Autumn Term

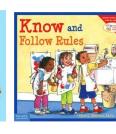
Reception and Nursery Curriculum Overview — Marvellous Me (Year B)

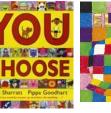
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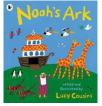










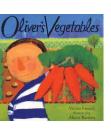


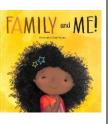












Themes/Interests/Lines of Enquiry:

















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Seasonal Fe	stivals/Celebrations	s/Events: Completion	n ar EYFS Baseline Assess	ment in Reception Boncire N	liaht (5 th Navember). Remembr	rance Day (II th November) Chr	istmas Div	wali (24 th October) Harvest Autumn 'T Co	an Leaves' Session Phonics Masterclass

Rules and Expect	ations Values	Friendships	Feelings	Family	Keeping Healthy	Colours	Celebrations	Cu;tures/Religion
Seasonal Festivo	als/Celebrations/Events: Completion o	FEYFS Baseline Assessment in Rec	ception, Bonfire Night (5 th Nov	rember), Remembrance Day	y (II ^{Ih} November), Christmas, Diwali (24 ^{Ih} Octo	oer), Harvest, Autumn, 'I Can Leave	s' Session, Phonics Masterclass.	
		Three and Four Year Old	ls				Children in Reception	
Development Matters Coverage	 Develop their sense of remaining the property of the	n new social situations. nildren. Extending and elaborating poonties and rivalries. s. g words like happy / sad / angry o	play ideas.		Understand how to listen carefully and Learn new vocabulary. Use new vocabulary through the day. Articulate their ideas and thoughts in w Describe events in some detail. Develop social phrases. Engage in story times. Listen to and talk about stories to build Listen carefully to rhymes and songs, policient rhymes, poems and songs. Engage in non-fiction books.	ell-formed sentences. familiarity and understanding.		
Learning	 Asking parents to send in Talking about peelings a Teaching children to sho 	and talking about who is in our fand a family photo to display in the cond describing how we feel using the cours and take turns when using the cours when using the course when using t	classroom. .e mirrors linked to The Colour different resources with their f	· Monster/In my Heart. rriends.	J J ,			

Planned Teaching and Le Opportunities

- Create a set of classroom rules and discuss the importance of following these, linked to 'Be Ready, Be Respectful, Be Safe.'
- Learn how to tidy up the classroom environment and put resources back into the correct places. Discuss the importance of looking after our toys.
- Introduce the values of 'Perseverance', 'Friendliness', 'Kindness' and 'Hope.'
- Introduce the learning posters e.g. Road to Success and 'Miss I'm Stuck' poster. Encourage the children to think about something they would like to learn whilst they are in Reception/Nursery.
- Introduce Yeli and model positive mind set when facing new challenges.
- Talk about individual differences and what makes us special e.g. hair colour, eye colour, likes/dislikes.
- Encouraging children to share celebrations/special times and how they celebrate at home.
- Introducing self-registration feeling pots to encourage self-regulation and discussion around different emotions.

