|  |  |
| --- | --- |
| Autumn Curriculum - Home is Where the Heart isImage result for little people big dreams david attenbourghReception – David Attenborough  | Overview - This theme helps support children develop a sense of community as a class, as part of our school family and of their local area – Clayton.  |
| Books This is My Home Image result for Home carson ellis Image result for 3 little pigs Image result for we are family book Image result for my world your worldHome Is Where the Heart Is: A Tale of Family Love : Alderson, Lisa:  Amazon.co.uk: BooksTB7NBH3) Cachekinz - Ladybird Moves Home |
| Key Vocabulary school, Clayton, Clayton Village Primary School, maps, classroom, teachers, home, house, family, friends, Mum / Mummy Dad / Daddy Grandad/Grandpa Nanny/Grandma Brother Sister Baby religion, culture, celebration, wood, soil, brick, mud, straw, concreate, town, village, house, building, design, make, join, past, present, old, new, timeline, chronological, environment, caravan, cottage, shed, bungalow, chimney, habitat, shack, boat, flats, detached, street, post office, park, butchers, body parts arms, legs, shoulder, head, back, knees and bottom, facial features: eyes, nose, mouth, ears, hair, eye brows teeth, same, different, days of the week, numbers 1-10 *Friends’ names, hello, goodbye, toilet, help, please, share, wait, kind hands, take turns* |
| **Literacy:**We will follow the Little Wandle scheme for phonics learning: s, a, t, p, i, n, m, d, g,o,c,k **is**, ck,e,u,r, **I,** h,b,f, l, **the**. ff ll ss j, **as,** v w x y, **and has his her, go no to into,** sh th ng nk, **she he of we me be.** Children will practise writing their name 3 times a week and will share daily stories in class and participate in daily nursery rhyme practice.  | **Mathematics:**In maths, we follow the NCETM scheme. Children will participate in daily nursery rhyme practice, daily counting practice and weekly enhanced maths activities during discovery time.  |
| **Communication and Language** Skills:Listening, Attention and Understanding: * To listen carefully to adults
* Engage in story and song times
* To follow one step instructions
* Have a back-and-forth conversation with a well-known friend
* Make relevant comments on the characters in a story in a simple sentence with a small group

***Autumn 2:**** To engage in story times, joining in with repeated phrases and actions
* Ask relevant what/where questions
* To join in with well-known short stories and songs
* To follow two step instructions
* Make relevant comments on the plot in a story in a simple sentence with a small group
* Have a back-and-forth conversation with a well-known adult

Speaking * To talk in front of a small group (one-word answers)
* To express their ideas and feelings in the present tense
* To participate in one to one discussions offering own ideas (I think..)

***Autumn 2:**** To use recently introduced vocabulary in the same context in one to one and small group discussions
* To use conjunctions such as ‘and’

*Children to bring photographs of own family and homes and discuss these in class* | **Expressive Arts and Design**Skills:Creating with Materials:* To experiment with using different tools on a variety of types of paper to draw with
* To select preferred painting tool e.g. brush, hand, fingers to create own work
* To experiment with malleable materials e.g., dough, clay, pipe cleaners, straws, papier-mâché pulp
* To cut, roll and coil materials such as clay, dough or plasticine
* To make a print using foam stamps/prints/hands on large paper
* To decorate textiles with glue, to add colour and detail

***Autumn 2:**** To add more detail to objects to create recognisable forms
* To name primary colours
* To make a simple collage using different textured materials and glue stick
* To shape and model play dough and add texture using tools
* To make a print using a variety of objects –, bark, plasticine, card, vegetables, polystyrene etc

**3D**Using cardboard boxes, tubes, and other recycled items to make a simple castle/building and junk modelling structures. * Safely use and explore a range of materials, tools and techniques, experiment with colour, design, texture, form and function – teaching different techniques for joining materials.

**Black and White Patterns and Mark-Making**Making a simple pattern grid and drawing lines, dots, crosses, squiggles in different black and white media (pencil, crayon, chalk, graphite)**Fairytale Buildings**Drawing an imaginary building that would be in a fairytale.**Exploring Warm and Cold Colours**Creating a painting using warm colours and then another using cold colours. **Collage**Creating a basic collage, tearing up/cutting out pieces from mark-making sheets and painted colour sheets to make an imaginary building. **Printing**Different types of black and white mark, using a range of tools and found objects including natural objects, corks, sponges and forks. Develop storylines in their pretend play – Learn the Three Little Pigs story (story mapping) and showcase this to year 1. Artists: **Hundertwasser**Exploring his paintings and his buildings. What building would you create if you could?**Laura Slater**Leeds based textile print artist. Inspiration for mark-making. **Being Imaginative and Expressive:*** To sing echo songs and perform movements to a steady beat
* To explore singing at different speeds and pitch to create moods and feelings
* To listen to music and respond using hand and body movements
* To experiment performing songs with music together with body movements to a steady beat
 | **Physical Development** Skills: Fine Motor Skills:* To use a dominant hand
* To mark make
* To use tripod grip when using different tools i.e. paint brush
* To copy patterns and lines
* To thread beads
* To begin to copy letters
* To start to write own name with support
* Can open and close scissors, make random cuts on paper and can cut in a forward motion
* Tools: scissors, pencil, crayons, chalk, whiteboard pens, tweezers, thick paint brushes beads and threads, peg boards

***Autumn 2:**** To write own name
* To use anticlockwise movements when writing and mark making
* To start to use tripod grip when writing
* To accurately draw lines and circles
* Can cut in a straight line keep scissors level and cut out simple shapes with one of more change in direction

Gross Motor Skills: * Me and Myself: getting changed, behavioural expectations in the setting, my body, parts of the body, senses, on the move, can you...
* Movement and Development: How to move, how to move safely, exploring movements, moving in different ways, moving in different directions, moving at different speeds.
 | **Personal, Social and Emotional Development** Skills:Self-Regulation:* To recognise feelings in characters
* Offer suggestions for the characters to regulate their emotions
* To say what you want to do in discovery time
* Participate in turn taking games with an adult
* To stop play and conversation when asked by an adult

***Autumn 2:*** * To recognise feelings in peers
* Offer suggestions for peers (social stories)

Managing Feelings:* To put their own coat on
* To wash hands after discovery, the toilet and before lunch
* To know the class rules
* To have confidence to explore different parts of the classroom

***Autumn 2:**** To put on their own wetsuit trousers and wellies
* To identify and name familiar healthy and unhealthy foods
* Explain the reasons for the class rules
* To help others show independence, resilience and perseverance in the face of a challenge

 Building Relationships:* To play with one other child in the same activity
* To make one friend in class
* Seek support of adults when needed

***Autumn 2:**** To play with a small group of children in the same activity
* To use taught strategies when turn taking with one other child
 |
| **Understanding the World**Skills:Past and Present:* To talk about changes in my own life
* To use everyday language related to time (present)

***Autumn 2***:* To learn about the lives of family members
* To order and sequence familiar events
* To talk about changes
* Compare homes / things in the home from the past

People, Culture and Communities:* To talk about their homes and families
* To find their way around school
* To talk about and identify main features of their immediate environment - school and home
* To begin to name features of local environment, school, house, home, road, park
* To make basic observations of the local environment

***Autumn 2:**** To talk about where they live - England, Bradford and Clayton
* To know their school is Clayton Village Primary School

The Natural World:* To ask questions about the natural environment
* To know and recognise some signs of Autumn
 |
| Experiences: Walk around school and the school groundsExplore the weather outside (top garden)Visit from key adults in schoolLocal walk around ClaytonVisit the local library Visit from theatre company (Christmas) |