



RECEPTION AUTUMN TERM CURRICULUM PLAN 2020-21

Autumn Term – 3rd September – 23rd October 2020 (Weeks 1- 8)

Week	Context	Development Matters	Teacher Led Activities	Continuous Provision
<p>Week 1 & Week 2</p> <p><i>Thurs 3rd - Fri 4th Sept 2020</i></p> <p><i>Mon 7th – Fri 11th Sept 2020</i></p>	<p>'All About Me'</p> <p>Settling In.</p> <p>Getting to know each other</p>	<p>PSED 30-50 Shows confidence in asking adults for help. Is more outgoing towards unfamiliar people in new situations.</p> <p>PSED 40-60 Confident to speak to others about needs, wants, interests and opinions.</p> <p>Communication and Language 30-50 Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses vocabulary focused on objects and people that are of particular importance to them.</p> <p>Communication and Language 40-60 Uses talk to organise, sequence and clarify thinking, ideas and events. Links statements and sticks to a main theme or intention</p> <p>Physical Development 30 -50 Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name.</p> <p>Physical Development 40-60 Shows a preference for a dominant hand.</p> <p>Literacy 30 -50 Sometimes gives meaning to marks as they draw and paint. Looks at books independently. Handles books carefully.</p> <p>Literacy 40-60 Gives meaning to marks they make as they draw, write and paint. Hears and says the initial sound in words.</p> <p>Maths 30-50 Recites numbers in order to 10 Knows that numbers identify how many is in a set</p> <p>Maths 40-60</p>	<p>Writing: Name writing – pencil grip assessments</p> <p>Maths: Teach numbers 0 and 1, 2 and 3.</p> <p>Project: Painting portraits of each other / tour of the school</p> <p>Spanish: Spanish greetings</p> <p>Esafety: Introduction to the computers- computer rules</p> <p>PSHE: circle time – explain the rules and discussing likes and dislikes.</p> <p>PE: Parachute games</p> <p>Nursery Rhyme: Hickory Dickory dock</p> <p>Story of the Week: We're going on a Bear hunt</p>	<p>Role Play: Home corner</p> <p>Small World Area: Dolls house</p> <p>Challenge Area: Practice name writing</p> <p>Creative Area: Playdough – making faces Collage face pictures</p> <p>Construction Area: Lego – house building.</p> <p>Investigation Area: All about me – our feelings</p> <p>Maths area: Numerals and quantity matching.</p> <p>Outdoor Area: See separate plan</p> <p>Morning jobs Fine motor skills</p>



RECEPTION AUTUMN TERM CURRICULUM PLAN 2020-21

		<p>Recognises numerals 1-5 Selects the correct numeral to represent 1-5</p> <p>Understanding the world 30- 50 Recognises and describes special times or events for family or friends.</p> <p>Expressive arts and design 30-50 Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p>Expressive art and design 40-60 Begins to build a repertoire of songs and dances.</p>		
--	--	---	--	--



RECEPTION AUTUMN TERM CURRICULUM PLAN 2020-21

<p>Week 3</p> <p><i>Mon 14th-Fri 18th Sept 2020</i></p>	<p>'All About Me'</p> <p>Me and my family</p>	<p>PSED 30-50 Can select and use activities and resources with help Initiates play offering cues to others to join in.</p> <p>PSED 40-60 Confident to speak to others about needs, wants, interests and opinions. Aware of boundaries set and behavioural expectations in the setting.</p> <p>Communication and Language 30-50 Uses Vocab focused on objects and people that are of particular importance to them.</p> <p>Communication and Language 40-60 Uses talk to organise, sequence and clarify thinking, ideas and events. Links statements and sticks to a main theme or intention</p> <p>Physical Development 30-50 Moves freely with pleasure and confidence in a range of ways. Can catch a large ball.</p> <p>Physical Development 40-60 Experiments with different ways of moving. Shows increasing control over an object in pushing, patting, throwing, catching or kicking.</p> <p>Literacy 30-50 Sometimes gives meaning to marks as they draw and paint. Listens to stories with increasing attention and recall.</p> <p>Literacy 40-60 Links sounds to letters, naming and sounding the letters of the alphabet. Gives meaning to marks they make as they draw, write and paint.</p> <p>Maths 30-50 Recites numbers in order to 10. Beginning to represent numbers using fingers, marks on paper or pictures. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> <p>Maths 40-60</p>	<p>Writing: Mark making patterns / name writing / letter formation.</p> <p>Maths: Teach the numbers 4,5,6,7</p> <p>Project: My family pictures,</p> <p>Spanish: Spanish greetings</p> <p>PSHE: Discuss feelings</p> <p>PE: Ball skills / games</p> <p>Nursery Rhyme: Head, Shoulders Knees and toes</p> <p>Story of the Week: Guess how much I love you</p>	<p>Role Play: Home corner</p> <p>Small World Area: Dolls house</p> <p>Challenge Area: Roll a dice – can you thread the correct number of cheerios onto the spaghetti.</p> <p>Creative Area: Paints and mirrors</p> <p>Construction Area: Build your house</p> <p>Investigation Area: Exploring senses – smell</p> <p>Maths area: Number writing practise</p> <p>Outdoor Area: See separate plan</p> <p>Morning jobs Mark making</p>
--	---	---	---	--



