

Reception Curriculum Overview 2019/20

So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets. Matthew 7:12

Religion Exploring and engaging with their faith through practice, the bible stories, celebrations, why and how to pray, the Holy family, and reconciliation.

Each week the children will take part in Prayer and liturgy. A Catholic behaviour, piece of scripture and worldly issues and celebrations will form the basis of our prayer times together. These moments of prayer and reflection will encourage the children will be reflective, still and quiet, helping us to grow closer to God.

1. God's World The children will learn how God knows everything about us because He made the world and everything in it. We will discuss that God is with us always and will help us whenever we ask Him through prayer. We will be exploring ways which we can look after our world and how we can help each other through love.

2. God's Family We will reflect on our own actions that would please God and help us grow closer to Him. With Christmas approaching we will gain a greater understanding of the story of Jesus' birth and how God gave us his most precious gift, his own Son! We will be demonstrating this understanding during our class nativity performance, remembering that God's gift is the true meaning of our Christmas celebrations.

5. A Church We will be learning about how we are all part of God's family and that we call the church 'The Family of God'. We will spend an afternoon visiting the church sharing some prayers, looking at the different religious objects, such as the tabernacle, and we will spend some quiet time to feel closer to God in his special house.

Do unto others
as you would
have them
do unto you.
John 6:31

3. Getting to know Jesus/Sorrow and Joy The children will learn more about Jesus and the great love He has for each one of us. We will discuss different ways we can show our love for Him. The children will listen to a range of different stories including many miracles Jesus performed to help people who were ill. We will reflect on these teachings to help us think of ways we can help people who are unwell. We will reflect on how God would like us to treat each other, learning that we have the ability to hurt others and must therefore, try to be kind to one another. We will discuss the word 'sorry' and that when we say sorry to somebody we have not necessarily done the right thing, we must also feel sorry and change our behaviour just as Jesus came to show us. We will talk about how we can ask Jesus to help us to be kind towards others and to understand that Jesus forgave the people who hurt Him and we should try and do the same.

4. A New Life During the Easter period we will be learning about Jesus' death and that he did this for each one of us. We will discover how Jesus appeared to the disciples and will be able to retell to story of the Resurrection and the Ascension.

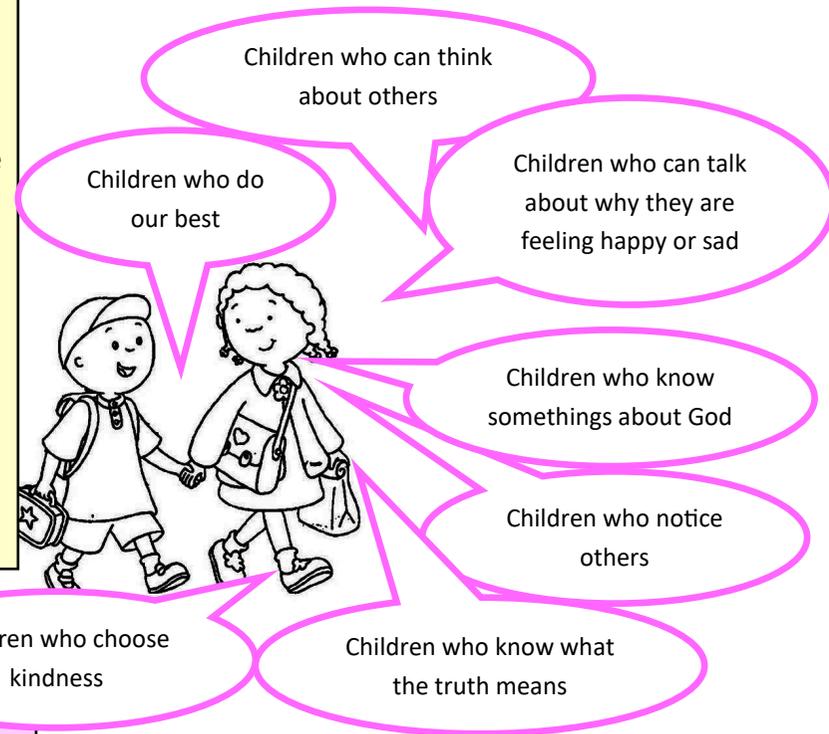
HRSE Reception Overview 2019/20

So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets. Matthew 7:12

HRSE (Human, Relationships and Self Education)

In the Foundation Stage, the children are growing in their awareness that they **exist in relationships** with other people **beyond themselves and immediate families**. Understanding how they care and value themselves is a crucial part of developing **self esteem** and personal **confidence** in the early years. Only through having a sense of **self worth** can they **begin to appreciate the worth of others**.

