

Reception Curriculum Plan 2022-23

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Termly Themes	Marvellous Me		Wonderful World		Exciting Environments	
Termly Topics	Feelings and Emotions Families and Relationships Celebrations and Differences Seasonal Changes		Our Home Space and the Solar System Countries and Cultures (People of Watford?)		Under the Sea Dinosaurs Animals Big and Small Beautiful Blooms	
UW Topics	Our Families Autumn Harvest Pumpkins and Potions	Winter Christmas Changing States	Exploring our senses Different homes Earth and space	Exploring maps Planet Earth Countries and people Spring and living things	Oceans and Seas Sea creatures Land of the Dinosaurs Fossils and Bones	Summer Minibeasts and bugs Flowers Animals
Enrichment Visit	Visit to the local Library Christmas Visit? Seasonal Walk		Seasonal Walk Knebworth House (Dino Stomp)??		Visit to Radlett Centre Knebworth House (Dino Stomp)??	
Core Texts	<ul style="list-style-type: none"> ● Colour Monster ● Ruby's Worry ● Ravi's Roar ● Leaf Man ● Super Duper You ● Pumpkin Soup 	<ul style="list-style-type: none"> ● Stick Man ● The Perfect Fit ● Blue Penguin ● Here Comes Jack Frost ● One Snowy Night 	<ul style="list-style-type: none"> ● Traditional tales: ● Goldilocks and the Three Bears ● The Three Little Pigs ● The Skies Above Your Eyes ● How to Catch a Star ● The Way Back Home 	<ul style="list-style-type: none"> ● We Sang Across the Sea ● The World Around Me ● Oi, get off our train ● Here we Are ● The Tiny Seed 	<ul style="list-style-type: none"> ● Sharing a Shell ● The Snail and the Whale ● The Rainbow Fish ● Harry and the Bucketful of Dinosaurs ● The Wondrous Dinosaurium 	<ul style="list-style-type: none"> ● Giraffes Can't Dance ● The Bad Tempered Ladybird ● Spinderella ● The Great Pet Sale ● Bloom ● The Lion inside

Reception Curriculum Plan 2022-23

<p>Suggested Supporting Texts and Books</p>	<p>€ You can!</p> <p>€ I don't want to be small!</p> <p>€ The Growing Story</p> <p>€ Can I build another me?</p> <p>€ Room on a Broom</p> <p>€ Harvest Festival (non-fiction)</p> <p>€ Autumn (non-fiction)</p> <p>€ The Great Big Book of Families</p>	<p>€ Snowflakes</p> <p>€ The Snowman</p> <p>€ The Christmas Eve Tree</p> <p>€ Mince Spies</p> <p>€ Non fiction winter book</p> <p>€ A Great Big Cuddle (Poetry)</p>	<p>€ The Darkest Dark</p> <p>€ Home</p> <p>€ Aliens Love Underpants</p> <p>€ The Can Caravan</p> <p>€ Home</p> <p>€ In every house on every street</p>	<p>€ Coming to England</p> <p>€ The Street Beneath My Feet</p> <p>€ Growing Frogs</p> <p>€ Non fiction Spring book</p> <p>€ From Egg to Chicken</p> <p>€ The Ugly Duckling</p>	<p>€ Tiddler</p> <p>€ What Submarine Seas</p> <p>€ The Whale who wanted more</p> <p>€ Seal Surfer</p> <p>€ The Coral Kingdom</p> <p>€ Mad About Dinosaurs</p>	<p>€ Hello Summer!</p> <p>€ Wild about summer</p> <p>€ At The beach</p> <p>€ The Bee Book</p> <p>€ Mad About Minibeasts</p> <p>€ Jack and the Beanstalk</p> <p>€ Non-fiction summer book</p>
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Communication and Language

Intent

Children will be able to:

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

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Reception Curriculum Plan 2022-23