RECEPTION AUTUMN TERM CURRICULUM PLAN 2020-21

		<p>Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved.</p> <p>Understanding the world 30-50 Remembers and talks about significant events in their own experience. Describes special times and events for own family and friends.</p> <p>Understanding the world 40-60 Enjoys joining in with family customs and routines</p> <p>Expressive arts and design 30-50 Understands that they can use lines to enclose a space and then begin to use these shapes to represent objects.</p> <p>Expressive art and design 40-60 Create simple representations of events, people and objects.</p>		
--	--	---	--	--



RECEPTION AUTUMN TERM CURRICULUM PLAN 2020-21

<p>Week 4</p> <p><i>Mon 21st -Fri 25th Sep 2020</i></p>	<p>'All about me'</p> <p>What makes me special</p>	<p>PSED 30-50 Welcomes and values praise for what they have done.</p> <p>PSED 40-60 Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. Beginning to be able to solve and negotiate and solve problems without aggression. Eg When someone has taken their toy.</p> <p>Communication and Language 30-50 Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>Communication and Language 40-60 Links statements and sticks to a main theme or intention.</p> <p>Physical Development 30-50 Runs skilfully and negotiates space successfully, adjusting speed and direction to avoid obstacles.</p> <p>Physical Development 40-60 Negotiates space successfully when playing racing and chasing games with other children.</p> <p>Literacy 30-50 Sometimes gives meaning to marks as they draw and paint. Suggests how a story may end.</p> <p>Literacy 40-60 Links sounds to letters, naming and sounding the letters of the alphabet. Gives meaning to marks they make as they draw, write and paint. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Maths 30-50 Beginning to represent numbers using fingers, marks on paper or pictures. Uses some number names and number language spontaneously.</p> <p>Maths 40-60</p>	<p>Writing: Mark making patterns / name writing / letter formation.</p> <p>Maths: Teach the numbers 8,9,10</p> <p>Project: what makes us special? How are we all different. Puzzle piece – what is special to us.</p> <p>Spanish: Spanish colours</p> <p>Esafety: Introduction to staying safe on the internet</p> <p>PSHE: How do we resolve problems / conflict</p> <p>PE: Ball skills / games</p> <p>Nursery Rhyme: Baa Baa Black sheep</p> <p>Story of the Week: Elmer</p>	<p>Role Play: Home corner</p> <p>Small World Area: Dolls house</p> <p>Challenge Area: Pegs on hedgehogs with numbers</p> <p>Creative Area: Elmer collage</p> <p>Construction Area: Duplo</p> <p>Investigation Area: Exploring senses – touch</p> <p>Maths area: Ordering the numbers to 10 (flashcards or number pebbles)</p> <p>Outdoor Area: See separate plan</p> <p>Morning jobs Number recognition</p>
--	---	--	---	--

