

**Reception
Autumn Term 2016
Curriculum Overview**

Subject	Autumn Term	
RE	Autumn 1	Autumn 2
	<p style="text-align: center;">Unit A</p> <p style="text-align: center;">Creation – God’s Gifts.</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;">Unit B</p> <p style="text-align: center;">People Who Care For Us.</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.</p> <p>Children will know that people love and care for them. They will know that Jesus’ family 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;">Unit B</p> <p style="text-align: center;">People Who Care For Us.</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.</p> <p>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;">Unit C</p> <p style="text-align: center;">Advent – Four Weeks of Advent.</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>
	We’re Going on a Bear Hunt	We’re Going on a Bear Hunt and The Snowman
Personal, Social and Emotional Development	<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?</p> <p>Discussion on the characters feelings – hot seating.</p> <p>Interviewing the bear (adult to play the bear) – feelings of the bear.</p> <p>How would children feel in the family’s situation or the bear’s situation?</p> <p>Turn taking with resources.</p> <p>Who comforts us when we are frightened?</p> <p>Children will be interested in others’ play and start to join in. They will seek out others to share</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?</p> <p>Discussion on the characters feelings – hot seating.</p> <p>Interviewing the bear (adult to play the bear) – feelings of the bear.</p> <p>How would children feel in the family’s situation or the bear’s situation?</p> <p>Turn taking with resources.</p> <p>Who comforts us when we are frightened?</p> <p>Role play will change to a winter wonderland/Santa’s workshop midway through</p>

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	<p>experiences with. Children will play in groups and extend one another's ideas during play. They will demonstrate friendly behaviour and begin to form good relationships with children and familiar adults.</p>	<p>the term. The children will make a giant snowman as a class, which will encourage taking turns and sharing. Discuss the feelings of the little boy in the story – children to think of times that they have felt excited. Children will learn to play some snowman themed team games to encourage working together. Children will play in groups and extend one another's ideas during play, e.g. building up a role-play activity with other children. They will demonstrate friendly behaviour and form good relationships with children and familiar adults. They will initiate play, offering cues to peers to join them. They will begin to adapt behaviour to different events, social situations and changes in routine.</p>
<p>Communication and language</p>	<p>Listening to the Bear Hunt Story, read verbally, on the board and a CD. Children will begin to recall the information from the story. Walking the story through with actions and retelling the story. Retelling the story, themselves, with puppets, using a story mat. Talking partners to retell the story. Recording their retelling of the story on iPads. 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 encourage talk and role play. Hot seating with the adults as the character to 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. Pictures of forests and caves visible to encourage discussion.</p> <p>Children will join in with repeated refrains from the story and will anticipate key events and phrases in rhymes and stories. Children will be able to concentrate on one thing at a time and using their name will help</p>	<p>Children will recall the information from the Bear Hunt Story. Retelling the story, themselves, with puppets, using a story mat. Talking partners to retell the story. 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 encourage talk. Hot seating with the adults as the character to 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 join in with repeated refrains from the story and will anticipate key events and phrases in rhymes and stories. 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.</p> <p>Listening to The Snowman Story, read verbally, on the board and a CD. Talk about winter and the sorts of activities people can do when it is cold. Making and decorating snowman biscuits, following the recipe and listening to instructions, beginning to focus attention appropriately. Children will begin to follow 2-part instructions. Snowman masks will be used to act out and retell</p>

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	<p>them to refocus.</p>	<p>the story. Describing what can be seen in a winter scene photograph.</p>
<p style="text-align: center;">Physical Development</p>	<p>Busy feet bear hunt activities. 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. Experiment with different ways of moving as children travel over, under and through whilst walking through the story (including using obstacles). Jumping off equipment and landing appropriately. Using different tools and materials safely to construct a cave/house etc. Children will become more confident in using and controlling a pencil with their thumb and 2 fingers, near to the tip. Forming some recognisable letters.</p>	<p>Busy feet bear hunt activities. 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. Experiment with different ways of moving as children travel over, under and through whilst walking through the story (including using obstacles). Jumping off equipment and landing appropriately. Using different tools and materials safely to construct a cave/house etc. Children will become more confident in using and controlling a pencil with their thumb and 2 fingers, near to the tip. Forming some recognisable letters.</p> <p>Talk about different clothes to wear when it is cold outside. Practise putting on jumpers, boots, scarves, hats and gloves and also putting on and fastening coats. Make and use salt dough to make snowman models. Make paper snowflakes by folding and cutting. Fine motor skills development using tweezers and pom-pom "snowmen." Create movements to The Snowman music, which will help children negotiate space well and explore different ways of moving.</p>
<p style="text-align: center;">English</p>	<p>Make sound effects to accompany the story, using body sounds. Record it and play back. Can children identify how each sound was made as they listen? Story maps of the story of bear hunt. Children encouraged to look at book independently, handling it correctly and turning pages. Walking the story of bear hunt. 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,</p>	<p>Make sound effects to accompany the story, using body sounds. Record it and play back. Can children identify how each sound was made as they listen? Story maps of the story of bear hunt. Children encouraged to look at book independently, handling it correctly and turning pages. Walking the story of bear hunt. 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.</p>

