

## **Bug Club Phonics**

### **Phase 2** **Word Reading**

Children will begin Phase 2 phonics using the Bug Club scheme. Children will begin to learn new sounds and the letters that are associated with that sound. They will know that to read and spell words you need to decode and blend. They will learn that some letters are vowels, and the rest are consonants. They will begin to learn that irregular words contain elements that do not follow the most common letter-sound correspondences. Children will begin to know how to read and spell 'and' and the irregular words to, the, no, go, I, into, her and know how to read and spell short captions.

## **English**

### **Writing**

Peace at Last by Jill Murphy

By the end of the half term, children will ... Use some of their print and letter knowledge in their early writing e.g. writing a pretend shopping list that starts at the top of the page, write 'm' for mummy. Write some or all of their name and write some letters accurately.

### **Comprehension**

Super 6 Guided Reading

During our Super 6 Guided Reading the children will be immersed in a range of text throughout the half term. The children will have the opportunity to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

## **Communication and language**

### **Listening and Attention Skills**

During this half-term children will begin to explore what it is like to be a part of a whole class, sharing and communicating in larger groups. They will be given lots of opportunities to share with their peers during circle times, question and answer times to explore 'what', develop their communication and language through the media of songs and rhymes. Children will also have lots of opportunities to have one to one discussions with both peers and adults in class and begin to retell familiar stories.

## **Expressive Arts & Design**

### **Creating with Materials**

This half term the children will be learning to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture. They will have access to the craft, modelling and painting areas.

### **Being Imaginative and Expressive**

In this area of learning the children will sing a range of well-known nursery rhymes and songs. They will also learn some new rhymes to support their learning across the curriculum.

The children will have the opportunity to invent, adapt and recount narratives in the classroom provision with peers and familiar adults.



## **Parklee Community Primary School**

### **Curriculum Overview**

### **Autumn Term 1 – 2024**

### **Reception Class**

### **Topic: Seasons**

## **PSED**

### **Jigsaw PSHE- Being Me in My World**

During this unit of learning children will be able to recognise things about themselves. They will know that some people are different from themselves. They will know how happiness and sadness can be expressed. They will know that hands can be used kindly and unkindly. They will know that being kind is good and that they have a right to learn and play, safely and happily.

## **PE**

### **Athletics**

Children learn some techniques for running, how to run in a lane; dip at the finish and transfer a baton. They learn how to jump from a short run and how to throw for accuracy and power

### **Dance**

Children will learn to use their bodies to create simple theme related shapes, movements and actions. They will be able to use movement to express feelings. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. They will learn to take turns and share resources, sometimes with support from others. Become confident to speak to others about own needs, wants, interests and opinions. Remember and perform a basic sequence of movement when led by a teacher. Finally, Welcomes and values praise for what they have done.

## **Maths**

### **Getting to know you**

During this first two weeks the children begin to explore maths within the continuous provision through play based learning. They will also complete the government baseline assessment. This time allows teachers to gain an understanding and knowledge of each child's maths abilities.

### **Match, sort & compare**

Children will match objects, identify a set, sort objects by type, explore sorting techniques, create sorting rules and compare amounts.

### **Talk about measure & pattern**

In this block of work children will compare size, compare mass, compare capacity, explore simple patterns, copy and continue simple patterns and begin to create their own simple pattern.

## **Understanding the World**

### **How I've Changed**

### **Body Parts**

### **The senses**

### **Weather changes (Autumn season)**

### **Judaism**

### **Explore different types of technology (old and new)**

Children will learn to:

- Name and describe people who are familiar to them.
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, having a good sleep routine.
- 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.

### **Bug Club Phonics**

#### **Phase 2**

Phoneme, grapheme, beginning, middle, end, decoding, blending, vowel, consonant, irregular/tricky words, CVC (*consonant-vowel-consonant*), pure sound (*pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh'*), segment, consonant digraph

#### **Irregular words**

to, the, no, go, I, into, her

### **English**

#### **Writing**

Peace at Last by Jill Murphy  
Developing Vocabulary

Peace, 'at last', hour, tired, nocturnal, pretending, cuckoo, leaky, refrigerator, believe, owl, hedgehog, uncomfortable, peeped, alarm, clock, yawn

Pencil, pen, write, draw, letter, alphabet, phonics, grip, mark make, segment the sounds, sentence, line, book, capital letter, full stop, finger space, re-read, lowercase, exclamation mark, question mark, Letter formation.