<ul style="list-style-type: none"> ● Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. ● Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. ● Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 								
Speaking	Learning intentions:	Learning intentions:	Learning intentions:					
Listening, attention and understanding	<p>Nursery Rhymes:</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Learn rhymes and songs</p>	<p>Nursery Rhymes and Songs</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Learn rhymes and songs</p>	<p>Poems, Nursery Rhymes and Songs</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Learn rhymes, poems and songs</p>					
Knowledge and Skill Progression	<p>Group Reading:</p> <p>Articulate their thoughts in well-formed sentences.</p> <p>Understand how to listen carefully</p> <p>Learn new vocabulary</p> <p>Use new vocabulary</p> <p>Retell a story they have developed deep familiarity with: some as exact repetition and some in their own words</p> <p>Daily Demonstrative Reading:</p> <p>Engage in story time</p> <p>Listen to stories</p> <p>Listen and talk about stories to build familiarity and understanding</p> <p>Social & PSHE Stories:</p> <p>Develop social phrases</p>	<p>Group Reading:</p> <p>Ask questions to find out more</p> <p>Articulate their thoughts in well-formed sentences.</p> <p>Understand how to listen carefully</p> <p>Learn new vocabulary</p> <p>Use new vocabulary</p> <p>Retell a story they have developed deep familiarity with: some as exact repetition and some in their own words</p> <p>Daily Demonstrative Reading:</p> <p>Engage in story time</p> <p>Listen to stories</p> <p>Link stories to daily life</p> <p>Engage in Non-fiction books</p> <p>Listen to and talk about selected non-fiction.</p> <p>Social Stories:</p>	<p>Group Reading:</p> <p>Ask questions to find out more</p> <p>Articulate their thoughts in well-formed sentences.</p> <p>Understand how to listen carefully</p> <p>Learn new vocabulary</p> <p>Use new vocabulary</p> <p>Retell a story they have developed deep familiarity with: in their own words</p> <p>Link what they have read to other stories</p> <p>Daily Demonstrative Reading:</p> <p>Engage in story time</p> <p>Listen to stories</p> <p>Link stories to other stories they have read.</p>					

Reception Curriculum Plan 2022-23

	<p>Ask an adult for support to help sort out a problem Engage in Non-fiction books</p> <p>Listen to selected non-fiction</p> <p>Science</p> <p>Use talk to explain how things work and why they might happen</p> <p>Helicopter Stories:</p> <p>Use new vocabulary.</p>	<p>Develop social phrases</p> <p>Use talk to help work out problems and organise thinking</p> <p>Science</p> <p>Use talk to explain how things work and why they might happen</p> <p>Retell a Story</p> <p>Retell a story they have developed deep familiarity with; some as extract repetition and some in own words</p> <p>Helicopter Stories:</p> <p>Use new vocabulary.</p> <p>Create an interesting and exciting story. Recount an event</p> <p>Describe events using the correct tense.</p>	<p>Social & PSHE Stories:</p> <p>Develop social phrases</p> <p>Use talk to help work out problems and organise thinking.</p> <p>Speak to an adult to resolve unresolved issues.</p> <p>Engage in Non-fiction books</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and new vocabulary.</p> <p>Science</p> <p>Use talk to explain how things work and why they might happen</p> <p>Helicopter Stories:</p> <p>Use new vocabulary.</p> <p>Connect one idea t action another using a range of connectives</p> <p>Create an interesting and exciting story. Recount an event</p> <p>Describe events using the correct tense with increasing detail.</p>
Personal, Social and Emotional Development			
Intent			

Reception Curriculum Plan 2022-23

Children will be able to:

Self-Regulation

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Jigsaw 3-11 is an engaging whole-school approach which develops pupil's emotional literacy, building resilience and nurturing mental and physical health. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus. Each class will have a Jigsaw friends in Reception this is Jigsaw Jenie and Jess the cat

