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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 understandingand reasoning skills. Targeted questioning | **Reviewing**Revisit prior learning.Build on prior knowledge and experience. | **Stages of practice**Whole class/shared.Guided practiceIndependent practice. | **Collaborative learning**Learning partnersGroup/ partner tasks | **Communication**OracySpeaking and listening activitiesExplicit teaching of vocabularyModelling by adults | **Active****Participation**No hands up | **Metacognition**Reflection of learning strategies that help them as a learnerModelling/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** LBCore text: Goldilocks and The Three BearsPurpose: 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
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| **Phonics** LB DJ5x daily Little Wandle phonics sessions per week (4x new GPC lessons, 1x review lesson) |
| **Reading** LB3x Little Wandle reading sessions per week1x 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** HannukahSee 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)HannukahChinese New Year – Feb 2023 | Painting – My family / Goldilocks and the Three Bears Drawing – self portraits  | Outdoor provision – continuous GymDance  |
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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**  |