

Reception Curriculum Plan 2020-2021

	Autumn		Spring		Summer	Summer
Theme Hook question	<p>‘All About Me’ (Whole School focus- History/Locality)</p> <p>Variety of Nursery Rhymes Rhyming Text- : ‘Hickory Dickory Dickory Dog’</p> <p>‘All about Alice’</p> <p>Author study: Julia Donaldson- link in with end of the day storytime</p>	<p>‘What did they do for me?’ (Information Centre)</p> <p>‘On Sudden Hill’- Have different shaped boxes in the classroom. What could be in the boxes? What could they be?</p> <p>‘Emergency!’- People who help us</p> <p>People who help us song</p> <p>Rachel.bates@nwas.nhs.uk- ambulance contact for next year</p> <p>Mrs Crook- Vet</p> <p>Mr Jones- Rescue Officer ?</p> <p>Visit: Fire Brigade (7th NOV) Police 12th Nov 9:30 am /Police/ other significant people who help us</p>	<p>‘From Local to Global’ (Published Book)</p> <p>‘Silly Doggy’- Look at the front cover- what might the story be about? Who are the characters? What might happen?- Children to write a title- predictions</p> <p>‘We’re going on a bear hunt?’ Book talk – look at back picture. Who is it? Where is he? What is it? How is he feeling?</p> <p>PAN art- ‘Same but different’</p>	<p>‘Time Travellers’ (Performance)</p> <p>‘Mr. Benn books’- Caveman (Do Dinosuars live?) Spaceman- Can we live in space?</p> <p>‘Naughty Bus!’- where would you travel to? Where have you been? Where would you like to go?</p> <p>Visit: Liverpool Museum</p> <p>(Plant seeds)</p>	<p>‘Show what you grow’ (Café)</p> <p>‘Hattie Peck’- The journey of an egg- How does a chicken grow?</p> <p>‘The Tiny Seed’- How do plants grow?</p> <p>Jack and the Beanstalk- Fairy Tale</p> <p>Story writing focus</p> <p>Visit: Farmer Ted’s</p>	<p>‘Heal the World’ (World)</p> <p>‘Bog Baby’- Find bog baby- what is it? Where would you find it? Where does it live? What does it look like? How would you catch a bog baby?</p> <p>‘Tidy by Emily Gravett- How can we look after the environment?</p> <p>Goldilocks and the three bears (Fairy Tale to link in with Year 1 text in Autumn Term)</p>
Role Play Focus	<p>Home Role Play</p> <p>Story telling with puppets</p>	<p>Junk Modelling- Creating an adventurous model- imaginary play- create a rocket/castle/pirate ship/telescope/flags</p> <p>Roleplay- different occupations and enhancements</p> <p>Visitors- police/ Fire Brigade etc</p>	<p>Bear Caves- Making den</p>	<p>Space Travel Agency</p> <p>Archaeologist dig with dinosaur bones</p> <p>Maps</p>	<p>Looking after animals</p> <p>Preparing the allotment area outside for growing flowers and veg.</p>	<p>Pond Dipping</p> <p>Habitats</p> <p>Forest School</p> <p>Eco Warriors</p>

