

**\*Guildford Grove Curriculum – Quality of Education – INTENT – IMPLEMENTATION – IMPACT**

**‘Knowledge is power. Information is liberating.’ Kofi Annan**

Topics: Families, Woodlands, Christmas				Year Group: Reception			
	1	2	3	4	5	6	7
<b>Prime Areas</b>							
<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	<p>Play co-operatively.                      Develop ability to take turns without adult support.                      Take into account others’ ideas.                      Build on positive relations with adults and peers.</p> <p>Try new activities.                      Develop confidence to speak &amp; share ideas.                      Select resources independently.</p> <p>Develop understanding of their own feelings and behaviours.                      Develop understanding of the feelings &amp; behaviours of others.                      Follow rules and routines.</p>						
<b>COMMUNICATION AND LANGUAGE</b>	<p>Listen to stories with increasing attention and recall.                      Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.                      Maintain attention, concentrate and sit quietly during appropriate activity.                      Listen and respond to ideas expressed by others in conversation or discussion.                      Develop understanding of ‘why’ and ‘how’ questions.</p>						
	<p>Circle times                      ‘Pic’ (picture) of the week                      Topic talk                      Class texts and daily story time</p>						
<b>PHYSICAL DEVELOPMENT</b>	<p>Use simple tools to effect changes to materials.                      Handle tools, objects, construction and malleable materials safely and with increasing control.                      Begin to form recognisable letters.                      Use a pencil and holds it effectively to form recognisable letters.</p>						
	Negotiates space successfully (adjusting speed or changing direction to avoid obstacles).	Jump and land appropriately.	Travel with confidence and skill around, under, over and through balancing and climbing equipment.	Develop increasing control over an object in pushing or patting it.	Develop increasing control over an object when throwing it.	Develop increasing control over an object when catching it.	Develop increasing control over an object when kicking it.
<b>Specific Areas</b>							
<b>PHONICS</b>	<p>Hear and say the initial sound in words.                      Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p>						

	<b>Link sounds to letters, naming and sounding the letters of the alphabet.</b> Key vocabulary: letter, sound, digraph, ascender, descender, segment, blend, word						
	Letters & Sounds Phase 2: v,y,x,y	Letters & Sounds Revisit Phase 2: s,a,t,p	Letters & Sounds Revisit Phase 2: l,n,m,d	Letters & Sounds Revisit Phase 2: g,o,c,k	Letters & Sounds Revisit Phase 2: e,u,r,h	Letters & Sounds Revisit Phase 2: s,a,t,p	Letters & Sounds Revisit Phase 2: b,f,l,j
<b>LITERACY – Reading (Skills)</b>	<p><b>Know that print carries meaning and, in English, is read from left to right and top to bottom.</b></p> <p><b>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</b></p> <p><b>Hear and say the initial sound in words.</b></p> <p><b>Link sounds to letters, naming and sounding the letters of the alphabet.</b></p> <p><b>Begin to read words and simple sentences.</b></p> <p><b>Use phonic knowledge to decode regular words and read them aloud accurately.</b></p> <p><b>Read some common irregular words.</b></p> <p>Key vocabulary: word, sound, letter, line, left, right, top, bottom, segment, blend, capital letter, full stop, 'sound right', 'look right'</p>						
	Whole class reading skills session Individual reading						
<b>LITERACY – Reading (Comprehension)</b>	<p><b>Describe main story setting, events and principal characters.</b></p> <p><b>Listen to stories with increasing attention and recall.</b></p> <p><b>Listen to and join in with stories in small groups.</b></p> <p><b>Join in with repeated refrains and anticipate key events and phrases in stories.</b></p> <p><b>Begin to be aware of the way stories are structured.</b></p> <p><b>Suggest how the story might end.</b></p>						
<b>Key Texts</b>	<b>Owl Babies</b>				<b>Christmas Stories</b>		
	Key vocabulary: owl, owlet, barn owl, parent, child, son, daughter, brother, sister, sibling, woods, nocturnal, nest, branch, feathers, hunting, terrified, anxious, frightened, upset, worried, nervous, relieved, content, secure, glad.				Key vocabulary: celebration, tradition, goodwill, wreath, baubles, decorations reindeer, sleigh, North Pole, holly, gift, grateful, thoughtful, Bethlehem, stable, Jesus, Wise Men, shepherd, worship, journey, travelled gold, frankincense, myrrh, innkeeper, King Herod, Angel Gabriel		
	Characters and their relationship to one another	Vocabulary and retrieval skills	Hot Seating characters in the story	Inference and retrieval skills	The Christmas Story	We Three Kings	Mog's Christmas/ Muddy Paws' First Christmas
<b>LITERACY - Writing</b>	<p><b>Give meaning to marks they make as they write.</b></p> <p><b>Hear and say the initial sound in words.</b></p> <p><b>Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</b></p>			<p><b>Attempt to write short sentences in meaningful contexts.</b></p> <p><b>Give meaning to marks they make as they write.</b></p> <p><b>Hear and say the initial sound in words.</b></p> <p><b>Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</b></p>			
	CVC word building (animals) linked to various habitats	What would the owl babies want in their tree habitat? Draw and label items for our 'dream tree'.	Speech bubbles	Recount a favourite memory from trip to Westborough Woods	Letter to Father Christmas	Christmas shopping list (gift ideas for members of our family)	Write a Christmas card
<b>MATHEMATICS</b>	<p><b>Recognises numerals 1 to 10</b></p> <p><b>Rote counting 0-20</b></p>						