		● Listen to longer stories.	• See themselves as a valuable individual.						
		Develop communication	Build constructive and respectful relationships.						
	age .	● Use a wider range of vocabulary.	• Express their feelings and consider the feelings of others.						
	overc	Develop letter sound pronunciation.	• Show resilience and perseverance in the face of challenge.						
	rs C	Start a conversation with an adult or friend.	Identify and moderate their own feelings socially and emotionally.						
	Matte	Use talk to organise themselves and their play.	• Think about the perspectives of others.						
	lue l	Use longer sentences.	Manage their own needs Personal hygiene						
	omqo	Understand a question or instruction that has 2 parts.	Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing						
	Devel	Know some songs / rhymes.							
]	Talk about familiar books.							
뭏		,							
3		Begin to express a point of view.							
	Learning	Introduce new vocabulary linked to key themes. Family aroun activities talking about children's likes/distiles/interests/similarities/discorrences.							
		Family group activities talking about children's likes/dislikes/interests/similarities/differences.							
		• Learn a variety songs/poems/stories and perform using props.							
	and Lies	• Introduce Talk Partners and how to be a successful speakers and listeners. Establish clear expectations of what good speaking and listening looks like (knees to knees, eyes to eyes, looking at the speaker, taking it in turns).							
	Planned Teaching and Le Opportunities	• Teach, model and practise active listening skills in teaching sessions and within day to day provision							
		Daily story time sessions sharing and discussing a range of texts. Build familiarity of Jackanory stories for end of day story time.							
		 Looking at non-fiction books linked to celebrations/individual differences and discussing features. 							
		Model and encourage children to use daily social phrases — e.g. "Good morning, how are you?", answering the register, please, thank you.							
		Listening games e.g. sound bingo, environmental sound walks, instrumental sound games.							
		 Singing a variety of nursery rhymes using books from the Jackanory list 							
		Continue to develop their gross motor movement — balancing / riding / ball skills.	Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing						
	Development Matters Coverage	Climb on apparatus using alternate feet	Progress towards a more fluent style of moving, with developing control and grace.						
		Skip / hop / stand on one leg	 Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and 						
		 Use large muscle movements to wave, paint and make marks. 	swimming.						
		• Choose the right resources to carry out their plan.	Develop their small motor skills so that they can use a range of bools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.						
		Use one handed tools and equipment.	 Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 						
		Use a comfortable grip with good control	Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes						
		Develop preference for a dominant hand	That the develop the same they held to mentage the school day successfung mining up that queuing - measures						
		Eat independently							
		Be increasingly independent as they get dressed and undressed, for example, pulting coats on and							
		doing up zips.							
		Be increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying							
		their hands thoroughly.							
		Make healthy choices about food, drink, activity and tooth brushing.							
		Sharing the rules and expectations for our weekly PE sessions in the hall with the Sports Coach.							
<u>P</u>		Dough Disco sessions — Hand and finger muscle development ready for writing.							
		• Fine motor activities — e.g. using tweezers to pick up and move small objects, threading buttons and beads, small peg boards, pipe cleaners and colander.							
		Name writing activities - tracing over name, copying name card. Name cards to be sent home to support name writing at home.							
	6	Showing the children how to hold mark making tools correctly (Three friends hold)							
	rning	Brain breaks — Moving in different ways.							
	l Lec	• Focus on gross motor skill development in the outdoor area (use of climbing frames, hills and bridge, group games) and during indoor PE sessions - spatial awareness.							
	and	Regular reminders about how to use the bathroom so we all stay clean (e.g. flushing the toilet and washing hands with soap)							
	hing ortu	• Focus on gross motor skill development in the outdoor area (use of climbing frames, hills and bridge, group games) and during indoor PE sessions - spatial awareness. • Regular reminders about how to use the bathroom so we all stay clean (e.g. flushing the toilet and washing hands with soap) • Talk about the school dinner menu each day in Reception- making choices and trying new types of food • Healthy eating - encourage children to have a snack, try new fruit/vegetables. • Activities around oral health including linked stories and showing the children how to brush their teeth correctly e.g. oral health curiosity cube. • Scissor control activities — correct positioning in hand and cutting straight and curved lines.							
	Теас Орр								
	ned								
	Plan	Scissor control activities — correct positioning in hand and cutting straight and curved lines.							
	Δ.	 Using tools to explore pumpkins/make polions. 							
		Using flags/ribbons/streamers to create firework movements							
		 Developing core muscle strength and good posture when sitting at a table/on the floor — animal positions 	in Kinelic Lelters						
		Dressing/underdressing independently e.g. costumes/cardigans/jumpers							
		Sorting good and talking about a healthy diet linked to Harvest							
		J J							

