

Reception- Autumn 2 Curriculum

Theme	Author/Book	English – talk through stories	Celebrations	Outdoor Learning	Outdoor visit	Adventurous Pursuits
How does it work?	Author - Martin Waddell		Diwali Christmas	Continuous Provision Forest School Allotment		

PSED	Communication & Language	Physical Development	English	Math's	Knowledge & Understanding of the world	Expressive Art and Design
<p>Are they happy for others to have a turn and accept that not everyone can be chosen or play with the same toy?</p> <p>Do they keep trying to do things when difficulties arise?</p> <p>Do they resolve things without snatching and hurting?</p> <p>Do they know how to be kind to others and happy to say sorry if they have hurt them?</p> <p>Do they understand our Behaviour for Learning – Good Sitting, Good Listening &amp; Good Looking</p> <p>Do they make friends with different children?</p> <p>Have they become familiar with the indoor and outdoor provision and begun to make their own choices?</p> <p><b>PSHE – Jigsaw</b> <b>Celebrating Differences</b> Know what being unique means. Know the names of some emotions such as happy, sad, frightened, angry. Know why having friends is important. Know some qualities of a positive friendship. Know that they don't have to be 'the same as' to be a friend. Know what being proud means and that people can be proud of different things. Know that people can be good at different things. Know that families can be different.</p>	<p><b>Speaking</b></p> <p>Do they know how to speak in longer sentences when talking about something that is important to them?</p> <p>Do they know how to explain their point of view with words and actions when they don't agree?</p> <p>Do they know how to talk to their friends when they are playing.</p> <p><b>Listening</b></p> <p>Do they know how to take turns when talking to their peers or adults?</p> <p><b>Understanding</b></p> <p>Do they know how to answer some key who, what, why and where questions?</p>	<p>Do they know what to do to be more independent and confident during lunchtime?</p> <p>Do they know what they need to do to be ready for home time?</p> <p>Do they know how to join in with pen disco?</p> <p>Do they always use the same hand when making marks and writing?</p> <p>Do they begin to show correctness and care when drawing?</p> <p>Do they begin to work with others to build large structures?</p> <p>Do they negotiate obstacle courses with more confidence?</p> <p>Do they show confidence when moving in different ways? Such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Do they show confidence to join in with games and know how to follow 'Just dance' routines?</p>	<p><b>Writing</b></p> <p>Teachers to follow the RWI Programme</p> <p>Do they know how to form some clear letter shapes?</p> <p>Do they know how to write my name?</p> <p>Do they write for a purpose, e.g. shopping list, letter or card?</p> <p>Do they know to use a comfortable and appropriate pencil grip?</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 in words?</p> <p>Do they use their phonics to read simple CVC words?</p> <p>Do they understand who, what, where and why questions?</p>	<p><b>White Rose math's</b> <b>It's me 1, 2, 3</b> <b>Representing 1, 2 and 3</b> <b>Comparing 1, 2 and 3</b> <b>Composition of 1, 2 and 3</b> <b>Circles and Triangles</b> <b>Positional Language</b></p> <p><b>Light and Dark</b> <b>Representing Numbers to 5</b> <b>One more and Less</b> <b>Shapes and 4 sides and Time</b></p> <p>Do they know how many they see when subitising?</p> <p>Do they count objects by touching each one – up to 5 then tell you how many I have counted?</p> <p>Do they recognise numbers to 5 and find the correct number of objects?</p> <p>Do they know some bond facts?</p> <p>Do they talk about the marks they have made in relation to number?</p> <p>Do they talk about where things are instead of pointing?</p> <p>Do they think about the shapes they need to make a Christmas card</p> <p>Do they explore 2D shapes and recognise them all around them?</p>	<p><b>Working scientifically</b> Do they know to use all their senses when exploring? Do they talk about what they see, touch, smell, hear or taste? Do they know how to sort and begin to say how they have grouped them? Are they beginning to record their experiences using pictures and shared scribe? Do they know how to explore and group collections of materials with similar and/or different properties? Do they know how to explore and talk about moving toys? Do they know how different toys move? Do they explore how things work? (torches, cameras, Bee Bots and wind-up toys) Do they talk about what they see? (changing seasons) Do they show some awe and wonder of the world around them and the change in seasons? Do they talk about what they see, hear and feel outside at different times of the year? Do they talk/record about how water changes when frozen? Do they talk/record about what happens to the ice when it warms up? Do they explore and use a variety of resources with a function?</p> <p><b>History</b></p> <p>Do they discuss significant people throughout history as appropriate? (Martin Waddell - author)</p> <p><b>Geography</b></p> <p>Do they name the features of their immediate environment? (Linked to the areas they use in school)</p> <p><b>RE</b></p> <p>Do they join in with peers and show some understanding of Diwali and Christmas? Can they talk about some of the features of the Diwali &amp; Christmas celebrations and are happy to join others to celebrate? Do they join in with discussions about their family's beliefs and heritage? Which stories are special and why? Do they talk about some religious stories? Do they recognise some religious words, e.g., about God?</p>	<p><b>Music</b> <b>Kapow</b> <b>Exploring sound</b> <b>Key Skills</b></p> <p>Do they find a comfortable static position when playing instruments or singing?</p> <p>Are they developing an awareness of high and low through pictorial representations of sound?</p> <p>Do they explore and imitate sounds from their environment and in response to events in stories?</p> <p>Do they explore and imitating sounds?</p> <p>Do they experiment with creating sounds in different ways using instruments, body percussion and voices?</p> <p>Do they unconsciously begin to sing to the pulse of a song.</p> <p>Do they explore vowel sounds through call and response activities?</p> <p>Do they explore different ways of making sound with everyday objects and instruments?</p> <p>Do they explore different ways of holding a range of instruments?</p> <p>Do they start to show a preference for a dominant hand when playing instruments?</p> <p>Do they listen appropriately to someone leading a short musical phrase, song or rhyme?</p> <p>Do they explore spontaneous movement with different parts of their body in response to music?</p>



