



Reception Curriculum overview

Themes/Topics	Autumn 1 Marvellous Me and My Family	Autumn 2 Adventures/Celebrations	Spring 1 Our Community Heroes _ People Who Help Us	Spring 2 Animals including Mini beasts	Summer 1 Spring, Growing & Healthy Eating	Summer 2 Once upon a...
<p>CAL Listening, Attention & Understanding Speaking</p> <p>NB: although the objectives have been split into terms, they will be taught throughout the year</p>	<p>To play attention & listening games.</p> <p>To develop social phrases</p> <p>To retell past events in order</p> <p>To engage in story time To listens to stories with increasing attention and recall</p> <p>To be able to follow directions/instructions</p> <p>To learn new vocabulary and use them throughout the day</p> <p>To talk about themselves and others. To sing a range of songs</p> <p>P4C</p>	<p>To compare and talk about different festivals.</p> <p>To make comments about their observations.</p> <p>To be able to talk about how different people help us.</p> <p>To begin to talk about why things happen using new vocabulary learnt</p> <p>To speak about a range of texts including non- fiction texts</p> <p>P4C</p>	<p>To follow instructions involving a two-part sequence</p> <p>To extending vocabulary – especially using topic words</p> <p>To introduces a storyline/narrative into their Play</p> <p>To ask questions to find out more and check they understand what has been said</p> <p>To talk about different occupations</p> <p>To talk about people in the community that help us</p> <p>P4C</p>	<p>To use talk to organise, sequence & clarify thinking, ideas, feelings & events</p> <p>To listens & responds to ideas expressed by others in conversation or discussion</p> <p>Two channelled attention – can listen and do for short span</p> <p>To describe events in some details</p> <p>To be able to talk about different habitats</p> <p>To know different features of texts Including non-fiction texts.</p> <p>To talk about animal life cycles</p> <p>P4C</p>	<p>To listens attentively in a range of situations</p> <p>To follow instructions involving several ideas or actions</p> <p>To develop their own narratives and explanations by connecting ideas or events</p> <p>To articulate their ideas and thoughts in well-formed sentences</p> <p>To engage in non-fiction texts</p> <p>To listen to and talk about non-fiction text</p> <p>To talk about healthy and unhealthy foods</p> <p>P4C</p>	<p>To listen to stories, accurately anticipating key events & respond with relevant comments & questions</p> <p>To describe features of traditional stories.</p> <p>To be able to give facts about a specified subject</p> <p>Answer ‘how’ & ‘why’ questions about their own experiences & in response to stories or events</p> <p>To express themselves effectively showing an awareness of listeners’ needs</p> <p>P4C</p>



Reception Curriculum overview

<p>Physical Development Gross Motor/Fine motor</p>	<p>P.E. Movement To move with control and coordination when rolling, crawling, jumping</p> <p>To use a dominant hand.</p> <p>To begin to form recognisable letters which are formed mostly correctly.</p> <p>To use climbing equipment safely and competently.</p> <p>To begin to negotiate space effectively.</p> <p>To start learning how to use a scissors effectively</p>	<p>PE – Gymnastics/ballet To use apparatus Safely</p> <p>To develop spatial awareness when moving spatial awareness</p> <p>To develop gross motor skills – rolling, jumping hopping,</p> <p>To start developing fine motor skills eg letter & number formation, threading, using tweezers and scissors To start using a range of small and large apparatus</p> <p>To begin to use anticlockwise movement and retrace vertical lines.</p> <p>To use climbing equipment safely and competently.</p> <p>To negotiate space effectively</p>	<p>PE – Dance- moving to music in a variety of ways</p> <p>To put moves together for a dance routine</p> <p>To be able to balance and coordinate safely.</p> <p>To negotiate space effectively. To combine different movement with ease and fluency</p> <p>To know how to use scissors effectively</p> <p>To confidently use a range of small and large apparatus</p>	<p>PE – Throwing & Catching - Hula hoops bean bags, balls of different sizes</p> <p>To handle tools, objects, construction and malleable materials safely and with increasing control</p> <p>To know why it is important to handle different apparatus safely.</p> <p>To know how to use scissors effectively</p>	<p>PE – Outdoor Games- Obstacle course:</p> <p>To adjust speed – combine different movement with speed and accuracy</p> <p>To move safely outdoor</p> <p>To be secure in holding the pencil, using the tripod grip and forming letters and numbers</p> <p>To use a pencil effectively to form recognisable letters, most of which are formed correctly.</p>	<p>PE – Outdoor Games: Running, Relays,</p> <p>To negotiate space effectively</p> <p>To confidently use a range of small and large apparatus</p> <p>To practise writing with fluency and accuracy</p> <p>To develop gross motor skills – running, skipping, hopping</p>
---	---	---	---	---	---	---



