



Objectives	Colour
Birth to Three	Purple
Three to four year olds	Green
Children in Reception	Blue
ELGs	Red

## Reception curriculum Overviews

Curriculum Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Subject Themes</b>	Under the sea	Magic and festivals	In the woods	Dinosaurs	Farming	Africa
<b>British Values Link</b>	<b>DEMOCRACY</b> Is fairness and voting.	<b>INDIVIDUAL LIBERTY</b> Is having a positive sense of myself.	<b>DEMOCRACY</b> Is fairness and voting.	<b>INDIVIDUAL LIBERTY</b> Is having a positive sense of myself.	<b>RULE OF LAW</b> Is understanding my own and others' behaviour and its consequences.	<b>MUTUAL RESPECT AND TOLERANCE</b> Is having a tolerance and appreciation of and respect for my own and others cultures.
<b>Celebrations</b>	World mental health day Diwali Harvest Halloween Craft Afternoons EY Transition	Remembrance Sunday Anti-bullying Children in need Christmas Craft Afternoons	Mindfulness day Chinese new year Valentine's Day Shrove Tuesday World Book Day Safer internet day Comic Relief Easter	Holi Mothers' day	Eid Father's Day	Rainbow/Pride Day Sports day Transition Esh Factor Nursery Graduation
<b>RE Syllabus</b>	<b>Let's find out about Harvest in a church.</b> It is a special time for Christians  <b>Let's find out about Shabbat.</b> Shabbat is a special time for Jewish people.	<b>Let's find out about the Christmas story.</b> Christmas is a special time for Christians. -The special baby Jesus <b>Let's find out about Christmas celebrations in churches.</b> Ways Christians celebrate e.g. colours	<b>Let's find out about holy books</b> <b>Special Books</b> How holy books are treated e.g. the Qur'an, the Torah, the Guru Granth Sahib). <b>Let's hear some stories Jesus told us.</b> <b>Special People</b> – Jesus as special to Christians,	<b>Let's find out about Easter celebrations in churches. Easter is a special time for Christians</b> <b>Special Times</b> – Easter story How Christians celebrate in church e.g. singing, hymns, prayers	<b>Let's find out about special buildings and worship there (e.g. mandir, church, synagogue, Buddhist Rupas).</b>  <b>Special places, special objects, special music, special people – to select e.g.</b> – Church – explore Christian artefacts, music, meeting special people (e.g. vicar) – Mandir – Hindu murtis and artefacts, Hindu music – Buddhists artefacts e.g. rupa/statue of Buddha, prayer flags Jewish artefacts e.g. menorah, mezuzah	



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		in the church, Advent Ring	stories Jesus told (e.g. Lost Coin, Lost Sheep)			
	Page 83-91 in Agreed Syllabus		Page 83-91 in Agreed Syllabus	Christian Festivals Easter and Christmas KS1 and KS2 for 2020 syllabus)	Page 83-91 in Agreed Syllabus	
<b>Personal Social Emotional Development</b>	<p>Manage their own needs.</p> <p>Build constructive and respectful relationships.</p>	<p>Express their feelings and consider the feelings of others.</p> <p>See themselves as a valuable individual.</p>	<p>Think about the perspectives of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p>	<p>Form positive attachments to adults and friendships with peers. (BR)</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. (MS)</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate</p>	<p>Work and play cooperatively and take turns with others. (BR)</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly. (MS)</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. (SR)</p>	<p>Show sensitivity to their own and to others needs. (BR)</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (MS)</p> <p>Give focused attention to what the teacher says, responding appropriately when</p>



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				their behaviour accordingly. (SR)		engaged in activity, and show an ability to follow instructions involving several ideas or actions. (SR)
<b>Communication and Language</b>	<p>Learn rhymes poems and songs.</p> <p>Engage in story times.</p> <p>Develop social phrases.</p> <p>Describe events in some detail.</p> <p>Understand how to listen carefully and why listening is important.</p>	<p>Listen carefully to rhymes and songs paying attention to how they sound.</p> <p>Articulate ideas through a well formed sentence.</p> <p>Learn new vocabulary.</p> <p>Engage in non-fiction books.</p>	<p>Use new vocabulary throughout the day.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Connect one idea to another using a range of connectives.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p>	<p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Use new vocabulary in different contexts.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they may happen.</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding. (L&amp;A)</p> <p>Hold conversations when engaged in back and forth exchanges with their teacher and peers. (L&amp;A)</p> <p>Participates in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary. (S)</p>	<p>Children listen attentively and respond to what they hear with relevant questions comments and actions when been read to and during whole class discussions and small group interactions. (L&amp;A)</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (S)</p> <p>Express their ideas and feelings about their experiences using full sentences, including using past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>



