

Term 1 Curriculum Overview for Reception

<p style="text-align: center;">Communication and Language</p> <p>Listening and Attention: Maintaining concentration and sitting still while playing listening games and sharing stories. “My turn your turn” Modelling of good listening and turn taking behaviours.</p> <p>Understanding: Using our class visual timetable. Responding to simple instructions. Listening and responding to ideas expressed by others. Beginning to understand and respond to questions in discussion</p> <p>Speaking: Extending vocabulary when talking about family, school, home. Introduction and modelling of conventions and appropriate expressions e.g “Can I” “please” and “thank you”. Playing games developing the hearing of initial sounds and oral blending skills. Opportunities to use language in small world play and roleplay. Opportunities for story retelling.</p>	<p style="text-align: center;">Physical Development</p> <p>Gross motor activities: Practising large circular clockwise and anti-clockwise and straight-line movements, large scale letter formation. Access to large construction, sand pit equipment, hoops, skipping ropes, outdoor balance beams. Space finding, travelling games and taking coats on and off. Using classroom equipment and outdoor area safely.</p> <p>Fine motor activities: Wrist and grip strengthening activities. Daily finger exercises. Scissor skill activities. Encouraging correct pencil grip, pencil control activities, letter formation. Access to tools, threading activities and construction, jigsaws.</p>	<p style="text-align: center;">Understanding the World</p> <p>All about Me - Talking about and comparing themselves, their families, homes and community life – including the school community. Finding out about other children’s experiences through discussion and looking at photographs and objects from home, compare and discussing similarities and differences. Talking about their own experience of birthdays and how birthdays are celebrated in their family. Observe and discuss the changes that happen in Autumn. (Bark rubbings, autumn walk, collecting artefacts, photographs, observational drawing, seasonal art) Introducing Interactive Whiteboard.</p>
<p style="text-align: center;">Personal, Social and Emotional Development</p> <p>Making relationships: Making new friends and building relationships – learning names of friends and adults. Working and playing together and working in groups. Modelling of sharing and turn taking.</p> <p>Self- confidence/awareness: Meeting new adults and children and trying new activities. Showing growing independence when coming into school, leaving parent/carer, looking after belongings. Feeling confident to communicate freely about own home and community in a small group. Feeling confident in expressing needs and asking for help.</p> <p>Managing feeling/behaviours: Becoming aware of the boundaries set, and of behavioural expectations in school. Taking turns and sharing resources with support. Talking about, identifying and expressing feelings.</p>	<p style="text-align: center;">Literacy</p> <p>Reading: Recognising own name. Hearing and saying the initial sound in words. Linking sounds to letters. Blending sounds together to read simple words. Learning what a letter is and what a word is. Playing sound and picture correspondence games and listening games. Explore books and different types of text, e.g lists (The Scarecrows Wedding). Discuss characters and settings and link to own experiences. Begin learning Little Wandle Phase 2 sounds. Introduction of some ‘tricky words’.</p> <p>Writing: Learning to write letters and simple words. Writing a card, a label, a list, name, writing in play.</p>	<p style="text-align: center;">Expressive Arts and Design</p> <p>Drawing themselves, and their family, drawing houses. Exploring the texture of a pumpkin. Colouring mixing (orange for pumpkins). Exploring music using the instruments in the outdoor area.</p>
	<p style="text-align: center;">Mathematics</p> <p>Say number names to 10. Recognition, formation and ordering of 1-5. Careful counting of objects and matching to numerals. Counting sounds and movements. Subitising. Asking what is the same- what is different? Using and understanding more and less/fewer. Naming, recognising and talking about the properties of circles, triangles and squares. Spotting shapes in the classroom and using shapes in pictures, models and construction.</p>	<p style="text-align: center;">Religious Education</p> <p>Beginning to join in with daily Collective Worship assemblies. Singing hymns in assembly. Attending St Kyneburgha church for key services including Harvest service.</p>