

## Reception Curriculum Overview

For our Reception children we actively promote and value development of the prime areas of learning; communication and language, personal, social and emotional development and physical development. We believe that these are fundamental for the children to thrive and flourish. We also believe that if we lay down good foundations of the specific areas of learning now it will result in a firm base for the rest of their education to build on. We aim to develop these in several ways. Firstly, we highly value child initiated learning and learning through play as we believe it is how children of this age naturally and innately learn and helps to develop and promote good characteristics of effective learning. We aim to provide a carefully planned and stimulating environment and support the children through adult modelling, scaffolding and mindful interactions. We also have several adult led sessions scattered throughout the day and adult led activities and provision during CIL. Through formative assessment we aim to quickly identify any areas that need further support and this may be addressed in small groups or 1:1 and through focus activities. Our themes and topics have been chosen with the intention of providing opportunities for children to learn and explore the world around them. Their world e.g. All about me, the natural world e.g. seasons and different places, cultures and traditions around the world. However, our themes and topics are flexible and adapted to the children's interests and experiences and some topics not listed may be added. To guide our curriculum, the Early Years Framework, Development Matters and Birth to 5 Matters have been used. Please note that this is a general overview of the year and specific targets and planning will be dependent on the cohort's attainment, needs and next steps.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Settling, All about me, Autumn, Yom-Kippur, Halloween	Guy Fawkes, Remembrance, Light and Dark, Hanukkah, The Nativity and Christmas traditions	Winter, Chinese New Year and Pancakes.	Spring, Holy Festival, Easter,	Life cycles, growing, Summer, Ramadan and Eid	Traditional tales Transition
Communication and language	<ul style="list-style-type: none"> <li>-Listens carefully to others in small groups and in play</li> <li>-Maintains good conversations</li> <li>-Continues to build repertoire of songs</li> <li>-Continues to build vocabulary and applies new vocabulary to their discussions and play</li> <li>-Asks questions to find out more information and gain a greater understanding</li> <li>-Listens carefully to stories, rhymes and poems</li> <li>-Shares thoughts, ideas and feelings</li> </ul>	<ul style="list-style-type: none"> <li>-Uses talk to share ideas and organise their thinking.</li> <li>-Listens carefully to others in small groups and whole class/whole school.</li> <li>-Continues to build repertoire of songs</li> <li>-Continues to build vocabulary and applies new vocabulary to their discussions and play</li> <li>-Describes the main features of a past event</li> <li>-Talks about and reflects on stories, rhymes and poems that they have heard.</li> </ul>	<ul style="list-style-type: none"> <li>-Uses talk to problem solve</li> <li>-Develops and uses social phrases e.g. bye, see you tomorrow.</li> <li>-Listens intently and reflects on what they have heard.</li> <li>-Continues to build repertoire of songs</li> <li>-Continues to build vocabulary and applies new vocabulary to their discussions and play</li> <li>-Talks about information they have gained from non-fiction texts</li> </ul>	<ul style="list-style-type: none"> <li>-Sentences become more complex, ideas are linked with a range of connectives.</li> <li>-Uses talk to explain how things work and why they might occur.</li> <li>-Can 'listen and do' for a short period.</li> <li>-Continues to build repertoire of songs</li> <li>-Continues to build vocabulary and applies new vocabulary to their discussions and play</li> <li>-Consistently remains on topic in conversations.</li> <li>-Introduces a storyline to their play.</li> </ul>	<ul style="list-style-type: none"> <li>-Understands 'tomorrow' and 'yesterday' means in the past/future.</li> <li>-Continues to build repertoire of songs</li> <li>-Continues to build vocabulary and applies new vocabulary to their discussions and play</li> <li>-Describes a past event in detail</li> <li>-Makes up their own story</li> <li>-Talk is clear with good sentence structure, correct grammar, pronunciation and intonation.</li> </ul>	<ul style="list-style-type: none"> <li>-Continues to build repertoire of songs</li> <li>-Continues to build vocabulary and applies new vocabulary to their discussions and play</li> <li>-Holds good conversations, listening and responding appropriately and asking questions.</li> <li>-Follows and understands a story without picture prompts.</li> </ul>

