

Reception Curriculum Overview 2021-2022

	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Topic	<i>Ourselves/Superheroes/Christmas</i>		<i>Dinosaurs</i>	<i>Bears</i>	<i>Mini Beasts</i>	<i>Pirates</i>
RE	<p>'Myself' - God knows and loves everyone.</p> <p>'Belonging' - Baptism: A welcome for a new baby. (Continued after half term)</p>	<p>'Belonging' - Baptism: A welcome for a new baby. (Continued from Autumn 1)</p> <p>'Judaism' - Hannukah</p> <p>'Birthday' - Looking forward to Jesus' birthday. (4 weeks)</p>	<p>'Celebrating' - People celebrate with the Parish family.</p> <p>'Gathering' - The parish family gathers to celebrate Eucharist. (Continued after half term)</p>	<p>'Gathering' - The parish family gathers to celebrate Eucharist. (Continued from Spring 1)</p> <p>'Growing' - Looking forward to Easter.</p>	<p>'Good News' - Passing on the Good News of Jesus.</p> <p>'Islam' - Prayer Mats</p> <p>'Friends' - Friends of Jesus. (Continued after half term)</p>	<p>'Friends' - Friends of Jesus. (Continued from Summer 1)</p> <p>'Our World' - God's wonderful World.</p>
Literacy	<ul style="list-style-type: none"> *Can say if something rhymes. *Uses vocabulary and forms of speech (phrases) that are increasingly influenced by their experiences of books, rhymes and poems. *Knows that information can be retrieved from books. *Describes main story events, setting and characters from familiar stories. *Enjoys an increasing range of books. *Hears, says and can recognise initial phonemes/grapheme within phase 2 for all words. (SET 1 RWI) *Segments sounds in simple words and blends them together (CVC). *Links some phonemes taught to graphemes. *Read most phase 2 common exception words. *Begin to read CVC caption and phrases. *Re-reads books to build up confidence, matching their phonics knowledge. *Hears and says initial phonemes in words. *Segments the sounds in simple CVC words and blend them together. *Links some (taught) phonemes to graphemes, naming and sounding those letters of the alphabet. *Attempts to write own name. *Writes simple labels and captions (using CVC) giving meaning. *Writes taught graphemes in lower-case form and capital letter form, correctly. *Attempts to give meaning to own writing. *Includes taught common exception words. 		<ul style="list-style-type: none"> *Continues a rhyming string. *Uses more complex vocabulary and forms of speech in a logical sequence that are increasingly influenced by their experiences of books, rhymes and poems. *Knows that information can be retrieved from different types of books. *Describes main story events, setting and characters from a range of stories (from other cultures and times). *Enjoys an increasing range of books and sharing with others *Hears, says and can read phonemes/graphemes and digraphs within phase 3. (SET 2 RWI) *Beginning to segment and blend some CVCC and CCVC words. *Names and sounds most letters of the alphabet. *Read up to 8 digraphs and a trigraph. *Reads most phase 3 common exception words *Begins to read simple sentences *Re-reads books to build up confidence, fluency and understanding matched to phonics knowledge. *Begins to break the flow of speech into words. *Continues a rhyming string *Segments the sounds in simple words and blend them together. *Links taught graphemes (including digraphs taught) to phonemes, naming and sounding those letters of the alphabet. *Writes own name. *Attempts to write phrases. *Writes taught graphemes in lower-case form and capital letter form, correctly. *Attempts to read their own writing back. *Includes taught common exception words. 	<ul style="list-style-type: none"> *Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. *Anticipate-where appropriate- key events in stories. *Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. *Say a sound for each letter in the alphabet and at least 10 digraphs *Read words consistent with their phonic knowledge by sound blending. *Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words *Writes recognisable letters, most of which are correctly formed. *Spell words by identifying sounds in them and representing sounds with a letter or letters. *Write simple phrases and sentences that can be read by others. 		
