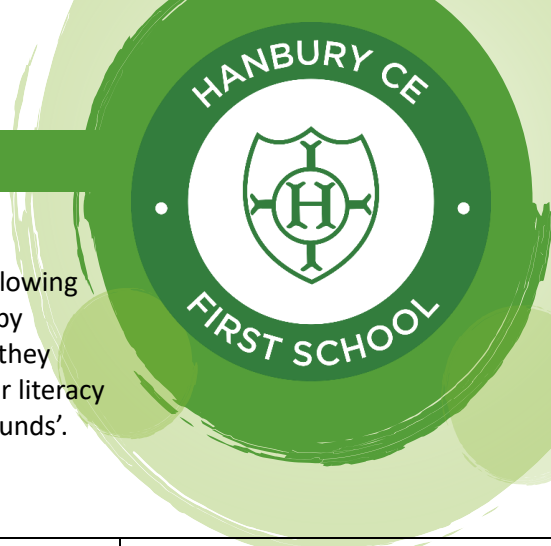


Reception Curriculum Planner



Reception

Reception is the first year of school. Children begin their learning by following the curriculum in Early Years Foundation Stage Framework. They learn by exploring the world around them and use play to make sense of what they learn and discover. Children in Reception class also make a start on their literacy learning by following our phonics programme, 'Essential Letters and Sounds'.

	Autumn Term		Spring Term		Summer Term	
English	<p><u>Owl Babies</u> <i>Martin Waddell</i> Descriptions, picture captions, labels, thank you cards, letters, speech bubbles, advice and retelling</p> <p><u>Whatever Next!</u> <i>Gill Murphy</i> Descriptions, sentences, sequencing, retelling, book review, lists, postcards, fact file, narrative, pantomime review</p>		<p><u>Supertato</u> <i>Sue Hendra & Paul Linnet</i> Descriptions, thought bubbles, postcards, fact file, certificates, lists, recount, wanted poster, sentences, cards, rules, character description and retelling</p> <p><u>The Little Red Hen</u> <i>Pie Corbett</i> Sequencing, character description, thought bubble, narrative, instructions, sentences and story mapping</p>		<p><u>The Gruffalo</u> <i>Julia Donaldson</i> Labels, descriptions, wanted poster, sentences, list, instructions, narrative, fact file</p> <p><u>We're Going on a Bear Hunt</u> <i>Michael Rosen & Helen Oxenbury</i> Retelling, predictions, fact file, lists, narrative, sentences, story sequences, warning poster, wanted poster, recount, descriptions, captions, and labels</p>	
Maths	<p>Getting to Know You!</p> <p>Just Like Me!</p> <p>It's 1,2,3!</p> <p>Light and Dark</p>		<p>Alive in 5!</p> <p>Growing 6,7,8!</p> <p>Building 9 & 10</p>		<p>To 20 and beyond</p> <p>First, then, now</p> <p>Find my pattern</p> <p>On the move</p>	
Science	<p>Pupils in Reception follow a curriculum based on the Early Years Foundation Stage Framework. Science comes under the strand 'Understanding the World, The Natural World' In this year they will complete science linked learning including:</p> <ul style="list-style-type: none"> • Exploring the natural world around them and drawing pictures of animals and plants. • Knowing some similarities and differences between the natural world around them and contrasting environments, drawing on their own experiences and what has been read in class. • Understanding some important processes and changes in the natural world around them, including the seasons and changing states of matter. 					
RE	<p>Why is the word God so important to Christians?</p> <p>Why is Christmas special for Christians?</p> <p>Why do Christians perform nativity plays at Christmas?</p>		<p>Why is Easter special to Christians?</p> <p>Why do Christians put a cross in an Easter garden?</p> <p>Being special: Where do we belong?</p>		<p>What places are special and why?</p> <p>What times/stories are special and why?</p>	
PSHE	<u>Me and My Relationships</u>	<u>Valuing Difference</u>	<u>Keeping Safe</u>	<u>Rights and Respect</u>	<u>Being My Best</u>	<u>Growing and Changing</u>

	Autumn Term	Spring Term	Summer Term			
History	<p>Pupils in Reception follow a curriculum based on the Early Years Foundation Stage Framework. History comes under the strand 'Understanding the World'.</p> <p>Through the provision continuously available and through planned adult led tasks, they have the opportunities to learn to:</p> <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understanding the past through settings, characters, and events encountered in books read in class and storytelling. 					
Geography	<p>Pupils in Reception follow a curriculum based on the Early Years Foundation Stage Framework. Geography under the strand 'Understanding the World' and will be taught through the provision continuously available and through planned adult led tasks. They will have the opportunities to spend time:</p> <ul style="list-style-type: none"> • Describing their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. • Explaining some similarities and differences between life in this country and life in other countries, drawing their knowledge from stories, non-fiction texts, and where appropriate, maps. 					
Art	<p>Pupils in Reception follow a curriculum based on the Early Years Foundation Stage Framework. Expressive Arts and Design form an integral part of this Framework and children have the opportunity to explore a range of processes, materials and skills through the continuous provision in place in the learning environment. This will include painting, drawing, collage and sculpture, and will allow them to explore the use of a wide range of materials and equipment so that they develop a broad understanding of the way they can make marks and explore their ideas.</p> <p>Planned opportunities and provocations will be linked to themes and include: using a range of brush sizes, water colour and poster paints, charcoal, pencil, felt tipped pens, clay, playdough and 'junk' modelling.</p>					
D & T	<p>Pupils in Reception follow a curriculum based on the Early Years Foundation Stage Framework. During the EYFS pupils explore and use a variety of media and materials through a combination of child initiated time in the continuously available provision and adult directed activities. They have the opportunities to learn to:</p> <ul style="list-style-type: none"> • Use different media and materials to express their own ideas. • Use what they have learnt about media and materials in original ways, thinking about form, function, and purpose. • Make plans and construct with a purpose in mind using a variety of resources. • Develop skills to use simple tools and techniques appropriately, effectively, and safely. • Select appropriate resources for a product and adapt their work where necessary. • Cook and prepare food adhering to good health and hygiene routines. 					
ICT	<p>Computer Safari Discover what a computer is, where we find them and understanding they need to be programmed.</p>	<p>Sequencing Understand that the order in which we do things is very important for computers.</p>	<p>True or False Should we believe everything we see online? Create their own 'fake' images using GreenScreen.</p>	<p>Inputs & Outputs Explore a variety of inputs and outputs in computers and develop mouse and keyboard skills.</p>	<p>Beebot Explorers Input sequences of instructions to control BeeBots around a maze.</p>	<p>A better Planet Using creative tools, photography and video, children explore the world around them capturing it on Digital Devices.</p>
Music	<p>Me Nursery Rhymes and Action songs</p>	<p>My Stories Listen Respond to a different style of music. Create and explore classroom instruments</p>	<p>Everyone Nursery rhymes and action songs. Learn and perform</p>	<p>Our World Listen & appraise</p>	<p>Big Bear Funk Styles of music</p>	<p>Reflect, rewind and replay. Listen and appraise a different piece of music each week/step. Musical activities, sharing and performing.</p>