



Curriculum 2019-20

Autumn Term

Reception

## Curriculum Vision

At Spixworth Infant School the outcomes of the EYFS and KS1 National Curriculum are upheld as a minimum entitlement for all of our children. To know more and remember more children must be inspired and engaged in purposeful, relevant experiences. At Spixworth Infant School we provide an enhanced and enriched curriculum that opens doors of opportunity to every learner. In practice, this means half termly, real-life visits and visitors and weekly sessions in areas such as first aid, French or photography. These opportunities support the development of a rich, broad vocabulary for all of our children based on real experiences that embed understanding and ignite curiosity across subjects; they allow us to recognise and celebrate children's strengths in all fields possible; they allow us to use all resources available to value how children learn best both within and outside of the classroom and they allow us to nurture learners that respect their own and others' rights; that are mentally, physically and academically confident and capable to continue their next phase of learning.

Coverage of the whole school curriculum has been carefully mapped to ensure that progression across year groups and across subjects is sequenced toward clear end points. Learning that takes place in the home and community, as well as that from nursery and at the junior school, is appropriately recognised.

Links are made that provide relevant, holistic accounts of the child's educational journey.

The curriculum at Spixworth Infant School supports and challenges all learners. Every child is enabled to shine.

Term	Autumn	Spring	Summer
Core Values	Safety, Teamwork, Achievement, Respect, Stimulating		
Whole School Approaches	Child Whispering, Growth Mindset, Learning Circles, Philosophy, Forest School, Intervention, Rights Respecting School, Learning Outside the Classroom school, Talk-Less Teaching, Tapestry		
Topic Title	<b>Bright Lights Big City</b>	<b>Near and Far</b>	<b>Once upon a time in Spixworth</b>
Subject Enquiry Questions	<p><b>History</b> – What do you know about the past?</p> <p><b>Geography</b> – What would you see on a map of England?</p> <p><b>DT</b> – Describe how you made your model.</p> <p><b>Art</b> – What techniques have you used to make your work?</p>	<p><b>History</b> – Why do we learn about the past?</p> <p><b>Geography</b> – What would you see on a globe?</p> <p><b>DT</b> – Talk about what makes your design work.</p> <p><b>Art</b> – Why have you chosen those materials?</p>	<p><b>History</b> – How do we find out about the past?</p> <p><b>Geography</b> – How can we compare here and there?</p> <p><b>DT</b> – How could you make this better?</p> <p><b>Art</b> – What similarities / differences do you notice about this artist's work?</p>
Topic Enhancements – experiences and vocabulary building	Baking bread Christingle Bonfire / burning London	World food Vet Pensthorpe	Jelly/chocolate/ice lollies (changes to food). Theatre experience

Enrichments – experiences and vocabulary building	Mindfulness, First Aid French, Forest School, 'Spixworth's Got Talent'	Charanga Music, Makaton signing Engineering, Forest School Child Whispering	Wool Craft, Photography, Spanish, Forest School Yoga
Objectives across all learning			
Science inc Forest School	<p>asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions</p> <p>Seasonal changes, plants, living things and their habitats:</p> <ul style="list-style-type: none"> <li>● Identify and name a variety of common wild and garden plants, including deciduous, and ever green trees.</li> <li>● Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> <li>● Observe changes across the four seasons.</li> <li>● Observe and describe weather associated with the seasons and how day length varies.</li> <li>● explore and compare the differences between things that are living, dead, and things that have never been alive.</li> <li>● Pupils can identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>● identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</li> <li>● Pupils can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul>		
Computing: e-safety	use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.		
Cooking	<p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from</p> <p>Select from and use a wide range of ingredients, according to their characteristics</p>		
PSHE/RSE	See PSHE/RSE Curriculum document		
RE	Norfolk Agreed Syllabus		
	Multicultural awareness/celebration events		
	Harvest, Rosh Hashanah, Diwali, Christmas	New Year, Chinese new year, Holi, Easter	Buddha Day, Eid, Pentecoste

### Communication and Language

Role play and retelling the story of the Three Little Pigs.

