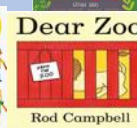


Year Reception Term 1.

Time to flourish – with a focus on ourselves.

Key Questions –
Why am I special?

Key Texts



Key outcomes - Discussing our families, recounting fun family experiences in our past.. Thinking about changes in our life as we grow and get older. Look at our school grounds and the history/changes within our school. Look at how homes have changed over time. Compare own homes to those from the past. Explore, compare and contrast toys past and present. Share favourite toys and listen to parents/grandparent's childhood experiences of favourite toys.

Challenge

We are challenged and supported to achieve success.

Caring

We care for and value each other and ourselves.

Community

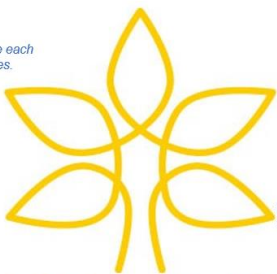
We work together to build respectful relationships in all communities.

Curriculum

We learn new and amazing things!

Citizenship

We learn how to stand firm as citizens of the world around us and beyond.



Saint John's CE Primary School Termly Overview

where we all flourish

We are 'like a tree, flourishing in God's unfailing love' Psalm 52:8
From diverse beginnings and building on our Christian values, we grow together to reach up and reach out.

Learning through Locality

Exploring schools' grounds and observing seasonal changes in the summer.

Outdoor Learning

Weekly messy play sessions.
Free flow.

Home Learning

Phonic sheets and texts, reading, ordering numbers out of milk bottle tops.

Enrichment and Partnership

Visit from Animal Shelter.
Harvest Festival
Highbury Church Visit.

This term's Christian value: Respect

We will consider how we can show this in our school *community*, through *caring* for each other. We will reflect on how we have shown respect in key events, such as starting school.

Literacy – Talk4Writing

Fiction – Dear Zoo and We're going on a bear hunt. Oral recounts, role play and drama, sequencing the story.

Non fiction – How to look after a pet – link to visit from Dog's trust.

Poetry – Nursery rhymes.

Communication and Language Development –

Speaking/ developing sentence structure .

Exploring Vocabulary.

Learning and reciting, poems and songs.

Discussing families and how we change as we get older.

Literacy – Reading linked to T4W

Bear Hunt, Dear Zoo

Discuss events and setting in a story.

Beginning, middle and end .

Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.

Make predictions

Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.

Sort books into categories.

Maths – White Rose Maths

Baseline/Getting to know you to include early counting, number rhymes.

Compare, match and sort, which will include matching objects, finding rules for sorting and identifying sets with more and fewer.

Talking about measures and patterns, which includes mass, capacity and repeating patterns.

Personal Social and Emotional Development - PHSE/RSE SCARF -

Me and my relationships

All about me

What makes me special

Me and my special people

Who can help me?

My feelings

Understanding the World - Science

Similarities and differences between animals and habitats.

Similarities and differences between children.

How we change as we grow.

Naming body parts.

Understanding the World - History and Geography

Talk about the lives of 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 .

Understand the past through settings, characters and events encountered in books read in class and storytelling.

R.E. Being Special – Where do we belong?

How do we show respect for one another? How do we show love/how do I know I am loved?

Who do you care about? How do we show care/how do I know I am cared for? How do you know what people are feeling?

How do we show people they are welcome? What things can we do better together rather than on our own? Where do you belong? How do you know you belong? What makes us feel special about being welcomed into a group of people?

Expressive Art and Design -Art/DT

Beginning to mix colours
Build stories around toys (small world) use available props to support role play
Build models using construction equipment.
To draw a self-portrait (enclosing lines): draw definite features.

Music

Charanga –Pat-a-cake

1, 2, 3, 4, 5, Once I Caught

a Fish Alive

This Old Man

Five Little Ducks

Name Song

Things For Fingers

Phonics - Phase 1 and begin to introduce 2
Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.
See phonic overview
Baseline ongoing for 3 weeks.

Computing - Identify everyday technology: links to technology at home.
Make marks on a digital device to communicate their ideas.

Physical Development - P.E.

Introduction to PE and Dance

Moving safely and following a path, co-ordination and co-operating with others, working independently, Cooperation games i.e. parachute games. Climbing – outdoor equipment. Help individual children to develop good personal hygiene.. Provide regular reminders about thorough handwashing and toileting.