		<p>Selects the correct numeral to represent 1-5, then 1-10 objects Counts objects to 10 and beginning to count beyond.</p> <p>Understanding the world 30-50 Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to family and friends.</p> <p>Understanding the world 40-60 Looks closely at similarities and differences</p> <p>Expressive arts and design 30-50 Beginning to be interested in and describe the texture of things.</p> <p>Expressive art and design 40-60 Experiments to create different textures.</p>		
<p>Week 5</p> <p><i>Mon 28th Sept – Fri 2nd Oct 2020</i></p>	<p>Shape and colour</p>	<p>PSED 30-50 Enjoys responsibility for carrying out a small task. Demonstrates friendly behaviour initiating conversations and forming relationships with peers and familiar adults.</p> <p>PSED 40-60 Initiates conversations attends to and takes account of what others say. Understands that own actions affect others.</p> <p>Communication and Language 30-50 Listens to stories with increasing attention and recall. Can follow directions if not intently focused on choice of activity.</p> <p>Communication and Language 40-60 Maintains attention, concentrates and sits quietly during appropriate activity. Two channelled attention can listen and do for short spells.</p>	<p>Writing: cvc words</p> <p>Maths: 2d shape – shape hunt</p> <p>Project: Explore colour mixing / stain glass Elmers / rainbow fish on filter paper.</p> <p>Spanish: Spanish colours</p> <p>Esafety: All about passwords</p> <p>PSHE: Feelings, what should we do when we get cross / angry.</p> <p>PE: Ball skills / games</p>	<p>Role Play: Art Gallery</p> <p>Challenge Area: Can you make a 2d shape on a geo board with loom bands?</p> <p>Creative Area: Colour mixing hand / finger painting</p> <p>Construction Area: Construct the landmark (photos to copy)</p> <p>Investigation Area: Exploring senses – sight.</p>



RECEPTION AUTUMN TERM CURRICULUM PLAN 2020-21

		<p>Physical Development 30-50 Uses one handed tools and equipment.</p> <p>Physical Development 40-60 Shows preference for a dominant hand Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Literacy 40-60 Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Hears and says initial sounds in words. Can segment the sounds in simple words and blend them together.</p> <p>Maths 30-50 Shows an interest in shape and space by playing with shapes or making arrangements with objects. Uses shapes appropriately for tasks.</p> <p>Maths 40-60 Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape.</p> <p>Understanding the world 30-50 Knows how to operate simple equipment.</p> <p>Understanding the world 40-60 Interacts with age appropriate computer software.</p> <p>Expressive arts and design 30-50 Explores colour and how colours can be changed.</p> <p>Expressive art and design 40-60 Chooses particular colours to use for a purpose. Explores what happens when they mix colours.</p>	<p>Nursery Rhyme: 1,2,3,4,5</p> <p>Story of the Week: The day the crayons quit</p>	<p>Maths area: 2D shape pictures using blocks</p> <p>Outdoor Area: See separate plan</p> <p>Morning jobs Fine motor skills</p>
--	--	---	--	---



RECEPTION AUTUMN TERM CURRICULUM PLAN 2020-21

<p>Week 6</p> <p><i>Mon 5th - Fri 9th Oct 2020</i></p>	<p>Shape and colour</p> <p>Kadinsky</p>	<p>PSED 30-50 Aware of own feelings, and knows that some actions and words can hurt others feelings.</p> <p>PSED 40-60 Understands that own actions affect other people, for example becomes upset or tries to comfort another child when they realise they have upset them.</p> <p>Communication and Language 30-50 Uses talk to connect ideas, explain what is happening and anticipate what might happen next.</p> <p>Communication and Language 40-60 Uses talk to organise, sequence, and clarify thinking, ideas, feelings and events.</p> <p>Physical Development 30-50 Can copy some letters</p> <p>Physical Development 40-60 Begins to form recognisable letters</p> <p>Literacy 40-60 Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Hears and says initial sounds in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Maths 30-50 Shows an interest in shape and space by playing with shapes or making arrangements with objects. Uses shapes appropriately for tasks.</p> <p>Maths 40-60 Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape.</p> <p>Understanding the world 30-50</p>	<p>Writing: cvc words</p> <p>Maths: 2d shape – shape pictures</p> <p>Project: Kadinsky art / colour hunt outside</p> <p>Spanish: Spanish numbers</p> <p>Esafety: All about worries, worries relating to being online/what to do</p> <p>PSHE: What rights do we have</p> <p>PE: Ball skills / games</p> <p>Nursery Rhyme: Humpty Dumpty</p> <p>Story of the Week: The Rainbow fish</p>	<p>Role Play: Art Gallery</p> <p>Small World Area: Rainbow fish scene</p> <p>Challenge Area: Can you count the number of scales on each fish and find the correct magnetic number.</p> <p>Creative Area: Fish scale printing Fish puppet making</p> <p>Construction Area: Construct the landmark</p> <p>Investigation Area: Exploring senses sound.</p> <p>Maths area: 2D shape making using lolly sticks</p> <p>Outdoor Area: See separate plan</p> <p>Morning jobs Colour</p>
---	---	--	--	--



