

REDESDALE PRIMARY SCHOOL

CURRICULUM PLANNING WEB - RECEPTION

Autumn 1



PRIME AREAS AND CHARACTERISTICS OF LEARNING

PLAYING & EXPLORING
To be curious about events and people.

ACTIVE LEARNING
I can focus on an activity for a period of time.

CREATING & THINKING CRITICALLY
I can think of new ideas.

COMMUNICATION & LANGUAGE

- Retell stories from story time (see Literacy)
- To make a video about my family, pretend you are a newsreader, use puppets to talk. (Use IPAD)
- Children to bring items in for 'Show and Tell' on a Friday linked to topic (photographs, object, etc)
- All children to show home to school activity in their books each week and to discuss and clarify their ideas and thinking.



LEARNING HOOK

Using mirrors to look at ourselves and discuss if we are all the same.

All About Me – Portrait

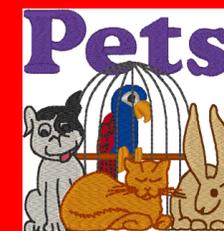


PHYSICAL DEVELOPMENT

- PE games to show control over an object including pushing, patting, throwing, catching and kicking.
- Experimenting with different ways of moving with warm ups and activities.
- Playing games such as sharks, up and down to become for spatially aware.
- Circle times on healthy eating and how we look after body.
- Circle times on our 5 senses (touch, taste, smell, hear and sight) and why these are all important and what we use them for.
- PE Topic – Parachutes.

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

- Stars for display children in groups talking about what they are good at.
- To make hand print display in classroom area for signing up to class room contact. Discuss rules and expectations in the classroom when completing prints.
- Talking about different emotions and feelings (PSED)
- Teaching children to play games in choosing time (maths, Jigsaws, dice games from 6 quickies course)
- To make emotion biscuits.



MATHEMATICS

- Introducing dice games
- Introducing numicon.
- Children to hunt for numbered bones.
- Matching numerals to quantity using numbered boxes with different counting resources.
- Shape splatz.
- Number splatz.
- Hide and seek for mathematical language for positional language.
- Magnetic numbers to create a number line on heater in maths area.

LITERACY

Read the stories

- All about me series
- Peace at last
- Beegu (Alexis Deacon)
- I don't care said the bear C.West
- Not me said the monkey C.West
- Traditional Tales, discussing characters, settings and feelings.
- Daily Story time and rhymes
- Making a sound book
- Recognising and writing our own names.
- Labelling body parts and drawing around each other on wallpaper. Drawing parts of the body.
- Sand trays and chalk areas, etc for mark making.
- Introducing of phonic sounds and graphemes using Read, Write, Inc.
- Visit from author Sheila Curbishev.

SPECIFIC AREAS OF LEARNING

UNDERSTANDING THE WORLD

- Using IPAD for Videos (See CL)
- Introducing groups to 2Simple and how to paint a picture.
- Introducing groups to Mathletics and how to use at home and school.
- Predicting if objects will sink or float in the water, then testing their theory.
- Collecting items from a nature walk and seeing what is the same and different.
- Family photographs and children to talk about their family and who is in their family.
- NSPCC activity in class, linked to school visit.
- Sinking and float

EXPRESSIVE ARTS & DESIGN

- Adding actions and words to the song 'Head, shoulders, knees and toes (Charanga).
- Children to draw portraits of themselves.
- Using natural materials to create a stickman or face.
- To make puppet faces using paper plates and different resources for eyes, hair, etc.
- Role play – home corner
- Charanga - SOW – All about me

Communication and Language

- Maintains attention, concentrates and sits quietly during appropriate activity. (LA)
- Able to follow a story without pictures or props. (U)
- To use language to imagine and create roles and experiences in play situations. (S)
- Extends vocabulary, especially grouping and naming, exploring the meaning and sounds of new words (S)
- Uses talk to organise, sequence and clarify thinking, ideas and feelings and events. (S)

Literacy

- Gives meaning to marks they make as they draw, write and paint. (W)
- To hear and say the initial sound in words. (W)
- Continues a rhyming string (R)
- To write own name. (W)

Mathematics

- Can sometimes match numeral and quantity correctly (N)
- To recognise the numerals 1-5. (N)
- Counts up to three or four objects by saying one number name for each item. (N)
- To order numbers 1-10 (N)
- Counts out up to 6 objects from a larger group (N)
- Beginning to the mathematica names for sold 3D and flat 2D shapes.
- Can select a particular names shape.

Understanding the World

- Uses ICT hardware to interact with age appropriate software. (T)
- Looks closely at similarities and differences in relation to objects and materials. (TW)
- Children can talk about past and present events in their own lives and in the lives of family members (PC)

Personal, Social & Emotional Development

- To describe self in positive terms and talk about abilities. (SCA)
- Aware of boundaries set, and of behavioural expectations in the setting. (MFB)
- Initiates conversations, attends to and takes account of what others say. (MR)
- Beginning to be able to negotiate and solve problems without aggression. (MFB)

Physical Development

- Experiments with different ways of moving. (MH)
- Negotiates space successfully when playing racing games with other children, adjusting speed or changing direction to avoid obstacles. (MH)
- Shows control over an object in pushing, patting, throwing, catching or kicking it. (MH)
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. (HSC)

Expressive Arts and Design

- Begins to build a repertoire of songs and dances.(EUMM)
- Manipulates materials to achieve a planned effect.(EUMM)
- To create a simple representation of events, people and objects. (BI)
- To choose particular colours for a purpose. (BI)
- To construct with a purpose in mind, using a variety of resources.(EUMM)
- To introduce story line or narrative into their play. (BI)
- To play alongside children who are engaged in the same theme.(BI)