Teaching about developing character at a young age is about recognising that they have a choice about how to behave towards themselves and other people. Throughout our year we will be focusing on **kindness** and choosing kindness in our lives. This will help us to live a life in **Christ**. **Kindness** will be at the heart of our reflections and the children will be encouraged to talk about the kindness they themselves have experienced. We will be thinking about others, noticing similarities and differences and how to celebrate these. We will also spend time exploring **truth** and the difficulty with being **truthful** and in **forgiving** others. We will be using many bible stories to see Jesus and his ever giving **forgiveness**.



SEAL

New beginnings

Throughout the Autumn term this theme offers the children the opportunity to see themselves as valued individuals within a community, and to contribute to shaping a welcoming, safe and fair learning community for all. The children explore feelings of happiness, excitement, sadness, anxiety and fearfulness, while learning (and putting into practice) shared models for 'calming down' and 'problem solving'. There will be opportunities to appreciate and celebrate difference and to understand how it feels, and how important it is, to belong to a group.

Relationships

During our Spring term our focus will be exploring our feelings within the context of our important relationships including family and friends. The children will explore the positive feelings of belonging and feeling cared for. They will then explore feelings of sadness such as how other peoples actions can be hurtful and their own too. They will begin to explore some of the feelings that are associated with being left and losing something we care about. Following this we will be building our understanding of things that are alive and dead by exploring life cycles and a story about a sunflower that grows and dies.

Changes

When we reach the Summer term the children will begin exploring the issue of change with the aim of equipping them with an understanding of different types of change, positive and negative. The three main learning skills within this theme are: motivation, social skills and managing feelings. We will be looking at the ways in which the children have changed since Reception, particularly thinking about how social, emotional and behaviour skills have developed. The theme seeks to develop the children's ability to understand and manage the feelings associated with change. They will develop their understanding of empathy and how to support others.

Keeping myself safe

- * Throughout our time in Reception we will discuss and learn how to cope with feelings which sometimes arise with change.
- * We will explore the different types of change, both good and bad, and how to manage our feelings when experiencing new situations.
- * We will learn how to begin to manage our personal safety; gaining a greater awareness of our own and others' personal space; understand different social formalities; understand what is suitable behaviour when interacting with children and adults within society.
- * We will be gaining a greater awareness of the technology we use and how to make sure we look after the equipment and protect ourselves.

Reception English Overview - 2019/20

Spoken Language

The children will be taught to:

- Use language to imagine and recreate roles and experiences in play situations.
- Use talk to organise and sequence ideas, feelings and events.
- Use talk to clarify thinking.
- Use talk to express themselves effectively in a range of situations.
- Show awareness of listeners' needs when communicating.
- Use past, present and future forms when discussing events and experiences.
- Develop own narratives by connecting ideas or events.
- Show awareness of the listener (audience) by making changes to language and non-verbal features.
- Recount experiences and stories.
- Use a range of vocabulary to add information, express ideas and explain actions or events.
- Justify ideas and experiences.

Reading

Our aim is to make all of our children excited and enthusiastic readers. We therefore encourage the children to listen to, and explore, many different types of books and authors to encourage their enjoyment and love towards listening to and reading books. We are led by the children's interests and choose our focus stories based on our observations.

Read Write Inc.

Read Write Inc. is the phonics programme we use in school in order to teach your child to read and write fluently and confidently. Read Write Inc. is a method of learning centred around letter sounds and phonics, blending them together to read and write words and using these learnt sounds when reading and writing.

Reading When using Read Write Inc. to read the children will:

- Learn 44 sounds and the corresponding letter/letter groups using simple picture prompts.
- Learn to read words using sound blending (Fred talk).
- Read lively stories featuring words they have learnt to sound out.
- Show that they comprehend the stories by answering 'find it' and 'prove it' discussion questions.

Writing When using Read Write Inc. to write the children will:

- Learn to write the letters/letter groups which represent the 44 sounds.
- Write their own name.
- Write left to right and top to bottom.
- Learn to write VC and CVC words by saying the sounds and graphemes (Fred fingers).
- Learn to spell tricky words such as: the, to, I, no, go independently.
- Learn to write simple sentences by orally composing these and holding the sentences in their memory before attempting to write.
- Write different text forms for different purposes e.g. lists, stories, instructions, labels, captions, recipes, postcards, menus.