RECEPTION AUTUMN TERM CURRICULUM PLAN 2020-21

		<p>Can talk about some of the things they have observed, such as plants, animals, natural and found objects.</p> <p>Understanding the world 40-60 Looks closely at similarities, differences, patterns and change</p> <p>Expressive arts and design 30-50 Explores and learns how sounds can be changed.</p> <p>Expressive art and design 40-60 Explores the different sounds of instruments.</p>		
<p>Week 7</p> <p><i>Mon 12th-Fri 16th Oct 2020</i></p>	<p>Toys</p>	<p>PSED 30-50 Can play in a group, extending and elaborating play ideas. Keeps play going by responding to what others are saying or doing.</p> <p>PSED 40-60 Initiates conversations, attends to and takes account of what others say.</p> <p>Communication and Language 30-50 Uses talk in pretending that objects stand for something else in play. Builds up vocab that reflects the breadth of their experiences.</p> <p>Communication and Language 40-60 Introduces a storyline or narrative into play. Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Physical Development 40-60 Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Literacy 40-60 Hears and says the initial sounds in words Links sounds to letters, naming and sounding the alphabet. Writes own name and things such as labels and captions. Begins to read simple words.</p> <p>Maths 40-60 Uses familiar objects and common shapes to create and recreate patterns and build models.</p>	<p>Writing: My favourite toy is I like it because</p> <p>Maths: Repeating patterns</p> <p>Project: Making a toy- mask or puppet</p> <p>Spanish: Spanish numbers</p> <p>PSHE: How do we make sure that we are all happy / safe / learning in school.</p> <p>PE: Ball skills / games</p> <p>Nursery Rhyme: The wheels on the bus</p> <p>Story of the Week: Kippers Toy Box</p>	<p>Role Play: Toy shop</p> <p>Small World Area: Train track</p> <p>Challenge Area: Old or new toy? Toy sorting</p> <p>Creative Area: Split pin teddies</p> <p>Construction Area: Mobilo – constructing trains</p> <p>Investigation Area: Range of toys and toy books.</p> <p>Maths area: Toy train repeating pattern or finish counting bear repeating pattern</p> <p>Outdoor Area: See separate plan</p> <p>Morning jobs 2D Shape</p>



RECEPTION AUTUMN TERM CURRICULUM PLAN 2020-21

		<p>Understanding the world 30-50 Shows an interest in technological toys with knobs or pulleys or real objects. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or images.</p> <p>Understanding the world 40-60 Looks closely at similarities and differences.</p> <p>Expressive arts and design 30-50 Uses various construction materials. Engages in imaginative role play based on first hand experiences.</p> <p>Expressive art and design 40-60 Constructs with a purpose in mind using a variety of resources. Introduces a storyline or narrative into play.</p>		
<p>Week 8</p> <p><i>Mon 19th-Fri 23rd Oct 2020</i></p>	<p>Toys old and new</p>	<p>PSED 30-50 Can usually tolerate delay when needs are not immediately met and understands that wishes may not always be met.</p> <p>PSED 40-60 Aware of the boundaries set and of behavioural expectations in the setting.</p> <p>Communication and Language 30-50 Listens and responds to ideas expressed by others in conversation or discussion. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Communication and Language 40-60 Uses vocab focused on objects and people of particular importance to them.</p> <p>Physical Development 40-60 Experiments with different ways of moving.</p> <p>Literacy 40-60 Can segment the sounds in simple words and blend them together. Writes own name and other things such as labels and captions.</p>	<p>Writing: labelling toys, It is a bus, it is a doll, it is a dog etc.</p> <p>Maths: recap on 1-10 – ordering and sequencing.</p> <p>Project: comparison on old / new toys.</p> <p>Spanish: Spanish numbers</p> <p>Esafety and PSHE: What to do if something upsets you/ makes you feel funny</p> <p>PE: Ball skills / games</p> <p>Nursery Rhyme: Old MacDonald had a farm</p> <p>Story of the Week: There's a monster in your book</p>	<p>Role Play: Toy shop</p> <p>Small World Area: Puppet theatre</p> <p>Challenge Area: Make your own number line to 10 or beyond.</p> <p>Creative Area: Doll blank, decorating and adding clothes</p> <p>Construction Area: Design and build your own toy</p> <p>Investigation Area: Toys old and new</p> <p>Maths area: Numicon pattern match - put the correct numicon over the outline-numicon 'city'</p>



