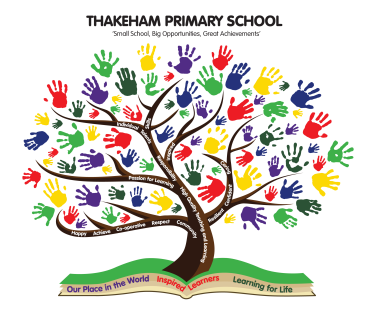
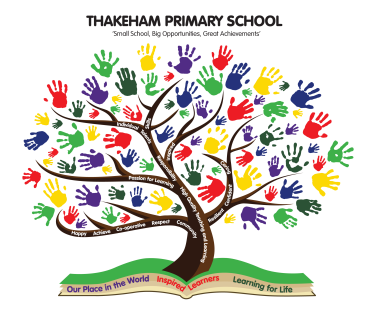
**THAKEHAM PRIMARY SCHOOL CURRICULUM OVERVIEW YEAR 2021-2022**

**YEAR GROUPS: Reception CLASS: Acorns**

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| **Curriculum Drivers** | | | | | | | | | | | |
| **Our Place in the World**  **(Creative and thinking critically)**  **C:\Users\head\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\SO5T716W\MC900440103[1].png** | * **Learning that we are all different within our own school environment and across our community/wider world.** * **Exploring different homes children live in around the world.** | | | * **Learning about different animals and extinction, what could we do to save the animals?** * **Looking at our area and around the world where would we grow different foods.** * **We be growing our own plants and learning about how to look after them.** | | | | * **We will look at different vehicles and think about how we and others travel including space travel.** * **During sports week we will look at different countries around the world and how they are different the same as our country.** | | | |
| **Inspired Learners**  **(Active Learning)**  **C:\Users\head\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\0N62VY4J\MC900383566[1].wmf** | * **Different role play opportunities linked to different homes.** * **Using real life tools to build with.** * **Exploring the new school and resources** | | | * **Learning about Volcanoes and how they erupt/making our own volcanoes.** * **Planting in our own garden area.** | | | | * **Working in forest schools area.** * **Bringing in a rocket for children to make.** * **Looking at the life of Mae Jemison and the Wright Brothers.** | | | |
| **Learning for Life**  **(Playing and exploring)**  **C:\Users\head\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\4HOY36CN\crossroads-295049_640[1].png** | * **Understanding that we are all different.** * **Knowing how to be safe in different situations around the school** * **Taking care of our own garden area.** * **Making new relationships** | | | * **We will be learning to prepare and make different foods for each other, looking at different likes allergies etc.** * **Looking at different foods that we can grow and planting different foods to use for our own use** * **Finding out how to take care of our garden area. What the plants and grass need.** * **We will learn about different materials and temperatures exploring ice and melting** * **We will learn about making healthy choices.** | | | | * **Looking at different types of transport** * **Thinking about the ways we use different transport.** * **Following our aspirations.** * **Following recipes and cooking.** | | | |
| **Topics** | **Marvelous me/ Celebrations** | | | **Out of this world/The World around us** | | | | **Transport and Journey/ Fantasy and Adventure** | | | |
| **Linked text** | **Nursery Rhymes**  **Traditional tales**  **What makes me a me?**  **Leaves**  **Here we are** | | **Julia Donaldson**  **Room on a broom**  **Stick man**  **Dear Santa**  **Jolly Christmas Postman**  **Nativity** | **Prehistoric actual size**  **Dinosaur junior happy hatch day**  **Mad about dinosaurs**  **Dinosaur that pooped a planet** | | **Eric Carle**  **Hungry Caterpillar**  **Tiny Seed**  **The very busy spider**  **The World Came to My Place**  **3 Go Farming**  **The Butterfly Dance**  **The Easter Story** | | **Beegu**  **Whatever next**  **Naughty Bus**  **Pirate Frank**  **(Non fiction vehicle books)**  **Wright Brothers**  **Mae among the stars** | | **A child of books**  **Small George and the Royal Chocolate Cake**  **(Michael Rosen chocolate cake poem)**  **Alice in Wonderland** | |
|  | **Autumn 1** | | **Autumn 2** | **Spring 1** | **Spring 2** | | | **Summer 1** | | **Summer 2** | |
| **Stunning Start** | Starting school | | Trip to forest school to find our own stickmen | Dinosaur foot prints around school | Seed arrival | | | Alien space ship in the playground | | Treasure and note left in the class | |
| **Fabulous Finish** | Christmas performance | | | Easter celebration | | | | Mad Hatters Tea Party | | | |
| **Visits & Visitors** | Tour around school – forest school area | | | Forest School | | | |  | | | |
