



Seva School CURRICULUM

RECEPTION						
TERM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
THEME	Who Am I?	Land of Make Believe	People Who Help Us	The Brilliant Bug Ball Growth and lifecycles	Growth and lifecycles- Dinosaurs	Where in the world is Barnaby Bear?
Virtues:	Kindness	Courage	Honesty	Tolerance	Respect	Responsibility
Literacy	Reception Baseline Assessments PHONICS PHASE 1 Teach set 1 sounds using mnemonics Read words using Fred talk and sounding Reading and Writing Skills: Tracing Name writing Mark making Sharing books Home reading Pencil grip and control <u>Texts:</u> Nursery rhymes Peepo! By Allan Ahlberg Jolly Tall by Jane Hissey Not Now, Bernard by David Mckee Avocado Baby by John Burningham The Very Hungry Caterpillar by Eric Carle Owl Babies by Martin Waddell Rainbowfish by Marcus Pfister	PHONICS PHASE 1 Read a range of books to match phonics knowledge- begin to develop sight vocab Reading and writing sounds Simple CVC words Captions Handwriting patterns Home reading Guided reading <u>Texts:</u> Traditional Fairy Tales Elf on the Shelf by Carol V. Aebersold and Chanda A Bell The First Nativity	PHONICS: PHASE 1 & 2 Read a range of books to match phonics knowledge- begin to develop comprehension skills in stories by answering 'Find it' and 'Prove it' discussion questions Writing sentences Punctuating sentences Rhyme and alliteration Handwriting Guided reading <u>Texts:</u> The Jolly Postman by Allan Alberg Snail Brings the Mail by Russell Punter Hairy Maclary by Lynley Dodd	PHONICS PHASES 1 AND 2 Read a range of books to match phonics knowledge- develop comprehension skills in stories by answering 'Find it' and 'Prove it' discussion questions Blending and segmenting Tricky words Writing sentences using punctuation Rhyme and alliteration Guided reading Home reading <u>Texts:</u> Percy the Park Keeper Stories by Nick Butterworth The Very Busy Spider by Eric Carle The Bad Tempered by Eric Carle	PHONICS PHASE 2 Read a range of books to match phonics knowledge- develop comprehension skills in stories by answering 'Find it' and 'Prove it' discussion questions Talking about characters in a story Beginning / middle / end of stories Rhyme and alliteration Guided reading <u>Texts:</u> Oliver's Vegetables Oliver's Fruit Salad by Alison Bartlett and Vivian French The Scarecrow's Wedding by Julia Donaldson Five Little Frogs Dinosaur Stomp by Margaret Mayo	PHONICS PHASE 2 Read a range of books to match phonics knowledge- develop comprehension skills in stories by answering 'Find it' and 'Prove it' discussion questions Developing independence in reading and writing skills Retelling stories Recount events Rhyme and alliteration Guided reading <u>Texts:</u> Can't You Sleep Little Bear by Martin Waddell Little Bear Lost by Jane Hissey Paddington Bear Teddy Bear's Picnic by Anne Murray



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Mathematics	Numbers and Place Value – Numbers to 5 One, two, three Four Five Addition and Subtraction – Sorting Sorting into groups Number and Place Value – Comparing Groups Comparing quantities of identical objects Comparing quantities of non-identical objects Addition and Subtraction - Change Within 5 One more One less Measurement – Time My day	Numbers and Place Value – Numbers to 5 One, two, three, Four Five Addition and Subtraction – Sorting Sorting into groups Number and Place Value – Comparing Groups Comparing quantities of identical objects Comparing quantities of non-identical objects Addition and Subtraction - Change Within 5 One more One less Measurement –Time My day	Addition and Subtraction – Numbers to 5 Introducing zero Number bonds to 5 Number and place Value – Numbers to 10 Count to 6,7 and 8 Counting to 9 and 10 Comparing groups up to 10 Addition and Subtraction – Addition to 10 Combining two groups to find the whole Number bonds to 10 – ten frame Number bonds to 10 – part-whole model Geometry - Shape and Space Spatial awareness 3-D shapes 2-D shapes	Addition and Subtraction – Numbers to 5 Introducing zero Number bonds to 5 Number and place Value – Numbers to 10 Count to 6,7 and 8 Counting to 9 and 10 Comparing groups up to 10 Addition and Subtraction – Addition to 10 Combining two groups to find the whole Number bonds to 10 – ten frame Number bonds to 10 – part-whole model Geometry - Shape and Space Spatial awareness 3-D shapes 2-D shapes	Geometry: Exploring Patterns Making simple patterns Exploring more complex patterns Addition and Subtraction: Change Adding Taking away Number and Place Value: Numbers to 20 Counting to 20 Multiplication and Division: Numerical patterns Doubling Halving and Sharing Odds and Evens Measurement: Measure Length, height and distance Weight Capacity	Geometry: Exploring Patterns Making simple patterns Exploring more complex patterns Addition and Subtraction: Change Adding Taking away Number and Place Value: Numbers to 20 Counting to 20 Multiplication and Division: Numerical patterns Doubling, Halving and Sharing Odds and Evens Measurement: Measure Length, height and distance Weight Capacity
Visits/Visitors & EVENTS	Bandi Chorr Hello/Yellow Mental Health Day Black History Month	Autumn walk – Coombe Abbey Guru Nanak Gurpurab Charr Sahibaaade Remembrance Day Christmas	Police/Nurse to visit Safer Internet Day	Spring Walk – Coombe Abbey World Book Day Easter	Trip to West Midlands Safari Park Vaisakhi	Chabeel