Autumn 1	Spring 1	Summer 1
<p><i>Jigsaw Piece 1, Being Me in My World</i></p> <p>Learning intentions:</p> <ul style="list-style-type: none"> ● I understand how it feels to belong and that we are similar and different ● I can start to recognise and manage my feelings 	<p><i>Jigsaw Piece 3, Dreams & Goals</i></p> <p>Learning intentions:</p> <ul style="list-style-type: none"> ● I understand that if I persevere, I can take challenges ● I can tell you about a time I didn't give up until I achieved my goal. ● I can set a goal and work towards it. 	<p><i>Jigsaw Piece 5, Relationships</i></p> <p>Learning intentions:</p> <ul style="list-style-type: none"> ● I can identify some of the jobs I do in my family and how I feel like I belong ● I know how to make friends and to stop myself from feeling lonely

Reception Curriculum Plan 2022-23

<ul style="list-style-type: none"> • I enjoy working with others to make school a good place to be • I understands why it is good to be kind and use gentle hands • I am starting to understand children’s rights and this means we should all be allowed to learn and play. • I am learning what responsible means 	<ul style="list-style-type: none"> • I can use kind words to encourage people • I understand the link between what I learn now and the job I might like to do when I’m older • I can say how I feel when I achieve a goal and know what it means t feel pound 	<ul style="list-style-type: none"> • I can think f ways to solve problems and stay friends • I am starting to understand the impact of unkind words • I can use CALM ME time to manage my feelings • I know how to be a good friend
<p>Autumn 2</p>	<p>Spring 2</p>	<p>Summer 2</p>
<p style="text-align: center;"><i>Jigsaw Piece 2, Celebrating Difference</i></p> <p style="text-align: center;">Learning intentions:</p> <ul style="list-style-type: none"> • I can identify something I am good at and understand everyone is good at different things • I understand that being different makes us special • I know we are all different but the sae in some ways • I can tell you why I think my home is special to me • I can tell you how to be a kind friend • I know which words to use to use to stand up for myself when someone says or does something unkind 	<p style="text-align: center;"><i>Jigsaw Piece 4, Healthy Me</i></p> <p style="text-align: center;">Learning intentions:</p> <ul style="list-style-type: none"> • I understand that I need to exercise to keep my body healthy • I understand how moving and resting are good for my body • I know which foods are healthy and not so healthy eating choices • I can wash my hands thoroughly and I understand why this is important especially before I eat and after I go to the toilet • I know what a stranger is and how to stay safe if a stranger approaches me 	<p style="text-align: center;"><i>Jigsaw Piece 5, Changing Me</i></p> <p style="text-align: center;">Learning intentions:</p> <ul style="list-style-type: none"> • I can name parts of the body • I can tell you some things I can do and foods I can eat to be healthy • I understand that we will all grow from babies to adults • I can express how I feel about moving to Year1 • I can talk about my worries and/or the things I am looking forward to about being in Year1 • I can share my memories of the best bits of reception
<p>Physical Development</p>		

Reception Curriculum Plan 2022-23

Intent

Children will be able to:

Gross Motor

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Intent							
Autumn 1	Spring 1	Summer 1					
<p style="text-align: center;">Learning intentions:</p> <p>Managing the school Day</p> <p>Developing the skills needed to manage the school day successfully: lining up, queuing, mealtimes and personal hygiene. Use their core muscles strength to achieve good posture when sitting at a table or on the floor.</p> <p>Fine Motor</p> <p>Pencil grip, Scissor Control, Use of a knife and fork.</p> <p>Develop small motor skills so they can use a range of tools competently, safely and confidently</p> <p>P.E Spatial awareness</p> <p>Playground games, circle games, parachute games</p>	<p style="text-align: center;">Learning intentions:</p> <p>P.E Gymnastics</p> <p>Develop overall body strength balance co-ordination and agility</p> <p>Confidently and safely use a range of large and small apparatus</p> <p>Fine Motor</p> <p>Pencil grip, Correct formation of letters</p> <p>Developing the foundations of a handwriting style which is fast accurate and efficient</p>	<p style="text-align: center;">Learning intentions:</p> <p>P.E Games</p> <p>Develop and refine a range of ball skills</p> <p>P.E Games</p> <p>Developed confidence competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Fine Motor</p> <p>Refining Skills already taught</p> <p>Keeping healthy: Sleep Routine</p> <p>Know and talk about the different factors that support their overall health and wellbeing</p>					

