|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Southery Academy**  **Wrens Reception Curriculum Overview (2019-2020)**  *The learning opportunities will also continue to be enhanced over the year through continuous provision as the children build upon their own unique experiences and share their ideas with their friends and teachers, as is our ethos of the EYFS. A lot of children’s learning experiences are through play, investigation and active involvement. This approach, we believe, helps them to become more independent active learners.  Where you see a + is where we feel we can activity promote fundamental British values. Where you see a # is where you can see we promote tolerance of and respect for people of other faiths, cultural development of pupils.* | | | | | | | | | |
| **Area of learning focus:** | **All About Me**  **Autumn 1st half**  **3 days, 6 weeks** | | **Journeys**  **Autumn 2nd half 8 weeks** | | **People Who Help Us**  **Spring 1st half**  **6 weeks** | | **In the Garden**  **Spring 2nd half 5 weeks, 3 days** | **Mad About Minibeasts**  **Summer 1st half 5 weeks** | **At Home & Abroad**  **Summer 2nd half 7 weeks** |
| ***FOCUS*** | *(****PSED)Moving on and Settling in:***  *Getting to know one another. Who we are,*  *our families, our interests and why we are all unique and special.* | | Types of journeys and adventures we could go on. | | **Who helps us in the community?**   1. school community 2. the wider community | | **Planting and Growing:**   1. our gardens 2. growing for food 3. our school gardens | **Animals and new life:** Lifecycles and zoo animals  **What creatures live in our gardens?**  *British wildlife.* | Whatis it like in different places around the world?  *Where have we visited?* |
| ***WOW starts*** | *Parents in for story time craft session. +* | | *Trip out on the school minibus.* | | *Visit from fire fighters / police / ambulance. +* | | *Visit to Snettisham Park+* | *Hatching caterpillars into butterflies and taking care of them. Visit to Shepreth Wildlife Park. +* | *Class party planned by the children and visit to Sealife Centre. +* |
| ***PSED***  *To include a structured and focused PSHE session per week (Mind to be Kind) and stories around PSED.* | Making Relationships:  Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise.  Self Confidence & Self Awareness:  Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.  Managing Feelings & Behaviour:  Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. | | | | | Making Relationships:  Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings. They form positive relationships with adults and other children  Self Confidence & Self Awareness:  Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.  Managing Feelings & Behaviour:  Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. | | | |
| ***C+L***  *To include structured talking and thinking time.*  *1x Circle Time per week.* | Listening & Attention:  Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span.  Understanding:  Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion.  Speaking:  Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play. | | | | | Listening & Attention:  Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.  Understanding:  Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.  Speaking:  Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. | | | |
| ***Key Vocabulary*** | *Leg, arm, head, hand, fingers, toes, feet, body, baby, toddler, child, teenager, adult, changes, friends, family, same, different, like, hate* | | *Journey, vehicle, outing, adventure, design +* | | *Helpful, community, services, safe(ty), danger,  +* | | *Seed, plant, grow, fruit, vegetables, healthy, garden,* | *British, wildlife, animals, creatures, habitats, park, zoo, life cycle, changes, habitat* | *Places, world, country, beach, sea, seaside, holiday, travel, journey, memories* |
| ***Literacy***  *To include a rigorous phonics programme delivered daily (Letters & Sounds) and a whole class handwriting session*  *Children to read 1-1 with an adult each week. .* | **Text Focus:** Rainbow Fish, Funny Bones, Jakes First Day, We Are All Different.  Reading:  Continues a rhyming string. Hears and says the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers.  Writing:  Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words. Writes own name and other things such as labels and captions.  *SSP: Phase 1 and Phase 2 (s,a,t,p)* | | **Text Focus:** Rosie’s Walk, We’re Going on a Bear Hunt, Mr Gumpy’s Car, The Train Ride, Whatever next, The Gingerbread Man  Reading:  Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers.  Writing:  Gives meaning to marks they make as they draw, write and paint. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels and captions.  *SSP: Phase 2* | | **Text Focus:** The Jolly Postman and other people’s letters.  Reading:  Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.  Writing:  Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels and captions. Attempts to write short sentences in meaningful contexts.  *SSP: Phase 3* | | **Text Focus:** The Tiny Seed, Jaspers Beanstalk, Oliver’s Vegetables  Reading:  Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.  Writing:  Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.  SSP: *Phase 3* | **Text Focus:** Mad About Minibeasts, The Crunching Munching Caterpillar, Dear Zoo.  Reading:  Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.  Writing:  Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.  SSP: *Phase 4* | **Text Focus:** Lighthouse keepers lunch, Handa’s Surprise, The Cautious Caterpillar  Reading:  Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.  Writing:  Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.  *Guided Reading* |
