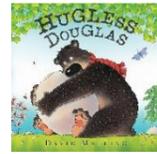
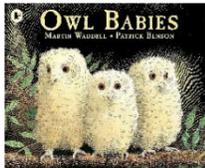
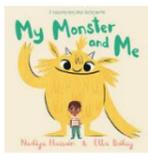


Reception- Autumn 1 Curriculum

Theme	Author/Book	English – talk through stories	Outdoor Learning	Outdoor visit	Adventurous Pursuits
How am I special?	Author - Martin Waddell	     	Forest School Continuous Provision Allotment	Walk around the school site – Where do I go to school? Where do I live?	Rafted canoeing

PSED	Communication & Language	Physical Development	English	Math's	Knowledge & Understanding of the world	Expressive Art and Design
<p>Do they separate happily from their 'Grown up'?</p> <p>Do they confidently follow our daily routine?</p> <p>Do they follow the Stop &amp; Star independently or with some prompt?</p> <p>Do they tidy up when prompted?</p> <p>Do they know where to hang up their coat?</p> <p>Do they know how to make choices in provision?</p> <p>Do they know how to say how they feel using the morning feeling cards?</p> <p>Do they show some understanding of others?</p> <p>Do they know how to help a friend if they are upset?</p> <p><b>PSHE – Jigsaw</b></p> <p><b>Being Me in My World</b></p> <p>Know they have a right to learn and play, safely and happily.</p> <p>Know that some people are different from themselves.</p> <p>Know that hands can be used kindly and unkindly.</p> <p>Know special things about themselves.</p> <p>Know how happiness and sadness can be expressed.</p> <p>Know that being kind is good.</p>	<p><b>Speaking</b></p> <p>Do they use a wider range of words when they are talking?</p> <p>Do they know and sing lots of different songs?</p> <p>Do they talk about familiar stories?</p> <p>Do they begin to use the correct tense in my speech?</p> <p><b>Listening</b></p> <p>Do they pay attention for a longer time to more than one thing?</p> <p><b>Understanding</b></p> <p>Do they begin to understand who / what questions?</p> <p>Do they begin to follow simple 2 part instructions?</p>	<p>Do they know how to use the bathroom?</p> <p>Do they join in with dough disco and squiggle while you wiggle?</p> <p>Do they know how to choose their own resources for a specific task/activity?</p> <p>Do they know how to balance on a scooter or a bike?</p> <p>Do they know how to move confidently in different ways? Such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Do they learn and remember new movements?</p>	<p><b>Writing</b></p> <p>Follow the RWI Programme</p> <p>Do they know how to write some clear letter shapes?</p> <p>Do they know how to write their name?</p> <p>Do they know how to begin to write for a purpose, e.g. shopping list, letter or card?</p> <p>Do they know that writing is read from left to right?</p> <p><b>Reading</b></p> <p>Do they know how to hold books up the right way?</p> <p>Do they know that we read from left to right?</p> <p>Do they know that print carries meaning?</p> <p>Do they say the initial sounds they have been taught?</p> <p>Do they begin to use their phonic knowledge to read simple CVC words?</p>	<p><b>Getting to know you</b></p> <p><b>Match and Sort</b></p> <p><b>Just Like me</b></p> <p><b>Compare Amounts – Compare size, mass capacity</b></p> <p><b>Exploring Patterns</b></p> <p><b>Number</b></p> <p>Do they begin to understand subitising?</p> <p>Do they know how to say number names in order?</p> <p>Do they know how to sort objects by a variety of properties?</p> <p>Do they talk about what I see in relation to patterns?</p> <p><b>Shape, Space, Measure</b></p> <p>Do they make models with similar attributes to real structures?</p> <p>Do they know how to continue and then create their own AB patterns?</p> <p>Do they talk about the visual timetable using mathematical language such as first, then etc?</p>	<p><b>Working Scientifically</b></p> <p>Do they use all their senses in hands on explorations?</p> <p>Do they talk about what they see, touch, smell, hear or taste?</p> <p>Do they observe changes and talk about what they can see?</p> <p>Do they begin to record their experiences using pictures, words and captions??</p> <p><b>Materials</b></p> <p>Do they explore and talk about materials with different properties?</p> <p>Do they explore and talk about natural materials, indoors and outside?</p> <p><b>Seasonal changes</b></p> <p>Do they talk about what they see, hear and feel outside at different times of the year?</p> <p><b>Animals including humans</b></p> <p>Do they know and name body parts and know their function. E.g. ears – hear?</p> <p><b>Plants</b></p> <p>Do they enjoy going to Forest School and the allotment and shows an awareness of the different processes that happen?</p> <p>Do they talk about their experiences of Forest School and the allotment?</p> <p><b>History</b></p> <p>Do they talk about their family including parents and Grandparents?</p> <p>Do they notice and talk about similarities and differences between people? (cultural and age)</p> <p>Do they retell their own life story and their family's history?</p> <p>Do they discuss significant people throughout history as appropriate? (Martin Waddell - author and Giuseppe Arcimboldo - artist)</p> <p><b>Geography</b></p> <p><b>Locational Knowledge</b></p> <p>Do they talk about home and do they know where they live?</p> <p><b>Human and Physical Geography</b></p>	<p><b>Music</b></p> <p>Do they join in with songs and rhymes?</p> <p><b>Story telling/Role Play/Being imaginative</b></p> <p>Do they confidently take on role in the home corner?</p> <p><b>Painting / Printing</b></p> <p>Do they paint themselves looking at their features in a mirror?</p> <p>Do they mix colours through exploration?</p> <p>Do they print to show texture on large art work?</p> <p><b>Drawing</b></p> <p>Do they draw using a variety of resources?</p> <p><b>Modelling</b></p> <p>Do they create models in a variety of areas and talk about what they have made?</p> <p><b>Artist</b></p> <p>Do they look at the work of an artist and talk about what they notice?</p> <p>Giuseppe Arcimboldo.</p> <p>Do they make faces using fruit and vegetables?</p>



