





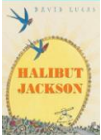




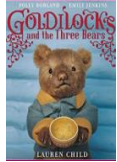
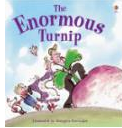
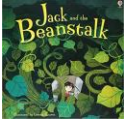







School of London  
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# Our Creative Bilingual Curriculum Reception

<h1>Year R</h1>	<p>Tudo sobre mim! All about me!</p> 	<p>Celebrações Celebrations</p> 	<p>Contos Tradicionais Traditional Tales</p> 	<p>Crescer! Growing!</p> 	<p>Vida no lago Pond life</p> 	<p>Viagens Journeys</p> 
<p><b>Term Focus</b></p>	<p><b>Autumn Term 1</b> Transition –All about me Using senses Exploring People who help us Friendship</p>	<p><b>Autumn Term 2</b> Seasonal change Aut/Winter festivals and celebrations Nutrition</p>	<p><b>Spring Term 1</b> Construction Traditional tales Homes and houses Carnaval</p>	<p><b>Spring Term 2</b> Growing (Plants and animals) Life cycles</p>	<p><b>Summer Term</b> Mini-beasts Pond life Life cycles</p>	<p><b>Summer Term 2</b> Materials/ changes Journeys –transport</p>
<p><b>Whole school values</b></p>	<p>Our school community and our school values</p> <p>Collaboration Children’s rights</p>		<p>Our local community: Respecting diversity in society and nature</p> <p>Responsibility and resilience</p>		<p>Our world: multicultural awareness and appreciation for other cultures</p> <p>Perseverance and aiming high</p>	
<p><b>Quality Texts (Stimulus)</b></p> <p><b>Talk for writing</b></p>	<p><b>Meesha Makes Friends</b></p>  <p><b>Halibut Jackson</b></p> 	<p><b>Pumpkin soup</b></p>  <p><b>Owl Babies</b></p> 	<p><b>The Three Little Pigs</b></p>  <p><b>Goldilocks</b></p>  	<p><b>The Enormous Turnip</b></p>  <p><b>Jack and the Beanstalk</b></p> 	<p><b>Bog Baby</b></p>  <p><b>Tad</b></p> 	<p><b>Grandpa’s Island</b></p>  <p><b>How to Catch a Star</b></p> 
<p><b>Reading</b></p>	<p>Various opportunities for children to read on a 1:1 level and in small groups. Daily phonics sessions following Rwinc Programme. Daily stories.</p>					
<p><b>Writing</b></p>	<p>Making marks</p> <p>Practising writing name</p> <p>Use sounds learnt to write labels</p> <p>Use sounds learnt to write a list</p>	<p>Write words using sounds learnt</p> <p>Practising writing name</p> <p>Write labels –owls</p> <p>Use sounds learnt to write a list and instructions</p> <p>Introduce first, then and next – ch apply in writing</p> <p>Use imperatives in instructional writing –make pumpkin soup</p>	<p>Begin to write a sentence (Use part of the story map to write a sentence) applying phonics knowledge</p> <p>Begin to use capitalisation and finger space</p> <p>Use imperatives in instructional writing – make porridge</p> <p>Use adjectives to describe characters</p>	<p>Write a sentence (Use part of the story map to write a sentence)</p> <p>Begin to write speech (using bubbles)</p> <p>Use imperatives in instructional writing – grow a bean</p> <p>Use adjectives to describe characters</p>	<p>Write a description of the bog baby</p> <p>Write about a recent experience e.g describing the ducklings that hatched at school</p> <p>Use verbs in writing – the duck can jump/swim.</p>	<p>Use a sequence from the story to retell it using sentences.</p> <p>Write a postcard grandad Syd asking him a question</p> <p>Hot-seating characters – asking questions, hold a conversation</p>


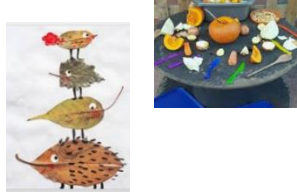
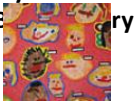