| ***Traditional Rhymes & poetry*** | Baa baa Black Sheep  Diddle diddle Dumpling  Hey diddle diddle  Hickory dickory dock  5 little men | | Little Bo Peep  Little Jack Horner  Little Miss Muffet  One, two, buckle my shoe  Twinkle, twinkle | | It’s raining, it’s pouring  Jack & Jill  Old Mother Hubbard  Rain, rain, go away  10 green bottles | | Hot cross buns  Humpty Dumpty  Three blind mice  London bridge is falling down | Ladybird, ladybird  Tadpole  Mary had a little lamb  Old MacDonald had a farm  Incy Wincy spider | Here we go round the mulberry bush.  I had a little nut tree. |
| ***Assessed writing pieces*** | Children to make a split pin funny bones character and label the different parts: leg, arm, head. | | Children to write their Christmas lists for Father Christmas (use and apply phonics/mark-making). | | Children to make an information poster about their favourite person who can help them. | | Children to write a set of instructions on how to plant a seed. | Children to write a re-count of their school trip to the Zoo. | Children to write a story about a journey they have been on. |
| ***Phonics (Letters & Sounds)*** | Phase 1- Environmental Sounds, Instrumental sounds, Body percussion, Rhythm & rhyme, Alliteration, Voice Sounds, Oral blending & segmenting  Phase 2- s,a,t,p,I,n,m,d,g,o,c,k, (I) | | Phase 2- ck, e, u, r, h, b, f, ff, l, ll,ss (to, the, no, go, into).  Phase 3- j, v, w, x, qu, z, zz, y (he, she) | | Phase 3- ch, sh, th, ng, ai, ee, igh, oa, oo, oo, ar, or, air, ur, ow, oi, ear, ure, er (we, me, be, was, my, all, you, are, they, her) | | Phase 4- Consolidation and read/ spell words with adjacent consonants (said, so, have, like, some, come, wre, little, there, one, do, at, what, when) | Based upon class need and areas of weakness. Phonics taught as whole class as well as in small groups for guided reading. | Based upon class need and areas of weakness. Phonics taught as whole class as well as in small groups for guided reading. |
| ***Maths***  *Includes a focus on a number a week (1-20.) and maths stories.* | Number:  Recognise some numerals of personal significance. Recognises numerals 1-5. Counts up to three or four objects by saying one number name for each. Count actions or objects which cannot be moved. Selects the correct numeral to represent 1 to 5 objects. Counts an irregular arrangement of up to 5 objects.  Shape, Space & Measure:  Beginning to use mathematical names for ‘flat’ 2D shapes and mathematical terms to describe shapes. Selects a particular named shape. | Number:  Uses the language of more and fewer to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to 5 objects. In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. Recognises numerals 1 to 10. Counts up to 10 objects from a larger group. Counts objects to 10. Counts an irregular arrangement of up to 10 objects. Selects the correct numeral to represent 1 to 10 objects. Count actions and objects that cannot be moved.  Shape, Space & Measure:  Use familiar objects and common shapes to create and recreate patterns and build models. Beginning to use everyday language related to money. | | | Number:  Uses the language of more and fewer to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to 10 objects. In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.  Shape, Space & Measure:  Orders 2 or 3 items by length or height. Orders 2 or 3 items by weight or capacity. Beginning to use mathematical names for ‘solid’ 3D shapes and mathematical terms to describe shapes. Selects a particular named shape. Use familiar objects and common shapes to create and recreate patterns and build models. | Number:  Recognises numerals 1 to 20. Says the number that is one more than a given number. Counts up to 20 objects from a larger group. Count actions or objects that cannot be moved. Counts objects to 20. Uses the language of more and fewer to compare two sets of objects. Finds the total number of items in two groups by counting all of them.  Shape, Space & Measure:  Uses everyday language related to time. Orders and sequences familiar events. Measures short periods of time in simple ways. | | Number:  In practical activities and discussion, begin to use the vocabulary involved in doubling, halving and sharing. Finds one more or one less from a group of up to 20 objects. Estimates how many objects they can see and checks by counting them. In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.  Shape, Space and Measure:  Recognise and create patterns. Explore the characteristics of everyday objects and shapes, using mathematical language to describe them. | Number:  Solve practical problems that involve combining groups of 2, 5 and 10 and sharing in equal groups.  Shape, Space & Measure:  Can describe their relative position such as behind or next to.  *Problem solving a reasoning tasks which put together all mathematical skills learnt so far.*  . |