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	<p>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. To be aware of the way stories are structured. Ascribes meanings to marks that they see in different places. Links sounds to letters, naming and sounding the letter in the alphabet. Know that in English, we read from left to right and top to bottom.</p>	<p>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. To be aware of the way stories are structured. Ascribes meanings to marks that they see in different places. Links sounds to letters, naming and sounding the letter in the alphabet. Know that in English, we read from left to right and top to bottom.</p> <p>Sequencing The Snowman story. Talk for writing signs to tell the story. Hot seat characters from the story – children asking questions relevant to the story. Practise hearing and pronouncing initial sounds from the story. Small world version of the story to encourage children to retell the story. Teacher model writing a Christmas list/letter to Santa and resources for children to write their own letter in the writing area. Key words displayed and children encouraged to read them. Snowman poem – recognising rhyming words.</p>
<p>Mathematics</p>	<p>Knows that a group of things changes in quantity when something is added or taken away. Counting footsteps/jumps on the walk round. Doubles in the Bear Hunt story (how many people and how many arms/legs/eyes etc) Recognising numbers to 20. Counting to 20 and beyond. Making sets to 20. Counting objects from a larger group. Using positional language (on top of, under, beside etc). Represents numbers in various ways (marks, objects, fingers etc). Recognise some numbers of personal significance. Begins to make comparisons between quantities. Uses some language of quantities, such as 'more' and 'a lot'. 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',</p>	<p>Creating houses using 2d and 3d shapes – number their houses. Ordering number bears Pattern for the bears quilt. Counting wellingtons – pairs 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. Sometimes matches numeral and quantity correctly. Uses positional language.</p> <p>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. Explore 2D and 3D shapes and make large and small snowmen pictures and models.</p>

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	<p>'later' or 'soon'. Anticipates specific time-based events such as mealtimes or home time.</p>	<p>Ordering different sized images of snowmen.</p>
<p>Understanding the world</p>	<p>Talks about special times they have enjoyed with family/friends. Knows that some things make them unique and can talk about some of these things. Enjoys joining in with family traditions and talks about them in school. Understands changes over time, growth and decay. Looking at seasons and changes to the environment. Using a CD player to play story. Describing a bear. How do the different areas feel? Talk about how information can be found out on computers and in books. Use a search engine to find pictures.</p>	<p>Talks about special times they have enjoyed with family/friends. Knows that some things make them unique and can talk about some of these things. Enjoys joining in with family traditions and talks about them in school. Understands changes over time, growth and decay. Looking at seasons and changes to the environment. Using a CD player to play story. Describing a bear. How do the different areas feel? Talk about how information can be found out on computers and in books. Use a search engine to find pictures. Use bee-bot on map to visit Santa at the North Pole. Go on walk and talk about the cold weather – changes in the seasons. Discuss ways we can keep warm. Explore ice/snow and melting.</p>
<p>Expressive Art and Design</p>	<p>Make mini scenes of the different environments in the story (tall grass, sticky mud) using different materials. Experiment to create different textures.</p> <p>Making puppets Music with Miss Davies – using instruments to make sounds for the different parts of the story. Textures of material. CD for dancing. Use body to make different sounds for the story. Construct own cave, using range of materials. Explore mixing colours.</p>	<p>Music with Miss Davies – using instruments to make sounds for the different parts of the story. Textures of material. The Snowman in music. CD for dancing. Use body to make different sounds for the story. Construct own cave, using range of materials. Explore mixing colours. Experiment to create different textures. Christmas cards. Calendars. Christmas decorations. Christmas trees. Learning Christmas Carols. The Christmas production. Creating snow scene pictures, using a range of techniques.</p>