

Reception

Term 3 and 4 Curriculum Outline



Welcome to our Curriculum Outline for the coming two terms. For general information on routines and homework, please visit our year group page on the website, using the following link www.woodlands.kent.sch.uk and click on the **curriculum** tab.

<u>Prime areas</u>		
<u>Personal, Social, Emotional Development activities</u>		
<p>Recap the school rules. Discussion about how children can resolve conflict in and out of the school environment. Discussion about how their learning has grown and developed since starting school. What they like and dislike about school and how that can be improved. Discussion about the Christmas holiday. Group work to decide on how to create a wanted poster together. What's in the bag? Circle time, P4C - activities this links to C & L recycling/pollution, lighthouse, listening to different sea creatures and the sounds they might make. <i>Valentine's Day, Chinese New Year</i></p>		
<p><u>Making Relationships</u></p> <ul style="list-style-type: none"> • Initiates conversations, attends to and takes account of what others say.(40-60) • Explains own knowledge and understanding, and asks appropriate questions of others.(40-60) • Takes steps to resolve conflicts with other children, e.g. finding a compromise.(40-60) • Children play co-operatively, taking turns with others. (ELG) 	<p><u>Self Confidence and Self Awareness</u></p> <ul style="list-style-type: none"> • Can describe self in positive terms and talk about abilities. (40-60) • Confident to speak to others about own needs, wants, interests and opinions. (40-60) • 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. (ELG) 	<p><u>Managing Feelings and Behaviour</u></p> <ul style="list-style-type: none"> • Aware of the boundaries set, and of behavioural expectations in the setting. (40-60) • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. (40-60) • Work as part of a group/class, and understand and follow the rules. (ELG) • They adjust their behaviours to different situations. (ELG) • Talk confidently about how they and others feel. (ELG)

<ul style="list-style-type: none"> • They take account of one another's ideas about how to organise their activity. (ELG) 		
<p style="text-align: center;">Communication and Language activities</p> <p>Key texts: The Pirate Next Door, The Pirate Cruncher, Pirates Love Underpants, Tim, Ted and the Pirates, Bored Claude, Commotion in the Ocean, Sea Creatures, Smiley Sharks, The fish Who Could Wish, A Fishy Story, The Deep Blue Sea, Rainbow Fish, Bright Stanley and the Cave Monster, Sharing a Shell, The Singing Mermaid, The Snail and the Whale, Water Balloon Phonics, Mystery Box, Making a Treasure Map.</p> <p>Other activities: jokes about the sea and making up their own version; extending their vocabulary relating to the topic and their Christmas news; Fishy Phonics- fishing letters out of the water tray; writing a wanted poster; list describing words that link to a character (fish, pirate, mermaid, submarine etc); looking at an image from the story and writing about what we see; read to a point and make a prediction on what might happen at the end; story maps, etc.</p> <p>Show and Tell: facts, books (fiction/non-fiction), pictures, small world toys.</p>		
<p><u>Listening and Attention</u></p> <ul style="list-style-type: none"> • Two-channelled attention – can listen and do for short time span. (40-60) • Maintains attention, concentrates and sits quietly during appropriate activity. (40-60) • Maintain their attention, concentration and listen attentively in a range of situations. (ELG) • To give their attention to what others say and respond appropriately, while engaged in another activity. (ELG) 	<p><u>Understanding</u></p> <ul style="list-style-type: none"> • Able to follow a story without pictures or props. (40-60) • Listen and respond to ideas expressed by others in conversation or discussion. (40–60) • Understands humour. (40-60) • To answer how and why questions confidently about their experiences and in response to stories and events. (ELG) 	<p><u>Speaking</u></p> <ul style="list-style-type: none"> • Uses talk to connect ideas, explain what is happening and anticipate what might happen next; recall and relive past experiences.(40-60) • Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how?</i> (40-60) • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.(40- 60) • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. (40-60) • Extends vocabulary by exploring the meaning and sounds of new words. (40–60) • Children express themselves effectively, showing awareness of listener. (40-60) • To use past, present and future forms accurately when talking about events that have happened or are about to happen in the future. (ELG)

Physical Development activities

Obstacle course, moving like a sea creature, fine motor mouse control, Sailor's PE game. Bike area - transformation.

Walk the Plank: walking along a line or masking tape. Then challenge the children by asking them to balance a bean bag on their head.

To be able to dress and undress independently.

Team games - gym equipment out (e.g. mats, benches, small horse) – Find the Treasure - to use the apparatus safely jumping on/off.

