**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.**
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| **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.**
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| **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.**
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| **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 relationshipsManaging SelfSelf regulation | **Being Me in My World.**Who….me?!Being at schoolHow am I feeling today? Gentle HandsOur RightsOur Responsibilities | **Celebrating Differences**What am I good at?I am special, I am meFamiliesHouses and HomeMaking friendsStanding Up for Yourself | **Dreams and Goals**ChallengeNever giving upSetting a goalObstacles abd supportFlight to the futureFootprints award | **Healthy Me**Everybody’s bodyWe like to move it move itFood glorious foodSweet dreamsKeeping cleanStranger danger | **Relationships**My Family and meMake friends, make friends, never ever break friends part 1 & 2Falling out and bullyingBeing the best friends we can be | **Changing Me**My bodyRespecting my bodyGrowing upFun and fears part 1 & 2Celebration |
| **Physical development**Fine motorGross 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 vehiclepenpals  |
| 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 UnderstandingSpeaking | Listening to storiesJoin in with rhymesJoin in with small group circle timeSpeaking to a friend/adult | Answering questions about stories, making some predications – Retell storiesJoin in with Christmas poems rhymes | Following direction and instruction gamesSpeaking to friends and adultsRole play activities | Listening to stories without picturesTalk about what I have heardHelicopter stories –(video own storytelling) using some words from storiesPizza role playUsing 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 ideasTell 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 PhonicsSet 1 single sounds –blending cvc words | Reading focusTo re-tell known stories in sequence, through role play, drawing and writing.PhonicsSet 1 single sounds - blending cvc words - Ditties | Reading focus – talk about and answer various questions about textsPhonicsSet 1 digraphs sh, ch, th qu ng nkblending cvcc wordsPhase 2I no the to go intoRed books | Reading focus - talk about characters, retell storiesPhonicsSet 1 digraphs sh, ch, th qu ng nkblending cvcc wordsPhase 2I no the to go intoGreen books | Reading focus - anticipate key events in storiesPhonicsSet 2 sounds ay, ee, igh, ow, oo,oo ar orblending cvcc wordsPhase 3He she we me be you are her was all they myGreen books | Reading focus – anticipate key events in storiesPhonicsSet 2 sounds ay, ee, igh, ow, oo,oo ar orblending cvcc wordsPhase 3He she we me be you are her was all they myPurple books |
| Writing focus – talking about my writinginclude some letters in my writing – write my own nameExplore using a range of different mark making resources, including light sabres mud sticks Writing name cards – copying nameDrawing - families/self portraitsDrawing homesSigns - Labels gardens/rules | Writing focus – To write some names, use some letters in my wiritngRhyming potionsRhyming stringsCharacter creationsStory mapsRetell storyLetters 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 reasonsLabel eggsLabel dinosaursCreate own dinsouar and dinosaur land | Writing focus – To write more - say every word in my sentenceWriting about favourite foodsLife cycles Story writng  | Writing focus - To write longer words with more sounds. To reread writing to check what it says.Recount of Whatever Next storyAlien languagePhone messagesList 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 pirateTreasure mapRecount of Pirate Frankmessage in a bottle |
| **Maths**NumberNumerical 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 objectsOdds and Evens Double facts – share fairly | Number and numerical patternNumbers 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 1-10Numbers to 10 quantities of identical & non-identical objects, counting & comparing groupsOdds and Evens Double facts - share fairly | Number and numerical patternNumbers 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 | TechnologyComplete a simple program on a computer.Use ICT hardware to interact with age appropriate computerRecognise that a range of technology is used in places such as homes and schools.Identify the main parts of a computer. | TechnologyKnow 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. | TechnologyDesign 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 etcHow 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 presentCan 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 CommunitiesCELEBRATIONThe nature and purpose of a group celebration. Involving, for example: birthdays..DivaliHannukahChristianityChristmas as a birthday celebration for Christians. Jesus’ birthday story Cake, candles, cards, decorations, parties, presents, etc. Carols, crib scene, services | People, Culture and CommunitiesCELEBRATIONChinese new yearHoliHearts of goldMothers dayChristianityParts 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 CommunitiesCELEBRATIONRamadamFathers daySPECIAL PLACESWhat 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 WorldEXPLORE AND INVESTIGATEDifferent materials to build with –Magnets wood plastic etcLooking at our own environment, school grounds, what’s the same/different? | The Natural WorldEXPLORE AND INVESTIGATEFossils/animalsIceHow do plants grow / changeLife cyclesDiscovering magnification Minibeasts Thakeham what does our town have? why is it special? Compare Thakeham to China | The Natural WorldEXPLORE AND INVESTIGATEPlanetsSinking floatingDifferent countries/flags around the world |
| **Expressive art and design** Creating with MaterialsBeing Imaginative and Expressive | Creating with MaterialsDrawing Draws faces with features self/friends portraits Children are able to draw simple things from memory, favourite toys family and friends  | Creating with MaterialsDrawingChildren are able to draw things that they observe fossils/dinosuars Draws with detail – minibeasts/plants Artist - Goldsworthy  | Creating with MaterialsDrawingDraws 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 handArtist - Kandinsky  | Creating with Materials PaintingMix primary colours to appropriate consistency Able to mix primary colours to make secondary colours | Creating with Materials PaintingColour matching to a specific colour and shadeCan use thin brushes to add detail |
| Creating with Materials Collage/printing  Print with large blocks and larger spongesUse glue spatulas with support Additional textures – children describe as smooth or bumpyAdds other materials to develop models/collage (tissue paper, glitter…) | Creating with Materials Collage/printingPrint with small blocks, small sponges, fruit, shapes and other resources Use glue sticks and glue spatulas independentlyBeginning 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 printingJoin items in a variety of ways – Sellotape, masking tape, string, ribbon Join items with glue or tapeKnows 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, hardWeave (fine motor) |
| Creating with Materials Sculpture Builds walls to create enclosed spaces Builds towers by stackings objectsMakes marks in clay Explores clay | Creating with Materials SculptureBuilds simple models using walls, roofs and towers.Manipulates clay (rolls, cuts, squashes, pinches, twists…) | Creating with Materials SculptureBuilds models which replicate those in real life. Can use a variety of resources – loose part playMakes something with clear intentions Makes something that they give meaning to |
| Being Imaginative and ExpressiveMusic, singing and dancing Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle…)Copies basic actions Moves to musicBeginning to watch performances for short periods of timeSings in a small groupKnows some words when singing | Being Imaginative and ExpressiveMusic, singing and dancingTalks about how music makes them feelIs able to name a wide variety of instruments (also including chime bars, glockenspiels, xylophones)Plays a given instrument to a simple beatLearns short routines, beginning to match paceShares likes and dislikes about dances/performances Watches dances and performancesSings in a group, trying to keep in time | Being Imaginative and ExpressiveMusic, singing and dancingUnderstands 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 paceReplicates dances and performancesSings by themselves, matching pitch and following melodySings in a group, matching pitch and following melody |
| Being Imaginative and ExpressiveRole play Plays with familiar resourcesSimple small world (farm, cars, trains, dolls) | Being Imaginative and ExpressiveRole playUses own experiences to develop storylinesParticipates in small world play related to rhymes and stories | Being Imaginative and ExpressiveRole playUses imagination to develop own storylines Uses experiences and learnt stories to develop storylinesEnhance with resources that they pretend are something else Children enhance small world play with simple resources |

**Plans subject to change and development**