

Autumn 2021

In this term our main focus is to settle children into their new school, to enable them to feel confident and self-assured with a sense of belonging and readiness to learn. Our curriculum will evolve over the term according to assessment of children both personally and academically.

Area of Learning	Key Skills	Development matters	Context
<p>Personal, social and emotional development</p>	<p>Making relationships Play cooperatively taking turns Listen to the ideas of others Show sensitivity to others Form positive relationships</p> <p>Self-confidence and self-awareness Try new activities with confidence Speak to others Ask for help</p> <p>Managing feelings and behaviour Talk about feelings Talk about behaviour Describe behaviour that is wrong</p>	<p>Nursery -Emerging Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. With support become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. With support, play with one or more other children, extending and elaborating play ideas. With support find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. With support develop appropriate ways of being assertive. Talk with others to solve conflicts.</p>	<p>PSED skills are embedded in all activities and everyday routines. All About Me Zumos</p> <p>PANTs</p> <p>Relationships</p> <p>Secrets of Success</p> <p>Continuous Provision</p> <p>Visitors into school and trips</p> <p>Feedback Friday</p>

		<p>With support talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p> <p>Reception - Emerging</p> <p>With guidance see themselves as a valuable individual.</p> <p>Over time, with support, build constructive and respectful relationships.</p> <p>With guidance, express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>With support, identify and moderate their own feelings socially and emotionally.</p> <p>With support think about the perspectives of others.</p> <p>With support, manage their own needs.</p>	
<p>Communication and Language</p>	<p>Listening and attention</p> <p>Listen attentively</p> <p>Anticipate key events</p> <p>Make relevant responses</p> <p>Understanding</p> <p>Follow instructions</p> <p>Answer how and why questions about events</p> <p>Speaking</p> <p>Can express ideas to and audience</p>	<p>Nursery - Emerging</p> <p>Enjoy listening to stories and can remember some of what happens.</p> <p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has one part, such as: "Get your coat."</p> <p>With support Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>	<p>C&L skills are embedded in all activities and everyday routines.</p> <p>Story time</p> <p>Child initiated activities</p> <p>Adult initiated activities</p> <p>Phase 1 phonics activities</p> <p>Listening games</p> <p>Sharing News. Show and Tell</p>

	<p>Describe events in past, present and future</p>	<p>Sing some songs. Know some rhymes, be able to talk about familiar books, and be able to tell a short story. Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' Use longer sentences of four to six words.</p> <p>Be able to express a point of view. Start a conversation with an adult or a friend and with support continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Reception - Emerging</p> <p>With guidance understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>With guidance, articulate their ideas and thoughts in well-formed sentences.</p>	<p>Zumos</p> <p>Circle Time</p> <p>Hot seating</p> <p>Continuous Provision including Puppets Small World Role Play</p>
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<p>Physical development</p>	<p>Moving and handling Show good coordination (large and small scale) Move confidently Negotiate space Handle tools and equipment Health and self-care</p>	<p>Nursery - Emerging Develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs or climb up apparatus.</p>	<p>M&H FUNDACATS Outdoor ball games, Hula Hoops, bat and balls, balances, beams, obstacle course, wheeled toys.</p>

	<p>Understand the importance of exercise and diet for good health Dress independently Wash independently Go to the toilet independently</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks. With support match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. With support choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. With support, use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with increasing control when holding pens and pencils. Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example with support putting coats on and doing up zips. Reception - Emerging Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>	<p>Fine motor skills – pencil control, scissor skills</p> <p>Continuous Provision including Fine motor skills Threading, lacing, tracing, cutting, writing patterns</p>
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		<p>With support take healthy choices about food, drink, activity and toothbrushing.</p> <p>Over time, revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing.</p> <p>Over time, develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Develop their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>With support, confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Over time, develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	
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		<p>With support, know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.</p> <p>With guidance, further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.</p>	
<p>Literacy</p>	<p>Reading Read and understand simple sentences Use phonic knowledge to decode regular words Read some common irregular words Demonstrate to others an understanding of reading</p> <p>Writing Use phonic knowledge to write words Write some irregular common words Write simple sentences Spell some words correctly Spell some words in a plausible way</p>	<p>Nursery With support understand that print has meaning and can have different purposes. Begin to understand that we read English text from left to right and from top to bottom. With guidance develop their phonological awareness, so that they can spot and suggest rhymes; count or clap syllables in a word and begin to recognise words with the same initial sound. Engage in conversations about stories, learning new vocabulary. With support begin to write some letters.</p> <p>Reception Read individual letters by saying the sounds for them.</p>	<p>Phonics – Letters and Sounds</p> <p>Guided Reading – Rising Stars</p> <p>Reading for Pleasure</p> <p>Daily story and rhyme time</p> <p>Texts (linked to All About Me topic) Harry and his Bucketful of Dinosaurs – Ian Whybrow Peace at Last – Jill Murphy Anna’s Amazing Multicoloured glasses – Piers Harper Christmas stories Author Study - Jill Murphy</p> <p>Continuous provision including Alphabet songs and games Rhythm and Rhymes Percussion</p>