Reception Curriculum overview

PSED	<p>To understand and follow Class rules and routines</p> <p>To start developing friendships and talk about– who is in my class</p> <p>To know what makes me special/unique</p> <p>To talk about how they are Feelings – Zones of Regulation</p> <p>To manage personal Hygiene – using toilet – washing hands</p> <p>To understand the importance of oral hygiene</p> <p>To know why we need to care for our body</p>	<p>To be able to start managing their feelings and emotions</p> <p>ZOR – Express s how they are feeling - What makes me happy/sad/worried/scared</p> <p>To learn about a range of different festivals.</p> <p>To learn about important dates in their lives.</p> <p>To understand why different people, celebrate different things</p> <p>Know and talk about the different factors that support their overall health and wellbeing: having a good sleep routine</p> <p>To manage personal Hygiene – using toilet – washing hands</p>	<p>To be able to take turn, sharing resources and speaking when working with others</p> <p>To know that we treat our friends, how we like to be treated.</p> <p>To become aware of other children’s feelings and how our actions impact others.</p> <p>To begin to adjust behaviour to manage feelings.</p> <p>To build respectful relationships Know and talk about the different factors that support their overall health and wellbeing: safe pedestrian</p>	<p>To show self confidence in the classroom.</p> <p>To begin to explore what makes them unique, and see their talents and strengths.</p> <p>To understanding it is okay to be different.</p> <p>To think about the perspective of others.</p> <p>Self-management - To show resilience and perseverance when faced with a challenge</p>	<p>To manage and regulate own behaviour effectively.</p> <p>To maintain focus on activities.</p> <p>To understand rules and their purpose</p> <p>To work and play cooperatively.</p> <p>To show resilience and perseverance in the face of challenge.</p> <p>To know and talk about the different factors that support their overall health and wellbeing: screen time and healthy eating</p>	<p>To work towards setting own goals</p> <p>To manage own wants and needs</p> <p>To show sensitivity to others</p> <p>To know and talk about the different factors that support their overall health and wellbeing: regular physical activities</p> <p>To know how to stay safe in the sun</p> <p>To know some transition routines for Year 1 eg. lining up & mealtime</p>
Reading/Comprehension	Follow the RWI Phonics sequence – teaching whole class set 1 for the first 4 week	Follow RWI Phonics teaching for homogenous groups	Follow RWI Phonics teaching for homogenous groups	Follow RWI Phonics teaching for homogenous groups	Follow RWI Phonics teaching for homogenous groups	Follow RWI Phonics teaching for homogenous groups



