

# CURRICULUM SUMMARY – September to October 2010

SUBJECT: **English**

YEAR GROUP: **Reception**

TEACHER: **Kasia Juszczak**

Week	Learning objectives	Activities (in brief)
1	<p><b>Use talk to organise sequence and clarify ideas, feelings and events.</b></p> <p><b>Be able to dedicate a sentence which corresponds to the picture.</b></p> <p><b>Gain confidence when speaking in front of a familiar group.</b></p> <p><b>Identifying initial sounds in words and proper letter formation.</b></p> <p><b>To use a pencil and hold it effectively to form recognisable letters.</b></p> <p><b>Recognise names of the Oxford Reading Tree characters</b></p>	<p>*speaking &amp; listening- interviews: questions/answers; responding to stories, songs, rhymes and poems; encouraging children to join in with story-telling, rhymes and singing</p> <p>*drawing pictures and describing it</p> <p>*Jolly Phonics Scheme- s a t ; rhymes, songs and games</p> <p>*worksheets; writing &amp; drawing activities</p> <p>*introducing ORT books and their characters</p>
2	<p><b>Use talk to organise sequence and clarify ideas, feelings and events.</b></p> <p><b>Be able to dedicate a sentence which corresponds to the picture.</b></p> <p><b>Gain confidence when speaking in front of a familiar group.</b></p> <p><b>Identifying initial sounds in words and proper letter formation.</b></p> <p><b>To use a pencil and hold it effectively to form recognisable letters.</b></p>	<p>*speaking &amp; listening- interviews: questions/answers; responding to stories, songs, rhymes and poems; encouraging children to join in with story-telling, rhymes and singing</p> <p>*drawing pictures and describing it</p> <p>*Jolly Phonics Scheme- i p n; rhymes, songs and games</p> <p>*worksheets; writing &amp; drawing activities</p> <p>*ORT Stage 1 <i>At School</i></p>
3	<p><b>Identifying initial sounds in words and proper letter formation.</b></p> <p><b>To use a pencil and hold it effectively to form recognisable letters.</b></p> <p><b>Writing names with a capital letter</b></p>	<p>*Jolly Phonics Scheme- c/k e; rhymes, songs and games</p> <p>*worksheets; writing &amp; drawing activities</p> <p>*ORT <i>The Lost Teddy</i></p> <p>*writing names on the board (then paper)</p>

4	<p><b>Identifying initial sounds in words and proper letter formation.</b></p> <p><b>To use a pencil and hold it effectively to form recognisable letters.</b></p> <p><b>Writing names with a capital letter</b></p> <p><b>To understand and use the terms <i>beginning</i> and <i>end</i></b></p> <p><b>To revise the sounds already introduced, gain confidence in using them</b></p>	<p>*Jolly Phonics Scheme- h r ; rhymes, songs and games</p> <p>*worksheets; writing &amp; drawing activities</p> <p>*ORT <i>The Lost Teddy</i></p> <p>*writing names on the board and paper</p> <p>*pointing at the beginning and the end of the book (emphasizing how story begins and ends-visual aid)</p> <p>*revision of s a t i p n c/k e Jolly phonics; matching letter cards with the corresponding picture, sounding out each sound</p>
5	<p><b>Identifying initial sounds in words and proper letter formation.</b></p> <p><b>To know how rhyming works</b></p> <p><b>To know that words are ordered from left to right and need to be read that way</b></p>	<p>*Jolly Phonics Scheme- m d; rhymes, songs and games</p> <p>*worksheets; writing &amp; drawing activities</p> <p>*ORT <i>The Street Fair</i>; naming items and finding rhymes, giving examples of other rhyming words</p> <p>*children are encourage to produce a sentence</p>
6	<p><b>Identifying initial sounds in words and proper letter formation.</b></p> <p><b>To recognize words in a variety of settings</b></p> <p><b>Linking sounds to letters, begin to read some simple words</b></p>	<p>*Jolly Phonics Scheme- g o; rhymes, songs and games</p> <p>*worksheets; writing &amp; drawing activities</p> <p>*finding out notices/labels In books and around the classroom and trying to figure out what they say</p> <p>*revision of m d g o Jolly phonics; matching letter cards with the corresponding picture or object, sounding out each sound; matching sounds to pictures and the sounds to words cards.</p>
7	<p><b>Identifying initial sounds in words and proper letter formation.</b></p> <p><b>Understanding and use the term 'page'</b></p> <p><b>To know that words are ordered from left to right and need to be read that way</b></p>	<p>*Jolly Phonics l; rhymes, songs and games</p> <p>*worksheets; writing &amp; drawing activities</p> <p>*ORT 'Who is it?'; looking closely at the page and finding page number; pointing to page numbers on each of the pages</p> <p>*children are encourage to produce a sentence</p>

