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| **Isleham C of E Primary School- Foundation Stage Curriculum Overview 2020-2021 (Reception)** | | | | | | | | |
| **Theme** | **Personal, Social and Emotional Development** | **Communication and Language** | **Literacy** | **Mathematics** | **Understanding the World** | **Physical Development** | **Expressive Arts and Design** | **Events involving parents** |
| Autumn  1  All About Me  My Summer  My Family  My Body  My Birthday  My House/ home  My Pets  \*Dear Zoo  Characteristics of effective learning | Myself and My Relationships 1  Beginning and Belonging  Myself and My Relationships 2  My Family and Friends  Separating from parents/carers  Forming good relationships and including others in play i.e. sharing  Selecting own resources  Communicating with peers  Awareness of boundaries | Listening skills  Follow simple instructions  Understands the uses of the equipment  Can talk about what has happened  Talk about home life and themselves | Build on phase 1 Letters and Sounds from pre-school  Rhythmic activities  Looking at books  Awareness of print in the environment  Recognition of name  Mark making and meaning  Alliteration- initial sounds | Use number in play  Recognises numbers up to 5 and can count out the right number of objects/actions  NCTEM planning  Numberblocks  Series 1  Episodes 1 to 15  Uses 2D shape in  construction of pictures  Naming 2D shapes  Money  More/fewer language | Shows an interest in their lives and those of personal significance  Knows what makes them similar and unique  Talks about how things work  Knows how simple ICT works | Playground Games  Moves freely using suitable spaces and speed  Show a dominant hand  Draws lines and circles  Holding a pen correctly  Understands their own needs hunger/toilet/personal hygiene  Dresses with support  Knows equipment needs to be used safely  Can copy some letters and write their name | Learning new songs  Simple construction  Using simple tools  Familiar role play  Kandinsky Artwork | Settling in  Links with local community- Vet visit? |
| Autumn  2  Our Cool World  Fireworks/  bonfire night/Guy Fawkes/Gunpowder Plot  Diwali  \*The Leopard’s Drum  Thanksgiving  \*The Pilgrims First Thanksgiving  \*Thanks for Thanksgiving  \*The Christmas Story  Nativity | Citizenship 1  Identities and Diversity  Explains their own knowledge and asks questions  Takes on responsibility  Confident in different social situations  Aware of others feelings  Solving their own problems  Working as a group  Adjust their behaviour to different situations and can adapt with a new routine | Listens with more interest and responds to stories  Can describe where something is using prepositions  Follows two step instructions  Use language to support role play | Rhyming string  Recognition of familiar words e.g. mum, dad, cat, dog  Awareness of print- words/letters/numbers  Building words- segmenting and blending CVC words  Using phonics to decode  Writing own name and captions  Orally form and rehearse simple sentences  Write labels | Focus on numbers 6-10  NCTEM planning  Numberblocks  Series 2  Episodes 1 to 15  Using positional language  Recreate and create patterns  One more/one less up to 10 using objects  More/fewer language  3D shapes under the tree | Recognises and describes special events and joining in with them  Bonfire night- history of Guy Fawkes  They understand differences in different families  Diwali- compare to fireworks  Uses age appropriate software  Comments about what they have seen/discovered in the world  Incarnation F2- Why do Christians perform nativity plays at Christmas? | Multiskills  Gymnastics - Fun Gym Shapes  Moves freely in a variety of different ways  Uses scissors and other tools safely  Makes anticlockwise movement  Understands the need for varied and healthy foods | Moving to music rhythmically  Exploring colour/texture to make pictures  Sounds of instruments  Joining in with a wider variety of role play | Baseline  Parent visitor- Thanksgiving?  Woodland visits |
| Spring 1  Animal Fair  \*Giraffes Can’t Dance  \*The Tiger Who Came to Tea  \*Ambrose Goes for Gold  Transition | Finds compromise with peers  Confident to speak about their own needs/opinions  Understands their actions on others  Adjust their behaviour to different situations and can adapt with a new routine | Sit quietly and maintain attention  Understands some humour  Asking questions  Uses different tenses  Extends vocabulary and uses new vocabulary in role play | Predicting stories  Describing different elements in stories  Uses storylines in role play  Segmenting/blending words/sentences  Writing own name and captions | Solve addition and subtraction problems  Doubling and halving  Estimation | Make observation of animals and plants and explain why some differences have occurred  Weddings and religious festivals from other faiths | Games- Fundamentals 1 | Develop a narrative  Children creating their own songs and adding their own music |  |
