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| St Anne’s R.C Primary SchoolEarly Years Foundation StageReception Curriculum Overview2019-2020 |
| Themes | Unique child | Positive relationships | Enabling environments |
| * Display children’s names
* Celebrate birthdays
 | * ‘learning journeys’
* Key groups
* Children’s ideas, activities, interests
 | * Indoor and outdoor resource enhancements
* ‘plan-do-review’
* Support and scaffold children learning
 |
| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Topic** | All about Me | Celebrations | Traditional Tales | Africa | Growing | Dragons and Knights |
| **Hook** | Families bring in pictures of families to create home corner display | Birthday party  | Gingerbread making in the hall | African roots drumming session | Class caterpillars and tadpoles in the classroom | Dragon nest appears in the class |
| **Parent Engagement** | Transition- parents invited in for daily question/ sign inParent reading workshop- new home reading booksParents evening | Parents advent craft dayParents invited to share their family celebrations (Christmas, Diwali, birthdays, births,etc)Learning journey viewing session | Parent/child library visitsParents invited to listen to a story time read by the teacherPhonic workshop | Parent craft session- making African masksMusic session- afternoon session with African roots? | Parent gardening day- planting and harvesting with their childrenLearning journey viewing session | End of year assemblySports dayReports given with learning journey review discussion |
| **Book** | Funny BonesMy 5 senses | Kipper’s BirthdayNon-fiction- religious celebrations | Ginger Bread ManBilly Goat Gruff | Giraffes Can’t DanceNon fiction- animals facts | Tadpole’s PromiseLife cycle of a butterfly/tadpole | How to Fight a Dragon |
| **Author of the Term** | Jill Murphy\*focusing on the large family to engage their interest about home life\* | Julia Donaldson\*rhyme and alliteration\* | Mick Inkpen\*character focus\* | Andre Giles\*poetry and non fiction\* | Oliver Jeffers\*setting and illustration impact\* | Sue Hendra\*story sequencing beginning, middle, end\* |
|  | This Learning Challenge overview provides you with an insight into your childs learning experiences throughout their reception year. The learning opportunities will also continue to be enhanced over the year as children build upon their own unique experiences and share their ideas with their friends, as is the ethos of EYFS. Through the continuous provision, children are given lots of opportunities for child-initiated investigation and play. This enhances learning through rich, stimulating activities and opportunity to develop greater depth. This approach, we believe, helps them to become more independent through the characteristics of effective learning:**Playing and exploring-Active learning-creative and thinking critically** |
| R.ECome and see | Myself (domestic church- family)Welcome (baptism- belonging)Birthday (advent- Christmas- loving)Other faith | Celebrating (local church- community)Gathering (Eucharist- relating)Growing (Lent/Easter- giving)Other faith | Good news (Pentecost- serving)Friends (reconciliation- inter relating)Our world (universal church- world)Other faith |
| PSED | Getting to know one another. Rules, routines and boundaries. Making friends. Building confidence. Introduction to key groups and key workers. | Children will explore persistence, kindness, helping one another, problem solving and working as a team. Continue to reinforce rules and boundaries and introduce monitor roles.  | Initiating conversation, friendships and extending play ideas. Build up the role play with other children. Children to reinforce good choices and sharing and caring. | Talk to children about home and where they live, children will talk freely about home and community – parents to join in conversation..  | Key worker group: talk about living things and what they need to grow well. | Look how we have grown: children will discuss what they were like at the beginning of the year and how they have changed. What can they do now that they couldn’t do before? Children to lead the keyworker groups and discuss the changes they have seen. |
| PD | Ongoing fine and gross motor targeted in the learning environment. Weekly football, gross motor obstacle session, dance/gymnastics alternate terms |
| MH | Weekly:Dancegross motor obstacle coursefootball training  | Weekly:Dancegross motor obstacle coursefootball training | Weekly:Dancegross motor obstacle coursefootball training | Weekly:Dancegross motor obstacle coursefootball training | Weekly:gymnasticsgross motor obstacle coursefootball training | Weekly:gymnasticsgross motor obstacle coursefootball training |
| HSC | Managing washing and drying hands, \*school nurse visit\*putting on and taking off clothing | Managing washing and drying hands, putting on and taking off clothing | Making healthy choices | Using equipment safely | Talking about changes in their body and the importance of exercise and making the correct choices | Talking about changes in their body and the importance of exercise and making the correct choices |
