



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"> 1. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 2. Articulate their ideas and thoughts in well-formed sentences. 3. Describe events in some detail. 4. Learn new vocabulary, and use it in different contexts. 5. Listen to and talk about stories to build familiarity and understanding. 6. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. (Development Matters 2021) 	<p>INTENT</p> <ol style="list-style-type: none"> 1. See themselves as a valuable individual. 2. Express their feelings and consider the feelings of others. 3. Think about the perspectives of others. 4. Work and play cooperatively and take turns with others. 5. Build constructive and respectful relationships. 6. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. <p>(Development Matters 2021)</p>	<p>INTENT</p> <ol style="list-style-type: none"> 1. Negotiate space and obstacles safely, with consideration for themselves and others. 2. Demonstrate strength, balance and coordination when playing. 3. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 4. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 5. Develop overall body-strength, balance, co-ordination and agility. 6. Develop the foundations of a handwriting style which is fast, accurate and efficient. 7. Begin to show accuracy and care when drawing. <p>(Development Matters 2021)</p>	<p>INTENT</p> <ol style="list-style-type: none"> 1. 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. 2. 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. 3. Engage in extended conversations about stories, learning new vocabulary. 4. Write some letters accurately. 5. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. 6. Read a few common exception words matched to the school's phonic programme. 7. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. 8. 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"> 1. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. 2. Make comparisons between objects relating to size, length, weight and capacity. 3. Extend and create ABAB patterns – stick, leaf, stick, leaf. Talk about and identifies the patterns around them. 4. Count objects, actions and sounds. 5. Link the number symbol (numeral) with its cardinal number value. 6. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. 7. Continue, copy and create repeating patterns. 8. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 9. Towards – Have a deep understanding of number to 5, including the composition of each number. 10. 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"> 1. Share their own experiences of Halloween and memories of Bonfire Night, joining in during Circle Times and speaking in sentences in front of the class. Also, more explanation and sharing ideas in Maths in front of class. Listen attentively, without interrupting, while others have their turn. 2. Share their own experiences of birthdays, as above, plus give an opinion (which country's birthday traditions do they think sound the most fun?), giving reasons for their thinking. Listen attentively to others' contributions. 3. Contribute to help retell Rama and Sita story, and other stories, using their own words to summarise, and recalling vocabulary. Learn new vocabulary linked to Diwali. 4. Contribute to help act out Rama and Sita, using own words. Be supported to act out this out this story in front of the class, exploring ways to change voice with different pitch, volume etc. 5. Learn songs linked to our Key Stage Nativity celebrations. 6. Ongoing, from the beginning of the term, recall the meaning of new vocabulary, and use it themselves in appropriate contexts, eg words linked to other cultures' celebrations, new words in repeated stories. 7. 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"> 1. Circle Time to share own experiences and likes/ dislikes as we talk about Bonfire Night, Halloween, Christmas. 2. Recognise we all celebrate in different ways, and that some children have different "special times" from ours, or celebrate the same "special times" as us but have different traditions. 3. Role play (Cafe and Christmas Workshop) play cooperatively, sharing resources and taking turns. 4. Diwali retelling, Christmas Nativity - developing confidence in performing to class then in front of wider audience. 5. Motivation (School's EMERGE theme) preparing for festivals, working hard, trying our best. Recognise and value when they and others show motivation in class. 6. Ongoing discussion and classroom culture towards all being valid and respected. 	<p>Sequence of learning</p> <ol style="list-style-type: none"> 1. Ongoing focus on pencil control and letter/ numeral formations. 2. Pincer movement—threading focus—including leaves/ conkers. Picking up autumn objects using tweezers. 3. Precision placing, pouring, manipulating, pressing down – Rangoli and Andy Goldsworthy patterns. 4. Diva lamps – handling clay, moulding to simple lamp 5. Wrapping presents in the role-play area. 6. PE- Pretending to be autumn leaves, fireworks. 7. Jasmine PE – Working with others - Jumping and Landing and Static balance. <p>Jasmine PE sequence: Jumping and landing, and static balance focuses. Following instructions.</p> <ol style="list-style-type: none"> 1. Exploring jumping and landing. Baseline assessment. 2. Jumping and landing. 3. Jumping and Landing. 4. Seated balance. Baseline assessment. 5. Explore seated balances with different body parts on the floor and lifted. 6. Explore balancing with no hands or feet on the floor. 	<p>Sequence of learning</p> <ol style="list-style-type: none"> 1. Continue the Essential Letters and Sounds phonics programme. 2. Continue with 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. 3. Continue to build up reading skills, via regular reading of school reading scheme books linked to Essential Letters and Sounds, plus extra shared and guided reading opportunities throughout the day. 4. Speech bubbles – have-a-go writing in Rama and Sita story. 5. Menu writing and play writing in café, taking orders, some phonetic correspondence. 6. Writing Christmas lists, have-a-go writing in Father Christmas's workshop, writing cards to each other with key words. 7. Form lower-case and capital letters correctly, as we hone in on letter formations with their "Christmas Story" books routine. 	<p>Sequence of learning</p> <ol style="list-style-type: none"> 1. Making a repeating pattern using autumn objects, sorting into groups and comparing quantities. 2. Counting autumn objects and matching to numerals. 1-10. Making "dice and Numicon patterns", using Autumn objects – Subitising. 3. Comparing quantities (non identical) and also objects in relation to size, length, weight and capacity. 4. Counting 1p and £1 coins in roleplay cafe. Adding 1 more/ finding 1 less. Symmetry, 2D shape and pattern– Rangoli patterns. 5. My day—sequencing and beginning to look at time and "1 more" for o'clock times. 6. Adding autumn/ seasonal/ Christmas objects– number bonds to five. Ongoing. 7. Advent calendar ongoing – counting forwards and backwards, one more, one less. Cardinal numbers. Finding numerals on 100-square. <p>Ongoing: NCETM Maths programme— Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p>
<p>Outcome/Composite</p> <p>To be able to...share their own experiences of celebrations, and listen while others share theirs. To recall and use vocabulary linked to new knowledge eg about other celebrations. To help re-tell and act out conversations.</p>	<p>Outcome/Composite</p> <p>To be able to... share their own experiences of celebrations, and respect that others may have experiences and celebrations different from their own. To have the confidence to act out and retell stories in front of the class and a wider audience (Nativity play). To play cooperatively, sharing resources and taking turns.</p>	<p>Outcome/Composite</p> <p>To be able to ... improve letter and numeral formations. To improve jumping and landing and seated balance movements and techniques.</p>	<p>Outcome/Composite</p> <p>To be able to ...write simple lists and phrases (eg speech bubbles retelling Rama and Sita story, lists for Father Christmas, and orders on a menu), that show growing grapheme/ phoneme correspondence.</p>	<p>Outcome/Composite</p> <p>To be able to... create a repeating pattern; count objects and match numerals to 10; compare quantities of non-identical objects; use and understand cardinal numbers to 10; say which object is "longer than/heavier" etc; subitise to 6; explore the composition of numbers to 5 and above.</p>

