

Curriculum Half Termly Overview - friendship café/teddy bear hospital



Title - Me and My Community

Year group - Reception

Term - Autumn 1



Literacy- Reading	Literacy- Writing	Communication and Language - Listening and Attention / Understanding / Speaking										
<ul style="list-style-type: none"> Display a range of books about starting school and friendship for children to look at and enjoy Read the story Lost and Found by Oliver Jeffers. Discuss how the children's class is a community and why it is important to be good friends to each other. Talk about ways that they can be a good friend. Friendship books School RWI phonic programme exploring letters m,a,s,t,d 	<ul style="list-style-type: none"> In a small group encourage the children to draw their family inside the house. Talk about who is in the house and why they are special. Support the children in adding labels to their picture if they would like to. Make a friendship recipe. Opportunities for children to writ phonic sounds in areas such as sand or water. 	<ul style="list-style-type: none"> meet with staff around school - introduce those who and what they do in our school community. Display photographs of the memorable experience and the people the children met on their journey around the school. Remind the children that these people are all part of the school community. Invite the children to pick out photographs to talk about. Explore different families and what their families look like. Program Bee-Bots to get to members of staff. Explore similarities and differences between the children, including eye and hair colour, height and age. Challenge them to work in pairs and find similarities and differences between them. 										
Mathematics												
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Physical Development - Moving and Handling / Health and Self Care		PSED - Making Relationships / Self-Confidence and Self - Awareness / Manage Feelings and Behaviours										
<ul style="list-style-type: none"> Provide time and space to enjoy energetic play daily. Provide large portable equipment that children can move about safely and cooperatively to create their own structures, such as milk crates, tyres, large cardboard tubes. Practise movement skills through games with beanbags, cones, balls and hoops. Plan activities where children can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching. Provide sufficient equipment for children to share, so that waiting to take turns does not spoil enjoyment. Mark out boundaries for some activities, such as games involving wheeled toys or balls, so that children can more easily regulate their own activities. Encourage children to use the vocabulary of movement, e.g. 'gallop', 'slither'; of instruction e.g. 'follow', 'lead' and 'copy'. Pose challenging questions such as 'Can you get all the way round the climbing frame without your knees touching it?' 		<ul style="list-style-type: none"> Go for a walk around the school, so the children can meet people who are there to help them. Ask each person to introduce themselves and explain what they do. Ask them to show the children the space where they work and some of the important things they keep there. Take a photograph of each person for the children to remember. Before walking around, ask the children to choose a partner or friend to hold hands with. Do a jigsaw with a friend. Paired work and making new friends. Something special to them - sharing in circle time with friends and peers. Someone special to them. Reading stories about parents and adults who are important and special to us. 										
Understanding of the World Peoples and Communities		Understanding of the World The World	Understanding of the World Technology									
<ul style="list-style-type: none"> People who help us. Explore with the children who help us at school. Introduce and share with all staff. People who help me at home. Read the stories, <i>My Mum</i> by Anthony Browne and <i>Superhero Dad</i> by Timothy Knapman to stimulate conversations about people who help the children at home. Ask 'Who helps you?' and 'How do they help you?' Allow the children time to share their experiences and routines, and compare them to each other. COVID-19 key workers. Show the children the Key workers video. Discuss what the children can remember about being at home during the Covid 19 pandemic. Talk about the people in their community who went to work during this time, including delivery drivers and shop workers, and why this was important. Explain how families displayed rainbows in their windows as a sign of thanks. Delegate tidy areas within class to support the smooth running of our classroom. 		<ul style="list-style-type: none"> Outdoor access including sand and water play. Planting of strawberries for growth overtime. 	<ul style="list-style-type: none"> Beebots for mapping to find adults who help us/school community on large scale map. 									
Expressive Arts and Design Exploring and Using Media and Materials		Expressive Arts and Design - Being Imaginative										
<ul style="list-style-type: none"> Nursery rhymes. Display a range of nursery rhyme books and listen to a range of familiar nursery rhymes linked to the theme of family. Use the Nursery rhyme picture cards to sing a variety of familiar nursery rhymes with the children. Friendship rainbow. Children work together to make painty hands - discuss and explore the colours and patterns when hands mix together. 		<ul style="list-style-type: none"> Emergency vehicles. - Emergency vehicles included in areas of play. Paints provided in painting areas. Recycled materials provided in area to create own models and emergency vehicles. Loose Parts - create your face or partners. Use mirrors o support. 										