

Reception Curriculum Overview for Autumn FHT 2018

<p align="center"><u>Literacy</u></p> <ul style="list-style-type: none"> * Play a range of sound and rhyming songs and games to recap on phase 1 learning (R 30-50) * Begin teaching of phase 2 phonics (R/W 40-60) * Practice writing own name in range of media and for different purposes e.g. for models (W 40-60) * Children create their own family tree (W 40-60) * Introduce the characters in ORT family through shared reading. Teach recognition of the characters' names (R 30-60) * Read stories about starting school (R 30-60) * Range of materials for mark making e.g. glitter in trays, foam (W30-50) * Sequence main events of the stories (R 30-50) 	<p><u>Topic</u> All about me. Stories to focus on: *Elmer *Harry and the Bucketful of Dinosaurs *Non-fiction books about the body *Stories about families</p>	<p align="center"><u>Communication and Language</u></p> <ul style="list-style-type: none"> * Read the stories of Elmer and Harry and the Bucketful of Dinosaurs. Encourage children to identify main characters and events (LA 30-50, R 30-50) * Play a range of listening games in small groups e.g. Brown Bear, Apple Pie (LA 30-50) * Use positional language to help children in locating resources in classroom (U 30-50) * Listen to fairy tale stories at the listening station (LA 30-50, T 30-50) 	<p align="center"><u>Physical Development</u></p> <ul style="list-style-type: none"> * How to take care of ourselves- personal hygiene at school (HSC 30-50) * Show children the toilet and promote independence (HSC 30-50) * Take shoes and socks off and explore hall. Progress to changing into PE kits (MH 40-60) * Develop spacial awareness through a range of warm up games. (MH 30-60) * Explore different ways of travelling and what our bodies can do, respond in different ways to music and to express feelings (MH 30-60, BI 30-50) * Develop cutting skills and use a range of malleable resources to explore tools (MH 30-50) * Use the scooters, bikes and hoppers, negotiating space carefully and taking turns (MH 40-60, MFB 40-60)
<p align="center"><u>Maths</u></p> <ul style="list-style-type: none"> * Make patterns and pictures with objects, shapes and numicon (SSM 30-50 + 40-60) * Recognise and describe patterns (SSM 40-60) * Practice counting to 10 by rote and singing songs e.g. Stuck on the Motorway. Count small sets of objects (N 40-60) * Forming numbers in different media (N 40-60, EMM 30-50) * Use mathematical language to describe every day objects and 2D shapes (SSM 40-60) * Sort the Compare Bears, bears, bowls by colour and size, count and compare sets (N 40-60). Sing songs and introduce vocabulary linked with size (SSM 30-60) * Order children by height and create a height chart (SSM 40-60) * Counting body parts and adapted Beetle Drive game (N 40-60). * Introduce the numerals 0-5 with songs, games and rhymes. Show the Numicon pieces and use in sand and water areas (N 40-60) * Find one more and one less than a number to 5 (N 40-60) 	<p align="center"><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> * Circle games to learn each other's names and share things about each other (MR 30-60) * Learning routines and generate class charter together. Discuss expectations of behaviour (MFB 30-60) * Exploring learning environment and of our class and school. Encourage children to be independent in accessing the resources they need and putting away again. Learn classroom routines (SCSA 30-60) * Discuss likes and dislikes and make comparisons (SCSA 40-60) * Introduce the characters in the Oxford Reading Tree books. Discuss our own family and home. Create a family tree (SCSA 30-60) * Talk about the feelings of characters in the stories and what makes us feel different emotions (MFB 30-50) 	<p align="center"><u>Understanding the World</u></p> <ul style="list-style-type: none"> * Discuss family, home and recent experiences (PC 30-50) * Support the children in taking care of their school environment and resources (TW 30-50) * Show the children how to operate ICT equipment in the classroom- simple games on laptops, listening station, camera (T 30-50) * Use the camera and Ipad to take photos of school environment, models and friends (T 30-60 + 40 - 60) * Learn the different parts of our body through songs and labelling Kipper (PC 30-50) * Simple family trees - look at how families may be different (PC 40-60). * Compare homes of 3 Little Pigs. Look at different homes people may live in (PC 40-60). * Make homes out of different materials and investigate which is the strongest etc. (TW 40-60) 	
	<p align="center"><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> * Retell stories using props and puppets (BI 30-60) * Create own puppets/paintings of the characters (EMM 30-50) * Family portraits (EMM 30-50) * Sing songs the children know already and begin to expand repertoire linked with topic (EMM 30-50) * Use the instruments in the music tent to make up simple songs and rhythms (BI 30 - 50) * Begin Music Express unit 1 (EMM 30-60) * Explore high, low and middle sounds (BI 30-50) * Drawing/painting what we like to do (EMM 30-50). * Junk modelling their houses (EMM 40-60). * Use roleplay and small world areas to take on roles and build own stories (BI 30 - 50) 	<p align="center"><u>How to help your child at home</u></p> <ul style="list-style-type: none"> * Read lots of books. Try for at least five minutes a day. * Practice sounds in phonics books 	