



THAKEHAM PRIMARY SCHOOL CURRICULUM OVERVIEW YEAR 2019-2020

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"> • 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	Traditional tales The three little pigs Little red riding hood Goldilocks	Julia Donaldson Room on a broom Stick man Dear Santa Nativity	Prehistoric actual size Dinosaur junior happy hatch day Mad about dinosaurs Dinosaur that pooped a planet	Whatever next Beegu Here come the aliens The way back home	Eric Carle Hungry Caterpillar Tiny Seed The very busy spider	Non fiction Pirate Frank Naughty bus You Cant take an elephant on a bus
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Stunning Start	Starting school		Dinosaur foot prints		Seeds	
Fabulous Finish	Christmas Nativity		Picnic on the moon		Vehicle museum	
Visits & Visitors	Tour around school – forest school area		Science Week Book week		Forest School Pick your own	
Personal, Social and emotional development	Making relationships <i>Introducing Buddies/friends in the class</i> Demonstrates friendly behaviour	Making relationships <i>Developing play within the class</i> Can play in group Extending ideas	Making relationships <i>Contiue to establish friends</i> They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.		Making relationships Through independence/playtimes 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>Use the different areas in the</i>	Shows confidence and awareness <i>Taking part in</i>	Self-confidence and self-awareness <i>Class sessions</i> They are confident to speak in a familiar group, will talk about their		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	

	<p><i>class/school</i> Can select and use resources with help Can talk with other children when playing Will communicate freely</p>	<p><i>The nativity with Oak class</i> Growing confidence in asking adults for help More confident to talk to people they don't know</p>	<p>ideas, and will choose the resources they need for their chosen activities.</p>	<p>their chosen activities. They say when they do or don't need help.</p>
	<p>Managing feelings and behaviour <i>Class/School rules</i> aware of own feelings begins to accept the needs of others</p>	<p>Managing feelings and behaviour <i>Attending more assemblies</i> Can usually adapt behaviour to different events Aware if boundaries being set</p>	<p>Managing Feeling & Behaviour <i>Forest school/ book day etc</i> Take changes of routine in their stride.</p>	<p>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.</p>
Physical development	<p>Moving and handling <i>Funky fingers and trim trail</i> Moves freely in range of ways. Can use tools safely</p>	<p>Moving and handling <i>Art based activities</i> Draws lines and circles Can hold a pencil</p>	<p>Moving & Handling <i>PE planning and Art based activities</i> They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	<p>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.</p>
	<p>Health and self care <i>Snack time</i> Can tell adults when hungry/tired</p>	<p>Health and self care <i>Changing for PE</i> Dress themselves Eats a range of healthy foods</p>	<p>Health & Self Care <i>Choose healthy Picnic</i> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe</p>	<p>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.</p>

Communication and language	Listening and attention <i>Story time</i> listens to stories joins in with repeated refrains	Listening and attention <i>Circle time</i> Is able to focus attention Can follow directions	Listening & Attention <i>Assemblies/ circle time</i> Give attention to what others say	Listening & Attention <i>Assemblies/ circle time</i> They give their attention to what others say and respond appropriately, while engaged in another activity.
	Understanding <i>Class rules/tidy up times</i> Responds to simple instruction Beginning to understand why and how	Understanding <i>Circle times/tidy up times</i> Begins to understand prepositions Understand the use of different objects	Understanding <i>Class sessions</i> Answers 'how' and 'why' questions about their experiences	Understanding <i>Class sessions</i> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
	Speaking <i>Circle time, making friends</i> Beginning to use more complex sentences Asking questions	Speaking <i>Helicopter stories</i> Uses talk in role play Uses talk to connect and explain ideas	Speaking <i>Helicopter stories</i> 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 <i>Helicopter stories</i> 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>Nursery Rhymes</i> <i>Traditional tales</i> Can continue a rhyme Shows interest in illustrations and print	Reading <i>Julia Donaldson</i> <i>Rhyming texts</i> Begins to talk about main features of a story Recognises familiar words	Reading <i>Non fiction books- dinosaur</i> <i>Journey stoires– Alien/Space</i> Children read and understand simple sentences They use phonetic knowledge to decode regular words and read them out loud accurately	Reading <i>Non fiction – transport/life cycles</i> <i>Eric Carle Animal texts</i> 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.