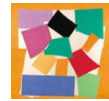




<b>Year R</b>  <b>Term Focus</b>	<b>Autumn Term 1</b> Transition –All about me Using senses Exploring People who help us Friendship	<b>Autumn Term 2</b> Seasonal change Aut/Winter festivals and celebrations Nutrition	<b>Spring Term 1</b> Construction Traditional tales Homes and houses Carnaval	<b>Spring Term 2</b> Growing (Plants and animals)	<b>Summer Term 1</b> Mini-beasts Pond life: Life cycles	<b>Summer Term 2</b> Materials/ changes Journeys –transport
<b>Communication and language</b>	Enjoy listening to longer stories and remember much of what happens Understand why questions  Talk about themselves (family, parts of body, senses, likes and dislikes) and people who help us  Express their feelings and emotions  Listen to simple stories and rhymes Join in with repeated phrases  Role-play Home corner Hospital Outdoor: ambulance, police, firebrigade	Talk about different celebrations and seasons (Aut/Winter), Diwali, Hanukah, bonfire night, Christmas  Talk about people in their community  Compare baby owls and adult owls  Use imperatives (verbs) when making pumpkin soup  Role-play: Market Stall Post Office Outdoor: pumpkin patch	Talk about houses from different countries, different materials.  Use vocabulary for different textures and materials  Talk about the characters in different traditional tales  Role-play: Estate Agent Café Outdoor: building site	Talk about different stages of plant and animal growth Sunflowers, beans, chicks, babies  Discuss what plants need to grow and say instructions on how to plant a seed/what they need to grow.  Discuss what makes us healthy and helps us grow  Talk about changes in season: Spring  Talk about themselves as babies (past) and what they are now (present)  Role-play: Garden Centre Baby Clinic Outdoor: planting, gardeners	Talk about what a pond is and what you find in a pond  Discuss lifecycles of frogs and butterflies  Discuss how we look after the ducklings (eggs hatch at school)  Talk about the characteristics of different mini beasts, living conditions  Role-play: Vets Minibeasts Explorers Outdoor: Minibeast house	Talk about different transports (water, land, air)  Talk about space and planet earth  Link to Ocean day – pollution and looking after the world – discuss how to protect the planet  Talk about changes in season: summer  Talk about the local area and using positional language to create own maps for a local journey.  Role-play: Travel Agent Space Station Airport day Outdoor: bus driver, ships, road signs and road safety
<b>Physical Development</b>	Revise and refine fundamental movement skills: rolling, crawling, walking, jumping, hopping, skipping, climbing Develop small motor skills: pencil, paintbrushes, scissors Further develop the skills needed to manage school day successfully	Develop overall body strength, co-ordination, balance, gymnastics and sport. Develop small motor skills: knives, forks, spoons (cooking) Develop foundations for handwriting Know and talk about different factors that support their overall health and wellbeing	Develop foundations for handwriting Know and talk about different factors that support their overall health and wellbeing	Negotiate space and obstacles safely Use a range of small tools including scissors, paintbrushes and cutlery	Move energetically: running, jumping, hopping, skipping, climbing Hold a pencil effectively in preparation for fluent writing	Develop confidence and competence, precision and accuracy, using a ball Develop and refine ball skills: throwing, catching, kicking, passing, batting and aiming Begin to show accuracy and care when drawing
<b>Personal Social Emotional</b>	Develop their sense of responsibility and	Increasingly follow rules, understanding why they are	See themselves as a valuable individual	Think about perspective of others	Work and play cooperatively	Set and work towards simple goals





