

# Reception Curriculum Plan

Amazing Alwoodley	Let's Celebrate!	Winter Wonderland	Spring into our World	Paws, Claws and Tails	Ready, Steady Grow!
Term 1:1 (Sep/Oct)	Term 1:2 (Nov/Dec)	Term 2:1 (Jan/Feb)	Term 2:2 (Mar/Apr)	Term 3:1 (May/Jun)	Term 3:2 (Jun/Jul)
<b>Physical Development</b>					
<p><b>Get Set 4 PE Fundamentals 2</b></p> <p>In this unit children will develop their fundamental movement skills through the topic of '<b>places and spaces</b>'. Children will develop skills of balancing, running, hopping, jumping, travelling and changing direction. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space and understand and follow rules and instructions. They work independently and with a partner to complete tasks.</p>	<p><b>Get Set 4 PE Gymnastics 2</b></p> <p>In this unit children will develop basic gymnastic skills through the topic of '<b>traditional tales</b>', to include 'Jack and the Beanstalk' and 'Goldilocks and the Three Bears'. Children explore creating shapes and balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when travelling and balancing.</p>	<p><b>Get Set 4 PE Games 1</b></p> <p>In this unit children will develop their understanding of playing games through the topic of '<b>transport</b>'. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.</p>	<p><b>Get Set 4 PE Ball skills 2</b></p> <p>In this unit children will develop their ball skills through the topic of '<b>weather</b>'. Children will develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. Children will be able to develop their fine and gross motor skills through a range of game play with balls. Children will work independently and with a partner and will develop decision making and using simple tactics.</p>	<p><b>Get Set 4 PE Dance 2</b></p> <p>In this unit children will develop their expressive movement through the topic of '<b>places</b>'. Children explore space and how to use space safely. They explore traveling actions, shapes and balances. Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them keep in time with the music. They explore dance through the world around them. They perform to others and begin to provide simple feedback.</p>	<p><b>Get Set 4 PE Games 2</b></p> <p>In this unit children will practise and further develop their fundamental movement skills through the topic of '<b>around the world</b>'. Children will learn and develop these skills by playing a variety of games. They will also learn how to work as a team, take turns, keep the score, play against an opponent and play by the rules.</p>
<p><b>Through indoor and outdoor provision areas we will:</b></p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing</p>					
<b>Communication and Language</b>					
<p><b>Key Topic Questions</b></p> <p>Where do you live? Who do you live with? What do you see around you in Alwoodley? Where do we belong? What is a special place?</p>	<p><b>Key Topic Questions</b></p> <p>What is a celebration? What do you celebrate at home? How do you celebrate it? How and why are Christmas and Diwali celebrated?</p>	<p><b>Key Topic Questions</b></p> <p>What season do you think it is? What is different today? What can you see? What does the sky look like? Can you make it melt? Can you make it freeze again? How and why is Lunar New Year celebrated?</p>	<p><b>Key Topic Questions</b></p> <p>What happens in spring? What happens in the lifecycle of a butterfly? What is the weather like today? What can you see growing outside? What is hibernation? How and why is Easter / Eid celebrated?</p>	<p><b>Key Topic Questions</b></p> <p>What lives under the logs? What lives in the sky? What lives in the pond? What happens in the lifecycle of a frog? What should I wear?</p>	<p><b>Key Topic Questions</b></p> <p>What makes things grow? What can I grow to eat? What does it taste like? How has it changed?</p>
<p><b>Topic Vocabulary</b></p> <p>Alwoodley, Leeds, England, community, town, city, local,</p>	<p><b>Topic Vocabulary</b></p>	<p><b>Topic Vocabulary</b></p> <p>Autumn, winter, changes, deciduous, hibernation, seasons,</p>	<p><b>Topic Vocabulary</b></p> <p>Spring, seasons, Easter, blossom, buds, lifecycle, chrysalises, caterpillar,</p>	<p><b>Topic Vocabulary</b></p> <p>Habitats, plants, animals, minibeast, living, insect, lifecycle, camouflage,</p>	<p><b>Topic Vocabulary</b></p> <p>Flower, leaf, plant, germination, fruit, vegetable, grains, dairy,</p>

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Village Green, school, woods, parks, home, belonging	celebrate, celebration, festival, religion, tradition, belief, Church, temple, party, invitation	cultural, snow, ice, temperature, sunlight, daylight	butterfly, windy, rainy, foggy, snowy, weather, temperature	food chain, magnifying glass, antennae, wings	healthy, harvest, taste, pollination, root, seed, stem, environment, adaptation, edible,
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Key vocabulary is modelled by adults at word and sentence level and the expectation for all children to communicate in sentences is embedded across the curriculum. We prioritise time for talking, thinking, questioning, exploring and repeating this again and again through sustained, shared thinking. Through each topic area, we focus on teaching a core list of vocabulary to support children’s comprehension and expansion of fully embedded new vocabulary.

