

# Gayhurst Teaching and Learning Curriculum Overview

## Reception

	<u>Autumn 1</u> <b>Ourselves</b>	<u>Autumn 2</u> <b>Transport</b>	<u>Spring 1</u> <b>Traditional Tales</b>	<u>Spring 2</u> <b>Animals</b>	<u>Summer 1</u> <b>Growth</b>	<u>Summer 2</u> <b>All Around the World</b>
<b>Key Texts</b>	Birthdays The Name Jar The Large Family Kipper's Birthday Handa's Surprise Dave and the Tooth Fairy Room on a Broom Funny Bones Healthy Eating	100 Decker Bus Emergency Vehicles Who Sank the Boat? The Train Ride Oi Get off our Train! Festivals of Light Mr Gumpy's Outing The Nativity	Goldilocks Red Riding Hood The Gingerbread Man Hansel and Gretel The Three Little Pigs African and Caribbean traditional Tales The Animal Race (CNY)	Rumble in the Jungle Walking Through the Jungle We're Going on a Bear Hunt Farmer Duck Six Dinner Sid Minibeasts-Snails Bringing the Rain to Kapiti Plain	The Enormous Turnip Lifecycles Jack and the Beanstalk Oliver's Vegetables The Tiny Seed George and the Dragon Bad Tempered Ladybird Lifecycle of a Sunflower Titch	The Night Pirates Whatever Next! Toys in Space Astro Girl Holidays Dinosaurs The Tin Forest The Lorax
<b>Festivals and Celebrations</b>	BHM Anti-bullying Halloween	Diwali (Hindu and Sikh) Hannukah (Judaism) Guy Fawkes Christmas (Christian)	Chinese New Year Guru Nanak (Sikhism) Valentine's Day	Ramadan (Islam) Holi (Hinduism) St David's Day (Wales) Pancake Day (Christian) St. Patrick's Day (Ireland) Easter (Christian) Mother's Day	Eid (Islam) St George's Day (England) Queen's Platinum Jubilee	Father's Day Transitions
<b>Seasons</b>	<b>Autumn</b>	<b>Winter</b>	<b>Winter</b>	<b>Spring</b>	<b>Spring</b>	<b>Summer</b>
<b>Trips</b>	London Fields Broadway Market	Riding on a bus Visit to the train station Canal walk	London Fields Little Angels Theatre	Hackney City Farm London Fields	Garden Classroom London Fields Eco Active	London Fields
<b>PSED/Jigsaw</b> <ul style="list-style-type: none"> <li>Self- regulation</li> <li>Managing self</li> <li>Building relationships</li> <li>RE</li> </ul>	See themselves as a valuable individual. Build constructive and respectful relationships Recognise that people have different beliefs and celebrate special times in different ways.  <b>All About Me</b>	Express their feelings and consider the feelings of others. Recognise that people have different beliefs and celebrate special times in different ways.  <b>Celebrating Differences</b>	Show resilience and perseverance in the face of challenge. Recognise that people have different beliefs and celebrate special times in different ways.  <b>Dreams and Goals</b>	Identify and moderate their own feelings socially and emotionally. Recognise that people have different beliefs and celebrate special times in different ways.  <b>Healthy Me</b>	Think about the perspectives of others. Recognise that people have different beliefs and celebrate special times in different ways.  <b>Relationships</b>	Manage their own needs Recognise that people have different beliefs and celebrate special times in different ways.  <b>Changing Me</b>