	<p>Writing Begins to give meaning to marks Making family trees</p>	<p>Writing Writes own name and other captions and labels</p>	<p>Writing Children use their phonic knowledge to write words in ways which match their spoken sounds They also write some irregular common words</p>	<p>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.</p>
Maths	<p>Numbers <i>Recognise numbers – counting</i> Uses some number names accurately in play Recites numbers to 10 in order</p>	<p>Numbers' sometimes matches numeral and quantity correctly begins to represent numbers using fingers/marks or pictures</p>	<p>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 Solve a subtraction number sentence Double (numbers to 5) Can count backwards from 5-0, 10-0, 20-0</p>	<p>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 count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>
	<p>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</p>	<p>Shape space and measure Begins to use names of 2d shapes Uses shapes appropriately for tasks</p>	<p>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</p>	<p>Shape, Space & Measures They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>
Understanding the world	People and communities	People and communities	People & Communities <i>Different celebrations religions</i>	People & Communities <i>Special buildings/places of worship</i>

	<p><i>Talk about their lives – pictures from home</i> Knows somethings that make them unique</p>	<p><i>Different celebrations religions</i> Recognises and describes special times</p>	<p>They know about similarities and differences between themselves and others, and among families, communities and traditions</p>		<p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	
	<p>The world <i>Talk about their lives – pictures from home</i> Comments and asks questions about their familiar world</p>	<p>The world <i>Different materials to build with – magnets</i> Comments and asks questions about their familiar world</p>	<p>The World <i>Thakeham what does our town have why is it special</i> Talk about how the environment might vary from one another Explain why some things occur</p>	<p>The World <i>Fossils Ice Planets</i> Explain why some things occur</p>	<p>The World <i>Different countries/flags around the world</i> Talk about how the environment might vary from one another</p>	<p>The World <i>How do plants grow / change Life cycles Minibeasts Sinking floating</i> They make observations of animals and plants and talk about changes.</p>
	<p>Technology <i>Introduce class computers and technology</i> Knows how to operate simple equipment</p>	<p>Technology <i>Class computers</i> Shows interest in technology toys</p>	<p>Technology <i>Class computers</i> Recognises that a range of technology is used in places such as homes and schools</p>		<p>Technology <i>Class computers</i> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	
Expressive art and design	<p>Exploring and using media and materials <i>Painting, drawing and sculpture</i> They safely use and explore a variety of materials, tools and techniques, experimenting with</p>	<p>Exploring and using media and materials <i>Voice noises and learning songs Pitch/volume etc</i> Children sing songs, make music and dance, and experiment with ways of</p>	<p>Exploring and using media and materials <i>Print and textiles</i> They safely use and explore a variety of materials, tools and techniques</p>	<p>Exploring and using media and materials <i>Introduce instruments following and continuing pattern</i> Children sing songs, make music and dance, and experiment</p>	<p>Exploring and using media and materials <i>Collage and sculpture</i> They safely use and explore a variety of materials, tools and techniques, experimenting with</p>	<p>Exploring and using media and materials <i>Using sounds for different purpose – voice/body instruments</i> Children sing songs, make music and dance, and experiment</p>

	colour, design, texture, form and function.	changing them		with ways of changing them.	colour, design, texture, form and function.	with ways of changing them.
	Being imaginative <i>Role play- Helicopter stories</i> Engaging in imaginative role play	Being imaginative <i>Role play - Helicopter stories</i> Builds story ideas	Being Imaginative <i>Role play - Helicopter stories</i> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes	Being Imaginative <i>Role play - Helicopter stories</i> 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