


# We are storytellers! Reception Autumn 2 – 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><b><u>PSED (Personal, Social and Emotional Development)</u></b>  <b>Making Relationships</b>  Explains own knowledge and understanding, and asks appropriate questions of others.  Can maintain a conversation; listening and responding to what others have said.  Shows awareness of other's needs and feelings and can show sensitivity to these.  <b>Self confidence and self awareness</b>  Confident to speak to others about own needs, wants and interests.  Can say why they like some activities.  Can answer questions in class group.  Can talk about things they are good at.  <b>Managing feelings and behaviour</b>  Shows awareness of other's needs and feelings and can show sensitivity to these.  Becomes upset or tries to comfort another child when they realise they have upset them.  Aware of boundaries and usually responds to these appropriately.  Can adapt and manage own behaviour to follow daily routines eg lunch time, assembly, moving around school.</p>	<p><b>In this sequence of learning, children will access a range of stories with a wide-range of themes. They will think about characters and events and relate these to themselves and their personal experiences. They will re-tell stories that they have learnt and think of their own stories to develop their creative thinking and language and communication skills.</b></p> 	<p><b><u>CL (Communication and Language)</u></b>  <b>Listening and attention</b>  Can maintain a conversation; listening and responding to what others have said.  Listens and maintains attention in teaching sessions.  Listens in a whole school situation for a short period of time.  <b>Understanding</b>  Working at least at band 8 for Understanding on Well Comm screening.  Understands humour, e.g. nonsense rhymes, jokes.  Can understand and respond to how and why questions about experiences and stories.  <b>Speaking</b>  Working at least at band 8 for Speaking on Well Comm screening.  Uses language to imagine and recreate roles and experiences in play situations.  Links statements and sticks to a main theme or intention.  Beginning to use past, present and future forms.</p>	<p><b><u>PD (Physical Development)</u></b>  <b>Moving and Handling</b>  Experiments with different ways of moving.  Travels with increasing confidence and skill around, under, over and through balancing and climbing equipment  Shows increasing control over objects when throwing, catching and kicking.  Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.  Beginning to use simple tools to effect changes to materials eg use scissors with increasing accuracy, use clay tools to mould clay etc.  Can hold pencil effectively and use it to correctly form many of the letters that have been taught.  <b>Health and self-care</b>  Shows an understanding of healthy food choices and eats a healthy range of foodstuffs.  Understands the need for variety in food.  Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks following discussion with an adult.  Shows understanding of how to transport and store equipment safely following discussion with an adult.  Can change for PE with minimal support from an adult.  Can put on and fasten own coat independently.</p>
<p><b><u>Literacy</u></b>  <b>Reading</b>  Can orally blend and segment CVC words.  Can segment the sounds in simple words and blend them together and knows which letters represent some of them.  Can give the sound when shown most phase 2 letters.  Can read the trick words the, no, to, I, go.  Can complete a rhyming pair.  Knows that information can be retrieved from books.  Is at least 40-60 D1 for all strands of Communication and Language.  <b>Writing</b>  Begins to break the flow of speech into words.  Can orally blend and segment CVC words.  Can segment the sounds in simple words and blend them together and knows which letters represent some of them.  Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.  Can hold pencil effectively and form some phase 2 letters.  Can write some tricky words the, no, to, I, go.  Can independently apply phonics knowledge to write for a purpose.</p>	<p><b><u>Maths</u></b>  <b>Numbers</b>  Counts actions or objects which cannot be moved.  Counts an irregular arrangement of up to ten objects.  Selects the correct numeral to represent 0 to 10.  Uses the language of 'more' and 'fewer' to compare two sets of objects.  Finds one more or one less from a group of up to five objects.  <b>Shape, space and measure</b>  Can use mathematical names for 'flat' 2D shapes: circle, triangle, square, rectangle, kite, oval, pentagon, hexagon and 3D shapes cube, cuboid, sphere, pyramid,.  Selects a particular named shape.  Can describe their relative position such as 'behind' or 'next to'.  Orders two or three items by length or height.  Orders two items by weight or capacity.</p>	<p><b><u>UW (Understanding the World)</u></b>  <b>People and communities</b>  Enjoys joining in with school and family customs and routines.  Can talk about past and present events in their own life and the lives of people who are important to them.  Can talk about similarities between themselves and others.  Is at least 40-60 D1 for Making Relationships.  Is at least 40-60 D1 for Speaking and Understanding.  <b>The world</b>  They know some scientific words and can use them to talk about differences in relation to objects, places materials and living things that are important to them.  Is at least 40-60 D1 for Speaking and Understanding.  <b>Technology</b>  Uses some ICT hardware to interact with age-appropriate computer software.</p>	<p><b><u>Religious Education</u></b></p> <p><i><b>Why do we have celebrations?</b></i></p> <p><i><b>Christmas: Are we nearly there yet?</b></i></p> <p><b>Celebration</b>  I can talk about something I have celebrated.  I am interested when other people talk about things that they have celebrated.  I know that different people celebrate different festivals and might celebrate different times in different ways.</p> <p><b>Specialness</b>  I can talk people, places, books, objects and times that are special to me.</p> <p>Is at least 40-60D1 for all strands of CL</p>
<p><b><u>Community</u></b>  <b>How can I help my local community?</b></p> <ul style="list-style-type: none"> <li>Support Community Foodbank (New Starts, Arden Road)</li> <li>Children In Need fundraising</li> </ul>	<p><b><u>Trips/ Visitors/ Celebrations</u></b></p> <ul style="list-style-type: none"> <li>Diwali Dance Workshop</li> <li>Theatre trip to MAC</li> <li>Remembrance Day Service</li> <li>Children In Need</li> <li>Stories around the Christmas tree</li> </ul>	<p><b><u>British Values</u></b></p> <ul style="list-style-type: none"> <li>Tolerance and Mutual Respect—Diwali Dance Workshop , Children In Need, Remembrance Day</li> </ul>	<p><b><u>SMSC</u></b>  Social— Supporting foodbank, Children In Need,  Moral—Big Questions  Spiritual—Collective Worship, Big Questions,  Cultural—Diwali Dance workshop, theatre trip to MAC.</p>

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