

Curriculum Overview

Reception

Reception at William Law CE Primary School

This document will cover:

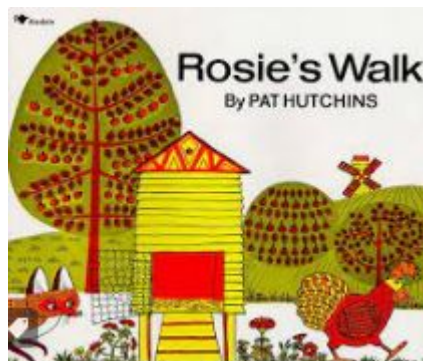
- Maths - Autumn overview
- Reading skills & Writing overview for Autumn
- Phonics and writing skills for Autumn
- Learning about our world
- Computing overview for Autumn Two
- PSHRE overview for Autumn
- DT overview for Autumn Two
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- Music overview for Autumn
- RE overview for Autumn

Maths coverage in Reception Autumn term

Number	Numerical Patterns
<p><u>Development Matters</u></p> <ul style="list-style-type: none"> Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. <u>Know</u> that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. <p><u>Mastering Number</u></p> <p>Pupils will:</p> <ul style="list-style-type: none"> Identify when a set can be <u>subitised</u> and when counting is needed. Subitise different arrangements (including using the Hungarian Number Frame) Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills. Spot smaller numbers 'hiding' inside larger numbers Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers. Hear and join in with the counting sequence and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number. Develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds Compare sets of objects by matching Begin to develop the language of 'whole' when talking about objects which have parts 	<p><u>Development Matters</u></p> <ul style="list-style-type: none"> Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones – an arch, a bigger triangle etc. Talk about and <u>identifies</u> the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

The Book Spine in Reception for Autumn term

EYFS	Autumn Term 1	Autumn Term 2
Core text for Reading	The Little Red Hen	Rosie's Walk
Genre (model text, purpose)	Nursery rhymes Labels Post it note Alliteration & Rhyme Orally retelling stories	Recount - local walk Captions/sentences
Fab five stories each half term:	Funny bones -Janet & Allan Ahlberg Were going on a bear hunt - Michael Rosen The Colour Monster- Anna Llenas A Squash and a Squeeze- Julia Donaldson The Tiger Who Came for Tea- Judith Kerr	Pumpkin Soup- Helen Cooper Martha Makes a Map Elmer - David McKnee The Gruffalo - Julia Donaldson Somebody Swallowed Stanley



Word Reading	<p><u>Word Reading 3-4 year olds</u></p> <p><u>Wo</u></p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <ul style="list-style-type: none"> Understand the five key concepts about print: print has meaning print can have different purposes we read English text from left to right and from top to bottom the names of the different parts of a book page sequencing
Comprehension	<p><u>Comprehension 3-4 year olds</u></p> <ul style="list-style-type: none"> Repeat words and phrases from familiar stories. Ask questions about the book. Makes comments and shares their own ideas. Develop play around favourite stories using props. Engage in extended conversations about stories, learning new vocabulary.

Writing & Phonics in Reception for Autumn term

AUTUMN TERM EYFS Writing SKILLS

Composition	Grammar and Punctuation	Spelling and Handwriting
<ul style="list-style-type: none"> To hold a pencil correctly To use some clearly identifiable letters to communicate meaning 	<ul style="list-style-type: none"> Write their own name accurately Arrange text appropriately going from left to write 	<ul style="list-style-type: none"> Use phonetic knowledge to write a range of words Use a comfortable grip with good control when holding pens and pencils.



SUBJECT NAME	Autumn 1	Autumn 2
EYFS	<p><u>Graphemes: Phase 2</u> s a t p i n m d g o c k c k e u r h b f l</p> <p><u>New tricky words:</u> is I the</p>	<p><u>Graphemes: Phase 2</u> ff ll ss j v w x y z zz qu ch sh th ng nk</p> <p>• words with –s /s/ added at the end (hats sits) words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)</p> <p><u>New tricky words:</u> put* pull* full* as and has his her go no to into she push* he of we me be</p>

About Our World for Autumn Term

How does this link
to our existing
knowledge?

What will we be
learning next.

Reception Computing -



Lesson 1: Keyboards

Learning what a keyboard is and how to locate relevant keys



Lesson 2: Logging in and out

Learning to log in and out



Lesson 3: Mouse control

Learning what a mouse is and developing control when using a mouse



Lesson 4: Mouse control - clicking

Developing basic mouse skills, including moving and clicking, and using an online paint tool



Lesson 5: Mouse control - clicking and dragging

Further developing mouse skills, to include the ability to click and drag

Reception PSHRE -

Self-regulation: My feelings

In this unit, children are learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.



Reception PSHRE -



Lesson 1: Identifying my feelings

Learning how to identify feelings and associating feelings with different colours.

Learning Objective

To identify their feelings.



Lesson 2: Feelings jars

Using their understanding of feelings children create feeling jars and use them to identify and express their feelings.

Learning Objective

To identify and express my feelings.



Lesson 3: Coping strategies

Exploring coping strategies to help regulate emotions and identifying how characters within a story may be feeling.

Learning Objective

To explore different coping strategies to help regulate our emotions. To identify our own feelings. To consider the reasons behind our emotions.

loving	calm	scared
caring	peaceful	nervous
supportive	quiet	anxious

Lesson 4: Describing feelings

Learning the appropriate vocabulary to describe different emotions.

