

## Skills Based Curriculum Autumn 2020 Discovery Reception

### Personal, Social, Emotional Development

#### Classroom routines and expectations

Establishing rules and routines. Getting to know one another. Through routines, provision, group work and discussions encourage children to play co-operatively, build relationships, deal with emotions, and develop self-confidence and self-awareness.

SCARF - Me and my relationships

Discuss with the children their likes and dislikes alongside our similarities and differences. What our families are like? Chn need to be positive about themselves and confident to share.

**What makes a good friend?** Share ideas during circle time  
SCARF - Keeping safe indoors and outdoors (Additional with COVID focus)

### Physical Development:

Mr Pitcher PE once a week - manipulation.

**Focus on getting undressed/dressed.**

**What can my body do?** Explore different things our bodies can do through movement in the outdoor area and to dance. Travelling in a range of different ways, walk, run, slide, slither, skip, hop, jump.

Managing own health and self - care such as toileting and washing hands

Fine motor activities such as pencil control, cutting, jigsaws, threading, play dough, tweezers.

Outdoors- create obstacle courses, use bikes and scooters, climb, run, and create using things such as crates, tyres, planks of wood.

### Communication and Language:

Carpet time - maintaining attention, concentrating and sitting quietly for short periods of time.

Play lots of games (turn taking)

Chn listen to and join in with songs and stories.

Build into our day our high expectations of listen and do (increase the length of time expected for this as the weeks progress)

Modelling good use of spoken language.

Phase 1 and 2 activities in phonics.

### Mathematical Development

Fluency Frenzy daily.

Singing lots of counting songs.

Recognise numerals 0-3 and number formation.

1-1 correspondence.

Matching and sorting.

Maths through the day. Counting how many people are here.

How many lunches, milks, fruit etc. talk about days of the week, months of the year and dates.

Look at different representations of numbers.

Representing 1, 2, 3.

Provide opportunities for Mathematics in areas of provision

## Autumn Term 1 Prime Areas focus and skills linked to topics

### Understanding the World:

**What makes a family?** Talk about their own life. Similarities and differences. Look at growth and change.

**Where in the world do I come from?** Use Google Earth, maps and globe. Talk about significant events in the children's lives.

Explore/observe the environment linking to seasonal change  
To understand what makes them unique.

Use of Ipads, computers, IWB.

Develop use of new vocabulary from this.

### Expressive Arts and Design :

**How am I the same? How am I different?** Use mirrors to draw themselves using a range of media and materials.

Create self-portraits.

Look at faces and creating faces in many different ways (outdoors with natural resources too).

Small world play - Children's choice of resources using a range of open ended materials such as stones and pebbles to develop imaginary play. Make mini-me's for small world play.

Regular wake and shake sessions/Go Noodles.

Chn join in with songs and sing them when in the provision.

Chn create music with a variety of instruments.

Music using Charanga : Me!

### Literacy

Finding, recognising and writing their own names.

Children to find the letters in their names using magnetic letters.

Sharing lots of books.

Phonics games in the provision - hearing initial sounds, segmenting and blending.

Linking sounds to letters - focus on the alphabet.

Children to start taking home individual reading books, sounds and HFW words.

Children to draw/make meaningful marks of themselves, family, home, body, animals.

Phase 1 phonics - rhyming, alliteration, initial sounds, segmenting and blend.

Phase 2 phonics - s, a, t, p, i, n, m, d, b, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss.

### Worship/R.E

**I am Special** -An opportunity for children to explore all about themselves, their likes, dislikes, physical features, talents etc. Link to PSHE, SCARF - Marvellous Me.

Talk about emotions and the experiences related to them.

**Harvest**

Why do we say thank you to God at Harvest time? Give thanks to God for his wonderful creation and for the Harvest.

Help the children understand where food comes from.

Explore why we are thankful for everything we have.

Take part in our school Harvest celebration.

Record some of the children's 'I wonder' in our floor books.

Enhance provision using RE planning ideas for children to access independently.

**Characteristics of Effective Learning:** *Playing and exploring, Active learning, Creating and thinking critically.* Introduce dinosaurs : *Tryatops, Explorasaurus and Thinkadocus*

**Adults role:** tune in, show genuine interest, respect children's own decisions, recap, offer personal experience, clarify ideas, remind, use specific praise and speculate.

JUST LIKE ME! IT'S ME 1, 2, 3! AND DINOSAURS.