



# 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

<b>Subject</b>	<b>Content</b>
<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>• RWI (the sounds that letters make and how they blend together to make words)</li> <li>• directionality of writing (left to right) names, labels, captions</li> <li>• form letters with care</li> <li>• write for a purpose</li> <li>• form letters with care</li> <li>• blending sounds together to read/write words</li> <li>• read simple words/sentences and talk about what they have read with understanding</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Count object, actions and sounds</li> <li>• Subitise</li> <li>• Link the numbers symbols (numerals) with its cardinal number value</li> <li>• Count beyond</li> <li>• Compare numbers</li> <li>• Understand the 'one more/one less than' relationship between consecutive numbers</li> <li>• Explore the composition of numbers of 10</li> <li>• Automatically recall number bonds for numbers 0-5 and some to 10</li> <li>• Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> </ul>

	<ul style="list-style-type: none"> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes within in it, just as numbers can</li> <li>• Continue, copy and create repeating patterns</li> <li>• Compare length, weight and capacity</li> </ul>
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community</li> <li>• Name and describe people who are familiar to them</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past</li> <li>• Draw information from a simple map</li> <li>• Understand that some places are special to members of their community</li> <li>• Recognise that people have different beliefs and celebrate different times in different ways</li> <li>• Recognise similarities and differences between life in this country and life in other countries</li> <li>• Explore the natural world around them</li> <li>• Describe what they see, hear and feel whilst outside</li> <li>• Recognise some environments that are different to the one in which they live</li> <li>• Understand the effect of changing seasons on the natural world around them</li> </ul>
<b>Expressive Arts and Design</b>	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them</li> <li>• Create collaboratively, sharing resources and skills</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody</li> <li>• Develop storylines in their pretend play</li> <li>• Explore and engage in music making and dance, performing solo or in a group</li> </ul>
<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>

	<ul style="list-style-type: none"> <li>• Play independently and with focus for five minutes or more.</li> <li>•</li> </ul>
<b>Physical Education</b>	<p><b>Gymnastics</b>  <b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>▪ know how to use a variety of equipment &amp; resources.</li> <li>▪ to make my body tense &amp; relaxed.</li> <li>▪ to roll in different ways.</li> <li>▪ to travel in different ways.</li> <li>▪ to develop overall balance.</li> </ul> <p><b>Dance</b>  <b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>▪ able to demonstrate two-dimensional shapes.</li> <li>▪ able to demonstrate scuttling actions.</li> <li>▪ able to move with floaty and fluttery dynamics.</li> <li>▪ able to move in the space using forwards, backwards and sideways actions.</li> <li>▪ able to develop relationships – away, towards and around partner.</li> </ul> <p><b>Multi Skills</b>  <b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>▪ develop fundamental movement skills.</li> <li>▪ to 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>Creative Curriculum</b></p> <p>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. <b>In Foundation Stage these subjects come under the headings “Understanding the World” and “Expressive Arts and Design”</b></p> <p>Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects.</p> <p>(See Creative Curriculum Two Year Cycle)</p>	
<p><b>Year A</b>  <b>Autumn 1- Community</b>  <b>Main focus – Geography- Understanding the World</b>  <b>Around our school</b>  <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> </ul>	<p><b>Year B</b>  <b>Autumn 1- Journeys</b>  <b>Main focus – Geography- Understanding the World</b>  <b>How do we get to school?</b>  <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> </ul>

<ul style="list-style-type: none"> <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> <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>• 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> <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>  <b>Autumn 2 – Celebrations</b>  <b>Main focus: Art - Expressive Arts and Design</b>  <b>Celebrations in different cultures</b>  <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>  <b>Autumn 2 – Memories</b>  <b>Main focus: Art - Expressive Arts and Design</b>  <b>Celebration memories</b>  <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>