

Weston Hills C of E Primary School
Curriculum Plan 2015-2016
Reception Year B
(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	Houses and Homes 'Past'		Animals 'Passion'		Rio and the Olympics 'Present'.	
Personal Social and Emotional Development through SEAD	New Beginnings- starting school. How it feels to have a home. What makes a home? Mindfulness with Mrs Alexander RE	Getting on and falling out. What to do when we fall out with our friends. Being a good neighbour. RE	Going for Goals Setting our goals. Zoos vs the wild- big debate. RE	Good to be Me Why would it be good to be an animal? RE	Relationships- different kinds of relationships we have. Relationships around the world. RE	Changes Transition to Year 1 work. RE
Physical Development (Gross and fine motor control)	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;		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,		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;	

	<p>Using scissors- snips and cutting around various media and shapes Using a variety of tools e.g. playdough Developing fine motor control- 1st Move for example pegs, mark making in salt/sand/shaving foam. Learning how to hold a pencil correctly- Fred Fingers Learning and applying how to form their letters correctly. Lots of continuous provision for gross and fine motor control. PE- Val Sabin Dance Val Sabin Gymnastics</p>		<p>Fine motor control focus; Using scissors- cutting along a variety of lines- straight, zig-zags, wavy lines. Learning how to use tools safely. Developing fine motor control- 1st Move Learning how to hold a pencil correctly- Fred Fingers Applying how to form their letters and numerals correctly in their work. Lots of continuous provision for gross and fine motor control. PE- Val Sabin Dance Val Sabin Gymnastics Val Sabin Athletics</p>		<p>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 Fingers Writing with an effective pencil grip and fluent letter shapes. Lots of continuous provision for gross and fine motor control. PE- Val Sabin Dance Val Sabin Gymnastics Val Sabin Athletics</p>	
<p>Language and Literacy Listening and Attention Understanding Speaking</p>	<p>Circle Time Show and Tell Open ended topic questions Thinking Skills Ruth Miskin's recommended reading books.</p>	<p>Circle Time Show and Tell Open ended topic questions Thinking Skills Ruth Miskin's recommended reading books.</p>	<p>Circle Time Show and Tell Open ended topic questions Thinking Skills Ruth Miskin's recommended reading books.</p>	<p>Circle Time Show and Tell Open ended topic questions Thinking Skills Ruth Miskin's recommended reading books.</p>	<p>Circle Time Show and Tell Open ended topic questions Thinking Skills Ruth Miskin's recommended reading books.</p>	<p>Circle Time Show and Tell Open ended topic questions Thinking Skills Ruth Miskin's recommended reading books.</p>
<p>Literacy- Reading and writing</p>	<p>Read Write Inc- Phonics for Reading and Writing</p>	<p>Read Write Inc- Phonics for Reading and Writing</p>	<p>Read Write Inc- Phonics for Reading and Writing</p>	<p>Read Write Inc- Phonics for Reading and Writing</p>	<p>Read Write Inc- Phonics for Reading and Writing</p>	<p>Read Write Inc- Phonics for Reading and Writing</p>
	<p>Narrative- Peace at Last; There was an old Lady who lived in a shoe; Non fiction- comparing houses.</p>	<p>The Gruffalo The Gruffalo's Child. Diwali story. Non- fiction Labels and Captions Poetry- acrostic</p>	<p>Traditional Tales Animal stories Non-fiction describing animals. Non chronological reportd. Non-fiction recounts</p>		<p>Fantasy stories Poetry</p>	

		poem.		
Literacy texts/focus	counting verbally forwards and backwards singing number rhymes and songs Learning our numbers to 10 then to 20. 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	Counting verbally forwards and backwards singing number rhymes and songs Learning our numbers to 20 more and less- solving practically to 20 addition and subtraction solving practically halves and doubles Totals Shapes in the environment- Shape names and properties Capacity Measuring and comparing	Counting verbally forwards and backwards Learning our numbers beyond 20 more and less- solving mentally to 20 addition and subtraction solving by counting on and back Halves and doubles Shapes in the environment- 3d Shape names and properties Capacity Patterns Measuring and comparing	
Understanding the World ~People and communities ~ The World ~ Technology	e.g. People and Communities ~ Going to Church ~ Harvest Festival ~ Diwali ~ Christmas The World- (Science) Materials Changing from Autumn to Winter Technology- learning how to use the computer, ipads, easi-speaks carefully.	e.g. People and Communities ~ Going to Church ~ St. Valentines Day ~Easter ~ Animals from around the world Changing from Winter to Spring Technology- learning how to navigate a the computer, ipads, easi-speak. To use a variety of programmes with increasing confidence.	e.g. People and Communities ~ Easter and changes The World- Changing from Spring to Summer ~ Pushes and Pulls- carnival toys. Technology- learning how to navigate a the computer, ipads, easi-speak. To use a variety of programmes with increasing confidence.	
Expressive Art and Design	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	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	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.	

	<p>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 different materials. Learning to paint/draw/make for a purpose. Developing imagination- Via Dance. Role play and small world opportunities. Dance- linked to PE</p>		<p>songs from memory. Using and exploring materials- allowed to explore and initiate their own constructions via lots of different materials. Sewing alongside Year 1's. Learning to paint/draw/make for a purpose. Developing imagination- Via Dance. Role play and small world opportunities- animals and dinosaurs.</p>		<p>Using and exploring materials- allowed to explore and initiate their own constructions via lots of different materials. Developing their 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. garden centre, Florist.</p>	
<p>Religious Education linked to PSED, Communication and Language, plus Understanding the World</p>	<p>Foundation Unit 1- Myself</p>	<p>KS1 Unit 1- Celebrations for Christians</p>	<p>KS1 Unit 3- Visiting a Christian Church</p> <p>Focus on Easter- what happens to the church at Easter.</p>	<p>Additional Unit 'Noah'</p>	<p>Foundation Unit 9 Our Living World</p>	<p>Foundation Unit 12 My Senses</p>