**Downsell Primary School’s Creative Curriculum**

**Reception**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Theme** | **All about me** | **How I and others celebrate** | **Traditional tales** | **Amazing adventures** | **Amazing creatures** | **Amazing planets** |
| **British Values** | Democracy  Link: PSHE – seeing themselves as valuable individuals | Rule of Law  Link: PSHE – think about the perspective of others | Mutual respect  Link: PSHE - Build constructive and respectful relationships | Tolerance  Link: PSHE – identify and moderate their ow feelings socially and morally | Individual liberty  Link: PSHE - Express their feelings and consider the feelings of others | Review of all British Values  Link: Show perseverance and resilience in the face of challenge |
| **Topics** | * Baseline * Friendship * Body parts * Exercise * Illnesses * Hygiene * Healthy eating | * Seasons (including weather) * Diwali & bonfire * Remembrance Day * Road safety * People who help us * Superhero eating * Christmas | * Building houses (materials) * Story dilemmas * Building and moving around bridges * Chinese new Year * Growing | * Trees * Building with natural materials * Pirates * Sinking & floating * Aliens * Magnets | * Mini beasts including life cycles & healthy eating * Habitats * Potions (liquids, fizzing, changes) * Worms * Possum magic including nocturnal | * Looking after our planet * The Ocean * The jungle & climates * Animals & their off spring * Dinosaurs * Giants |
| **Texts** | * Starting school * Marvellous me * My body * Funnybones * Dirty Berty * Rascally Cake | * Lighting a lamp * Diwali * The story of Rahma & Sita * Emergency * Supertato * The Jolly Postman * The Christmas Story | * The three little pigs * All kinds of homes * Three little wolves and the big bad pig * The true story of the three little pigs * Three billy goats gruff * Down on the farm * Jack and the beanstalk * Titch * The tiny seed * Winter | * Stick Man * Stick Kid * Stanley Stick * Stick! * How to be a pirate * The night pirates * Come away from the water Shirley * Captain Flynn and the pirate dinosaurs * Here come the Aliens * Whatever next * Aliens in underpants save the world * Aliens love underpants * A journey through space * Spring | * Mad about Minibeasts * Hungry caterpillar * Superworm * What Australian animal am I? * Possum magic | * Dear Greenpeace * Commotion in the ocean * Monkey Puzzle * Rumble in the jungle * Once there were giants * Summer |
| **Religious Education** | * Which stories are special and why? | * Which people are special and why? | * Which places are special and why? | * Which times are special and why? | * Where do we belong? | * What is special about our world? |
| **PSHE** | * Emotions & routines | * People & communities | * Past & present | * Safety | * Looking after ourselves & others | * The natural world * Transition - Green is moving up a year |
| **Physical Education** | * Personal | * Social | * Cognitive | * Creative | * Applying physical | * Health and fitness |
| **Celebrations** | * Black History Month | * Remembrance Day * Road safety week * Anti-bullying week * Children in Need * Christmas * Panto | * New Year * Chinese New Year * Valentine’s Day | * Pancake Day * World Book Day * Mother’s day * Easter | * Eid | * Father’s Day * Sports Day |
| **Trips** |  | * Walk to local park * Fire engine visit to school | * Discovery Centre | * Visit to local park | * Hollow pond | * Mudchute Farm |

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| **Development Matters** | | | | | | |
| **Personal, Social and Emotional Development** | * See themselves as valuable individuals. * Manage their own needs: personal hygiene | * Build constructive and respectful relationships. * Show resilience and perseverance in the face of challenge. | * Express their feelings and consider the feelings of others. | * Identify and moderate their own feelings socially and emotionally. | * Think about the perspective of others. | * Know and talk about the difference factors that support their overall health and well-being: regular activity, healthy eating, tooth brushing, sensible amounts of “screen time”, good sleep routine, being a safe pedestrian |
| **Communication and Language** | * Understand how to listen carefully and why listening is important. * Learn new vocabulary. * Engage in story times. * Listen to and talk about stories to build familiarity and understanding. * Learn rhymes, poems and songs. | * Use new vocabulary through the day. * Listen carefully to rhymes and songs, paying attention to how they sound. * Develop social phrases. * Learn rhymes, poems and songs. * Engage in non-fiction books. | * Ask questions to find out more and to check they understand what has been said to them. * 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. * . | * Articulate their ideas and thoughts in well-formed sentences. | * Use new vocabulary in different contexts. * Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | * Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. |
