



Avanti Court Primary School Annual Curriculum Overview 2016-17 Year: Reception

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value		Empathy	Self-discipline	Respect	Integrity	Courage	Gratitude
Main Themes		'ME AND MY WORLD'	'COLOUR MY WORLD'	'BEARS'	'GROWING'	'FAIRY TALES'	'HOLIDAYS AND TRANSPORT'
Area of Learning	Aspects	<p>Texts:</p> <ul style="list-style-type: none"> All about me Owl Babies The Bog Baby (CLPE) People who help us The Jolly Postman Diwali story? 	<p>Texts:</p> <ul style="list-style-type: none"> Elmer Rainbow Fish Kippers Birthday Kippers Christmas Eve The Nativity story (Christmas story) 	<p>Texts:</p> <ul style="list-style-type: none"> Polar bear what can you hear? Brown bear what can you see? Peace at last Biscuit Bear (CLPE) Goldilocks and the three bears Chinese New Year story 	<p>Texts:</p> <ul style="list-style-type: none"> The Tiny Seed The Hungry Caterpillar The Gigantic Turnip (CLPE) What the ladybird heard (CLPE) Aarrggghh Spider! (CLPE) A mid summers nights dream (Shakespeare week?) The Easter Story 	<p>Texts:</p> <ul style="list-style-type: none"> The Gingerbread Man The Three Little Pigs Little Red Riding Hood Jack and the beanstalk Billy Goats Gruff The Princess and the Pea Hansel and Gretel 	<p>Texts:</p> <ul style="list-style-type: none"> The World Atlas Whatever Next Mr Gumpy's Outing The Naughty Bus (CLPE) Oi! Get off our train! The Train Ride (CLPE) We're going on a bear hunt (CLPE)
	Communication and Language	Listening and Attention	<ul style="list-style-type: none"> Listen to stories with great interest Be confidence in speaking to our friends and familiar adults in and around the classroom 	<ul style="list-style-type: none"> Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Maintains attention, concentrates and sits quietly during appropriate activity. Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Maintains attention, concentrates and sits quietly during appropriate activity. Listens and responds to ideas expressed by others in conversation or discussion 	<ul style="list-style-type: none"> Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. 	<ul style="list-style-type: none"> Listen to stories with excitement Listen and concentration during activities Listen and respond to ideas expressed by others during carpet sessions. 	<ul style="list-style-type: none"> Maintain attention, concentrate and sit quietly during an appropriate activity. Follow two instructions at the same time. Follow a story without pictures or props. Listen and respond to ideas expressed by others in conversation or discussion.

	Understanding	<ul style="list-style-type: none"> Begin to understand 'how' and 'why' questions. 	<ul style="list-style-type: none"> Able to follow a story without pictures or props. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Respond to two channelled instructions e.g. can you put your coat on the peg and then sit on the carpet please. 	<ul style="list-style-type: none"> Follow instructions involving several ideas of actions. 	<ul style="list-style-type: none"> Answer 'how' and 'why' questions about their experiences and in response to stories or events.
	Speaking	<ul style="list-style-type: none"> Respond to simple instructions. To extend our vocabulary. 	<ul style="list-style-type: none"> Uses language to imagine and recreate roles and experiences in play situations. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events, introduces a storyline or narrative Uses vocabulary focused on objects and people that are of particular importance to them. 	<ul style="list-style-type: none"> Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play. 	<ul style="list-style-type: none"> Use new words to describe objects Take turns in conversations 	<ul style="list-style-type: none"> Express ourselves effectively showing awareness of others needs. 	<ul style="list-style-type: none"> Answer 'how' and 'why' question about their experiences and in response to stories or events. Use past, present and future forms accurately when talking about events that have happened or are to happen in the future i.e. talk about experiences using the transport
Personal, Social and Emotional	Making relationships	<ul style="list-style-type: none"> Separate from our carers and develop independence in using the provision provided Develop familiarity of the school environment and adults (small group tours of the school) 	<ul style="list-style-type: none"> Initiate conversations, attend to and take account of what others say. Explains own knowledge and understanding, and ask appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise. Begin to be able to negotiate and solve problems without aggression, e.g. when 	<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 	<ul style="list-style-type: none"> Show concern and sensitivity towards living things. Takes steps to resolve conflicts with other children, e.g. finding a compromise. 	<ul style="list-style-type: none"> Initiate conversations and takes account of what others say. Explain our own knowledge and understanding, and asks appropriate questions. 	<ul style="list-style-type: none"> Talk about how we show feelings, talk about our own and others' behaviour, and what the consequences are, and know that some behaviour is unacceptable. Continue to work as part of a group or class, and understand and follow the rules.

