

Peacock (Reception)

Curriculum

Autumn	Spring	Summer
All about me	Toys	Moving things (inc transport)
British values/ learning, perseverance and manners	British values/ learning, perseverance and manners	British values/ learning, perseverance and manners
<p>Learning, perseverance and manners are central to all that we do at Three Legged Cross First and Nursery school.</p> <p>We teach mutual respect, tolerance, democracy, rule of law and individual liberty through assemblies and progressive tailored learning throughout our curriculum. Opportunities for you to engage and celebrate your child/ children's learning, perseverance and manners are offered during the year and can be found on our school calendar. https://3lxschool.com/calendar/</p>		
Phonics	Phonics	Phonics
<p><u>Phase 2 & 3 of the 3LX Letters and Sounds scheme.</u></p> <ul style="list-style-type: none"> Use phonic knowledge to decode regular words and read them aloud accurately. <ul style="list-style-type: none"> Read some common irregular words. <p>We will learn to apply our knowledge of phonemes (smallest units of sound) and graphemes (phonemes when written down) to read words, building on our sound discrimination learning in nursery. Below are some websites you may find useful in order to support your child with this element of reception class learning:</p> <p>http://www.letters-and-sounds.com - for information about each of the phases.</p> <p>https://www.phonicsplay.co.uk/index.htm - this website has a range of free games for each phase.</p> <p>https://www.teachyourmonstertoread.com- a free game to support your child with their reading.</p>		
Reading comprehension	Reading comprehension	Reading comprehension
<p>After discussion with the teacher, the pupil can:</p> <ul style="list-style-type: none"> Read and understand simple sentences. Demonstrate an understanding when talking with others about what they have read 		
English	English	English
<p>Communication and language is interwoven into all areas of our learning. Our English learning focusses on building and applying speaking, listening, attention and understanding skills. The children will learn to</p> <ul style="list-style-type: none"> Listen attentively and respond with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions 		

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<ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their understanding • Hold conversation when engaged in back-and-forth exchanges with their teachers and peers • Participate in small group, class and one-to-one discussions offering their own ideas, using recently introduced vocabulary • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems • Express their ideas and feelings about their experiences using full sentences, including use of past, present and futures tenses 		
Maths	Maths	Maths
<p>We will follow the Firm Foundations EYFS Maths scheme and will be focussing on</p> <ul style="list-style-type: none"> • Counting objects, actions and sounds • Linking the number symbol (numerals) with its cardinal number value 	<p>We will follow the Firm Foundations EYFS Maths scheme and will be focussing on</p> <ul style="list-style-type: none"> • Counting beyond 10 • Understanding the one more/one less relationship between consecutive numbers 	<p>We will follow the Firm Foundations EYFS Maths scheme and will be focussing on</p> <ul style="list-style-type: none"> • Exploring the composition of numbers to 10 • Recalling number bonds for numbers 0-5 • Comparing length, weight and capacity
Science	Science	Science
<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important 	<ul style="list-style-type: none"> • Recognise and identify observe and draw animals who may live in our school grounds/locality. Read stories linked to animals in our locality, including pets. • Use stories and rhymes to reinforce animal features. • Recognise and know how to use a magnet. Investigate things which attract to a magnet and are magnetic and not magnetic 	<ul style="list-style-type: none"> • Create opportunities to discuss how we care for the natural world around us
PE	PE	PE
<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping, climbing) • Develop the skills needed to manage a school day successfully (lining up and queuing, mealtimes) 	<ul style="list-style-type: none"> • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball • Develop their small motor skills so that they can use a range of tools competently, safely and confidently (pencils, paintbrushes, scissors, knives, forks and spoons) 	<ul style="list-style-type: none"> • Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming • Use their core muscle strength to achieve a good posture when sitting at a table or on the floor
History	History	History
<ul style="list-style-type: none"> • Talk about members of their immediate family and community • Create a simple family tree using fictional characters • Sequence events chronologically through use of school day visual timetable 	<ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past 	<ul style="list-style-type: none"> • Recognising past and present environments that are different to the one in which they live
Geography	Geography	Geography

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<ul style="list-style-type: none"> Find out about a variety of homes and the materials used to build them 	<ul style="list-style-type: none"> To draw information from a simple map Plan a route for their toys during play 	<ul style="list-style-type: none"> Recognising past and present environments that are different to the one in which they live
Computing	Computing	Computing
<ul style="list-style-type: none"> To turn on and to shut down a computer How to login to a computer using a username and password. 	<ul style="list-style-type: none"> The importance of alerting a grown up if something on a computer/ Ipad or other device makes them feel worried How to take turns and share devices safely The difference between real and online experiences 	<ul style="list-style-type: none"> To use a tablet to find relevant information and understand that devices can be used to find images and shared text about a subject of interest Manipulate technology learning to program the Beebot/ using the Beebot app
RE	RE	RE
<ul style="list-style-type: none"> Begin to understand that some places are special to members of their community 	<ul style="list-style-type: none"> Understand that some places are special to members of their community 	<ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experience and what has been read in class
MFL	MFL	MFL
<ul style="list-style-type: none"> Hear a variety of greetings in different languages 	<ul style="list-style-type: none"> Hear and attempt to copy a variety of greetings in different languages 	<ul style="list-style-type: none"> Attempt to copy greetings in different languages and begin to know which language each is
PSHE	PSHE	PSHE
<ul style="list-style-type: none"> See themselves as a valuable individual Build constructive and respectful relationships Learn about a variety of 'New Beginnings' through the SEAL programme 	<ul style="list-style-type: none"> Think about the perspectives of others Be confident to try new activities Learn about 'Going for Goals' through the SEAL programme 	<ul style="list-style-type: none"> Show resilience and perseverance in the face of challenge Begin to regulate behaviour in response to their own feelings Learn about 'Relationships' through the SEAL programme
Forest	Forest	Forest
<ul style="list-style-type: none"> Listening and attention: listening walks Forest safety: boundaries, fire circle, washing hands, mushroom/berry safety Cooperation and independence skills, including dressing for forest 	<ul style="list-style-type: none"> Tool skills: with adult support use of hammer and nails Listening and attention: introduce children to bath and moth game 	<ul style="list-style-type: none"> Forest safety: managing risks such as lifting and/or moving heavy objects Den building: with growing independence, begin to roll large objects

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Music	Music	Music
<ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody 	<ul style="list-style-type: none"> Begin to build up a repertoire of songs and dances Explore the sounds of different instruments 	<ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody Further explore and engage in music making and performance
Art/ DT	Art/ DT	Art/ DT
<ul style="list-style-type: none"> Explore and use a variety of artist effects to express ideas and feelings: Poonac art, line drawings Watch and talk performance art, expressing their feelings and responses 	<ul style="list-style-type: none"> Return to and build on previous learning to refine ideas: Line drawings and observational drawings of toys using different media 	<ul style="list-style-type: none"> Continue to use and refine a variety of artistic effects: bubble, splatter and straw painting Individual and group paintings
Nursery rhymes inc festivals	Traditional tales	The Farm
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Maths	Maths	Maths
<p>We will follow the Firm Foundations EYFS Maths scheme and will be focussing on</p> <ul style="list-style-type: none"> • Subitising • Comparing numbers 	<p>We will follow the Firm Foundations EYFS Maths scheme and will be focussing on</p> <ul style="list-style-type: none"> • Exploring the composition of numbers to 10 • Manipulating shapes to develop spatial reasoning skills • Creating, copying and continuing repeating patterns 	<p>We will follow the Firm Foundations EYFS Maths scheme and will be focussing on</p> <ul style="list-style-type: none"> • Automatically recall number bonds for number 0-5 and some to 10 • Composing and decomposing shapes to recognise a shape can have other shapes within it, just as numbers can
Science	Science	Science
<ul style="list-style-type: none"> • Explore the natural world through the senses • Investigate melting, floating and use of magnets during play 	<ul style="list-style-type: none"> • Understand the effect of the changing seasons • Explore light travelling through transparent materials 	<ul style="list-style-type: none"> • Observe and draw the natural world, including animals and plants • Discuss how we care for the natural world around us • Begin to learn about contrasting environments
PE	PE	PE
<ul style="list-style-type: none"> • Progress towards a more fluent style of moving, with developing style and grace • Develop the overall body strength, coordination, 	<ul style="list-style-type: none"> • Combine different movements with ease and fluency • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group 	<ul style="list-style-type: none"> • Develop over all body-strength, balance, coordination and agility • Develop the foundations of a handwriting style