	v	Understand that print has meaning.	• Read individual letters by saying the sounds for them.						
	erag		Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.						
	Coverage		• Form lower-case and capital letters correctly.						
	ters	Understand page sequencing							
	Mal	Know that we read English text from left to right and from top to bottom.							
	Development Matters	Engage in extended conversations about stories, learning new vocabulary.							
	ıdola	Write some letters accurately							
	Dev	Write some or all of their name.							
		Displaying familiar logos and images in the environment for children to recognise.							
		Modelling how to read a book by going from left to right and top to bottom, turning the pages one at a time during story time sessions. Introducing how were abulary linked to the discovert parts as a back or scant caves title guther illustrators blush index contents page.							
		• Introducing key vocabulary linked to the different parts of a book e.g. front cover, title, author, illustrator, blurb, index, contents page.							
		Discussing key characters and events in the stories we share together.							
ਤ		Rhyming activities e.g. rhyming books, bingo, odd one out.							
tera	60	Syllable activities — clapping the syllables we can hear in different words.							
ت	rnin	Daily RWI phonics lessons in differentiated groups.							
	Lea	 Phonics games — Matching initial sounds to pictures, initial sound bingo. 							
	and ities	 Letters and Sounds Phase One games. 							
	ving irtun	Blending games on the IWB — Phonics Play Trash or Treasure/Obb and Bob.							
	each Oppo	 Writing linked to role play e.g. shopping lists in home corner, telephone messages, doctor's notes. 							
	ed T	Name writing activities - tracing over name, copying name card.							
	Planned Teaching and Learning Opportunities	 Labelling pictures with initial sounds in Reception — Labelling their family pictures. 							
	_	Invitations for a birthday party.							
		 Labelling fireworks using initial sounds or words e.g. bang, pop, crash. 							
		 Singing nursery rhymes/songs linked to the topic. 							
		Writing initial sounds for items they would like for Christmas.							
		Labelling animals linked to Noah's Ark							
		 Labelling pictures from key stories using initial sounds/words 							
		Fast recognition of up to 3 objects, without having to count them individually ('subitising').	Count objects, actions and sounds.						
		Recite numbers past 5.	Subitise.						
		Say one number for each item in order: 1,2,3,4,5.	Link the number symbol (numeral) with its cardinal number value.						
			Select, rotate and manipulate shapes to develop spatial reasoning skills.						
			 Select, rotate and manipulate snapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. 						
			 Compose and aecompose snapes so that children recognise a snape can have other snapes within it, just as numbers can. Compare length, weight and capacity. 						
	ge Ge	 Link numerals and amounts up to 5 Experiment with their own symbols and marks as well as numerals. 	Compare length, weight and capacity.						
	Caverage	Compare quantities using language: 'more than', 'fewer than'.							
	ي ري	, ,							
Maths	Matters	 Talk about and explore 2D (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. 							
Σ	ν J u	Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.Combine							
	pme	shapes to make new ones							
	Developm	Describe a familiar route							
	Ω	Discuss routes and locations							
		Understand position through words alone							
		Make comparisons between objects relating to size and length.							
		Talk about patterns							
		Extend and create patterns							
		Describe a sequence of events, real or fiction							
		Describe a sequence of events, reas or faction							