<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>● Listening</li> <li>● Attention</li> <li>● Understanding</li> <li>● Speaking</li> </ul>	<p>Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Engage in story times Use social phrases Engage in non-fiction books.</p>	<p>Learn new vocabulary. Use new vocabulary through the day. Use new vocabulary in different contexts. Ask questions to find out more and to check they understand what has been said to them. Listen carefully to rhymes and songs, paying attention to how they sound. Engage in non-fiction books.</p>	<p>Connect one idea or action to another using a range of connectives. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words Learn new vocabulary. Use new vocabulary through the day. Use new vocabulary in different contexts. Engage in non-fiction books.</p>	<p>Articulate their ideas and thoughts in well-formed sentences. Learn new vocabulary. Use new vocabulary through the day. Use new vocabulary in different contexts. Learn rhymes, poems and songs. Engage in non-fiction books.</p>	<p>Describe events in some detail. Learn new vocabulary. Use new vocabulary through the day. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Learn new vocabulary. Use new vocabulary through the day. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>
<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>● Gross motor skills</li> <li>● Fine motor skills</li> </ul>	<p>Develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes • personal hygiene Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient. Know and talk about the different factors that support their overall health and wellbeing:</p>	<p>Revise and refine the fundamental gross movement skills they have already acquired: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Progress towards a more fluent style of moving, with developing control and grace. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop the foundations of a handwriting style which is fast, accurate and efficient. Know and talk about the different factors that support their overall health and wellbeing:</p>	<p>Combine different movements with ease and fluency. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. Know and talk about the different factors that support their overall health and wellbeing:</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>
<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>● Phonics</li> <li>● Comprehension</li> <li>● Writing</li> <li>● Fiction</li> <li>● Non-fiction</li> </ul>	<p><b>Reading</b> Listen to and access a wide range of fiction and non-fiction books Read individual letters by saying the sounds for them. <b>Writing</b> Mark making Begins to form letters in their name Fine and gross motor skills</p>	<p><b>Reading</b> Listen to and access a wide range of fiction and non-fiction books Read individual letters by saying the sounds for them. <b>Writing</b> Uses clearly identifiable letters to communicate meaning Form lower-case and capital letters correctly.</p>	<p><b>Reading</b> Listen to and access a wide range of fiction and non-fiction books Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read a few common exception words matched to the school’s phonic programme. <b>Writing</b> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p><b>Reading</b> Listen to and access a wide range of fiction and non-fiction books Read some letter groups that each represent one sound and say sounds for them Read a few common exception words matched to the school’s phonic programme. <b>Writing</b> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p><b>Reading</b> Listen to and access a wide range of fiction and non-fiction books Read a few common exception words matched to the school’s phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p><b>Reading</b> Listen to and access a wide range of fiction and non-fiction books Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <b>Writing</b> Form lower-case and capital letters correctly.</p>

					<b>Writing</b> Form lower-case and capital letters correctly. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense
<b>Mathematics</b> <ul style="list-style-type: none"> <li>• Number</li> <li>• Numerical patterns</li> <li>• Shape and spatial reasoning</li> </ul>	Count objects, actions and sounds. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Continue, copy and create repeating patterns.	Subitise. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. (2,3,4,5) Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	Subitise. Link the number symbol (numeral) with its cardinal number value. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10.	Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Continue, copy and create repeating patterns. Compare length, weight and capacity. Explore the composition of numbers to 10.	Count beyond ten. Automatically recall number bonds for numbers 0–10. Compare length, weight and capacity. Explore the composition of numbers to 10.	Automatically recall number bonds for numbers 0–10. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Compare length, weight and capacity.
<b>Understanding the World</b> <ul style="list-style-type: none"> <li>• History</li> <li>• RE</li> <li>• Geography</li> <li>• Science</li> </ul>	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.	Comment on images of familiar situations in the past. Understand that some places are special to members of their community Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.	Compare and contrast characters from stories, including figures from the past. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside.	Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.	Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.	Draw information from a simple map. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live.
<b>Expressive Arts and Design</b> <ul style="list-style-type: none"> <li>• Role play</li> <li>• Music</li> <li>• Singing</li> <li>• Dancing</li> <li>• Creating</li> </ul>	Listen attentively, move to and talk about music, expressing their feelings and responses. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Listen attentively, move to and talk about music, expressing their feelings and responses. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Develop storylines in their pretend play. Watch and talk about dance and performance art, expressing their feelings and responses. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Sing in a group or on their own, increasingly matching the pitch and following the melody. Create collaboratively sharing ideas, resources and skills. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Explore and engage in music making and dance, performing solo or in groups Create collaboratively sharing ideas, resources and skills. Explore, use and refine a variety of artistic effects to express their ideas and feelings Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Explore and engage in music making and dance, performing solo or in groups Develop storylines in their pretend play. Create collaboratively sharing ideas, resources and skills. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.

