



Mithian School Curriculum

Autumn 1st Half Term Sequence – Reception

Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics
<p>INTENT</p> <ol style="list-style-type: none"> Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Develop social phrases. Engage in non-fiction books. Listen to and talk about stories to build familiarity and understanding. <p>(Development Matters 2021)</p>	<p>INTENT</p> <ol style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Think about the perspective of others. Manage their own needs. • Personal hygiene. Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian <p>(Development Matters 2021)</p>	<p>INTENT</p> <ol style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. <p>(Development Matters 2021)</p>	<p>INTENT</p> <ol style="list-style-type: none"> Understand the five key concepts about print: print has meaning, the names of the different parts of a book, print can have different purposes, page sequencing, we read English text from left to right and from top to bottom. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name. Engage in extended conversations about stories, learning new vocabulary. Write some letters accurately. Demonstrate understanding of what has been read to them by retelling stories and narratives, using their own words and recently introduced vocabulary. (ELG) <p>(Development Matters 2021)</p>	<p>INTENT</p> <ol style="list-style-type: none"> Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Understand 'one more than'. Explore the composition of numbers to 5. Towards—Have a deep understanding of number to 5, including the composition of each number. Subitise (recognise quantities without counting) up to 5. (ELG) <p>(Development Matters 2021)</p>
<p>Sequence of learning</p> <ol style="list-style-type: none"> As they begin their Reception year, join the class to sit and listen to stories and general discussions. Learn to wait their turn when they want to speak, and that they should put up their hand. Understand what "good listeners" do (look at the person speaking, do not interrupt etc). Listen to stories, rhymes and non-fiction books throughout the half term block. This will be as part of our daily reading sessions, and be linked to topic sessions, Literacy lessons etc. Build familiarity with particular texts and join in with repeated phrases and predict rhyming words. As they gain confidence and focus, speak in front of the group. Contribute to help retell stories and discuss content of fiction and non-fiction books, sharing own ideas. Ongoing, from the beginning of the term, recall the meaning of new vocabulary, and use it themselves in appropriate contexts, eg body parts, new words in repeated stories. Ongoing, from the beginning of term, use the social phrases used in class, eg "Good morning", "Well done, better luck next time", "You're welcome". 	<p>Sequence of learning</p> <ol style="list-style-type: none"> Note differences and similarities in their outward appearances, via ongoing games and routines from the beginning of term. Eg "Do more children have blue eyes or brown?" "If you're wearing a blue jumper, go and line up." Create self portraits, noting small details and differences, and understanding that they are all different with the same key features, and all special. Note that we all have the same organs and bones in our bodies, and all need to do the same things to stay healthy. Note the similarities and differences between their families. Understand that all are equally valid and special. Identify and give the vocabulary for different feelings, and understand that we all feel anxious/ scared/ excited at times. Ongoing discussion of "emotional intelligence" as part of EMERGE focus. Identify characters' feelings in stories. Be able to identify and talk about their likes/ dislikes, things they can do well/ can't manage yet. Ongoing discussion and classroom culture towards all being valid and respected. 	<p>Sequence of learning</p> <ol style="list-style-type: none"> Explore classroom resources and practise using various one handed tools. Build up confidence and spatial awareness in outdoor area, trying a range of activities including trikes, scooters etc. Focus on developing pencil grip. Practise writing name. Be aware of safety aspects as they make fruit salad, use knives safely. Support and practise with cutlery at lunch time. Holding knife in dominant hand, fork in other. Practise cutting and pushing food onto fork. <p>Jasmine PE sequence: Coordination and balance focuses. Following instructions.</p> <ol style="list-style-type: none"> Baseline assess—footwork. Practise specific footwork moves. Practise specific footwork moves. Explore one-leg balances. Practise one-leg balances. Practise one-leg balances. 	<p>Sequence of learning</p> <ol style="list-style-type: none"> Begin our Essential Letters and Sounds phonics programme. Listen as staff read books to them and with them, noting basic concepts of print as these are made explicit. Take part in games and activities to practise identifying initial letter sounds. Attempt their own early writing: Trace/ copy text that links to phonics learning; "Jigsaw writing", where words are ordered into sentences, based on phonics clues; Emergent "have a go" writing, where the children use letters that the represent sounds they can hear within words. Draw and label own family portrait. Learn about instruction writing to make class books, "How to Keep Healthy" and "How To Make Fruit Salad". 	<p>Sequence of learning</p> <ol style="list-style-type: none"> Counting as part of everyday Continuous Provision and maths lessons. 1-5, then 1-10. Forwards and backwards. Discussion of numbers that have personal context: link to ages and birthdays. Practise recognition and formation of numerals to 5. Directly compare height and length. Playdough cakes with 4 and 5 candles, recognising what "1 more" will be for next birthday. "1 more" in range of everyday contexts. Discuss dates of our birthdays —find number on 100 square. Class counting practise by rote to 20+. Explore the number 5 and different ways that we can make this number using two other numbers. Eg if 3 candles are red, how many are blue? Recognise that the total stays the same.
<p>Outcome/Composite</p> <p>To be able to...listen in conversations and to class teaching and reading sessions. To be able to respond appropriately. To use new vocabulary they have been taught in appropriate contexts.</p>	<p>Outcome/Composite</p> <p>To be able to... talk about things they have in common with classmates and things that are different. To understand that they are all different and all special and valid. To identify their own and others' feelings. To be able to talk about some of the things that keep them healthy. To produce a self portrait, a drawing of their family, and a page in a class book about keeping healthy.</p>	<p>Outcome/Composite</p> <p>To be able to ... make progress towards developing a good pencil grip, writing their name, using scissors effectively. To safely and effectively cut fruit to put in a fruit salad.</p>	<p>Outcome/Composite</p> <p>To be able to... attempt to label a portrait of their family, and write a page in our class topic books ("How to Make Fruit Salad" and "How to Stay Healthy").</p>	<p>Outcome/Composite</p> <p>To be able to... accurately count objects to 5 (then 10); count by rote to 10, forwards and backwards; be able to say what is "1 more than" a given number (to 5, then 10); to say which object/ person is "longer than/ taller/shorter" etc; to say which two numbers = 5</p>