Handwriting

The children will be introduced how to correctly form letters through Phonics where they will learn short rhymes to help them remember. The children will learn how to print letters correctly to best support them when they reach Year 1 and begin to learn cursive. Alongside this the children will be taking part in many activities to develop their fine motor and co-ordination.

Home reading books

The children will bring home a new reading book each Friday, which will match their current reading ability. These books are not only to develop their reading fluency but also their reading comprehension/understanding of what they have read. Asking questions based on the vocabulary, illustrations and character emotions is a great way to measure your child's understanding. Please return these books every Thursday or prior to this if you believe your child has a good understanding of the story, and is able to read it fluently.

Phonics 'Letters and Sounds'

Throughout your child's time in Reception they will gain a love of reading by taking part in daily phonic sessions. These will introduce 44 sounds and the corresponding letter/group of letters through using simple picture prompts to support the correct letter formation. For example the letter 'm' would have the picture card of a little girl who we call Maisie who is standing next to two mountains, to write the letter we say, "Down Maisie, up and over the mountain, over the mountain."

The sounds are taught in the groups:

m a s d t

i n p g o

c k u b

f e l h sh r

j v y w

th z ch qu x ng nk

At the end of each group of sounds the children will spend some time blending them together to make words. We call this 'Word Time'. They will make words with individual magnetic letters and boards for reading and spelling. We use 'Fred Talk' to help us sound blend by the help of our helpful frog Fred. Fred Talk helps the children to hear what a single sound is when blending and segmenting words, for example, when saying the word 'dad' Fred would say 'd-a-d'.

Once we have taught all of the 44 sounds and the children are confident in blending them to make words, they will have the tools they need to take part in guided reading and writing activities with the confidence of knowing every sound in each short story.

We call the stories which we start with 'Ditties' and which include all the 44 sounds and some tricky words (red words) such as 'I' and 'the'.

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- Read lively stories featuring words they have learnt to sound out.
- Show that they comprehend the stories by answering 'find it' and 'prove it' discussion questions.

Throughout the autumn term Phonics will take place daily and will introduce the children to new sounds, hearing, saying and reading these sounds in words, both spoken and written. We will also focus heavily in 'Fred talk' where the children will be encouraged to blend spoken sounds together to hear a whole word and for them themselves to Fred words into sounds. From the Spring term onwards the children will be using these key reading skills during daily Read Write Inc lessons which will help the children to build their reading frequency, comprehension along with recognising high frequency and tricky red words by memory.

Writing When using Read Write Inc. to write the children will:

- Learn to write the letters/letter groups which represent the 44 sounds.
- Learn to write words by saying the sounds and graphemes (Fred fingers)
- Learn to write simple then more complex sentences.
- Compose stories based on picture strips.
- Compose a range of texts using discussion prompts.

When writing in our Reception class the children will be encouraged to take part in daily fine motor activities to build strength and comfort. The children will also be encouraged to copy and write their name and labels throughout their daily play within the classroom. Handwriting will be modelled during phonics and the children will learn how to correctly form each letter through easy to remember rhymes. This correct formation when printing words will then help the children when they begin to learn joined handwriting in Year 1.

As the children move through the different books used in the Read Write Inc. programme, they will be introduced to different aspects of spelling, punctuation and grammar including using capital letters, full stops, question marks and speech marks. Phonics/ Read Write Inc. takes place every day for 30 minutes initially, lengthening in time as the children's confidence and concentration grows. When we reach Read Write Inc. sessions the children work in different groups according to their ability. This ensures that the children receive the help and guidance they need in order to become fluent and confident readers and writers.

Reception

★ Wow introduction to the main theme in the new story focus. For example the children find mysterious footprints in our classroom... who could they belong to?

Example timetable for shared story writing:

Monday - Whole class plan - Teacher demonstrates 'opening'.

Tuesday - Shared composition of 'build-up'.

Wednesday - Class improving 'Betty's'

Imitation - re-telling the story

- Constantly rereading and telling the story - Using common story actions throughout, letting the children join in, leaving spaces in the tale for them to fill in.
- Drawing/painting key scenes and using on display to show sequence of story.
- Sequencing the story.
- Provide 1 picture from the story and children to draw what happened before and after.
- Acting out.
- Using felt or toy animals to act out the story.
- Create a play area based on the tale.
- Re-telling the story without the book.