- I can listen carefully in different situations, hold a conversation with friends and familiar /unfamiliar adults.
- I can ask relevant questions and use new vocabulary to explain ideas and feelings.
- I can use new vocabulary to talk about and show an understanding of what I have read or has been read to me.
- I can talk confidently about what I have made and how I have made it.
- I can sing a range of nursery rhymes and songs, perform rhymes, songs, poems or dances to an audience.
- I can retell stories with expression and confidence and play a range of percussion instruments correctly with good rhythm.

Tapestry will be used to support children recount experiences from home  
 Talking in full sentences  
 Modelling correct grammar and tenses  
 Extending vocabulary  
 Embedding recently learnt vocabulary throughout the school day  
 Engage in story times.  
 Learn rhymes, poems and songs.

<p style="text-align: center;">Autumn/ Winter</p> <p>Understand how to listen carefully and why listening is important.                  Develop social phrases.                  Listen to and talk about stories to build familiarity and understanding.                  Introduce vocabulary walls with dual coded vocabulary cards.                  Learn how to actively listen to peers in small and larger groups.                  Grow confidence in speaking to their talk partners, extending to smaller groups.</p>	<p style="text-align: center;">Winter/Spring</p> <p>Connect one idea or action to another using a range of connectives.                  Describe events in some detail.                  Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.                  Develop confidence when speaking in front of the class as a whole.                  Demonstrate understanding of interests of others by retelling given information from their talk partner.</p>	<p style="text-align: center;">Spring/Summer</p> <p>Ask questions to find out more and to check they understand what has been said to them.                  Articulate their ideas and thoughts in well-formed sentences.                  Use talk to help work out problems and organise thinking and activities                  Explain how things work and why they might happen.                  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.                  Recount shared experiences including details e.g. school trip.</p>
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## Personal, Social and Emotional Development