Reception Curriculum Plan 2022-23

<p>P.E Dance</p> <p>Progress towards a more fluent style of moving with developing control and grace.</p> <p>Keeping healthy: To wash my hands thoroughly.</p> <p>Know and talk about the importance of hygiene, before I eat and go to the toilet.</p>		
<p>Autumn 2</p>	<p>Spring 2</p>	<p>Summer 2</p>
<p style="text-align: center;">Learning intentions:</p> <p>Fine Motor</p> <p>Pencil grip, Scissor Control. Developing the foundations of a handwriting style which is fast accurate and efficient</p> <p>P.E dance: Combining Movement</p> <p>Combine different movements with ease and fluency</p>	<p style="text-align: center;">Learning intentions:</p> <p>P.E Gymnastics</p> <p>Combine different movements with ease and fluency. Develop overall body strength co-ordination, balance and agility needed to engage successfully with physical ability</p> <p>Fine Motor</p> <p>Pencil grip, Correct formation of letters</p> <p>Developing the foundations of a handwriting style which is fast accurate and efficient</p> <p>Keeping healthy: Healthy Diet</p> <p>Know and talk about the different foods that keep me healthy.</p> <p>Keeping healthy: Know and talk about the different factors that support their overall health and wellbeing such as the things I can do.</p> <p>Tooth brushing</p>	<p style="text-align: center;">Learning intentions:</p> <p>P.E Games</p> <p>Develop overall body strength, co-ordination balance and agility needed to engage successfully with physical activity</p> <p>P.E Sports day events such as running, jumping, javelin throwing.</p> <p>Fine Motor</p> <p>Pencil grip, Correct formation of letters</p> <p>Developing the foundations of a handwriting style which is fast accurate and efficient</p> <p>Keeping healthy: Being a safe pedestrian.</p> <p>Keeping healthy: Sun Safety</p> <p>Keeping healthy: Name parts of my body.</p>

Reception Curriculum Plan 2022-23

Know and talk about the different factors that support their overall health and wellbeing

Literacy

Phonics will be taught using our whole school systematic Phonics Scheme, Success for All. Phase 1 phonics will be interwoven throughout the provision via adult input and child-initiated learning. Comprehension will be taught through our whole school approach VIPERS (V= I= P=E=R=S=)

Intent

Children will be able to:

Word Reading

Say a sound for each letter in the alphabet and at least 10 digraphs.

Read words consistent with their phonic knowledge by sound-blending.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Autumn 1

Spring 1

Summer 1

Spring 1

Learning intentions:

Nursery Rhymes: Learn and recall nursery rhymes

Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words. Anticipate where appropriate key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and during role play

Learning intentions:

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Reception Curriculum Plan 2022-23