<p>Personal, Social and Emotional Development</p>	<ul style="list-style-type: none"> <li>-Separates from caregiver with ease and confidently comes into the classroom.</li> <li>-Stores their possessions on their pegs with some reminders.</li> <li>-Uses the colour monster resources to start talking about their own feelings.</li> <li>-Starts to build positive relationships</li> <li>-Will seek comfort and help from others when needed.</li> <li>-Shows sensitivity to their own and others' needs.</li> <li>-Learns rules and routines quickly and tries to adhere to them.</li> <li>-Understands the importance of handwashing</li> </ul>	<ul style="list-style-type: none"> <li>-Independently stores and looks after their possessions on their pegs.</li> <li>-Has some particularly close friendships with their peers.</li> <li>-Uses the colour monster resources to consider how others may feel.</li> <li>-Uses colour monster resources to consider how they could help others with their feelings e.g. what to do if their friend is sad.</li> <li>-Uses and explores the setting and resources confidently and independently.</li> <li>-Shows care for the environment without reminders.</li> </ul>	<ul style="list-style-type: none"> <li>-Starts to consider other peoples, thoughts, ideas and needs in play.</li> <li>-Will wait their turn.</li> <li>-Understands that they cannot always be chosen.</li> <li>-Completes some tasks independently.</li> <li>-Perseveres with tasks they find tricky.</li> <li>-Seeks and adult to help resolve a problem but will suggest their own ideas and solutions.</li> <li>-Uses the colour monster to help manage difficult/big feelings and emotions.</li> <li>-Changes independently</li> </ul>	<ul style="list-style-type: none"> <li>-Supports and encourages their peers.</li> <li>-Recognises and reflects on the progress they have made.</li> <li>-Negotiates and problem solves with peers and the support of an adult.</li> <li>-Uses the colour monster to consider how to support others when they are feeling difficult/big feelings.</li> <li>-Shows resilience consistently in a range of situations.</li> </ul>	<ul style="list-style-type: none"> <li>-Welcomes new challenges and opportunities.</li> <li>-Play becomes cooperative and collaborative.</li> <li>-Understands the importance of healthy habits e.g. diet, exercise, sleep.</li> <li>-Understands the importance of good oral hygiene and can talk about how to brush our teeth.</li> </ul>	<ul style="list-style-type: none"> <li>-Negotiates and problem solves with peers.</li> <li>-Demonstrates confident and friendly behaviour to everyone.</li> <li>-Adjusts and adapts to the thoughts and ideas of others</li> <li>-Expects their thought, ideas and feelings to be listened to and respected.</li> <li>-Respects themselves and others.</li> </ul>
<p>Physical Development</p>	<ul style="list-style-type: none"> <li>-Uses the toilet independently – fully toilet trained and accidents are rare.</li> <li>-Snips straight lines with a direction change with control</li> <li>-Starts to develop a preferred hand.</li> </ul>	<ul style="list-style-type: none"> <li>-Transports resources collaboratively and safely.</li> <li>-Starts to form some letters correctly</li> </ul>	<ul style="list-style-type: none"> <li>- Cuts curved edges.</li> <li>-Holds pencil with increasing control.</li> <li>-Uses a tripod grip.</li> <li>-Becomes increasingly independent in daily tasks, e.g. dressing, looking after possessions etc.</li> </ul>	<ul style="list-style-type: none"> <li>-Able to sit for longer periods of time.</li> <li>-Forms most letters correctly</li> <li>-Uses resources safely without reminders from an adult.</li> </ul>	<ul style="list-style-type: none"> <li>-Cuts circular shapes with control.</li> <li>-Form all letters correctly</li> </ul>	<ul style="list-style-type: none"> <li>-Writing becomes neater and more efficient.</li> <li>-Independent in daily tasks, dressing, toileting and looking after possessions.</li> </ul>