#### **Comprehension**

Listen, discuss, sentence, word, words, read, sound out, blend, segment louder, quieter, your turn, my turn, instruction, action, , tale, fiction, non-fiction, retell, narrative, rhyme, poem, word, words, vocabulary, predict, because, so , but, then, if, when, after, before, first, last, beginning, middle, end , text, blurb, index, contents, title, author, illustrator, fact, character, setting, event, ending, exclamation mark, question mark ,Once upon a time, one day, long long ago, Once there was... They lived happily ever after, and that was the end of...

### **Communication and language**

#### **Listening and Attention Skills**

Share, discuss, turn, retell, what, who, where, together, compare, different, same, explain, next, finally, start. Listen, discuss, sentence, word, words, read, sound out, blend, segment louder, quieter, your turn, my turn, instruction, action, story, tale, fiction, non-fiction

#### **Speaking**

Group, friend, partner, rhyme, story, poem, non-fiction, fiction, , perform, performance, stage, drama, movement, audience, props, role play, word, words, vocabulary, song, lyrics, sound, number Because, so , but, then, if, when, after, before, first, last, f Once upon a time, one day, long long ago, Once there was... They lived happily ever after, and that was the end of... Playtime, lunchtime, registration, homework, Forest School, PE, Storytime, Phonics, English, Maths, Guided Reading

### **Expressive Arts & Design**

#### **Creating with Materials**

Colour, primary, secondary, shade, lighter, darker, print, brush, stroke, pattern, artist, line, shape, detail, model, design

Name construction kits used eg Lego, Kapla Planks.

Use prepositional language behind, in front of, next to, in between, underneath. join, assemble, construct, build, detail, plan, hole punch staple, sew, weave, scissors, glue, solid, taller, smaller, wider, bigger, longer, harder.

To encourage use language associated with creative activities: weaving in, out, under, over, through, behind, paint, draw, collage, print, model, sculpture, etc

To encourage them to name materials and equipment eg brush, printer, stamper, pastel, clay, watercolour, material, pattern paper, cardboard, paint, chalk, oil pastel, shaving foam, porridge, beans, dough snow dough, clay, ice, lentils, beads, pipe cleaners, rolling pins cookie cutters.

#### **Being Imaginative and Expressive**

Listen, cd player, loud, soft, pitch, quiet, pattern, rhythm, beat lyrics, song, ,sing, story, play, stop, pause, melody, rhyme Stage, performance, audience, pantomime,

Instruments, wood block, bells, tambourine, maracas, shaker, chime bar,

Above, around, left, right, seasons, rain, snow, sun, cloudy, dolls, family, Fairy Tale, Traditional Tale, story, characters, retell.



### **Parklee Community Primary School Curriculum Overview Autumn Term 1 – 2024 Reception Class Key Vocabulary Table Topic: Seasons**

### **PSED**

#### **Jigsaw PSHE- Being Me in My World**

Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns.

**PE**

**Athletics**

Faster, higher, athletics, athlete, running, stop, speed, go, relay, space, run, finish, throw, safety, react, start, jump, lane and exercise.

**Dance**

Movement, body, create, emotions, actions, speed, communicate, ideas, express, travel, shapes, listen, thoughts, experiment, praise, feelings.

**Maths**

**Getting to know you**

Simple counting names in play, 2D shape names in play, comparison of size (big, small, long, short) in play.

**Match, sort & compare**

Match, same, different, sort, identify, set, objects, compare, rule, more and fewer.

**Talk about measure & pattern**

Size, large, small, smaller, big, bigger, tall, long, short, heavier, lighter, more, less, compare, mass, capacity, simple, pattern, same, continue and extend.

**Understanding the World**

**How I've Changed**

Grow, change, develop, age, mature, now, then, past, present, baby, child, toddler, adult.

**Body Parts**

Bones, growth, health, exercise, hygiene, arms, legs, stomach, back, hands, fingers, thumbs, face, eyes, ears, mouth, nose, tongue, feet, toes, connect, protect.

**The senses**

Sight, hear, touch, taste, feel, listen, smell, light, dark, sweet, sour, dim, bright, rough, smooth and soft.

**Weather changes (Autumn season)**

Season, summer, winter, autumn, spring, change, leaves, crisp, day, night, wind, rain, snow, hail, mist, sleet, fog, sun, hot, warm and cold.