


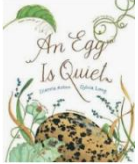
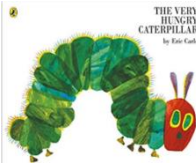

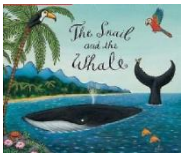




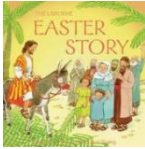






Toft Hill Primary School: Curriculum Overview Reception

	Autumn	Spring	Summer
Title	Autumn Me and my friends!	Winter & Spring Changes!	Summer Our home, our world!
Literacy	<p>Children will begin their phonics journey exploring oral blending and segmenting, rhyme and alliteration. We will share books together as a class and sing familiar nursery rhymes together.</p> <div style="display: flex; justify-content: space-around;">   </div> <div style="display: flex; justify-content: space-around;">  </div> <p style="text-align: center;">Phonics Bug phase 1 & 2</p>	<p>The children will continue to learn new sounds at a fast pace. We will begin to use the sounds we have learnt to read and spell phonetic words, simple captions, as well as a few 'tricky' words.</p> <p>We will share books as a class and discuss the author and illustrator. We will identify the characters, settings, problems and solutions in the story. We will identify things we liked in the story and make links to similar stories we have shared.</p> <p>The Mitten An egg is quiet. The very hungry caterpillar Whose egg?</p> <div style="display: flex; justify-content: space-around;">   </div>	<p>Most of the children will now be using the sounds they have learnt to build words and will be becoming more confident to read and spell simple sentences.</p> <p>We will continue to share stories and books as a class and continue to develop our oral retelling of stories and develop our own stories.</p> <p>What the ladybird heard Superworm Paddington by the seaside Commotion in the Ocean The snail and the whale. Who ate Stanley ?</p> <div style="display: flex; justify-content: space-around;">   </div>
Maths	<p>What is 1, 2, 3, 4, 5, 6, 7, 8, 9, 10?</p> <p>Problem solving activities in play exploring measures and number.</p> <p>2D shape names and properties.</p> <p>Exploring 3D shapes in the construction area.</p>	<p>Numbers 10-20</p> <p>1 more and 1 less</p> <p>Number bonds to 5</p> <p>Combining 2 groups to find the whole</p> <p>Number bonds to 10 – ten frame</p> <p>-Part whole model</p> <p>Problem solving activities in play.</p>	<p>Exploring patterns</p> <p>Counting on and back</p> <p>Doubling and halving</p> <p>Odds and evens</p> <p>Exploring measures through play</p>

		<p>Spatial awareness</p>	
<p>Understanding the World.</p>	<p>The World around us - Seasonal Change Summer - Autumn How does the weather change? What happens to the trees? What can I find outside? What has changed? What clothes do I need to wear?</p> <p>People and Communities - Similarities and differences - My school community. Getting to know my school and my new friends. Who lives in my house? Who lives in your house? Comparing our homes. 'all about me' bag - My interests. How do we celebrate Christmas?</p> <p>Technology – Exploring the Interactive White Board, ipads, Completing phonics and number games on the Interactive White Board.</p>	<p>The World - Autumn – Winter How does the weather change? What happens to the trees? What can I find outside? What has changed? What clothes do I need to wear?</p> <p>Feed the birds. Animals in winter. Exploring ice.</p> <p>Winter - Spring How does the weather change? What happens to the trees? What can I find outside? What has changed? What clothes do I need to wear?</p>  <p>Exploring new life. What comes from an egg?</p>  <p>People and Communities - Similarities and differences - Homes around the world. Chinese Family</p>	<p>The World - Spring – Summer How does the weather change? What happens to the trees? What can I find outside? What has changed? What clothes do I need to wear?</p> <p>Exploring habitats outside. Sorting animals. Where do I live? Farm, minibeasts, sea.</p> <p>People and Communities - Similarities and differences - Home or Away? What's in Toft Hill ? Let's explore our village. Comparing Toft Hill to other parts of the world. Our holidays. Where do we go? How do we travel? Train, plane, car Hotel, tent, caravan ?</p> <p>Technology – Mouse skills, Use programmable toy as an introduction to creating algorithms (Osmo coding)</p>