## Reception curriculum Overviews

<b>Physical Development (PE)</b>	<p>Revise and refine fundamental movement skills already acquired: Rolling-walking-crawling-jumping-running-hopping-skipping-climbing.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>Combine different movements with ease and fluency.</p> <p>Develop overall body-strength, balance, coordination and agility.</p>	<p>Develops overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gym, sport and swimming.</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Further develop a range of ball skills including throwing, catching, kicking, passing, batting and aiming.</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (GMS)</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Demonstrate strength, balance and coordination when playing. (GMS)</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others. (GMS)</p>
<b>Physical Development (Writing)</b>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: Pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: Pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Use the core muscle strength to achieve a good posture when sitting at a table or on the floor.</p>	<p>Develop the foundations of a handwriting style that is fast, accurate and efficient.</p>	<p>Begin to show accuracy and care when drawing. (FMS)</p> <p>Use a range of small tools including scissors, paintbrushes and cutlery. (FMS)</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip on almost all cases. (FMS)</p>



## Reception curriculum Overviews

<b>Literacy – Word Reading</b>	Reads individual letters by saying the sounds for them.	Blends sounds into words, so that they can read short words made up of letter-sound correspondence.	Read a few common exception words. (Red RWI words)  Read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary a few exception words.	Read some letter groups that each represent some sounds and say sounds for them.  Reread these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Read words consistent with their phonic knowledge by sound blending. (WR)  Say a sound for each letter in the alphabet and at least 10 diagraphs. (WR)	Read aloud a simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (WR)
<b>Literacy - Writing</b>	Writes some letters correctly.  Writes some or all of their name.	Form lower case and capital letters correctly.	Spell words by identifying the sounds and then writing the sound with the letter,	Re-read what you have written to make sure it makes sense.  Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.	Write recognisable letters, most of which are formed correctly. (W)  Spell words by identifying the sounds in them and representing the sounds with a letter or letters (W)	Write a simple phrase and sentence that can be read by others. (W)
<b>Literacy – Comprehension</b>					Anticipate key events in stories. (C)  Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. (C)	Demonstrates an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. (C)



## Reception curriculum Overviews

<b>Suggested texts</b>	<b>Suggested Texts:</b> Sharing a shell – Julia Donaldson Pirate stew - Lou Carter The singing mermaid – Julia Donaldson What can you see in Autumn (non-fiction) – Sian Smith Pirates love underpants by Claire Freedman The Night Pirates by Harris Peter Dogs by Emily Gravett Only one you by Linda Kranz Girls can do anything by Carly Hart	<b>Suggested Texts:</b> Room on the broom – Julia Donaldson Hansel and Gretel – ladybird traditional tale. Bog Baby – Jeanne Willis & Gwen Millward Diwali (non-fiction) – Nancy Dickmann Dear Santa by Rod Campbell	<b>Suggested Texts:</b> The Gruffalo – Julia Donaldson The Gruffalo’s child – Julia Donaldson Little Red Riding hood – Ladybird traditional tale.	<b>Suggested Texts:</b> Am I yours? – Alex Latimer Ravenous Beast – Niamh Sharkey Dinosaurs (non-fiction) – Emma Lynch Freddie and the Fairy by Julia Donaldson	<b>Suggested Texts:</b> Farm yard hullabaloo – Giles Andre Scarecrows wedding – Julia Donaldson Squash and a squeeze – Julia Donaldson What the ladybird heard next – Julia Donaldson From egg to chicken – Robin Nelson	<b>Suggested Texts:</b> The ugly five – Julia Donaldson Giraffes can’t dance – Giles Andre Elmer – David McKee A is for Africa – Ifeoma Onyefulu
<b>Phonics (RWI)</b>	Set 1 sounds	Blending Books	Ditty 1-10 Red	Red	Red-Green	Green-Purple
<b>Mathematical Development – Number</b>	Link the number symbols to the cardinal number value.	Subitise	Understand the one more and one less that relationship between consecutive numbers.	Automatically recall number bonds to 10.	Have a deep understanding of number to 10 including the composition of each number. (N)  Subitise (recognise quantities without counting) up to 5. (N)	Automatically recall number bonds up to 5 (including subtraction facts) and some to 10 (Including doubling facts.) (N)



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<p><b>Mathematical Development – Numerical Pattern</b></p>	<p>Count objects, actions and sounds.</p> <p>Select rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Describe a familiar route.</p> <p>Describes routes and locations using words such as in front and behind.</p>	<p>Count beyond 10.</p> <p>Compose and decompose shapes so that children recognise a shapes can have other shapes within it as numbers can.</p> <p>Talks about and identifies pattern around them such as pointy and blobs.</p> <p>Selects shapes appropriately such as a triangular prism for a roof.</p> <p>Understands position through words alone.</p>	<p>Compare numbers.</p> <p>Continue, copy and create repeating patterns.</p> <p>Talks about 2D and 3D shapes. Using language about sides, corners, straight, round and flat.</p>	<p>Explore the composition of numbers to 10.</p> <p>Compare length, weight and capacity.</p> <p>Begins to describe a sequence of events, real or fictional using words such as first and then...</p> <p>Notices and corrects an error in a repeating pattern.</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system. (NP)</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another quantity. (NP)</p>	<p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. (NP)</p>
<p><b>Understanding the World – Science</b></p>	<p>Explore the natural world around them.</p>	<p>Describe what they see, hear and feel whilst outside.</p>	<p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Explore the Natural world around them, making observations and drawing pictures of animals and plants. (TNW)</p>	<p>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. (TNW)</p>	<p>Understand some important processes and changes in the Natural world around them, including the seasons and changing states of matter. (TNW)</p>
<p><b>Understanding the World – Geography</b></p>	<p>Recognises some environments that are different to the one in which they live.</p>	<p>Recognises some similarities between life in this country and life in other countries.</p>	<p>Draw information from a simple map.</p>	<p>Know some similarities and differences between the natural world around them and contrasting</p>	<p>Explain some similarities and differences between life in this country and life in other countries,</p>	<p>Describe the immediate environment using knowledge from observation, discussion,</p>