			someone has taken their toy.	resolve conflicts with other children, e.g. finding a compromise.			
	Self- confidence and self-awareness	<ul style="list-style-type: none"> Show how confidence in asking adults for help Talk freely to other children while playing 	<ul style="list-style-type: none"> Can describe self in positive terms and talk about abilities. Become confident to speak to others about own needs, wants, interests and opinions. 	<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. 	<ul style="list-style-type: none"> Think and ask questions 	<ul style="list-style-type: none"> Be confident to speak to others about own needs, wants, interests and opinions. Describe ourselves in positive terms and talk about abilities. 	<ul style="list-style-type: none"> Be confident to speak in familiar groups, talk about our ideas, and choose the resources we need for our chosen activities.
	Managing feelings and behaviour	<ul style="list-style-type: none"> FOCUS- on making friends, sharing and taking turns. Learning rules of the classroom and learning routines of the school day. Show friendly behaviour, talk to others and form good relationships with their friends and adults. 	<ul style="list-style-type: none"> Understand that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. How to be aware of the boundaries set, and of behavioural expectations in the setting. 	<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. 	<ul style="list-style-type: none"> Be kind, take turns and share with each other 	<ul style="list-style-type: none"> Understand that some behaviour is unacceptable. Take steps to resolve conflicts with other children, e.g. finding a compromise. 	<ul style="list-style-type: none"> Take account of one another's ideas about how to organise our activity.
Physical	Moving and handling	<ul style="list-style-type: none"> Develop their fine motor skills- cutting, painting, drawing, squeezing, making marks Use correct pencil grip Gain control with mark making equipment Show awareness of space and of self during PE 	<ul style="list-style-type: none"> Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. Travel with confidence and skill around, under, over and through balancing and climbing equipment Show understanding of the need for safety when tackling new challenges, and 	<ul style="list-style-type: none"> Walking in and out of tyres/crawling in tunnels/climbing up and down steps/moving under and over climbing equipment Be aware of space and of self 	<ul style="list-style-type: none"> Use and hold scissors correctly Write letters correctly using writing equipment with control Use gross motor skills to pot plants using different gardening tools Use new skills to throw and catch balls/skip/using hoops Use correct pencil grip 	<ul style="list-style-type: none"> Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. Handle tools, objects, construction and malleable materials safely and with increasing control. Show good control and coordination in large and small movements. 	<ul style="list-style-type: none"> Move in large and small ways with good control and co-ordination. Move confidently in a range of ways, safely negotiating space. Handle equipment and tools effectively, including pencils for writing.

			<ul style="list-style-type: none"> considers and manages some risks. Handles tools, objects, construction and malleable materials safely and with 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. Shows understanding of how to transport and store equipment safely. 		<ul style="list-style-type: none"> and gain control when mark making Move safely in different ways -- walking in and out of tyres/crawling in tunnels/climbing up and down steps/moving under and over climbing equipment Be aware of space and of self 		
	Health and self-care	<ul style="list-style-type: none"> Gain control over fastening when dressing and undressing Be able to dress and undress 	<ul style="list-style-type: none"> Eat a healthy range of food and understand the need for variety in food. Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. 	<ul style="list-style-type: none"> Gain control over fastening when dressing and undressing Be able to dress and undress 	<ul style="list-style-type: none"> Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. 	<ul style="list-style-type: none"> Eat healthy range of foods and understand the need for variety in food. 	<ul style="list-style-type: none"> Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. Fasten buttons and laces
Literacy	Reading	<ul style="list-style-type: none"> Share a story with an adult or in small groups. Show interest in books and the environment 	<ul style="list-style-type: none"> Listen to stories with increasing attention and recall. Describe main setting, events and principal characters Hear and say the initial sound in words. Enjoy an increasing range of books. Begin to read words and simple sentences. 	<ul style="list-style-type: none"> Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. 	<ul style="list-style-type: none"> Enjoy a range of books Read simple words and sentences Use rhyming words and nonsense words Listen to stories with interest and excitement e.g. The Very Hungry Caterpillar Find information in fiction and non-fiction books 	<ul style="list-style-type: none"> Begin to read words and simple sentences. Enjoy an increasing range of books. Read and understand simple sentences and read some common irregular words. 	<ul style="list-style-type: none"> Read and understand 'Non Fiction' books about the seaside and different countries. Use our phonic knowledge to decode regular words and read them aloud accurately. Talk about what we have read with our friends.
	Writing	<ul style="list-style-type: none"> Recognise and write our names as well as getting to recognise other children's names 	<ul style="list-style-type: none"> Give meaning to marks they make as they draw and write Use some clearly 	<ul style="list-style-type: none"> Uses some clearly identifiable letters to 	<ul style="list-style-type: none"> Write our own names Write labels, captions Begin to write recognisable letters 	<ul style="list-style-type: none"> Use our phonic knowledge to write words Write own name and 	<ul style="list-style-type: none"> Write postcards, seaside stories, holiday lists using our phonic knowledge to