RECEPTION AUTUMN TERM CURRICULUM PLAN 2020-21

		<p>Breaks the flow of speech into words.</p> <p>Maths 40-60 Says the number that is one more than a given number. Selects the correct numeral to represent 1 to 10 objects. Counts actions or objects that cannot be moved.</p> <p>Understanding the world 30-50 Knows how to operate simple equipment.</p> <p>Understanding the world 40-60 Completes a simple programme on the computer.</p> <p>Expressive arts and design 30-50 Uses various construction materials.</p> <p>Expressive art and design 40-60 Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects tools and techniques needed to shape, assemble and join materials they are using.</p>		<p>Outdoor Area: See separate plan</p> <p>Morning jobs Mark making</p>
--	--	---	--	--

Autumn Term 2 – 2nd November – 18th December 2020 (Weeks 1-7)

Week	Context	Development Matters	Teacher Led Activities	Continuous Provision (Child Initiated)
Week 1 <i>Monday 2nd – Friday 6th November</i>	Halloween / Bonfire night.	<p>PSED 40-60 Initiates conversations attends to and takes account of what others say. Can describe self in positive terms and talk about abilities.</p> <p>Communication and Language 40-60 Extends Vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Physical Development 40-60 Handles tools, objects, construction and malleable materials safely and with increasing control. Shows an understanding of a need for safety when tackling new challenges and considers and manages some risks.</p> <p>Literacy 40-60 Enjoys an increasing range of books. Can segment the sounds in simple words and blend them together. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Maths 40-60 Uses the language of more and fewer to compare two sets of objects.</p> <p>Understanding the world 40-60 Enjoys joining in with family customs and routines.</p> <p>Expressive art and design 40-60</p>	<p>Writing: Firework describing words</p> <p>Maths: More and less</p> <p>Project: Staying safe on firework night posters.</p> <p>Spanish: Classroom instructions e.g. Listen, look, stand up, sit down, stop</p> <p>Esafety: What are computers for?</p> <p>PSHE: What am I good at / proud of?</p> <p>PE: Gymnastics / Ball games</p> <p>Nursery Rhyme: Incy Wincey spider</p> <p>Story of the Week: Pumpkin soup</p>	<p>Role Play: Bonfire night scene</p> <p>Small World Area: Spiders and spiders' web.</p> <p>Challenge Area: White pom pom 'marshmallows' in hot chocolate mugs (with numbers on)</p> <p>Creative Area: Firework painting / printing using straws</p> <p>Construction Area: Bonfire building using Knex</p> <p>Investigation Area: Exploring pumpkins.</p> <p>Maths area: Match the correct number of pumpkin seeds onto each pumpkin.</p> <p>Outdoor Area: See separate plan</p> <p>Morning jobs: Fine motor</p>