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				environments, drawing on their experiences and what has been read in class. (TNW)	drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. (PC&C)	stories, non-fiction texts and maps. (PC&C)
<b>Understanding the World – History</b>	Comment on images of familiar situations in the past.	Comment on images of familiar situations in the past.	Compare and contrast characters from stories including figures from the past.	Talk about the roles of people around them and their part in society. (P&P)	Understand the past through settings, characters and events encountered in books read in class and storytelling. (P&P)	Know the similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (P&P)
<b>Understanding the World – RE</b>	Name and describe people who are familiar to them.  Talk about members of their immediate family and community.	Understand that some places are special to members of their community.	Recognise that people have different beliefs and celebrate special times in different ways.	Recognise some similarities and differences between life in this country and life in other countries.	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. (PC&C)	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experience and what has been read in class. (PC&P)
<b>Understanding the World – Computing</b>	Completes a simple program on a computer.	Interacts with age appropriate software. Talk about different kinds of information such as pictures, video, text and sound.	Use a safe part of the internet to learn and play. Ask an adult before using the Internet.  Be able to make a floor robot move.	Children recognise that a range of technology is used in homes and schools.  Make choices about the buttons and icons pressed, touched or clicked on.	They select and use technology for a particular purpose.  Use a mouse and touch screen to move objects on a screen. Create shapes and text on a screen.  Use technology to show their learning.	Tell an adult when something worrying or unexpected happens whilst using the Internet.  Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need.





## Reception curriculum Overviews

<b>Expressive Arts and Design – Art</b>	Explore and use a variety of artistic effects to express their ideas and feelings.	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Create collaboratively sharing ideas, resources and skills.	Create collaboratively sharing ideas, resources and skills.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (CWM)	Share their creations, explaining the process they have used. (CWM)
<b>Expressive Arts and Design – DT</b>	Explore and use a variety of artistic effects to express their ideas and feelings.	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Create collaboratively sharing ideas, resources and skills.	Create collaboratively sharing ideas, resources and skills.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (CWM)	Share their creations, explaining the process they have used. (CWM)
<b>Expressive Arts and Design – Music</b>	Explore and use a variety of artistic effects to express their ideas and feelings.	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Create collaboratively sharing ideas, resources and skills.  Listen attentively, move to and talk about music expressing their feelings and responses.	Sing in a group or on their own, increasingly matching the pitch and following the melody.  Explore and engage in music making and dance, performing solo or in groups.	Sing a range of well known nursery rhymes and songs. (BIE)	Perform songs, rhymes, poems and stories with others, and try to move in time with music. (BIE)
<b>Expressive Arts and Design – Spoken language</b>	Explore and use a variety of artistic effects to express their ideas and feelings.	Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Develops a storyline in their play.	Create collaboratively sharing ideas, resources and skills.  Listen attentively, move to and talk about music expressing their feelings and responses.	Sing in a group or on their own, increasingly matching the pitch and following the melody.  Explore and engage in music making and dance, performing solo or in groups.	Invent, adapt and recount narratives and stories with peers and their teacher. (BIE)	Perform songs, rhymes, poems and stories with others, and try to move in time with music. (BIE) Make use of props and materials when role playing characters in narratives and stories. (CWM)



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<b>Expressive Arts and design - Dance</b>	Explore and use a variety of artistic effects to express their ideas and feelings.	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Create collaboratively sharing ideas, resources and skills.	Explore and engage in music making and dance, performing solo or in groups.  Watch and talk about dance and performance art, expressing their feelings and responses.	Perform songs, rhymes, poems and stories with others, and try to move in time with music. (BIE) Make use of props and materials when role playing characters in narratives and stories. (CWM)	Perform songs, rhymes, poems and stories with others, and try to move in time with music. (BIE) Make use of props and materials when role playing characters in narratives and stories. (CWM)
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### Curriculum areas:

Communication and language: LAU – Listening, attention and understanding – S – Speaking

Physical Development – GMS - Gross motor skills and FM -fine motor skills

Personal, social and emotional development: BR – Building Relationships, MS – Managing self, SR – Self-regulation

Literacy – C – Comprehension – WR – Word Reading – W – Writing

Mathematics – N – Number – NP – Numerical Patterns

Understanding the World – PC&C – People, cultures and communities, TNW – The natural world, P&P – Past and present.

Expressive Arts and Design – CWM – Creating with Materials, BI&E – Being imaginative and expressive.