	Counts up to four objects by saying one number name for each item. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Begin to use the language of addition	Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects.	Counts up to 6 objects. In practical activities and discussion begin to use the language of addition	To be able to recognise number 7 and count 7 objects. To be able to understand and follow instructions including positional language. To be able to describe where something is using positional language	To be able to recognise number 8 and count 8 objects. In practical activities and discussion begin to use the language of addition.	Beginning to use mathematical names for 'flat' 2D shapes, and mathematical terms to describe shapes.	Uses familiar objects and common shapes to create and recreate patterns and build models.
	Key vocabulary: total, same, addition, add, plus, more, fewer, less, positional language (behind, next to, in, under, on), numbers (0-8), 2D shapes (circle, triangle, square, rectangle, pentagon, hexagon, octagon), sides, corners, vertices, pattern, repeat.						
	Number Focus: 4	Number Focus: 5	Number Focus: 6	Number Focus: 7 Positional Language	Number Focus: 8	2D Shapes	Patterns
<b>UNDERSTANDING THE WORLD</b>	They make observations of animals and plants and explain why some things occur and talk about changes.	Children know about similarities and differences in relation to places and living things. They make observations of animals and explain why some things occur/talk about changes.			Enjoys joining in with family customs and routines. Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.		
	Owl Facts	Visit the woods	Other nocturnal animals	Woodland habitats	What is Christmas and how do we celebrate it?	Why do we celebrate Christmas?	Why do we celebrate Christmas?
	Key vocabulary: bird of prey, habitat, binocular vision, ear tufts, species, carnivore, talons, swoop, silent, owlet, nocturnal, den, burrow, holt, camouflage, hunt, prey, woodland, shelter, pine cone, fern, bark, holly, rosehip, blackberry, conker, acorn, hare, mole				Key vocabulary: celebration, tradition, goodwill, wreath, baubles, decorations reindeer, sleigh, North Pole, holly, gift, grateful, thoughtful, Bethlehem, stable, Jesus, Wise Men, shepherd, worship, journey, travelled gold, frankincense, myrrh, innkeeper, King Herod, Angel Gabriel		
<b>EXPRESSIVE ARTS AND DESIGN</b>	<b>Begins to build a repertoire of songs.</b> <b>Explores the different sounds of instruments.</b>						
	Learn songs: <ul style="list-style-type: none"> <li>It's an owl</li> <li>The owl</li> <li>Two little owls</li> </ul>				Christmas songs		
	<b>Experiment to create different textures.</b> <b>Understand that different media can be combined to create new effects.</b> <b>Manipulate materials to achieve a planned effect.</b>						

	<b>Construct with a purpose in mind, using a variety of resources. Use simple tools and techniques competently and appropriately.</b>					
	Create paper plate owls – children to create their own using a variety of media (cotton wool, collage, tissue paper, feathers).	Making bird feeders	Chocolate nests	Hoop Decorations (Christmas Trees)	Christmas Cards (Sewing Stars)	Christmas Performance