

Skills Based Curriculum Autumn 2 2020 Reception

Personal, Social, Emotional Development

Develop role-play with friends.

Spend time learning how to ask people to come and play.

Children try and play a variety of new games and imaginative games.

Circle time: talking about themselves, their positive attributes and why they are amazing.

Learn how to negotiate with one another and solve problems. Role play and drama activities with a variety of familiar and difficult situations. As a group, decide how we would solve these situations.

Take part in anti-bullying week activities.

SCARF- Valuing Differences

British Values : Mutual Respect and Tolerance

Physical Development:

PE- Fundamental Skills 1

Daily ten minute run/play.

Outdoor provision used to develop gross motor skills.

Daily - fine motor development (funky fingers, dough disco)

Communication and Language:

During story time, UW focus ask children a variety of 'how' and 'why' questions. Develop children's ability to explain their answers.

Introduces a storyline or narrative to their play. Give children the opportunity for plenty of imaginative play (deconstructed role-play) and see what narratives the children come up with as a group.

Autumn Term 2

Remembrance, Bonfire Night, WW2 Week, It's Me 1, 2, 3! and Christmas

Understanding the World:

Enjoys joining in with family customs and routines - photograph from home with children taking part in a Christmas-time or a special celebration.

Talk about similarities and differences between themselves and others' traditions. ZP to talk about her Muslim traditions. Link to Diwali (Hinduism)

Observes patterns of change - autumn into winter (for our year in Discovery display).

Children go on an autumn/winter walk and take part in a scavenger hunt, looking for the changing signs of autumn into winter.

Literacy

Complete 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.

Begin phase 3 phonics - j, v, w, x, y, z, zz, qu, ch, th, ng.

Begin to read words and simple sentences.

Spell VC and CVC words using magnetic letters and by writing phonemes introduced

Write initial sounds in words, and some final/medial sounds.

Segment sounds in simple words.

Write own name and other things like labels and captions.

Whole class reading daily, John Murray guided reading weekly and home reading.

Mathematical Development

It's Me 1, 2, 3! (1 week)

Number :

Representing 1,2 & 3

Comparing 1,2 & 3

Composition of 1,2 & 3

It's Me 1, 2, 3! Continued (2 weeks)

Number :

Representing 1,2 & 3

Comparing 1,2 & 3

Composition of 1,2 & 3

Measure, Shape and Spatial Thinking : (1 week)

Circle and triangles

Positional language

Shapes with 4 sides

Time

Light and Dark unit (3 weeks)

Number :

Representing numbers to 5

One more and one less.

Expressive Arts and Design :

Role-play -Christmas/ home

Dance (Diwali/bonfire)

Singing (Nativity songs)

Art inspired by: Monet - LIGHT & DARK -use of four sided shapes and Christmas Craft.

Christmas Nativity Songs

Classical piece of music : The Nutcracker by Pyotr Ilyich

Tchaikovsky

Ongoing :Children to create music with a variety of instruments to accompany their dances and represent sounds

Worship/R.E

Christmas - How do we celebrate Jesus' birthday?

Understanding Christianity - Why do Christians perform Nativity plays at Christmas? Link Christmas to birthdays. Talk about the ways in which the children will be celebrating Christmas. Tell and retell the story of the nativity. Clearly emphasise that Christmas is a celebration of the birth of Jesus. Look at the ways in which the local church is going to celebrate Christmas. Liz coming in. to launch our unit and describe the celebrations in church. **Christian Values : Peace and Trust**

Characteristics of Effective Learning:

Playing and exploring, Active learning, Creating and thinking critically.

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