








# St Martin's School

## Reception's Curriculum Overview



|  | Autumn 1 (8 weeks)   |   |   | Autumn 2 (6 weeks)   |  |
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| <b>Topic</b>   | <b>Knowing me, knowing you!</b><br> | <b>Oh no it's a Gruffalo!</b><br>  | <b>People Who Help Us</b><br>            | <b>Dark days, cosy nights</b><br> | <b>Jingle Bells</b><br> |
| <b>Duration</b>                                      | 2 weeks  | 3 weeks   | 3 weeks   | 3 weeks  | 3 weeks  |
| <b>Sparkly Starter Fab Finish</b>                    | *Sharing all about me bags from home   | *Julia Donaldson character day<br>*Gruffalo hunt  | *police visit? Firefighter?<br>*parents invited in to discuss jobs<br>* Evil Peas causing mischief                          | *chocolate sparklers/bonfire videos to watch   | *Classroom decorated<br>*Santa's workshop role-play  |
| <b>Core texts</b>                                    | *I Am Absolutely Too Small for School<br><br>*The colour monster<br><br>*You Choose<br><br>*What makes me a me?      | *Gruffalo by Julia Donaldson<br><br>*What the Ladybird Heard by Julia Donaldson<br><br>*Smartest Giant in Town by Julia Donaldson<br><br>*Superworm by Julia Donaldson<br><br>*Snail and the Whale by Julia Donaldson | *NF – Facts (occupations - visitors)<br><br>*Supertato  | *Owl Babies<br><br>*Whatever Next<br><br>*Astro Girl   | *Non-fiction – letter writing to the elves<br><br>*The Christmas postman – Allan Allberg                   |
| <b>Enrichment activities/ key experiences</b>        | *Home corner role play set up<br><br>*Meet our new friends/teachers  | *A Gruffalo Hunt<br><br>*Seasons: Autumn  | *Visits from various people including children's parents (Police/ Nurse/ Dentist/Vet/Pilot)<br><br>*Visit to the local vets | *chocolate sparklers/bonfire videos to watch   | *Parent Christmas craft session<br><br>*St Luke's Christmas service<br><br>*Nativity performance           |
| <b>Seasonal learning opportunities/ Celebrations</b> |  | Halloween<br>Autumn nature walk<br>Church service   |   | Bonfire night<br>Diwali<br>Remembrance day   | Winter walk  |

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| <b>Possible texts linked to celebrations</b> |  | <i>The leaf thief</i><br><i>Pumpkin soup</i><br><i>Leaf man</i> |  | <i>*Nativity story</i><br><i>*Sparks in the sky</i>   | <i>*Dear Santa</i><br><i>*The nativity story</i> |
| <b>Literacy - Comprehension</b>              | <p><b>Listening to stories</b></p> <ul style="list-style-type: none"> <li>-joining in with stories and with repeated refrains.</li> <li>-Having a favourite story – daily voting.</li> <li>-Understand the 5 concepts of print – read from left to right, top to bottom, naming parts of a book.</li> <li>-Sequencing stories through pictures.</li> <li>-Enjoys looking at books alone or with others.</li> <li>-Develop social phrases.</li> <li>-Understand the importance of listening.</li> <li>-Taking turns to speak.</li> <li>-Join in with a group re-telling of a story.</li> <li>-Handling books with care.</li> <li>-Explore rhyme.</li> </ul> |   |  | <p><b>Beginning to re-tell stories</b></p> <ul style="list-style-type: none"> <li>-Repeat familiar words and phrases from a story.</li> <li>-re-tell stories related to events through role-play.</li> <li>-sequence story – beginning, middle and end. <ul style="list-style-type: none"> <li>- Enjoys an increasing range of books.</li> </ul> </li> <li>-story maps to re-tell with actions and story language.</li> <li>-understand what I have read e.g. The cat is red.</li> <li>-Join in with a group re-telling of a story.</li> <li>-Blend sounds into words, so that they can read words made up of known letter-sound correspondence.</li> <li>-Ask questions to find out more and to check they've understood.</li> </ul> |  |
| <b>Literacy - Reading</b>                    | <p><b>Linking sounds to letters</b></p> <p><b>Phonics: Little Wandle – rhyme time games</b></p> <p><b>Teaching of phase 2 sounds:</b> s a t p I n m d g o c k c k e u r h b f l</p> <p><b>Tricky words:</b> I is the</p> <p><b>Reading:</b> Initial sounds, oral blending, CVC sounds.</p> <ul style="list-style-type: none"> <li>-Hear and say initial sounds</li> <li>-Recognise their name</li> <li>-Picture books to take home</li> <li>-Orally blending and segmenting simple words</li> <li>-Sing the alphabet song – begin to name the letters</li> <li>-Predicting what will happen next in a story</li> </ul>                                     |   |  | <p><b>Begin to read words by sound blending</b></p> <p><b>Phonics: phase 2:</b> ff ll ss j v w x y z zz qu ch sh th ng nk</p> <ul style="list-style-type: none"> <li>-Words with -s /s/ added at the end (hats, sits)</li> <li>-Words ending -s /z/ (his) and with -s /z/ added at the end (bags)</li> </ul> <p><b>Tricky words:</b> put, pull, full, as, and, her, has, his, go, no, to, into, she, push, he, of, we, me, be</p> <p><b>Reading:</b> Make a good attempt at orally blending CVC words e.g. pot as pop</p>   |  |

