



THAKEHAM PRIMARY SCHOOL CURRICULUM OVERVIEW YEAR 2018-2019

YEAR GROUPS: Reception CLASS: Acorns



Curriculum Drivers

<p>Our Place in the World (Creative and thinking critically)</p> 	<ul style="list-style-type: none"> • Learning that we are all different within our own school environment and across the world • Understand that different traditions are celebrated across the world and will become familiar with the way other traditions are celebrated. 	<ul style="list-style-type: none"> • Learning about different animals and extinction, what could we do to save the animals? • Looking at our area and around the world where we would find different animals/fossils. • We will also look at our world and different planets – thinking about traveling 	<ul style="list-style-type: none"> • We be growing our own plants and learning about how to look after them. • We will look at different vehicles and think about how we and others travel. • During sports week we will look at different countries around the world and how they are different the same as our country.
<p>Inspired Learners (Active Learning)</p> 	<ul style="list-style-type: none"> • Visits from people in the community with different occupations. • Different role play activities linked to occupations. 	<ul style="list-style-type: none"> • We will have a visit from Life Long Ago, there will be an archaeological dig and a tyrannosaurus rex visiting. • Learning about Volcanoes and how they erupt/making our own volcanoes. • Visit to pizza express to see real pizzas being made. • Bringing in a rocket for children to make. 	<ul style="list-style-type: none"> • Visits from different vehicles for children to see, including Mrs Younger's tractor and Mr Beeching's motorbike • Planting in our own garden area. • Working in forest schools area.
<p>Learning for Life (Playing and exploring)</p>	<ul style="list-style-type: none"> • Understanding that we are all different. • Knowing how to be safe in different situations ie crossing the road/firework night 	<ul style="list-style-type: none"> • We will be learning to prepare and make different foods for each other, looking at different likes allergies etc. • We will learn about different 	<ul style="list-style-type: none"> • Looking at different foods that we can grow and planting different foods to use for our own use • Finding out how to take care of



			materials and temperatures exploring ice and melting <ul style="list-style-type: none"> Looking at different types of transport and what we use different transport for. 		our garden area. What the plants and grass need.	
Topics	Who lives in a house like this?		Out of this world		Moving on and up	
Linked text	The three little pigs Traditional tales	Julia Donaldson Room on a broom ZOG Dear Santa	Beegu Whatever next	Gigantasaurus Dinosaurrumpus	Little Red Hen Hungry Caterpillar What the ladybird heard	Transport Naughty bus Non fiction The train ride
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Stunning Start	Visit from a builder		Beegu crashed landing		Chicken visit	Present
Fabulous Finish	Christmas sing a long		Picnic on the moon		Vehicle museum	
Visits & Visitors	Forest School		Forest School Science Week Book week		Pizza express	
Personal, Social and emotional development	Making relationships <i>Role play</i> Can play in group Extending ideas	Making relationships Demonstrates friendly behaviour	Making relationships They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.		Making relationships They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	
	Self -confidence and awareness <i>Visitors</i> Can select and use resources with help Can talk with other children when playing	Shows confidence and awareness Growing confidence in asking adults for help More confident to	Self-confidence and self-awareness 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.		Self-confidence and self-awareness 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.	

	Will communicate freely	talk to people they don't know		
	Managing feelings and behaviour <i>Class/School rules</i> aware of own feelings begins to accept the needs of others	Managing feelings and behaviour Can usually adapt behaviour to different events Aware if boundaries being set	Managing Feeling & Behaviour Take changes of routine in their stride.	Managing Feeling & Behaviour 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.
Physical development	Moving and handling <i>Outside area</i> Moves freely in range of ways Can catch a ball Can use tools	Moving and handling Draws lines and circles Can hold a pencil	Moving & Handling They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.	Moving & Handling Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
	Health and self care <i>Snack time</i> Can tell adults when hungry/tired Can use tools safely	Health and self care Dress themselves Eats a range of healthy foods	Health & Self Care Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe	Health & Self Care Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
Communication and language	Listening and attention <i>Story time</i> listens to stories joins in with repeated refrains	Listening and attention Is able to focus attention Can follow directions	Listening & Attention Give attention to what others say	Listening & Attention They give their attention to what others say and respond appropriately, while engaged in another activity.
	Understanding <i>Class rules</i> Responds to simple instruction	Understanding Begins to understand prepositions	Understanding Answers 'how' and 'why' questions about their experiences	Understanding Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their