| **Personal, Social and emotional development**  Building relationships  Managing Self  Self regulation | **Being Me in My World.**  Who….me?!  Being at school  How am I feeling today?  Gentle Hands  Our Rights  Our Responsibilities | **Celebrating Differences**  What am I good at?  I am special, I am me  Families  Houses and Home  Making friends  Standing Up for Yourself | | **Dreams and Goals**  Challenge  Never giving up  Setting a goal  Obstacles abd support  Flight to the future  Footprints award | | **Healthy Me**  Everybody’s body  We like to move it move it  Food glorious food  Sweet dreams  Keeping clean  Stranger danger | | **Relationships**  My Family and me  Make friends, make friends, never ever break friends part 1 & 2  Falling out and bullying  Being the best friends we can be | | **Changing Me**  My body  Respecting my body  Growing up  Fun and fears part 1 & 2  Celebration | |
| **Physical development**  Fine motor  Gross motor | Fine motor - morning activities plus handing different tools –for junk modelling/ painting/playdough etc | | Fine motor - morning activities plus handing different tools – for Christmas decorations/  saltdough | Fine motor - morning activities plus handing different tools – for dinosaur excavation dig  penpals | | | Fine motor - morning activities plus handing different tools – for cutting fruit kebabs  penpals | | Fine motor - morning activities plus handing different tools – for making clay/bead bugs  penpals | | Fine motor - morning activities plus handing different tools – for designing and woodwork making own vehicle  penpals |
| Gross motor – Outside Crates/bikes  PE – FOCUS – moving in different ways | | Gross motor –  Outside Crates/Trim trail PE – FOCUS – gymnastic | Gross motor **–**  Outside  PE – FOCUS – dance | | | Gross motor – Outside Forest school  PE – FOCUS –ball skills | | Gross motor –  Outside Forest school  PE – FOCUS – ball skills | | Gross motor –  Sports week  PE – FOCUS – athletics |
| **Communication and language**  Listening, Attention Understanding  Speaking | Listening to stories  Join in with rhymes  Join in with small group circle time  Speaking to a friend/adult | | Answering questions about stories, making some predications – Retell stories  Join in with Christmas poems rhymes | Following direction and instruction games  Speaking to friends and adults  Role play activities | | | Listening to stories without pictures  Talk about what I have heard  Helicopter stories –(video own storytelling) using some words from stories  Pizza role play  Using different tenses | | To take turns when talking, listening carefully to others. To explain my thinking. To make predictions based on what I know | | To tell others my ideas  Tell stories and use book language. To ask and answer questions. |
| **Literacy**  Reading  Writing | Reading focus – listen carefully to a story – know and join in with some nursery rhymes Phonics  Set 1 single sounds –  blending cvc words | | Reading focus  To re-tell known stories in sequence, through role play, drawing and writing.  Phonics  Set 1 single sounds - blending cvc words - Ditties | Reading focus – talk about and answer various questions about texts  Phonics  Set 1 digraphs sh, ch, th qu ng nk  blending cvcc words  Phase 2  I no the to go into  Red books | | | Reading focus - talk about characters, retell stories  Phonics  Set 1 digraphs sh, ch, th qu ng nk  blending cvcc words  Phase 2  I no the to go into  Green books | | Reading focus - anticipate key events in stories  Phonics  Set 2 sounds ay, ee, igh, ow, oo,oo ar or  blending cvcc words  Phase 3  He she we me be you are her was all they my  Green books | | Reading focus – anticipate key events in stories  Phonics  Set 2 sounds ay, ee, igh, ow, oo,oo ar or  blending cvcc words  Phase 3  He she we me be you are her was all they my  Purple books |
| Writing focus – talking about my writing  include some letters in my writing – write my own name  Explore using a range of different mark making resources, including light sabres mud sticks Writing name cards – copying name  Drawing - families/self portraits  Drawing homes  Signs - Labels gardens/rules | | Writing focus – To write some names, use some letters in my wiritng  Rhyming potions  Rhyming strings  Character creations  Story maps  Retell story  Letters to Father Christmas/Christmas cards | Writing focus – say words out loud to hear all the sounds in words, write some cvc words, write for lots of different reasons  Label eggs  Label dinosaurs  Create own dinsouar and dinosaur land | | | Writing focus – To write more - say every word in my sentence  Writing about favourite foods  Life cycles  Story writng | | Writing focus - To write longer words with more sounds. To reread writing to check what it says.  Recount of Whatever Next story  Alien language  Phone messages  List of foods to take to the moon | | Writing focus - To write longer words with more sounds. To reread writing to check what it says.  Describe a pirate  Treasure map  Recount of Pirate Frank  message in a bottle |