## CURRICULUM SUMMARY – September to October 2010

SUBJECT: **Maths**

YEAR GROUP: **Reception**

TEACHER: **Kasia Juszczak**

Week	Learning objectives	Activities (in brief)
1	<b>Counting numbers to 10:</b> <b>Say and use the number names in order in familiar context</b> <b>Count reliably up to 10 everyday objects</b> <b>Recognise numerals 1 to 9</b>	* number rhymes, songs, stories, counting games and activities *giving just one number name to each object *begin to record numbers, initially by making marks, progressing to simple tallying and writing numerals (whiteboards, worksheets)
2	<b>Shape and space (3D shapes):</b> <b>Use language such as circle or bigger to describe the shape and size of solids</b>	*begin to name solids such as cube, cone, sphere... *use a variety of shapes to make models and describe them
3	<b>Counting numbers to 10:</b> <b>Say and use the number names in order in familiar contexts</b> <b>Count reliably up to 10 everyday objects,</b> <b>Recognise numerals 1 to 9</b>  <b>Measures (Length):</b> <b>Use language such as longer or shorter to compare two quantities</b>	*number rhymes, songs, stories, counting games and activities *giving just one number name to each object *begin to record numbers, initially by making marks, progressing to simple tallying and writing numerals (whiteboards, worksheets)  * making direct comparison of lengths (classroom objects)
4	<b>Counting numbers to 10:</b> <b>Say and use the number names in order in familiar contexts</b> <b>Count reliably up to 10 everyday objects,</b> <b>Recognise numerals 1 to 9</b>  <b>Measures (Length):</b> <b>Use language such as longer or shorter to compare two quantities</b>	*number rhymes, songs, stories, counting games and activities *giving just one number name to each object *begin to record numbers, initially by making marks, progressing to simple tallying and writing numerals (whiteboards, worksheets)  *making direct comparison of lengths (classroom objects)

5	<p><b>Counting numbers to 10:</b>  <b>Say and use the number names in order in familiar contexts</b>  <b>Count reliably up to 10 everyday objects</b>  <b>Recognise numerals 1 to 9</b></p> <p><b>Adding (one more)- addition to 5:</b>  <b>Use language such as more or less to compare two numbers</b>  <b>Begin to use the vocabulary involved in adding</b>  <b>Begin to relate addition to combining two groups of objects</b></p>	<p>*begin to record numbers, initially by making marks, progressing to simple tallying and writing numerals (whiteboards, worksheets)</p> <p>*counting all the objects; extend to three groups of objects  *separate (partition) a given number of objects into two groups</p>
6	<p><b>Counting numbers to 10:</b>  <b>Say and use the number names in order in familiar contexts</b>  <b>Count reliably up to 10 everyday objects</b>  <b>Recognise numerals 1 to 9</b></p> <p><b>Comparing and ordering numbers:</b>  <b>Use language such as more or less to compare two numbers</b></p>	<p>*begin to record numbers, initially by making marks, progressing to simple tallying and writing numerals (whiteboards, worksheets)</p> <p>*begin to recognize 'none' and 'zero' in stories, rhymes and when counting  *use language such as more or less to compare two numbers and say which is more or less and say a number which lies between two given numbers  *order a given set of numbers</p>
7	<p><b>Counting:</b>  <b>Say and use the number names in order in familiar contexts</b>  <b>Count reliably up to 10 everyday objects</b>  <b>Recognise numerals 1 to 9</b></p> <p><b>Comparing and ordering numbers:</b>  <b>Use language such as more or less to compare two numbers</b></p>	<p>*begin to record numbers, initially by making marks, progressing to simple tallying and writing numerals</p> <p>*begin to recognize 'none' and 'zero' in stories, rhymes and when counting  *use language such as more or less to compare two numbers and say which is more or less and say a number which lies between two given numbers  *order a given set of numbers</p>

