

High Ham Primary School Autumn Curriculum Plan Ash Class (Reception)

		Autumn 1		Autumn 2	
Topic		Colours of the rainbow		Ready, Steady Cook Festivals and celebrations	
Literacy Communication and language	English	<p>The Colour Monster</p> <p>How to catch a rainbow</p> <p>Little red riding hood</p> <p>The rainbow fish</p> <p>The rainbow blots</p> <p>Elmer</p> <p>Snow White</p> <p>- Story boards - Letter writing - Retelling the story - Act out story with puppets</p>	<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; • Write recognisable letters, most of which are correctly formed; • Write simple phrases that can be read by others. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<p>Hungry caterpillar (Trying Rainbow fruits)</p> <p>The Enormous Turnip Cooking activity (making vegetable soup)</p> <p>Handa's Surprise</p> <p>Jack and the Beanstalk</p> <p>The Tiger who came to tea</p> <p>Whole School Project The Jolly Postman Songs and Rhymes about food - Retelling the story - Learning nursery rhymes - Letter writing</p>	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate - where appropriate - key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding.

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<p>Mathematics</p>	<p>Maths</p>	<p>Compare amounts Compare size, mass and capacity Exploring pattern</p>	<ul style="list-style-type: none"> • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) 	<p>Representing, comparing and composition of 1,2,3 Numbers to 5 Shapes</p>	<ul style="list-style-type: none"> • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
<p>Understanding the world</p>	<p>Science</p>	<p>Seasonal changes and weather</p>	<ul style="list-style-type: none"> • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. 	<p>Everyday materials</p>	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation and discussion. • Comment on images of familiar situations in the past.
	<p>Geography and History</p>	<p>People in my family (Life for me and life for my Grandparents)</p>	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 	<p>Food from around the world</p>	<ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries • Explore the natural world around the • Draw information from a simple map

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	Computing	Online safety	<ul style="list-style-type: none"> Use rules given to me by a trusted adult when I use technology. I am kind to my friends Use a safe part of the Internet to play and learn. I make sure a trusted adult is with me. 	Programming	<ul style="list-style-type: none"> Make a floor robot move. Use simple software to make something happen. Make choices about buttons and icons I press, touch or click.
	RE	Special me – who are we?	<ul style="list-style-type: none"> support children to develop emotionally, spiritually and morally support children to develop emotionally, spiritually and morally 	Special times- Christmas and Hannukah	<ul style="list-style-type: none"> support children to develop emotionally, spiritually and morally Develop their views and beliefs about themselves, their family and community.
Being imaginative and expressive.	Music	Nursery Rhymes	<ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 	Celebration music	<ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
	DT/Art	Creating a rainbow Drawing: Marvellous marks	<ul style="list-style-type: none"> To explore making marks with a range of mediums. To investigate the marks and patterns made by different textures. To make controlled large and small movements. To compare different ways of making marks and drawing. To create a simple observational drawing. To use a variety of colours and materials to create a self-portrait. To express their own self-image through art. 	Cooking and Nutrition	<ul style="list-style-type: none"> To explore fruits and vegetables and the differences between them. To use adjectives to describe how fruits and vegetables look, feel, smell and taste. To describe vegetables using the five senses. To design a fruit and vegetable soup recipe To design food packaging Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used
	PSHE	Zone of Regulations How do I look after myself?	<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. 	What makes a good friend?	<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

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Personal, social and emotional development			<ul style="list-style-type: none"> • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. • Explain the reasons for rules, know right from wrong and try to behave accordingly. 		<ul style="list-style-type: none"> • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	No outsiders	You Choose by Nick Sharratt and Pippa Goodhart To choose what I like	<ul style="list-style-type: none"> • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. 	Red Rockets and Rainbow Jelly by Sue Heap and Nick Sharratt It's ok to like different things	<ul style="list-style-type: none"> • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally.
Physical development	PE	Introduction to PE: Unit 1 Ball skills: Unit 1	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	Fundamentals: Unit 1 Dance: Unit 1	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.