Reception Curriculum overview

	<p>Phonics Assessment and split class into homogenous groups To listen and hear initial sound in words</p> <p>Read individual letters by saying the sound.</p> <p>To listen to and hear sounds in CVC words</p> <p>To start to blend and read some CVC words</p> <p>To listen to familiar stories and be able to recall some facts.</p>	<p>To listen to and hear sounds in CVC words</p> <p>To confidently to blend and read some CVC words independently</p> <p>To start to read some digraphs eg. ch, sh, th</p> <p>To start blending to read words made up of known digraphs eg sh-o-p = shop</p>	<p>To listen to and hear sounds in CVC and CVCC words.</p> <p>To confidently read words with known sounds and diagraphs</p> <p>To start reading some simple phrases made up with known sounds</p> <p>To listens to stories and is beginning to anticipate what may happen next.</p>	<p>To listen to and hear sounds in CVC and CVCC words.</p> <p>To read a few common exception words eg I the, me, my</p> <p>To read simple phrases and sentences made up with known letters</p> <p>To identify sounds, including phonemes and other digraphs on a sound mat.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p>	<p>To listen to and hear sounds in CVC and CVCC words.</p> <p>To read simple phrases and sentences made up with known letters</p> <p>To read a few common exception words eg I the, me, my</p> <p>To re-read books to develop confidence and fluency in reading</p> <p>To check written work and making any changes where necessary</p>	<p>To read a few common exception words eg I the, me, my</p> <p>To re-read books to develop confidence and fluency in reading</p> <p>To check written work and making any changes where necessary</p>
Writing	<p>To mark making for a purpose</p> <p>To start forming some letters correctly</p> <p>To write some letters of their names</p>	<p>To write some initial sounds taught</p> <p>To write labels and phrases eg shopping list</p> <p>To start writing some CVC words independently</p>	<p>To start to spell simple words with sounds they know including CCVC words</p> <p>To write labels , phrase and simple sentences</p>	<p>To spell and write simple words with sounds they know</p> <p>To write short sentences Incl. writing for different purposes</p>	<p>To write short sentences with known sounds and some high frequency word eg I, the, he, she</p> <p>To begin to use capital letter and full stop.</p> <p>To start holding & writing simple sentences dictated by an adult</p>	<p>To write short sentences with known sounds and some high frequency word eg I, the, he, she</p> <p>To begin to use capital letter and full stop</p> <p>To start holding & writing simple</p>



Reception Curriculum overview

						sentences dictated by an adult
Maths	<p>Match and sort</p> <p>Compare amounts</p> <p>Compare size, mass and capacity</p> <p>Exploring pattern</p> <p>Subitise 1,2,3</p> <p>Representing, comparing and composition of 1,2, 3 (including circles and triangles)</p>	<p>Representing numbers to 5 & One more and one less – subitise up to 5</p> <p>Shapes with 4 sides & Positional language</p> <p>Time – Night and day</p> <p>Introducing zero</p> <p>Representing, comparing, composition 4&5</p> <p>Consolidation</p>	<p>6,7,8 subitise</p> <p>6,7,8, Making pairs</p> <p>Comparing mass & capacity</p> <p>Length & height</p> <p>Combing two</p> <p>Time</p>	<p>9&10 and Comparing numbers to 10</p> <p>Number bonds to 10</p> <p>3D shape</p> <p>Pattern</p> <p>Counting beyond 10 /</p> <p>Counting patterns beyond 10</p>	<p>Spatial reasoning, match, rotate, manipulate & compose and decompose</p> <p>Adding more / number stories</p> <p>Taking away)</p> <p>Doubling</p> <p>Sharing & Grouping</p> <p>Even and Odd</p>	<p>Deepening Understanding & Patterns and Relationships</p> <p>Spatial Reasoning Visualise and Build & Mapping</p> <p>Consolidation of key concepts</p>