| Spring 2  Mad About Minibeasts  \*Mad About Minibeasts  \*The Bad Tempered Ladybird  \*Snail Trail  \*The Very Busy Spider  \*The Very Greedy Bee | Myself and My Relationships 3  My Emotions  Taking turns  Expressing preference of activity with reasoning  Knowing that some behaviour is unacceptable  Adjust their behaviour to different situations and can adapt with a new routine | Listening attentively in different situations  Able to follow a story without pictures or props  Uses intonation showing an awareness of the listener  Links statements in an organised way | Reading and understanding simple sentences  Use phonic knowledge to write words and simple sentences  Make phonetically plausible attempts at writing more complex words | Mathematical language to describe 3D shapes  Length  Using mathematical language to create and solve mathematical problems  Doubling  Addition- counting on  Using a number line  Part-part-whole  Subtraction- counting backwards | Know about similarities/  differences with environments/  materials  /living things/places  Understands that technology is all around us  Stories from different faiths  Life cycle of a frog/ butterflies/ladybirds/bees (caterpillars in classroom)  Salvation F3- Why do Christians put a cross in an Easter garden? | Dance- On Parade  Demonstrates increasing control over objects  Used tools to change to materials  Moving confidently  Uses safety measures without direct supervision | Adapting work when necessary  Experimentation with different textures  Creating their own art pieces and explaining them- Matisse- portrait of a snail ‘painting with scissors’ | Parent helpers-swimming  Minibeast experience – mini monsters  £85+ £45 Travel  Parent helper/visit- current pupils bee farm |
| Summer  1  Superheroes & Villains  \*Goldilocks and the Three Bears  Non fiction books:  Firefighters  Doctors/Nurses  Police  Builders  Postal workers  Dentist  \*Open Wide, What’s Inside? Alex Rushworth  Superheroes  \*Supertato | Healthy and Safer Lifestyles 2 Keeping Safe (Including Drug Education)  Citizenship 2- Me and My World  Include others ideas in their activity  Can say when they need or don’t need help  Adjust their behaviour to different situations and can adapt with a new routine | Listens to stories and responds appropriately  Listens and responds to peers ideas  Listen to more complex instructions  Able to express themselves being aware of the listener | Demonstrating understanding of what they have read  Reading and writing irregular common words  Writing sentences that they and others can read  Demonstrate how to use information books | Introduce 3D shapes- name them  Combining two groups of objects and counting all of them to find the total  Weight  Capacity  Language of addition/subtraction  Counting on to add  Counting back to subtract  Estimation  Part- whole models | Knows that information can be selected from the computer  Completes a simple program on the computer  Shows an interest in different occupations  Stories of Jesus  Melting/freezing  Floating/sinking | Games- Fundamentals 1  Gym- Move & Hold  Swimming  Good control and co-ordination in large and small movement  Understand the importance for good health of physical exercise, healthy diet and talks about different ways to keep healthy and safe | Repeated rhythms  Movement to music  Learning a wider variety of songs  Design with purpose- Supertato  Expressive in art/drama/dance | Parent visitors/links- people who help us  Links with local community- Police, Firefighters visitors  Woodland visits |
| Summer  2  Into the Woods  \*Little Red Riding Hood  \*The Foggy, Foggy Forest  \*The Gruffalo  \*Stick Man  \* Golidlocks and the three bears  \* We’re going on a bear hunt  \*The Owl who was afraid of the dark. | Healthy and Safer Lifestyles 1  My Body and Growing Up  Healthy and Safer Lifestyles 3  Healthy Lifestyles  Demonstrate sensitivity to other children and form positive relationships with other children. | Responds appropriately to different situations  Using tense correctly  Creates their own narrative | Demonstrating understanding of what they have read  Writing more sentences using phonetically plausible words  Reading and writing irregular common words  Demonstrate how to use information books  Introduce phase 5 phonics | Language of addition/subtraction  Counting on to add  Counting back to subtract  Addition by counting on  Estimating  Time  Money  Patterns  Naming and describing 2D/3D shapes | Understands that children don’t always enjoy the same thing  Understands growth and decay  Shows a concern for the living things  Looks at patterns and change in the environment | Games- Fundamentals 2  Swimming  Athletics- preparing for Sports Day  Running, throwing & jumping (athletics)  Sports day and physical activities that are included within this using a variety of equipment. | Creating different textures  Selecting a wider range of tools  Introducing storylines to their role play | Woodland visits  Parent helpers-swimming  Parents in for a sports session with pre-school |