		<ul style="list-style-type: none"> • Work alongside children to develop confidence in emergent writing • Write lists and labels in role play contexts 	<p>identifiable letters to communicate meaning representing some sounds correctly and in sequence.</p>	<p>communicate meaning, representing some sounds correctly and in sequence.</p> <ul style="list-style-type: none"> • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts. 	<p>when writing independently</p> <ul style="list-style-type: none"> • Write the sounds we can hear in words • They write simple sentences, which can be read by themselves and others. 	<p>other things such as labels, captions.</p> <ul style="list-style-type: none"> • Attempt to write short sentences in meaningful contexts in which match their spoken sounds and also write some irregular common words. 	<p>write words in ways, which match spoken sounds.</p> <ul style="list-style-type: none"> • Write simple sentences, which can be read. • Use connectives such as 'and', 'because', 'then' to extend our sentences. • Use WOW words and describing words
Maths	Numbers	<ul style="list-style-type: none"> • Begin to develop repertoire of number rhymes and songs • Read and recognise numbers from 0-10 looking at number sequences and number ordering • To put numbers in order in different contexts. • Begin to count up to 6 objects 	<ul style="list-style-type: none"> • Recites numbers in order to 10/Match numeral and quantity • Count objects to 10 (and begin to count beyond 10). • Recognise some numerals of personal significance. • Counts up to three or four objects by saying one number name for each item. 	<ul style="list-style-type: none"> • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Records, using marks that they can interpret and explain. • Begins to identify own mathematical problems based on own interests and fascinations. 	<ul style="list-style-type: none"> • Count the number of children at school, lining up, say the day and date • Count objects and actions accurately • Count objects up to 10 and beyond • They solve problems, including doubling, halving and sharing. 	<ul style="list-style-type: none"> • Find the total number of items in two groups by counting all of them. • Use the vocabulary involved in adding and subtracting in practical activities. • Record and make marks that we can interpret and explain. • Identify own mathematical problems based on own interests and fascinations. • Order numbers up to 20. 	<ul style="list-style-type: none"> • Place numbers in order and say which number is one more or one less than a given number. • Use shells and sea creatures to add and subtract two single-digit numbers and count on or back to find the answer. • Solve problems, including doubling, halving and sharing using different coins.

