

Curriculum Offer

Greenhead Primary School

Academic Year 2015/2016



| Curriculum Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------------|---|---|--|---|---|---|
| Topic | Ourselves | | If I had a magic wand/ traditional tales | | Pole to Pole | |
| Communication and Language | Listening and joining in with Nursery Rhymes. Rhyming words Responding to 2 part instructions Listens and responds in conversations Extends vocabulary Plan do review | Listening skills Listening to stories with increasing attention Why and how questions Using more complex sentences Plan do review | Maintaining attention Using storylines and narratives in play Plan do review | Plan do review Stories: predicting and talking about the story. Asking and answering questions. | Which animal is your favourite from around the world? Describing changes that they see in tadpoles. Stories: predicting and talking about the story. Using storylines and narratives in play Plan do review | Plan do review Stories: predicting and talking about the story. Using storylines and narratives in play. Connecting ideas. |
| Literacy | Jolly Phonics Our Birthdays Nursery Rhymes Tricky words | Letters and Sounds/ Jolly Phonics People who help us (non fiction) Fiction Stories Not Like That like This Whatever Next Reading labels in the classroom Giving meaning to marks they make | Letters and Sounds/ Jolly Phonics Traditional stories Fiction stories from around the world Where do fairies live and what do they like to do? | What equipment and materials do I need to make a fairy coat? Letters and Sounds/ Jolly phonics Mythical creatures - dragons/ogres | Nonfiction farm Stories Writing simple sentences | Pond life: Tadpole's Promise. Sea life: Tiddler, Sharing a Shell |
| Mathematics | Number; Counting to 10, recognising and writing numerals. Counting songs Our Birthdays Recognising numbers of personal significance Counting objects (1:1 correspondence) | Counting objects (1:1 correspondence) Sorting and grouping 2D shape 1 more/less | Number; Counting forwards and backwards beyond 10 Estimating Finding total numbers of objects 3D shape | Adding and subtracting. Doubling and halving. Time. | Adding and subtracting. Money. 3D shape Weight and capacity | Doubling and halving. Weight and capacity Length 2D and 3D shape. |
| Understanding the world | Ourselves Starting school Autumn walk | Christmas Age appropriate computer software | Winter Chinese New Year Lent | Animals and their babies | Tadpoles - observing changes. Planting vegetables/plants in the raised bed/ greenhouse | Aquarium observations Age appropriate computer software- |

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| | Our Birthdays Learning how to operate equipment in the class Diwali Age appropriate computer software-games | | Age appropriate computer software-logging on and paint programmes | Age appropriate computer software-logging on and paint programmes. | Age appropriate computer software-logging on, paint programmes, adding text. | logging on, paint programmes, adding text. |
| Expressive art and design | Ourselves Nursery rhymes Autumn art Song singing Dance Role Play Printing (2D shapes) | Christmas art Nativity songs Dance Role Play | Winter art collage Chinese New Year Art from around the World | Song singing Seasonal Art Superhero Art Composing and adding music to stories | Song singing Farm paintings Farm masks. Music-farm songs and farm sounds | Tadpole mixed media pictures (watercolours and oil pastels) Papier mache sea animals. Music-pond and sea songs. Sounds of the sea. Rosettes |
| Music | | | Can you compose a soundscape to match a setting/picture? | | Can I identify different pieces of music from around the world? | |
| PE | Playdough Experimenting with mark making materials. Hand washing Scissor work Dance Pen grip Copying letters from their name. | Practising letter formation Dance Experiment s with moving Pencil grip Scissor work | National dance week Self care Gym- dressing themselves Using gym equipment and other materials safely Forming recognisable letters Healthy lifestyles | Healthy lifestyles exercising Gym-moving under/over/ through equipment in different ways. Practising letter formation | Athletics Games: throwing and catching skills. Staying cool and safe in hot weather. Practising letter formation | Games: throwing and catching skills/Sport's Day activities. Practising letter formation Healthy eating |
| PSHE | Settling in routines and rules of the school day. Home corner. Making relationship and how we talk to our friends. Turn taking RE: God's World | Circle games Home corner Feelings RE: God's Family Nativity | What are your rights as a child? Describing self and others in positive terms Gaining independence Ways of getting on with one another RE Getting to know Jesus | Asking and answering questions. Valuing ideas and reinforcing the use of positive language. RE: New Life | How do we respect other religions and cultures? Asking and answering questions. Valuing ideas and reinforcing the use of positive language. RE: Sorrow and Joy | Asking and answering questions. Valuing ideas and reinforcing the use of positive language. RE: The Church |

Curriculum Offer for Reception

In Reception, we place an emphasis on children learning through play and exploration.

The Foundation Stage Curriculum (encompassing Nursery and Reception) is made up of seven areas of learning and development. These are divided into three prime areas and four specific areas.

The three prime areas are:

- Communication and Language
- Personal, social and emotional development
- Physical development

These are then supported by specific areas that strengthen the prime areas. The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Development in the prime areas (which should be in place between 3 and 5 years of age) enables the children to go on and master the skills within the specific areas. The children enjoy many new and wonderful experiences from day to day as they learn and explore these different areas of development in their stimulating and educational environment. Each half term there is a central topic which links together their activities and experiences.



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