



Year R

Termly Overview and Weekly Breakdown

Autumn

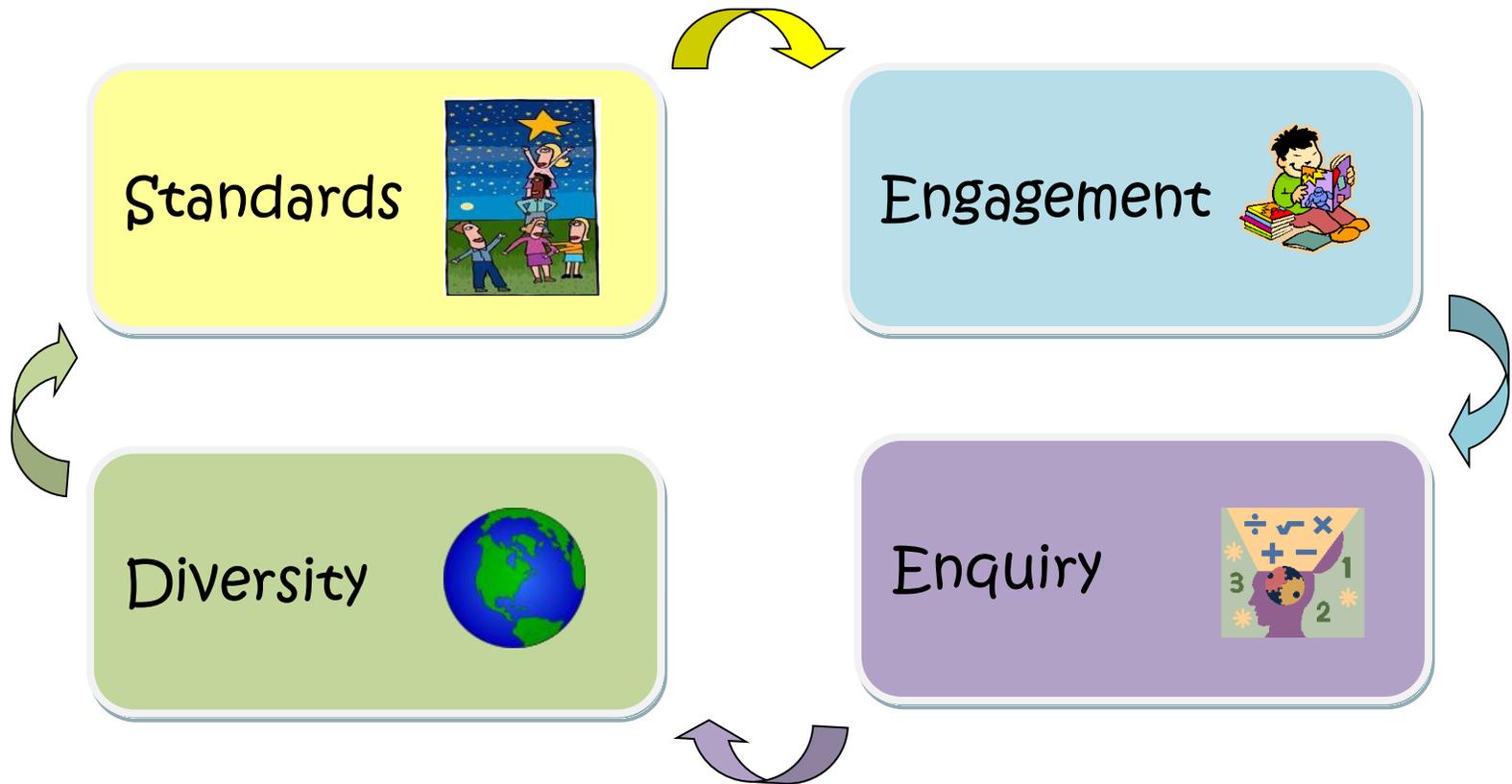
Vision Statement

'Aim high and smile'

WEST HOVE
INFANT SCHOOL
.....
A family of friends



Curriculum Drivers : S.E.E.D.