	Shape, space and measure	<ul style="list-style-type: none"> Use simple mathematical language to describe 2D shapes. 	<ul style="list-style-type: none"> Orders two or three items by length or height. Shows an interest in shape and space by playing with shapes or making arrangements with objects Use familiar objects and common shapes to create and recreate patterns. Begin to use mathematical names for 2D shapes 	<ul style="list-style-type: none"> Beginning to use everyday language related to money. Orders and sequences familiar events. Measures short periods of time in simple ways. 	<ul style="list-style-type: none"> Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Measuring length and height using nonstandard measurements e.g. string. 	<ul style="list-style-type: none"> Use mathematical names for 'solid' 3D shapes Use everyday language to talk about size, weight, capacity, position, distance, time and money. Recognise, create and describe patterns. 	<ul style="list-style-type: none"> Use positional language with the bee-bots and maps. Recognise, create and describe patterns by creating Pictograms of favourite holidays. Explore characteristics of everyday objects and shapes and use mathematical language to describe them.
Understanding of the World	People and Communities	<ul style="list-style-type: none"> Work alongside children to develop tool use, e.g. spreaders, scissors, stapler Learning about ourselves- naming body parts, senses Shows interest in different occupations and ways of life. 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. 	<ul style="list-style-type: none"> Describe special times or events with our family or friends Enjoy joining in with family customs and routines. 	<ul style="list-style-type: none"> Shows interest in different occupations and ways of life. 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. Enjoys joining in with family customs and routines. 	<ul style="list-style-type: none"> Shows interest in different occupations and ways of life. 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. 	<ul style="list-style-type: none"> Talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this 	<ul style="list-style-type: none"> Talk about past and present events in their own lives and in the lives of family members. Know about similarities and differences between themselves and others, and among families, communities and traditions.
	The World	<ul style="list-style-type: none"> Show interest by asking questions about the natural world around them. 	<ul style="list-style-type: none"> Looks closely at similarities and differences patterns and change 	<ul style="list-style-type: none"> Can talk about some of the things they have observed such as plants, animals, natural and found objects. 	<ul style="list-style-type: none"> Shows care and concern for living things and the environment e.g. taking care of our plants in the mini-forest in the outdoor classroom. Developing an understanding of 	<ul style="list-style-type: none"> Look closely at similarities, differences, patterns and change. Know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of 	<ul style="list-style-type: none"> Know about similarities and differences in relation to places, objects, materials and living things. Talk about the features of their own immediate environment and how environments might

				<ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment. 	<p>growth, decay and changes over time e.g. living eggs.</p> <ul style="list-style-type: none"> Talk about some of the things that we have observed such as plants, animals, natural and found objects. Talk about why things happen and how things work e.g. life cycle of a butterfly. 	<p>their own immediate environment and how environments might vary from one another.</p>	<p>vary from one another.</p>
	Technology	<ul style="list-style-type: none"> Use the mouse and keyboard in ICT 	<ul style="list-style-type: none"> Use the mouse and keyboard in ICT Knows how to operate simple equipment 	<ul style="list-style-type: none"> Use the mouse and keyboard in ICT Knows how to operate simple equipment 	<ul style="list-style-type: none"> Use the mouse and keyboard in ICT Knows how to operate simple equipment 	<ul style="list-style-type: none"> Complete a simple program on the computer. Recognise that a range of technology is used in places such as homes and schools. 	<ul style="list-style-type: none"> Recognise that a range of technology is used in places such as homes and schools. Select and use technology for particular purposes.
Expressive Arts and Design	Exploring and using media and materials	<ul style="list-style-type: none"> Begin to explore colour and how colour can be changed. To learn how sounds can be changed. 	<ul style="list-style-type: none"> Select tools and techniques needed to shape, assemble and join materials they are using. Play cooperatively as part of a group to develop and act out a narrative. Use simple tools and techniques competently and appropriately. 	<ul style="list-style-type: none"> Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Selects tools and techniques needed to shape, assemble and join materials they 	<ul style="list-style-type: none"> Paint and collage using different textured materials Create models using different objects Discover how to make different colours 	<ul style="list-style-type: none"> Experiment to create different textures. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design and texture. Use what we have learnt about media and materials in original ways, thinking about uses and purposes. 	<ul style="list-style-type: none"> Use what we have learnt about media and materials in original ways, thinking about uses and purposes. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

				are using.			
	Being imaginative	<ul style="list-style-type: none"> Encourage and support small world and role-play assessing what the children's interests are. Begin to build a repertoire of rhymes/songs/stories Move in response of music 	<ul style="list-style-type: none"> Explore the different sounds of instruments. Build a repertoire of songs and dances. Create simple representations of events, people and objects 	<ul style="list-style-type: none"> Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative. 	<ul style="list-style-type: none"> Use tools to assemble objects together Sing songs related to 'Growing' (e.g. I'm a little seed tall and round). 	<ul style="list-style-type: none"> New songs and make music and dance, and experiment with ways of changing them. Act out stories they remember and have made up. Explore different sounds of instruments. 	<ul style="list-style-type: none"> Represent our own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. Sing songs, make music and dance, and experiment with ways of changing them.
Educational Visits		Local Area- looking at our environment.	Church Cinema? Discover Centre?	Fire Station	Farm visit	Barkingside Park	Thames Barrier Park
Special Events		Diwali (Hinduism and Sikhism)	Christmas (Christianity)	Chinese New Year	Easter (Christianity) Vaisakhi (Sikhism) Shakespeare Week? <u>Chicks come to visit and Caterpillars- first week of the term.</u>		Ratha Yatra