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| **St. Peter’s Catholic Primary School** | **Reception** | **Autumn Term 2022** | **Teacher: L Brewster** |

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| **Core Teaching Principles**  **(Pedagogy)** | **Sequencing concepts and modelling**  Present new material using small steps.  Provide models.  Scaffolding. | **Questioning**  Ask a range of open and differentiated questions to explore and extend understanding  and reasoning skills.  Targeted questioning | **Reviewing**  Revisit prior learning.  Build on prior knowledge and experience. | **Stages of practice**  Whole class/shared.  Guided practice  Independent practice. | **Collaborative learning**  Learning partners  Group/ partner tasks | **Communication**  Oracy  Speaking and listening activities  Explicit teaching of vocabulary  Modelling by adults | **Active**  **Participation**  No hands up | **Metacognition**  Reflection of learning strategies that help them as a learner  Modelling/Think aloud by adults |

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| **ENGLISH** |  | **TERMLY TOPIC FOCUS:**  **DISCOVER (HISTORY)**  **Enquiry questions:**  Who is in my family and how have I changed?  What do stories tell us about the past?  How can we celebrate and remember special events?  **Me and my family**  **Traditional Tales**  **Seasons and Celebrations**  Goldilocks and the Three Bears: Ladybird First Favourite Tales:  Amazon.co.uk: Baxter, Nicola: 9781409306290: Books |  | **MATHEMATICS** |
| **Writing** LB  Core text: Goldilocks and The Three Bears  Purpose: Making meaningful marks  Audience: Year 6 buddies  Drawing characters, beginning to add marks as labels and exploring initial sounds | **WHITE ROSE HUB**  **AUTUMN BLOCK 1: Getting to know you**  **AUTUMN BLOCK 2: Just like me!**   * **Number:** Match and sort * **Number:** Compare amounts * **Measure:** Compare size, mass, capacity * **Measure:** Exploring pattern   **AUTUMN BLOCK 3: It’s me 1-2-3!**   * **Number:** Representing 1,2,3 * **Number:** Comparing 1,2,3 * **Number:** Composition of 1,2,3 * **Measure:** Circles and Triangles * **Measure:** Positional Language   **AUTUMN BLOCK 4: Light and Dark**   * **Number:** Representing numbers to 5 * **Number:** One more, one less * **Measure:** Shapes with 4 sides * **Measure:** Time |
| **Phonics** LB DJ  5x daily Little Wandle phonics sessions per week (4x new GPC lessons, 1x review lesson) |
| **Reading** LB  3x Little Wandle reading sessions per week  1x 1:1 reading per week |

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| **GEOGRAPHY** LB  **(UNDERSTANDING THE WORLD: PEOPLE, CULTURE AND COMMUNITIES)** |  | **SCIENCE** DJ  **(UNDERSTANDING THE WORLD: THE NATURAL WORLD)** |  | **RE** DJ |
| **Me and my family**  **Traditional Tales**  **Seasons and Celebrations**   * Name and describe people who are familiar to them. * Talk about members of their immediate family and community. * Understand that some places are special to members of their community. * Recognise that people have different beliefs and celebrate special times in different ways. * Draw information from a simple map. | **Seasonal changes**   * Autumn * Winter   See separate MTP for more detail (DJ)  **Natural World**  Describe what they see, hear and feel whilst outside. | **TOPIC 1: Myself**  Domestic Church – Families  **TOPIC 2: Welcome**  Baptism – Belonging  **TOPIC 3: Birthday**  Advent/ Christmas – Loving  **MULTIFAITH: Judaism**  Hannukah  See separate RE plan for more detail (DJ) |
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| **HISTORY** LB  **(UNDERSTANDING THE WORLD: PAST AND PRESENT)** |  | **ART and DESIGN TECHNOLOGY** LB |  | **PE** LB |
| **Past and Present:**   * Talk about the lives of people around them and their roles in society. * Similarities and differences between things in the past and now * Understand the past through settings, characters and events encountered in books read in class and storytelling.   **Significant events/individuals:**  Guy Fawkes (Bonfire Night)  Hannukah  Chinese New Year – Feb 2023 | Painting – My family / Goldilocks and the Three Bears  Drawing – self portraits | Outdoor provision – continuous  Gym  Dance |
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| **COMPUTING** LB |  | **PSHE / RSE (Ten Ten)** LB |  | **MUSIC** LB |
| Within the revised EYFS statutory framework, **the Technology strand within Understanding the World has been removed**. However, there are opportunities within each area of the framework to enable practitioners to effectively prepare children for studying the computing curriculum.  **UNIT 1:** Technology all around us  **UNIT 2:** Digital art | **UNIT 1: Religious Understanding**  Creation Story  **UNIT 2: Me, My Body, My Health**  You are Unique  **UNIT 3: Emotional Well-Being**  Feelings, likes and needs  **UNIT 4: Life Cycles**  Growing up | Charanga Scheme  **AUTUMN 1: Me**  **AUTUMN 2: My stories** |