'Seed for learning'



'Life-long learning'

The School's Curriculum Organisation

Our school curriculum is planned sequentially and builds upon children's prior knowledge and learning. It reflects and exploits the local context and our pupil diversity and is based on first hand experiences where possible. It is broad and balanced and is underpinned by the following four key drivers:

Standards:

- Our curriculum is both **knowledge** and **skills** based and **standards** driven.
- Reception planning is drawn from the Early Years Curriculum and 'Development Matters'. Key Stage 1 planning follows the National Curriculum (2014).
- Children are assessed at the end of each unit of work against **age related expectations**.

Engagement:

- It outlines a curriculum which is **memorable**; it **provokes** and **engages** as well as imparting knowledge.
- Learning is made meaningful and purposeful through **cross-curricular links**.
- All lessons follow our school **Learning Model**.

Enquiry:

- It encourages children to **think deeply, creatively and critically**.
- It promotes **higher forms of thinking**, such as analysing and evaluating concepts, processes, procedures and principles, rather than simply remembering facts.
- It includes **challenging questions** to encourage confidence, explanation, discussion, reasoning and deeper thinking in a forum where there is no right or wrong answer and all ideas are valued.
- It focuses on promoting a '**Growth Mind-set**' and is linked to the **Characteristics of Learning**.

Diversity:

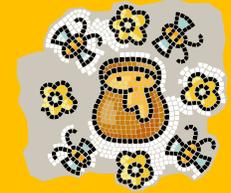
- It promotes **inclusion**.
- It reflects and responds to the needs and **diversity** of the school community.
- It promotes **British Values**.



Year R

Autumn Topic

Bears, Bears, Bears!



- It reflects and responds to the needs and **diversity** of the school community.

Expectations

At the end of this unit all children will be able to:

- retain and communicate key facts about bears as well as recognising similarities and differences between different types of bears
- know where to find new information
- talk about what makes them feel happy, scared, safe
- know our school rules, why we have them and how they keep us safe
- know that some behaviour is unacceptable and know what to do if they have been upset or are worried
- use descriptive vocabulary to describe the texture, look and smell of objects in the natural environment.
- understand a simple map (Local or story)
- draw a simple story map
- learning how to use a computer mouse
- Creating pictures on the computer using age appropriate software
- Create a simple dance to stimuli, using a range of different movements
- write initial sounds in words and some simple words.
- Count accurately with objects to 5, recognise numerals 0-5
- To be able use numbers 1-5 for Calculations and problems
- To learn number bonds to 5 (pairs that add together to make 5 in total)
- To be able to use everyday language to describe events, the passing of time and shapes

- Create observational drawings
- name some festivals and say why they are special to communities around the world

Year R Autumn Term

Bears, Bears, Bears

About this project

It's all things bears this half term in Reception. We learn lots of interesting facts about bears in all areas of the curriculum.

In Literacy we look at the well-known stories of 'Goldilocks and the Three Bears' and 'We're Going on a Bear Hunt'. We re-tell the stories, make masks, write a letter as well as learning letter sounds and 'Busy Bee' words.

In Maths we practise our counting, ordering and calculation skills with numbers to 5

We have lots of fun learning about special festivals such as Diwali, Hanukkah and Christmas!

It is a creative term indeed! We respond to music in the style of the Bear Hunt adventure. By exploring different techniques and materials we create 3D collage Bear Hunt maps and use our drawing skills to create pictures of real bears considering form and shape.

The fun doesn't stop there as we learn how to make porridge and best of all we get to taste it. Yum, yum!

What a busy term we have, and it gets even busier leading up to Christmas as we all get ready for our first school play. We learn lots of new songs and even help to make our Christmas costumes.

Key Vocabulary

Golden rules, classroom, school, teacher, lunch, carpet, respect, tidy up, special, same, different, celebrate, family, autumn, changes, Bears, Goldilocks, Big, medium, small, research, fiction, non-fiction

Trips/Visitors

- Walk to the post box
- Teddy bears picnic

<p>Communication and Language <i>(on-going throughout the unit)</i></p>	<ul style="list-style-type: none"> -Enjoy listening to longer stories and can remember much of what happens. - Pay attention to more than one thing at a time, which can be difficult. - Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. - Understand ‘why’ questions, like: “Why do you think the Caterpillar got so fat?” - Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. - Develop their pronunciation 	
<p>Literacy</p>	<p>Phonics</p>	<p><u>Phase 1&2</u> To explore rhyme, rhythm and alliteration. To hear and say the initial sound in words. To link sounds to letters, naming and sounding the letters of the alphabet. To verbally segment and blend words; decoding regular words To read high frequency/Phase 2 tricky words.</p>
	<p>Grammar</p>	<p>To be able to say a sentence Begins to break the flow of speech into words</p>
	<p>Reading</p>	<ul style="list-style-type: none"> -To recognise familiar words and signs such as my name. - Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences -Begin to recognise and read some ‘Busy Bee’ (tricky) words
	<p>Writing</p>	<ul style="list-style-type: none"> - Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. - Write some or all of their name. - Write some letters accurately. - Spell words by identifying the sounds and then writing the sound with letter/s.