<p><b>Jigsaw-Being Me in my World</b>                  Who am I and how do I fit?</p> <p><b>Key Texts</b>                  Hands are not for hitting                  Dogger</p>	<p><b>Jigsaw- Celebrating Difference</b>                  Respect for similarity and difference. Anti-bullying and being unique</p> <p><b>Key Texts</b>                  Barry the Fish with Fingers                  It’s OK to be different                  The Family Book</p>	<p><b>Jigsaw - Dreams and Goals</b>                  Aspirations, how to achieve goals and understanding the emotions that go with this</p> <p><b>Key Texts</b>                  Jungle Run                  Love Monster                  Don’t worry hugless dougless</p>	<p><b>Jigsaw- Healthy Me</b>                  Being and keeping safe and healthy</p> <p><b>Key Texts</b>                  Never talk to strangers</p>	<p><b>Jigsaw-Relationships</b>                  Building positive, healthy relationships</p> <p><b>Key Texts</b>                  Mabel and Me</p>	<p><b>Jigsaw-Changing Me</b>                  Coping positively with change</p> <p><b>Key Texts</b>                  The very hungry caterpillar                  The Huge Bag of Worries                  Look inside your body                  I wonder why Kangaroos have pouches</p>
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<p><b>Support children to:</b>                  See themselves as a valuable individual.                  Build constructive and respectful relationships.                  Express their feelings and consider the feelings of others.                  Show resilience and perseverance in the face of challenge.                  Identify and moderate their own feelings socially and emotionally.                  Think about the perspectives of others.                  Manage their own needs such as personal hygiene                  Know and talk about the different factors that support their overall health and wellbeing:                  - regular physical activity                  - healthy eating                  - toothbrushing</p>	<p>Sharing and taking turns                  Making new friends and build relationships with adults                  Tidying up and organising areas of learning with labels and templates                  Following rules and routines                  Knowing right from wrong and behaving accordingly                  Managing basic hygiene including toileting dressing and healthy food choices                  Investors in Pupils                  Develop mutually respectful relationships                  Growth Mindset                  Regulating own behaviour                  Express and manage their feelings                  Identify dangers in the environment both school and home</p>
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- sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian					
<u>English</u>					
<b>Phase 1 and 2 phonics</b>	<b>Phase 2 phonics</b>	<b>Phase 2 and 3 phonics</b>	<b>Phase 3 phonics</b>	<b>Phase 3 phonics</b>	<b>Phase 3 and 4 phonics</b>
<b>Core texts</b> Goldilocks A Squash and a Squeeze	<b>Core texts</b> Pattan's Pumpkin The Gingerbread Man	<b>Core texts</b> A thing called snow The Snowbear	<b>Core texts</b> Meet the weather My Butterfly Bouquet	<b>Core texts</b> Oi Frog! The Wall and the Wild	<b>Core texts</b> Miguel's Community Garden The Secret Sky Garden
<b>See 'Diet of Reading' document for our reading for pleasure and poetry texts as well as our core and ambitious vocabulary lists for each core text</b>					
<u>Mathematics</u>					
Match, sort and compare Talk about measure and patterns It's me 1,2,3	Circles and triangles 1,2,3,4,5 Shapes with 4 sides	Alive in 5 Mass and capacity Growing 6,7,8	Length height and time Building 9 and 10 Explore 3D shapes	To 20 and beyond How many now? Manipulate compose and decompose	Sharing and grouping Visualise, build and map Make connections
<u>Understanding the World</u>					
<b>Past and Present</b>					
Calendar/ learning journey to document the half term.  Children's family history  Our local area	Natural world link- observing the changes in the trees outside  14 <sup>th</sup> November the Kings birthday	Natural World link: Changes in state over time- ice	Changing of seasons/weather Reflecting on changes to the apple tree	Why do we wear different clothes at different times of the year? (revisited throughout the year- passage of time)	How have I changed? (PSHE Jigsaw link)  Change over time of flowers
<b>People, Culture and Communities</b>					
<b>Where do we live and who lives there?</b> Where do we live? Where do we belong? What makes a home? What is a special place? Why are some places special for Christians and Muslims? What groups do we belong to?	<b>How do people celebrate in Autumn?</b> Topic Questions include: What is a celebration? How are festivals celebrated? How and why is Christmas celebrated? How and why is Diwali celebrated?	<b>What makes a good helper and who helps us?</b> Topic Questions include: Why do we need rules? Who can we help at home and at school? What makes a good friend? What are special friends? Who can we help in the world?	<b>How are special times celebrated in spring?</b> Topic Questions include: Who celebrates Holi? Who celebrates Vaisakhi? What is the Jewish festival of Pesach? What is the Christian festival of Easter? How and why is Eid ul-Fitr / Eid Al Adha celebrated?	<b>What can we see in our Wonderful World?</b> Topic Questions include: What is beautiful about our world? How can we look after our world? How can we make our world more beautiful? Can we find signs of new life at Spring?	<b>Who and what are special to us?</b> Topic Questions include: What makes me special? Who is special to me? Which people are special in religions? Are some objects more important than others? How do Christians/ Muslims remind themselves of God when they are at home?
<b>The Natural World</b>					
Where is the apple tree in our school grounds? What is happening to the trees? (Autumn 1 & 2)	What happens at night? What type of hat is best to wear today? What man-made and natural objects can we see in our school grounds?	What is the weather like today? What is our outside classroom like? What melts? (materials)	What is happening to the trees? (Spring) What floats? Life cycle of a butterfly	Life cycle of a frog What happens when you mix it? What goes through?	What is happening to the trees? (Summer) What can I grow for my dinner? (Summer) What is the weather like today? Life cycle of a sunflower

