



## Curriculum Overview

### Reception Class

The Foundation Stage emphasizes that children learn most effectively through play. Through a play-based approach the children experience a wide variety of learning opportunities both indoor and outdoor. Within the Early Years Foundation Stage there are goals which most children are expected to achieve by the end of their year in Reception. The steps which children take as they progress towards achieving these goals are known as Development Matters.

There are three prime areas of learning:

- Communication and Language
- Physical development
- Personal, social and emotional development

and four specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

In planning and guiding children's activities we reflect on the different ways that children learn. Three characteristics of effective teaching and learning are:

**Playing and exploring** - children investigate and experience things, and 'have a go';

**Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;

**Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

## Autumn Term

Subject	Content
<b>Religious Education</b>	<p><b>Creation- God's Gifts</b></p> <ul style="list-style-type: none"> <li>• be able to recall parts of the story of creation using pictures and captions</li> <li>• recognise gifts they have which are God given</li> </ul> <p><b>People who care for us</b></p> <ul style="list-style-type: none"> <li>• children will know that families try to show love and care for each other</li> <li>• that Jesus' family included Mary and Joseph</li> <li>• they will be able to recall a celebration Jesus attended with Mary</li> </ul> <p><b>Advent</b></p> <ul style="list-style-type: none"> <li>• children will know that there are four weeks in Advent</li> </ul> <p><b>Christmas</b></p> <ul style="list-style-type: none"> <li>• children will know that Jesus was born in a stable in Bethlehem and that his first visitors were shepherds</li> </ul>
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>• interact and negotiate</li> <li>• awareness of speaker</li> <li>• develop listening skills</li> <li>• enjoy using language</li> <li>• listen attentively</li> </ul>
<b>English</b>	<ul style="list-style-type: none"> <li>• explore with sounds</li> <li>• directionality of writing (left to right)</li> <li>• names, labels, captions</li> <li>• form letters with care</li> <li>• write for a purpose</li> <li>• form letters with care</li> <li>• phase 2/3 phonics (letters and sounds)</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• use number names in order</li> <li>• recognise numerals to 10 and beyond</li> <li>• compare quantities</li> <li>• positional language</li> <li>• count reliably to 10 and beyond</li> <li>• recreate patterns</li> <li>• solve number problems</li> </ul>
<b>Physical Education</b>	<p><b>Outdoor Adventure</b></p> <ul style="list-style-type: none"> <li>• develop fundamental movement skills</li> <li>• work within a small group</li> <li>• participate in cooperative physical activities</li> <li>• participate in competitive physical activities</li> <li>• develop simple tactics</li> </ul> <p><b>Net Games</b></p>

	<ul style="list-style-type: none"> <li>• show control and balance in basic movement</li> <li>• show spatial awareness during running &amp; chasing games</li> <li>• run around &amp; over objects, demonstrating control &amp; balance</li> <li>• become familiar with the names of different types of equipment</li> <li>• hit or push an object wards a stationary target</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• demonstrate two-dimensional shapes</li> <li>• demonstrate scuttling actions</li> <li>• move with floaty and fluttery dynamics</li> <li>• move in the space using forwards, backwards and sideway actions</li> <li>• develop relationships – away, wards and around partner</li> </ul>
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<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>• relationships/making friends</li> <li>• follow rules</li> <li>• awareness of own and others needs</li> <li>• respect cultures</li> <li>• treat people with respect</li> <li>• expect respect from others</li> </ul>
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**Creative Curriculum**

We deliver the following subjects through whole school topics and they are collectively referred to as the Creative Curriculum: Art and Design, Design Technology, Geography, History and Music. **In Foundation Stage these subjects come under the headings “Understanding the World” and “Expressive Arts and Design”**

Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects.

(See Creative Curriculum Two Year Cycle)

<p><b>Year A</b></p> <p><b>Autumn 1- Community</b></p> <p><b>Main focus – Geography- Understanding the World</b></p> <p><b>Around our school</b></p> <p><b>Finding out about our school building – inside and out.</b></p> <ul style="list-style-type: none"> <li>• finding our way around school and beginning to think about our own neighbourhood</li> <li>• becoming familiar with our environment and its people</li> <li>• exploring simple maps</li> <li>• exploring different ways of getting to school</li> </ul> <p><b>Secondary focus –Music- Expressive Arts and Design</b></p>	<p><b>Year B</b></p> <p><b>Autumn 1- Journeys</b></p> <p><b>Main focus – Geography- Understanding the World</b></p> <p><b>How do we get to school?</b></p> <p><b>Exploring the journey to school and the way we travel</b></p> <ul style="list-style-type: none"> <li>• finding our way around school and beginning to think about our own neighbourhood</li> <li>• becoming familiar with our environment and its people</li> <li>• exploring simple maps</li> <li>• exploring different ways of getting to school</li> </ul> <p><b>Secondary focus –Music- Expressive Arts and Design</b></p>
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<ul style="list-style-type: none"> <li>• story sound effects</li> <li>• exploring beat, tempo and following direction</li> <li>• music, beat and tempo</li> <li>• recognise musical patterns and sing songs</li> <li>• explore sounds and sing songs</li> </ul>	<ul style="list-style-type: none"> <li>• story sound effects</li> <li>• exploring beat, tempo and following direction</li> <li>• music, beat and tempo</li> <li>• recognise musical patterns and sing songs</li> <li>• explore sounds and sing songs</li> </ul>
<p><b>Year A</b></p> <p><b>Autumn 2 – Celebrations</b></p> <p><b>Main focus: Art - Expressive Arts and Design</b></p> <p><b>Celebrations in different cultures</b></p> <p><b>Art focus- Painting</b></p> <ul style="list-style-type: none"> <li>• depicting celebrations and expressing ideas creatively</li> <li>• explore 2D/3D art</li> <li>• respond to senses creatively</li> <li>• cutting and sticking</li> <li>• using a range of media including paints, clay, collage</li> </ul> <p><b>Secondary focus: Understanding the World</b></p> <ul style="list-style-type: none"> <li>• finding out how our grandparents celebrated events</li> <li>• investigate objects and materials by using all of their senses as appropriate</li> <li>• find out about themselves and others</li> <li>• know about own and other cultures</li> </ul>	<p><b>Year B</b></p> <p><b>Autumn 2 – Memories</b></p> <p><b>Main focus: Art - Expressive Arts and Design</b></p> <p><b>Celebration memories</b></p> <p><b>Art focus- Painting</b></p> <ul style="list-style-type: none"> <li>• depicting celebrations and expressing ideas creatively</li> <li>• explore 2D/3D art</li> <li>• respond to senses creatively</li> <li>• cutting and sticking</li> <li>• using a range of media including paints, clay, collage</li> </ul> <p><b>Secondary focus: Understanding the World</b></p> <ul style="list-style-type: none"> <li>• finding out how our grandparents celebrated events</li> <li>• investigate objects and materials by using all of their senses as appropriate</li> <li>• find out about themselves and others</li> <li>• know about own and other cultures</li> </ul>