



St. Josephs Curriculum Overview (Cycle B) Reception: Autumn 1



Autumn One Topic - Marvellous Me!

This half term we will be looking at Marvellous Me! The children will be learning to settle into school life at St. Josephs, make friends with the children in their class and develop friendships through play. They will also explore the 'Garden of Eden' when learning the stories 'We're going on a Bear Hunt' and 'The Gruffalo'. They will enjoy role playing in the home corner, looking after our class doll Rosie and 'cooking' for each other in the classroom kitchen.

Learning Challenge Questions

- What makes me unique?
- What do I look like?
- What makes people special?
- What makes a good friend?

Prime Areas

Personal, Social and Emotional	Communication and Language	Physical Development
<ul style="list-style-type: none"> • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. • Confident to talk to other children when playing, and will communicate freely about own home and community. • Shows confidence in asking adults for help. • Aware of own feelings, and knows that some actions and words can hurt others' feelings. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. 	<ul style="list-style-type: none"> • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates. • Responds to simple instructions, e.g. to get or put away an object. • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • Can retell a simple past event in correct order (e.g. went down slide, hurt finger). 	<ul style="list-style-type: none"> • Moves freely and confidently in a range of ways e.g. hopping, jumping crawling. • Runs skilfully, negotiating space, adjusting to avoid obstacles. • Can balance on one foot and can catch a ball. • Draws lines and circles using gross motor movements. • Can usually manage washing and drying hands. • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.
<p style="text-align: center;">Vocabulary friendly behaviour, good friend, kind, respectful, the best we can be, kind words, share, sharing, take turns, fair, talk, ask, question, answer, find out, solve, problem, feelings, happy, sad, upset, angry, cross, excited, worried, scared, afraid, nervous</p>	<p style="text-align: center;">Vocabulary Tell me, show me, what do you think,</p>	<p style="text-align: center;">Vocabulary move, crawl, balance, coordination, travel, obstacles, between, negotiate, under over through, between</p>
<p style="text-align: center;">Help me at home</p> <p>Play games and encourage sharing and taking turns Talk about how things make both you and your child feel Encourage independence and to take risks</p>	<p style="text-align: center;">Help me at home</p> <p>Enjoy doing things together talk about what you are doing Read regularly for pleasure</p>	<p style="text-align: center;">Help me at home</p> <p>Encourage children to dress themselves Encourage child to be able to do up their own coat Use the outside to encourage to run and jump Play ball games</p>

	<p>Talk about the books you read and which bit are you favourite and why Visit the local library Chat at every opportunity about the things around them Listen to what they have to say Sing songs and rhymes ,Play i-spy</p>	<p>Talk about how your body feels when you exercise Paint with water on large surfaces outside</p>
Specific Areas		
Understanding the World	Literacy	Maths
<ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Selecting different colours, tools and sizes. <p style="text-align: center; color: #0000FF;">Art and Design</p> <ul style="list-style-type: none"> Enjoys joining in with dancing and ring games. Sings a few familiar songs. Create simple representations of events, people and objects. Chooses particular colours to use for a purpose. 	<ul style="list-style-type: none"> Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Shows interest in illustrations and print in books and print in the environment. Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. 	<ul style="list-style-type: none"> Shows an interest in shape and space by playing with shapes or making arrangements with objects. Uses some number names and number language spontaneously in play. Recites numbers in order to 5. Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures. Compares two groups of objects, saying when they have the same number.
Vocabulary Past, present ,family, similarity, difference ,traditions , communities ,celebrations , beliefs Artist, primary colours, secondary colours, mix, effects, song, dance, sound, explore, music, voice,	Vocabulary Listen, predict, HFW, tell me about, show me,	Vocabulary Number ,zero-five, how many, compare ,more than less than, as many as, before, after, what could we try ? , how did you work that out?
Help me at home Share stories and photos about your family and the people who are special to them Talk about celebrations and events from the past Give opportunities to draw and experiment with paints Sing and dance	Help me at home Encourage chn to mark make with different media Look at signs when you are out and about Encourage children to use puppets or toys to retell stories that are familiar to them Make up stories as you are on the go	Help me at home Play board games that involves numbers like snakes and ladders. Sing counting songs and rhymes Ask your child when you have a problem eg I have only 2 apples but there are 4 of us Sort socks and shoes and use for counting Count the stairs and the things that you see Ask questions How many red cars can you count?

Outdoor Learning, Visitors and Visits		
<ul style="list-style-type: none">• Visit to the Garden of Eden• Daily opportunities to explore and learn outdoors• Visits from 'people who help us'		