RECEPTION AUTUMN TERM CURRICULUM PLAN 2020-21

Week	Context	Development Matters	Teacher Led Activities	Continuous Provision (Child Initiated)
		Creates simple representations of events, people and objects. Introduces a storyline or narrative into play.		
Week 2 <i>Monday 9th – Friday 13th November</i>	Festivals / SEASONS Autumn Remembrance day	PSED 40-60 Explains own knowledge and understanding and asks appropriate questions of others. Understands that own actions affect other people. Can describe self in positive terms and talk about abilities. Communication and Language 40-60 Extends Vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Physical Development 40-60 Jumps off an object and lands appropriately. Experiments with different ways of moving. Literacy 40-60 Writes own name and other things such as labels and captions. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Maths 40-60 Counts objects to 10. Uses the language of more and fewer to compare 2 sets. Finds the number that is one more or one less from a group of upto 5 objects. Understanding the world 40-60 Looks closely at similarities, differences, patterns and change.	Writing: List of the signs of Autumn Maths: one more and one less Project: Autumn / Autumn walk Spanish: Revise Spanish instructions Esafety: To share or not to share?- eg. Where you live/ your password PSHE: Recap on last week – what are we good at – are we all good at the same thing? PE: Gymnastics / Ball games Nursery Rhyme: Dingle Dangle scarecrow Story of the Week: The little red hen	Role Play: Bakery Small World Area: Autumn fairy land Challenge Area: Creative Area: Leaf rubbings and hedgehog pictures Construction Area: bug/hedgehog houses Investigation Area: Selection of Autumn objects, magnifying glasses and Autumn books. Maths area: Lego number towers adding one more Outdoor Area: See separate plan Morning jobs: Number

RECEPTION AUTUMN TERM CURRICULUM PLAN 2020-21

Week	Context	Development Matters	Teacher Led Activities	Continuous Provision (Child Initiated)
		<p>Expressive art and design 40-60 Begins to build a repertoire of songs and dances. Creates simple representations of events, people and objects.</p>		
<p>Week 3 <i>Monday 16th – Friday 20th November</i></p>	Festivals and seasons	<p>PSED 40-60</p> <p>Communication and Language 40-60 Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Physical Development 40-60 Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Literacy 40-60 Attempts to write short sentences in meaningful contexts. Begins to break the flow of speech into words.</p> <p>Maths 40-60 Finds the total number of items in two groups by counting them all. In practical activities and discussion beginning to use the vocab involved in adding and subtracting.</p> <p>Understanding the world 40-60 Enjoys joining in with family customs and routines. Looks closely at similarities, differences, patterns and change.</p> <p>Expressive art and design 40-60 Explores what happens when they mix colours.</p>	<p>Writing: Labelling autumn pictures – I can see a red leaf, I can see a conker.</p> <p>Maths: Addition</p> <p>Project: Diwali</p> <p>Spanish: Basic food</p> <p>PSHE: How are we all different- diversity</p> <p>PE: Gymnastics / Ball games</p> <p>Nursery Rhyme: Hey Diddle Diddle</p> <p>Story of the Week: Whatever Next</p>	<p>Role Play: Bakery</p> <p>Small World Area: Autumn fairy land</p> <p>Challenge Area: Addition machine</p> <p>Creative Area: Hedgehog art- toothpick for spikes</p> <p>Construction Area: Fairy garden</p> <p>Investigation Area: Light box and shadow puppets</p> <p>Maths area: Counting with conkers and numicon</p> <p>Outdoor Area: See separate plan</p> <p>Morning jobs: Mark making</p>
Week 4	Light and dark	PSED 40-60	Writing: Rhyming words	Role Play:

Week	Context	Development Matters	Teacher Led Activities	Continuous Provision (Child Initiated)
<p><i>Monday 23rd – Friday 27th November</i></p>		<p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Communication and Language 40-60 Responds to instructions involving a two-part sequence. Understands humour. Eg nonsense rhymes and jokes. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Physical Development 40-60 Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Literacy 40-60 Continues a rhyming string. Begins to read words and simple sentences. Uses clearly identifiable letters to communicate meaning, representing some sounds correctly in sequence.</p> <p>Maths 40-60 Finds the total number of items in two groups by counting them all. In practical activities and discussion beginning to use the vocab involved in adding and subtracting.</p> <p>Understanding the world 40-60 Looks closely at similarities, differences, patterns and change.</p> <p>ELG Children talk about past and present events in their own lives and in the lives of family members.</p> <p>Expressive art and design 40-60</p>	<p>Maths: Addition</p> <p>Project: Day and night – what happens. Nocturnal animals</p> <p>Spanish: Animals</p> <p>Esafety: Screen time and staying healthy</p> <p>PSHE: Homes – where do we live, what is our house like? Look at a range of houses and compare differences.</p> <p>PE: Gymnastics / Ball games</p> <p>Nursery Rhyme: Twinkle Twinkle Little star</p> <p>Story of the Week: Day Monkey, Night monkey</p>	<p>Dark den</p> <p>Small World Area: The dolls house / day and night scenes</p> <p>Challenge Area: Can you write a list / draw pictures of what you do in the daytime.</p> <p>Creative Area: Dark paper and chalk artwork</p> <p>Construction Area: Build some different houses (copy from photos)</p> <p>Investigation Area: Light box and shadow puppets</p> <p>Maths area: Make own addition 'sum' using number magnets</p> <p>Outdoor Area: See separate plan</p>