C&L Communication and Language	<ul style="list-style-type: none"> *Maintains attention, and sits appropriately during an activity. *Listen and do for a short span (two channelled attention). *Able to follow a story with props or pictures. *Responds to simple instructions. *Understands humour e.g. in stories. *Extends vocabulary e.g. grouping and exploring the meaning and sounds of new words. *Uses language to imagine and recreate roles and experiences in play. 		<ul style="list-style-type: none"> *Maintains attention, concentrates and sits appropriately during an activity. *Listen and do for a short span, using comments and actions in a small group. *Able to follow a story without props or pictures. *Responds to instructions involving two part sequence. *Responds and takes turns when communicating. *Begins to ask why or how questions. *Participates and uses newly introduced vocabulary in 1:1/ small group contexts. *Makes use of some introduced vocabulary from stories, rhymes and poems in 	<ul style="list-style-type: none"> *Listen attentively. *Respond to what they hear with relevant questions, comments and actions when being read to. *Respond to what they hear with relevant questions, comments and actions during whole class discussions and small group interactions. *Make comments about what they have heard and ask questions to clarify understanding. *Hold conversation when engaged in back and forth exchanges with their 		

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	<ul style="list-style-type: none"> *Links statements and sticks to main theme/intention. *Uses talk to organise, sequence and clarify ideas, and events. *Introduces a storyline or narrative into their play. 	<ul style="list-style-type: none"> their own storyline or narrative. *Uses talk to organise, sequence and clarify thinking and ideas. *Expresses their ideas and feelings using full sentences, using past and present tense. 	<ul style="list-style-type: none"> teacher/peers. *Participate in small group, class and 1:1 Discussions, offering their own ideas, using recently introduced vocabulary. *Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. *Express their ideas and feelings about their experiences using full sentences, using past, present and future tenses and making use of conjunctions with support from teacher.
Phonics	RWI	RWI	RWI
Mathematics	<ul style="list-style-type: none"> *Accurately counts objects/actions in different context to 5 (one to one correspondence). *Identify composition of numbers 0-5. *Begin to subitise up to 3. *Identify some doubling facts to 3. *Verbally count confidently to 10, *Recognises and re-orders numbers 0-5 *Selects the correct numeral to represent 1-5, then 1-10 objects *Begins to recognise the pattern of the counting system (0-9) *Compares quantities to 5 and beyond *Knowing what is more *Begins to use the vocabulary involved in adding and subtracting (more, add, altogether, take, away, less, less, than, fewer) 	<ul style="list-style-type: none"> *Begin to counts objects/actions in different to 10 (one to one correspondence). *Identify composition of numbers 5-7, then 8-10. *Begin to subitise up to 5. *Finds some number bonds to 5. *Identify some subtraction facts of 5. *Identify some doubling facts to 5. *Verbally count beyond 10, then to 20. *Recognises and re-orders numbers 0-10. *Selects the correct numeral to represent 1-10 objects. *Begins to recognise the pattern of the counting system (11-19). *Compares quantities to 10 knowing what is less or more. *To use with increasing accuracy vocabulary involved in adding and subtracting (greater, less than, same, double, half, total, equals). 	<ul style="list-style-type: none"> *Have deep understanding of number to 10, including the composition of each number. *Subitise up to 5. *Automatically recall (without reference to rhymes or counting aids etc) number bonds to 5(including subtraction facts) and some number bonds to 10, including double facts. *Verbally count beyond 20, recognising the pattern of the counting system. *Compare quantities to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. *Explore and represent patterns within numbers to 10, including odds and evens, double facts and how quantities can be distributed equally.
UW Understanding the World	<ul style="list-style-type: none"> *Explores/comment own immediate environment using knowledge, from observation, discussion. *Explores/comments on religious and cultural communities. *Looks closely at patterns and change. *Explores outside and comments by using some their senses. *Begins to make observations of the natural world, plants and animals. *Begin to draw on own experiences to talk about past and present. *Begin to talk about lives of people around them. 	<ul style="list-style-type: none"> *Begin to describe own immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. *Begins to know some similarities and difference between religious and cultural communities. *Begin to explain similarities and difference between life in own and other countries using stories and non-fiction texts. *Looks closely at similarities, differences, patterns and change. *Describe outside by using their senses. *Makes observations of the natural world, plants and animals. *Begins to talk about some important processes and changes in the natural world around them eg effects of changing seasons. *Begins to identify some similarities and differences between the natural world around them and contrasting environments. *Draw on own experiences to talk about past and present. *Begins to know some similarities and differences between things in the past and now. *Begin to talk about lives of people in society and their roles. *Begin to show understanding of the past using books and stories(compare and contrast. 	<ul style="list-style-type: none"> *Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. *Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class. *Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and -where- appropriate- maps. *Explore the natural world around them; making observations and drawing pictures of animals and plants. *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. *Understand some important processes and changes in the natural world around them; including seasons and changing states of matter. *Talk about the lives of the people around them and their roles in society. *Knows some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class/ *Understand the past through settings, characters and events encountered in books read in class and story telling.