Reading Opportunities:



Mithian School Curriculum

Autumn 1st Half Term Sequence – Year A Year 1+ 2

Knowledge and Understanding of the World

INTENT

1. Recognise that people have different beliefs and celebrate special times in different ways.
2. Explore the natural world around them.
3. Draw information from a simple map.
4. Understand that some places are special to members of their community.
5. Understand the past through settings, characters and events encountered in books read in class and storytelling.
6. Compare and contrast characters from stories, including figures from the past.
7. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Sequence of learning

1. Share own experiences of birthdays, Halloween, Bonfire Night and Christmas, and other “Special Times”.
2. Find out about Bonfire Night, and about Guy Fawkes and the Gunpowder Plot.
3. Compare the ways children around the world have birthday traditions different from their own.
4. Find out about other celebrations, eg Diwali, Remembrance Sunday.
5. Autumn walk – look at a map of area we explored (Jericho Valley Woods). Compare with map of London. How is life different for children there? Where do they walk and play?
6. Addresses on Christmas cards home. Local area map and that we are all part of Cornwall – and its place in the world.
7. Understand that their own Christmas traditions differ from others, and that other children don’t celebrate Christmas at all, but celebrate different “special times”.

Outcome/Composite

To be able to... Talk about their own and others’ special celebrations, comparing and contrasting; to say who Guy Fawkes was and why we remember him today; talk about their address; to talk about the information shown on a very simple map.

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. Watch and talk about dance and performance art, expressing their feelings and responses.
4. Develop storylines in their pretend play.
5. Sing a range of well-known nursery rhymes and songs.
6. 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.
7. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. (E1G)

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, (café then Father Christmas’s Workshop.)
2. Wax resist technique and blending chalk pastels– Fireworks pictures.
3. Natural pattern with Autumn objects – Andy Goldsworthy style, Photos.
4. Create observational drawing of Autumn objects.
5. Dance– like autumn leaves, fireworks, traditional Indian/ bhangra dance. Watch and respond to different forms of dance– focus on Indian Dance.
6. Design a rangoli pattern– sand art/ coloured rice
7. Take part in Christmas Nativity.
8. Craft activities related to different celebrations– diva lamps, stained glass windows etc

- Artist study- Andy Goldsworthy

Outcome/Composite

To be able to... help develop simple storylines in the class role-play areas; join in with rhymes, songs; and dances create a clay lamp and rangoli patterns; create a firework picture using wax resist technique, and representational pictures linked to other celebrations.

Religious Education

INTENT

- Talk about people who are special to them
- Say what makes their family and friends special to them
- Recall simply what happens at a traditional Christian festival (Christmas)
 - Begin to recognise the word ‘incarnation’ as describing the belief that God came to Earth as Jesus
 - Retell religious stories, making connections with personal experiences.

(Cornwall Agreed RE Syllabus, 2020–2025)

Sequence of learning

1. Make a lovely picture for a special person, talk about the person they have created it for and why they are special; then take it and give it to them.
2. Introduce the Christmas story and characters. Introduce “line of value” with the children, discussing Christian’s belief that Jesus was most important.
3. Act out the Nativity story.
4. Link children’s own experiences of birthdays to Jesus’ birthday and Christmas celebrations. Share own experiences and memories of Christmas celebrations.
5. Share some traditional carols with the children and discuss where and why Christians sing carols. Look at key features of St Agnes Church and other churches they know. Look at Big Book I am a Christian” for this.
6. Talk about Christmas gifts and what the children would like. Connect with the story of the wise men who gave gifts to Jesus. Reinforce the most important gift to Christians would be Jesus. Mime passing a precious gift around a circle; discuss what children think it is. Link to how precious the Bible is to Christians. Tell children that Christians believe God demonstrated his love for all people by sending Jesus to Earth – they say that shows how precious people are to God.

Ongoing Christmas Nativity celebrations, craftwork and songs.

Outcome/Composite

To be able to... tell the Christmas story (with prompts, as needed) and say why this is an important story to Christians

INTENT

- 1.
- 2.
- 3.

Sequence of learning

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

Outcome/Composite

To be able to...

INTENT

- 1.
- 2.
- 3.

Sequence of learning

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

Outcome/Composite

To be able to...

Reading Opportunities: