



# GREEN OAKS PRIMARY ACADEMY

## Curriculum Framework Overview Reception 2020-2021

### Curriculum drivers

**Culture** – growth mindset, high standards, aspirational

**Diversity** – celebrating the diversity of the community with strong PSHE.

**Environment** – independent learning, extensive vocabulary, incidental learning, developing cultural capital

PSHE & SMSC Whole school events	Creative and Curious democracy; School council elections the rule of law; individual liberty; mutual respect and tolerance of different faiths and beliefs Well-being week Problem solving day	Reflective and Critical Thinker democracy; the rule of law; individual liberty Remembrance Day individual liberty and mutual respect and tolerance of different faiths and beliefs Anti-bullying week Christmas Productions	Responsible and Respectful democracy; the rule of law; individual liberty; mutual respect and tolerance of different faiths and beliefs History/Geography week	Independent and Collaborative democracy; the rule of law; individual liberty; mutual respect and tolerance of different faiths and beliefs Science week Mother's day	Ambitious and Aspirational democracy; the rule of law; individual liberty; mutual respect and tolerance of different faiths and beliefs World Culture day	Enthusiastic and Engaged democracy; the rule of law; individual liberty; mutual respect and tolerance of different faiths and beliefs National schools sports week.
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic Titles	All about me	The world around me	Traditional tales	Time to explore	Animals	Let's go on an adventure
Weekly themes linked to topic	Settling in / Baseline is the biggest focus this term. Inside out (Growth mind set) Senses Family Pumpkins	Local environment- follow on from senses People who help us including Construction Diwali Christmas	3 little pigs Little Red riding Hood Jack and the beanstalk Little red hen	Dinosaurs Space Pirates Easter	Under the sea Life cycles Mini beasts Farm	Seaside Sports week Transition- Biggest focus of the term. Add in any child interest topics that have not already been covered. This will change yearly.
Books used during each topic to support learning.  Used in literacy not linked to topic.	Pumpkin soup Non-Fiction related to senses Inside out Transition stories	Non-fiction people who help us The Gruffalo The Gruffalo's child Rama and Sita The Christmas story	3 Little pigs Little Red riding Hood Jack and the beanstalk Little red hen A wider range of Traditional tales to be read and available.	The Easter story Non-Fiction Dinosaur/ space books Aliens love underpants My Granny is a Pirate The night Pirates Tyrannosaurus drip	The seed The Hungry Caterpillar Non-fiction life cycle books Non-fiction animal books Farmer Duck	Huge bag of worries Oliver's vegetables Oliver's Fruit salad
Communication and language- Speaking	Speaking in full sentences.	Show awareness of the listeners needs.	To develop own narratives.	To talk about past, present and future events.	Explain/ extend speaking and ideas.	Build fluency when talking in full sentences using vocab learnt.
Communication and language- Understanding	Following expectations in school.	Answer simple questions and follow instructions.	Respond to how/why questions.	Understand and respond to stories.	Follow instructions with more steps.	Build comprehension of what they have learnt.
Communication and language- Listening and attention	Sit and listen in a group situation.	Listen to other children and respond.	Listen to stories with increasing recall and anticipate key events.	Listen to stories with increasing recall and anticipate key events.	Children can listen to others whilst carrying out an activity.	Maintain attention on an activity for a longer period of time.
Writing	Making marks and building strength.	Name writing and Phase 2 phonics sounds. VC/CVC word writing.	Phonics continued at children's own level.	Phonics continued at children's own level.	Building independence and stamina with sentence writing.	Building independence and stamina with sentence writing.