To take a new challenge on the apparatus.

Healthy eating.

Chinese dragon dancing

Cosmic Yoga.

Forest school.

Moving and Handling

- Begins to form recognisable letters. (40-60)
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. (40-60)
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (40-60)
- Travels with confidence and skill around, under, over and through balancing and climbing equipment. (40-60)
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (40-60)
- **To handle large equipment safely and negotiate the space confidently. (ELG)**
- **They handle equipment and tools effectively, including pencils for writing. (ELG)**

Health and Self-Care

- Show an understanding of the need for safety when tackling new challenges. (40-60)
- Consider and manage some risks and play safely without direct supervision. (40-60)
- **To understand the importance for good health of physical exercise and a healthy diet, and to talk about ways to keep healthy and safe. (ELG)**
- **They manage their own basic hygiene and personal needs successfully, including dressing independently. (ELG)**

Specific Areas

Literacy activities

Key texts: The Pirate Next Door, Tim, The Pirate Cruncher, Ted and the Pirates, Bored Claude, Commotion in the Ocean, Sea Creatures, Smiley Sharks, The Fish who could Wish, A Fishy Story, The Deep Blue Sea, Bright Stanley and the Cave Monster, Sharing a Shell, The Singing Mermaid, The Snail and the Whale, Water Balloon Phonics, Mystery Box, Making a Treasure Map. Jokes about the sea and making up their own version. Extending their vocabulary relating to the topic and their Christmas news.

Fishy phonics- fishing letters out of the water tray.

Pirate Passport.

Writing: a wanted poster; a list describing words that link to a character (fish, pirate, mermaid, submarine etc.); looking at an image from the story and writing about what we see; read to a point and make a prediction on what might happen at the end; story maps, etc.

Phonics: Read Write Inc. set 2 sounds; consolidate blending; guided reading; red 'ditty books'; banded books; non-fiction books.

Dinosaur egg game, ICT games.

Continue to practise Reception key words. Topic words.

Write friendship daffodil, wanted posters to help find missing pirates, role-play areas, and labels for sea creatures. Making zig-zag books. Make their own non-fiction books.

Reading

- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. (40 – 60)
- Hears and says the initial sound in words. (40-60)
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.(40-60)
- Links sounds to letters, naming and sounding the letters of the alphabet. (40-60)
- Begins to read words and simple sentences. (40-60)
- Continue a rhyming string.(40-60)
- Enjoys an increasing range of books.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them. (40-60)
- **Reads and understand simple sentences. (ELG)**
- **Uses phonic knowledge to decode regular words and read them aloud accurately. (ELG)**
- **Reads some common irregular words – 45 High Frequency Words. (ELG)**
- **Demonstrates an understanding when talking with others about what they have read (ELG)**

Writing

- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. (40-60)
- Attempts to write short sentences in meaningful contexts. (40-60)
- Writes own name and other things such as labels and captions.
- Can segment the sounds in simple words and blend them together.(40-60)
- **Use their phonic knowledge to write words in ways which match their spoken sounds. (ELG)**
- **They write simple sentences which can be read by themselves and others. (ELG)**
- **To spell some words correctly and use their sounds for more complex words.(ELG)**

Mathematics activities

Catch a fish - number matching, ordering, recognising, adding, estimating, and taking away, one more, one less.

Money - treasure coins, adding money, making money, recognising its value.

Time - relating to now, tomorrow, yesterday, before, after, soon and next, and discussion about the clock time.

Water activities outside - full, empty, half full, heaviest, lightest. Floating and sinking linked with boat making.

Order and sequence

Problem solving - How long will it take for the ship to get to the island? - and other problems.

Pirate board games, counting pirates, solving pirate number problems, including doubling numbers. Adding and subtracting single digit numbers. Continue with number recognition and formation. Addition/Subtraction. Number bonds - 5/10/20

Ordering different size objects (length), designing own board games, 3D shapes and 2D shapes- making pictures. Sequencing events and introducing time vocabulary. Positional language.