Sharing our own stories.

Listening to others.

### Personal, Social and Emotional Development

Talking about themselves and their feelings and comparing these to characters from books.

Linking teamwork to the Three Little Pigs.

### Physical Development

Games such as fire and ice.

Links to be made to the movement of fire in dance.

Dough disco.

Name writing.

### Expressive Arts and Design

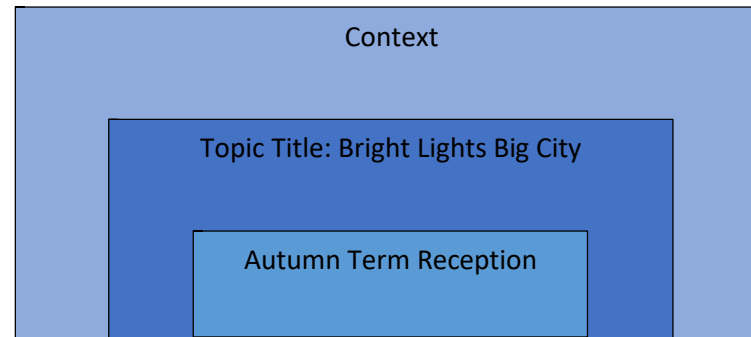
Looking at materials to build London. -  
What is London made of?

Learning the song London's Burning.

Firebird by Stravinsky.

Fire pictures using different textures- what does fire look like?

Vincent Van Gogh.



### Literacy

#### Fiction

The Three Little Pigs and Firebird

#### Non-Fiction

Diary writing and newspaper reports

#### Poetry

Shape poems about fire and Christmas poetry.

### Understanding the World

Which materials did the Three Little Pigs use? -  
Which house would you live in and why?

Using draw and paint software to create firework pictures.

### Mathematical Development

The Three Little Pigs and The Great Fire of London.

Including counting sticks and numbering doors.

## Communication and Language

- Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Focusing attention – still listen or do, but can shift own attention.
- Is able to follow directions and responds to simple instructions
- Beginning to understand 'why' and 'how' questions
- Builds up vocabulary that reflects the breadth of their experiences.
- Beginning to use more complex sentences to link thoughts and use a range of tenses.

## Phonics

### Phase 1

- Showing awareness of rhyme and alliteration, distinguishing between different sounds in the environment and phonemes, exploring and experimenting with sounds and words and discriminating speech sounds in words. Beginning to orally blend and segment phonemes.

### Phase 2

- Blending and segmenting for spelling simple CVC words.

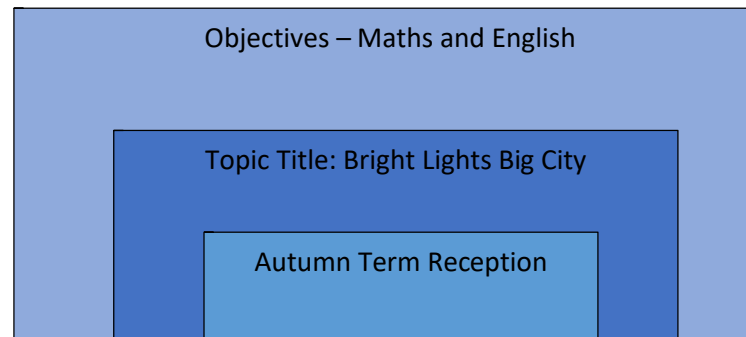
s, a, t, p, l, n, m, d, g, r, c, k, e, u, o, h, b, f, l

### Phase 2 tricky words

l, no, the, to, go, into

## Mathematics

- Recognise some numerals of personal significance.
- Recognises numerals 1 to 5.
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Counts objects to 10, and beginning to count beyond 10.
- Counts out up to six objects from a larger group.
- 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.
- Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.