<p>Literacy</p>	<ul style="list-style-type: none"> <li>-Children will be taught Little Wandles Letters and Sounds please see this planning for more</li> </ul>	<ul style="list-style-type: none"> <li>-Know what author means.</li> <li>-Recall a story that has been read to</li> </ul>	<ul style="list-style-type: none"> <li>-Know what illustrator means.</li> <li>-Make predictions about a story.</li> </ul>	<ul style="list-style-type: none"> <li>-Know what the blurb is.</li> <li>-Retell a familiar story with some detail.</li> </ul>	<ul style="list-style-type: none"> <li>-Understand the contents page in a non-fiction book.</li> </ul>	<ul style="list-style-type: none"> <li>-Make up their own.</li> <li>-Follow a story without picture prompts.</li> </ul>

	<p>detail of their phonics progression.</p> <ul style="list-style-type: none"> <li>-Enjoy looking at books.</li> <li>-Understand the importance of books and treat them with care and respect.</li> </ul>	<p>them with some detail.</p> <ul style="list-style-type: none"> <li>-Gives opinion of a text and explains reasoning for this e.g. I like it because it is about a dragon and I like dragons.</li> <li>-Starts to note and develop vocabulary for sentence features – capital letters, finger spaces, full stops.</li> </ul>	<ul style="list-style-type: none"> <li>-Seeks text in the classroom to support their play.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>-Can identify capital letters, finger spaces and full stops.</li> </ul>	<ul style="list-style-type: none"> <li>-Understand the what the glossary is in a non-fiction book.</li> </ul>	<ul style="list-style-type: none"> <li>-Notes punctuation in their reading.</li> </ul>
	<ul style="list-style-type: none"> <li>-Write their name</li> <li>-Writes random letters and gives them meaning.</li> </ul>	<ul style="list-style-type: none"> <li>-Makes a good attempts to write words in their play by applying their current phonetic knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>-Consistently attempts to apply their phonics to their writing using letter mats and displays for support.</li> <li>-Writes short sentences with the support of an adult.</li> </ul>	<ul style="list-style-type: none"> <li>-Writes short sentences increasingly independently</li> <li>-Writes all letters of the alphabet although some letters may not yet have the correct formation.</li> </ul>	<ul style="list-style-type: none"> <li>-Increases the length of sentence they write with support.</li> <li>-Re-reads what they have written.</li> </ul>	<ul style="list-style-type: none"> <li>-Increases the length of sentence they write independently.</li> <li>-Forms all letters of the alphabet correctly.</li> <li>-Reviews their writing, noting and correcting some mistakes with support.</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>-Joins shapes together building models</li> <li>-Continue an ABAB repeating pattern</li> <li>-Explores measure in CIL and adult led (cooking)</li> </ul>	<ul style="list-style-type: none"> <li>-Name 2D shapes and talk about their properties.</li> <li>-Starts to compare measures</li> </ul>	<ul style="list-style-type: none"> <li>-Manipulates shapes to create models.</li> <li>-Continue more complex repeating patterns e.g. AABAAB</li> </ul>	<ul style="list-style-type: none"> <li>-Start to name some 3D shapes</li> <li>-Measures with purpose</li> <li>-Increases measurement vocabulary – tallest, shortest, widest, full, empty etc.</li> </ul>	<ul style="list-style-type: none"> <li>-Recognise and name a variety of 3D shapes.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>-Selects shapes for a purpose.</li> </ul>