| **Maths**  Number  Numerical pattern | Number and numerical pattern  Numbers to 5 –  recognition of each amount  Change within 5 (One more & one less)  Numbers bonds to 5 Verbally count 1-5  Comparing Groups quantities of identical & non-identical objects  Odds and Evens  Double facts – share fairly | | | Number and numerical pattern  Numbers 6-10  recognition of each amount  Addition to 10 (combining 2 groups, number bonds using 10-frame and part-whole model)  Number bonds to 10 Verbally count 1-10  Numbers to 10 quantities of identical & non-identical objects, counting & comparing groups  Odds and Evens  Double facts - share fairly | | | | Number and numerical pattern  Numbers 10-20  recognition of each amount  Numbers to 20 (counting)  Count on and back (Adding/ taking away by counting on/ back)  Number bonds to 20 Verbally count 10-20+  Comparing Groups (quantities of identical & non-identical objects)  Odds and Evens  Double facts - share fairly | | | |
| **Understanding the world**  Past and present  People culture and communities  The natural world | Technology  Complete a simple program on a computer.  Use ICT hardware to interact with age appropriate computer  Recognise that a range of technology is used in places such as homes and schools.  Identify the main parts of a computer. | | | Technology  Know where to go for help or support when online.  Understand that an algorithm is a sequence of instructions which can programmed on a digital device. | | | | Technology  Design computer programs in which pictures animate around a scene in an order.  Navigate around websites with guidance.  Learn how to type letters quickly and correctly using a keyboard. | | | |
| Past and present  Looking at our own families – their lives/jobs etc  How are families/friends different the same – They know that other children don’t always enjoy the same things, and are sensitive to this. | | | Past and present  Can children talk about past events in their lives? Can children talk about similarities and differences between the past and now. ie changes in the their lives and grandparents | | | | Past and present  Can children talk about past events in their lives?  Can children notice the past in books?  Can children talk about the lives of people around them and their role in society. (Mr Gumpy/ Wright brothers/First Lady in space). | | | |
| People, Culture and Communities  CELEBRATION  The nature and purpose of a group celebration. Involving, for example: birthdays..  Divali  Hannukah  Christianity  Christmas as a birthday celebration for Christians. Jesus’ birthday story Cake, candles, cards, decorations, parties, presents, etc. Carols, crib scene, services | | | People, Culture and Communities  CELEBRATION  Chinese new year  Holi  Hearts of gold  Mothers day  Christianity  Parts of the Easter story (Palm Sun, Good Fri, Easter Day) Happy and sad times from their own experience, people around Jesus who were happy and sad, then happy again | | | | People, Culture and Communities  CELEBRATION  Ramadam  Fathers day  SPECIAL PLACES  What makes places special? Which places are special to us? The local religious place, how and why it is special Important religious people Important people in own lives | | | |
| The Natural World  EXPLORE AND INVESTIGATE  Different materials to build with –  Magnets wood plastic etc  Looking at our own environment, school grounds, what’s the same/different? | | | The Natural World  EXPLORE AND INVESTIGATE  Fossils/animals  Ice  How do plants grow / change  Life cycles  Discovering magnification Minibeasts Thakeham what does our town have? why is it special? Compare Thakeham to China | | | | The Natural World  EXPLORE AND INVESTIGATE  Planets  Sinking floating  Different countries/flags around the world | | | |