Innovation - altering the story

- Take bits out.
- Add bits in.
- Change things.
- Extract the underlying plot.

Model to the children how to change the story to create their own version. Ask children for ideas. Remind children not to change too much as it might get a little confusing and we might forget the story. Make changes on the class story plan.

Continuous shared writing - story telling, story writing modelling, editing, polishing and publishing

Use a written example as a model, teach children how to plan, write a version using shared writing, edit a completed example.

Always share learning objective for each demonstration/shared write.

- Demonstration - Create a simple plan using a version on story planning, demonstrate writing - thinking in sentences, making mistakes, refer back to model writing.
- Shared composition - teacher works with children to write a story. Concentrate on flow of composition, attention back to previous models, suing story plan etc.

Invention - making up their own story

2.

When confident, children to plan and write their own story. Follow teaching pattern:

- Demonstrate story making orally - teacher talks through story making on many occasions making stories up.
- Shared story making orally - teacher helps the class to invent a story.

Invention - making up their own story

1.

Children to use their adapted story maps/plans to write their story independently.

Provide children with - writing frames, bullet points, sentence starters, connectives etc if needed.



Autumn: 'Music and Rhythm' 'Our Wonderful World'

Songs, rhymes, instruments and movement will be used throughout our learning to support our children's speaking and language understanding.

Brief overview	<p>Autumn 1: Ourselves</p> <ul style="list-style-type: none"> • Families • Birthdays • Where we live • Our senses • Our bodies • Similarities and differences 	<p>Autumn 2: People who help us</p> <ul style="list-style-type: none"> • Emergency services • Other professions • Charities • Our prayers: How we can help our world and the people in it. <p>Celebrations: Harvest, Bonfire night, Diwali, Advent, Christmas</p>
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Prime Areas of Development

Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Become confident in our new classroom • Build friendships with our peers • Confident to try new activities and takes risks in our learning 	<ul style="list-style-type: none"> • Begin to understand the needs of others and use this awareness to share and work together • Understand the rules and values of our school and classroom
Communication and Language	<ul style="list-style-type: none"> • Listen and join in with stories • Follow simple instructions • Using focused vocabulary reflecting our widening vocabulary 	<ul style="list-style-type: none"> • Express thoughts, ideas and reasons through discussion • Using talk to support our thinking
Physical Development	<p><u>Gross Motor Development</u></p> <ul style="list-style-type: none"> • Gain greater independence of own physical needs • Practise good hygiene self care • Experiment with different ways of moving and travelling, negotiating our space safely • Develop our 'Fundamental Movement Skills': Running, hopping, jumping, galloping, side-step, static balance, balance on one foot, travel along bench, rolling a ball. 	<p><u>Fine Motor Development</u></p> <ul style="list-style-type: none"> • Use one handed tools, such as, scissors, pencils, paintbrushes • Manipulate materials to change the shape and properties • Gain confidence and independence when using knife and forks during lunchtimes. • Begin to form recognisable letters.

Specific Areas of Development

<p style="text-align: center;">Literacy</p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> • Listen to stories and talk about them with others • Become familiar of traditional tales and be able to recall the characters and events • Develop our talk for writing skills through retelling stories using actions and drama • Begin our 'Letters and Sounds' journey following the Read-Write-Inc phonics scheme • Recognise familiar words, e.g. names • Begin to segment and blend simple words in books 	<p><u>Writing</u></p> <ul style="list-style-type: none"> • Give meaning to marks we make • Gain confidence in writing own name • Create stories through pictures • Understand how text is arranged • Attempt to write simple words and sentences using 'Fred Talk' • Gain confidence forming letters correctly using cursive handwriting
<p style="text-align: center;">Mathematics</p>	<ul style="list-style-type: none"> • Enjoy taking part in number rhymes and songs • Have an interest in numbers and quantities in our environment, sometimes matching objects to the correct numbers • Recognise familiar numbers and beginning to recognise numbers 0-10 • Counting up to 20 • Counting objects with accuracy 	<ul style="list-style-type: none"> • Begin to order numbers 0-20 • Enjoy exploring shapes in our environment • Develop an awareness of ways we measure through practical experiences, for example, weighing ingredients • Widen our mathematical vocabulary
<p style="text-align: center;">Understanding the World</p>	<ul style="list-style-type: none"> • Talk about past events in own lives and lives of family members • Understand that other children do not always enjoy same things and be sensitive to this • Discuss similarities and differences between themselves, others and among families, communities and traditions • Talk about features of own and immediate environment and how environments vary • Make observations about animals and plants, explain why things occur/ talk about changes • Select and use technology for different purposes 	
<p style="text-align: center;">Expressive arts and design</p>	<p><u>Exploring and using media and materials</u></p> <ul style="list-style-type: none"> • Sing familiar songs and learn new songs and hymns • Explore musical instruments to make music • Explore a variety of materials, tools and techniques • Experiment with colour, design, texture form and function 	<p><u>Being imaginative</u></p> <ul style="list-style-type: none"> • Begin to build and create with a purpose in mind, selecting the resources and tools that will be needed • Share our ideas, thoughts and feelings through our designs, artwork, music, dance, role play and stories