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|                                   | <ul style="list-style-type: none"> <li>-Read stories and describe characters</li> <li>-Recognise my name</li> <li>-Morning name writing cards/over-writing</li> <li>-To hear sounds in a 3 letter word and point to correct picture (baseline)</li> <li>-To give meanings to marks made</li> <li>-Begin to write my name</li> </ul>   |  |
| <b>Literacy – Writing</b>         |   | <p><b>CVC writing</b></p> <ul style="list-style-type: none"> <li>-To write some initial sounds.</li> <li>-To write some letters in my name.</li> <li>-To make a good attempt at a CVC word e.g. pot as pop</li> <li>-To understand where a letter starts and finishes (handwriting).</li> <li>-Letters to santa.</li> <li>-Spell some phase 2 tricky words.</li> </ul>           |
| <b>Communication and Language</b> | <p><b>C&amp;L is developed throughout the year through high quality speaking and listening interactions, daily group discussions, circle times, JIGSAW/PSHE sessions, daily story sessions and assemblies</b></p>   |  |
|                                   | <ul style="list-style-type: none"> <li>-Sing the alphabet song – begin to name the letters</li> <li>-Listen to and talk about stories</li> <li>-Joining in with simple rhymes, songs and repeated phrases in stories</li> <li>-Exploring rhyme</li> <li>-Making friends</li> <li>-Children talking about own experiences.</li> <li>-Sit for a short carpet time.</li> <li>-Join in with short activities.</li> <li>-Enjoy listening to stories.</li> <li>-Listen to and follow a two-part instruction.</li> <li>-Sing some songs/nursery rhymes</li> <li>-Engaging in conversation with adults and peers (getting to know people in their class)</li> </ul> | <ul style="list-style-type: none"> <li>-Links to festivals/children’s experiences of celebrations, talking about shared experiences.</li> <li>-Songs – nativity and Christmas songs.</li> <li>-Listening to stories and developing vocabulary.</li> <li>-Sharing weekend news/Class Ted Diary</li> <li>-To be able to play and listen to my friends at the same time.</li> </ul> |

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| <b>Maths</b>   | <ul style="list-style-type: none"> <li>-Baselines</li> <li>-Key times of the day</li> <li>-Class routines</li> <li>-Positional language</li> <li>-counting rhymes and songs</li> <li>-counting things other than objects e.g. sounds</li> <li>-Match and sort objects</li> <li>-Compare amounts</li> <li>-Compare size, mass and capacity</li> <li>-Exploring measure and pattern</li> <li>-Subitising up to 3</li> </ul> | <b>Exploring the numbers 1,2,3</b> <ul style="list-style-type: none"> <li>-Representing 1,2,3</li> <li>-Comparing 1,2,3</li> <li>-Composition of 1,2,3</li> <li>-Circles and Triangles</li> <li>-Shapes with 4 sides</li> <li>-Positional language</li> <li>-Representing numbers to 5</li> <li>-1 more/1 less</li> </ul> <p>Measure, Shape and Spatial thinking: Measuring time in simple ways<br/>Positional language Days of the week</p>   |
| <b>Physical Development</b><br><br><i>Gross motor skills</i> | <p>Bikes, trikes, scooters available in provision</p> <p>Putting on coats</p> <p>Climbing on outdoor equipment</p> <p>Help individual children to develop good personal hygiene</p> <p>Good sitting posture</p> <p>Use looking eyes when travelling</p> <p>Daily GoNoodle dance brain breaks</p> <p>Weekly gym sessions</p>   | <p>Match physical skills to activities</p> <p>Use large and small apparatus outside</p> <p>Run skillfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Draw lines and circles in the air and on the floor, balancing well and using whole arm and body.</p> <p>Jump appropriately, landing on two feet and bending my knees.</p> <p><i>Practise using scissors to cut paper</i></p> <p><i>Send and receive slow- moving equipment</i></p> |
| <b>Physical Development</b><br><br><i>Fine motor skills</i>  | <p>Pick up small objects using the beginnings of a pincer grip</p> <p>Pick up a writing implement and make marks with it</p> <p>Playdough activities 'Dough Disco</p> <p>Threading, cutting, fiddly fun activities</p> <p>Show preference for dominant hand</p> <p>Hold pencil/paintbrush beyond whole hand grasp</p> <p>Encourage tripod grip for pencil grip</p> <p>Teach and model correct letter formation</p>        | <p>Daily name writing/CVC writing activities</p> <p>Threading, cutting, fiddly fun activities</p> <p>Use tools to effect changes to materials</p> <p>Beginning to hold pencil with a tripod grip</p> <p>Follow dough disco moves with control</p> <p><i>Handwriting – lower case letter formation</i></p> <p>Write some letters that can be recognised</p>   |
| <b>PE</b>  | <p>Movement and travelling Instructions (combine travel and direction)</p> <p>Gruffalo themed sessions – dance</p> <p>Weekly Gym sessions at Stokewood</p>  | <p>Co-ordination with balls and scarves</p> <p>Weekly Gym sessions at Stokewood</p>  |

