



**St Bede's RC Primary
Reception
Curriculum Overview
(2019-2020)**

Area of learning focus:	Who am I? (all about me) Autumn 1 st half	Who lives in the Land of make believe? Autumn 2 nd half	Who will I ask to help me? Spring 1 st half	What will we grow in our garden? Spring 2 nd half	Who will visit Percy's Park? Summer 1 st half	What will we see at the Seaside? Summer 2 nd half
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This learning challenge overview provides you with an insight into your child's learning experiences throughout their reception year. The learning opportunities will also continue to be enhanced over the year as children build upon their own unique experiences and share their ideas with their friends, as is the 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.

Learning Challenge overview.

FOCUS	(PSHE)Moving on and Settling in: SEAL: New beginnings Classroom routines and rules (discuss how it makes adult feel) Support children in making friends	Traditional stories and fairytales. Storytime and character exploration:	Who helps us in the community? a) school community b) the wider community	Planting and Growing: a) our gardens b) growing for food c) our school gardens	Animals and new life: What animals lived in Percy's Park? What creatures live in our gardens? <i>British wildlife.</i>	At home and abroad: what is it like in different places around the world? <i>Where have we visited?</i>
	What do I know about me? What is my full name? When is my birthday? What age am I? What do I look like? How have I changed? (<i>looking at baby pictures</i>) Am I the same as my friends? (<i>noticing and respecting differences</i>) What do I like to do? What do I like to eat? Where do I live? Who is my family?	Storytime: introduce a selection of traditional and fairytale stories: Traditional tales: Three Bears/Three Pigs/Little Red Riding Hood - discuss characters, set, plot, story structure. Fairytales: Shrek/Cinderella/Happy Feet - discuss characters, set, plot, story structure. What kind of story character would you like to be? Would you like to be a Prince or Princess?	People who help us: Caretaker, office, welfare, teachers, postman, doctor, vet etc. Questions: Who helps you? Who has helped you in school today? How have they helped you? Have you helped somebody else? What did you do? Who has helped you at home? How have they helped you? Have you helped them? What did you do?	Our gardens (looking at different types of gardens, allotments, domestic gardens/yards, stately homes) Growing for food (fruit and vegetables- look at farmers) Garden of Curiosities (prepare the ground, plant and maintain). Investigation: Growing grass, beans and cress. Maintain, measure, learn how to take care of our plants. Focus: Easter Easter celebration	British wildlife: Birds, Squirrels, Badgers, Foxes, Beavers, New life: Mothers and their young. What do they look like/how do they change? How do we care for them? What do they need to survive? Creatures that live in the garden (bird life, wild life, pond life). <i>Animal visit:</i> children to bring in new pets for us to see. Minibeasts (Problem	Barnaby Bear at the Seaside: Holidays/Travel: Different kinds of Holidays; at home and abroad, hot and cold. (location – travel agents, brochures, booking, packing, travelling) Where would we stay (look at hotels, caravans, camping) Google Earth: compare different places to where we live. At the Funfair: money; rides, amusements, food). Focus: Beach/Sea.