<p style="text-align: center;">Phonics</p> <p>Recap Phase 1 Phonics. Will be developing phonological awareness by teaching children sound discrimination, rhythm and rhyme, alliteration, oral blending and segmenting</p> <p>Phase 2- Children learn short GPCs and use these to read CVC words. A limited number of common exception words (CEWS) are introduced in the context of shared readers, and children practise writing new and previously learnt GPCs in upper-and lower-case letters</p> <p style="text-align: center;">We will be learning new GPCs</p> <p style="text-align: center;">S,a,t,i,p</p> <p style="text-align: center;">l,n,m,d</p> <p style="text-align: center;">g,o,c,k</p> <p style="text-align: center;">ck,e,u,r</p> <p style="text-align: center;">h,b,f,ff</p> <p>Writing: Name writing. Write recognisable letters correctly formed to match phonics taught</p>	<p style="text-align: center;">Phonics</p> <p>Phase 3- We will be learning long vowel digraphs and read CCVC & CVCC words. Children are introduced to two syllable words.</p> <p style="text-align: center;">We will be learning new GPCs</p> <p style="text-align: center;">ai,</p> <p style="text-align: center;">ee,</p> <p style="text-align: center;">igh,</p> <p>Writing: Name writing. Write recognisable letters correctly formed to match phonics taught.</p> <p>Spelling and sentence writing with known GPCs are introduced. Common alternative spellings / pronunciations are introduced</p>	<p style="text-align: center;">Phonics</p> <p>Phase 3- We will be learning long vowel digraphs and read CCVC & CVCC words. Children are introduced to two syllable words.</p> <p style="text-align: center;">We will be learning new GPCs</p> <p style="text-align: center;">or</p> <p style="text-align: center;">ur</p> <p style="text-align: center;">ow</p> <p style="text-align: center;">oi</p> <p>Writing: Name writing. Write recognisable letters correctly formed to match phonics taught.</p> <p>Spelling and sentence writing with known GPCs are introduced. Common alternative spellings / pronunciations are introduced</p>					
<p>Autumn 2</p> <p>Spring 2</p>	<p>Spring 2</p>	<p>Summer 2</p>					
<p>Learning intentions:</p>	<p>Learning intentions:</p>	<p>Learning intentions:</p>					

Reception Curriculum Plan 2022-23

Spelling and sentence writing with known GPCs are introduced. Common alternative spellings.

Mathematics

Using our whole Schools Maths Mastery Scheme: White Rose Maths. Where complementary, supported by Number Block episodes and NCETM Materials

Intent

Children will be able to:

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise up to 5.
- Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Autumn 1

Spring 1

Summer 1

Reception Curriculum Plan 2022-23

<p style="text-align: center;">Learning intentions:</p> <p>Subitising: To recognise numbers of things without counting. Children build images for numbers, to visualise and to learn number facts.</p> <p>Phase - Getting to Know You: Opportunities for settling in, introducing the areas of provision, getting to know the children. Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional Language.</p> <p>Phase – Just Like Me: Match and sort Identical & Non Identical: Use five frames – line up identical objects and count-check, more than, less than, fewer than, equal to, the same as. Compare amounts. Compare size, mass and capacity. Exploring pattern.</p>	<p style="text-align: center;">Learning intentions:</p> <p>Subitising: To recognise numbers of things without counting. Children build images for numbers, to visualise and to learn number facts.</p> <p>Phase – Alive in 5! : Introducing zero. Comparing, Composition 4 & 5. Compare Mass. Compare Capacity.</p> <p>Phase - Growing 6,7,8 : 6,7 & 8. Making pairs. Combining 2 groups. Length & Height. Time: use yesterday, today & tomorrow. Time: To order events & seasons.</p>	<p style="text-align: center;">Learning intentions:</p> <p>Subitising: To recognise numbers of things without counting. Children build images for numbers, to visualise and to learn number facts.</p> <p>Phase – To 20 and Beyond : Counting beyond 10. Counting patterns beyond 10. Spatial reasoning. Match, rotate, manipulate.</p> <p>Phase – First Then Now : Adding more / number stories. Taking away. Spatial reasoning. Compose and decompose shapes so that children recognise a shape can have other shapes within it.</p>					
<p>Autumn 2</p>	<p>Spring 2</p>	<p>Summer 2</p>					
<p style="text-align: center;">Learning intentions:</p> <p>Subitising: To recognise numbers of things without counting. Children build images for numbers, to visualise and to learn number facts.</p> <p>Phase – It’s Me 1 2 3! Representing 1, 2 &3. Comparing 1, 2 & 3. Composition 1, 2 &3. Circles and triangles. Positional Language.</p> <p>Phase – Light & Dark Representing numbers to 5. One more and less. Shapes with 4 sides. Time – Night and day.</p>	<p style="text-align: center;">Learning intentions:</p> <p>Subitising: To recognise numbers of things without counting. Children build images for numbers, to visualise and to learn number facts.</p> <p>Phase – Building 9 & 10: 9 &10. Comparing numbers to 10. Number bonds to 10. 3D shapes. Continue, copy & recreate patterns.</p> <p>Consolidation period for Phases: Alive in 5!, Growing 6,7,8 & Building 9 & 10</p>	<p style="text-align: center;">Learning intentions:</p> <p>Subitising: To recognise numbers of things without counting. Children build images for numbers, to visualise and to learn number facts.</p> <p>Phase – Find my Pattern: Doubling, Sharing & Grouping. Even and Odd. Spatial Reasoning.</p> <p>Phase – On the Move:</p> <p>Deepening Understanding: develop and extend children’s problem solving skills. Patterns and Relationships, exploring the relationship between numbers and shapes. Spatial Reasoning. Mapping.</p>					

