**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
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| **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
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| **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?
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| **PSHE** | * Emotions & routines
 | * People & communities
 | * Past & present
 | * Safety
 | * Looking after ourselves & others
 | * The natural world
* Transition - Green is moving up a year
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| **Physical Education** | * Personal
 | * Social
 | * Cognitive
 | * Creative
 | * Applying physical
 | * Health and fitness
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| **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
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| **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
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| **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.
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 | * 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.
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| **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.
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| **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.
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| **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
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| **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)
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| **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.
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