	<p>How can I look after myself? (<i>personal hygiene/ healthy food/keeping fit</i>) –</p> <p>How is my body made? (<i>bones, parts</i>) How can I move? How can I take care of myself? What should I eat? When should I brush my teeth? When should I wash my hands?</p> <p>What do I want to be when I grow up? What would I have to do? What would I have to wear? Where would I have to go?</p> <p><i>Children to complete a now and then star. Discuss.</i></p>	<p>'The Gingerbread Man'. <i>Talk for writing -</i> Act out the story using actions and discuss: How do we know if a character is good or bad? How were the characters feeling? What do you think of the fox? Describe the fox.</p> <p>Celebrations Special Times/family get together (Bonfire Night, lanterns, fireworks, light; Diwali, Chinese New Year, Hanukah, bonfire night, pantomimes.) New Babies/ new arrivals/celebrations) A very special baby (The First Christmas) Christmas preparations and Celebrations (writing to Father Christmas, cards, gifts, food, clothes, concerts, dinner, parties). Who is Father Christmas? How does he prepare for Christmas? Who helps him? What do they do? What would it be like to live at the North Pole?</p>	<p>Visit a post office: children will write a letter to different people who have helped us. They will visit a contrasting area (village) to post their letter. Discuss.</p> <p>Buzzy Bee: How can I keep safe? (<i>stranger danger/ dangers in the environment, e-safety</i>).</p> <p>Learn how to cross the road safely: Children will learn about the Green Cross Code and practice crossing the road safely with their teachers.</p>	<p>(Jesus, The Easter story and Easter traditions). Read the story and discuss.</p> <p>Family traditions: <i>Symbolism</i> – rolling away the rock: children will paint a boiled egg and roll it down the hill. They will discuss what this is said to mean and how it relates to the bible story.</p> <p>Lots of crafts and Easter fun: cards, treats, activities.</p>	<p>What are minibeasts? Where do they live? What do they look like? How can we care for them?</p> <ul style="list-style-type: none"> Go on a mini-beast hunt, discuss the features, take photos, set up different habitats, observe and record. 	<p>At the beach: What do we see? (people, clothing, picnics, buckets and spades, donkeys, seaside, artifacts; shells, pebbles, starfish).</p> <p>On the sea: What can we do? Paddle, swim, toys, keeping safe, salt water) What do we see? (ships, boats, surf board, sail boards, lighthouse)</p> <p>Under the sea: What lies beneath? (Marine and plant life, submarines, divers).</p>
<p>Learning Challenge</p>	<p>Receptions got Talent: What is my special Quality? What would you like to be when you grow up?</p> <p>Sharing and Caring for one another-how can we show we care for each other. Link to RE/PSHE</p>	<p>What can we learn from The Gingerbread Man?</p> <p>Make a new book for the book corner, containing all the characters that the children dress up as?</p>	<p>Would you know who to ask for help?</p> <p>Would you be able to help someone? Set up different scenarios and discuss how we could help.</p>	<p>What will we grow in our Garden?</p> <p>Investigate: plants/flowers/growing for food. How can we look after our garden throughout the year?</p>	<p>What kind of minibeast city could we build?</p> <p>What will we need to collect?</p> <p>Set up different habitats and care for the creatures.</p>	<p>Where in the world would you go on your magic flying carpet?</p> <p>What would you see, feel, hear, taste and touch?</p>
<p>Skills overview:</p>	<p><i>Children will take part in daily, discreet, phonic, reading, writing and number activities. A brief outline of this is shown below (differentiated where required)-</i></p>					

English	This involves encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves. Children must be given access to a wide range of reading materials such as books, poems, and other written materials to ignite their interest.					
	Reading: ELG 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: ELG 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.		
	Exceeding: Children can read phonically regular words of more than 1 syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.			Exceeding: Children can spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.		
	Phonics: <i>Daily discreet lessons (Read Write Inc Programme).</i> SET 1: an introduction to letter sounds, blending and segmenting, reading and writing sounds, high frequency and fast words, learning to write simple CVC words, reading and writing simple captions. Learning to write simple sentences. SET 2: reinforce all letters sounds and continue to introduce phase 3 phonemes and graphemes, blend and segment words containing all sounds at phase 2 and 3, learn to read phase 3 fast words, spell 'the/to/l/no/go. Writing sentences using simple punctua SET 3: Becoming independent in reading and writing. Write short sentences with increased accuracy. Use and apply phonics in reading and writing activities.					
	Handwriting: Handwriting patterns and weekly PD finger gym activities . Pencil grip and control. Mark making opportunities in adult led and child-initiated activities in continuous provision. Cursive letter formation taught during phonics lessons					
	Shared/guided writing: Rhyme and analogy activities. Talk for writing story mapping. Modelled and shared writing of words, captions and sentences. Write simple sentences. Write a short recount of a story with a beginning, middle and end. Secure independence in reading and writing. Writing a short story and reading it to a friend. Thinking about how different stories start. Begin to think about story openers and endings: ' <i>Once Upon a Time</i> ' ' <i>Finally</i> '. Use connectives 'and'. Punctuation.					
	Shared/guided reading: Reinforce concepts about print. Weekly guided reading, beginning with Ditty books and daily shared reading opportunities. Home reading programme. Rhyme and Alliteration. Nursery Rhymes. Stories.'big book' stories. Talk about character, plot and setting. Discuss the beginning, middle and end of a story.					
Text titles:		The Gingerbread Man.	The Jolly Postman and other people's letters.	Oliver's Vegetables	Percy the Park Keeper.	Billy's Bucket.
Main teaching focus.	Funny bones.	Penguin Small.	How to Catch a Star.	Oliver's Fruit Salad. Supertato. Too Many Carrots.	Owl Babies. Animal fact finders.	Seaside stories.
Talk for Writing focus:	Funny bones: simple introduction to the actions: 'and' 'the end' and the concept of story maps.	The Gingerbread Man: act out the story/re-tell using T4W actions. Sequence the beginning, middle and end.	The Jolly Postman: act out our own version of the story and re-tell using T4W actions.	Too Many Carrots: act out our own version of the story and re-tell using T4W actions.	After the storm- (Percy the park keeper) re-tell using T4W actions.	Billy's Bucket: re-tell using T4W actions.
Possible Writing tasks	Children to draw a funny bones character and label the different parts: leg, arm,	Children to write their Christmas lists for Father Christmas (use and apply	Children to write a recount of 'How to catch a Star' (<i>book week</i>	Children to write a set of instructions on how to plant a seed.	Children to write a 'care' leaflet on how to look after an animal of	Children to write a re-count of their school trip to the beach.

