

Weston Hills C of E Primary School
Curriculum Plan 2016-2017
Reception Year A
(Class 1= 20 Reception children and 10 Year 1 children)

Each week the children will be exposed to high quality continuous provision and they will plan for their own child initiated activities linked to the areas of learning.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	It's An Emergency/People Who Help Us		Parties		Seaside	
Personal Social and Emotional Development through SEAD	New Beginnings- starting school. RE	Getting on and falling out. RE	Going for Goals Setting our goals. RE	Good to be Me RE	Relationships RE	Changes Transition to Year 1 work. RE
Physical Development (Gross and fine motor control)	<p>Health and self care- developing independence. Asking for support when required- dressing and undressing for PE/using an apron/dressing up etc. Fine motor control focus; Using scissors- snips and cutting around various media and shapes Using a variety of tools e.g. playdough Developing fine motor control- 1st</p>		<p>e.g. Health and self care- developing independence. Requiring little support during PE/using an apron/dressing up etc. Using and storing tools and scissors safely, Fine motor control focus; Using scissors- cutting along a variety of lines- straight, zig-zags, wavy lines. Learning how to use tools safely.</p>		<p>e.g. Health and self care- mastering independence. Using and storing tools and scissors safely, if required to walk with tools doing so safely. Fine motor control focus; Using scissors- confidently and with speed but staying on the line! Developing fine motor control- 1st Move mastering and remembering how to hold a pencil correctly- Fred</p>	

	<p>Move for example pegs, mark making in salt/sand/shaving foam.</p> <p>Learning how to hold a pencil correctly- Fred Fingers</p> <p>Learning and applying how to form their letters correctly.</p> <p>Lots of continuous provision for gross and fine motor control.</p> <p>PE- Val Sabin Dance</p> <p>Val Sabin Gymnastics</p>	<p>Developing fine motor control- 1st Move Learning how to hold a pencil correctly- Fred Fingers</p> <p>Applying how to form their letters and numerals correctly in their work.</p> <p>Lots of continuous provision for gross and fine motor control.</p> <p>PE- Val Sabin Dance</p> <p>Val Sabin Gymnastics</p> <p>Val Sabin Athletics</p>	<p>Fingers</p> <p>Writing with an effective pencil grip and fluent letter shapes.</p> <p>Lots of continuous provision for gross and fine motor control.</p> <p>PE- Val Sabin Dance</p> <p>Val Sabin Gymnastics</p> <p>Val Sabin Athletics</p>		
<p>Language and Literacy</p> <p>Listening and Attention</p> <p>Understanding</p> <p>Speaking</p>	<p>Circle Time</p> <p>Show and Tell</p> <p>Open ended topic questions</p> <p>Thinking Skills</p>	<p>Circle Time</p> <p>Show and Tell</p> <p>Open ended topic questions</p> <p>Thinking Skills</p>	<p>Circle Time</p> <p>Show and Tell</p> <p>Open ended topic questions</p> <p>Thinking Skills</p>	<p>Circle Time</p> <p>Show and Tell</p> <p>Open ended topic questions</p> <p>Thinking Skills</p>	<p>Circle Time</p> <p>Show and Tell</p> <p>Open ended topic questions</p> <p>Thinking Skills</p>
<p>Literacy- Reading and writing</p>	<p>Read Write Inc- Phonics for Reading</p> <p>Enriched Literacy for Writing</p>	<p>Read Write Inc- Phonics for Reading</p> <p>Enriched Literacy for writing</p>	<p>Read Write Inc- Phonics for Reading</p> <p>Enriched Literacy for writing</p>	<p>Read Write Inc- Phonics for Reading</p> <p>Enriched Literacy for writing</p>	<p>Read Write Inc- Phonics for Reading</p> <p>Enriched Literacy for writing</p>
	<p>Narrative (fiction) Stories with familiar settings.</p> <p>Labels, lists, and captions</p> <p>Nursery rhymes and traditional rhymes.</p> <p>Stories with repeating patterns.</p> <p>Information Texts</p> <p>Pattern and rhyme in poetry.</p>	<p>Fiction- Fantasy Stories, Fairytales.</p> <p>Non-fiction- Instructions, Information Texts (Recipes).</p> <p>Poems about feelings.</p> <p>Question poems and Nursery Rhymes.</p>	<p>Traditional Stories.</p> <p>Stories about families.</p> <p>Letters and Postcards.</p> <p>Information Texts.</p> <p>Nonsense Poems.</p> <p>Action Poems</p>		
<p>Numeracy-</p>	<p>counting verbally forwards and backwards</p> <p>singing number rhymes and songs</p> <p>Learning our numbers to 10 then to 20.</p>	<p>Counting verbally forwards and backwards</p> <p>singing number rhymes and songs</p> <p>Learning our numbers to 20 more and less- solving practically to</p>	<p>Counting verbally forwards and backwards</p> <p>Learning our numbers beyond 20 more and less- solving mentally to 20 addition and subtraction solving by</p>		