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balance and agility needed to engage successfully with future PE sessions and other physical disciplines		which is fast, accurate and efficient
History	History	History
<ul style="list-style-type: none"> Use the theme of trees to identify and understand seasonal changes in nature Discuss images of familiar situations in the past by comparing and contrasting characters from stories, including figures from the past 	<ul style="list-style-type: none"> To understand that some places are special and specific to members of their community. To recognise that people have different beliefs and celebrate special times in different ways. 	<ul style="list-style-type: none"> To recognise some similarities and differences between life in this country and life in other countries by learning about produce from farms around the world and the significance of different climates/temperature.
Geography	Geography	Geography
<ul style="list-style-type: none"> Using the theme of trees to recognise seasonal changes 	<ul style="list-style-type: none"> To understand that some places are special to members of their community. 	<ul style="list-style-type: none"> To recognise some similarities and differences between life in this country and life in other countries around the world.
Computing	Computing	Computing
<ul style="list-style-type: none"> To hold and use a mouse How to drag and drop items on screen using a mouse 	<ul style="list-style-type: none"> Use web-based applications to practise skills and further classroom learning 	<ul style="list-style-type: none"> Purposefully create content Begin to learn how to use espresso coding
RE	RE	RE
<ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate them in different ways Learn about the festivals of Diwali and Christmas 	<ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate them in different ways Learn about the festivals of Easter and Eid, and Lent and Ramadan 	<ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experience and what has been read in class
MFL	MFL	MFL
<ul style="list-style-type: none"> Hear a variety of greetings in different languages 	<ul style="list-style-type: none"> Hear and attempt to copy a variety of greetings in different languages 	<ul style="list-style-type: none"> Attempt to copy greetings in different languages and begin to know which language each is
PSHE	PSHE	PSHE
<ul style="list-style-type: none"> Express their feelings and consider the feelings of others Learn about 'Getting On and Falling Out' through the SEAL programme 	<ul style="list-style-type: none"> Identify and moderate their own feelings socially and emotionally Learn about 'Good To Be Me' through the SEAL programme 	<ul style="list-style-type: none"> Know and talk about some different factors that support health and wellbeing Learn about 'Changes' through the SEAL programme
Forest	Forest	Forest
<ul style="list-style-type: none"> Den building: group cooperation and sharing space 	<ul style="list-style-type: none"> Woodland art: creating mud pictures and use of 	<ul style="list-style-type: none"> Den building: with adult support, construct a

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and resources <ul style="list-style-type: none"> Develop story lines in pretend play 	natural resources <ul style="list-style-type: none"> Tool skills: with adult support, use potato peelers 	simple pallet shelter <ul style="list-style-type: none"> Develop increasingly imaginative storylines in their pretend play
Music	Music	Music
<ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups 	<ul style="list-style-type: none"> Continue to build a repertoire of songs and dances Explore the different sounds of instruments Listen attentively, move to and talk about music, expressing their feelings and responses 	<ul style="list-style-type: none"> Continue to build a repertoire of songs and dances Listen and respond to pieces of classical music
Art/ DT	Art/ DT	Art/ DT
<ul style="list-style-type: none"> Using art to convey emotions: happiness, sadness, fear Create art with natural resources Develop ability to represent their ideas: firework paintings, Christmas art 	<ul style="list-style-type: none"> Experiment with colour including mixing with water colours and chalk pastels 	<ul style="list-style-type: none"> Revise and refine colour mixing skills with poster paints Creating art with natural resources Experiment with design, texture, form and function