| **Physical Development** | * Revise and refine fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, and climbing. * Further, develop and refine a range a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. | * Progress towards a more fluent style of moving with developing control and grace. * Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils, paintbrushes, scissors, knives, forks and spoons. * Further develop the skills they need to manage the school day successfully: lining up, queuing and mealtimes. | * Combine different movements with ease and fluency. * Use their core muscle strength to achieve good posture when sitting at a table or sitting on a table. * Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball | * Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. * Develop the foundations of a handwriting style, which is fast, accurate and efficient. | * Develop overall body-strength, balance, co-ordination and agility. | * 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. |
| **Literacy** | * Reading individual letters by saying their sounds for them. * Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. | * 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. | * 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. | * Form lower-case and capital letters correctly. * Spell words by identifying the sounds and then writing sound with letters. | * Write short sentences with words with known letter sound correspondences using a capital letter and full stops. | * Reread what they have written to check that it makes sense. |
| **Maths**  **White Rose** | * Count objects, actions and sounds * Explore the composition of numbers to 3 * Link the number symbol (numeral) with its cardinal number value. * Match and sort * Compare amounts * Compare length, weight and capacity * Explore patterns | * Subitise * Talk about and explore 2D shapes. * Extend and create abab patterns. * Link the number symbol (numeral) with it’s cardinal number value. * Compare numbers. * Understand the “one more than/less than” relationship between consecutive numbers. * Talk about and explore 3D shapes * Select, rotate and manipulate shapes to develop spatial reasoning skills. * Positional language * Time. | * Compare numbers * Link the number symbol (numeral) with it’s cardinal number value. * Compare mass * Compare capacity * Making pairs * Addition * Understand position through words alone. * Explore the composition of numbers to 6. * Compare length, weight and capacity. | * Explore the composition of numbers to 10. * Select, rotate and manipulate shapes to develop spatial reasoning skills. * Continue, copy and create repeating patterns. * Talk about and explore 3D shapes * Automatically recall number bonds for numbers 0-5 and some to 10. | * Count beyond ten * Select, rotate and manipulate shapes to develop spatial reasoning skills. * Subitise * Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. * Addition * Take Away * Compare length, weight and capacity. | * Doubling * Sharing and grouping * Even and odd * Consolidate key skills |
| **Understanding the World** | * Talk about members of their immediate family and community. | * Name and describe people who are familiar to them. * Recognise that people have different beliefs and celebrate special times in different ways. * Understand the effect of changing seasons on the natural world. (Autumn) * Describe what they see, hear and feel whilst outside. | * Understand that some places are special to members of their community. * Understand the effect of changing seasons on the natural world. (Winter) * Compare and contrast characters from stories, including figures from the past. * Comment on images of familiar situations in the past. | * Understand the effect of changing seasons on the natural world. (Spring) * Recognise some environments that are different to the one in which they live. * Draw information from a simple map. | * Recognise some similarities and differences between life in this country and life in other countries. * Comment on images of familiar situations in the past. * Compare and contrast characters form stories, including figures form the past. | * Understand the effect of changing seasons on the natural world. (Summer) |
| **Expressive Arts and Design** | * Explore, use and refine a variety of artistic effects to express their ideas and feelings. * Develop storylines in their pretend play. | * Sing in a group or on their own, increasingly matching the pitch and following the melody. * Return to and build on their previous learning, refining ideas and developing their ability to represent them. | * Create collaboratively, sharing ideas, resources and skills. | * Watch and talk about dance and performance art, expressing their feelings and responses. | * Listen attentively, move to and talk about music, expressing their feelings and responses. | * Explore and engage in music making and dance, performing solo or in groups. |