|  |
| --- |
| **Isleham C of E Primary School- Foundation Stage Curriculum Overview 2020-2021 (Reception)** |
| **Theme** | **Personal, Social and Emotional Development** | **Communication and Language** | **Literacy** | **Mathematics** | **Understanding the World** | **Physical Development** | **Expressive Arts and Design** | **Events involving parents** |
| Autumn 1All About MeMy SummerMy FamilyMy BodyMy BirthdayMy House/ homeMy Pets\*Dear ZooCharacteristics of effective learning | Myself and My Relationships 1Beginning and Belonging Myself and My Relationships 2 My Family and FriendsSeparating from parents/carersForming good relationships and including others in play i.e. sharingSelecting own resourcesCommunicating with peers Awareness of boundaries | Listening skillsFollow simple instructionsUnderstands the uses of the equipmentCan talk about what has happenedTalk about home life and themselves | Build on phase 1 Letters and Sounds from pre-schoolRhythmic activitiesLooking at books Awareness of print in the environmentRecognition of nameMark making and meaningAlliteration- initial sounds | Use number in playRecognises numbers up to 5 and can count out the right number of objects/actionsNCTEM planningNumberblocksSeries 1Episodes 1 to 15Uses 2D shape in construction of picturesNaming 2D shapesMoneyMore/fewer language | Shows an interest in their lives and those of personal significanceKnows what makes them similar and uniqueTalks about how things workKnows how simple ICT works | Playground GamesMoves freely using suitable spaces and speedShow a dominant handDraws lines and circlesHolding a pen correctlyUnderstands their own needs hunger/toilet/personal hygieneDresses with supportKnows equipment needs to be used safelyCan copy some letters and write their name | Learning new songsSimple constructionUsing simple toolsFamiliar role play Kandinsky Artwork  | Settling in Links with local community- Vet visit? |
| Autumn 2Our Cool WorldFireworks/bonfire night/Guy Fawkes/Gunpowder PlotDiwali\*The Leopard’s DrumThanksgiving\*The Pilgrims First Thanksgiving\*Thanks for Thanksgiving\*The Christmas StoryNativity | Citizenship 1Identities and DiversityExplains their own knowledge and asks questionsTakes on responsibilityConfident in different social situationsAware of others feelingsSolving their own problemsWorking as a groupAdjust their behaviour to different situations and can adapt with a new routine | Listens with more interest and responds to stories Can describe where something is using prepositionsFollows two step instructionsUse language to support role play | Rhyming stringRecognition of familiar words e.g. mum, dad, cat, dogAwareness of print- words/letters/numbersBuilding words- segmenting and blending CVC wordsUsing phonics to decodeWriting own name and captionsOrally form and rehearse simple sentencesWrite labels | Focus on numbers 6-10NCTEM planningNumberblocksSeries 2Episodes 1 to 15Using positional languageRecreate and create patternsOne more/one less up to 10 using objectsMore/fewer language3D shapes under the tree | Recognises and describes special events and joining in with themBonfire night- history of Guy FawkesThey understand differences in different familiesDiwali- compare to fireworksUses age appropriate softwareComments about what they have seen/discovered in the worldIncarnation F2- Why do Christians perform nativity plays at Christmas? | MultiskillsGymnastics - Fun Gym ShapesMoves freely in a variety of different waysUses scissors and other tools safely Makes anticlockwise movementUnderstands the need for varied and healthy foods | Moving to music rhythmicallyExploring colour/texture to make picturesSounds of instrumentsJoining in with a wider variety of role play | BaselineParent visitor- Thanksgiving?Woodland visits |
| Spring 1Animal Fair\*Giraffes Can’t Dance\*The Tiger Who Came to Tea\*Ambrose Goes for GoldTransition | Finds compromise with peersConfident to speak about their own needs/opinionsUnderstands their actions on othersAdjust their behaviour to different situations and can adapt with a new routine | Sit quietly and maintain attentionUnderstands some humourAsking questionsUses different tensesExtends vocabulary and uses new vocabulary in role play | Predicting storiesDescribing different elements in storiesUses storylines in role playSegmenting/blending words/sentencesWriting own name and captions | Solve addition and subtraction problemsDoubling and halvingEstimation | Make observation of animals and plants and explain why some differences have occurredWeddings and religious festivals from other faiths | Games- Fundamentals 1 | Develop a narrative Children creating their own songs and adding their own music |  |