RECEPTION AUTUMN TERM CURRICULUM PLAN 2020-21

Week	Context	Development Matters	Teacher Led Activities	Continuous Provision (Child Initiated)
		Plays cooperatively as part of a group to develop and act out a narrative.		
Week 5 <i>Monday 30th</i> <i>November –</i> <i>Friday 4th</i> <i>December</i>	Light and dark	<p>PSED 40-60 Confident to try new activities. Initiates conversations, attends to and takes account of what others say. Aware of boundaries set and behavioural expectations in the setting.</p> <p>Communication and Language 40-60 Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Introduces a story line or narrative into play.</p> <p>Physical Development 40-60 Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Literacy 40-60 Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Writes own name and other things such as labels and captions.</p> <p>Maths 40-60 Orders two items by weight or capacity.</p> <p>Understanding the world 40-60 Looks closely at similarities, differences, pattern and change.</p> <p>Expressive art and design 40-60</p>	<p>Writing: Owl baby sequencing with speech bubbles.</p> <p>Maths: Heavier and lighter</p> <p>Project: Exploring sources of light – where does it come from? What materials does it pass through?</p> <p>Spanish: Revise animals</p> <p>Esafety: Being kind online</p> <p>PSHE: How do we make friends</p> <p>PE: Gymnastics / Ball games</p> <p>Nursery Rhyme: Wind the bobbin up</p> <p>Story of the Week: Owl babies</p>	<p>Role Play: Dark den</p> <p>Small World Area: The owl babies' scene</p> <p>Challenge Area: Can you draw a selection of nocturnal animals.</p> <p>Creative Area: Owl collage / printing feathers.</p> <p>Construction Area: Nest building (owl house)</p> <p>Investigation Area: Different light sources.</p> <p>Maths area: Heavy/ light sorting</p> <p>Outdoor Area: See separate plan</p>

Week	Context	Development Matters	Teacher Led Activities	Continuous Provision (Child Initiated)
		Experiments to create different textures. Understands that different media can be combined to create new effects.		
Week 6 <i>Monday 7th – Friday 11th December</i>	Project – Christmas	<p>PSED 40-60 Confident to try new activities. Initiates conversations, attends to and takes account of what others say. Aware of boundaries set and behavioural expectations in the setting.</p> <p>Communication and Language 40-60 Uses talk to organise, sequence, and clarify thinking, ideas, feeling and events. Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Physical Development 40-60 Handles tools, objects, construction and malleable materials safely and with increasing control. Eats a healthy range of foodstuffs and understands the need for variety in food.</p> <p>Literacy 40-60 Enjoys an increasing range of books. Writes own name and other things such as labels and captions. Attempts to write short sentences in meaningful contexts.</p> <p>Maths 40-60 Beginning to use mathematical names for solid 3d shapes and flat 2d shapes and mathematical terms to describe shapes. Selects a particular named shape.</p> <p>Understanding the world 40-60</p>	<p>Writing: Christmas lists</p> <p>Maths: 3d shape</p> <p>Project: Christmas card making / Christmas baking / tree decorations to take home</p> <p>Spanish: Christmas greetings</p> <p>Esafety: Being safe online with friends/ meeting people (stranger danger). Use video</p> <p>PSHE: Standing up for yourself</p> <p>PE: Gymnastics / Ball games</p> <p>Nursery Rhyme: Rudolph the red nosed reindeer</p> <p>Story of the Week: Stickman</p>	<p>Role Play: Santas grotto</p> <p>Small World Area: Winter wonderland train scene</p> <p>Challenge Area: Nose on Rudolph/buttons on snowmen (fine motor)</p> <p>Creative Area: Christmas tree decorations</p> <p>Construction Area: Sleigh building</p> <p>Investigation Area: Sorting presents according to their shape.</p> <p>Maths area: Match the 3d shape to the everyday object eg. Can- cylinder, box- cube</p> <p>Outdoor Area: See separate plan</p>