<p>Mathematics</p>	<ul style="list-style-type: none"> - Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). - Recite numbers past 5. - Say one number for each item in order: 1,2,3,4,5. - Know that the last number reached when counting a small set of objects tells you how many there are in total ('Cardinal principle'). - Show 'finger numbers' up to 5. - Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. - Count objects, actions and sounds. - Subitise to 5 - Explore the composition of numbers to 5 - Automatically recall number bonds for numbers 0-5 - Solve real world mathematical problems with numbers up to 5. - Compare quantities using language: 'more than', 'fewer than'. - Link the number symbol (numeral) with its cardinal number value. - Understand the 'one more than/one less than' relationship between consecutive numbers to 5 - Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. - Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' - Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat',
<p>Fine Motor Skills</p>	<ul style="list-style-type: none"> - Use one-handed tools and equipment, for example, making snips in paper with scissors. - Use a comfortable grip with good control when holding pens and pencils. - Start eating independently and learning how to use a knife and fork. - Show a preference for a dominant hand. - Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
<p>Gross Motor Skills (PE)</p>	<p><u>Hall Skills</u></p> <ul style="list-style-type: none"> -To listen and respond to instructions -To be able to dress and undress self, with help

	<p>- Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Dance</p> <p>- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>- Progress towards a more fluent style of moving, with developing control and grace.</p> <p>- Combine different movements with ease and fluency.</p> <p>- Watch and talk about dance and performance art, expressing their feelings and responses.</p>
PSED	<p>-Increasingly follow rules, understanding why they are important.</p> <p>-Build constructive and respectful relationships.</p> <p>-Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>

<u>Week 1-3</u>	<u>Key Text & Writing Focus</u>	<u>C&L</u> (Phonics/ Writing)	<u>Maths</u>	<u>UW</u> (Past & Present People, Cultures & Communities)	<u>UW</u> The Natural World	<u>PD</u> (PE & Fine motor)	<u>PSED</u>	<u>EAD</u> (Art/DT)	<u>EAD</u> (Music and Performance)
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Week 1-3: Essential Learning Objectives:

C&L: Understand how to listen carefully and why listening is important.

- Start a conversation with an adult or a friend and continue it for many turns.

Maths: On-entry assessments and identifying patterns

UW: Talking about families and family units

PD: Progress towards a more fluent style of moving, with developing control and grace.

PSED: Increasingly follow rules, understanding why they are important.

EAD: Explore different materials freely, in order to develop their ideas about how to use them and what to make.

Special Resources, Provision, ICT Links:

- Baseline resources

Week 4	<u>Key Text & Writing Focus</u>	<u>C+L (Phonics/ Writing)</u>	<u>Maths</u>	<u>UW</u> (Past & Present People, Cultures & Communities)	<u>UW</u> The Natural World	<u>PD</u> (PE & Fine motor)	<u>PSED</u>	<u>EAD</u> (Art/DT)	<u>EAD</u> (Music and Performance)
	Peace At Last Draw and label something else noisy	Letters and sounds: Phase 1 Aspect 4: Rhythm and rhyme	Numbers 1-3	Family Diversity and Equality	*Environment focus* Autumn Treasures	P.E. Hall Skills lesson 1 Fine motor skills Assessment	Independence session 4 Different families, Same Love	Portraits Colour mixing skin colour	

Week 4: Essential Learning Objectives:

C+L: Enjoy listening to longer stories and can remember much of what happens.

Maths: Counting and using numerals and numbers to 3

UW: -Name and describe people who are familiar to them.

PD: - Use one-handed tools and equipment, for example, making snips in paper with scissors.

- Use a comfortable grip with good control when holding pens and pencils.