Reception Curriculum overview

<p style="text-align: center;">EAD</p>	<p>To create self-portraits and family trees ((linked to BHM)</p> <p>To sing a range of songs about ourselves/our body in groups or on their own</p> <p>To be able to safely construct with a purpose and evaluate their designs.</p>	<p>To create observational paintings/drawings of autumn</p> <p>To learn a range of songs from around the world.</p> <p>To create art forms from different countries and traditions. Eg Rangoli Patterns, slat dough divas</p> <p>To use a range of resources to create shadow puppets</p> <p>To start using simple tools and techniques competently and appropriately.</p>	<p>To use role play to show how 'People Help Us'.</p> <p>To use resources to create their own props.</p> <p>To constructs with a purpose in mind, using a variety of resources.</p> <p>To experiment with creating different things and to be able to talk about their uses.</p> <p>To manipulate materials to achieve a planned effect.</p>	<p>To produce observational drawing/painting/collages of spring</p> <p>To create 3D Easter basket</p> <p>To use paints, pastels and other resources to create observational drawings.</p> <p>To use a range of resources to create own props to aid role play. Eg paper chain pattern caterpillars, animal statues/dinosaur fossil making/minibeast projects</p> <p>To plan, carry out and evaluate and change where necessary.</p>	<p>To draw a range of plants, fruits and vegetables.</p> <p>To use what they have learnt about media and materials in an original way and be able to explain their choices.</p> <p>To selects appropriate resources and adapts work where necessary</p> <p>To use simple tools and techniques competently and appropriately</p>	<p>To use a range of resources to create own props to aid role play.eg, salt dough people and pigs & bear textured collages</p> <p>To use a range of materials to create rafts for testing.</p> <p>To describe ways of safely using and exploring a variety of materials.</p> <p>To select tools and techniques needed to shape, assemble and join materials they are using.</p>
---	---	--	--	---	---	--



Reception Curriculum overview

<p style="text-align: center;">Understanding the World</p>	<p>To talk about members of their family</p> <p>To name and describe people who are familiar to them</p> <p>To know that humans grow and will change as they grow</p> <p>To use our senses to explore the world around us</p> <p>To know the names of different body parts.</p> <p>To know that there are many countries around the world.</p> <p>To know that people in other countries may speak different languages.</p>	<p>-To observe changes in the weather and trees during autumn</p> <p>To understand that some places are special to members of their community.</p> <p>To recognise that people, have different beliefs and celebrate special times in different ways</p> <p>To know that people around the world have different religions (Diwali/Christmas)</p> <p>To know that Mendi and Rangoli patterns are created to celebrate Diwali.</p> <p>To comment on images of familiar situations in the past – Guy Fawkes</p> <p>To draw information from simple maps</p> <p>To find India on a map and compare it to the UK</p> <p>To talk about special events in their lives</p> <p>To know that some animals are nocturnal.</p>	<p>To observe changes in the weather and trees during winter.</p> <p>To know that adults do a variety of jobs</p> <p>To talk about people in our community who help us</p> <p>(police/doctors/ Firefighters/lollipop Man/lady)</p> <p>To know that the emergency services exist and what they do.</p> <p>To comment on images of familiar situations in the past (Mary Seacole)</p> <p>To know how to use the road safely</p> <p>To know that Christians celebrate Easter.</p> <p>To understand and use positional language</p>	<p>To observing the changes of the weather and plants in spring</p> <p>Understand the effects of changing seasons on the natural world around them</p> <p>To name some common animals (pets/farm animals/ mini beast)</p> <p>To understand simple life cycles (frogs/ butterfly/chicken)</p> <p>To explore a range of habitats, looking at why the animal lives like that.</p> <p>To create fossils of animals in the past - dinosaurs</p> <p>To use our senses to explore our environment</p>	<p>To know the names of common fruits and vegetables</p> <p>To identify and group a range of fruits and vegetables</p> <p>To know that some foods are unhealthy.</p> <p>To identify sort healthy and unhealthy foods.</p> <p>To talk about where in the world some of our foods come from</p> <p>To identify and sort healthy/unhealthy foods.</p> <p>To talk about the life cycle of a plant (bean/sunflower)</p>	<p>To observe changes in the weather and trees during summer</p> <p>To name and test different types of materials: Floating and sinking Freezing and melting</p> <p>To recognise similarities and differences between life in this country and life in other countries</p> <p>To compare and contrast characters from stories including figures from the past</p> <p>To draw information from simple maps</p> <p>To make treasure maps to direct friends to a 'goal'. Exploring maps of the world.</p>
---	---	--	---	---	--	--



Reception Curriculum overview

Rights Respecting	Introducing the Rights	Our Rights	Plastic Pollution	Plastic Pollution International Women's Day	Air Pollution	How can we help change our world?
Trips		Vauxhall Pleasure Gardens			Vauxhall City Farm	Science Museum