

Girton Glebe Primary School Curriculum Organiser

Reception (Ash Class)

Autumn 2 2023

Each half term will have a succession of mini-topics within it. Within each topic we will use our professional knowledge to further the children's understanding and challenge them, we will also be listening carefully to their interests and incorporating them into the curriculum. The topics are broad to allow the children's interests to inspire all of our learning.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All About Me Feelings Traditional Tales	Nursery Rhymes/Poetry Festivals	From Autumn to Winter All Around the World- Animals	All around the World- People Farms and Growing	Growing Plants and Animals Dinosaurs	Sharing the Planet People who help us Living things in Water

<p><u>Characteristics of Effective Learning</u> This is one part of the Curriculum which supports all the others. Through the year we will focus on supporting your child to embed and develop their Characteristics of Effective Learning. These are the ways in which children engage with their learning.</p> <ol style="list-style-type: none"> Playing and exploring - Children investigate and experience things and 'have a go'. Active learning - Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements. Creating and thinking critically - Children have and develop their own ideas, make links between ideas, and develop strategies for doing things. 	<p><u>Communication and Language</u> <u>Listening Attention and Understanding</u> Listen in familiar & new situations. Maintain attention in new situations. Follow instructions with 2 parts in a familiar situation. Learn and retell simple stories using new vocabulary.</p> <p><u>Speaking</u> Start a conversation with peers and familiar adults continuing for a few turns Begin to learn and recite poems and use words collected to make our own poems Begin to retell a story and talk about stories</p> <p><u>Show and Tell</u> Sharing favourite poetry or a celebration which is important to us</p>	<p><u>Personal Social and Emotional Development</u> <u>Self Regulation</u> Beginning to express their feelings and consider the perspectives of others. Understand that we are all different and celebrate our differences</p> <p><u>Managing Self</u> Independently choose where they would like to play. Talk about healthy eating</p> <p><u>Building Relationships</u> Begin to take turns and share resources. Continue to build constructive and respectful relationships and understand how to begin to solve a problem with a friend.</p> <p>JIGSAW: CELEBRATING DIFFERENCE</p>
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<p><u>Physical Development-(including P.E.)</u> <u>Gross Motor Skills</u> Balanceability - Develop Core Body strength and balance on balance bikes. E.g. Gliding. Gym- Develop balance, coordination and body control</p> <p><u>Fine Motor Skills</u> Continue to access hand strengthening activities and begin to form letters in the correct direction</p> <p>Develop us of a range of tools- scissors, pencils. Paintbrushes and develop</p>	<p><u>Literacy</u> <u>Comprehension</u> Engage in conversations about stories. Explain our understanding about what has happened. Discuss poems we have heard.</p> <p><u>Word Reading</u> Recognise single letter graphemes and phase 3 digraphs. Blend sounds into words begin to read books at an appropriate level.</p> <p><u>Writing</u> Begin to use appropriate letters to represent words they are trying to write. Segment CVC words. Write their names accurately. Write simple captions. Orally segment a word to write it. Use a phoneme card to help find letters/sounds already learned.</p> <p>ELS- Phase 3 phonics Oral blending • Sounding out and blending with 29 new GPCs • 32 new HRS words • Revision of Phase 2</p>	<p><u>Maths</u> We will continue to build on the foundations necessary to be really confident and competent in number work</p> <p><u>Number</u> Focus on counting skills Focus on the ‘five-ness of 5’ using one hand and the die pattern for 5 Explore the concept of ‘whole’ and ‘part’ Focus on the composition of 3, 4 and 5 Practise object counting skills Match numerals to quantities within 10</p> <p><u>Numerical Patterns</u> Comparison of sets - by matching Use the language of comparison: more than, fewer than, an equal number Verbal counting beyond 20 Identify and describe simple 2D shapes. Use the words Square, oblong, circle, triangle, sides, corners, straight , curved to describe shapes</p>
<p><u>Understanding the World</u> <u>Past and Present</u> Christmas story.- Differences between then and now.</p> <p><u>People Cultures and community</u> Compare Diwali, Hannukah, Christmas, celebrations. investigate Temples, Synagogues and Churches</p> <p><u>The Natural World</u> Notice Changes as Autumn Turns to winter</p> <p><u>Forest School-</u> Investigate and describe changes from Autumn into winter. Fire safety and fire making. Tool use.</p> <p><u>Computing</u> TBC</p>	<p><u>Expressive Arts and Design</u> <u>Creating with Materials</u> Learn Diwali dancing movements Recognise traditional Diwali/ Christmas songs and sing these from memory Use imaginative story language/narration in role play Exploring firework patterns/designs Use a variety of tools to shape and assemble resources Create props for nativity performance. Show different emotions in their drawings e.g. happiness, sadness etc</p> <p><u>Being Imaginative and Expressive</u> Begin to retell stories Sing most of a song from memory (Nativity) Begin to sing in tune</p> <p><u>Music lessons- Festivals</u> Sing Up - Witch, Witch Make up a simple accompaniment using percussion instruments. Use the voice to adopt different roles and characters. Match the pitch of a four-note (la-so-mi-do) call-and-response song</p> <p>Seasonal/Topical Songs</p>	<p>Important Info:</p> <ul style="list-style-type: none"> • Tuesday – Forest School • Tuesday- Computing and Music • Thursday- Balanceability <p>Focus Children/Show and Tell- Starting in Week 2</p>