PSED: Build constructive and respectful relationships.

EAD: Explore colour and colour-mixing.

Special Resources, Provision, ICT Links:

- Jill Murphy texts
- Stonewall Resources
- Identifying digital tools & their uses
- Naming computer parts

Week 5	<u>Key Text & Writing Focus</u>	<u>C+L (Phonics/ Writing)</u>	<u>Maths</u>	<u>UW</u> (Past & Present People, Cultures & Communities)	<u>UW</u> The Natural World	<u>PD</u> (PE & Fine motor)	<u>PSED</u>	<u>EAD</u> (Art/DT)	<u>EAD</u> (Music and Performance)

	Whatever Next!	Letters and sounds: phase 1	Counting to 4	Communities) *Environment focus*	Introduction to what is an Investigation? Predict what will happen when we put gummy bears in water	P.E. Hall Skills lesson 2 Happy, Cross WriteDance	Cooperation Session 1 & 2	Portraits 2 Colour mixing Hair	
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Week 5: Essential Learning Objectives:

C+L: -Enjoy listening to longer stories and can remember much of what happens.

- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

Maths: Counting and using numerals and numbers to 4

UW: To understand what an investigation is

- Talk about the differences between materials and changes they notice.

PD: Start taking part in some group activities which they make up for themselves, or in teams.

PSED: Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

EAD: Explore colour and colour-mixing.

Special Resources, Provision, ICT Links:

- Jill Murphy texts
- Hair colour paints
- Turning on the computer
- Logging on

Week 6	<u>Key Text & Writing Focus</u>	C+L (Phonics/ Writing)	Maths	UW (Past & Present People, Cultures & Communities)	UW (The Natural World)	PD (PE & Fine motor)	PSED	EAD (Art/DT)	EAD (Music and Performance)
	Whatever next!	Letters & Sounds Phase 2 Week 1	Counting to 5	*Environment focus*	Investigation: Light and dark What colour	P.E. Hall Skills lesson 3	Cooperation sessions 3	Portrait - Adding facial features	

	Generate a list of what you would take to the moon	s, a, t, p An introduction to oral segmenting and blending		Astronauts/ small world/Tim Peake/Chris Hadfield How to have a shower in space – You Tube	How will you see in the dark?	Bent, Straight Write Dance		Colour mixing - rocket flames	
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Week 6: Essential Learning Objectives:

C&L: -Enjoy listening to longer stories and can remember much of what happens.

- Understand 'why' questions, like: "Why do you think the Caterpillar got so fat?"
- Use some of their print and letter knowledge in their early writing.

Maths: Counting and ordering numbers to 5

UW: Use all their senses in hands-on exploration of natural materials.

PD: Start taking part in some group activities which they make up for themselves, or in teams.

PSED: Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

EAD: Explore colour and colour-mixing.

- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Show different emotions in their drawings – happiness, sadness, fear etc.

Special Resources, Provision, ICT Links:

- Jill Murphy texts
- Pastels
- Red & Yellow paints
- To create a spider picture using 2paint

Week 7	Key Text & Writing Focus	C&L (Phonics/ Writing)	Maths	UW (Past & Present People, Cultures & Communities)	UW (The Natural World)	PD (PE & Fine motor)	PSED	EAD (Art/DT)	EAD (Music and Performance)
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	What is Harvest? List of Harvest produce	<i>Letters & Sounds</i> Phase 2 Week 2 I, n, m, d Continuing to learn about oral segmenting and blending	Sorting groups to 5	Harvest then and now	*Environment focus* Selection of gourds and harvest produce to investigate	P.E. Hall Skills lesson 4 Write Dance re-cap of dances learned	Cooperation session 4	Introduction to making area and tools: Junk model rockets	
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Week 7: Essential Learning Objectives:

C&L: Use some of their print and letter knowledge in their early writing.

-Ask questions to find out more and to check they understand what has been said to them.

Maths: Sorting groups to 5

UW: - Comment on images of familiar situations in the past.

PD: Start taking part in some group activities which they make up for themselves, or in teams.

PSED: Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

EAD: - Develop their own ideas and then decide which materials to use to express them.

- Join different materials and explore different textures.

Special Resources, Provision, ICT Links:

- Seasons books and harvest stories
- Junk modelling resources
- Harvest pictures (skills revision)

HALF TERM