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	Name writing and Phase 2 phonics sounds.		Wiring CVC words. Putting them into sentences related to topics. Tricky word wiring. Lots of adult modelling writing, structured support to build sentences.	Wiring CVC words. Putting them into sentences related to topics. Tricky word wiring. Lots of adult modelling writing, structured support to build sentences.	Children to write phonetically plausible sentences related to topic.	Children to write phonetically plausible sentences related to topic.  Exceeding- to introduce own narrative in writing.
<b>Reading</b>	Read/ Recognise own name. Phase 2 phonics. Identifying sounds and tricky words. Starting to blend and segment VC/CVC words.  Anticipating key events in a story Rhyme	Read/ Recognise own name. Phase 2 phonics. Identifying sounds and tricky words. Starting to blend and segment VC/CVC words.  Anticipating key events in a story Rhyme Introduce fantastics- Notice/ feel / action	Blending and segmenting skills continued. Comprehension of story structure-linked to topic.  Introduce fantastics- asking/ imagining /checking	Decoding regular words and reading some words by sight. Demonstrating some understanding of what they have read.  Introduce fantastics- Tasting/ smell/ touching.	Decoding regular words and reading some words by sight. Demonstrating some understanding of what they have read. Answering questions about the text making predictions and talking about the characters. Reading polysyllabic words.	Reading sentences fluently with some flow. Answering questions about the text making predictions and talking about the characters.  Reading polysyllabic words.
<b>Number</b>  <b>Supported by WR maths.</b>	Counting- focusing on the 5 principle of counting. Recognising numbers 1-5/ 10 in a range of ways. Numeral, numicon, ten frames, dot patterns (Subitise to 5). Comparing quantities. Ordering numbers.	Counting- focusing on the 5 principle of counting. Recognising numbers 1-5/ 10 in a range of ways. Numeral, numicon, ten frames, dot patterns. (Subitise to 5) Comparing quantities. Identifying 1 more/ 1 less of numbers to 10. Ordering numbers.	Building fluency with numicon. Extending recognising numbers to 20. Including 1 more/1 less. Practical addition and subtraction with numbers to 10. Some recording. Number bonds to 5 followed by 10 using PPW and Ten frames. Ordering numbers. (Subitise to 10)		Solve problems including doubling, halving and sharing. Continue addition and subtraction to build confidence. (Subitise to 10)	Continue addition and subtraction. Number bonds to 10 re-cap. Counting in 2's,5's and 10's. Estimation. Consolidate before Year One.
<b>Shape, Space, Measure</b>	2D/ 3D shapes and properties. Repeating patterns. Start of time- 'My day/ routine'.		Measurement including non-standardised units of measure. Order by length. Capacity/ weight.		Introduction to Time and money.	Secure knowledge before Year one. Supporting any gaps and consolidating language.
<b>Understanding of the World</b>	P & C- My family. Who is special to me? Similarities between families.  The world- Talk about my own immediate environment.  Technology- Simple games- Phonics and maths.	P & C- Celebrations and different cultures. Are we all the same? Showing an interest in different occupations.  The world- Talk about my own immediate environment.  Technology- Simple games-Phonics and maths. Photos of nature walk.	P & C- Talk about past, present and future events.  The World-  Technology- Recording of telling a story.	P & C- Past, present and future continued linked to topics.  The World- (Science week)- talking about how things work and why things happen.  Technology- Using Google to help us find out information. Email from Museum.	P & C- Similarities and differences continued.  The world- Learning about the world around me and caring for living things. Differences in animal habitats.  Technology- Programming games such as B-Bot.	P & C/ The world- Discussing changes. Why do things change/ grow. Linked to transition.  Technology- Using Google to find out information. Games.
<b>Expressive Arts and Design</b>	Free-access to art materials all year. Children will explore a range of materials, texture, techniques and ways of changing them. They will also have large play and small world imaginative play opportunities throughout.					



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	<p>Role play- Home Shop Cafe</p> <p>Specific art focus- Self-portraits.</p>	<p>Role play- Santa's grotto Post office Doctors Fire engine</p> <p>Specific art focus- Clay faces. D.T event- Christmas cards.</p>	<p>Role play- Cottage in the woods. Bakery Old Victorian school (History week) Travel agents (Geography week)</p> <p>Specific art focus- History/ Geography week show work. Character pictures.</p>	<p>Role play- Dinosaur swamp Space station Boat Science lab</p> <p>Specific art focus- Space art- Linked to Artist.</p>	<p>Role play- Farm Sea</p> <p>Specific art focus- Post farm trip pictures. Junk modelling animals.</p>	<p>Role play- Seaside/ pool School Home corner (During transition)</p> <p>Specific art focus- Self-Portraits (comparing from September)</p>
<b>Music- (Charanga)</b>	Me	Christmas production songs	Everyone	Our world	Big Bear Funk	Reflect, Rewind and Replay
<b>PSED- Links to EYFS</b>	Making relationship. Settling into school. Following school routine and behaviour expectations.	Making relationship. Settling into school. Following school routine and behaviour expectations.	Building confidence in own abilities. Sharing likes and dislikes. Following routine and taking changes easily.	Building confidence in own abilities. Sharing likes and dislikes. Following routine and taking changes easily.	Shows concern for others and begins to solve conflict without adult support.	Transition- building a secure, safe transition into year one.
<b>Jigsaw topics</b>	<b>Being me</b>	<b>Celebrating differences</b>	<b>Dreams and Goals</b>	<b>Healthy me</b>	<b>Relationships</b>	<b>Changing me</b>
<b>Pixl Well-Being</b>	Reconnecting and re-engaging Same but different Managing change Being challenged Our support network	Good Conversations Hearing not listening Getting on with others Applying new skills Appreciation				
<b>Physical development</b>	Fine motor. Changing independently. Managing own self-care.	Fine motor. Changing independently. Managing own self-care.	Fine motor. Changing independently. Managing own self-care.	Fine motor. Changing independently. Managing own self-care.	Fine motor. Changing independently. Managing own self-care.	Fine motor. Changing independently. Managing own self-care.
<b>Power of P.E scheme supporting materials</b>	Yoga/ Cosmic kids	Dance (Production) <b>Winter and Christmas</b>	<b>Improve catching</b> <b>Improve throwing</b>	<b>Dinosaurs</b> <b>Space</b>	<b>Growing</b> <b>Min Beasts</b>	<b>Improving agility</b> <b>Improving balancing</b>
<b>Trips/Visitors/ Other activities</b>		Nurse visit Local walk Whole school panto (TBC)	Forest school	Author visit Forest school	Farm	Forest school
<b>Parent afternoon</b>	Importance of reading/ phonics session Maths session	D.T Inspired event			Planting	Display/ collection of work (such as paintings)