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					Is all of a plant green?
<p><b>Key Vocab</b> autumn / deciduous leaves fruit, e.g. apple, pear, plum, seed head, e.g. conker, acorn / sycamore key season / winter</p> <p>What do you notice? What has changed? Can you describe the changes?</p>	<p><b>Key Vocab</b> dark / darkness / daytime light / nighttime / stars the Moon / the Sun</p> <p>cap, hood, material, suitable types of hat, e.g. hard hat, helmet weather, e.g. rain/y, sun/ny, cold, wind/y</p>	<p><b>Key Vocab</b> cold / freeze / frozen season / temperature weather, e.g. cloud/y, rain/y, snow/y, fog/gy, wind/y, storm/y / winter</p> <p>chocolate / freeze/freezing heat / melt / melting warm/cool warmer / cooler / water/ice</p>	<p><b>Key Vocab</b> blossom / buds / deciduous insect / season / spring / summer/ autumn / winter</p> <p>float / positional language / e.g. up, down / bottom / top / middle / above / below/ sink / surface</p>	<p><b>Key Vocab</b> life cycle / eggs / frogspawn / tadpole / froglet / frog / metamorphosis</p> <p>descriptive language, e.g. soft, slimy, hard, stiff / dry /materials, e.g. sand/ sugar, rice, pasta / oil / water/ mix / mixture / wet</p> <p>comparative / language, e.g. smaller/bigger/larger/ grains mix materials, e.g. flour / sand / sugar / rice / mixture / separate/ sieve</p>	<p><b>Key Vocab</b> buds / deciduous / flowers fruit / season / summer</p> <p>cool/er / shade / season / shadow summer / Sun / sunny warm/er hot/ter weather</p> <p>plant / potato / root / seed / stem / vegetable</p> <p>shoot / bud / sunflower / wilt / seed head</p> <p>flower / leaf / petal / root / seed / stem</p>
<b>Technology</b>					
<p>Everyday technology in role play- microwave/ kettle/ iron/ fridge/ toaster/ drill Independently play games on the IWB and on the classroom computer to develop their computing skills. Take photos using the camera on an iPad. Recognises when they need to ask for help. Sound buttons Explore how to use a beebot</p> <p><b>Online Safety Units</b> Self- image &amp; Identity Online Relationships</p>	<p>Everyday technology in role play- microwave/ kettle/ iron/ fridge/ toaster/ drill Remote Control Cars Sound buttons Take photos using the camera on an iPad. Record videos using the camera on an iPad To continue to develop their computing skills while independently using an IWB and the classroom computer. Beebot Map Work</p> <p><b>Online Safety Units</b> Online Reputation Online Bullying</p>	<p>Everyday technology in role play- microwave/ kettle/ iron/ fridge/ toaster/ drill Take and then edit photos Learning about what personal information is and know that it should not be shared online. Beebots Recording books</p> <p><b>Online Safety Units</b> Health Wellbeing &amp; Lifestyle Managing Online Information Privacy &amp; Security</p>			
<b>Expressive Arts and Design</b>					
<b>How can I use my body to make patterns with natural resources?</b>		<b>How can I represent winter through art?</b>		<b>How can I use different resources to create self-portraits?</b>	
<p><b>Food Prep</b> Making &amp; tasting Porridge</p> <p><b>Creative</b> Richard Long -Natural Land Art</p> <p>Drawing-simple portrait</p> <p>Alma Thomas-colour</p> <p><b>Loose parts</b> -Use objects to create patterns and faces</p>	<p><b>Food Prep</b> Making &amp; Tasting Gingerbread men</p> <p><b>Creative</b> <b>Autumn festivals</b> <b>Clay thumb pot for Diwali</b></p> <p><b>Loose parts</b> -Use objects to create patterns and faces</p>	<p><b>Creative</b> <b>Winter and settings art</b> Weaving a background for a scene. <b>Kandinsky-abstract art</b></p> <p>Snowman sticks Ice decorations</p> <p>Lunar New Year Art- why is the colour red so important?</p> <p><b>Loose parts</b> -Use objects to create scenes</p>	<p><b>Food Prep</b> Making &amp; Tasting Healthy Milkshakes</p> <p><b>Creative</b> <b>Van Gogh- Observational drawings focusing on colour (butterflies)</b></p> <p><b>Loose parts</b> -Use objects to create scenes</p>	<p><b>Creative</b> <b>Loose parts</b> -Use objects to create scenes <b>Drawing -Simple portrait (oil pastel)</b></p>	<p><b>Know where food comes from</b> Planting and growing tomatoes and lettuce</p> <p><b>Creative</b> <b>Giuseppe Arcimboldo -Fruit faces</b> <b>Self-portraits using fruit</b></p> <p><b>Loose parts</b> -Use objects to create faces</p>