Understanding the World	<ul style="list-style-type: none"> <li>-Talks about themselves and others, making comparisons, respecting and valuing that everyone is unique.</li> <li>-Knows the signs of autumn in depth and can talk about autumn in detail.</li> <li>-Compares Halloween customs and traditions from around</li> </ul>	<ul style="list-style-type: none"> <li>-Can retell the story of Guy Fawkes.</li> <li>-Compares different traditions and festivals that use fireworks.</li> <li>-Knows that Remembrance Day is important because we remember and say thank you to all of the soldiers and people affected by war.</li> </ul>	<ul style="list-style-type: none"> <li>-Explores different New Years celebrations around the world.</li> <li>-Talks about Chinese New Year in some detail.</li> <li>-Knows the signs of winter in depth and can talk about winter in detail.</li> <li>-Experiments with ice and can talk about melting and freezing.</li> </ul>	<ul style="list-style-type: none"> <li>-Knows the signs of spring in depth and can talk about spring in detail.</li> <li>-Talks about Holi festival in some detail and makes comparisons with their own experiences and traditions or other festivals and traditions that we have previously learnt about.</li> </ul>	<ul style="list-style-type: none"> <li>-Compares lifecycles of different living things.</li> <li>-Makes comparisons between alive and not alive.</li> <li>-Shows care and concern when looking after plants and creatures.</li> <li>-Asks questions about the natural world.</li> <li>-Talks in some detail about the traditions</li> </ul>	<ul style="list-style-type: none"> <li>-Creates maps for a purpose in play.</li> <li>-Creates some digital artwork.</li> <li>-Make comparisons between past and present day.</li> <li>-Considers how they have changed and grown.</li> </ul>

	<p>the world with their own traditions and customs.</p>	<ul style="list-style-type: none"> <li>-Starts to consider at an age appropriate level what war is.</li> <li>-Starts to explore map making (making a map of their bedroom for Santa)</li> </ul>	<ul style="list-style-type: none"> <li>-Knows that Pancake day, shrove Tuesday is part of a Christian tradition.</li> <li>-Talk about and compare their own experiences of pancakes.</li> </ul>	<ul style="list-style-type: none"> <li>-Recalls the Christian Easter story and understands Easter as a Christian festival.</li> <li>-Compares their own Easter traditions and Easter traditions around the world.</li> <li>-Continues previous learning of map making (Follows a map from Easter Bunny, starts to create simple line map)</li> </ul>	<p>and customs of Eid and why it is important for Muslims and makes comparisons to their own experiences and previous learning.</p>	
<p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> <li>-Select from a range of media to create a self-portrait.</li> <li>-Create Andy Goldsworthy inspired art on a small scale working independently with minimal adult direction.</li> <li>-Create a piece of music that could represent a storm.</li> <li>-Storm inspired movement</li> </ul>	<ul style="list-style-type: none"> <li>-Uses loose parts to build increasingly complex models.</li> <li>-Enjoys playing role play games with peers.</li> <li>-Build models with other children.</li> <li>-Sings a range of Christmas songs individually and in a group.</li> <li>-Explores colour mixing and learns how to use the primary colours to make a given secondary colour i.e. red+yellow=orange, blue+yellow = green</li> </ul>	<ul style="list-style-type: none"> <li>-Selects resources purposefully to create winter themed artwork and can explain the reasoning behind their work.</li> <li>-Builds collaboratively with peers.</li> <li>-Develops a story line for role play games.</li> <li>-Selects resources purposefully to create winter themed artwork and can explain the reasoning behind their work.</li> <li>-Helps to create a Chinese New Year dragon and can talk about the reasoning behind colour choices.</li> <li>-Participates in Chinese New Year Dragon dance, moving to the beat of the music/using instruments to tap the beat.</li> </ul>	<ul style="list-style-type: none"> <li>-Evaluates their creations and adapts their approach as necessary with support.</li> <li>-Enjoys using designing and making area. Uses the tools effectively.</li> <li>-Builds with purpose.</li> </ul>	<ul style="list-style-type: none"> <li>-Evaluates their creations and adapts their approach as necessary independently and with their peers.</li> <li>-Builds increasingly detailed models in the designing and making area.</li> </ul>	<ul style="list-style-type: none"> <li>-Creates detailed and elaborate models, continually adapting and improving them.</li> <li>-Plays imaginative role play games with a clear story line, everyone involved with a clear role. Adapting their ideas for the game as it develops.</li> </ul>