Learning Objective

To explore the different adjectives that can be used to describe feelings.



Lesson 5: Facial expressions

Exploring different facial expressions and identifying the different feelings they can represent.

Learning Objective

To explore different facial expressions and what they mean.



Lesson 6: Creating a calm corner

Learning to identify different feelings based on corresponding facial expressions and exploring ways to moderate behaviour, socially and emotionally.

Learning Objective

To identify different feelings and how to moderate behaviour socially and emotionally.

Reception PSHRE -

Building relationships: Special relationships

In this unit, children are learning to explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences.



Reception PSHRE -



Lesson 1: My family

Discussing families, why we love ours and understanding that all families are valuable and special.

Learning Objective

To talk about our families. To understand that all families are valuable and special.



Lesson 2: Special people

Identifying people who are special to us through discussion and drawing and thinking about what it means to be a valued person.

Learning Objective

To talk about people that hold a special place in children's lives and think about what it means to be a valued person.



Lesson 3: Sharing

Learning the importance of sharing with others and strategies for doing so, through role play activities and discussion.

Learning Objective

To understand why it is important to share and cooperate with others. To develop strategies to help when trying to share with others.



Lesson 4: I am unique

Learning to see themselves as valuable individuals and understanding that it is a positive thing to enjoy and like different things to others.

Learning Objective

To see themselves as a valuable individual. To understand that it is ok to like different things.



Lesson 5: My interests

Exploring how they see themselves as individuals through discussion, drawing and sharing their interests in pairs, as a group, and as a class.

Learning Objective

To see themselves as a valuable individual. To share their interests with the group.



Lesson 6: Similarities and differences

Exploring diversity through activities and discussion about similarities and differences and understanding that we are all unique.

Learning Objective

To explore diversity through thinking about similarities and differences.

Reception Design & Technology

Cooking and nutrition: Soup

In this unit, children explore the differences between fruits and vegetables using their senses (taste, texture, smell etc.). They listen to the story 'The best pumpkin soup' and discuss the key ingredients the characters used before developing a class-based vegetable soup recipe.



Reception Design & Technology



Lesson 1: Fantastic fruits and vegetables

Children explore and become familiar with different types of fruits and vegetables and their differences in texture, taste and appearance.

Learning Objective

To explore fruits and vegetables and the differences between them.



Lesson 2: Pumpkin soup

After listening to 'The best pumpkin soup' story, pupils re-enact each part of the story using props. They explore the interior and exterior of a pumpkin. Using their senses, they describe the pumpkin's appearance and texture.

Learning Objective

To explore a pumpkin and describe it using the five senses.



Lesson 3: Designing soup

Using what they have learnt from lessons one and two, children develop a vegetable soup recipe of their own. When finished, the children share their ideas with their peers to create a class soup recipe.

Learning Objective

To design a fruit and vegetable soup recipe.



Lesson 4: Fine motor skills

The children work in groups to practise their fine motor skills to slice and chop play dough, ready to help prepare their vegetables next lesson.

Learning Objective

To learn how to use a knife safely.



Lesson 5: Making soup

After developing a class soup recipe in lesson three and practising their chopping skills in lesson four, pupils prepare different vegetables in groups ready to make, taste and evaluate the soup.

Learning Objective

To safely use tools to prepare ingredients.



Lesson 6: Designing soup packaging

The children become packaging designers in this lesson and look at existing soup packaging before generating their own ideas and designs for the class soup.

Learning Objective

To design food packaging.

Reception PE -



LESSON 1	Theme: witches and wizards To move safely and sensibly in a space with consideration of others.
LESSON 2	Theme: pirates To develop moving safely and stopping with control.
LESSON 3	Theme: mythical creatures To use equipment safely and responsibly.
LESSON 4	Theme: to the castle To use different travelling actions whilst following a path.
LESSON 5	Theme: superheroes To work with others co-operatively and play as a group.
LESSON 6	Theme: monsters To follow, copy and lead a partner.

Reception PE -



LESSON 1	Theme: people who help us To move around safely in space.
LESSON 2	Theme: friends and family To follow instructions and stop safely.
LESSON 3	Theme: houses and homes To stop safely and develop control when using equipment.
LESSON 4	Theme: morning time To follow instructions and play safely as a group.
LESSON 5	Theme: at the shops To follow a path and take turns.
LESSON 6	Theme: dinner time To work co-operatively with a partner.

Reception Music



EYFS Music Autumn

Vocabulary

Found objects
Sound makers
Loud and quiet
Fast and slow
High and low
Singing voice, whisper, shout/, talk
Steady beat or pulse
Copy
Listen
Shake, rattle, tap, scrape



Focus points of learning

- Copy and experiment with simple rhythm or clapping patterns
- Speak and copy short phrases together
- Follow simple start/stop signals from teacher in performance
- Listen with increasing concentration to music and others
- Find a singing voice and develop a sense of pitch
- Sing a variety of songs both accompanied and unaccompanied
- Play instruments and sound-makers by shaking, scraping, rattling and tapping
- Recognise basic percussion instruments



Making and exploring
shakers



Making and exploring
drums

Reception R.E.

Where do we belong?
Aut 1



How and why to Hindus
celebrate Divali? ? Aut 1



Why do Christians perform Nativity
Plays at Christmas? Aut 2