Numbers

- Recognise numbers 0-20. (40-60)
- Count an irregular arrangement of up to ten objects. (40-60)
- Say the number that is one more than a given number. (40-60)
- Find the total number of items in two groups by counting all of them. (40-60)
- Find one more or one less from a group of up to five objects, then ten objects.(40-60)
- In practical activities and discussion, to use the vocabulary involved in adding and subtracting. (40-60)
- Record, using marks that they can interpret and explain.(40-60)
- Begin to identify own mathematical problems based on own interests and fascinations. (40 – 60)
- **Count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. (ELG)**
- **Begin to solve problems, including halving and sharing. (ELG)**

Shape, Space and Measure

- Orders two or three items by weight and capacity. (40-60)
- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. (40-60)
- Orders two or three items by length or height. (40-60)
- Orders two items by weight or capacity. (40-60)
- Uses everyday language related to time. (40-60)
- Beginning to use everyday language related to money. (40-60)
- Orders and sequences familiar events. (40-60)
- Measures short periods of time in simple ways. (40-60)
- **Use everyday language related to time e.g. today, tomorrow, soon, next.(ELG)**
- **Begin to use everyday language related to money e.g. coins, pence, change. (ELG)**
- **To compare quantities and objects to solve problems. (ELG)**
- **Begin to use everyday language related to weight e.g. heavy, light, equal. (ELG)**

Understanding the World activities

Habitats, creating different habitats in groups, food changes, floating and sinking.

Looking at real sea creatures: fish, crab, octopus, prawn etc. Similarities and differences of the sea creatures. Find out more about the coral reef. Find out more about sea turtles and how the babies hatch out on the beach and have to complete their first long journey to the sea. Find out what different sea animals eat.

ICT games: Buried Treasure, Save the Whale. How to operate the laptops appropriately; to turn on and off correctly. ICT Games

Mothering Sunday/Easter - what does it mean to Christians? World Religion Day

Shrove Tuesday – pancake day.

Chinese New Year – making and eating a variety of Chinese food. Invite a parent in who celebrates Chinese New Year.

Isra and Mi'raj – commemorates the Prophet Muhammed's journey from Mecca to Jerusalem.

Holi Festival

Visit to Chatham Dockyard.

Seasons: Spring

People and Communities

- Children talk about past and present events in their own lives and in the lives of family members. (ELG)
- They know that other children don't always enjoy the same things, and are sensitive to this. (ELG)
- They know about similarities and differences between themselves and others, and among families, communities and traditions. (ELG)

The World

- Children know about similarities and differences in relation to places, objects, materials and living things. (ELG)
- They talk about the features of their own immediate environment and how environments might vary from one another. (ELG)
- They make observations of animals and explain why some things occur, and talk about changes. (ELG)

Technology

- Completes a simple program on a computer.(40-60)
- Uses ICT hardware to interact with age-appropriate computer software. (40-60)
- Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. (ELG)

Expressive Arts and Design activities

Jelly fish, oysters, pirate ships/eye patches, role play being on a pirate ship, fish, movement like sea creatures, fish and chip shop, mermaids, creating their own jewellery. Still life drawing sea creatures, pirate hand print, making a jelly fish tank, designing treasure maps, designing their own pirate's flag and hat, drawing of pirate ship/mermaids/pirates. Making concertina fish.

Pirate songs: When I Was One, The Big Ship. Telescopes, pirate passports.

Making up a pirate/mermaid song and performing it to the class. Sea sound picture: instruments and voices.

To make a pirate ship using relevant techniques/tools competently and appropriately.

To learn about hinges and make a hinged treasure chest.

Music Express; children to make up own songs and to play simple rhythms and role play.

Woodlands pirate ship adventure for role-play and vocabulary building.

Exploring and Using Media and Materials

- Explores the different sounds of instruments. (40-60)
- Explores what happens when they mix colours. (40-60)
- Experiments to create different textures. (40-60)
- Understands that different media can be combined to create new effects. (40-60)
- Manipulates materials to achieve a planned effect. (40-60)
- Constructs with a purpose in mind, using a variety of resources. (40-60)

Being Imaginative

- Create simple representations of events, people and objects. (40-60)
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (40-60)
- Chooses particular colours to use for a purpose. (40-60)
- Introduces a storyline or narrative into their play. (40-60)
- Plays alongside other children who are engaged in the same theme.

<ul style="list-style-type: none"> • Uses simple tools and techniques competently and appropriately. (40-60) • Selects appropriate resources and adapts work where necessary. (40-60) • Selects tools and techniques needed to shape, assemble and join materials they are using. (40-60) • Continue to sing songs, make music and dance, and experiment with ways of changing them. (ELG) • To safely use and explore a variety of materials, textures and colours. (ELG) 	<ul style="list-style-type: none"> • Plays cooperatively as part of a group to develop and act out a narrative.(40-60) • To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. (ELG)
<p><u>Forthcoming Events and Dates</u> Learning journey session – TBC World Book Day – 7th March 2019 Mother’s Day – 31st March 2019 Chatham Dockyard - TBC</p>	