Reception Curriculum Plan 2022-23

Consolidation period for Phases: [To 20 and Beyond](#), [Find my pattern](#) & [On the Move](#)

Understanding of the World

Links to National Curriculum: Science, History & Geography

Intent

Children will be able to:

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling..

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

Reception Curriculum Plan 2022-23

The Natural World				
<ul style="list-style-type: none"> ● Explore the natural world around them, making observations and drawing pictures of animals and plants. ● Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. ● Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 				
Autumn 1	Spring 1	Summer 1		
<p>Learning intentions:</p> <p>History : Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them</p> <p>Talk about the lives of people around them and their roles in society – people who help us.</p> <p>Outdoor learning : Explore the natural world around them</p> <p>Science: Understand the effects of the changing seasons on the natural world around them.</p> <p>Explore what they see hear and feel whilst outside.</p> <p>Understand some important process and changes in the natural world around them. What floats? What changes when a pine cones become wet?</p> <p>Geography: Draw information from a simple map</p> <p>R.E: Diwali – recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.</p>	<p>Learning intentions:</p> <p>History: Talk about members of their immediate family and community.</p> <p>People celebrate special times to remember what happened in the past.</p> <p>Outdoor learning: Explore the natural world around them</p> <p>Science: Ice Understand the effects of the changing seasons on the natural world around them.</p> <p>Explore what they see hear and feel whilst outside.</p> <p>Understand some important process and changes in the natural world around them</p> <p>Geography: Recognise some environments that are different to the one they live in.</p> <p>R.E: Chinese New Year, Shrove Tuesday & Easter– recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.</p>	<p>Learning intentions:</p> <p>R.E: Passover - Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Understand that some places are special to members of their community</p> <p>Outdoor Learning: Explore the natural world around them</p> <p>Science: Explore what they see, hear and feel whilst outside</p> <p>Science: What does an earthworm do?</p> <p>Geography: Draw information from a simple map</p> <p>Outdoor Learning: Explore the natural world around them</p> <p>Science: Understand some important process and changes in the natural world around them including states of matter Science – What melts?</p>		