<p>Literacy outcomes</p> <p>Oak Academy Literacy Units Detailed Below</p>	<p>Gives meaning to marks</p> <p>Hears and says initial sounds and words</p> <p>Writing own name</p>	<p>Segment sounds into simple words and blend together</p> <p>Link sounds to letters naming and sounding the letters of the Alphabet</p> <p>Uses some clearly identifiable letters to communicate meaning.</p> <p>Represent some sounds correctly and in sequence</p> <p>Writing own name.</p>	<p>To label a picture using phase 2 phonics</p> <p>Writing simple captions</p> <p>To write a simple sentence</p> <p>To orally re tell the story</p> <p>To sequence the story with pictures</p>	<p>To label a picture using phase 2/3phonics</p> <p>Writing simple captions</p> <p>To write a simple sentence</p> <p>To orally re tell the story</p> <p>To sequence the story with pictures</p>	<p>To orally recite and retell a familiar narrative</p> <p>To use phonological awareness to decode and spell words plausibly and accurately</p> <p>To rewrite a familiar narrative</p> <p>To express themselves effectively and creatively through a variety of different forms</p>	<p>To use phonic knowledge to write words</p> <p>Write 15 common irregular words</p> <p>Write simple sentences which can be read by themselves and others</p> <p>Some words are spelt correctly and others are phonetically plausible</p>
<p>On-going</p>	<p>Reading (word level and whole class comprehension/ guided reading) Writing (transcription, Handwriting, composition, vocabulary, grammar and punctuation) Spoken Language/Talk Time</p>					
<p>Numeracy (A focus will be on one number over a few weeks- looking at the number in its entirety)</p> <p>1st Class Number resources</p> <p>Oak Academy Maths Units Detailed Below</p>	<p>Through Power Maths and additional resources, such as Number Blocks, the following skills will be taught:</p> <p><i>To develop 1:1 counting</i> <i>To understand numbers have to be counted in a certain order</i> <i>To understand the number represents the total of number of objects in that group</i> <i>Any objects or noises can be counted</i> <i>To understand that counting in a different order doesn't change the amount</i></p> <p>Order of learning:</p> <p>Numbers to 5- counting/ recognising/ singing rhymes/developing the skill of subitising through numicon, cusenaire rods, fingers, dots, number blocks</p>	<p>Sorting</p> <p>Comparing numbers within 5 (more/less/fewer/greater)</p> <p>Change within 5 (1less/1 more)</p> <p>Using narrative to tell a mathematical story.</p> <p>Time</p>	<p>Number bonds within 5 (ELG)</p> <p>Numbers to 10</p> <p>Comparing numbers within 10</p> <p>Addition to 10</p>	<p>Number bonds to 10 (ELG)</p> <p>Space and Shape</p>	<p>Exploring patterns</p> <p>Counting on and counting back</p> <p>Numbers to 20</p> <p>Numerical patterns (ELG)</p> <p>Measure</p>	<p>Numerical patterns (ELG)</p> <p>Measure</p>
<p>On-going</p>	<p>Daily counting beyond 20.</p>					

<p>People Culture and Communities</p> <p>Past and Present</p> <p>Oak Academy Units Detailed Below</p>	<p>'All about me' Ourselves- <i>Talk about themselves and their family</i> <i>Talk about significant events in their own life</i></p> <p><i>Enjoys joining in with family customs and routines</i></p>	<p>'Occupations' <i>Talks about the lives of the people around them and their roles in society. (ELG- Past and Present)</i></p> <p>Diwali Sunday 14th November 2020 'Festival of Lights'- link in with Bonfire Night 5th November</p> <p><i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. (ELG People Culture and Communities)</i></p> <p>Christmas- Recognise and describe special times or events for family and friends</p>	<p>'From local to global' <i>To describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps (ELG People Culture and Communities)</i></p> <p><i>Know some similarities and differences between the natural world around them and contrasting environments (ELG- The Natural World)</i></p> <p>Chinese New Year- January 25th 2020 'Year of the rat'</p> <p><i>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts- and where appropriate- maps. (ELG People Culture and Communities)</i></p> <p>Decorate your own Chinese fan (2 simple)</p>	<p>'Time Travellers' <i>Know some similarities and differences between things in the past and now (ELG Past and Present)</i></p> <p>Holi- March 21st 'Festival of Colour'</p> <p>Easter 12th April 2020 <i>Talk about the lives of the people around and their roles in society (Past and Present ELG)</i></p> <p><i>Understand the past through settings, characters and events encountered in books read in class and storytelling (Past and Present ELG)</i></p>		<p><i>. To describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps (ELG People Culture and Communities)</i></p>
<p>Computing/ Technology</p>	<p>Purple Mash-2 paint a Picture/2 paint a picture project</p> <p>Mouse control/Hand eye co-dination</p> <p>Sock Puppets- app on ipad (turn taking and sharing)</p>	<p>Purple Mash- 2paint a Picture/2 paint a Project (in continuous Provision)</p> <p>Purple Mash- Technology.</p> <p>Purple Mash- Number</p> <p>Topmarks ICT games to enhance number recognition and counting</p>	<p>Purple Mash- PSHE (Making Relationships/Self Confidence and Awareness)</p> <p>Purple Mash- 2paint a Picture/2 paint a Project (in continuous Provision)- Decorate your own Chinese fan (2 simple)</p> <p>2 simple City (Link in Guided Reading ERIC questions)</p> <p>Puppet Pals- linked in with story telling/Story sequencing</p>	<p>Can complete a simple program on a computer or I pad</p> <p>Purple Mash- The world/People and Communities</p> <p>Purple Mash- 2paint a Picture/2 paint a Project (in continuous Provision)</p> <p>Class ipads/kindles in continuous provision for children to explore</p> <p>Pic collage-eg- enhance outdoor learning. Looking at changes in the environment/ Eco Warrior group</p>	<p>Can complete a simple program on a computer or I pad</p> <p>Knows information can be retrieved on the computer</p> <p>To select and use technology for particular purposes</p> <p>2Go- directional programme</p> <p>Beebots- directional programmes</p> <p>Purple Mash- Health and self care</p> <p>Purple Mash-Communication and Language</p>	<p>To select and use technology for particular purposes</p> <p>Purple Mash-Creating stories/Mash Cams</p> <p>Chatterpix/Puppetpals/Pic collage</p> <p>Purple Mash- 2paint a Picture/2 paint a Project (in continuous Provision)</p>

