



# THAKEHAM PRIMARY SCHOOL CURRICULUM OVERVIEW YEAR A 2017-18

YEAR GROUPS: Reception CLASS: Acorn



## Curriculum Drivers

|   |  |  |  |
|---|--|--|--|
| <p><b>Our Place in the World<br/>(Creative and thinking critically)</b></p>  | <ul style="list-style-type: none"> <li>• Learning that we are all different within our own school environment and across the world</li> <li>• Understand that different traditions are celebrated across the world and will become familiar with the way other traditions are celebrated.</li> </ul> |  |  |
| <p><b>Inspired Learners<br/>(Active Learning)</b></p>                       | <ul style="list-style-type: none"> <li>• Visits from people in the community with different occupations.</li> <li>• Different role play activities linked to occupations.</li> </ul>   |  |  |
| <p><b>Learning for Life<br/>(Playing and exploring)</b></p>                | <ul style="list-style-type: none"> <li>• Understanding that we are all different.</li> <li>• Knowing how to be safe in different situations ie crossing the road/firework night</li> </ul>   |  |  |

| Topics                                     | All about me  | Celebrations  | Homes and Houses        | Fantasy and Adventure    | Science and investigation | Oh I do like to be beside the seaside |
|--|---|---|-------------------------|--------------------------|---------------------------|---------------------------------------|
| Linked text                                | Simpkin – Nursery rhymes<br>Oh no George  | Smartest giant in town  | 3 little pigs           | Whatever next/ Supertato | Jaspers beanstalk         | Stanley's stick                       |
|  | Autumn 1  | Autumn 2  | Spring 2                | Summer 2                 | Summer 1                  | Summer 2                              |
| Stunning Start                             | Photos from children's home   | Giants Clothes left in class  | Builder in              | Supertato in the class   | Planting                  | Beach area in Class                   |
| Fabulous Finish                            | ART workshop with parents   | Christmas sing a long   | Shoe box story share    | Cooking with potatoes    | Plant sale                | Music Concert                         |
| Visits & Visitors                          | Paddy/builder demonstration   |   | Weald and downland trip |                          | Visit garden centre       |                                       |
| Personal, Social and emotional development | <b>Making relationships</b><br>Can play in group<br>Extending ideas   | <b>Making relationships</b><br>Demonstrates friendly behaviour  | Making relationships    | Making relationships     | Making relationships      | Making relationships                  |
|  | <b>Self -confidence and awareness</b><br>Can select and use resources with help<br>Can talk with other children when playing<br>Will communicate freely | <b>Shows confidence and awareness</b><br>Growing confidence in asking adults for help<br>More confident to talk to people they don't know |                         |                          |                           |                                       |
|  | <b>Managing feelings and behaviour</b>  | <b>Managing feelings and behaviour</b>  |                         |                          |                           |                                       |

|                                   |  |  |  |  |  |  |
|-----------------------------------|--|--|--|--|--|--|
|                                   | aware of own feelings<br>begins to accept the needs of others                                    | Can usually adapt behaviour to different events<br>Aware if boundaries being set                     |  |  |  |  |
| <b>Physical development</b>       | <b>Moving and handling</b><br>Moves freely in range of ways<br>Can catch a ball<br>Can use tools | <b>Moving and handling</b><br>Draws lines and circles<br>Can hold a pencil                           |  |  |  |  |
|                                   | <b>Health and self care</b><br>Can tell adults when hungry/tired<br>Can use tools safely         | <b>Health and self care</b><br>Dress themselves<br>Eats a range of healthy foods                     |  |  |  |  |
| <b>Communication and language</b> | <b>Listening and attention</b><br>listens to stories<br>joins in with repeated refrains          | <b>Listening and attention</b><br>Is able to focus attention<br>Can follow directions                |  |  |  |  |
|                                   | <b>Understanding</b><br>Responds to simple instruction<br>Beginning to understand why and how    | <b>Understanding</b><br>Begins to understand prepositions<br>Understand the use of different objects |  |  |  |  |
|                                   | <b>Speaking</b><br>Beginning to use more complex sentences                                       | <b>Speaking</b><br>Uses talk in role play<br>Uses talk to  |  |  |  |  |

|                                |  |  |  |  |  |  |
|--------------------------------|--|--|--|--|--|--|
|                                | Asking questions   | connect and explain ideas  |  |  |  |  |
| <b>Literacy</b>                | <b>Reading</b><br>Can hold a book and turns pages<br>Shows interest in illustrations and print                         | <b>Reading</b><br>Begins to talk about main features of a story<br>Recognises familiar words                                       |  |  |  |  |
|                                | <b>Writing</b><br>Begins to give meaning to marks<br>Making family trees   | <b>Writing</b><br>Writes own name  |  |  |  |  |
| <b>Maths</b>                   | <b>Numbers</b><br>Uses some number names accurately in play<br>Recites numbers to 10 in order                          | <b>Numbers'</b><br>sometimes matches numeral and quantity correctly<br>begins to represent numbers using fingers/marks or pictures |  |  |  |  |
|                                | <b>Shape space and measure</b><br>Begins to talk about shapes of everyday objects<br>Begins to use positional language | <b>Shape space and measure</b><br>Begins to use names of 2d shapes<br>Uses shapes appropriately for tasks                          |  |  |  |  |
| <b>Understanding the world</b> | <b>People and communities</b><br>Knows somethings that make them   | <b>People and communities</b><br>Recognises and describes special  |  |  |  |  |

|                                  |   |   |  |  |  |  |
|----------------------------------|---|---|--|--|--|--|
|                                  | unique  | times   |  |  |  |  |
|                                  | <b>The world</b><br>Comments and asks questions about their familiar world  | <b>The world</b><br>Comments and asks questions about their familiar world            |  |  |  |  |
|                                  | <b>Technology</b><br>Knows how to operate simple equipment  | <b>Technology</b><br>Shows interest in technology toys                                |  |  |  |  |
| <b>Expressive art and design</b> | <b>Exploring and using media and materials</b><br>Uses various construction materials<br>Sings a few familiar songs | <b>Exploring and using media and materials</b><br>Can tap out simple repeated rhythms |  |  |  |  |
|                                  | <b>Being imaginative</b><br>Engaging in imaginative role play   | <b>Being imaginative</b><br>Builds story ideas  |  |  |  |  |

**Plans subject to change and development**