



# 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

Adaptations in 2020/2021 due to COVID recovery curriculum along with Spring lock down

**Denotes content not taught.**

Alternative content delivered.

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
<b>Topic Titles</b>	All about me	The world around me	Traditional tales	Time to explore	Animals	Let's go on an adventure
<b>Weekly themes linked to topic</b>	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	<b>3 little pigs</b> Little Red riding Hood- Taught during lock down. Jack and the beanstalk- Taught during Lock down. Little red hen- Taught during Lock down.	Dinosaurs Space- Taught during lock down. Pirates <b>Easter</b> - Not covered.	Under the sea Life cycles Mini beasts <b>Farm</b> - Moved to Summer 2	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.
<b>Books used during each topic to support learning.</b>	Pumpkin soup Non-Fiction related to senses Inside out	Non-fiction people who help us <b>The Gruffalo</b> <b>The Gruffalo's child</b>	<b>3 Little pigs</b> Little Red riding Hood Jack and the beanstalk Little red hen	<b>The Easter story</b> Non-Fiction Dinosaur/ space books Aliens love underpants	The seed The Hungry Caterpillar Non-fiction life cycle books	Huge bag of worries Oliver's vegetables Oliver's Fruit salad



# GREEN OAKS PRIMARY ACADEMY

<b>Used in literacy not linked to topic.</b>	Transition stories	Rama and Sita The Christmas story	A wider range of Traditional tales to be read and available. Focused on one book per week.	My Granny is a Pirate The night Pirates Tyrannosaurus drip	Non- fiction animal books Farmer Duck- Moved to Summer 2.	
<b>Communication and language- Speaking</b>	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.
<b>Communication and language- Understanding</b>	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.
<b>Communication and language- Listening and attention</b>	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.
<b>Writing Focus skills</b>	Making marks and building strength. Name writing and Phase 2 phonics sounds.	Name writing and Phase 2 phonics sounds. VC/CVC word writing.	Phonics continued at children's own level. Wiring CVC words. Putting them into sentences related to topics. Tricky word wiring. Lots of adult modelling writing, structured support to build sentences.	Phonics continued at children's own level. Wiring CVC words. Putting them into sentences related to topics. Tricky word wiring. Lots of adult modelling writing, structured support to build sentences	Building independence and stamina with sentence writing. Children to write phonetically plausible sentences related to topic	Building independence and stamina with sentence writing. Children to write phonetically plausible sentences related to topic.
<b>Application</b>	Name writing Linking sounds to writing.	<i>Writing to Entertain</i> <i>Writing to Inform</i> Christmas cards. Writing to inform- different jobs. Name writing Linking sounds to writing.	<i>Writing to Entertain</i> <i>Writing to Inform</i>  Descriptive writing- Characters from story. Story writing- Re-telling parts of a story. Simple sentences- Pop- during lock down.	<i>Writing to Entertain</i> <i>Writing to Inform</i>  Descriptive writing- Dinosaurs/ Pirates. Letter writing to the Museum. .	<i>Writing to Entertain</i> <i>Writing to Inform</i> Planting- instruction writing. Life-Cycle- Writing to inform.	Exceeding- to introduce own narrative in writing.  <i>Writing to Entertain</i> <i>Writing to Inform</i>  Story writing. Trip re-count. Writing to Year 1 teachers.
<b>Reading</b>	Read/ Recognise own name.	Read/ Recognise own name.	Blending and segmenting skills continued.	Decoding regular words and reading some words by sight. Demonstrating some	Decoding regular words and reading some words by sight. Demonstrating some	Reading sentences fluently with some flow. Answering questions about the text making



# GREEN OAKS PRIMARY ACADEMY

	Phase 2 phonics. Identifying sounds and tricky words. Starting to blend and segment VC/CVC words.  Anticipating key events in a story Rhyme	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	Comprehension of story structure- linked to topic.  Introduce fantastics- asking/ imagining /checking <b>Focused on Noticing and feeling. Moved to later in the year.</b>	understanding of what they have read.  Introduce fantastics- Tasting/ smell/ touching.	understanding of what they have read. Answering questions about the text making predictions and talking about the characters. Reading polysyllabic words.	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.	P & C- Talk about past, present and future events.  The World- <b>Technology- Recording of telling a story.</b>	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	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.



# GREEN OAKS PRIMARY ACADEMY

		Technology- Simple games-Phonics and maths. Photos of nature walk.		out information. Email from Museum.		
<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.					
	Role play- Home Shop Cafe  Specific art focus- Self-portraits.	Role play- Santa's grotto Post office Doctors Fire engine  Specific art focus- Clay faces.  D.T event- Christmas cards and Salt dough decorations.	Role play- Cottage in the woods. Bakery Old Victorian school (History week) Travel agents (Geography week)  Specific art focus- History/ Geography week show work. Character pictures.  DT- Construction- Houses for pigs. Traps for the wolf.	Role play- Dinosaur swamp Space station Boat Science lab  Specific art focus- Piet Mondrian- Focus on the primary colours. Block minimalist painting.	Role play- Farm Sea  Specific art focus- Post farm trip pictures. Piet Mondrian- Tree paintings- Linked to life-cycles and seasons.  DT- Habitat building.	Role play- Seaside/ pool School Home corner (During transition)  Specific art focus- Self-Portraits (comparing from September)
<b>Music- (Charanga)</b>	Me	Christmas production songs	Everyone	Our world	Big Bear Funk	Reflect, Rewind and Replay
<b>PSED- Links to EYFS</b>  <b>Jigsaw topics</b>  <b>Pixl Well-Being</b>	Making relationship. Settling into school. Following school routine and behaviour expectations.  <b>Being me</b>  Reconnecting and re-engaging Same but different Managing change Being challenged Our support network	Making relationship. Settling into school. Following school routine and behaviour expectations.  <b>Celebrating differences</b>  Good Conversations Hearing not listening Getting on with others Applying new skills Appreciation	Building confidence in own abilities. Sharing likes and dislikes. Following routine and taking changes easily. <b>Dreams and Goals</b>	Building confidence in own abilities. Sharing likes and dislikes. Following routine and taking changes easily. <b>Healthy me</b>	Shows concern for others and begins to solve conflict without adult support.  <b>Relationships</b>	Transition- building a secure, safe transition into year one.  <b>Changing me</b>



## GREEN OAKS PRIMARY ACADEMY

<b>Physical development</b>  <b>Power of P.E scheme supporting materials</b>	Fine motor. Changing independently. Managing own self-care.  Yoga/ Cosmic kids	Fine motor. Changing independently. Managing own self-care.  Dance (Production)  Winter and Christmas	Fine motor. Changing independently. Managing own self-care.  Improve catching Improve throwing	Fine motor. Changing independently. Managing own self-care.  Dinosaurs Space	Fine motor. Changing independently. Managing own self-care.  Growing Min Beasts	Fine motor. Changing independently. Managing own self-care.  Improving agility Improving balancing
<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)