					<p>Purple Mash- 2paint a Picture/2 paint a Project (in continuous Provision)</p> <p>Chatterpix/Pic collage- link in with story telling</p>	
<p>The Natural World</p> <p>Oak Academy Units Detailed Below</p>	<p>Seasonal Change</p> <p>Develop an understanding of growth, decay and changes over time</p> <p><i>Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG The Natural World)</i></p> <p><i>To understand some important processes and changes in the natural world around them, including seasons and changing states of matter (ELG The Natural World)</i></p> <p>Forest Schools: Thursday 9:30-10:15 wk3- Observe leaves- use identification chart week4- Mud pictures- use natural materials week5- make a home/school for Hickory Dickory Dog week6- Self Portrait with natural materials week7- Autumn leaves- observe/explore/adjectives</p>	<p>Shows care and concern for living things and the environment</p>	<p><i>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experience and what has been read in class (ELG The Natural World)</i></p> <p><i>To understand some important processes and changes in the natural world around them, including seasons and states of matter (ELG The Natural World)</i></p> <p>North/South Poles- ice/snow/ 5 Senses Habitats- bears</p>	<p><i>Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG The Natural World)</i></p> <p>Prepare allotment for planting- plant seeds – where do seeds come from?</p>	<p>‘Show what you grow’ <i>Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG The Natural World)</i></p> <p>Life cycles Pond dipping</p>	<p>‘Heal the World’ <i>Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG The Natural World)</i></p> <p><i>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experience and what has been read in class (ELG The Natural World)</i></p> <p>Life cycles Pond dipping</p>
Creative Development	<p>Artist: Mondrian Painting- Recognise and name Primary Colours Mix and Match colours Paint on different surfaces</p> <p>Look at different lines- use big chalks</p> <p>Music- delivered by a specialist</p>	<p>Artist: Kandinsky/Andy Goldsworthy Printing- Rubbing-leaf, brick, etc Create simple patterns by using objects Collage- autumn collage Forest art- week 1- Halloween- potions/pumpkins/ broomsticks</p>	<p>Artist: Andy Goldsworthy Sculpture- create a construction/sculpture using a variety of objects (Ice Sculptures etc)</p> <p>PAN ART: ‘ Same but Different’ Portraits using natural resources? Portraits using a digital photograph, cut up and placed back together- mixed up, so they</p>	<p>Artist: Pollock (Link in with the Festival of Colour) Sculpture- using malleable materials such as Clay – Forest art</p>	<p>Drawing- observational drawings of fruits/veg/plants Use a variety of tools and medium to draw and add detail</p>	<p>Textiles-Weaving Making a basket. Can you design a basket for Handa to carry her fruit?</p>

		week2- How to make a lever to save a tree that has fell (linked to emergency's)	look the 'same but different'- all have eyes/nose/ears etc, but different features.			
PSED Oak Academy Units Detailed Below	Text- The Rainbow Fish Demonstrates Friendly behaviour initiating conversations and forming good relationships with peers and familiar adults. Shows confidence in asking adults for help Can usually adapt behaviour to different events , social situations and changes in routine	Initiates conversation attends to and takes account of what they say ,eg Barnaby's bear Confident to speak to others about own needs, wants, interest and opinions Can describe their selves in positive terms and talk about abilities, eg, link to occupations- what do they want to be when they grow up	<i>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from the teacher (Speaking ELG)</i> <i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.(Managing Self ELG)</i> <i>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (Self-Regulation ELG)</i>	Take steps to resolve conflicts with other children <i>Participate in a small group, class and one to one discussions, offering their ideas, using recently introduced vocabulary (Speaking ELG)</i> <i>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. (Self – Regulation ELG)</i>	<i>Work and play co-operatively and take turns with others</i> <i>Form positive attachments to adults and friendships with peers</i> <i>Show sensitivity to their own and to other's needs. (Building Relationships ELG)</i> <i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy foods (Managing Self ELG)</i>	<i>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. (Self-Regulation ELG)</i>
Physical Development	Move freely in a range of ways Uses one handed tools effectively, eg, scissors Develop correct pencil grip Dress/undress without help PE- Autumn- Creative Steps and Power of Pe Autumn Planning	Real PE Unit 1 Move freely in a range of ways Uses one handed tools effectively, eg scissors Develop correct pencil grip Dress/undress without help	Real PE unit 3 Travel with confidence, on, over, through and around and balancing and climbing with increasing confidence. They will use a pencil grip to form recognisable letters. Creative Steps- Seasons unit (Winter)	Real PE- unit 2 Travel with confidence, on, over, through and around and balancing and climbing with increasing confidence. They will use a pencil grip to form recognisable letters. Gymnastics ?	Real PE Unit 6 Hop and skip in time to music Use a correct pencil grip Talk about ways to keep healthy Creative Steps- Growth and Change	Real PE Unit 4 Hop and skip in time to music Use a correct pencil grip Talk about ways to keep healthy Athletics