Reception- Autumn 2 Curriculum

<p>Know that people have different homes and why they are important to them.          Know different ways of making friends.          Know different ways to stand up for myself.</p>					<p>Do they identify some of their own feelings in the stories they hear?          Do they identify a sacred text e.g., bible, Qur'an?          Do they talk about what Jesus teaches about saying 'Thank you', and why it is good to thank and be thanked?          Do they talk about people who are special to them?          Do they say what makes their family and friends special to them?          Do they identify some of the qualities of a good friend?          Do they reflect on the question 'Am I a good friend?'          Do they recall and talk about stories of Jesus as a friend to others?          Do they recall stories about special people in other religions and talk about what we can learn from them?</p> <p>Do they talk about home and my experiences outside school?</p> <p>Do they show an interest in other children's stories and extend their friendship groups?</p>	<p>Do they express different spontaneous emotional reactions to music (smiling, movement, body language)?          Do they Identify and imitate sounds from a variety of music?          Do they use both speaking and singing voices?</p> <p><b>Knowledge</b>          Do they understand how to listen carefully and talk about what they hear?          Do they know that sounds can be copied by their voice, body percussion and instruments?          Do they understand that instruments can be played loudly or softly?</p> <p>Do they learn new songs?          (Christmas)          Do they know how to story tell/take on a role in play/be imaginative?          Do they take on a role/character and use story language?          (Large doll play)</p> <p><b>Painting / Printing</b>          Do they paint with a focus and talk then about it?</p> <p>Do they talk about the colours they have mixed?</p> <p>Do they print for a purpose to create a pattern?          (Wrapping paper)</p> <p><b>Drawing</b>          Do they draw with increasing detail?</p> <p><b>Modelling</b>          Do they know how to make complex enclosures and marks to represent objects with similar attributes including emotions?</p> <p>Do they talk about my art work?</p>
---	--	--	--	--	--	--



Reception- Autumn 2 Curriculum

<p><b>Vocabulary</b></p> <p>Share Turn take Emotion Angry, upset, happy, sad, excited, frightened Sorry Friends Kind</p>		<p><b>Speaking</b></p> <p>Speak Join in Sentence Retell Recount Ask questions Describe</p> <p><b>Listening</b></p> <p>Instruction Who What Why Conversation Respond</p>	<p><b>Understanding</b></p> <p>On In Under He She</p>	<p>Up and down Backwards, forwards and sideways Pencil grip</p>		<p><b>Vocabulary</b></p> <p><b>Writing</b></p> <p>Drawing Writing/print Hand Grip Left to right Shared Scribe Letter Shapes</p>	<p><b>Reading</b></p> <p>Vocabulary Left to right Print Phonics Who What Where why Character Setting Fiction Beginning Middle End Story Map Letter Dear To From Love</p> <p>Phonics Phoneme Grapheme Green Words Red words Digraph Segment Blend Decode Word building</p>	<p>Vocabulary</p> <p>Tens Ones Composition Double Bond More Less Fewer</p> <p>Shapes – circle, triangle, square, rectangle 2D 3D Clock / O'clock Behind In front Next</p>		<p><b>Vocabulary</b></p> <p><b>Science</b></p> <p>Winter Push/pull Fast/slow Forwards/backwards</p> <p>Naughty Good Driver Bus Vehicles Traffic Passengers</p> <p>Autumn Wind Change Cold Water Freezing Frozen Melting Melt</p> <p><b>History</b></p> <p>New/old Today Yesterday Tomorrow Days of the week Week Next week Year Next Year Sequence Order Old New/Recent The past The present The future Ago Memory Remember</p>	<p><b>History</b></p> <p>Lifetime Repeat</p> <p><b>Geography</b></p> <p>School Dining room Outdoor building Climbing Hill Pond Playground Field Path Trees</p> <p><b>RE</b></p> <p>Festival Tradition Decorate Prayer Religion/beliefs Family Differences Celebrate Birthdays Eid Muslim Islam Christians Church Bible Christmas Mary and Joseph Jesus Tradition Tree/baubles Father Christmas Hinduism Mandir (Temple) Veda (Holy book) Gods and Goddesses Diva lamp Mehndi Rangoli</p>	<p><b>Vocabulary</b></p> <p><b>Art/Creative/DT</b></p> <p>Paper Pencil Paint Felt tip Print Experiment Mix Colour names Paint brushes Picture Draw Features Lines Join Happy Sad</p> <p><b>Model</b></p> <p>Name some materials: ribbon, card, paper, feathers, sticks etc.</p>	<p><b>Music/Drama</b></p> <p>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>
--	--	---	---	---	--	---	---	---	--	---	--	---	---