## Literacy

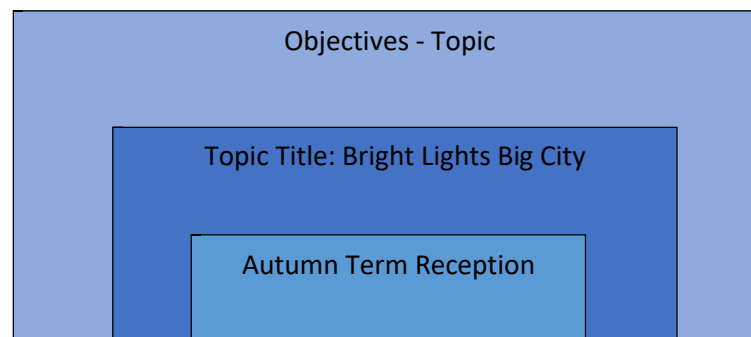
- Shows awareness of rhyme and alliteration.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Listens to stories with increasing attention and recall.
- Describes main story settings, events and principal characters.
- Shows interest in illustrations and print in books and print in the environment.
- Sometimes gives meaning to marks as they draw and paint.
- Ascribes meanings to marks that they see in different places.

### Personal, Social and Emotional Development

- Can select and use activities and resources with help. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
- Enjoys responsibility of carrying out small tasks and welcomes and values praise for what they have done.
- Is more outgoing towards unfamiliar people and more confident in new social situations and can ask adults for help.
- Confident to talk to other children when playing, and will communicate freely about own home and community.
- Aware of own feelings, and knows that some actions and words can hurt others' feelings.

### Expressive Arts and Design

- Enjoys joining in with dancing and ring games.
- Taps out simple repeated rhythms.
- Explores colour and how colours can be changed.
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- Realises tools can be used for a purpose.
- Engages in imaginative role-play based on own first-hand experiences.
- Uses available resources to create props to support role-play.
- Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words



### Understanding the World

- Remembers and talks about significant events in their own experience.
- Recognises and describes special times or events for family or friends.
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family
- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras

### Physical Development

- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Observes the effects of activity on their bodies.
- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Understands that equipment and tools have to be used safely.
- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves

## Communication and Language

When chatting around the dinner table or out for a walk encourage children to speak in sentences.

Share Tapestry and talk about what you have done at home and school.



## Phonics

Go on a listening walk. Talk about what you can hear.

Make some sound effects to go with your bedtime story.

Practise phase 2 sounds that are sent home in your book bag.

Practise the tricky words, which are on your bookmark.



## Mathematics

House number Maths.

- Find and read one and two digit numbers.
- Count from zero up to the door number that you find.
- Count how many windows there are in your house.



Find and name shapes around you.



Play 'What's the Time Mr Wolf'.



## Knowledge Organiser – Maths and English

Topic Title: Bright Lights Big City

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## Literacy

Practise writing your name. Then write a list of the people in your family.

Share a book every day. Remember to spot the sounds and words that you have learnt.



## Personal, Social and Emotional Development

Work as a team with your family. For example, setting the table or playing a board game.

Talk about the feelings of the characters in the stories that you read.



## Physical Development

Write your name in creative ways. E.g. chalk, water and paintbrushes, play dough, find sticks, straw or bricks and make them into the shape of your name.

The wolf is trying to blow your house down. How quickly can you dress yourself?

Make up a fireworks dance.



## Expressive Arts and Design

To go on a texture hunt. What different textures can you feel?

Make a junk model at home.

To sing London's Burning in a round with your family.

To talk about songs you like / don't like and give reasons why.



## Knowledge Organiser – Topic

Topic Title: Bright Lights Big City

Autumn Term Reception

## Understanding the World

Find your own house on Google Maps. Can you find anywhere else that you know?

Look at a family photo album and talk about events that have happened.