Oak Academy English Units for Remote Learning:

Year group	Unit title	Length of unit	Prior knowledge required
Reading, writing and grammar are all incorporated within every unit.			
Reception	The Noisy House	10 lessons (2 weeks)	N/A
Reception	The Bat Learns to Dance	10 lessons (2 weeks)	N/A
Reception	The Little Red Hen	10 lessons (2 weeks)	N/A
Reception	The Three Billy Goats Gruff	10 lessons (2 weeks)	N/A
Reception	Mouse Deer and Tiger	10 lessons (2 weeks)	N/A
Reception	The King and the Moon	10 lessons (2 weeks)	N/A
Reception	The Gingerbread Man	10 lessons (2 weeks)	Phase 2 phonics
Reception	Recount	10 lessons (2 weeks)	Phase 2 phonics
Reception	The Three Little Pigs	10 lessons (2 weeks)	Phase 2 phonics

Reception	Goldilocks and the Three Bears	10 lessons (2 weeks)	Phase 2 phonics
Reception	Information	10 lessons (2 weeks)	Phase 2 phonics
Reception	The Giant Turnip	10 lessons (2 weeks)	Phase 2 phonics
Reception	The Sweet-Talking Potato	10 lessons (2 weeks)	Phase 3 phonics
Reception	Explanation	10 lessons (2 weeks)	Phase 3 phonics
Reception	Fox's Sack	10 lessons (2 weeks)	Phase 3 phonics
Reception	The Lucky Duck	10 lessons (2 weeks)	Phase 3 phonics
Reception	Little Red Riding Hood	10 lessons (2 weeks)	Phase 3 phonics
Reception	Discussion	10 lessons (2 weeks)	Phase 3 phonics
Reception	The Emperor's New Clothes	5 lessons (1 week)	Phase 3 phonics

Oak Academy Maths Units for Remote Learning:

Reception			
	Unit title and description	Length of unit	Prior knowledge required
R.1	Early Mathematical experiences Opportunities for classifying, matching, comparing and ordering.	15	
R.2	Pattern and Early Number Opportunities to ensure that every child has been introduced to the key concepts about pattern and early number (within three) in order for them to apply their learning in purposeful play.	10	
R.3	Numbers within 6 Learning to count reliably within 6 and explore different representations of these numbers.	10	R.2: <ul style="list-style-type: none">● count up to 3 objects● represent numbers up to 3
R.4	Addition and subtraction within 6 Exploring the combination and partitioning structures of addition and subtraction within 6.	5	R.3: <ul style="list-style-type: none">● count up to 6 objects● represent numbers up to 6
R.8	Numbers within 10	10	R.6: <ul style="list-style-type: none">● count up to 6 objects

	Developing understanding of numbers within six and introducing pupils to numbers within 10.		<ul style="list-style-type: none"> represent numbers to 6
R.9	Addition and subtraction within 10 Exploring the augmentation and reduction structures of addition for numbers within 10.	5	R.8: <ul style="list-style-type: none"> count up to 10 objects represent numbers up to 10
R.10	Numbers within 15 Learning to count reliably within 15, building on their knowledge about numbers within 10	10	R.8: <ul style="list-style-type: none"> count up to 10 objects represent number to 10
R.11	Grouping and Sharing Exploring grouping and sharing and recognising the relationship between the two concepts.	10	R.10: <ul style="list-style-type: none"> count up to 15 objects
R.12	Numbers within 20 Learning to count reliably within 20 and building on their knowledge about numbers within 15.	10	R.10: <ul style="list-style-type: none"> count up to 15 objects
R.13	Doubling and halving Opportunity to apply their knowledge of addition and grouping and sharing. They explore double and half and recognise the relationship between the two concepts	5	R.11: <ul style="list-style-type: none"> grouping and sharing R.10: <ul style="list-style-type: none"> addition and subtraction within 10
R.15	Addition and subtraction within 20 Pupils explore the different addition and subtraction structures they have encountered and use these to help solve problems	10	R.10: <ul style="list-style-type: none"> count and represent numbers to 20 addition and subtraction within 10
R.16	Money Pupils explore the values of the coins and use different combinations of coins to make a certain amount.	5	R.15: <ul style="list-style-type: none"> addition and subtraction within 20
R.18	Depth of numbers within 20 Opportunity to apply understanding of numbers to 20 to problems.	10	R.12 and R.15: <ul style="list-style-type: none"> count and represent numbers to 20

