




Confederated Schools  
BilsdaleMidcable Chop Gate CE and Carlton &Faceby CE



**Curriculum Plan 2019/2020 Reception**

<b>Reception Year B</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Classroom Theme:</b>  <b>Cornerstones</b> <b>Topics in place, as well as following children's interests.</b>	<b>Learning Themes</b>					
	<b>Where do Squirrels Hide their Nuts?</b> <b>Memorable Experience:</b> Visit to a local forest <b>Innovate</b> <b>Challenge:</b> Wildlife café	<b>What Happens When I fall Asleep?</b> <b>Memorable Experience:</b> Slumber Party <b>Innovate</b> <b>Challenge:</b> Design a constellation	<b>Do You Want To Be Friends?</b> <b>Memorable Experience:</b> People who help us <b>Innovate</b> <b>Challenge:</b> Jelly baby Friendship	<b>Are We There Yet?</b> <b>Memorable Experience:</b> A fantastic journey! <b>Innovate Challenge:</b> Super cars!	<b>Is It Shiny?</b> <b>Memorable Experience:</b> Treasure Hunt <b>Innovate Challenge:</b> Twinkle's Twinkly orchestra!	<b>Who Lives in a Rock Pool?</b> <b>Memorable Experience:</b> Seaside visit/Rock pooling <b>Innovate Challenge:</b> Seashore in a jar
	Starting School Autumn	Guy Fawkes Diwali Christmas	Winter Shrove Tuesday Chinese New Year	Easter Spring	Summer	Transition
<b>Personal, Social and Emotional Development</b> Whole School SEAL Theme New Beginnings Getting On And Falling Out Say No To Bullying Going For Goals Good To Be Me Relationships/Changes	Demonstrate friendly behaviour, initiating conversations with peers and familiar adults		Initiate conversations, attends to and takes account of what others say. Explain own knowledge and understanding. Ask appropriate questions of others. Take steps to resolve conflicts with other children by finding a compromise		Play cooperatively, taking turns with others. Take account of one another's ideas about how to organise an activity. They show sensitivity to others' needs and feelings. They form positive relationships with adults and other children.	
	Confident to talk to other children when playing. Will communicate freely about home and community.		Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. Confident to try new activities, and say why they like some activities more than others.		Confident to speak in a familiar group, will talk about their ideas and choose the resources that they need. Say when they do or don't need help	
	Can take turns and share resources with the support of others. Becoming aware of the boundaries set and of behavioural expectations in the setting.		Beginning to be able to negotiate and solve problems without aggression. 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.		Work as part of a group or class, and understand and follow the rules. Adjust their behaviour to different situations, and take changes of routine in their stride.	
<b>Communication and Language</b>	Listens to others one to one or in small groups Joins in with repeated refrains and anticipates key events in rhymes and stories Able to follow simple instructions		Maintain attention, sits quietly and concentrates during appropriate activity Accurately anticipate key events in stories		Children respond to what they hear with relevant comments, questions or actions They give their attention to what others say and respond appropriately	
	Respond to simple instructions including use of prepositions such as 'under', 'on top', 'behind'... Beginning to understand 'how' and 'why' questions		Respond to instructions involving a two part sequence Able to follow a story without pictures or props Listen and responds to the ideas of others		Children follow instructions involving several ideas or actions They answer 'how' and 'why' questions about their experiences They answer 'how' and 'why' questions in response to stories or events	

