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| **Year: Reception Class**  **Autumn 1**  **Topic - People who help us** | **St. Joseph’s Curriculum Planning** |
| **Subject** | **National Curriculum Objectives** |
| Mathematics | Uses some number names accurately in play.  Recites numbers in order to 10.  Knows that numbers identify how many objects are in a set.  Beginning to represent numbers using fingers, marks on paper or  pictures.  Sometimes matches numeral and quantity correctly.  Shows curiosity about numbers by offering comments or asking  questions.  Compares two groups of objects, saying when they have the same  number.  Shows an interest in number problems.  Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.  Shows an interest in numerals in the environment.  Shows an interest in representing numbers.  Realises not only objects, but anything can be counted, including steps, claps or jumps.  Shows an interest in shape and space by playing with shapes or  making arrangements with objects.  Shows awareness of similarities of shapes in the environment.  Uses positional language.  Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.  Shows interest in shapes in the environment.  Uses shapes appropriately for tasks.  Beginning to talk about the shapes of everyday objects, e.g. ‘round’  and ‘tall’. |
| Communication and Language – Understanding | Understands use of objects (e.g. “What do we use to cut things?’)  Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.  Responds to simple instructions, e.g. to get or put away an object.  Beginning to understand ‘why’ and ‘how’ questions. |
| Communication and Language – Listening | Listens to others one to one or in small groups, when conversation interests them.  Listens to stories with increasing attention and recall.  Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.  Focusing attention – still listen or do, but can shift own attention.  Is able to follow directions (if not intently focused on own choice of activity). |
| Communication and Language – Speaking | Beginning to use more complex sentences to link thoughts (e.g. using and, because).  Can retell a simple past event in correct order (e.g. went down slide, hurt finger).  Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.  Questions why things happen and gives explanations. Asks e.g. who, what, when, how.  Uses a range of tenses (e.g. play, playing, will play, played).  Uses intonation, rhythm and phrasing to make the meaning clear to others.  Uses vocabulary focused on objects and people that are of particular importance to them.  Builds up vocabulary that reflects the breadth of their experiences.  Uses talk in pretending that objects stand for something else in play, e.g., ‘This box is my castle.’ |
| Literacy – Phonics (Read, Write Inc scheme) | Set 1 sounds  Recognition and letter formation  Beginning to blend CVC words |
| Literacy - Reading | To enjoy rhyming and rhythmic activities.  Shows awareness of rhyme and alliteration.  Recognises rhythm in spoken words.  Listens to and joins in with stories and poems, one-to-one and also in small groups.  Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.  Begs to be aware of the way stories are structured.  Can suggest how the story might end.  Listens to stories with increasing attention and recall.  Describes main story settings, events and principal characters.  Shows interest in illustrations and print in books and print in the environment.  Recognises familiar words and signs such as own name and advertising logos.  Looks at books independently.  Handles books carefully.  Knows information can be relayed in the form of print.  Holds books the correct way up and turns pages.  Knows that print carries meaning and, in English, is read from left to right and top to bottom. |
| Literacy - Writing | Sometimes give meaning to marks as they draw and paint.  Ascribe meanings to marks that they see in different places.  Give meaning to marks they make as they draw, write and paint.  Begin to break the flow of speech into words.  Continue a rhyming string. |
| Physical Development – Moving and Handling | Run skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.  Stand momentarily on one foot when shown.  Catch a large ball.  Draw lines and circles using gross motor movements.  Use one-handed tools and equipment, e.g. makes snips in paper with child scissors.  Hold pencil between thumb and two fingers, no longer using whole- hand grasp.  Hold pencil near point between first two fingers and thumb and uses it with good control.  Copy some letters, e.g. letters from their name. |
| Physical Development – Health and Self Care | Dress with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom  Eats a healthy range of foodstuffs and understands need for variety in food.  Usually dry and clean during the day.  Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.  Understand that equipment and tools have to be used safely.  Observe the effects of activity on their bodies. |
| Personal, Social and Emotional – Self Confidence and Self Awareness | Can elect and use activities and resources with help.  Welcomes and values praise for what they have done.  Enjoys responsibility of carrying out small tasks.  Be able to be outgoing towards unfamiliar people and more confident in new social situations.  Confident to talk to other children when playing, and will communicate freely about own home and community.  Show confidence in asking adults for help. |
| Personal, Social and Emotional – Managing Feelings and Behaviour | Aware of own feelings, and knows that some actions and words can hurt others’ feelings.  Begin to accept the needs of others and can take turns and share resources, sometimes with support from others.  Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.  Can usually adapt behaviour to different events, social situations and changes in routine. |
| Personal, Social and Emotional – Making Relationships | Play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.  Initiate play, offering cues to peers to join them.  Keep play going by responding to what others are saying or doing.  Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. |
| Understanding the World - Technology | Know how to operate simple equipment e.g. turns on CD player and uses remote control.  Show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.  Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. |
| Understanding the world – People and Communities | Show interest in the lives of people who are familiar to them.  Remember and talks about significant events in their own experience.  Recognise and describes special times or events for family or friends.  Show interest in different occupations and ways of life.  Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. |
| Understanding the world - World | Comment and asks questions about aspects of their familiar world  Talk about why things happen and how things work.  Know about similarities and differences in relation to places, objects, materials and living things.  Talk about the features of their own immediate environment and how environments might vary from one another. |
| Expressive art and Design – Exploring media and materials | Use various construction materials.  Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.  Join construction pieces together to build and balance.  Realise tools can be used for a purpose. |
| Expressive art and Design – Being Imaginative | Notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.  Engage in imaginative role-play based on own first-hand experiences.  Build stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’.  Use available resources to create props to support role-play. |
| Music – Charanga scheme  Unit – “Me!” | Listen and respond to different styles of Music.  Embed foundations of the interrelated dimensions of music, listening to,  learning to sing or sing along with nursery rhymes and action songs, improvising leading  to playing classroom instruments and, share and perform the learning that has taken  place. |
| M.F.L | N/A |