

**Year Reception  
Autumn Term 2015  
Curriculum Overview**

Area	Autumn Term	
<b>RE</b>	<p><b>Unit A</b></p> <p><b>Creation – God’s Gifts.</b></p> <p>In this unit the children develop the idea of creation; it includes the children’s gifts and talents that God has given to them. Children will be able to retell the story using pictures and captions. Children will be able to recognise the gifts that God has given them. Children will play an active part in the Liturgy and know that the creation story comes from God’s book, the Bible.</p> <p style="text-align: center;"><b>Unit B</b></p> <p><b>People Who Care For Us.</b></p> <p>Children will explore family relationships in the context of caring for one another. Importance will be placed on the value of celebration. Children will hear about the times of celebrating Jesus shared with his friends and family. Children will know that people love and care for them. They will know that Jesus’ include Mary and Joseph. They will be able to talk about a celebration that Jesus attended with Mary. They will know people get married and it is a celebration and be able to talk about other family celebrations.</p>	<p><b>Unit B</b></p> <p><b>People Who Care For Us.</b></p> <p>Children will explore family relationships in the context of caring for one another. Importance will be placed on the value of celebration. Children will hear about the times of celebrating Jesus shared with his friends and family. Children will know that people love and care for them. They will know that Jesus’ include Mary and Joseph. They will be able to talk about a celebration that Jesus attended with Mary. They will know people get married and it is a celebration and be able to talk about other family celebrations.</p> <p style="text-align: center;"><b>Unit C</b></p> <p><b>Advent – Four Weeks of Advent.</b></p> <p>The children will mark the time of Advent, giving each week a focussed preparation activity. Children will know there are four weeks in Advent. They will recall some things they did to get ready for Advent. They will be able to speak to God in their own prayers.</p>
	<b>We’re Going on a Bear Hunt.</b>	<b>We’re Going on a Bear Hunt and Christmas</b>
<b>Personal, Social and Emotional Development</b>	<p>Role play area will be as the forest and bear cave, children to take turns and play co-operatively. They will think about their friends, why would we like them to come on a bear hunt with us? Discussion on the characters feelings – hot seating. Interviewing the bear (adult to play the bear) – feelings of the bear. How would children feel in the family’s situation or the bear’s situation? Turn taking with resources. Who comforts us when we are frightened? Children will be interested in others’ play and start to join in. They will seek out others to share experiences with. They will show affection and concern for people who are special to them. They may form a special friendship with another child.</p>	<p>Role play area will be as the forest and bear cave, children to take turns and play co-operatively. They will think about their friends, why would we like them to come on a bear hunt with us? Discussion on the characters feelings – hot seating. Interviewing the bear (adult to play the bear) – feelings of the bear. How would children feel in the family’s situation or the bear’s situation? Turn taking with resources. Who comforts us when we are frightened? Children will think about who would go on the naughty and nice list and why. What things could we do to get on the nice list? Children will play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. They will initiate play, offering cues to peers to join them. They will keep play going by responding to what others are saying or doing. They will demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>
<b>Communication and Language</b>	<p>Listening to the Bear Hunt Story, read verbally, on the board and a CD. Retelling the story, themselves, with puppets, using a story mat. Talking partners to retell the story. Recording the story on talking pegs. Walking the story and retelling the story. Improving their vocabulary using the talk for writing signs. Key words around the room for them to discuss. The story will be out for them to order, retell and</p>	<p>Listening to the Bear Hunt Story, read verbally, on the board and a CD. Retelling the story, themselves, with puppets, using a story mat. Talking partners to retell the story. Recording the story on talking pegs. Walking the story and retelling the story. Improving their vocabulary using the talk for writing signs. Key words around the room for them to discuss. The story will be out for them to order, retell and discuss. Role play area will be the forest and bears cave to</p>

