

We are all amazing! Reception Autumn 1– Curriculum Plan



Our vision: 'Life in All its Fullness' (John 10.10) and our Christian Values are the foundations to affect change from within the heart of the community. Children are encouraged to develop strong aspirations educationally, socially, morally and spiritually with a desire to make a positive difference in the world.

<p><u>PSED (Personal, Social and Emotional Development)</u></p> <p>Making Relationships Initiates conversations, attends to and takes account of what others say. Can share and take turns without adult support.</p> <p>Self confidence and self awareness Outgoing in new social situations. Can speak to adults and children in informal situations. Can select resources they need to complete activities. Confident to speak to others about own needs and can ask for help. Confident to speak in a small group.</p> <p>Managing feelings and behaviour Understands that own actions affect other people. Can adapt their behaviour to different situations without direct adult supervision e.g. can listen on the carpet for a short teaching session with the whole class, can put hand up to speak, can line up, walking inside the classroom, etc.</p>	<p style="text-align: center;">In this sequence of learning, children are encouraged to think about themselves and others and how they belong to the school community. They explore the school values, what these mean and how we can use them to help us to be the AMAZING individuals that we are!</p> 	<p><u>CL (Communication and Language)</u></p> <p>Listening and attention Listens to others when playing and takes account of what they say. Maintains attention and listens for short teaching sessions. Listens attentively to stories and can talk about what they have heard; making comments, asking questions and making suggestions about what might happen next.</p> <p>Understanding Working at least at band 8 for Understanding on Well Comm screening. Beginning to understand and respond to why and how questions about their experiences. Responds to instructions involving a two-part sequence.</p> <p>Speaking Working at least at band 8 for Speaking on Well Comm screening. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p>	<p><u>PD (Physical Development)</u></p> <p>Moving and Handling Negotiates space successfully when playing racing and chasing games with other children Can catch a large ball. Can use clockwise and anti-clockwise gross motor movements. Shows a preference for a dominant hand. Independently holds pencil using tripod grip. Begins to use anticlockwise movement and retrace vertical lines. Beginning to form recognisable letters to write their own name. Beginning to hold scissors competently and use them to cut in a line across the paper.</p> <p>Health and self-care Beginning to show an understanding of healthy food choices and beginning to eat a range of healthy foodstuffs. Usually dry and clean during the day. Manages own personal care independently. Demonstrates good hygiene practice and can talk about why good hygiene contributes to good health. Can put on own coat and shoes independently.</p>
<p><u>Literacy</u></p> <p>Reading Can orally blend and segment sounds in words. Hears and says the initial sound in words. Can give the sound when shown s, a, t, p, i, n. Enjoys an increasing range of books. Is at least 40-60 E for all strands of Communication and Language.</p> <p>Writing Can orally blend and segment sounds in words. Hears and says the initial sound in words. Gives meaning to marks they make as they draw, write and paint. Can copy their own first name. Can hold pencil effectively and begin to form letters s, a, t, p, i, n.</p>	<p><u>Maths</u></p> <p>Numbers Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts objects to 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 0 to 5. Recites number names in order to 20.</p> <p>Shape, space and measure Can use mathematical names for 'flat' 2D shapes: circle, triangle, square, rectangle and 3D shapes cube, sphere. Uses familiar objects and common shapes to create and recreate patterns and build models. Orders two items by length or height. Beginning to use everyday language related to money. Orders and sequences familiar events.</p>	<p><u>UW (Understanding the World)</u></p> <p>People and communities Shows an interest in the lives of others Is at least 40-60 E for Making Relationships. Is at least 40-60 E for Speaking and Understanding.</p> <p>The world They know some scientific words and can use them to talk about similarities in relation to objects, places, objects, materials and living things that are important to them. Is at least 40-60 E for Speaking and Understanding.</p> <p>Technology Use technology with more skill eg knowing how to operate a remote control car, knowing how to select an app on the iPad etc.</p> <p><u>EAD (Expressive arts and design)</u></p> <p>Exploring and using media and materials Begins to build a repertoire of songs and dances. Uses simple tools and techniques competently and appropriately. Selects appropriate resources to use in their creations.</p> <p>Being imaginative Create simple representations of events, people and objects. Plays alongside other children who are engaged in the same theme.</p>	<p><u>Religious Education</u></p> <p style="text-align: center;"><i>Our school is a Church School</i></p> <p style="text-align: center;"><i>Harvest– It's good to share</i></p> <p>Belonging and Community I can talk about things I like doing and places I like to go to. (At least 40-60 E for all strands of CL) I know that I am part of my family, my key group, my class, my school, etc (At least 40-60E for all strands of CL)</p> <p>Celebration I can talk about things I have done (At least 40-60E for all strands of CL)</p> <p>Specialness I can talk about myself and things I like. (At least 40-60E for all strands of CL)</p>
<p><u>Community</u></p> <p>What is 'community'? How can I do all the good I can?</p> <ul style="list-style-type: none"> Support MacMillan Cake Sale 	<p><u>Trips/ Visitors/ Celebrations</u></p> <ul style="list-style-type: none"> Harvest Festival MacMillan Cake Sale Participate in Community Scarecrow competition 	<p><u>British Values</u></p> <ul style="list-style-type: none"> Democracy—Spiritual Council Elections, voting for winner of Scarecrow Competition Tolerance and Mutual Respect—recognising and respecting similarities and differences between people 	<p><u>SMSC</u></p> <p>Social—Community scarecrow Competition Moral—supporting MacMillan Spiritual—Class Collective Worship</p>

honesty patience joy forgiveness tolerance thankfulness respect kindness friendship gentleness love hope