		<p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read a few common exception words matched to the school’s phonic programme.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Voice sounds</p> <p>Sound discrimination</p> <p>Alliteration</p> <p>Oral segmenting and blending.</p> <p>Mark making</p> <p>Write own name</p> <p>Labels</p>
<p>Mathematics</p>	<p>Numbers</p> <p>Count reliably</p> <p>Place numbers in order</p> <p>Represent numbers</p> <p>Add and subtract</p> <p>Solve problems</p> <p>Shape, space and measure</p> <p>Use measurements</p> <p>Recognise, create and describe patterns</p> <p>Describe objects and shapes</p>	<p>Nursery</p> <p>With support develop fast recognition of up to 3 objects, without having to count them individually.</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1, 2, 3, 4, 5.</p> <p>Begin to know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principal’).</p> <p>Show ‘finger numbers’ up to 5.</p> <p>With support begin to compare quantities using language ‘more than’ ‘fewer’.</p> <p>Begin to talk about and explore 2D shapes.</p> <p>With support begin to understand position through words alone – for</p>	<p>Everyday Maths</p> <p>Power Maths</p> <p>Story maths</p> <p>Continuous Provision including Number songs</p> <p>Numbers in the environment</p> <p>Number games</p> <p>Shapes</p>

		<p>example “The bag is under the table” with no pointing. Describe a familiar route. With guidance select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like “pointy” “spotty” “blobs” etc. With support extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Reception Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Compare numbers. Understand the ‘one more than/one less than’ relationship between consecutive numbers. Sequence events</p>	
<p>Understanding of the world</p>	<p>People and communities Talk about past and present events Show sensitivity to the likes and dislikes of others</p>	<p>Nursery Use all their senses in hands-on exploration of natural resources. Explore collections of materials with similar and/or different properties.</p>	<p>All about me P&C History link Draw and label own family How I have changed as I have grown Family memories</p>

	<p>Know the similarities and differences between themselves and others</p> <p>The world Learn in familiar places Observe and describe environments</p> <p>Technology Recognise the use of technology Use technology for a purpose</p>	<p>Talk about what they see, developing a wide vocabulary. Begin to make sense of their own life-story and family's history. Show interest in different occupations. Explore how things work. Begin to understand the need to respect and care for the natural environment and all living things. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Reception Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>RE link Festivals Christmas, Diwali</p> <p>TW Geography link Where do I live? Science link How do humans change as they get older? Continuous topic Seasons Snap Science Our Changing World - Autumn Use our senses to observe the world around us</p> <p>T computing link Cameras to take selfies Computing Kapow Beebots</p> <p>Continuous Provision including Puppets Small World Role Play Puzzles Apple TV pictures and games</p>
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<p>Expressive Arts and Design</p>	<p>Exploring and using media Sing songs Make music Dance Use tools and materials safely Being imaginative Use media and materials imaginatively Represent thoughts, ideas and feelings through design, technology, art, dance, role play and stories</p>	<p>Nursery Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop stories using small world equipment like animal sets, dolls and dolls houses. With support make imaginative “small worlds” with blocks and construction kits, such as a city with different buildings and a park. Create closed shapes with continuous lines and begin to use shapes to represent objects. Begin to draw with increasing detail, such as representing a face with a circle. With support begin to show different emotions in their drawings and painting. Explore colour and colour mixing. Listen with increased attention to sounds.</p>	<p>Music link Simple songs Keeping a steady beat Rhythm and rhyme Music Kapow – Exploring Sound</p> <p>Art link Self-portraits using paint Describe work of notable artists – Van Gogh D&T link Construction kits Firework pictures using chalks and pastels</p> <p>Role Play Hospital (All about me) Post office Christmas workshop</p> <p>Continuous Provision including Puppets</p>

		<p>Respond to what they have heard, expressing their thoughts and feelings. Beginning to remember and sing entire songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Reception</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Develop storylines in their pretend play.</p>	<p>Small World</p> <p>Role Play</p> <p>Painting</p> <p>Drawing</p> <p>Collage</p>
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Reception Curriculum Autumn

		Explore and engage in music making and dance, performing solo or in groups.	
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