

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

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

Topics: Families & People Who Help Us				Year Group: Reception		
	1	2	3	4	5	6
Prime Areas						
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<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 & share ideas. Select resources independently.</p> <p>Develop understanding of their own feelings and behaviours. Develop understanding of the feelings & behaviours of others. Follow rules and routines.</p>					
COMMUNICATION AND LANGUAGE	<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.</p>					
	Story Time Rhyme Time	Story Time Rhyme Time Circle Time	Story Time Rhyme Time Circle Time	Story Time Rhyme Time Circle Time ‘Pic’ (picture) of the week Topic Talk	Story Time Rhyme Time Circle Time ‘Pic’ (picture) of the week Topic Talk	Story Time Rhyme Time Circle Time ‘Pic’ (picture) of the week Topic Talk
PHYSICAL DEVELOPMENT	<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 hold it effectively to form recognisable letters.</p>					
	<p>Exploring our environment: Learning to select appropriate P.E. resources for child-initiated activities. Developing Skills: * Negotiate 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.</p>					
Specific Areas						
PHONICS	<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. Link sounds to letters, naming and sounding the letters of the alphabet. Key vocabulary: letter, sound, ascender, descender, segment, blend, word</p>					
	Phase 1 - Listening and Attention Games	Letters & Sounds Phase 2: s, a, t, p	Letters & Sounds Phase 2: i, n, m, d	Letters & Sounds Phase 2: g, o, c, k	Letters & Sounds Phase 2: e, u, r, h	

LITERACY – Reading (Skills)	<p>Know that print carries meaning and, in English, is read from left to right and top to bottom. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Hear and say the initial sound in words. Link sounds to letters, naming and sounding the letters of the alphabet. Key vocabulary: word, sound, letter, line, left, right, top, bottom, segment, blend, capital letter, full stop, ‘sound right’, ‘look right’</p>					
		Individual reading	Individual reading	Whole class reading skills session	Whole class reading skills session	Whole class reading skills session
LITERACY – Reading (Comprehension)	<p>Describe main story setting, events and principal characters. Listen to stories with increasing attention and recall. Listen to and join in with stories in small groups. Join in with repeated refrains and anticipate key events and phrases in stories. Begin to be aware of the way stories are structured. Suggest how the story might end.</p>					
Key Texts	Familiar Stories & PSED Stories			A Quiet Night In by Jill Murphy		
LITERACY - Writing	<p>Give meaning to marks they make as they write. Hear and say the initial sound in words. Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>					
	Exploring our environment: Learning to mark make and select appropriate resources for child-initiated activities.			Menu for Mr Large (Initial sounds focus)	Write a list of party foods (Link to Tesco trip)	CVC word building (phonics link)
MATHEMATICS	<p>Recognises numerals 1 to 3 Rote counting 0-10 Counting Objects with increasing accuracy. Key vocabulary: number, numeral, count, counting, total, more, less.</p>					
	Exploring our environment: Learning to select appropriate Maths resources for child-initiated activities. Counting Rhymes & Number stories		Number Focus: 1	Number Focus: 2	Number Focus: 3	Number Focus: 3
UNDERSTANDING THE WORLD	<p>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.</p>			<p>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.</p>		
	Exploring our environment: Learning to select appropriate resources for child-initiated activities.			Topic Talk: Our Families	Topic Talk: Healthy Eating	Topic Talk: Our Birthdays
	Mud Kitchen & Planting Area. Gravel Digging Area. Water and Sand Area. Home Corners.			Key vocabulary: families, mum, dad, sister, brother, aunty, uncle, cousin, grandad/grandpa, granny/grandma, healthy, fruit, vegetables, balance, treats, choice, birthday, party, celebration, tradition, decorations, gifts, presents, cake		
EXPRESSIVE ARTS AND DESIGN	<p>Begins to build a repertoire of songs. Explores the different sounds of instruments.</p>					
	Nursery Rhymes Harvest Songs: Thank you God for the Harvest, Big Red Combine Harvester, One, Two, Three Little Acorns, Under the Harvest Moon, Mr Scarecrow, Autumn Leaves, Harvest Festival				Songs: Family Tree Healthy Heart	Songs: Family Tree Healthy Heart

	<p>Experiment to create different textures. Understand that different media can be combined to create new effects. Manipulate materials to achieve a planned effect. Construct with a purpose in mind, using a variety of resources. Use simple tools and techniques competently and appropriately.</p>			
	<p>Exploring our environment: Learning to select appropriate EAD resources for child-initiated activities. Building with large and small construction. Junk Modelling</p>	<p>Painting – A picture for Mr Large</p>	<p>Drawing – Who Lives In My House?</p>	<p>A Birthday Card for Mog/ Muddy Paws.</p>