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Theme:	Families and Friendships. Safe Relationships	Respecting Ourselves and Others	Belonging to a Community. Media Literacy and Digital Resilience	Money and Work	Physical Health and Mental Wellbeing. Growing and Changing	Keeping Safe
PHSED	<p>Develop a positive sense of themselves, and others. Form positive relationships and develop respect for others. Develop social skills and learn how to manage their feelings. Understand appropriate behaviour in group. Have confidence in their own abilities.</p> <p>Manage feelings and behaviour. Talk about how they and others show feelings. Talk about their own and others' behaviour and consequences. Know that some behaviour is unacceptable.</p>	<p>Manage own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. Confident to speak in a familiar group, will talk about their ideas, Choose the resources they need for their chosen activities. Say when they do or don't need help. Understand the importance of physical activity Make healthy choices in relation to food</p>	<p>Play co-operatively, taking turns with others. Take account of one another's ideas about how to organise their activity. *Use digital devices in a safe manner</p>	<p>*Role play Recognise people who help us and how</p>	<p>Know the importance for good health of physical exercise, and a healthy diet, Talk about ways to keep healthy and safe. Confident to try new activities Say why they like some activities more than others. Opportunities to be active and interactive; and to develop co-ordination, control, and movement. Show sensitivity to others' needs and feelings, Form positive relationships with adults and other children. Work as part of a group or class and understand and follow the rules. Adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<p>*Road awareness</p>
	<p>Taking Care Feelings Body Awareness Early Warning Signs Scary Body Feelings Telling and Secrets</p>	<p>Black History Month Focus on Ira Aldridge</p>				
Knowledge & Understanding of the World Including digital literacy	Seasons/materials/clothes	Our Earth	Light and shadows	Mini-beasts	Growth and lifestyles	Floating and sinking
	Seasons, where you come from and where you live	Christmas story- seasonal	A significant individual - People who help us			
	Where you come from and where you live	Earth and the polar regions – Lapland			Plants including from other countries	Barnaby Bear goes around the world



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	<p>iSafe Ask what they know about themselves – e.g. names and where they live Tell and discuss stories with morals and stranger danger Use passwords to access devices Talk about the images on a website and who they belong to Use play technology (e.g. toy mobile phones) to role-play speaking nicely to one another Understand that operations can be predicted and have a cause and effect (e.g. press a button turns on/off)</p>	<p>iModel Listen to stories, music, watch animations using digital devices Choose a website appropriate for an activity Match images to a sound Choose appropriate images for a specific purpose (e.g. images of trains) Play with imaginary technologies in role-play</p>	<p>iCreate Explore a range of computer applications, e.g. drawing apps, age-appropriate games etc., Follow shortcuts, favourites or weblinks to explore simple websites Model using web pages to find things out Use recording devices to say something about themselves or express their ideas</p>	<p>iProgram (Unit 1) Play Simon Says Come up with a set of instructions (pictures of arrows) to navigate a partner around a simple obstacle course in PE Take a simple 'problem' and split it into smaller steps – E.g. to dress a teddy (computational thinking - decomposition) Draw or give simple instructions to a partner to build a simple structure using building blocks (programming)</p>	<p>iProgram (Unit 2) Program each other to find hidden objects (programming) Record instructions for friends (programming) Listen to and follow recorded instructions Explore playing with programmable toys (e.g. Bee bots, remote controlled cars etc.) (programming) Use simple software applications to make something happen (e.g. Bee Bot iPad app)</p>	<p>iAlgorithm Look at a set of drawn instructions (e.g. arrows) and predict what will happen if they were entered into a programmable toy (predicting algorithms) Develop an understanding that an operation has a predictable result (e.g. clicking a mouse selects an object) (predicting algorithms) Sequence a series of photographs to recount a story (algorithms)</p>



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Physical (PE)	Music and Movement Moves freely with pleasure and confidence in a range of ways, runs skilfully and negotiates space successfully when playing racing and chasing games.	Gymnastics Observes the effect of activity on their bodies. Moves skilfully and negotiates space successfully in a range of ways. Travels with confidence and skill around, under and over objects.	Ball Skills Roll equipment in different ways, throw underarm, throw an object at a target, catch equipment using two hands	Skills Development Moves freely with pleasure and confidence in a range of ways such as slithering, shuffling, rolling, crawling, jumping and skipping. Can stand on one foot when shown. Shows increasing control over an object when throwing, catching or kicking it.	Athletics Mounts stairs steps and climbing equipment using alternative feet. Shows increasing control, pushing, patting, throwing, catching or kicking an object. Jumps off and lands appropriately, showing good control and coordination in large and small movements.	Games – Striking and Fielding Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball. Kick an object at a target. Play a range of chasing games. Follow simple rules. Control body when performing a sequence of movements. Participate in simple games.
Expressive Arts & Design	Singing and chanting (nursery rhymes)	Percussion instruments and Christmas songs	Music appreciation	Sound effects using instruments (bugs)	Elements of music. Fast, slow, high, low pitch	Composition and performing Roel play and drama
	Self-portraits (painting/drawing /colour mixing)	Cooking	Design and make an emergency vehicle (explore a variety of materials)	Cooking	3D sculptures/model making	
Music	Introducing musical instruments	Nursery Rhymes Rock	Loud and Quiet	Rhythm- Feel the Beat	Action Songs	High and Low