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| **Year: Reception Class**  **Autumn 2**  **Topic – Weather/ Christmas and Nativity play** | **St. Joseph’s Curriculum Planning** |
| **Subject** | **National Curriculum Objectives** |
| Mathematics | Recognise some numerals of personal significance.  Recognises numerals 1 to 5.  Counts up to three or four objects by saying one number  name for each item.  Counts actions or objects which cannot be moved.  Counts objects to 10, and beginning to count beyond 10.  Counts out up to six objects from a larger group.  Selects the correct numeral to represent 1 to 5, then 1 to  10 objects.  Counts an irregular arrangement of up to ten objects.  Estimates how many objects they can see and checks by  counting them.  Uses the language of ‘more’ and ‘fewer’ to compare two  sets of objects.  Finds the total number of items in two groups by counting  all of them.  Beginning to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes.  Selects a particular named shape. |
| Communication and Language – Understanding | Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.  Beginning to understand ‘why’ and ‘how’ questions.  Responds to instructions involving a two-part sequence.  Understands humour, e.g. nonsense rhymes, jokes. |
| 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.  Maintains attention, concentrates and sits quietly during appropriate activity.  Two-channelled attention – can listen and do for short span.  Children listen attentively in a range of situations. |
| Communication and Language – Speaking | 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) | Embedding set 1 sounds and learning set 2 sounds recognition and formation.  Continue blending with set 1 sounds – introducing set 2 sounds.  Segmenting with set 1 sounds. |
| Literacy - Reading | Shows awareness of rhyme and alliteration.  Can suggest how the story might end.  Listens to stories with increasing attention and recall.  Describes main story settings, events and principal characters.  Continues a rhyming string.  Hears and says the initial sound in words.  Can segment the sounds in simple words and blend them together and knows which letters present some of them.  Links sounds to letters, naming and sounding the letters of the alphabet. |
| Literacy - Writing | 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.  Hears and says the initial sound in words.  Can segment the sounds in simple words and blend them together.  Links sounds to letters, naming and sounding the letters of the alphabet.  Write own name and other things such as labels, captions. |
| Physical Development – Moving and Handling | Use one-handed tools and equipment, e.g. makes snips in paper with child scissors.  Hold pencil near point between first two fingers and thumb and uses it with good control.  Copy letters, e.g. letters from their name.  Experiment with different ways of moving.  Jump off an object and lands appropriately.  Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.  Show a preference for a dominant hand.  Begin to use anticlockwise movement and retrace vertical lines.  Begin to form recognisable letters. |
| Physical Development – Health and Self Care | Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.  Show understanding of the need for safety when tackling new challenges, and considers and manages some risks.  Show understanding of how to transport and store equipment safely.  Practice some appropriate safety measures without direct supervision. |
| Personal, Social and Emotional – Self Confidence and Self Awareness | Confident to speak to others about own needs, wants, interests and opinions.  Can describe self in positive terms and talk about abilities.  Confident to try new activities, and say why they like some activities more than others. |
| Personal, Social and Emotional – Managing Feelings and Behaviour | Begin to accept the needs of others and can take turns and share resources, sometimes with support from others.  Can usually adapt behaviour to different events, social situations and changes in routine.  Understand that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.  Aware of the boundaries set, and of behavioural expectations in the setting.  Begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. |
| 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 that information can be retrieved from computers  Complete a simple program on a computer.  Use ICT hardware to interact with age-appropriate computer software. |
| Understanding the world – People and Communities | Show interest in different occupations and ways of life.  Enjoy joining in with family customs and routines. |
| Understanding the world - World | Comment and asks questions about aspects of their familiar world such as the place where they live or the natural world.  Comment and asks questions about aspects of their familiar world such as the place where they live or the natural world.  Talk about some of the things they have observed such as plants, animals, natural and found objects.  Talk about why things happen and how things work. |
| Expressive art and Design – Exploring media and materials | Enjoy joining in with dancing and ring games.  Sing a few familiar songs.  Begin to move rhythmically.  Imitate movement in response to music.  Tap out simple repeated rhythms.  Explore and learns how sounds can be changed.  Explore colour and how colours can be changed. |
| Expressive art and Design – Being Imaginative | Use movement to express feelings.  Create movement in response to music.  Sing to self and makes up simple songs.  Use available resources to create props to support role-play.  Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. |
| Music – Charanga scheme  Unit – Our World | 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 |