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										<p>Do they name the features of their immediate environment? (linked to school areas used by Reception)</p> <p><b>RE</b>  <b>Which people are special and why?</b>  <b>Do they talk about people who are special to them?</b>  <b>Do they say what makes their family and friends special to them?</b>  <b>Do they identify some of the qualities of a good friend?</b>  <b>Do they reflect on the question 'Am I a good friend'?</b>  <b>Do they recall and talk about stories of Jesus as a friend to others?</b>  <b>Do they recall stories about special people in other religions and talk about what we can learn from them?</b></p> <p><b>Do they join in with discussions about their family's beliefs and heritage?</b></p>	<p>Do they begin to talk about what they can see and like about the work of another artist?</p> <p>Do they talk about their own art work?</p>	
<p><b>Vocabulary</b>                  Share                  Turn take                  Emotion                  Angry, upset, happy, sad                  Sorry                  Friends</p>		<p><b>Vocabulary</b>  <b>Speaking</b>                  Speak                  Join in                  Sentence</p> <p><b>Listening</b>                  Rhyme                  Instruction                  Who</p> <p><b>Understanding</b>                  On                  In                  Under                  He                  She</p>		<p><b>Vocabulary</b>                  Walk, run, skip, jump and climb                  Squeeze, pat, twist, pinch, roll</p>		<p><b>Vocabulary</b>  <b>Writing</b>                  Drawing                  Writing/print                  Hand                  Grip                  Left to right                  Shared Scribe</p>	<p><b>Reading</b>                  Left to right                  Print                  Book                  Title                  Front Cover                  Blurb                  Story                  Words                  Picture                  Rhyme                  Author                  Library                  Re-tell                  Story                  Sequence                  Phonics                  Phoneme                  Grapheme                  Green Words                  Segment                  Blend                  Sound buttons</p>	<p><b>Vocabulary</b>                  Number                  Numeral                  Count                  Order                  Subitise                  Compare                  Many                  Few/er</p> <p>Pattern                  Continue                  Repeat                  First                  Next                  After that                  Match                  Sort                  Same / not same</p>	<p><b>Vocabulary</b>                  Science                  Autumn                  Leaves                  Rocks                  Grow                  Senses                  Natural                  Weather                  Seasons                  Compare</p> <p><b>RE</b>                  Family                  Differences                  Celebrate Birthdays                  Parent                  Grandparent                  Great                  Grandparent                  Religion/beliefs</p>	<p><b>Geography</b>                  Live                  Home                  Rochdale                  England                  Earth                  Park                  Local area                  Town                  Natural                  Man made                  Materials                  Trees                  Hill                  Allotment                  Wildflower/Be                  e Area                  Pond                  Field                  School building                  Playground                  Path</p> <p><b>History</b>                  Family tree                  New/old                  Today                  Yesterday                  Tomorrow                  Days of the week                  Week                  Next week                  Year                  Next Year                  Sequence                  Order                  Old</p>	<p><b>Vocabulary</b>                  Art/Creative/DT                  Paper                  Pencil                  Paint                  Felt tip                  Print                  Experiment                  Mix                  Colour names                  Paint brushes                  Picture                  Draw                  Features                  Lines                  Join                  Happy                  Sad</p> <p><b>Art</b>                  Artist                  Giuseppe Arcimboldo                  Self Portrait                  Skin tones</p>	<p><b>Model</b>                  Name some materials:                  ribbon, card, paper, feathers, sticks etc.</p> <p><b>Music/Drama</b>                  Nursery Rhymes                  Music                  Dance</p> <p>Name some instruments.                  Shake, tap, tip,                  Body percussion                  Clap                  Tap                  Stamp                  Bang                  pop                  Fast/slow                  Loud/quiet</p> <p>Role play                  Pretend                  Imagination                  Movement</p>



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											New/Recent The past The present The future Ago Memory Remember History Lifetime Repeat		
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