	<p>more and less- the language solving one more and one less to 5 then to 10 greater fewer Totals Shapes in the environment- language round/tall. Patterns in the environment Shape names Positional language</p>	<p>20 addition and subtraction solving practically halves and doubles Totals Shapes in the environment- Shape names and properties Capacity Measuring and comparing</p>	<p>counting on and back Halves and doubles Shapes in the environment- 3d Shape names and properties Capacity Patterns Measuring and comparing</p>
<p>Understanding the World ~People and communities ~ The World ~ Technology</p>	<p>e.g. People and Communities ~ Going to Church ~ Harvest Festival ~ Diwali ~ Christmas The World- (Science) Materials- naming different materials and exploring their uses. Technology- learning how to use the computer, ipads, easi-speaks carefully.</p>	<p>e.g. People and Communities ~ Going to Church ~ St. Valentines Day ~Easter ~ Parties and celebrations around the world. Technology- learning how to navigate a the computer, ipads, easi-speak and choosing technology accordingly. To use a variety of programmes with increasing confidence.</p>	<p>e.g. People and Communities ~ Easter and changes The World- Changing from Spring to Summer ~ Sea Animals- naming different sea animals and their features. Technology- learning how to navigate a the computer, ipads, easi-speak and choosing technology accordingly. To use a variety of programmes with increasing confidence.</p>
<p>Expressive Art and Design</p>	<p>Dance- linked to PE Music- learning songs and instrument names. Being allowed the time to explore instruments carefully. Learning our Harvest Song/Poem. Nativity songs and production alongside Year 1's and 2- learning songs from memory. Using and exploring materials- allowed to explore and initiate their own constructions via lots of</p>	<p>Dance- linked to PE Music- learning songs and instrument names. Learning how to play the instruments to a rhythm, developing their own rhythms and songs. Whole School production- learning songs from memory. Using and exploring materials- allowed to explore and initiate their own constructions via lots of different materials. Sewing alongside</p>	<p>Developing their own dances to music. Music- learning songs and instrument names. Learning how to play the instruments to a rhythm, developing their own rhythms and songs. Using and exploring materials- allowed to explore and initiate their own constructions via lots of different materials. Developing their</p>

	<p>different materials. Learning to paint/draw/make for a purpose. Developing imagination- Via Dance. Role play and small world opportunities- police station and hospital. Dance- linked to PE</p>		<p>Year 1's. Learning to paint/draw/make for a purpose. Developing imagination- Via Dance. Role play and small world opportunities.</p>		<p>painting/drawing/making skills for a purpose. Designing what they want to make first before making. Talking about how they can make their work better. Role Play- e.g. beach, garden centre, Florist.</p>	
<p>Religious Education linked to PSED, Communication and Language, plus Understanding the World</p>	<p>Foundation Unit 4- Special People to Me</p>	<p>Foundation Unit 6- Special Times for Me and Others.</p>	<p>Foundation Unit 5- Special Times in My Life.</p>	<p>Easter Celebrations for Christians- Unit 1.</p>	<p>Foundation Unit 3 My Friends</p>	<p>Foundation Unit 11 Our Books Are Special</p>