

Reception Curriculum – Autumn - Celebrations and Traditional Tales



W/C	2/09/2019	9/09/2019	16/09/2019	23/09/2019	30/09/2019	7/10/2019	14/10/2019	21/10/2019
Theme	All About Me & School		Harvest and Autumn		The Big Bad Wolf		Halloween: Witches!	
Texts	<i>No David!</i> By David Shannon <i>Whiffy Wilson the Wolf Who Wouldn't Go to School</i> by Caryl Hart		<i>Tattybogle</i> by Sandra Horn <i>Hello, Harvest Moon</i> by Ralph Fletcher		<i>Little Red Riding Hood</i> by Mike Gordon <i>Mr Wolf's Pancakes</i> by Jan Fearnley		<i>Winey The Witch</i> by Valerie Thomas <i>Hansel and Gretel</i> by Andrea Petrlik	
Phonics	Baseline Assessment/Listening activities: distinguish between sounds and speech sounds (A-Z)		Stage One; A-Z + sh, ch, ng, nk, th, qu, -recognition, pronunciation and formation of phonemes -Segmenting/blending CVC words (inc HF words: <i>I, the, my, you said, to, was</i>)					
Maths	Baseline – Number of the Day/ Counting Songs/continuous provision		Counting and Numcion; Numbers to 20 <i>Key Skill: Reciting numbers(forward and back)</i>		Number; Read, write (represent), order and say one more/less (to 20) <i>Key Skill: Recognising numerals.</i>		Measure: Language to describe and Order by size, shape and weight. <i>Key Skill: Name 2d shapes</i>	
Topic Skills	I can name the parts of my body and my five senses I can name some feature of my school and local environment. I can talk about some difference and similarities between me and my friends. I can name the five learning behaviours I can talk about how the environment changes from Summer to Autumn. I can identify and talk about the weather. I can talk about some of the products we get from the ground I can identify the features of a town and the countryside. I can identify and name some animals in my local woodland I can write a list of ingredients for soup.				I can repeated refrains & anticipates key events & phrases in stories I can sequence the events of a known story. I can use interesting words to describe characters. I can create simple representations of events, people and stories using role-play. I can identify and describes the main story settings, events and principal characters. I can play cooperatively as part of a group to develop and act out a narrative. I can remember and talks about a significant events in my own experience. I can talk about what happens when I combine materials I can label a picture of a character. I can write a potions recipe.			
Technology	Robbie Robot's Tour of Technology: Children recognise that a range of technology is used in places such as homes and schools.				Wolfie's Bee-Bot Adventure: Children show skill in making toys work to achieve effects such as sound and movements.			
P.E	<u>Premier Sports</u>							
Music	<u>Charanga Music</u> Me! - explore: growing, homes, colour, toys, how I look: Listening and responding to different styles of music, listening to, learning to sing nursery rhymes and action songs, explore playing classroom instruments and, share and perform the learning that has taken place							
PSED	<u>Discover RE</u> Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism							
Focus Value	Democracy Book: <i>The Class Vote</i> by Deborah Chancellor				Resilience Book: <i>Almost Anything</i> by Sophie Henn			
Experience & Other	Food Bank Donation (Harvest Festival) – Family Friday Funky Phonics – Family Friday Local Walk (Woodland, Park, Shops) – Trip				Magic Maths - Family Friday Science Day – Family Friday Halton Library – Trip			

*Write: to mark make, draw or write depending on developmental stage

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W/C	04/11/2019	11/11/2019	18/11/2019	25/11/2019	02/12/2019	09/12/2019	16/12/2019
Theme	Bonfire Night	Anti-Bullying and Remembrance Day		Once Upon a Time		Christmas and The Nativity	
Texts	Sparks in the Sky (Non-Fiction)	<i>Elmer</i> by David McKee <i>The Ugly Duckling</i>		<i>Cinderella</i> <i>The Princess and the Frog</i> by Rachel Isadora		<i>The Nativity!</i> <i>A Christmas Collar</i>	
Phonics	<p>Phase Two; Revisit taught sounds and begin Phoneme Families + <i>ph, ar, tch, oo</i></p> <p>-recognition, pronunciation and formation of phonemes -Segmenting/blending CVC words (<i>inc HF words: your, are, be, of, no, was, so, to, he, she, me</i>)</p> <p>-Hold and write a sentence. -Begin Paired reading: children apply their phonics skills using levelled text.</p>						
Maths	<p>Counting and Numcion; Numbers to 20</p> <p><i>Key Skill: Reciting from a given number</i></p>	<p>Number/Addition: partitioning set of objects to 5/10, beginning to recognise that the total is still the same.</p> <p><i>Key Skill: Read and order numerals</i></p>		<p>Addition: Know that a group of things changes in quantity when something is added. Adding one more/less</p> <p><i>Key Skill: Formation 1-9</i></p>		<p>Shape and Pattern: Describe 2d, recognise 3d shapes and recreate and extended patterns.</p> <p>(Number assessment)</p>	
Topic	<p>I can identify the colours of the rainbow</p> <p>I can explore what happens when I mix colours.</p> <p>I can talk about how to stay safe on Bonfire night.</p> <p>I can use new vocabulary to describe how fireworks sound and look.</p> <p>I can create a firework display using can range of art materials</p>	<p>I understand why we celebrate Remembrance Day</p> <p>I can ask questions of others in a small group</p> <p>I can talk about the things I have observed</p> <p>I can identify how I feel and talk about my feelings (such as sad, happy, cross, scared, worried)</p> <p>I understand what bullying is</p> <p>I can talk about my own and other behaviour.</p> <p>I can write a friendship card</p> <p>I can work as part of a team to build/construct</p>		<p>I can introduces a storyline or narrative into my play</p> <p>I can use available resources to create props to support my role play.</p> <p>I can identify similarities and differences between myself and other.</p> <p>I can talk about the difference and similarities among communities and different cultures.</p> <p>I can understand that different people have different customs and traditions and know it is important to treat them with respect</p> <p>I can a write sentence/caption about a picture form a story.</p>		<p>I can retell the Nativity in my own words</p> <p>I understand why some people celebrate Christmas</p> <p>I can talk about my own Christmas celebrations and traditions</p> <p>I can move rhythmically and imitates movement in response to music.</p> <p>I can select tools and use techniques to shape, assemble and join materials I am using.</p> <p>I can listen to and follow instruction to bake</p> <p>I can write a letter to Santa/Parents.</p>	
Technology	<p>A Spell for a Selfie: Children use real objects such as cameras or iPads to take pictures and record.</p>			<p>Life Online: Introducing on-line life and safety</p> <p>Children known how to use a computer safely</p>			
PE	<p>Premier Sports</p>						
Music	<p>Charanga Music</p> <p>My Stories - explore: using your imagination, Christmas, Once upon a time: Listening and responding to different styles of music, listening to, learning to sing nursery rhymes and action songs, explore playing classroom instruments and, share and perform the learning that has taken place</p>						
R.E	<p>Theme: Christmas</p>		<p>Key Question: What is Christmas?</p>		<p>Religion: Christianity</p>		
Focus Value	<p>Mutual Respect</p> <p>Book: <i>The Family Book</i> by Todd Parr</p>				<p>Individual liberty</p> <p>Book: <i>Marvellous Me</i> by Lisa Bullard</p>		
Experiences & Other	<p>Outdoor Adventures – Family Friday</p>				<p>Christmas Baking – Family Friday</p> <p>School Nativity Performance</p>		

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