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| <p><b>Personal, Social and Emotional Development</b></p> <p><b>(following JIGSAW scheme for weekly focused sessions)</b></p> | <p>Starting school</p> <p>Personal hygiene – washing hands, using toilets</p> <p>Class promise – creating a set of class rules to follow</p> <p>Making new friends and getting to know new adults</p> <p>Manners</p> <p>Talk about our feelings</p> <p>Playing with other children</p> <p>Kind hands and feet</p> <p><b>JIGSAW - Being Me in My World</b></p> <p><b>Piece 1:</b> Who... Me?</p> <p><b>Piece 2:</b> How am I feeling today?</p> <p><b>Piece 3:</b> Being at school</p> <p><b>Piece 4:</b> Gentle Hands</p> <p><b>Piece 5:</b> Our rights</p> <p><b>Piece 6:</b> Our responsibilities</p> | <p>Valuable individuals</p> <p>Know what they are good at</p> <p>Build relationships – thinking about the feelings of others</p> <p>Develop confidence in new social situations</p> <p>Know behaviours and actions that make a good friend</p> <p>Name unkind behaviours</p> <p>Belonging in a family</p> <p>Families can be different</p> <p>Play with other children – extending and elaborating play</p> <p><b>JIGSAW - Celebrating Difference</b></p> <p><b>Piece 1:</b> What I am good at</p> <p><b>Piece 2:</b> I’m special, I’m me</p> <p><b>Piece 3:</b> Families</p> <p><b>Piece 4:</b> houses and homes</p> <p><b>Piece 5:</b> Making friends</p> <p><b>Piece 6:</b> Standing up for yourself</p> |
| <p><b>Understanding the World</b></p>  | <p>Recognise and value similarities and differences</p> <p>Own life story and our families</p> <p>Describing what they see, hear and feel outside</p> <p>Explore our senses- Senses walks</p> <p>Science Talk card – Elmer – using magnets and paint to give him a colourful coat – link to how we are all unique.</p> <p>Name seasons</p> <p>Key roles in society and how they help us</p>   | <p>Christmas celebrations</p> <p>To take part in 'Remembrance day' activities</p> <p>Explore different beliefs and different celebrations - bonfire night, <b>Divali, Christmas, birthdays</b></p> <p>Science Talk card – The Gruffalo’s Child: Making a shadow.</p> <p>Ways we can show people we love them</p> <p>Different time of the day/year</p> <p>Different countries in the world</p>  |

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| <b>Expressive Arts and Design</b> | <p>Explore the creative area</p> <p>Role-play – home corner<br/>Small world play</p> <p>Self-portraits</p> <p>Name letter outlines – craft resources to stick on</p> | <p>Primary colours</p> <p>Explore the role play area – pretend play</p> <p>Say what they want to create/make</p> <p>Join using different materials</p> <p>Teach children how to hold a pair of scissors correctly – putting thumb through one scissor hole and the second and third fingers through the other and make snips in paper</p> <p>How to glue carefully to a specific area</p> | <p>Autumn pictures – leaf man</p> <p>Autumn walk – leaf art</p> <p>Printing with leaves/dabbing around edges</p> | <p>Jackson Pollock splatter painting- bonfire night/fireworks</p> <p>Explore mixing paints</p> <p>Rehearsing for Nativity performance</p> <p>Singing songs<br/>Watch a performance</p> <p>Christmas cards – scissor control</p> <p>Teach how to use different materials as tools for paint e.g. using cotton buds to apply paint to make a Christmas wreath/tree</p> <p>When introducing Christmas role play teach the children how to use a one holed hole punch to make a hole in their gift tag to attach to their present</p> <p>Salt dough Christmas decorations</p> |
| <b>Music</b>                      | <p>Familiar songs and rhymes to repeat and sing together</p> <p>Finding the pulse</p> <p>Call and response</p> <p>Copy back rhymes</p>                               |   |  | <p>Sing in two pitches</p> <p>Change the speed of the pulse</p> <p>Christmas singing</p>  |