Spring: 'All Creatures Great and Small'

Brief overview	<p><u>Spring 1</u></p> <ul style="list-style-type: none"> • Our family pets • Plants • Insects • Birds • Sea creatures • Celebration: Chinese New Year 	<p><u>Spring 2</u></p> <ul style="list-style-type: none"> • Forest life • Jungle Wildlife • Extinct animals/ dinosaurs • How can we protect our world? • Celebrations: Shrove Tuesday, Ash Wednesday, Lent, World Book Day, Easter
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Prime Areas of Development

Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Become confident to talk about what we are good at and what we like and don't like • Begin to solve our own problems with our friends without adult support • Gain confidence to try new activities and speak in front of the class 	<ul style="list-style-type: none"> • Asking for help when we need it • Understand how what we do makes others feel • Understand, and follow the rules throughout the school • Ask questions to find out more information
Communication and Language	<ul style="list-style-type: none"> • Join in and respond to stories, thinking about what will happen next • Develop a wide range of vocabulary and find out about new words. Use this knowledge when speaking to others • Use our tenses correctly 	<ul style="list-style-type: none"> • Respond and talk to others while doing something else • Able to follow a story without looking at the pictures • Answer 'how' and 'why' questions
Physical Development	<p><u>Gross Motor Development</u></p> <ul style="list-style-type: none"> • Experiment with different ways of moving and travelling, negotiating space safely • Continue to develop our 'Fundamental Movement Skills' focusing on controlling an object through throwing, kicking, patting a ball • Begin to change movements to music thinking about the rhythm, speed and type of sounds we can hear 	<p><u>Fine Motor Development</u></p> <ul style="list-style-type: none"> • Use one handed tools, such as, scissors, pencils, paintbrushes effectively • Manipulate materials to change the shape and properties • Being independent when using knife and forks during lunchtimes and show an understanding of how we keep our bodies healthy • Form recognisable letters correctly

Specific Areas of Development

Literacy	<p><u>Reading</u></p> <ul style="list-style-type: none"> Listen to stories, talking about key events, characters and share what we think might happen next with others Become aware that we have different genres of books, for example, to gain information about a topic or to follow instructions to make something Continue to build a repertoire of stories through 'Talk 4 Writing'. Use these stories to plan our own through story mapping Recognise familiar words and be able to segment and blend VC, CVC and some High Frequency Words in short stories which match our phonetic understanding 	<ul style="list-style-type: none"> Link letters to sounds through continuing Read-Write-Inc. <p><u>Writing</u></p> <ul style="list-style-type: none"> Give meaning to marks and attempt to write short sentences using our phonic knowledge to sound out the words Create stories through pictures and story mapping Understand how text is arranged Continue to gain confidence when forming letters correctly, using cursive handwriting
Mathematics	<ul style="list-style-type: none"> Finding the correct numeral to represent numbers up to 20 Finding 1 more/ less than in a group of up to 10 objects and beyond 10 Adding and subtracting using practical methods Counting reliably and ordering numbers up to 20 Estimating a group of objects 	<ul style="list-style-type: none"> Ordering familiar events and talking about time Identifying and talking about 2D and 3D shapes Using non-standard forms of measurement to compare and measure items
Understanding the World	<ul style="list-style-type: none"> Talk about past events in own lives and lives of family members Understand that other children do not always enjoy same things and be sensitive to this Discuss similarities and differences between themselves, others and among families, communities and traditions Talk about features of own and immediate environment and how environments vary Make observations about animals and plants, explain why things occur/ talk about changes Select and use technology for different purposes 	
Expressive arts and design	<p><u>Exploring and using media and materials</u></p> <ul style="list-style-type: none"> Sing familiar songs and learn new songs and hymns Explore musical instruments to make music Explore different types of food to create pieces of artwork Experiment with colour, design, texture form and function 	<p><u>Being imaginative</u></p> <ul style="list-style-type: none"> Begin to build and create with a purpose in mind, selecting the resources and tools that will be needed Create our own pictures, stories and shows using what we have discovered through our experiences and the stories we know

