

## Reception Curriculum Overview

Our curriculum is based on children's interests and next steps in learning so our long term planning is flexible

	Autumn Term		Spring Term		Summer Term	
Topic	Me, My World & Space		Moving & Growing		People & Places	
<b>Personal, Social &amp; Emotional Development</b>	Introduction to a new setting Class rules & routines Feelings of self as part of a class & family	Forming relationships with others Beginning to express feelings Awareness of own community / culture Awareness of wider world	Being a good friend Awareness of needs of others & resolving conflict Respect for own culture and learning about that of others	Caring for others and living things. Talking about own & others behaviours and its consequences	Taking on board others ideas. Working collaboratively to organise activities. Talk about own strengths and aspirations	Forming good relationships with my new teachers Preparations for transition to Year 1
<b>Physical Development</b>	<i>I can...use the toilet/wash my hands/ put on my coat and shoes</i>	<i>I can dress myself Sleep is good</i>	<i>Moving Safely</i>	<i>Healthy Food</i>	<i>Keeping Fit</i>	<i>Keeping Safe</i>
	Exploring outdoor area and learning how to use equipment & apparatus safely	Exploring ways of moving & negotiating space	Balancing , Jumping & Rolling	Bean bag & ball skills	Apparatus Skills	Sports Day Activities & Swimming
	<b>Fine Motor Skills activities practised daily through handwriting, finger gym, construction, threading, dressing &amp; undressing, dough gym, cutting, woodwork, art and craft activities etc.</b> <i>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</i> <i>Handles tools, objects, construction and malleable materials safely and with increasing control</i>					
<b>Communication &amp; Language</b>	<b>Daily activities that help children to:</b> <i>talk confidently and clearly</i> <i>learn and use a breadth of vocabulary</i> <i>show an awareness of the listener</i> <i>enjoy listening to stories, songs and poems, showing good attention</i> <i>follow instructions</i> <i>answer questions about stories</i>					
<b>Literacy</b>	<i>Focus Text – Little Red Hen</i> TFW-Imitation - Sequencing Recognising & writing names Labels, letters Rhyming activities Identifying and writing initial sounds in words  RWInc – Set 1 sounds & oral blending Read 1 <sup>st</sup> set of Tricky Words	<i>Focus Text – Owl Babies</i> TFW – Imitation - Sequencing Recognising and writing names Labels, captions, letters, cards, Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence RWInc – Set 1 sounds and blending Read 1 <sup>st</sup> Set of Tricky words	<i>Focus Text – The Gingerbread Man</i> TFW – Innovation – Story Map Speech bubbles, posters, labels Attempts to write short sentences in meaningful contexts. To be able to write cvc words correctly  RWInc – Reading Ditties  Read 2 <sup>nd</sup> Set of Tricky words	<i>Focus Text – The Enormous Turnip</i> TFW – Innovation - story map Writing cards, instructions,  Attempts to write short sentences in meaningful contexts. Use phonic knowledge to write words in ways which match their spoken sounds. RWInc – Reading Red Ditty Books	<i>Focus Text – Supertato</i> TFW – Invention –Writing stories Writing a story, instructions, speech bubble & posters Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and	<i>Focus Text – Little Jack</i> TFW –Invention – writing Stories Writing stories Poems  Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and