Reception Curriculum Plan 2022-23

Autumn 2	Spring 2	Summer 2				
<p>Learning intentions:</p> <p>History: Talk about members of their immediate family and community.</p> <p><i>Bonfire Night & Remembrance Day</i> people celebrate special times to remember what happened in the past.</p> <p>Outdoor learning : Explore the natural world around them</p> <p>Science: Understand the effects of the changing seasons on the natural world around them.</p> <p>Explore what they see hear and feel whilst outside.</p> <p>Understand some important process and changes in the natural world around them</p> <p>Geography: Draw information from a simple map</p> <p>R.E: <i>Christmas</i> – recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.</p>	<p>Learning intentions:</p> <p>History: Talk about members of their immediate family and community.</p> <p>People celebrate special times to remember what happened in the past.</p> <p>Outdoor learning: Explore the natural world around them</p> <p>Science: Does it mix? Understand the effects of the changing seasons on the natural world around them.</p> <p>Explore what they see hear and feel whilst outside.</p> <p>Understand some important process and changes in the natural world around them</p> <p>Geography: Recognise some environments that are different to the one they live in.</p> <p>R.E: Ramadan recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.</p>	<p>Learning intentions:</p> <p>Geography: Recognise some similarities and differences between life in this county and life in other countries</p> <p>Science: Understand the effects of changing seasons on the natural world around them. Explore what they see, hear and feel whilst outside</p> <p>History: Comment on images of familiar situations from the past. Compare and contrast characters from stories inc figures from the past.</p> <p>Outdoor Learning: Explore the natural world around them</p> <p>R.E: Eid - Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Understand that some places are special to members of their community</p>				

Reception Curriculum Plan 2022-23

Expressive Arts and Design

Links to NC; Art, Design & Technology (KAPOW) and Music

Autumn 1	Spring 1	Summer 1						
<p>Learning intentions:</p> <p style="text-align: center;">Creating with Materials</p> <p>To use different tools and techniques confidently and appropriately by:</p> <p>Painting /Exploring colour: Explore paint and colour mixing. Uses hands, fingers, large paint brush.</p> <p>Cutting: Snips in paper. Unconventional grip. Tearing.</p> <p>Drawing Simple mark making on different paper using pencil, pastel, chalk and paint.</p> <p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>Collage: Uses cutting, sticking to explore different materials from collage resources.</p> <p>Joining: Glue using fingers and glue stick. Wrapping masking tape.</p> <p>Weaving: Handles and manipulates materials such as thread cotton, wool, raffia and ribbon.</p> <p>Printing: Use pre-made stampers to print. Print using hands and fingers.</p> <p>Being Imaginative and Expressive:</p>	<p>Learning intentions:</p> <p>To use different tools and techniques confidently and appropriately by:</p> <p>Painting /Exploring colour: Explore paint and colour mixing. Uses hands, fingers, large paint brush.</p> <p>Cutting: Correct grip to cut continuous lines and curved lines.</p> <p>Drawing Simple mark making on different paper using pencil, pastel, chalk and paint.</p> <p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>Collage: Overlaps and overlays to create different effects.</p> <p>Joining: Use PVA glue stick on objects, cotton buds, spreaders, squeezey, bottles, use Sellotape, paper, clips, elastic bands and a stapler. Join with control.</p> <p>Printing: Uses stencils to create rubbings. Print using found materials.</p> <p>Weaving: Threading cards and beads</p> <p>Being Imaginative and Expressive:</p> <p>Create narratives based around stories. To act out stories and role play our experiences.</p> <p>Sing and perform nursery rhymes.</p> <p>Follow a simple dance routine.</p>	<p>Learning intentions:</p> <p>To use different tools and techniques confidently and appropriately by:</p> <p>Painting /Exploring colour: Making desired colours using colour mixing. Use techniques and colours for a purpose.</p> <p>Cutting: Use scissors accurately, make objects smaller then cut round lines, move paper around as cut.</p> <p>Drawing: Represents objects seen, remembered or imagination. Selects appropriate media and techniques to achieve a specific effect. Accurate drawing of people.</p> <p>Collage: Select and combine a variety of art techniques.</p> <p>Joining: Hole punch and treasure tags / string, staplers. split pins, make glue, stitch, design / select appropriate resources. Finish design with paint / their decoration</p> <p>Weaving: Simple weaving with string wool through a stiff card loom using straight stitches.</p> <p>Printing: Select objects with a purpose in mind. Uses taught techniques to create own stamps.</p> <p>Being Imaginative and Expressive:</p> <p>Create narratives based around stories. To act out stories and role play our experiences.</p>						