Reading Opportunities:



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Knowledge and Understanding of the World

INTENT

1. Talk about members of their immediate family and community.
2. Name and describe people who are familiar to them.
3. Understand that some places are special to members of their community.
4. Comment on images of familiar situations in the past.
5. Recognise some similarities and differences between life in this country and life in other countries.
6. Explore the natural world around them.
7. Describe what they see, hear and feel whilst outside. (Development Matters)
8. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (ELG)
9. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (ELG)

Sequence of learning

1. Talk about the members of our family and how each family is different and special.
2. Discuss similarities and differences between ourselves and others. (See PSED Sequence of Learning, above)
3. Create self portrait, noting small details and using vocabulary like “nostril”, “pupil”, “iris”.
3. Find out about the main organs inside our bodies, using vocabulary like “heart”, “lungs”, “intestine”.
4. Find out about our main bones, using vocabulary like “spine”, “rib cage” and “skull”.
5. Learn about the practices that keep us healthy. Contribute to simple class information books.
6. Learn more about a healthy, balanced diet. Help to make a fruit salad.
7. Join discussions to reflect on what happens when we grow up—what’s changed since we were babies? What can we do now, that we didn’t use to be able to do?
8. Learn about our 5 Senses. Explore signs of Autumn, plus fruit, vegetables, and our outside area using these.
9. Take part in a Harvest Festival— find out where some of our food comes from. Learn that the church is a special place for some people; learn the term, “Christians”.
10. As we read “Tatu’s First Day”, join in conversations to make simple comparisons and contrasts between own school start and that of child in rural east Africa.

Outcome/Composite

To be able to.... create a self portrait; help make class information books on making a fruit salad and healthy practices.

Expressive Arts and Design

INTENT

1. Explore, use and refine a variety of artistic effects to express their ideas and feelings.
2. Sing in a group or on their own, increasingly matching the pitch and following the melody.
3. Develop storylines in their pretend play.
4. Sing a range of well-known nursery rhymes and songs.
5. Make use of props and materials when role playing characters in narratives and stories. (Development Matters)
6. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG)

Sequence of learning

1. Explore the art materials and methods available as part of Continuous Provision. Join in songs and nursery rhymes as part of ongoing, everyday practice. Use the role-play areas, (home corner then doctors’ surgery)
2. Draw representational picture of their family.
3. Create self portrait—using mirrors to examine face carefully – oil pastels and paint-mixing for skin tones, hair colour etc. (Study self-portraits of Frida Kahlo, looking at and giving opinions.)
4. Create sun-print pictures, using light sensitive paper and natural objects.
5. Create Harvest picture—observational painting (ready-mix and water-colour.
6. Paint pictures to depict feelings, to music.

Outcome/Composite

To be able to... help develop simple storylines in the class role-play areas; join in with rhymes and songs; draw a picture of their family; create a self-portrait using oil pastels and mixing paint to get the colours; create an observational fruit/ vegetable Harvest painting.

Religious Education

INTENT

- Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world
- Retell stories, talking about what they say about the world, God, human beings
- Think about the wonders of the natural world, expressing ideas and feelings
- Say how and when Christians like to thank their Creator
- Talk about what people do to mess up the world and what they do to look after it.

(Cornwall Agreed RE Syllabus, 2020—2025)

Sequence of learning

1. Talk about the things that they find beautiful and amazing in the natural world. Create pictures of these.
2. Learn that many people believe that God created the world. Learn the word “Christian”. Share their own ideas and prior knowledge of the word “God”.
3. Learn more about the word “create”, and link it to their own creations eg their current self portrait, Lego models etc. Learn that people who identify as Muslims and Jews also believe that God created the world. Learn and retell the basic Bible Creation story.
4. Understand that many people believe they should thank God for creating the world. What are they grateful for in life? Draw simple thank-you pictures and share their ideas with the class.
5. Connect thanking God for the world, with the idea of Harvest. Find out what happens in a Harvest Festival. Create own Harvest paintings.
6. Talk about how Christians think God is amazing, and so are careful with how they use his name; and how they think the world is amazing, so try to treat it well, and all creatures too. Decide as a class if children also think the world is amazing, whether or not they believe in God. Decide some things that children could do to treat the world and other people well. Try and do those things!

Outcome/Composite

To be able to... explain that Christians and other people believe that God created the world.

Physical Education

INTENT

1. To enjoy working on simple tasks with help
2. To be able to follow simple instructions and practice safely by myself.
3. To work by myself

Sequence of learning Personal

1. Coordination footwork
2. Coordination footwork
3. Coordination footwork
4. Static one leg balance
5. Static one leg balance.
6. Static one leg balance.
- 7.
- 8.
- 9.
- 10.

Outcome/Composite

To be able to side step in both directions, gallop leading with either foot and hop on each foot and skip with fluency and control .

INTENT

- 1.
- 2.
- 3.

Sequence of learning

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Outcome/Composite

To be able to...

Reading Opportunities: Starting School , Oliver's Vegetables, Big Feelings Book, Tatu's First day, So Much, Full, Full of Love, My Body, What's Inside Me?