	Beginning to understand why and how	Understand the use of different objects		experiences and in response to stories or events.
	Speaking <i>Visitors/ questioning</i> Beginning to use more complex sentences Asking questions	Speaking Uses talk in role play Uses talk to connect and explain ideas	Speaking They use past and present forms accurately when talking about events that have happened. They use present and future forms accurately when talking about events that are to happen in the future.	Speaking 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
Literacy	Reading <i>Literacy – retelling stories – literacy</i> Can hold a book and turns pages Shows interest in illustrations and print	Reading Begins to talk about main features of a story Recognises familiar words	Reading Children read and understand simple sentences They use phonetic knowledge to decode regular words and read them out loud accurately	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 <i>Literacy – retelling stories – literacy</i> Begins to give meaning to marks Making family trees	Writing Writes own name	Writing Children use their phonic knowledge to write words in ways which match their spoken sounds They also write some irregular common words	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.
Maths	Numbers <i>Recognise numbers – counting</i> Uses some number names accurately in play	Numbers' sometimes matches numeral and quantity correctly begins to represent numbers	Numbers Arrange an addition number sentence Arrange a subtraction number sentence Halve (half an even group up to 12) Share an even group of objects between 2 Solve an addition number sentence	Numbers Children count reliably with numbers from one 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 two single-digit numbers and

	Recites numbers to 10 in order	using fingers/marks or pictures	Solve a subtraction number sentence Double (numbers to 5) Can count backwards from 5-0, 10-0, 20-0	count on or back to find the answer. They solve problems, including doubling, halving and sharing.
	Shape space and measure <i>Identify different shapes of objects we see around the school</i> Begins to talk about shapes of everyday objects Begins to use positional language	Shape space and measure Begins to use names of 2d shapes Uses shapes appropriately for tasks	Shape, Space & Measures Count correct amount of pennies up to 10 Demonstrates understanding that £1 is greater in value than pennies Recognise, create and describe patterns Children use everyday language to talk about time Begins to use mathematical names for solid 3D shapes Explore characteristics of and use mathematical language for everyday objects and shapes	Shape, Space & Measures They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
Understanding the world	People and communities <i>Talk about their lives – pictures from home</i> Knows somethings that make them unique	People and communities Recognises and describes special times	People & Communities They know about similarities and differences between themselves and others, and among families, communities and traditions	People & Communities They know about similarities and differences between themselves and others, and among families, communities and traditions.
	The world <i>Talk about their lives – pictures from home</i> Comments and asks questions about their familiar world	The world Comments and asks questions about their familiar world	The World Talk about how the environment might vary from one another Explain why some things occur	The World They make observations of animals and plants and explain why some things occur, and talk about changes.
	Technology <i>Introduce class</i>	Technology Shows interest in	Technology Recognises that a range of technology	Technology Children recognise that a range of

	<i>computers and technology</i> Knows how to operate simple equipment	technology toys	is used in places such as homes and schools	technology is used in places such as homes and schools. They select and use technology for particular purposes.
Expressive art and design	Exploring and using media and materials <i>Making ourselves</i> Uses various construction materials Sings a few familiar songs	Exploring and using media and materials Can tap out simple repeated rhythms	Exploring and using media and materials They safely use and explore a variety of materials, tools and techniques	Exploring and using media and materials Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	Being imaginative <i>Role play</i> Engaging in imaginative role play	Being imaginative Builds story ideas	Being Imaginative Children use what they have learnt about media and materials in original ways, thinking about uses and purposes	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.

Plans subject to change and development