			<ul style="list-style-type: none"> addition and subtraction within 20
R.19	Numbers beyond 20 Explore numbers within 50 and apply their understanding of counting within 10, counting on and counting back as well as one more and one less.	5	R.12 and R.15: <ul style="list-style-type: none"> count and represent numbers to 20 addition and subtraction within 20
Ratio and proportion			
R.13	Doubling and halving Opportunity to apply their knowledge of addition and grouping and sharing. They explore double and half and recognise the relationship between the two concepts	5	R.11: <ul style="list-style-type: none"> grouping and sharing R.10: <ul style="list-style-type: none"> addition and subtraction within 10
Measurement			
R.5	Measures Introduces pupils to capacity, size and length. Giving opportunities to measure, weigh and compare two or more objects.	5	
R.7	Calendar and Time Building understanding about time, using everyday language to talk about events and their duration.	5	
R.16	Money Pupils explore the values of the coins and using different combinations of coins to make a certain amount.	5	R.15: <ul style="list-style-type: none"> addition and subtraction within 20
R.17	Measures Pupils compare the lengths, capacities and weights of different objects and use appropriate language to talk about each one.	10	R.5: <ul style="list-style-type: none"> experience of measuring capacity, size and length
Geometry			
R.6	Shape and sorting Exploring the characteristics of shapes and objects and using mathematical language when describing them.	5	



R.14	Shape and pattern Exploring the properties of 2-D and 3-D shapes and using to copy, continue and create patterns.	5	
			Total: 150 (30 <u>wks</u>)

Oak Academy - Understanding of the World Units

Key stage	Overarching Topic	Unit title	Length of unit
EYFS	All About me	Me	3 lessons
		My family	3 lessons
		My friends	3 lessons
		My community/ where I live	3 lessons
		Feelings	3 lessons
		Difference	3 lessons
		Autumn	3 lessons

Key stage	Overarching Topic	Unit title	Length of unit
EYFS	People who help us	People who help us (Doctors and Nurses)	3 lessons
		People who help us (Police Officers)	3 lessons
		People who help us (Firefighters)	3 lessons
		Jobs	3 lessons
		Transport	3 lessons
		Journeys	3 lessons

Key stage	Overarching Topic	Unit title	Length of unit
EYFS	Celebrations	Bonfire Night	3 lessons
		Diwali	3 lessons
		Birthdays	3 lessons
		Winter: Hot/Cold	3 lessons
		<u>Hannukah</u>	3 lessons
		Christmas Story	3 lessons
		Christmas Traditions	3 lessons

Key stage	Overarching Topic	Unit title	Length of unit
EYFS	Growing	Growing (Babies)	3 lessons
		On the Farm. Growing (Animals)	3 lessons
		Growing (Plants)	3 lessons
		Spring	3 lessons
		Healthy Eating	3 lessons
		Easter (Calendar Informed)	3 lessons

Key stage	Overarching Topic	Unit title	Length of unit
EYFS	Habitats	Habitats	3 lessons
		Woodland	3 lessons
		Rainforests	3 lessons
		Eid (Calendar Informed)	3 lessons
		Polar Habitat	3 lessons
		Climate Change	3 lessons

Key stage	Overarching Topic	Unit title	Length of unit
EYFS	Under the Sea	Summer	3 lessons
		Under the Sea	3 lessons
		At the beach	3 lessons
		Float and Sink	3 lessons
		Looking after our oceans	3 lessons
		Space	3 lessons
		Transitions	3 lessons

Oak Academy PSED Units:

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	1. New beginnings	2. Staying safe	3. Food, glorious food	4. Squeaky clean	5. Circle of love 6. Circle of Trust	7. Circle of life 8. Same and different