| ***UotW***  *Includes focused Geography, RE, History and ICT sessions.* | People & Communities:  Enjoys joining in with family customs and routines.  The World:  Looks closely at similarities, differences, patterns and change.  Technology:  Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.  *Text/ story links to important celebration dates below:*  Dragons in the city, Sparks in the Sky. | | | | | People & Communities:  Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.  The World:  Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.  Technology:  Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.  *Text/ story links to important celebration dates below:*  Rameena’s Ramadan, Part of the Party (having same sex parent families), The Easter Journal. | | | |
| ***Important Celebrations*** | **Roald Dahl Day** Sep 13th  **World First Aid Day** Sep 13th*+*  **Talk Like A Pirate Day** Sep 19th  **Macmillan Coffee Morning** Sep 27th *+*  **World Space Week Oct** 4th-10th *+* **Grandparents Day** Oct 6th *+*  **Mental Health Day Oct** 10th*+* **Fire Safety Week** Oct6th- 12th*+* | | **Diwali** Oct 27th *+#*  **Halloween** Oct 31st  **Bonfire Night** Nov 5th  **World Science Day** Nov 10th *+*  **Anti Bullying Week** Nov 11th- 15th *+#*  **Remembrance Day** Nov 11th *+*  **Road Safety Week** Nov 18th-24th  **Advent Begins** Dec 1st *+* **Christmas** Dec 25th *+* | | ***New Years*** *Jan 1st +*  ***National Bird Day*** *Jan 5th*  ***Handwriting Day*** *Jan 23rd* ***Chinese New Year*** *Jan 25th #*  ***Safer Internet Day*** *Feb 11th*  ***Valentines Day*** *Feb 14th +* | | ***Shrove Tuesday*** *Feb 25th*  ***World Book Day*** *March 5th*  ***British Science Week*** *March 6th-10th*  ***Holi*** *March 9th #*  ***World Poetry Day*** *March 21st* ***Mother’s Day*** *March 22nd +*  ***Autism Awareness Day*** *April 2nd+* | ***Easter*** *April 12th #*  ***Ramadan Starts*** *April 23rd #* | ***World Environment Day*** *June 5th**+*  ***Healthy Eating Week*** *June 8th-12th+*  ***Father’s Day*** *June 21st* |
| ***Physical Dev***  *Includes focused topic/ skills PE lessons.* | *PE: Ball Skills*  Moving & Handling:  Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters.  Health & Self-Care:  Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision. | | | *PE: Dance*  Moving & Handling:  Experiments with different ways of moving. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.  Health & Self-Care:  Eats a healthy range of foodstuffs and understands need for variety in food. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision | *PE: Gymnastics*  Moving & Handling:  Experiments with different ways of moving. Jumps off an object and lands appropriately. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.  Health & Self-Care:  Eats a healthy range of foodstuffs and understands need for variety in food. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision | *PE: Athletics*  Moving & Handling:  Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.  Health & Self-Care:  Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. | | *PE: Dance*  Moving & Handling:  Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.  Health & Self-Care:  Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. | *PE: Gymnastics*  Moving & Handling:  Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.  Health & Self-Care:  Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. |
| ***EAD*** | Exploring & Using Media & Materials  Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Explores what happens when they mix colours. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects tools and techniques needed to shape, assemble and join materials they are using.  Being Imaginative:  Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative. | | | Exploring & Using Media & Materials  Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.  Being Imaginative:  Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative. | | Exploring & Using Media & Materials  Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Being Imaginative:  Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. | | | |
| **Suggested enhancements to learning:** | | | | | | | | | |
| **Role Play** | Home Corner  Supermarket | | Farm  Train  Bear Hunt Setting- grass, water, mud, cave  Santa’s workshop | | Fire Station, Police Station, Hospital, Post Office. | | Garden Centre. | Minibeast Investigation Laboratory.  Zoo. | Seaside and Lighthouse.  Ice Cream Parlour. |
| **Continuous provision:** | Continuous provision is based on children’s interests and topic themes and enhanced to develop a natural curiosity in children. The provision we provide is learning through play, which will cover the 7 areas of learning. Areas are enhanced based on children’s interests and fascinations and topic themes, aiming for independence and greater depth. | | | | | | | | |