

Reception Curriculum Overview

	Advent 1 (8 weeks)	Advent 2 (7 weeks)	Lent 1 (6 weeks)	Lent 2 (6 weeks)	Pentecost 1 (6 weeks)	Pentecost 2 (7 weeks)
Topic	Ourselves/Superheroes/Christmas		Dinosaurs	Bears	Mini Beasts	Pirates
RE	Branch 1 – Creation & Covenant. <i>*God made our beautiful world and everything in it.</i> <i>*God made me.</i>	Branch 2 – Prophecy & Promise <i>*Mary was going to have a baby.</i> <i>*His name will be Jesus.</i> <i>*Jesus was born in Bethlehem.</i> <i>*Shepherds hurried to see Mary and Joseph and baby Jesus.</i> *	Branch 3 – Galilee to Jerusalem <i>*The Wise Men visit Jesus.</i> <i>*Jesus welcomes the little children.</i> <i>*Jesus blesses the little children.</i>	Branch 4 – Desert to garden <i>*Lent is a time to care for others.</i> <i>*Jesus died on a cross. It is a sad time.</i> <i>*Jesus was given new life by God his Father. Jesus rose and everyone celebrates.</i> <i>*Love God and love everyone.</i>	Branch 5 – To the ends of the Earth <i>*Jesus went back to his Father.</i> <i>* He sent a special friend, the Holy Spirit, to look after us.</i>	Branch 6 – Dialogue and encounter <i>*Friends of Jesus.</i>
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 RW1) *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 RW1) *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. *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"> *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 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"> *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 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 	

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			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 music. 	<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. *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. 	<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 appropriate try to move in time with music.
PD Physical Development	<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. 	<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 	<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.

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	*Begins to form recognisable letters	correctly formed.	
PSED Personal, Social and Emotional Development.	<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.