RECEPTION AUTUMN TERM CURRICULUM PLAN 2020-21

Week	Context	Development Matters	Teacher Led Activities	Continuous Provision (Child Initiated)
		<p>Enjoys joining in with family customs and routines. Recognises and describes special times or events for family and friends.</p> <p>Expressive art and design 40-60 Begins to build a repertoire of songs and dances. Plays alongside other children engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative.</p>		
<p>Week 7 <i>Monday 14th – Friday 18th December</i></p>	Christmas	<p>PSED 40-60 Confident to try new activities. Initiates conversations, attends to and takes account of what others say. Aware of boundaries set and behavioural expectations in the setting.</p> <p>Communication and Language 40-60 Uses talk to organise, sequence, and clarify thinking, ideas, feeling and events. Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Physical Development 40-60 Handles tools, objects, construction and malleable materials safely and with increasing control. Eats a healthy range of foodstuffs and understands the need for variety in food.</p> <p>Literacy 40-60 Enjoys an increasing range of books. Writes own name and other things such as labels and captions. Attempts to write short sentences in meaningful contexts.</p>	<p>Writing: Christmas card writing</p> <p>Maths: 3d shape</p> <p>Project: Christmas card making / Christmas baking / tree decorations to take home</p> <p>Spanish: Learning the Spanish Christmas traditions</p> <p>Esafety: Understanding film ratings- U, PG etc..</p> <p>PSHE: Giving/ receiving- thinking of those who are less fortunate</p> <p>PE: Gymnastics / Ball games</p> <p>Nursery Rhyme: Jingle bells</p> <p>Story of the Week: Christmas stories</p>	<p>Role Play: Santas grotto</p> <p>Small World Area: Winter wonderland train scene</p> <p>Challenge Area: Write your own Christmas Story</p> <p>Creative Area: Christmas cards</p> <p>Construction Area: Sleigh building</p> <p>Investigation Area: Sorting presents according to their shape.</p> <p>Maths area: Tally- count the presents in the santa sack- different 3d shapes, how many cubes, how many cylinders</p> <p>Outdoor Area: See separate plan</p>



RECEPTION AUTUMN TERM CURRICULUM PLAN 2020-21

Week	Context	Development Matters	Teacher Led Activities	Continuous Provision (Child Initiated)
		<p>Maths 40-60 Beginning to use mathematical names for solid 3d shapes and flat 2d shapes and mathematical terms to describe shapes. Selects a particular named shape.</p> <p>Understanding the world 40-60 Enjoys joining in with family customs and routines. Recognises and describes special times or events for family and friends.</p> <p>Expressive art and design 40-60 Begins to build a repertoire of songs and dances. Plays alongside other children engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative.</p>		
Weeks 1-7	<p>Phonics</p> <p>Read, Write, Inc. Programme</p> <p>Letters and Sounds</p>	<p>Literacy (30-50): Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Knows information can be relayed in the form of print.</p> <p>Literacy (40-60): Hears and say initial sounds in words.</p> <p>Can segment sounds in simple words and blend them together and know which letters represent some of them.</p> <p>Begins to read words.</p>	Children are now in differentiated phonics groups and are following the RWI programme in accordance to the stage they are currently at.	Espresso – Scraps Phonics Read Write Inc Programme.



RECEPTION AUTUMN TERM CURRICULUM PLAN 2020-21

Week	Context	Development Matters	Teacher Led Activities	Continuous Provision (Child Initiated)
		Uses some clearly identifiable letters to communicate meaning, representing some sounds. Writes own name and other things such as labels, captions.		