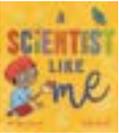
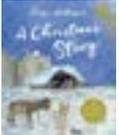


RECEPTION CURRICULUM OVERVIEW AUTUMN TERM

	Big Ideas	Key Texts	Non-fiction texts	Key Learning Questions	Key Vocabulary	Mathematics
Autumn 1	MARVELLOUS ME I wonder what makes me, me? 3 weeks			Why is it good to be me? What makes me and my friends special and unique? How do I feel, and how can I tell? What can I do when my feelings feel too big?	special, unique, same, different, feelings, happy, sad, angry, scared, worried, calm, excited	Week 1 - Subitising within 3
						Week 2 - Counting skills
Autumn 1	AUTUMN I wonder, if you go down to the woods today, would you believe your eyes? 3 weeks			What changes can we spot happening in Autumn? What do animals do in Autumn? What celebrations take place during Autumn? What is Harvest? What is Halloween? How can we make pumpkin soup?	Autumn, leaves, acorn, conker, pine cone, weather, pumpkin, Halloween, Harvest	Week 3 - Composition of 3 and 4
						Week 4 - Subitise objects and sounds
						Week 5 - Comparison - more than, fewer than
Autumn 2	LET'S CELEBRATE I wonder, how do people celebrate special times in different ways? 1 week			How is Diwali celebrated? How can music help us explore the festival of Diwali? What is Bonfire Night? Why do people wear poppies?	Diwali, festival, rangoli, diya, celebration Bonfire Night, fireworks, Guy Fawkes Remembrance Day, poppy, soldier, war	Week 6 - 'Five-ness' of 5
	WORLD NURSERY RHYME WEEK 1 week	- Sing a Song of Sixpence - Humpty Dumpty				Week 7 - Comparison of sets - more than, fewer than, an equal number
						Week 8 - 'part' and 'whole'

			<ul style="list-style-type: none"> - When I Was One (I played the drum) - I Hear Thunder - Two Little Dickie Birds 			
<p>I AM A SCIENTIST</p> <p>I wonder how we can explore the world like scientists?</p> <p>1 week</p>			<p>Float or sink? Freeze or melt? Light or dark?</p>	float, sink, freeze, melt, light, dark, daytime, nighttime	Week 9 - Composition of 3, 4 and 5	
<p>MAPPING IT OUT</p> <p>I wonder, what is a map?</p> <p>1 week</p>			<p>What kinds of maps are there? What places can we find on a map? How can we use a map to find our way?"</p>	map, place, route, symbol, key, direction, place	Week 10 - Match numerals to quantities within 10	
<p>BRRR, IT'S COLD</p> <p>I wonder, why is it so cold out there?</p> <p>1 week</p>				<p>How is Winter different from Autumn? How can we help animals during the cold winter months?</p>	winter, cold, snow, ice, frost, hibernation, migration	Consolidation
<p>CHRISTMAS</p> <p>I wonder, what happens around the world at Christmas time?</p> <p>2 weeks</p>			<p>What is the nativity story? How is Christmas celebrated around the world? What music is part of Christmas celebrations?</p> <p>What dances and instruments are part of the festival of Hanukkah? Can we join in with a traditional African song?</p>	<p>Christian, Mary, Joseph, Baby Jesus, Nativity, Bethlehem, Christmas</p> <p>Hannukah, Kwanzaa, culture, tradition, celebration, instrument, music</p>	Consolidation	

In the Autumn term...	
<p>How do we become confident communicators?</p> 	<ul style="list-style-type: none"> • Use new vocabulary. • Connect one idea to another using a range of connectives, e.g. and, because • Understand how to listen carefully and why listening is important. • Engage in a range of story times. • Listen to and talk about stories to build familiarity and understanding.
<p>How do we become fantastic friends?</p> 	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Express their feelings. • Manage their own personal hygiene needs. • Build constructive and respectful relationships.
<p>How do we become marvellous movers and terrific tool users?</p> 	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: • Develop overall body-strength, balance, co-ordination and agility. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Further develop the skills they need to manage the school day successfully; lining up and queuing, mealtimes • Record diagonal lines to the left and the right.
<p>How do we become brilliant bookworms and wonderful writers?</p> 	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences • Spell words by identifying the sounds and then writing the sound with letter/s
<p>How do we become number experts?</p> 	<ul style="list-style-type: none"> • Count objects, actions and sounds • Subitise • Compare numbers • Understand the 'one more than/one less than' relationship between consecutive numbers
<p>How do we become excellent explorers?</p>	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past • Draw information from a simple map



- Recognise that people have different beliefs and celebrate special times in different ways
- Understand the effect of changing seasons on the natural world around them

How do we become proud performers and delightful designers?



- Explore, use and refine a variety of artistic effects to express their ideas and feelings
- Listen attentively, move to and talk about music, expressing their feelings and responses
- Watch and talk about dance and performance art, expressing their feelings and responses