<p><b>Term</b></p> <p><b>Focus on</b></p>	<p><b>Autumn Term 1</b> Transition–All about me Using senses Exploring People who help us Friendship</p>	<p><b>Autumn Term 2</b> Seasonal change Aut/Winter festivals and celebrations Nutrition</p>	<p><b>Spring Term 1</b> Construction Traditional tales Homes and houses Carnaval</p>	<p><b>Spring Term 2</b> Growing (Plants and animals)</p>	<p><b>Summer Term 1</b> Mini-beasts Pond life: Life cycles</p>	<p><b>Summer Term 2</b> Materials/ changes Journeys –transport</p>
<p><b>Understanding of the world</b></p>	<p>Learn the names for different parts of the body Learn how these parts work and what their purposes are Explore their senses Learn about families and discuss their own Understand that humans grow and change Learn the importance of being healthy</p>	<p>Sao Martinho Winter festivals Foods in different countries and cultures Talking about their own celebrations Different cultures celebrating Christmas It's not winter everywhere (At the Same Moment Around the World) Compare and contrast characters from stories including figures from the past</p>	<p>Looking at houses from different parts of the world – materials Draw information from a simple map People, culture and communities </p>	<p>What animals/plants need? Growing plants Explore the natural world around them – animals and plants, seasons Life cycles of humans (What was I like as a baby?)</p>	<p>What is a pond? Life cycles of frogs, ducks/ butterflies The natural world – animal and plants, seasons</p>	<p>Science investigation – how things move Different types of transport Explore a vehicle Making their own boat and testing it Recognise some similarities and differences between life in this country and life in other countries Draw information from a simple map People, culture and communities</p>
<p><b>Mathematics</b></p>	<p>Place value – numbers to 5 Addition and subtraction – sorting Place value – comparing groups Addition and subtraction – change within 5 Measurement – Time</p> 		<p>Addition and subtraction – numbers to 5 Place value – numbers to 10 Addition and subtraction – numbers to 10 Geometry – shape and space</p>		<p>Geometry – exploring patterns Addition and subtraction – count on and back Place value – numbers to 20 Multiplication and division – numerical patterns Measurement – measure</p>	
<p><b>EAD</b></p>	<p>Paint their self-portrait Learn and sing songs (some linked bodies/emotions) <b>Artist Focus:</b> <b>Andy Goldsworthy</b> <b>Alma Thomas – Easter</b> <b>Month</b></p> 	<p>Printing and patterns with food, leaves Designing and making something with dry pasta Festival related art Pumpkin artwork</p> 	<p>Building houses Fixing things Constructing – c house Build shelter Make a bird house</p> 	<p>Create a collage with seeds Carle pictures Still life painting flowers <b>Artist focus:</b> <b>Kandinsky flowers</b> <b>Van Gogh's - sunflowers</b> <b>Georgia O'Keeffe- flowers</b></p> 	<p>Create a Bog Baby Make their own creature <b>Artist focus:</b> <b>Matisse – The Snail</b> <b>Monet - Waterlilies</b></p> 	<p>Design a vehicle / something that moves Build vehicles using different materials Junk modelling Music journey – sound walk Down at the station song</p>
<p><b>Music</b></p>	<p><b>Musical introductions</b> To sing simple songs and build on intonation. Children will learn to follow a conductor, explore the sounds of instruments and begin to develop a sense of beat.</p>	<p><b>The Long and Short of it</b> Children will be exploring duration. Children will listen to music in connection to Bonfire Night and create their own firework music. Children will also be learning songs about different celebrations e.g. Diwali and Christmas.</p>	<p><b>Performing using symbols as notation</b> Children will learn to respond to symbols using body percussion and instruments. By the end of the unit, children will be able to follow long, short, shh, loud, soft, start and stop.</p>	<p><b>Taking Off</b> Children will be exploring pitch and identifying different pitches (high and low) using a story medium.</p>	<p><b>Performance and Composition through stories</b> Exploring Timbre, Tempo and Dynamics using classical music based on stories. Children will gain an understanding of how sounds can be used in stories and compose their own ideas.</p>	<p><b>What's the Score?</b> Children will be exploring Instruments and symbols. They will gain an understanding of different instruments and the changes in sound through the percussion family and orchestral instruments.</p>



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<b>Portuguese</b>	Identidade pessoal e Pessoas:  Eu! Tudo sobre mim.  Partes do corpo, ações realizadas com as mesmas e os cinco sentidos (texturas, cheiros, sabores, sons e imagens).  As emoções, exprimir e identificar emoções do próprio e dos outros.	Vida familiar e social:  Refeições (alimentos sazonais, objetos, hábitos familiares).  Festas (celebrações: Dia das bruxas, São Martinho e Natal)  Ambiente: Outono e Inverno.  Animais que hibernam  Os estados do tempo.	Lugares que se conhecem:  A minha casa, a escola, área de residência e serviços.  Vida familiar e social: rotina familiar e profissões.  Quando crescer quero ser...  O Carnaval	Ambiente:  Como cuidar do ambiente: a reciclagem.  Fauna e flora: animais domésticos, animais da quinta e animais selvagens.  Estações do ano: Primavera (alimentos sazonais: frutas e legumes).  Os estados do tempo.  A Páscoa	Lugares que se conhecem:  Estações do ano: Verão  Os estados do tempo.  Tempos livres (atividades desportivas e de lazer/ gostos e preferências).  A praia O campo A cidade	Deslocações e meios de transporte terrestres, aquáticos e aéreos.  Viagens pela terra, pelo ar e pela água.  Itinerários e direções.  Mapas: Identificar diferentes tipos de mapa.  Fazer uma caça ao tesouro.
<b>Portuguese quality texts</b>	A minha professora é um monstro.  <a href="#">Da cabeça até aos pés.</a>  O meu corpo, o teu corpo  O monstro das cores  Porque choramos? Hoje sinto-me... : de A a Z O grande livro das emoções  Dia bom ou dia mau?	Comida, comida, comida fabulosa  As Corujas Bebés  A filha do grufalão  Batata Chaca Chaca  Lenda de São Martinho  A Sopa de pedra	Os três porquinhos  O macaco do rabo cortado  O meu avô  O Capuchinho Vermelho	A Surpresa da Handa  João e o pé de feijão  Como é que uma galinha	O Peixe Arco Íris  A cigarra e a formiga  O rato do campo e da cidade.  Uma lagarta muito gulosa  Uma onda pequenina  Balbúrdia	Vrum, vrum! Lá vamos nós!  Naughty Bus? Elétrico Maroto?
<b>Portuguese songs</b>	<a href="#">Cabeça, ombros, joelhos e pés.</a>  <a href="#">Se tu estás contente</a>	<a href="#">Laranjas e bananas</a>  Músicas de Natal portuguesas.	As profissões Panda e os caricas	Os sons dos animais	Baile olímpico	O autocarro do Panda