		 Subilising games — Flashcards, bingo, interactive whiteboard games, dice games, using objects. 						
	•	Counting different amounts into tens frames.						
		• Identifying and recognising shapes and numerals in the environment e.g. number/shape hunts.						
	•	• Practising counting as part of daily routines e.g. how many children are here today?						
	•	• Carefully counting different objects e.g. people into houses, animals, linking elephants.						
<u>Б</u>	•	 Comparing groups of objects and using 'more' and 'fewer'. Looking at a number line to identify the relation 	ship between consecutive numbers.					
rinin	•	 Number formation rhymes to practise writing the numbers correctly. 						
Planned Teaching and Learning Opportunities		 Numberblocks videos to support recognition and understanding of numbers. 						
and		Introduce 2d shapes and talk about their properties.						
hing		Using 2d shapes to create pictures						
leac Opp		 Introducing positional language such as 'in front' or 'behind' and using objects to demonstrate understand 	ing.					
red .	•	Comparing height/shoe size/hair length and begin to order.						
Jan		Sorting objects by size/shape/colour.						
		Counting firework sounds using the drum.						
	•	 Making a potion using different amounts of objects. 						
		Describing a route linked to school - The Jolly Postman.						
		Creating 2d shapes using magnetic shapes.						
	•	Ordinal numbers linked to daily routines/Noah's Ark.						
	•	Repeating colour/action/picture/shape/object patterns.						
	•	 Use all their senses in hands-on exploration of natural materials. 	• Talk about members of their immediate family and community.					
e တို	•	 Explore collections of materials with similar and/or different properties. 	Name and describe people who are familiar to them.					
werage	•	Talk about what they see, using a wide vocabulary.	• Understand that some places are special to members of their community.					
S Cov		Begin to make sense of their own life-story and family's history.	Recognise that people have different beliefs and celebrate special times in different ways.					
Malters		Show interest in different occupations.	Recognise some similarities and differences between life in this country and life in other countries.					
<u>π</u>		• Explore how things work.	Explore the natural world around them.					
a de	•	Talk about different forces they feel	• Describe what they see, hear and feel whilst outside.					
Development	•	Talk about the differences between materials and changes they notice.	• Recognise some environments that are different to the one in which they live.					
		Continue to develop positive attitudes about the differences between people.	Understand the effect of changing seasons on the natural world around them.					
	•	Know that there are different countries in the world.						
	•	ullet Sharing family photographs — talking about themselves and their immediate family members (how families	can be different to each other). Discuss any family member who live in different areas/countries.					
		 Learn about the season of Autumn, looking closely at changes in our environment. 						
	•	Nature walk within school grounds — collecting and taking photos of natural objects/seasonal changes.						
	•	Talking about the weather daily and how it changes.						
Min	•	 Exploring the outdoor area - describing what they can see and do. 						
g,		Harvest time — naming vegetables, how they grow, vegetable tasting.						
arn <u>i</u> r		 Making sandwich in a small group (linked to Harvest — following a recipe, talking about changes to ingredients when they are mixed together. 						
I Lee		Birthday party/Christmas role play.						
g and		 Diwali — Dressing up and dancing. 						
chine oorku		Talking about different celebrations/religions and how the children celebrate.						
Tea Opp	Making sandwich in a small group (linked to Harvest — following a recipe, talking about changes to ingredients when they are mixed together. Birthday party/Christmas role play. Diwali — Dressing up and dancing. Talking about different celebrations/religions and how the children celebrate. Exploring ICT equipment such as the iPads, Beebots, Digiblue cameras. Looking at ice and exploring how this changes.							
peut								
Plan	Tally also also described in the described and exploring now this changes.							
	Tak about marriada afferences and what makes as special e.g. nair colour, eye colour, ikes/aistikes.							
		Decorating a Christmas tree together.						
		• Sharing experiences of bongire night/Christmas.						
		Snap Science activities linked to the seasons.						
		Exploring how different toys work — push/pull/twist linked to toys at Christmas.						
		 Finding out about different countries linked to Diwali/Noah's Ark (Where animals come from). 						

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rming solo or in						
Draw or paint a family portrait (selecting own media and materials)						
 Prinking and observational drawings of fruit/vegetables linked to harvest- using pencil crayons (focus on choosing the correct matching colours/size of different vegetables/adding details e.g. a stalk, spots) Daily nursery rhymes and songs. 						
 Firework pictures using different media and materials — e.g. marble painting, toilet roll tube stamps, chalk. Moving in different ways like fireworks to music using ribbons. 						