Summer: 'We're All Going on a Summer Holiday'

Brief overview	<p><u>Summer 1: Europe</u></p> <ul style="list-style-type: none"> • UK • France • Spain • Italy • Poland 	<p><u>Summer 2: The World</u></p> <ul style="list-style-type: none"> • Australia • Africa • Asia • North/South America • Antarctica
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Prime Areas of Development

Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Become confident to try new activities and reflect on how we found them • Develop our confidence when speaking in a familiar group, and talk about our ideas • Share how we are feeling and understand the feelings of others • Discuss our own and others' behaviour, its consequences, and know that some behaviour is unacceptable. • Work as part of a group or class, and understand and follow rules 	<ul style="list-style-type: none"> • Play cooperatively, taking turns with others • Discuss with our friends ways that we could carry out our games and activities • Be sensitive to others' needs and feelings, and form positive relationships with adults and other children • To know and share the understanding that everybody is a precious, unique and gifted person created by God to spread His love
Communication and Language	<ul style="list-style-type: none"> • Listen attentively in a range of situations • Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions • Respond appropriately to what others say, while engaged in another activity • Follow instructions involving several ideas or actions 	<ul style="list-style-type: none"> • Answer 'how' and 'why' questions about their experiences and in response to stories or events • Use past, present and future forms accurately when talking about events that have happened or are to happen in the future • Develop our own explanations by connecting ideas/events when taking part in discussions or tasks
Physical Development	<p><u>Gross Motor Development</u></p> <ul style="list-style-type: none"> • Show good control of large body movements, negotiating space well to avoid obstacles • Continue to develop our 'Fundamental Movement Skills' focusing on controlling an object through throwing, kicking, patting a ball • Use our skills to take part in our schools Sports Day, working as part of a team and celebrate others successes 	<p><u>Fine Motor Development</u></p> <ul style="list-style-type: none"> • Using one handed tools, such as, scissors, pencils, paintbrushes effectively • Form well sized, recognisable letters which are correctly formed

Specific Areas of Development

Literacy	<p><u>Reading</u></p> <ul style="list-style-type: none"> • Read and understand simple sentences • Use phonic knowledge to decode regular, words and read them aloud accurately. Including some high frequency words and 'red tricky' • Demonstrate an understanding when talking with others about what we have read when taking part in Read Write Inc activities and guided reading 	<p><u>Writing</u></p> <ul style="list-style-type: none"> • Use phonic knowledge to write words in ways which match our spoken sounds • Write some irregular common words • Write sentences which can be read by ourselves and others. Some words are spelt correctly and others are phonetically plausible
Mathematics	<ul style="list-style-type: none"> • Count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number • Using quantities and objects, we can add and subtract two single-digit numbers and count on or back to find the answer • Solve problems, including doubling, halving and sharing 	<ul style="list-style-type: none"> • Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems • Recognise, create and describe patterns • Explore characteristics of everyday objects and shapes and use mathematical language to describe them.
Understanding the World	<ul style="list-style-type: none"> • To know that other children do not always enjoy same things and be sensitive to this • To select and use technology for different purposes • Know about similarities and differences in relation to places, objects, materials and living things • They talk about the features of their own immediate environment and how environments might vary from one to another 	
Expressive arts and design	<p><u>Exploring and using media and materials</u></p> <p>Sing songs, make music and dance, and experiment with ways of changing them</p> <p><u>Being imaginative:</u></p> <p>Use what we have learnt about media and materials in original ways, thinking about uses and purposes</p> <p>Represent our own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p>	

The above aims ensure that we fulfil our Early Learning Goals and we will then be ready to tackle the new and exciting learning challenges in Key Stage 1