

EYFS – Reception

Reception Jade and Emerald	Term 2 Autumn 2	Enquiry Theme	Paws, Jaws and Claws			
		Enquiry Question	How can I look after a pet?			
Role play	Inside	Vets/ Animal Hospital		Outside	Safari Zoo	

Throughout all learning, the Reception Team will ensure activities and interactions which support the Characteristics of Learning:			Playing and exploring – engagement: Finding out and exploring; Playing with what they know; Being willing to ‘have a go’ Active learning – motivation: Being involved and concentrating; Keeping trying; Enjoying achieving what they set out to do Creating and thinking critically – thinking ; Having their own ideas; Making links; Choosing ways to do things				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Personal, Social and Emotional Development (PSED) Self-Regulation Identify and moderate their own feelings socially and emotionally ELG: Managing Self Increasingly follow rules without adult reminders and understand why they are important. Able to dress/undress independently. ELG: Building Relationships Begin to understand how others may feel. Express their feelings and consider the feelings of others.	Self-Regulation Moving from co-regulation to self-regulation ELG: Managing Self Increasingly follow rules	Self-Regulation Moving from co-regulation to self-regulation ELG: Managing Self Increasingly follow rules	Self-Regulation Moving from co-regulation to self-regulation ELG: Managing Self Show more confidence in social situations	Self-Regulation Talking with others to solve conflict ELG: Managing Self Show more confidence in social situations	Self-Regulation Talking with others to solve conflict ELG: Managing Self Identify and select resources independently	Self-Regulation Developing problem solving skills ELG: Managing Self Identify and select resources independently	Self-Regulation Developing problem solving skills ELG: Managing Self Identify and select resources independently
	ELG: Building Relationships Beginning to understand how others might feel	ELG: Building Relationships Beginning to understand how others might feel	ELG: Building Relationships Help to find solution to conflict	ELG: Building Relationships Help to find solution to conflict	ELG: Building Relationships Develop sense of membership to a community	ELG: Building Relationships Develop sense of membership to a community	ELG: Building Relationships Develop sense of membership to a community
	Fine Using one handed tools Gross Able to learn and remember sequences and patterns of movement which are related to music	Fine Using one handed tools Gross Able to learn and remember sequences and patterns of movement which are related to music	Fine Developing correct tripod grip Gross Able to learn and remember sequences and patterns of movement which are related to music	Fine Developing correct tripod grip Gross Able to learn and remember sequences and patterns of movement which are related to music	Fine Show preference for a dominant hand Gross Able to learn and remember sequences and patterns of movement which are related to music	Fine Show preference for a dominant hand Gross Able to learn and remember sequences and patterns of movement which are related to music	Fine Gross Gross Able to learn and remember sequences and patterns of movement which are related to music


jumping; running; hopping; skipping and climbing						are related to music	
Communication and Language (CL) Listening, Attention and Understanding Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Speaking Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Ask questions to find out more and to check they understand what has been said to them.	Listening, Attention and Understanding Enjoy listening to longer stories	Listening, Attention and Understanding Enjoy listening to longer stories	Listening, Attention and Understanding Enjoy listening to longer stories	Listening, Attention and Understanding Enjoy listening to longer stories	Listening, Attention and Understanding Enjoy listening to longer stories	Listening, Attention and Understanding Enjoy listening to longer stories	Listening, Attention and Understanding Enjoy listening to longer stories
	Speaking Sing a large repertoire of songs Using longer sentences and increasing vocabulary	Speaking Sing a large repertoire of songs Using longer sentences and increasing vocabulary	Speaking Sing a large repertoire of songs Using longer sentences and increasing vocabulary	Speaking Sing a large repertoire of songs Using longer sentences and increasing vocabulary	Speaking Sing a large repertoire of songs Using longer sentences and increasing vocabulary	Speaking Sing a large repertoire of songs Using longer sentences and increasing vocabulary	Speaking Sing a large repertoire of songs Using longer sentences and increasing vocabulary
Literacy Word reading Develop phonological awareness to spot and suggest rhymes, count or clap syllables in a word, recognise words with same initial sound, such as money and mother. Read individual letters by saying sounds for them. Comprehension Engage in extended conversations about stories, learning new vocabulary. Writing Use some of their print and letter knowledge in their early writing. Form lower-case and capital letters correctly.	Texts: Cinnamon, Dear Zoo, We're Going on a Bear Hunt, Handa's Hen, The Tiger Who Came to Tea, Stickman, Farmer Duck, Polar Bear, Polar Bear, What Do You Hear? On The Way Home, Rosie's Walk, Mr Gumpy's Outing, The Gruffalo, Stickman						
	Word reading Phonics Letters and Sounds-	Word reading Phonics Letters and Sounds-	Word reading Phonics Letters and Sounds-	Word reading Phonics Letters and Sounds-	Word reading Phonics Letters and Sounds-	Word reading Phonics Letters and Sounds-	Word reading Phonics Letters and Sounds-
	Comprehension Engage in conversation and learn new vocabulary	Comprehension Engage in conversation and learn new vocabulary	Comprehension Engage in conversation and learn new vocabulary	Comprehension Engage in conversation and learn new vocabulary	Comprehension Engage in conversation and learn new vocabulary	Comprehension Engage in conversation and learn new vocabulary	Comprehension Engage in conversation and learn new vocabulary
	Writing Diwali Celebrations – Cinnamon Write some letters accurately	Writing The Tiger Who Came to Tea Write some letters accurately	Writing The Tiger Who Came to Tea Write some letters accurately	Writing We're Going on a Bear Hunt Write some letters accurately	Writing We're Going on a Bear Hunt Write some letters accurately	Writing Stickman Write some letters accurately	Writing Stick Man Write some letters accurately
Mathematics Number Develop fast recognition of up to 3 objects, without having to count them (subitising). Show 'finger numbers' up to 5. Link numerals and amounts, eg,	Number and Place Value- Numbers to 5 Addition and Subtraction- Sorting Number and Place Value- Comparing Groups Addition and Subtraction- Change within 5 Measurement- Time- My Day						