		<p>Looking at other traditions around the world. Comparing them to our traditions.</p> <p>Technology – photos of spring. Laptops and mouse skills.</p>	
Physical Development	<p>Gross motor programme – controlling our bodies and balance. Fine motor – Getting ready to write - busy fingers table activities—threading, tweezers, nuts and bolts, vegetable cutting Making marks and copying some letters. Writing our names.</p> <p>Dress and undress independently –putting on and taking off coats, wellies, PE kits</p>	<p>Controlling and moving with a ball in a variety of ways Starting to write – pencil control, writing letters correctly Beginning to write labels and captions.</p> <p>Sorting healthy and unhealthy food. Let’s try it. Tasting different foods.</p>	<p>Team games Ball skills</p>
RE	<p>Why are gifts given at Christmas?</p> 	<p>What is the Easter story?</p> 	

<p>Creative Development</p>	<p>How do I use this? Exploring resources</p> <p>Independent paint station,</p>  <p>Painting - Autumn colour mixing Transient art – using autumn inspired theme with natural materials Scissor skills Using our imagination in Role play Dough Chefs - Making our own playdough.</p>	<p>What should I use for...? Exploring Materials</p> <p>Explore signs of spring using a variety of materials. Wax drawings and watercolour wash Looking at different artists. What media have they used? Let's make our paint lighter, darker, thicker and thinner. Painting with ice cubes, Mixing our own paints.</p> <p>Observational drawings of spring. What will you use? Exploring different crayons, pencils, pressure.</p>	<p>Exploring 3D art.</p> <p>Exploring sculptures. Clay modelling, Designing and creating insect habitats/homes using recycled materials. Plastic bag art</p> 
<p>Communication & Language</p>	<p>Throughout the year children will learn to ...</p> <p><i>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</i></p> <p style="text-align: center;"><i>Listening to and retelling stories</i></p> <p style="text-align: center;"><i>Communicating freely during circle time and child initiated play</i></p> <p style="text-align: center;"><i>Whole class ethos of questioning</i></p> <p style="text-align: center;"><i>Following class and school rules and expectations.</i></p> <p style="text-align: center;"><i>Circle time activities</i></p> <p style="text-align: center;"><i>Role play</i></p>		
<p>PSHE/RSE</p>	<p>Throughout the year children will learn to ...</p> <p><i>Be confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about</i></p>		

	<p><i>abilities. Understands that own actions affect other people, for example becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise</i></p> <p style="text-align: center;"><i>Communicating freely during circle time and child initiated play</i></p> <p style="text-align: center;"><i>Daily circle time games and activities</i></p> <p style="text-align: center;"><i>Following class and school rules and expectations.</i></p> <p style="text-align: center;"><i>Being involved in the schools other activities such as assemblies, dinner time in the school hall, whole school events, play times.</i></p> <p style="text-align: center;"><i>Discuss different feelings and emotions</i></p>		
Whole school focus	<p>Anti-bullying week (11th – 15th Nov)</p> <p>Black History Month (Oct)</p> <p>Charities – what are they? What do they do? How can we help?</p> <p>Children in Need (Nov)</p> <p>Christmas Jumper Day (Save the Children)</p> <p>Christmas</p>	<p>Safer Internet Day (4th Feb)</p> <p>World Book Day (5th March)</p> <p>Science week (9th – 13th March)</p> <p>Easter</p> <p>National Day of Happiness (20th March)</p> <p>Energy Saving Assembly (OASES)</p>	
Experiences	<p>Visit to the Care Home to deliver reverse advent calendar</p> <p>Theatre Visit to see a Pantomime</p> <p>Autumn walk around school grounds.</p>	<p>Duck eggs arriving.</p> <p>Launch of local care home links</p> <p>Forest activities</p>	<p>Visit to local forest - Hamsterley</p> <p>Village walk</p> <p>Witton Castle trip to see caravans,</p> <p>Possible visit to the seaside</p>
Parental involvement	<p>Launch of EYFS Facebook Page</p> <p>Launch of Tapestry Learning Journal</p> <p>Parents evenings</p> <p>Phonics and Reading Workshop</p> <p>Christmas Productions</p> <p>Christmas Fair</p>	<p>Parents evenings</p> <p>Open afternoon. Stay and play</p>	<p>Parents evenings</p> <p>Sports Day</p> <p>Garden Party</p> <p>Class assembly.</p>