Reception Curriculum Plan 2022-23

<p>To act out stories and role play our experiences. To play cooperatively with our friends. To make props and costumes for different role play scenarios. To sing and perform nursery rhymes. To explore musical instruments. To explore how we can move to music and rhythm.</p>	<p>Experiment with different instruments and their sounds.</p>	<p>To make props and costumes for different role play scenarios. Sing and perform nursery rhymes. Follow a simple dance routine. Move in time to the music. Explore and use a variety of artistic effects to express their ideas and feelings. Play an instrument following a musical pattern.</p>							
<p>Autumn 2</p>	<p>Spring 2</p>	<p>Summer 2</p>							
<p>Learning intentions:</p> <p>To develop and strengthen our gross and fine motor control. To use different tools and techniques confidently and appropriately by:</p> <p>Painting /Exploring colour: Explore paint and colour mixing. Uses hands, fingers, large paint brush. Cutting: Snips in paper. Unconventional grip. Tearing. Drawing Simple mark making on different paper using pencil, pastel, chalk and paint.</p> <p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>Collage: Uses cutting, sticking to explore different materials from collage resources. Beginning to be interested in and describe the texture of things.</p> <p>Joining: Glue using fingers and glue stick. Wrapping masking tape.</p> <p>Weaving: Handles and manipulates materials such as thread cotton, wool, raffia and ribbon.</p>	<p>Learning intentions:</p> <p>To use different tools and techniques confidently and appropriately by:</p> <p>Painting /Exploring colour: Explore paint and colour mixing. Cutting: Correct grip to cut continuous lines and curved lines. Drawing: Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>Collage: Overlaps and overlays to create different effects.</p> <p>Joining: Use PVA glue stick on objects, cotton buds, spreaders, squeeze bottles, use Sellotape, paper, clips, elastic bands and a stapler. Join with control. Printing: Uses stencils to create rubbings. Print using found materials. Weaving: Threading cards and beads</p> <p>Being Imaginative and Expressive:</p> <p>Create narratives based around stories. To act out stories and role play our experiences.</p>	<p>Learning intentions:</p> <p>To use different tools and techniques confidently and appropriately by:</p> <p>Painting /Exploring colour: Making desired colours using colour mixing. Use techniques and colours for a purpose. Cutting: Use scissors accurately, make objects smaller then cut round lines, move paper around as cut. Drawing: Represents objects seen, remembered or imagination. Selects appropriate media and techniques to achieve a specific effect. Accurate drawing of people. Collage: Select and combine a variety of art techniques. Joining: Hole punch and treasure tags / string, staplers. split pins, make glue, stitch, design / select appropriate resources. Finish design with paint / their decoration Weaving: Simple weaving with string wool through a stiff card loom using straight stitches. Printing: Select objects with a purpose in mind. Uses taught techniques to create own stamps.</p>							

Reception Curriculum Plan 2022-23

<p>Printing: Use pre-made stampers to print. Print using hands and fingers.</p> <p>Being Imaginative and Expressive:</p> <p>To act out stories and role play our experiences. To play cooperatively with our friends. Sing and perform nursery rhymes. Explore how we can move to music and rhythm. Experiment with different instruments and their sounds. Perform a nativity play to our school peers and family</p>	<p>To make props and costumes for different role play scenarios. Sing and perform nursery rhymes. Follow a simple dance routine. Experiment with different instruments and their sounds. Move in time to the music.</p>	<p>Being Imaginative and Expressive:</p> <p>To share creations, talk about process and evaluate their work. Invent their own narratives, stories and poems. To act out stories and role play our experiences. To make props and costumes for different role play scenarios. Sing and perform nursery rhymes. Follow a simple dance routine. Move in time to the music. Explore and use a variety of artistic effects to express their ideas and feelings. Play an instrument following a musical pattern.</p>							
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