



CURRICULUM SPOTLIGHT: UNDERSTANDING THE WORLD | EXPRESSIVE ARTS AND DESIGN

ENQUIRY

During this project we will review our DT skills as we look at buildings and construction from around the world.

Children will be invited to share their own experiences of different architecture and we will work together to create our own 3D models.

OUTCOMES

Each class will create a collaborative piece of art to demonstrate the DT skills we have developed during our time in Reception. We will then use our coding skills to direct our new friend Botley around our creation.

VOCABULARY

Village, town, city, country, road, river, map
Building, construction, bridge, tunnel
attach, cut, create, design, plan, review

KEY TEXTS

Iggy Peck: Architect
You Choose
My First Atlas
Marvelous Machine
The Big Book of Why

BACKGROUND KNOWLEDGE

Autumn 1: People

Autumn 2: Places

RESOURCES

Stories from around the world, costumes, props and puppets

PRIME AREAS

Communication and Language	Listening, Attention and Understanding	Speaking	
	<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	
Personal, Social and Emotional	Building Relationships	Managing Self	Self-Regulation
	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others; • Form positive attachments to adults and friendships with peers; • Show sensitivity to their own and to others' needs. 	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; • Explain the reasons for rules, know right from wrong and try to behave accordingly; • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices 	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Physical	Gross Motor Skills		Fine Motor Skills
	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing; • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 		<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases; • Use a range of small tools, including scissors, paint brushes and cutlery; • Begin to show accuracy and care when drawing.

SPECIFIC AREAS

Mathematics	Number	Numerical Patterns	Spatial Awareness
	<ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 	<ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally 	<ul style="list-style-type: none"> Continue, copy and create repeating patterns (AB, ABB, ABBC) Compare length, weight and capacity
Literacy	Comprehension	Word Reading	Writing
	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play 	<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.
Expressive Art and Design	Creating with Materials	Being Imagintive and Expressive	
	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories 	<ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 	
Understanding the World	Past and Present	People, Culture and Communities	The Natural World
	<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; 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; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 	<ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

TRANSDICIPLINARY THEMES

Key transdisciplinary concepts that will be considered in this project:



Health & Spirit

Places that are important to me and my family.



Sustainability

Green spaces in cities- how are cities changing to care for the environment.



Diversity & Relationships

Places of worship in my city and around the world. How do people live together and develop their relationships.



Power & Systems

How do cities run? What do we need to survive and thrive?



Technology

What is coding? How can it help to shape my world?

PROJECT SEQUENCE



WEEK OVERVIEW

Reception		Summer 1					
Project		Places: Our Local Community					
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phonics	Input	Unit 11 sh	Unit 11 ch & tch	Unit 11 th	Unit 11 ck and ng	Unit 11 ck and ng	Unit 11 ng qu
	Home Reading	Unit 11- sh	Unit 12- ch	Unit 13- th	Unit 14- ck and ng	Unit 14- ck and ng	Unit 15 ng & qu (second book sent home over half term)
Maths	Mastering Number	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26
PS ED	PSHE Keeping Safe	Identifying Trusted Adults Assessing Risks	Out and About	Personal Safety	Being assertive and Getting Support	Road Safety	Drug Education
Physical	PE I can move confidently in different ways	Unit 5 Lesson 1 Coordination Sending and Receiving	Unit 5 Lesson 1 Coordination Sending and Receiving	Unit 5 Lesson 3 Agility Reaction and Response	Unit 5 Lesson 4 Agility Reaction and Response	Dance- Linking 2 movements creatively Shapes Solo Partnering Shapes	Dance- Linking 2 movements creatively Artistry Musicality
Arts	Skill of the Week	Paper/card strip recap	Cello-tape dispenser	Reviewing and recapping 3D modelling	Plastic junk modelling	Metal junk modelling	Attachment Techniques
	Song of the Week	Tommy Thumb (P.39)	Jack-in- The-Box (p.40)	See-Saw, Margery Daw (p.41)	See—Saw Up and Down (p.42)	Listen, Listen (p.43)	Over the Meadow (P.44)