| **Expressive art and design**  Creating with Materials  Being Imaginative and Expressive | Creating with Materials  Drawing  Draws faces with features self/friends portraits  Children are able to draw simple things from memory, favourite toys family and friends | | | Creating with Materials  Drawing  Children are able to draw things that they observe fossils/dinosuars  Draws with detail – minibeasts/plants  Artist - Goldsworthy | | | | Creating with Materials  Drawing  Draws bodies of an appropriate size for what they’re drawing characters  Children are beginning to draw self-portraits, landscapes and buildings/cityscapes castles/towns/vehicles | | | |
| Creating with Materials  Painting  Use pre-made paints and are able to name colours. Can hold a paintbrush in the palm of their hand  Artist - Kandinsky | | | Creating with Materials  Painting  Mix primary colours to appropriate consistency Able to mix primary colours to make secondary colours | | | | Creating with Materials  Painting  Colour matching to a specific colour and shade  Can use thin brushes to add detail | | | |
| Creating with Materials  Collage/printing  Print with large blocks and larger sponges  Use glue spatulas with support  Additional textures – children describe as smooth or bumpy  Adds other materials to develop models/collage (tissue paper, glitter…) | | | Creating with Materials  Collage/printing  Print with small blocks, small sponges, fruit, shapes and other resources  Use glue sticks and glue spatulas independently  Beginning to weave (gross motor)  Adds other materials to develop models/collage (tissue paper, glitter…)  Artist - Eric Carle | | | | Creating with Materials  Collage/printing  Create patterns or meaningful pictures when printing  Join items in a variety of ways – Sellotape, masking tape, string, ribbon Join items with glue or tape  Knows how to secure boxes, toilet rolls, decorate bottles Knows how to improve models (scrunch, twist, fold, bend, roll)  Improved vocab – flexible, rigid Smooth, rough, bendy, hard  Weave (fine motor) | | | |
| Creating with Materials  Sculpture  Builds walls to create enclosed spaces Builds towers by stackings objects  Makes marks in clay Explores clay | | | Creating with Materials  Sculpture  Builds simple models using walls, roofs and towers.  Manipulates clay (rolls, cuts, squashes, pinches, twists…) | | | | Creating with Materials  Sculpture  Builds models which replicate those in real life. Can use a variety of resources – loose part play  Makes something with clear intentions Makes something that they give meaning to | | | |
| Being Imaginative and Expressive  Music, singing and dancing  Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle…)  Copies basic actions Moves to music  Beginning to watch performances for short periods of time  Sings in a small group  Knows some words when singing | | | Being Imaginative and Expressive  Music, singing and dancing  Talks about how music makes them feel  Is able to name a wide variety of instruments (also including chime bars, glockenspiels, xylophones)  Plays a given instrument to a simple beat  Learns short routines, beginning to match pace  Shares likes and dislikes about dances/performances Watches dances and performances  Sings in a group, trying to keep in time | | | | Being Imaginative and Expressive  Music, singing and dancing  Understands emotion through music and can identify if music is ‘happy’, ‘scary’ or ‘sad’  Selects own instruments and plays them in time to music.  Knows how to use a wide variety of instruments.  Learns longer dance routines, matching pace  Replicates dances and performances  Sings by themselves, matching pitch and following melody  Sings in a group, matching pitch and following melody | | | |
| Being Imaginative and Expressive  Role play  Plays with familiar resources  Simple small world (farm, cars, trains, dolls) | | | Being Imaginative and Expressive  Role play  Uses own experiences to develop storylines  Participates in small world play related to rhymes and stories | | | | Being Imaginative and Expressive  Role play  Uses imagination to develop own storylines  Uses experiences and learnt stories to develop storylines  Enhance with resources that they pretend are something else Children enhance small world play with simple resources | | | |

**Plans subject to change and development**