EAD Expressive Arts and Design	<ul style="list-style-type: none"> *Explores what happens when they mix colours. *Explores a range of simple tools. *Begins to use props and materials to role-play their own experiences. *Shows an interest in music *Begins to build a repertoire of songs and rhymes. *Plays alongside other children who are engaged in the same theme. *Introduces a narrative into their play based on own experiences. *Plays cooperatively as part of a group to develop and act out a narrative. *Begins to perform songs and rhymes with others, and expresses themselves using 	<ul style="list-style-type: none"> *Experiments to create different textures. *Begins to understand that different media can be combined to create different effects. *Manipulates a variety of resources to achieve a planned effect. *Uses simple tools competently and appropriately. *Selects appropriate resources and adapts work where necessary. *Begins to use props and materials to role-play characters in narratives and stories. 	<ul style="list-style-type: none"> *Safely explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. *Share their creations, explaining the processes they have used. *Make use of props and materials when role-playing characters in narratives and stories. *Invent, adapt and recount narratives and stories with peers and their teachers. *Sing a range of well-known nursery rhymes and songs. *Perform songs, rhymes, poems and stories with others, and- when

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	<p>music.</p>	<ul style="list-style-type: none"> *Develop and refine own ideas. *Explores music making. *Begins to build a repertoire of songs, rhymes, poems and stories. *Extends play with other children who are engaged in the same theme. *Introduces a storyline or narrative into their play. *Plays cooperatively as part of a group to develop and act out a story. *Begins to perform songs, rhymes, poems and stories with others, and- when appropriate try to. 	<p>appropriate try to move in time with music.</p>
<p>PD Physical Development</p>	<ul style="list-style-type: none"> *Experiments and combine different ways of moving. *Jumps off an object and lands appropriately. *Begins to negotiate space when racing and playing with other children, adjusting speed and changing direction to avoid obstacles. *Explore and practice skills to travels, under, over and through balancing and climbing equipment. *Explores how to push, pat, throw, catch or kick objects. *Explore simple tools to effect changes to materials. *Handles tools, objects, construction and malleable materials with increasing control. *Shows a preference for a dominant hand. *Begins to use anti clockwise movement and retrace vertical lines. *Begins to form recognisable letters 	<ul style="list-style-type: none"> *Will experiment and combine different ways of moving demonstrating increasing level of skill. *Negotiates space successfully when racing and playing with other children, adjusting speed and changing direction to avoid obstacles. *Travels with confidence and skill, under, over and through balancing and climbing equipment. *Shows increasing control when pushing, patting, throwing, catching or kicking it. *Uses tools with increasing confidence and accuracy to effect changes to materials. *Handles tools, objects, construction and malleable materials with increasing control and expertise. *Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. 	<ul style="list-style-type: none"> *Negotiate space and obstacles safely, with considerations for themselves and others. *Demonstrate strength, balance and coordination when playing. *Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing. *Holds a pencil effectively in preparation for fluent writing-using tripod grip in almost all cases. *Uses a range of tools, including scissors, paint brushes and cutlery. *Begins to show accuracy and care when drawing.
<p>PSED Personal, Social and Emotional Development.</p>	<ul style="list-style-type: none"> *Confident to speak about own needs and wants Describes themselves in positive terms. *Usually is dry and clean during the day. *Will attempt to eat a range of healthy foods. *Imitate healthy practice and actions eg sleep, exercise, hygiene and oral health. *Shows some understanding for the need for safety when tackling new challenges. *Practices some appropriate safety measures independently. *To remain on a task for an increasing period of time, linked to interests. *With guidance, can say simple expressions of feeling. *Understands own actions affect other people eg gets upset/tries to comfort a child they have hurt. *Aware of boundaries set and behavioural expectations in the setting. *Begins to negotiate and solve problems without a physical impulse or heightened emotion. *Initiates conversations with familiar peers and known adults. *Talks about own knowledge (familiar to them) *Can play positively. 	<ul style="list-style-type: none"> Confident to speak about own opinions and interests. *Describes self in positive terms including a growing bank of abilities. *Independently identifies a range of healthy foods. *Show an awareness of healthy practices and reasons for doing them eg sleep, exercise, hygiene and oral health. *Show an increasing understanding of the need for safety when tackling new challenges. *Practices a wider range of appropriate safety measures independently. *To complete a tasks, over-coming a particular challenge, not always linked to interest. *Aware of own feelings and can use the appropriate word/description. *Beginning to regulate own behaviours making/suggesting appropriate changes to actions. *Increasingly aware of boundaries set and behavioural expectations in the setting. *Can negotiate and solve problems without heightened emotions, using words to negotiate or overcome. *Initiates conversations, attends to and takes account of what others say. *Explains own knowledge (familiar to them) and asks appropriate questions of others. *With some adult support, can play cooperatively with a range of children may be able to find compromises. 	<ul style="list-style-type: none"> *Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. *Explains the reasons for rules, knows right from wrong and tries to behave accordingly. *Manages own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (oral health) *Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. *Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. *Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and shows an ability to follow instructions involving several ideas or actions. *Work and play cooperatively and take turns with others. *Forms positive attachments to adults and friendships with peers. *Show sensitivity to their own and others needs.