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<p><b>Music-Sing Up Units:</b> <b>I've got a grumpy face</b> <b>Focus:</b> Timbre, beat, pitch contour. <b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Make up new words and actions about different emotions and feelings.</li> <li>• Explore making sound with voices and percussion instruments to create different feelings and moods.</li> <li>• Sing with a sense of pitch, following the shape of the melody with voices.</li> <li>• Mark the beat of the song with actions.</li> </ul> <p><b>The sorcerer's apprentice</b> <b>Focus:</b> Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre. <b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Explore storytelling elements in the music and create a class story inspired by the piece.</li> <li>• Identify and describe contrasts in tempo and dynamics.</li> <li>• Begin to use musical terms (louder/quieter, faster/slower, higher/lower).</li> <li>• Respond to music in a range of ways e.g. movement, talking, writing.</li> </ul>	<p><b>Music- Sing Up Units:</b> <b>Witch, Witch</b> <b>Focus:</b> Call-and-response, pitch (la-so-mi-do), timbre. <b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Make up a simple accompaniment using percussion instruments.</li> <li>• Use the voice to adopt different roles and characters.</li> <li>• Match the pitch of a four-note (la-so-mi-do) call-and-response song</li> </ul> <p><b>Row, row, row your boat</b> <b>Focus:</b> Beat, pitch (step/leap), timbre. <b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Make up new lyrics and vocal sounds for different kinds of transport.</li> <li>• Sing a tune with 'stepping' and 'leaping' notes.</li> <li>• Play a steady beat on percussion instruments</li> </ul>	<p><b>Music- Sing Up Units:</b> <b>Bird Spotting: Cuckoo polka</b> <b>Focus:</b> Active listening, beat, pitch (so-mi), vocal play. <b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Explore the range and capabilities of voices through vocal play.</li> <li>• Develop a sense of beat by performing actions to music.</li> <li>• Develop active listening skills by recognising the 'cuckoo call' in a piece of music (so-mi).</li> <li>• Enjoy moving freely and expressively to music</li> </ul> <p><b>Shake my sillies out</b> <b>Focus:</b> Timbre, pitch (higher/lower), tempo (faster/slower), beat. <b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Create a sound story using instruments to represent different animal sounds/ movements.</li> <li>• Sing an action song with changes in speed.</li> <li>• Play along with percussion instruments.</li> <li>• Perform the story as a class.</li> <li>• Listen to music and show the beat with actions</li> </ul>	<p><b>Music- Sing Up Units:</b> <b>Up and down</b> <b>Focus:</b> Pitch contour rising and falling, classical music. <b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Make up new lyrics and accompanying actions.</li> <li>• Sing and play a rising and falling melody, following the shape with voices and on tuned percussion.</li> <li>• Use appropriate hand actions to mark a changing pitch.</li> </ul> <p><b>Five fine bumble bees</b> <b>Focus:</b> Timbre, tempo, structure (call-and-response), active listening. <b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Improvise a vocal/physical soundscape about minibeasts.</li> <li>• Sing in call-and-response and change voices to make a buzzing sound.</li> <li>• Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo.</li> <li>• Listen to a piece of classical music and respond through dance.</li> </ul>	<p><b>Music- Sing Up Units:</b> <b>Down there under the sea</b> <b>Focus:</b> Timbre, structure, active listening, tune moving in step (stepping notes), soundscape. <b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Develop a song by composing new words and adding movements and props.</li> <li>• Sing a song using a call-and-response structure.</li> <li>• Play sea sound effects on percussion instruments.</li> <li>• With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E).</li> <li>• Listen to a range of sea-related pieces of music and respond with movement.</li> </ul> <p><b>It's oh so quiet</b> <b>Focus:</b> Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments. <b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Improvise music with different instruments, following a conductor.</li> <li>• Compose music based on characters and stories developed through listening to Beethoven's 5th symphony.</li> <li>• Play different instruments with control.</li> <li>• Explore dynamics with voices and instruments.</li> <li>• Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles</li> </ul>	<p><b>Music- Sing Up Units:</b> <b>Slap clap clap</b> <b>Focus:</b> Music in 3-time, beat, composing and playing. <b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose a three-beat body percussion pattern and perform it to a steady beat.</li> <li>• Sing a melody in waltz time and perform the actions.</li> <li>• Transfer actions to sounds played on percussion instruments.</li> <li>• Listen actively to music in 3/4 time.</li> <li>• Find the beat and perform a clapping game with a partner.</li> </ul> <p><b>Bow, bow, bow Belinda</b> <b>Focus:</b> Beat, active listening, instrumental accompaniment. <b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Invent and perform actions for new verses.</li> <li>• Sing a song while performing a sequence of dance steps.</li> <li>• Play a two-note accompaniment, playing the beat, on tuned or untuned percussion.</li> <li>• Listen to and talk about folk songs from North America.</li> </ul>
<u>Visits/ Trips/ Special Days</u>					
<b>Dentist visit</b>	Diwali Day	<b>Nell Bank Trip Illustrator Visit</b>	<b>LCC Road Safety Visitors</b>	<b>Farm Trip</b>	<b>Church Visit Drama Workshop Summer Talent Show</b>
<u>Parental Engagement</u>					
Coffee Morning Socials Phonics- Information session Stay & Play Parents Evening	EAL cafe Winter Celebration	Parents Evening	Reading & Writing parents workshop Stay & Play	Sports Day Maths parents workshop	Parents picnic