	head.	phonics/mark-making).	focus).		their choice.	
Shared class stories:	Silly Eric./Silly Eric and the Birthday Cake. What did Granny do next? PS I love you. Topsy and Tim go to School. Classroom favourites.	The Day the Crayons Quit. Traditional tales. Classroom favourites.	The Jolly Postman and other people's letters. How to catch a Star (book week). Classroom favourites.	Selection of Peter Rabbit stories. The tiny seed. Classroom favourites.	Percy the Park Keeper selection. Animal stories and New Life. Classroom favourites.	Harry at the Seaside Billy's Bucket Selection of holiday stories (around the world). Classroom favourites.
Mathematics	This involves providing children with opportunities to: practise and improve their skills in counting numbers, calculating simple addition and subtraction problems, describe shapes, spaces, and measures					
	NUMBER: ELG Numbers: children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract 2 single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.			SHAPE, SPACE, MEASURE: ELG Shape, space and measures: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.		
	Exceeding: Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.			Exceeding: Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.		
EYFS Assessment	Children are assessed through individual progression in all areas of the Early Years Curriculum (EYFS 2018/19), Development Matters. Each child is unique and their profile will reflect this. Assessment is ongoing over the year and judgements are made through daily observations, independent play and adult-led activities and specific tasks. The information is gathered and informs our internal assessment tracker (SIMS). The aim is for children to meet their Early Learning Goal by the end of their reception year, taking into account individual starting points and specific learning needs and styles.					
Understanding the World:	Why are there so many leaves on the ground? Introduce Autumn: what does this look like? What changes will I see in the environment? Visit park to look at and record seasonal changes. <i>Make an Autumn floor book</i> (add photographs, collections and children's thoughts).	Why is it always cold in Winter? Introduce Winter (clothes, weather, North Pole, winter. Why can I see my breath? How can I keep warm? Seasonal changes. Discuss growth and change: carry out the 'frozen' experiment and discuss solid/liquid/melting. (Freeze some of the children's' favourite toys into blocks of ice and have them decide how to get them out).	What is Stranger Danger: Continue to reinforce - <i>dangers in the environment, e-safety</i> , road safety, how to transport equipment safely in the classroom. Learn about different occupations and ways of life.	Spring: Discuss Spring and the changes we may see around us. Visit the park and record what we see. Compare this to our autumn visit. Discuss the changes that has happened. What animals are born in spring.	Who lives in our garden? Looking at different minibeasts in our environment and their habitats. How can we care for the creatures around us?	Summer: Discuss Summer and the changes we may see around us. Discuss: clothes, weather, holidays. Prepare for our school trip to the beach. What might we see? What can we do? What will we take with us?

