

Reception Class Curriculum Overview Term 1 2014

Topics: Ourselves We will learn about our bodies and healthy eating

<p align="center"><u>Personal, Social and Emotional Development</u></p> <p><u>Making Relationships:</u></p> <ul style="list-style-type: none"> • Initiates conversation • Demonstrates friendly behaviour <p><u>Self – Confidence and Self – Awareness:</u></p> <ul style="list-style-type: none"> • Selects and uses resources with a little help • Speaks about own needs, wants and interests <p><u>Managing Feelings and Behaviour:</u></p> <ul style="list-style-type: none"> • Take turns and share resources • Adapt to changes 	<p align="center"><u>Communication and Language</u></p> <p><u>Listening and attention</u></p> <ul style="list-style-type: none"> • Listens to others • Listens to stories with increasing attention and recall • Maintains attention, concentrates and sits quietly <p><u>Understanding</u></p> <ul style="list-style-type: none"> • Able to follow a story without pictures or props <p><u>Speaking</u></p> <ul style="list-style-type: none"> • Can retell past events 	<p align="center"><u>Physical Development</u></p> <p><u>Moving and Handling</u></p> <ul style="list-style-type: none"> • Handles tools and objects with increasing control • Increasing control over a ball; hitting, kicking and or patting <p><u>Health and Self – Care</u></p> <ul style="list-style-type: none"> • Can manage their own basic hygiene 	<p align="center"><u>Expressive Arts and Design</u></p> <p><u>Exploring and Using Media and Materials</u></p> <ul style="list-style-type: none"> • Sings familiar songs • Taps out simple repeated rhythms • Explores and learns how sounds can be changes <p><u>Being Imaginative</u></p> <ul style="list-style-type: none"> • Makes up rhythms • Creates simple representations of events, people and objects
<p align="center"><u>Literacy</u></p> <p><u>Reading</u></p> <ul style="list-style-type: none"> • Listens to and joins in with rhyming games, stories and poems • Anticipates key events in stories and rhymes and suggests how they might end <p><u>Writing</u></p> <ul style="list-style-type: none"> • Gives meanings to marks they make as they draw or write 	<p align="center"><u>Mathematics</u></p> <p><u>Numbers</u></p> <ul style="list-style-type: none"> • Recites numbers in order • Compares groups of objects using the language ‘more’ and ‘fewer’ • Shows an interest in number problems • Counts an irregular arrangement of objects <p><u>Shape, Space and Measure</u></p> <ul style="list-style-type: none"> • Shows awareness of shapes in the environment and uses them appropriately 	<p align="center"><u>Understanding the World</u></p> <p><u>People and Communities</u></p> <ul style="list-style-type: none"> • Talks about significant events in their own life <p><u>Technology</u></p> <ul style="list-style-type: none"> • Knows how to operate simple equipment • Completes a simple programme on a computer 	