# Year Reception

## Autumn Term 2015

### Curriculum Overview

	<p>discuss. Role play area will be the forest and bears cave to encourage talk. Hot seating with the adults as the character encourage questioning, as the weeks progress the children can become the characters. Picture book out at all times for the children. Big boxes to encourage the children to create their own house and bear cave. Children will listen with interest to the noises adults make when they read stories. They will recognise and respond to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. They will show interest in play with sounds, songs and rhymes. They will have a single channelled attention. They can shift to a different task if attention fully obtained – using child's name helps focus.</p>	<p>encourage talk. Hot seating with the adults as the character encourage questioning, as the weeks progress the children can become the characters. Picture book out at all times for the children. Big boxes to encourage the children to create their own house and bear cave. Children will talk about what they would like for Christmas. They will listen to others one to one or in small groups, when conversation interests them. They will listen to stories with increasing attention and recall. Children will join in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p>
<p><b>Physical Development</b></p>	<p>Busy feet bear hunt activities. Story maps. Over, under and through when walking the story. Using space when avoiding the bear. Play dough. Bear hunt action during music and P.E in the hall. Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on Reception play climbing equipment. Can kick a large ball. Turns pages in a book, sometimes several at once. Shows control in holding and using jugs to pour, hammers, books and mark-making tools. Beginning to use three fingers (tripod grip) to hold writing tools Imitates drawing simple shapes such as circles and lines.</p>	<p>Busy feet bear hunt activities. Story maps. Over, under and through when walking the story. Using space when avoiding the bear. Play dough. Bear hunt action during music and P.E in the hall. Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown.</p>
<p><b>Literacy</b></p>	<p>Story maps of the story of bear hunt. Walking the story of bear hunt. Talk partners Ordering the story Talk for writing signs used to tell the bear hunt story. Recording the story using voices and sound effects. Initial letters important in the story e.g b – bear, s – snow. Model writing by adults. Report writing on the adventure. What is in our classroom? Key words. Story in books, on whiteboard, on the CD player. Paints and chalk to draw maps outside. Has some favourite stories, rhymes, songs, poems or jingles. Repeats words or phrases from familiar stories. Fills in the missing word or phrase in a known rhyme. Distinguishes between the different marks they make.</p>	<p>Story maps of the story of bear hunt. Walking the story of bear hunt. Talk partners Ordering the story Talk for writing signs used to tell the bear hunt story. Recording the story using voices and sound effects. Initial letters important in the story e.g b – bear, s – snow. Model writing by adults. Report writing on the adventure. What is in our classroom? Key words. Story in books, on whiteboard, on the CD player. Paints and chalk to draw maps outside. Christmas stories. Christmas poems. Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places.</p>
<p><b>Mathematics</b></p>	<p>Ordering teddy bears Creating houses using 2d and 3d shapes Ordering number bears Pattern for the bears quilt. Counting wellingtons – pairs</p>	<p>Ordering teddy bears Creating houses using 2d and 3d shapes Ordering number bears Pattern for the bears quilt. Counting wellingtons – pairs</p>

# Year Reception

## Autumn Term 2015

### Curriculum Overview

	<p>Counting footsteps on the walk round.          Recognising numbers to 20.          Counting to 20 and beyond.          Making sets to 20.          Counting objects from a larger group.          Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. Recites some number names in sequence. Creates and experiments with symbols and marks representing ideas of number. Begins to make comparisons between quantities. Uses some language of quantities, such as 'more' and 'a lot'. Knows that a group of things changes in quantity when something is added or taken away. Notices simple shapes and patterns in pictures. Beginning to categorise objects according to properties such as shape or size. Begins to use the language of size. Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. Anticipates specific time-based events such as mealtimes or home time.</p>	<p>Counting footsteps on the walk round.          Recognising numbers to 20.          Counting to 20 and beyond.          Making sets to 20.          Counting objects from a larger group.          Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly.          Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. Uses positional language.</p>
<p><b>Understanding the World</b></p>	<p>Looking at seasons and changes to the environment.          Using a CD player.          Going to Warley Woods.          Describing a bear.          Talking pegs to record          How do the different areas feel?          Has a sense of own immediate family and relations. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. Beginning to have their own friends. Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p>	<p>Looking at seasons and changes to the environment.          Using a CD player.          Going to Warley Woods.          Describing a bear.          Talking pegs to record          How do the different areas feel?          Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends.</p>
<p><b>Expressive Art and Design</b></p>	<p>Making the walk through story          Making puppets          Music with Miss Davies          Textures of material.          Instruments for walking the story          CD for dancing.          Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms. Explores and learns how sounds can be changed.</p>	<p>Christmas cards.          Calendars.          Christmas decorations.          Christmas trees.          Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' Beginning to make-believe by pretending.          Developing preferences for forms of expression. Uses movement to express feelings. Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p>