<p>showing correct number of objects to match numeral 5.</p> <p>Numerical Patterns Recite numbers past 5 and in order to 10. Say one number for each item in order: 1, 2, 3, 4, 5. Know that last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Count objects, actions and sounds, reciting the numbers in order and matching one number name for each item. Compare quantities using language: 'more than', 'fewer than'. Compare objects: weight, length, size and capacity. Talk about and explore 2D and 3D shapes using information language such as: sides, corners, straight, flat, round. Describe sequence of events (real or fictional) using words such as first, then, next.</p>	<p>It's Me: 1, 2, 3! Recognise 1, 2 and 3 Know the quantity of 1, 2 and 3 Count forward and backwards to 3 Count up to three objects in different arrangements Represent 1, 2 and 3 in a variety of different ways Understand the total number in a group up to 3 Begin to subitise numbers up to 3 Find 1, 2 and 3 on a clock and introduce 1 and 2p coins Use mark-making to represent 1, 2 and 3</p> <p>Comparing 1, 2, 3 Count forward and backwards to 3 Understand that as we count each number is one more than the one before Use range of representations to represent one more and one less</p>			<p>Circles and Triangles Understand that circles have one curved side Understand that circles have 3 straight sides Recognise circles and triangles on items within school Build own circles and triangles</p> <p>Spatial Awareness Use positional language to describe how items are positioned in relation to others Follow positional instructions Represent the location of objects using drawings, maps or models Build and complete life-sized journeys using position language Direct others using positional language</p> <p>4 & 5 Count on and back to 4/5 Count and subitise up to 4 or 5 objects. Match number names to quantities Use mark making to represent 4 and 5</p>			<p>One More and One Less Count, subitise and compare to explore and find one more and one less Use five frames to represent numbers and then make one more or less Use 5 frame to predict how many there will be when they add or take-away 1 Relate adding 1 more to counting forwards and 1 less to counting backwards Begin to say one more than a number without counting Recognise frames or groups of objects that are one more than a given number</p> <p>Shapes with 4 sides Understand that squares and rectangles have 4 straight sides and 4 corners Recognise squares and rectangles on items within school Build own squares and rectangles</p>			<p>Night and Day Understand night and day Develop a sense of time in terms of 'yesterday', 'today' and 'tomorrow' Describe and order when relative events happen across different days using positional language such as before, later, after and next Measure time in simple ways such as number of sleeps until an event and using timers</p>				
<p>Understanding the World</p> <p>Past and Present Comment on images of familiar situations in the past.</p> <p>People, Culture and Communities Recognise that people have different beliefs and celebrate special times in different ways..</p> <p>The Natural World Use all their senses in hands on exploration of natural materials. Talk about the differences between materials and changes they notice. Explore and talk about different forces they can feel.</p>	<p>Past and Present War and conflicts <i>Compare and contrast characters from stories, including figures from the past (3-4 yrs)</i></p>						<p>Past and Present Christmas story <i>Recognise that people have different beliefs and celebrate special times in different ways. (R)</i></p>			<p>Past and Present Christmas around the world. <i>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</i></p>				
<p>People, Culture and Communities Rami and Sita Why is Diwali important to Hindu people?</p>			<p>People, Culture and Communities World War and conflicts/ Remembrance Day</p>			<p>People, Culture and Communities Road safety week</p>			<p>People, Culture and Communities Good Deeds: How can we do something special for our Community?</p>			<p>People, Culture and Communities Charity – Christmas Jumper Day Christingle Celebrations <i>Recognise that people have different beliefs and celebrate special</i></p>		

