/weak/flimsy</p> <p><i>Some materials will stand better than others. Some materials will bend into shape more than others.</i></p> <p>Revisit Joins – how to join different materials Join/attach <i>Fray the edges in order to create a larger surface are to stick</i></p> <p>Encourage children to design and build houses (linked to 3 little pigs – what would you build your house out of?) Do they pass the 'huff and puff test?'</p> <p>Plan, design, evaluate</p> <p>Introduce the idea of evaluating our models – what do we like about our model? What would we like to do again?</p>	<p><i>It often takes a lot of practise before we achieve what we want.</i></p> <p><b>Clay Work</b> Moulding clay to create a pot – form a ball and then press in thumbs to create a hole.</p> <p>Create and decorate a plant pot.</p> <p>Roll, press, pinch</p>		<p><b>Construction</b> Focus on whole design process.</p> <p>Create your own design for a piece of equipment to help clean the oceans.</p> <p>Draw out your design. Can you label some of the key parts?</p> <p>Choose the appropriate materials that you will need to make your model.</p> <p>Consider how best to join the different parts of your model.</p> <p>Evaluate – does your model look like your design?</p>
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# Reception Curriculum

	<p><b>Music/Performance</b> Moving and responding to music – <b>music can sound happy/sad/angry/excited.</b> (link to work on feelings)</p> <p>Listen to different songs and talk about how they make you feel. How might you move in response to each song?</p> <p>Happy- Mozart Piano Concerto 21</p> <p>Sad – Chopin Funeral March</p> <p>Angry – Gustav Holt The Planets (Mars)</p> <p>Excited – Mozart The Marriage of Figaro</p>	<p><b>Music/Performance</b> <i>Listening to and joining in with songs.</i> <i>Combining with others to perform in front of an audience.</i> <i>Adding simple actions to some songs.</i></p> <p>Performing in our Nativity. <b>Perform, in time, audience</b></p>	<p><b>Music/Performance</b> Introduce a range of musical instruments that are played in different ways – <b>xylophone, tambourine, finger cymbals, jingle stick.</b></p> <p><i>Explore how sounds can be made.</i> <i>Look at changing the volume- how do you make the sound louder/softer/quieter?</i></p> <p><b>Hitting/shaking the instrument softly produces a quieter sound.</b></p> <p><b>Hittin/shaking the instrument harder produces a louder sound.</b></p>	<p><b>Music/Performance</b> <i>Introduce idea of a beat.</i></p> <p><i>Can children clap in time to a simple beat? ‘Me then You’ – can they repeat the pattern?</i></p> <p><i>Can they move in time to a simple beat?</i> <i>Change the timing – is the beat quicker/slower?</i></p> <p><i>Use the instruments to keep a simple beat.</i> <i>Can they speed it up/slow it down?</i></p>	<p><b>Music/Performance</b> Listening and responding to music from the region.</p> <p><i>Blaydon Races</i> <i>Local Hero</i> <i>When the boat comes in.</i></p> <p>Discuss changes and patterns in the music.</p> <p>How does the music make you feel?</p>	<p><b>Music/Performance</b> Listening to music from around the world.</p> <p>How would you move to the music? How does the music make you feel?</p> <p>Choreograph and perform a simple dance to the music.</p>
	<p>Twinkle, Twinkle Head, Shoulders .. If you're happy and you know it ...</p>	<p>Incy Wincy Spider Little Miss Muffet Dem bones, dem bones It's raining, its pouring</p>	<p>Miss Polly has a Dolly Humpty Dumpty London Bridge is falling down One finger, one thumb (keep moving)</p>	<p>Mary, Mary quite contrary Old McDonald This little piggy The Farmer's in his den</p>	<p>Down in the Jungle  In the Jungle (the mighty jungle)  Monkey Babies</p>	<p>Row, Row , Row your Boat The Wheels on the Bus A Sailor Went to Sea Bobby Shaftoe's Gone to Sea (local connection)</p>