	Extend vocabulary, especially by grouping and naming Uses language to imagine and recreate roles and experiences in play situations	Link statements and sticks to a main theme or intention Use talk to organise, sequence and clarify thinking, ideas, feelings and events Introduces a storyline or narrative into their play	express themselves effectively showing awareness of listeners needs They use past, present and future forms accurately They develop their own narrative and explanations by connecting ideas or events
<b><u>Physical Development</u></b>	Experiment with different ways of moving and negotiates space successfully Increasing control over large balls and other objects Uses simple tools safely and effectively Can copy some letters Begins to form recognisable letters Understands how to transport and store equipment safely	Use balancing and climbing equipment safely and with confidence Increasing control in large scale movement Handles tools, objects, construction and malleable materials safely and with increasing control Uses a pencil and holds correctly to form recognisable letters, most of which are correctly formed	Show good control in large and small scale movements They move confidently and safely in a range of ways They handle equipment and tools effectively, including pencils for writing
	Eat a healthy range of foodstuffs and understands the need for variety in food Show an understanding of the need for safety when tackling new challenges	Show some understanding that good practice with regard to exercise, eating, sleeping and hygiene can contribute to good health Show some understanding of ways to keep healthy and safe	Know the importance for good health of physical exercise and a healthy diet Talk about ways to keep healthy and safe Can manage their own basic hygiene and personal needs independently
<b><u>Literacy</u></b>	Continue a rhyming string Hear and say the initial sound in words Recognise familiar words e.g. own name and advertising logos Recognise some letters Enjoy an increasing range of books	Segment sounds in simple words and blend them together Link sounds to letters, naming and sounding the letters of the alphabet Begin to read words and simple sentences Know that information can be retrieved from books and computers	Read and understand simple sentences Use phonic knowledge to decode regular words Read some common irregular words Understand what they have read
<b><u>Maths</u></b>	Recognise numerals 1-9 Count out up to 6 objects from a larger group Count up to 10 objects using 1-1 correspondence Match numerals to number of objects, up to 10 Use 'more, fewer and less' to compare two sets of objects Find 1 more or 1 less from a group of up to 5 objects Say the number that is 1 more than a given number up to 10 Find the total number of objects in two groups by counting all of them Take away from 10 and find how many objects are left by counting	Count an irregular arrangement of up to 10 objects Begin to recognise numbers to 20 Begin to count beyond 10 Count up to 20 objects using 1-1 correspondence Estimate how many objects they see and checks by counting Uses the vocabulary of addition and subtraction Begin to add and subtract by counting on or counting back Begin to identify own mathematical problems Records, using marks they can interpret and explain Begin to solve problems involving doubling, halving and sharing	Count reliably with numbers 1-20 Order the numbers 1-20 Say which number is '1 more' or '1 less' than numbers to 20 Add 2 single digit numbers and count on to find the answer Subtract 2 single digit numbers and count back to find the answer Solve problems involving doubling, halving and sharing
	Beginning to use mathematical terms to name and describe 2D shapes Uses familiar objects and common shapes to create and recreate patterns and build models Understands positional vocabulary such as 'behind', 'next to', 'in front of' Order 2 or 3 objects by length or height Use everyday language related to time	Beginning to use mathematical terms to name and describe 3D shapes Use familiar objects and common shapes to create and recreate patterns and build models Uses positional vocabulary accurately Orders 2 items by weight and use the correct vocabulary Orders 2 or more objects by capacity and uses the correct vocabulary to compare Beginning to use everyday language related to money Measures short periods of time in simple ways	Uses everyday language to talk about size, weight, capacity, position, distance, time and money. Uses everyday language to compare quantities and objects and solve problems Orders and sequences familiar events Recognise, create and describe patterns Explore characteristics of everyday objects and shapes Use mathematical language to describe everyday objects and shapes

<b><u>Understanding the World</u></b>	Recognise and describe special times or events in their own experience Know some of the things that make them unique Explore similarities and differences between themselves and others, and among families, communities and traditions	Enjoy joining in with family customs and routines Talk about past and present events in their own live and in the lives of family members Know about similarities and differences between themselves and others, and among families, communities and traditions	Know that other children don't always enjoy the same things and are sensitive to this Know about similarities and differences between themselves and others, and among families, communities and traditions
	Talk about why things happen and how things work Show care and concern for living things and the environment Developing an understanding of growth, decay and changes over time	Look closely at similarities, differences, patterns and change in relation to places, objects, materials and living things Make observations of animals and plants and explain why some things occur. Talk about changes	Know about similarities and differences in relation to places, objects, materials and living things. Talk about the features of their own immediate environment and how environments vary from one another.
<b><u>Expressive Arts and Design</u></b>	Begin to builds up a repertoire of songs and dances and explores the different sounds of instruments Uses simple tools and techniques competently and appropriately Explore what happens when they mix colours Experiments to create different textures Understand that different media can be combined to create new effects	Build up a repertoire of songs and dances Manipulate materials to achieve a planned effect Use simple tools and techniques competently and appropriately Construct with a purpose in mind, using a variety of resources Select tools and techniques needed to shape, assemble and join materials	Select appropriate resources and adapts where necessary Sing songs, make music and dance, and experiment with ways of changing them safely use and explore a variety of materials, tools and techniques experiment with colour, design, texture, form and function
	Create simple representations of people, events and objects Play alongside other children who are engaged in the same theme Initiate new combinations of movement and gesture in order to respond to feelings, ideas and experiences	Play cooperatively as part of a group to develop and act out a narrative Introduce a storyline or narrative into their play Choose particular colours to use for a purpose Initiate new combinations of movement and gesture in order to respond to feelings, ideas and experiences	Use what they have learnt about media and materials in original ways, thinking about uses and purposes represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories
<b><u>Parental Links</u></b>			
<b><u>Educational Visits</u></b>	Gainsborough Forest	A Journey	Seaside Visit Rock Pooling