Green Park Village Primary Academy- Curriculum Overview- Medium Term Plan (MTP)

							<i>times in different ways (R)</i>
	The Natural World Pet Fact Files	The Natural World Animals around the world	The Natural World Animal habitats - Tigers and cats from around the world.	The Natural World Christmas Trees – trees and seasons	The Natural World Christmas Trees – trees and seasons	The Natural World Make a stick man – what type of sticks are the best?	The Natural World
Expressive Arts and Design Creating with Materials Take part in simple pretend play, using an object to represent something else even though they are not similar. Use drawing to represent ideas like movement or loud noises. Being Imaginative and Expressive Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing the pitch of a tone sung by another person 'pitch match'. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar song.	Creating with Materials Clay Diwali Divas	Creating with Materials Poppy Art	Creating with Materials Animal masks	Creating with Materials Christmas decorations for the tree	Creating with Materials Cards/Calendars for our neighbours	Creating with Materials Hand print Robin cards	
	Being Imaginative and Expressive Creating Rangoli Patterns Learning to sing and dance to a Diwali song	Being Imaginative and Expressive Firework scratch painting - exploring colours and resources to achieve required effect	Being imaginative and Expressive. Make a habitat in a shoe box – selecting appropriate resources and using simple tools to effect changes to materials.	Being Imaginative and Expressive Create own bear hunts inside and outside of class. Choose materials to represent different environments.	Being Imaginative and Expressive Rehearsal and performance for Christmas	Being Imaginative and Expressive Design cards/calendars Rehearsal and performance for Christmas	
Specific progression subjects for school curriculum continuation							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Music <i>Performance focus</i>	Listening to and describing Hindi music – how does the music make us feel?	Christmas performance rehearsals	Christmas performance rehearsals	Christmas performance rehearsals	Christmas performance rehearsals	Christmas performances	
Computing	Investigating everyday technologies Unit 5 We can drive I am a controller	Understand that music/video/sounds can be played and replayed very easily using a computer Unit 6 We are DJs I am a producer	Bee bots programming for positional language and directions	Bee bots programming for positional language and directions	Select and use a digital timer to count down a set length of time Unit 7 We can exercise I am a controller	Show understanding that information can be retrieved from computers Unit 8 We are healthy I am a controller	Bee bots programming for directions/positional language for Father Christmas
PE	U-Sports Session 1: Invasion game skills- rugby Session 2: Fundamental movement skills – agility, balance & co-ordination						

Green Park Village Primary Academy- Curriculum Overview- Medium Term Plan (MTP)

<p>RE What makes people special? What can we learn from stories? How do people celebrate?</p>	<p>Celebrating a birthday- how do we celebrate?</p>	<p>What is a suitable present for a baby?</p>	<p>How do we feel when we receive a gift?</p>	<p>Being kind to others- how do we show this in our everyday actions?</p>	<p>The Christmas story <i>Christmas Tree Tradition</i></p>		
<p>PSHE and Citizenship Jigsaw- Celebrating Differences</p>	<p>What am I good at?</p>	<p>Taking part in Children in Need activities - understanding the needs of others I'm special, I'm me!</p>	<p>How to be a kind friend.</p>	<p>Know how to give and receive compliments.</p>	<p>Good Deeds week</p>	<p>Taking part in Christmas Jumper Day activities - understanding the needs of others</p>	
<p>MFL <i>Spanish</i> Language Angels- Animals- nouns, articles and I am.</p>	<p>Language Angels Salutations - greetings</p>	<p>Language Angels Salutations - greetings</p>	<p>Language Angels Salutations - greetings</p>	<p>Language Angels Numbers to 10</p>	<p>Language Angels Numbers to 10</p>	<p>Language Angels Feliz Navidad - Christmas</p>	<p>Language Angels Feliz Navidad - Christmas</p>
<p>Visitors</p>	<p>TBC (Guide Dogs for Blind/Hearing Dogs/ Pantomime)</p>						
<p>Visits</p>	<p>Buddies- get to know you</p>						
<p>REAch2's 11 before 11 Promises</p>	<p style="text-align: center;">  10 good deeds </p>						