|  | As part of C and L and Literacy children will take part in daily letter and sounds phonic session based on their phonic ability. This will allow children to gain skills in their listening and attention, understanding, speaking as well as reading and writing. This session is followed with fine motor activities and a hand writing focus. Daily rhymes and songs, 3 a day stories and literacy time all reinforce and help children develop a love of stories, reading and rhyme. Home reading is encouraged to be completed daily. |
| C&L | Taking turns to speak and listen. Joining in with rhymes and stories. Letters and sounds. | Carpet time- continuing to build on understanding and question asking (topic based) letters and sounds Introduce talk partners/kagan | Extend use of asking and answering how and why questions. Add snack time focal point to encourage widening of imagination and inquisition.  | Children will follow their own leads and investigate topic related to animals and places. New vocab being used through their independent play | Reinforce tenses- past and present. Discussing growing and the process- why, how questions to discover answers  | Language will be woven into their role play. Problem solving and planning their conversations to explore how to invent and build swords, shields, castles in role play |
| Literacy: reading | Baseline Exploring how to look at books correctly | Looking at a mix of non fiction, fiction and rhyme booksHome reading books given out | Story map- 2 topic storiesDiscussing the story structure- beginning middle and end- predicting and talking about texts enjoyedReading instruction for baking-Traditional tales focus | Story map- topic book Reading non fiction and making books  | Sequence map- life cycle of a frog and caterpillar- actionsReading instructions- life cycles and planting  | Story map- how to train a dragonChildren make up own stories/ change setting/character/ ending of a familiar story |
| Literacy writing | BaselineMark making/fine motor activitieslabelling | Captions and labelsBegin finger tips handwritingWriting in the environment  | Simple sentence writing- character descriptions/ speech bubblesWriting in the environment | Making non fiction booklets- simple animals factsStory map and sentence writing- fictionWriting in the environment | Creating life cycle postersInstructions on how to plant a sunflowerWriting in the environment | Writing simple three part story using a story mapWriting in the environment |
| MD | Baseline/ getting to know childrenCounting and recognising(see white rose maths hub for detailed coverage) | 2d shapesMoneyAddition and subtraction(see white rose maths hub for detailed coverage) | Size, weight and capacityCounting and recognition(see white rose maths hub for detailed coverage) | Addition and subtraction3d shape(see white rose maths hub for detailed coverage) | Time (sand timers, stop watches, daily routines)Counting and recognitionAddition and subtraction(see white rose maths hub for detailed coverage) | Doubling, halving and sharingPosition and distance(see white rose maths hub for detailed coverage) |
| UW- PC | My familyBaptising class babies for the home cornerWhere we live, who we live with, exploring our new school environment | Diwali, Christmas- family celebrationsBonfire night-history/ safetyExploring lights, colours and textures (similarities and differences- changes over time) | Chinese new year- Similarities and differences- within home life, culture and areaBaking- changes and processes | Lent, Pancake day, Easter, mothering SundayMap reading- role play safariAnimals, farm visit, forest school focus | How we change over time- growingAnimal life cycles- watching changes over time- flower decayingForest school focus | Transition- what will happen in the future, exploring new class and outdoor spaceScience week- exploring the best material to make a shield  |
| UW- TW |
| UW- Tech | **Exploring Computer science**: Remote control cars, , torches, beebots, , interactive touch screen- prowise interactive games and resources, disabled remote controls and mobile phones in the home corner/ role play**Talk times-** keeping safe online with an adult, websites- cebeebies, top marks, phonics play, **Recording self:** microphones, talking tins, walkie talkie mobiles**Capturing work:**ipads, cameras, printing from computer program |
| EAD | Singing nursery rhymes, making simple beats and exploring how sounds can changeSelf portraits with a range of materialsHome corner Music lessons fortnightly- music teacher | Nativity playFirework paint workChristmas cardsChristmas wrapping station role play | Tradition tale character paintingshape art- making traditional character picturesPuppet craftExploring changes in movement (dance session) | Role play safari jeepAnimal craftAnimal fur textures exploringEaster cardsMardi gras celebration- drumming session | Transient art- natural objectsFollower painting Van Gogh sun flowersPainting butterfliesRole play garden centre | Role play castle- self built by classMaking knights armour, shields jousting sticksWeekly music session |