



Ash

# Girton Glebe Primary School Curriculum Inquiry

Class (Reception) – Autumn 2

<h2>Who we are</h2>	<p><b>Central Idea:</b> Friends, families and our culture influence our actions.</p> <p><b>Lines of Inquiry:</b> An inquiry into the different parts of the human body. (function) An Inquiry into how Nursery Rhymes influence us. (perspective) An Inquiry into how important culture is. (connection)</p>	
<p><b><u>Characteristics of Effective Learning</u></b></p> <p>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 <b>Characteristics of Effective Learning</b>. These are the ways in which children engage with their learning.</p> <ol style="list-style-type: none"> <li>1. <b>Playing and exploring</b> - Children investigate and experience things and 'have a go'.</li> <li>2. <b>Active learning</b> - Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.</li> <li>3. <b>Creating and thinking critically</b> - Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</li> </ol>	<p><b><u>Physical Development-( including P.E.)</u></b></p> <p><b><u>Gross Motor Skills</u></b></p> <p>Balanceability - Develop Core Body strength and balance on balance bikes. E.g. Gliding.</p> <p>Gym- Develop balance, coordination and body control</p> <p><b><u>Fine Motor Skills</u></b></p> <p>Continue to access hand strengthening activities and begin to form letters in the correct direction</p> <p>Develop use of a range of tools- scissors, pencils. Paintbrushes and develop</p>	<p><b><u>Personal Social and Emotional Development</u></b></p> <p><b><u>Self Regulation</u></b></p> <p>Begin to express their feelings and consider the perspectives of others.</p> <p>Understand that we are all different and celebrate our differences</p> <p><b><u>Managing Self</u></b></p> <p>Independently choose where they would like to play.</p> <p>Talk about healthy eating- Hannukah</p> <p><b><u>Building Relationships</u></b></p> <p>Begin to take turns and share resources.</p> <p>Continue to build constructive and respectful relationships and understand how to begin to solve a problem with a friend.</p> <p><b><u>JIGSAW: CELEBRATING DIFFERENCE</u></b></p>
	<p><b><u>Communication and Language</u></b></p> <p><b><u>Listening Attention and Understanding</u></b></p> <p>Listen in familiar &amp; new situations.</p> <p>Maintain attention in new situations.</p> <p>Follow instructions with 2 parts in a familiar situation.</p> <p>Learn and retell simple stories using new vocabulary</p> <p><b><u>Speaking</u></b></p> <p>Start a conversation with peers and familiar adults continuing for a few turns.</p> <p>Begin to retell a story and talk about stories</p>	



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<b>Key Concepts:</b> <ul style="list-style-type: none"><li>Function: What does it do?</li><li>Perspective: What is my opinion on this?</li><li>Connection: How does this link me to other people?</li></ul>	<b>Key Vocabulary</b>				<b>Approaches to Learning:</b> <ul style="list-style-type: none"><li>Research Skills- Information Literacy- Gathering and recording.</li><li>Thinking skills –Creative- Considering new perspectives</li><li>Social Skills: Intrapersonal- Emotional Intelligence</li></ul>
	body	bones	muscles	organs	
	x-ray	skeleton	body part	Nursery rhymes	
	Diwali	diyas	clay	Rangoli	
	temple	synagogue	Hannukah	church	
	Christmas	traditions	nativity	decorations	

<p><b>Line of Inquiry:</b> An inquiry into the different parts of the human body. (function)</p> <p><b>In this Line of Inquiry, we will cover the following :</b></p> <p><b>Different parts of the body-</b></p> <p>What we do with the different parts of the body and how they help us. This will include some organs as well as the external parts of the body such as hands and feet.</p> <p><b><u>Expressive Arts and Design</u></b></p> <p>Investigating the body through art by representing it in different ways</p> <p>Making out own skeletons, using split pins and other media.</p>	<p><b>Line of Inquiry:</b> An Inquiry into how Nursery Rhymes influence us. (perspective)</p> <p><b>In this Line of Inquiry, we will cover the following :</b></p> <p><b><u>Speaking</u></b></p> <p>Begin to retell a story and talk about stories</p> <p><b><u>Writing</u></b></p> <p>Write individual words and simple captions</p> <p><b><u>Building Relationships</u></b></p> <p>Continue to build constructive and respectful relationships and understand how to begin to solve a problem with a friend.</p>
<p><b>Line of Inquiry:</b> An Inquiry into how important culture is. (connection)</p> <p><b>In this Line of Inquiry, we will cover the following :</b></p> <p><b><u>Self-Regulation</u></b></p> <p>Understand that we are all different and celebrate our differences</p> <p><b><u>Past and Present</u></b></p> <p>Christmas story.Differences between then and now.</p> <p><b><u>People Cultures and community</u></b></p>	<p>Important Info:</p> <ul style="list-style-type: none"><li>Tuesday- Forest School</li><li>Tuesday- Balanceability</li><li>Thursday- P.E.</li></ul> <p>Focus Children</p>



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Compare Diwali, Hannukah Christmas, celebrations. investigate Temples, Synagogues and Churches		
<p><b><u>Understanding the World</u></b>  <b><u>People Cultures and community</u></b>          Compare Diwali, Hannukah Christmas, celebrations. investigate Temples, Synagogues and Churches  <b><u>The Natural World</u></b>          Notice Changes as Autumn Turns to winter  <b><u>Forest School-</u></b>          Investigate and describe changes from Autumn into winter.          Fire safety  <b><u>Expressive Arts and Design</u></b>  <b><u>Creating with Materials</u></b>          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          Begin to shape and sculpt with clay- Diva lamps  <b><u>Being Imaginative and Expressive</u></b>          Recognise traditional Christmas songs and sing these from memory          Begin to retell stories and begin to sing in tune.</p>	<p><b><u>Literacy</u></b>  <b><u>Comprehension</u></b>          Engage in conversations about stories. Explain our understanding about what has happened.          Use story language to retell Nursery rhymes and imagine our own versions.  <b><u>Word Reading</u></b>          Recognise single letter graphemes and phase 3 digraphs. Blend sounds into words begin to read books at an appropriate level.  <b><u>Writing</u></b>          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.          ELS- Phase 3 phonics          Oral blending • Sounding out and blending with 29 new GPCs • 32 new HRS words • Revision of Phase 2</p>	<p><b><u>Maths</u></b>          Mastering Number/White Rose  <b><u>Number</u></b>          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  <b><u>Numerical Patterns</u></b>          Comparison of sets - by matching          Use the language of comparison: more than, fewer than, an equal number          Verbal counting beyond 20  <b><u>Shape-2D</u></b>          Identify, name and compare circles triangle and 4 sided shapes.</p>