## CURRICULUM SUMMARY – September to October 2010

SUBJECT: **Science**

YEAR GROUP: **Reception**

TEACHER: **Kasia Juszcak**

Week	Learning objectives	Activities (in brief)
1	<b>To learn that there are many different features in the school environment.</b>	<ul style="list-style-type: none"> <li>*talking about the ways that the school classrooms and grounds are used</li> <li>*make a list of rules for using the school grounds</li> <li>*make pictures of a favourite activity in the school grounds</li> </ul>
2	<b>To learn to keep our surroundings tidy.</b>	<ul style="list-style-type: none"> <li>*learning to keep the classroom tidy</li> <li>*discussing litter and recycling</li> </ul>
3	<b>To talk about the weather in terms of whether it is sunny, raining, windy cold or snowing.</b>	<ul style="list-style-type: none"> <li>*singing and talking about different kinds of weather (visual resources)</li> <li>*recording the weather on a chart (wall chart/calendar)</li> <li>*looking after myself/my body needs depending on the weather conditions</li> </ul>
4	<b>To consider the different clothes that we wear at different times of the year.</b>	<ul style="list-style-type: none"> <li>*matching clothing items to different kind of weather</li> <li>*sorting clothes according to weather</li> <li>*looking after myself/my body needs at different times of the year</li> </ul>
5	<b>To consider the effects of the wind on our lives.</b>	<ul style="list-style-type: none"> <li>*using paper objects/light objects (i.e. feathers) outdoors to explore the effects of the wind</li> <li>*flying a kite in Błonia (if the weather conditions permit)</li> </ul>
6	<b>To learn that hats are worn for a variety of reasons, including protection from the weather.</b>	<ul style="list-style-type: none"> <li>*looking at variety of hats and talk about why they are worn</li> <li>*sorting hats according to why they are worn</li> <li>*noting and explaining the features of hats</li> <li>*dressing up in hats for a role-play</li> </ul>
7	<b>To know that a variety of sounds can be heard in the local environment.</b>	<ul style="list-style-type: none"> <li>*collecting sounds from the local environment</li> <li>*exploring how and why the sounds are made</li> </ul>

## CURRICULUM SUMMARY – September to October 2010

SUBJECT: **D&T**

YEAR GROUP: **Reception**

TEACHER: **Kasia Juszcak**

Week	Learning objectives	Activities (in brief)
1	<b>To make an envelope for filing my work.</b>	*making big envelopes for storing pupils' art work; decorating and labeling
2/3	<b>To make a friendship bracelet.</b>	*drawing a design of a bracelet *painting pasta to make colorful 'beads' *threading pasta and making bracelets
4	<b>To make items for Seasonal Clothes Display.</b>	*drawing around children's outlines around their outlines *colouring in the figures and adding features using collage materials *making background for 'winter boy' and 'summer girl'- collage technique *sorting clothes
5	<b>To make windmills- to know that the wind makes things move.</b>	*making paper windmills
6	<b>To make party hats.</b>	*making hats –using round templates *decorating the hats with materials of children's own choice
7	<b>To make Halloween decorations and decorate the classroom.</b>	*Discussing Halloween- explaining why and how we celebrate (briefly). Children come up with ideas for decorations. * Making Jack-o'-Lantern.