| Spring 2Mad About Minibeasts\*Mad About Minibeasts\*The Bad Tempered Ladybird\*Snail Trail\*The Very Busy Spider\*The Very Greedy Bee | Myself and My Relationships 3My Emotions Taking turnsExpressing preference of activity with reasoningKnowing that some behaviour is unacceptableAdjust their behaviour to different situations and can adapt with a new routine | Listening attentively in different situationsAble to follow a story without pictures or propsUses intonation showing an awareness of the listenerLinks statements in an organised way | Reading and understanding simple sentencesUse phonic knowledge to write words and simple sentencesMake phonetically plausible attempts at writing more complex words | Mathematical language to describe 3D shapesLengthUsing mathematical language to create and solve mathematical problemsDoubling Addition- counting onUsing a number linePart-part-wholeSubtraction- counting backwards | Know about similarities/differences with environments/materials/living things/placesUnderstands that technology is all around usStories from different faithsLife cycle of a frog/ butterflies/ladybirds/bees (caterpillars in classroom)Salvation F3- Why do Christians put a cross in an Easter garden? | Dance- On Parade Demonstrates increasing control over objectsUsed tools to change to materialsMoving confidentlyUses safety measures without direct supervision | Adapting work when necessaryExperimentation with different texturesCreating their own art pieces and explaining them- Matisse- portrait of a snail ‘painting with scissors’  | Parent helpers-swimmingMinibeast experience – mini monsters £85+ £45 Travel Parent helper/visit- current pupils bee farm  |
| Summer1Superheroes & Villains\*Goldilocks and the Three BearsNon fiction books:FirefightersDoctors/NursesPoliceBuildersPostal workersDentist\*Open Wide, What’s Inside? Alex RushworthSuperheroes\*Supertato | Healthy and Safer Lifestyles 2 Keeping Safe (Including Drug Education)Citizenship 2- Me and My World Include others ideas in their activityCan say when they need or don’t need helpAdjust their behaviour to different situations and can adapt with a new routine | Listens to stories and responds appropriatelyListens and responds to peers ideasListen to more complex instructionsAble to express themselves being aware of the listener | Demonstrating understanding of what they have readReading and writing irregular common wordsWriting sentences that they and others can readDemonstrate how to use information books | Introduce 3D shapes- name themCombining two groups of objects and counting all of them to find the totalWeightCapacityLanguage of addition/subtractionCounting on to addCounting back to subtractEstimationPart- whole models  | Knows that information can be selected from the computerCompletes a simple program on the computerShows an interest in different occupationsStories of JesusMelting/freezingFloating/sinking | Games- Fundamentals 1 Gym- Move & Hold Swimming Good control and co-ordination in large and small movementUnderstand the importance for good health of physical exercise, healthy diet and talks about different ways to keep healthy and safe | Repeated rhythmsMovement to musicLearning a wider variety of songsDesign with purpose- Supertato Expressive in art/drama/dance | Parent visitors/links- people who help usLinks with local community- Police, Firefighters visitorsWoodland visits |
| Summer 2Into the Woods\*Little Red Riding Hood\*The Foggy, Foggy Forest\*The Gruffalo\*Stick Man\* Golidlocks and the three bears\* We’re going on a bear hunt\*The Owl who was afraid of the dark.  | Healthy and Safer Lifestyles 1My Body and Growing Up Healthy and Safer Lifestyles 3Healthy LifestylesDemonstrate sensitivity to other children and form positive relationships with other children. | Responds appropriately to different situationsUsing tense correctly Creates their own narrative | Demonstrating understanding of what they have readWriting more sentences using phonetically plausible wordsReading and writing irregular common wordsDemonstrate how to use information booksIntroduce phase 5 phonics  | Language of addition/subtractionCounting on to addCounting back to subtractAddition by counting on EstimatingTimeMoney PatternsNaming and describing 2D/3D shapes | Understands that children don’t always enjoy the same thingUnderstands growth and decayShows a concern for the living thingsLooks at patterns and change in the environment | Games- Fundamentals 2SwimmingAthletics- preparing for Sports Day Running, throwing & jumping (athletics)Sports day and physical activities that are included within this using a variety of equipment. | Creating different texturesSelecting a wider range of toolsIntroducing storylines to their role play | Woodland visitsParent helpers-swimming Parents in for a sports session with pre-school |