



Kingskerswell C of E Primary School Curriculum Framework Overview Reception 2019-2020

Topic	Belonging		Knights Wizards and Princesses Our Favourite Authors		Superheroes Space	
Core values	Respect	Love and Friendship	Trust	Forgiveness	Resilience	Community
Subject area	AUTUMN TERM 1st Half	AUTUMN TERM 2nd Half	SPRING TERM 1st Half	SPRING TERM 2nd Half	SUMMER TERM 1st Half	SUMMER TERM 2nd Half
ENGLISH (Renewed Framework)	Baseline Poetry Songs and repetitive poems	Write a Christmas letter	Narrative: Traditional tales Three Little Pigs/Jack and the Beanstalk		Fact File: Planets	Narrative: If I was a superhero...

Grammar	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.					
Communicating the curriculum	Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. Early Learning Goal: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. Early Learning Goal: Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play. Early Learning Goal: Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.					
Quality Text or film	<p>Harry and his Bucketful of Dinosaurs</p> <p>Monkey Puzzle</p> <p>The Gruffalo</p> <p>The Gruffalo’s Child</p> <p>Stick Man</p> <p>Giraffe’s Can’t Dance</p>	<p>The Easter Story</p> <p>We’re going on a Bear Hunt</p> <p>Three Little Pigs</p> <p>Red Riding Hood</p> <p>Goldilocks and the Three Bears</p> <p>The Princess and the Pea</p>	<p>The Way Back Home</p> <p>How to Catch a Star</p> <p>By the Light of the Moon</p> <p>Goodnight Spaceman</p> <p>Eliot Jones Midnight Superhero</p> <p>Super Daisy</p>			
Mathematics Number	<p style="text-align: center;">Continuous</p> <p style="text-align: center;">In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</p> <p style="text-align: center;">Records, using marks that they can interpret and explain.</p> <p style="text-align: center;">Begins to identify own mathematical problems based on own interests and fascinations.</p>					
	Recognise some numerals of personal	Uses the language of ‘more’ and ‘fewer’ to compare	ELG End of year expectation			

	<p>significance. Recognise numerals 1-5, then 1-10.</p> <p>Counts up to three or four objects by saying one number name for each item.</p> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Counts an irregular arrangement of up to ten objects.</p> <p>Finds the total number of items in two groups by counting all of them.</p>	<p>two sets of objects.</p> <p>Finds one more and one less from a group of up to five objects, then 10 objects.</p> <p>Says the number that is one more than a given number.</p> <p>Counts out up to six objects from a larger group.</p> <p>Estimates how many objects they can see and checks by counting them.</p> <p>Counts actions or objects which cannot be moved</p>	<p>Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.</p> <p>Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>
Mathematics Shape, Space and Measure	<p>Uses familiar objects and common shapes to create and recreate patterns and build models.</p> <p>Selects a particular named shape</p> <p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2-D shapes, and mathematical terms to describe shapes.</p> <p>Can describe their relative position such as 'behind' or 'next to'.</p>	<p>Orders and sequences familiar events.</p> <p>Uses everyday language related to time.</p> <p>Measures short periods of time in simple ways.</p> <p>Orders two or three items by length or height.</p> <p>Orders two items by weight or capacity.</p> <p>Beginning to use everyday language related to money.</p>	<p>ELG End of Year Expectation</p> <p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>
Science- Understanding the World	<p>Looks closely at similarities, differences, patterns and change.</p> <p>Early Learning Goal: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>		

Art	Self-portraits Colour mixing Mixed media: pencil, paint		Sketching flowers, Austin's butterfly (Growth Mindset)		Space art	
Design & Technology			Design a castle, knight's armour, princess dress		Design and make a spaceship	
Computing	Completes a simple program on a computer.	Digital Literacy (one lesson each half term Internet safety)	Uses ICT hardware to interact with age-appropriate computer software	Digital Literacy (one lesson each half term Internet safety)	Digital Literacy (one lesson each half term Internet safety)	Early Learning Goal: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
Spanish	Hello! My name is.. How are You? Numbers 1-5 Spanish games/songs/stories		Greetings I am ...years old Numbers 1-10 Spanish games/songs/stories		Introducing myself Simple class instructions Numbers 1-15 Spanish games/songs/stories	
Music Charanag	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
Physical Development	<ul style="list-style-type: none"> Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. 					
PSHE (PSED)	<ul style="list-style-type: none"> Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>Early Learning Goal: Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <ul style="list-style-type: none"> Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. <p>Early Learning Goal: Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <ul style="list-style-type: none"> Understands 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. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p>Early Learning: Goal Children talk about how they and others show feelings, talk about their own and others' behaviour, and</p>					

	its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.							
Religious Education	F4 Being special where do we belong?	F2 Why is Christmas special for Christians?	F1 Why is the word 'God' so important to Christians?	F3 Why is Easter so special to Christians?	F5 What places are special and why?	F6 What times/stories are special and why?		
Healthy lifestyles	Keep Active	Mental Health Poster	GoNoodle	The Big Pedal	Walk to School Week	Healthy Eating	Sports Day	
National & whole school events	International day of democracy Black History Month	Anti-bullying wk. Children in Need National School Meals Week Remembrance Sunday]	National Handwriting day Preparing for 500 words	World Book day World Maths day Comic Relief Shakespeare Week	St Georges & Shakespeare Day	Sports Week Arts Week		
Forest School	Lesson 1 Sept/Oct	Lesson 2 Oct/Nov	Lesson 3 Christmas	Lesson 4 Jan	Lesson 5 Feb/March	Lesson 6 April	Lesson 7 May	Lesson 8 June/July
	Welcome to Forest School Clothes & crowns (Belonging)	Collecting Natural materials Brave Bitsy (Belonging)	Mini shelters Stickman (Belonging)	Orienteering Quest to save princess Hazel from the dragon. (Knights, wizards& princesses)	Team Building Team jigsaw Bridge challenge Conservation (Knights, wizards& princesses)	Tools Magic wands (Knights, wizards& princesses)	Fire Toast (Superheros)	Fire Marshmallows (Superheros)