\*All D&T lessons are cross-curricular linked to other subjects- most of all Science

## CURRICULUM SUMMARY – September to October 2010

SUBJECT: PHSE/Circle Time

YEAR GROUP: Reception

TEACHER: Kasia Juszcak

Week	Learning objectives	Activities (in brief)
1	<p><b>Self-awareness</b></p> <p><b>I like the ways we are all different and I can tell you something special about me.</b></p>	<p>*‘Let’s say hello to ..., let’s say hello to ..., let’s say hello to ..., you’re welcome here today.’</p> <p>* ‘We are special’ game</p> <p>* Pass a teddy around the circle and ask each child to tell the teddy something special about themselves. Be prepared to offer a suggestion for each child, or to ask a simpler question.</p>
2	<p><b>Understanding my feelings</b></p> <p><b>I know that people in my class like me.</b></p> <p><b>I can let you know if I feel happy, excited, sad or scared.</b></p>	<p>*<b>Pass the smile</b> around the circle at the end of a circle time or at the end of a day.</p> <p>*Pass a teddy around the circle and ask the children this time to say something special about the child sitting next to them.</p> <p>*Feeling games</p> <p>* Sing the song ‘If you’re happy and you know it ...’ and add verses and actions for other feelings.</p>
3	<p><b>Managing my feelings</b></p> <p><b>I know some ways to calm myself down when I feel scared or upset.</b></p>	<p>*Warming up game</p> <p>*<b>Pass the squeeze</b>, which means everyone holds hands and passes a gentle squeeze round the circle.</p> <p>*The story <i>Ruby at nursery</i>.</p> <p>Ask the children what they do when they have an ‘uncomfortable’ feeling. What would they advise Ruby to do?</p>
4	<p><b>Managing my feelings</b></p> <p><b>I know that it is OK to feel any feeling but that it is not OK to behave in any way we like (if it hurts other people).</b></p>	<p>*Warming up game</p> <p>-Swap places</p> <p>Pass a teddy around the circle and ask the children to choose a feeling and say “I .... when I feel ...” Be prepared to offer a suggestion for each child, or to ask an auxiliary question.</p>

5	<p><b>Understanding the feelings of others</b></p> <p><b>I know that everybody in the world has feelings.</b>  <b>I know how to be kind to people.</b></p>	<p>*Warming up game  *The story <i>The new boy</i>  Pass a teddy around the circle and ask the children questions about the story. Ask if they have ever felt similar to the boy from a story.  *Humphrey Hedgehog (or a soft toy of your choice) is feeling sad-what would you do to cheer him up</p>
6	<p><b>Social skills</b></p> <p><b>I can share in a group.</b>  <b>I can take turns in a group.</b>  <b>I can join in with other children playing a game.</b></p>	<p>*Warming up game  -Find the leader  *The story <i>Ruby at nursery</i>- Tell stories about things that you see going wrong in the group and through the stories teach the right things, giving possible phrases children might find useful.</p>
7	<p><b>Consolidation- Let's have fun!</b></p>	<p>Circle Time games</p>

## CURRICULUM SUMMARY – September to October 2010

SUBJECT: **Art**

YEAR GROUP:**Reception**

TEACHER: **Jadzia Martuszevska**

Week	Learning objectives	Activities (in brief)
1	<ul style="list-style-type: none"><li>• To practice observational skills</li><li>• To develop skills in drawing</li></ul>	Art Assessment sheet: drawing of a person, a house, a tree, a car
2 - 3	<ul style="list-style-type: none"><li>• To learn how to mix and use colour in a painting</li><li>• Space and colour recognition</li><li>• To make and observe the lines and shapes that make up an “action” painting</li></ul>	Marble Run painting project. Children create a dripping paint picture using Jackson’s Pollock Art style.
4	<ul style="list-style-type: none"><li>• To experiment with different painting techniques and observe paint effects</li><li>• To learn about the changing colours of Autumn</li></ul>	Challenge the children to mix red and yellow paint to make shades of orange and brown. Autumn tree – finger painting. Autumn leaves – sponge painting.
5	<ul style="list-style-type: none"><li>• To improve manipulative skills</li><li>• To provide the opportunity to explore qualities of salt dough.</li></ul>	Working with form, making salt dough Hedgehog.
6 – 7	<ul style="list-style-type: none"><li>• To improve manipulative skills</li><li>• To try out tools and techniques and apply thee to materials and processes, including cutting and sticking</li></ul>	“Autumn Box” project