<p>Understanding the World (science investigations).</p>	<p>Scary Shadows – Looking at and identifying shadows. Why is it getting darker (link autumn)? What does it look like when it is dark? Can we make shadows? Can we catch our own shadow? What different shadows can we make ?</p> <p>Dark Den: Use the dark den and torches for investigations. Can we make new shadows?</p>	<p>Comfy basket – Learn about different materials. What are they called? Where do they come from? What do they feel and look like? Compare materials that are comfy and not comfy. What can we use to make comfy beds for the winter?</p> <p>Introduce Binka/sewing/ knitting (investigate different ways to make and join materials).</p>	<p>Waterproof – What does waterproof mean? How do I know if something is waterproof? How can we keep dry in the Spring showers? Can we make a waterproof coat? What is the best material to use?</p> <p>Testing our ideas: Plan, design, test and improve.</p>	<p>Grotty Grass – Investigate ways of growing grass. How can we keep it green and healthy? What will we need to do? Where will it grow the best? What will the grass seeds need?</p>	<p>Minibeast Madness – What minibeasts can we find in our school? What are their names? What do they look like?</p> <p>Looking for, collecting and identifying minibeasts.</p> <p>How can we help take care for the minibeasts? What will they need?</p> <p>Minibeast hunt.</p>	<p>Floating Frogs – What does floating and sinking mean?</p> <p>Why do some things float, and some things sink?</p> <p>What makes the frogs float?</p> <p>Can we make a boat that floats?</p>
<p>Physical Development</p>	<p>Spatial Awareness Music and Movement Self-help Dough disco/finger gym</p>	<p>Dance Music and Movement Spatial Awareness Dough disco/finger gym</p>	<p>Gymnastics Travelling Spatial Awareness Finger gym</p>	<p>Games Spatial Awareness Finger gym</p>	<p>Gymnastics Spatial Awareness Finger gym</p>	<p>Games/Athletics Spatial Awareness Finger gym</p>
<p><i>The following areas take place through play, discussion and adult led activities, with different focuses based on children's next steps in learning. The aim is to secure the Early Learning Goals (ELG's) at the end of the reception year.</i></p>						
<p>(PSHE)</p>	<p>ELG'S:</p> <p>Making relationships: Children play co-operatively, taking turns with each other. They take account of one another's ideas about how to organize their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</p> <p>Self-confidence and 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.</p> <p>Managing feelings and 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.</p>					
<p>Communication and Language</p>	<p>Speaking and Listening:</p> <p>Listening to others. Listening to stories, rhymes and poems. Joining in with repeated parts in rhymes. Respond to simple instructions. Role Play.</p>	<p>Speaking and Listening. Taking turns in conversation. Increasing word level. Listening to and sharing ideas with others. Alliteration. Using simple sentences. Role Play.</p>	<p>Retell a past event. Build up vocabulary. Reflecting on own experiences. Rhymes and Songs. Alliteration. Retelling stories. Role Play.</p>	<p>Responding to and giving instructions. Asking Questions – What, Where, Who? Using a range of tenses. Poetry. Role Play.</p>	<p>Following stories and re-telling using pictures and prompts. Changing our voice for the listener. Re-telling stories through continuous provision. Role Play.</p>	<p>Extending word level. Extending vocabulary using a range of tenses. Understanding and using How? And Why? Re-telling stories through drama. Role Play.</p>
<p>Expressive</p>	<p>ELG: Exploring and using media and materials – Children sing songs, make music and dance and experiment with ways of changing them. They safely use</p>					

Arts and Design	and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG: 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	Baby ward – measuring /weighing Home corner -Kipper's kitchen Book Corner – Where in the world do I belong?	Santa's workshop Nativity Polar ice cave	Hospital ambulance Lollypop man. Jolly Postman's post office. Vets surgery.	Garden centre Greenhouse and gardening equipment/planting area.	Percy's house . Dressing up as animals. Puppets for storytelling.	Ice-cream parlor Beach café Bus or train Pirates
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 covers the 7 prime areas of learning: Personal, Social and Emotional Development, Communication and Language, Physical Development, Literacy, Mathematics, Understanding the World, Expressive Arts and Design. Areas are open for children to lead their own learning and challenge their thinking through play and investigation. Areas are enhanced based on children's interests and fascinations and topic themes, aiming for independence and greater depth.					