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				Read 2 <sup>nd</sup> Set of tricky word	others. Some words are spelt correctly and others are phonetically plausible. Be able to spell: the, no, to, go, I, he, she, we, me, be, was, my, you, her, they, all, are RWInc. Set 2 Sounds & Green Books Read 3 <sup>rd</sup> set of Tricky words	others. Some words are spelt correctly and others are phonetically plausible. Be able to spell :number names to 10  RWInc Set 2 Sounds & Green/Purple Books Read 3 <sup>rd</sup> Set of Tricky words
<b>Mathematics</b>	<p><b>Weekly whole class sessions, group work and ideas for areas of provision taken from <u>Reception White Rose</u>.</b></p> <p><b>Number:</b></p> <ul style="list-style-type: none"> <li>Recognise some numerals of personal significance.</li> <li>Recognises numerals 1 to 5.</li> <li>Counts up to three or four objects by saying one number name for each item.</li> <li>Counts actions or objects which cannot be moved.</li> </ul> <p><b>Shape, space and measure:</b></p> <ul style="list-style-type: none"> <li>Uses familiar objects and common shapes to create and recreate patterns and build models.</li> <li>Orders and sequences familiar events.</li> </ul>	<p><b>Number:</b></p> <ul style="list-style-type: none"> <li>Counts objects to 10, and beginning to count beyond 10.</li> <li>Counts out up to six objects from a larger group.</li> <li>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>Counts an irregular arrangement of up to ten objects.</li> </ul> <p><b>Shape, space and measure:</b></p> <ul style="list-style-type: none"> <li>Orders two or three items by length or height.</li> <li>Orders two items by weight or capacity.</li> <li>Beginning to use everyday language related to money.</li> </ul>	<p><b>Number:</b></p> <ul style="list-style-type: none"> <li>Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>Finds the total number of items in two groups by counting all of them.</li> <li>Estimates how many objects they can see and checks by counting them.</li> </ul> <p><b>Shape, space and Measure:</b></p> <ul style="list-style-type: none"> <li>Can describe their relative position such as 'behind' or 'next to'.</li> </ul>	<p><b>Number:</b></p> <ul style="list-style-type: none"> <li>Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>Finds the total number of items in two groups by counting all of them.</li> <li>Says the number that is one more than a given number.</li> <li>Finds one more or one less from a group of up to five objects, then ten objects.</li> </ul> <p><b>Shape, Space and Measure:</b></p> <ul style="list-style-type: none"> <li>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2-D shapes, and mathematical terms to describe shapes.</li> <li>Selects a particular named shape.</li> </ul>	<p><b>Number:</b></p> <ul style="list-style-type: none"> <li>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</li> <li>Records, using marks that they can interpret and explain.</li> <li>Begins to identify own mathematical problems based on own interests and fascinations.</li> </ul> <p><b>Shape, Space and Measure:</b></p> <ul style="list-style-type: none"> <li>Uses everyday language related to time.</li> <li>Measures short periods of time in simple ways.</li> </ul>	<b>Re-cap and revisit areas of learning.</b>
<b>Understanding of the World</b>	<p>Good to be Me – getting to know me and my family Harvest Clever Touch – Mark Making &amp; using tools Autumn – Season changes</p>	<p>Special Times: Diwali, Bonfire Night, Penryn Light Festival, Christmas Clever Touch –Using Tools &amp; completing programs Light &amp; Dark</p>	<p>Special Times: Chinese New Year, Shrove Tuesday</p> <p>Identifying technology used in toys</p>	<p>Special Times – St Piran's Day, Mothering Sunday, Easter IPads – using apps to develop phonic/ fine</p>	<p>Special Times: Whitsun</p> <p>Programmable Toys</p>	<p>Special Times: Father's Day, Holidays</p> <p>IPad -Using camera Keyboard skills (Chrome books)</p>

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	Investigating bread – different types from around the world, ingredients, making and observing changes  Name school and town where I live	Nocturnal animals Pumpkin Investigation  Observe daily weather	Investigating Toys – materials, movement & magnets  Looks at map of the world & globes beginning to be aware of other countries	motor control / reading and maths skills Spring – Seasonal Changes Growing Plants Animal lifecycles Easter STEM week Looking at similarities and differences in relation to places	People who help us Healthy Eating & Healthy lifestyle Recycling – caring for our environment	Investigating a Rock pool Floating & Sinking  Exploring the local area Making simple maps
<b>Expressive Arts &amp; Design</b>  <i>Art Award Activities running through year</i>	<b>Activities based on topic work, seasonal changes and children's interests that promote the following skills</b> Using & naming colours Making marks with different tools Constructing using block play resources Handling and manipulating different media – clay & collage Experimenting with joining materials – glue & tape Engaging in role play based on first hand experiences Singing & performing – nursery rhymes, traditional/ familiar songs & counting rhymes. Christmas Play Music Express Activities Moving in response to music		<b>Activities based on topic work, seasonal changes and children's interests that promote the following skills</b> Colour mixing activities (including marbling) Selecting colour for a particular purpose Using tools to create simple representations of events, people and places Constructs with a purpose in mind, using a variety of resources (junk modelling / outdoor loose parts) Handling and Manipulating different media – weaving, & paper mache. Experimenting with joining materials – hinges, split pins, hammer & nails Begin to act out a narrative in role play based on first hand experiences and story book language and ideas Singing and performing – build up repertoire of songs Experiment with instruments ( outdoor area) Music Express Activities Chinese New Year Dances		<b>Activities based on topic work, seasonal changes and children's interests that promote the following skills</b> Explores shades of colour Works collaboratively on a class art piece that uses a range of techniques and textures (John Dyer picture) Representations are more detailed Begins to plan and adapt work Handling and manipulating materials – Sculptures in wood, natural transient art form & mod-roc – Using photography as a form of capturing and recording Experimenting with joining materials – axels, screws & screwdrivers Use small world and puppets to develop own narratives Singing & performing – continue to build up repertoire of songs Music Lessons provided by Penryn College – exploring rhythm, pitch, dynamics, timbre , musical notation & composing	
<b>Trips, visits &amp; visitors</b>	Autumn Walk to Tremough	Owl visit Trip to Falmouth Art Gallery	Trip to RCM / Loan box – Toys / Visit from Bears on location	Spring Walk to Tremough	Trip to fire Station Visits from People who help us	Visit to Beach Lifeguard Visit Visit to Maritime museum
<b>Characteristics of Effective Learning</b>	Focus: Playing & Exploring Introduce Tryosaur		Focus: Active Learning Introduce Explorasaur		Focus: Creating & Thinking Critically Introduce Thinkasaur	