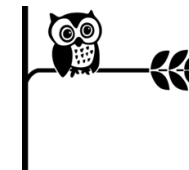


Curriculum Overview 2017-18: Reception



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	The Peas in my Pods	We Love Manchester	Out of this World	We are Superheroes	Traditional Tales	Go Wild!
PSED						
MR	Looking a different relationships within our own families.	Who lives in our community? How do they help us? What would we do without these people?	Explaining our on knowledge about our world and what is beyond it.	Looking at the relationships between goodies and baddies, How do they behave?	Looking at how different characters behave towards each other.	How can we work together to help look after the animals that live in our world?
SCSA	To talk about their role in their family and what makes them special.	Who helps them? What do you do to help other people? Where do we live? What do children like about Manchester?	We will doing different experiments and talking about what we liked and didn't like.	Looking different characteristics of all kinds of heroes, what do they have in common?	To talk about the different qualities each character has - brave prince, selfish goldilocks. Discuss how they feel?	To try and overcome fears when around new animals - encouraging children to feed/stroke animals.
MFB	To understand the importance of behavioral expectations in home and school - make links.	Why do we need rules in our country/city? What would happen if there were no rules?	We will be doing lots of team work and thinking about taking turns even when we are really excited.	Superheroes follow lots of rules and so do we. We will be looking at the police and the law.	Understand choices and why we should make the right choice all the time.	To understand how to behave in different situations and with different people.
Physical Development						

M&H	To use construction resources to make a house.	Use chalk in the playground to draw a map of our country and some places.	Our experiments need lots of different tools and equipment; we will be using them to help us learn.	We will be doing lots of superheroes moves and using our apparatus in the hall. Climbing, jumping balancing, all thing superheroes do.	Making obstacle courses for the gingerbread man. Learning to move to music that would be played at a ball.	Moving in different ways - slithering, jumping, running. Can they move as quick as a cheetah and as slow as a snail.
HSC	To talk about hygiene at home and school eg. Hand washing, teeth brushing, flushing toilet	To know what the risks are of some jobs in our community and how the people are kept safe. eg. Bright coat for lollypop man, head nets for chefs etc.	Scientists must be safe! We think about our bodies and protecting them by making simple changes.	Superheroes are very active but they need to be safe. We will be looking at safe landing and making good risk assessments.	To look at what they need to carry out to ensure a task is safe.	How can we keep ourselves safe when touching/looking after animals?
Communication & Language						
L&A	To listen to others and try to remember a fact about someone's family.	Have a visitor from the local community to talk about their job. Children to listen attentively.	Listen to someone who knows a lot about science or space! Maybe they do this for their job.	To listen to some real life superheroes talk about what makes them super.	To use repeated refrains from the story to help them retell the story. To question why things happen in the story.	Listen to each other as they debate about different ideas linked to animals. Listen to how we look after animals.

U	To understand who makes up their family and that it is not just someone living in their house,	To know what jobs people in their families have.	To be able to discuss differences and changes after our experiments.	We can see all different people as superheroes not just those who wear a cape.		
S	To talk about their families and who is in their family.	To talk about jobs that people in their family have. Can they say a fact about Manchester?	We will be talking about our experiments beforehand and predicting what might happen.	Talk about different superheroes and make a list of some that we know.	Talk about where they live? What do they live in? Who lives in castles? Would they like to live in a dark forest?	Talk about their favorite animal and why? Talk about why animals behave in different ways.
Literacy						
R	To share books about family life. To share reading book with family at home.	To understand that information comes from books and share books about different jobs.	To read books about space and science and look at photos from non-fiction texts.	To read a range of superhero texts including comics.	To read for a range of purposes - for example reading a recipe to make a gingerbread man. To read a letter sent by the 3 bears.	Reading nonfiction books to find out information on animals. Continuing to independently use their phonics to read a simple book.
W	To label members of their family. To write a list of people in their family.	Write questions to ask visitor. List of jobs in our local community.	To write about our experiments. We can write instructions, predictions and our results.	We will be writing our own superhero tails and doing lots of retelling of our favourite stories.	Writing for different purposes - writing a note to the 3 bears, an invitation for Cinderella to go to the ball	Labeling different animal pictures. Writing a letter to give their view on if they think animals should be kept in zoos or not.

Maths						
N	<p>To count how many people are in their family.</p> <p>To do a tally of how many children have brothers or sisters.</p>	<p>Tally of different vehicles that go through Chorlton.</p> <p>Match numbers to pictures of Manchester landmarks.</p>	<p>Numbers are very important in science. We will be recording results and doing lots of observations where we will be counting up to 20.</p>	<p>There will be lots of adding and subtracting this term as we become super mathletes. We will be very independent in choosing our resources and thinking on our own.</p>	<p>Looking at how we could record which traditional story is the most popular? Looking at bar charts. Estimating how many buttons/raisons it would take to cover a gingerbread man.</p>	<p>Class tally chart on who has a pet at home? Which class has the most pets?</p> <p>Learning to share quantities between different animals. Doubling/halving.</p>
SSM	<p>To use shapes to draw around to create a house.</p> <p>How tall are members of your family?</p>	<p>Look at pictures of Manchester skyscrapers. Which is the tallest/shortest?</p> <p>Local walk to Chorlton to buy something from the shops.</p>	<p>We will be using lots of measurements and language around measuring. We will be using equipment we haven't used before like scales and rulers.</p>	<p>Where did that baddies go?! Lots of positional language needed for our superheroes. We will be able to talk about where things are using a range of language.</p>	<p>Sorting objects looking at their similarities and differences. Using language that relates to the time of the day.</p>	<p>Looking at the length of different animals? Which is the longest? Which is shortest? Which is heaviest? Which is the lightest? Using shapes to make animal pictures.</p>
Understanding The World						
P&C	<p>To talk about special celebrations in their family.</p>	<p>What job would they like when they are older?</p>	<p>We will be talking about outside of our community and</p>	<p>We will have a visitor from some local heroes from our community and</p>	<p>To look at different characters in a story and talk about their</p>	<p>Who helps look after animals? Can we research different job</p>

	To discuss different religions in the class.		what goes on in outer space.	talking about all the people that make us feel safe.	similarities and differences. To look at who could help make things better in each story.	occupations linked to animals?
W	Look at different types of houses. What type of house do the children live in?	Where is Manchester on a map? Where is our country? Use of google earth to locate different areas of Manchester.	Our world is one of many planets and we will be exploring outer space and what else there is.	We will be looking at real life superheroes from all over world.	Investigating making porridge - why do things change? Looking at different trees that we could find in a forest? Can we measure how old trees are?	Looking at animals that live in different countries. Looking at their habitats, what they need to survive. Looking at animals that are nocturnal and animals that are not.
T	Use paint to create a picture of themselves and their family.	Children to explore google earth independently.	Children will use different technology in their experiments.	We can use the iPads to take photos and film our own class superheroes.	Using 2 simple to draw and write about their favorite traditional story.	Using the internet to research different animals. Thinking of questions we want to find out.
Expressive Arts & Design						
EMM	Paint picture of their family. Self-portraits.	Children to design a uniform for a job in our community.	We can use different material to create pictures	Children to design a superhero outfit for their own superhero. What powers will	Using different materials to create different story	Using different materials to make animal masks and prints.

		Design a symbol for Manchester - talk about the Manchester bee.	of space and our planet.	they have? What will they need?	settings - forests, castles, cottages etc.	Make their own animal puppet.
BI	Use of home corner to recreate real life family situations.	Children to take on the role of jobs in our local community. Use of outdoor area for dressing up and role play.	Use our imagination to think about the world and outer space. Does anyone live there? What do they do?	Create our own superheroes role play stories. What would they say? What would they do?	To use their imagination to create a role that would fit into the traditional story. Act out different parts of the story.	Using their animal puppets can they make up their own story and tell it to their friend.