


# Curriculum Overview: Reception

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Themes	All about me	People Who help Us	Traditional Tales	Food / Growing	Sea Creatures and other Animals	Transport
	The Write Stuff Texts	Ruby's Worry (PSHE Story)	Perfectly Norman (PSHE Story)  The Proudest Blue (Differences / Acceptance story)	Pigs Might Fly (Traditional Tale)  The Snail and the Whale (Postcard)	Handa's Surprise (Story)  What we'll build (Information text)  Bear Shaped (Moral Story)	I wanna Iguana (Persuasive letter)  Rainbow Fish (Story)  Penguins (Report)	All aboard the London Bus (Story)  How to catch a star (Story)  How to get your teacher ready for school (Instructions)
Physical Development	PE	Locomotion - Walking / Jumping	Gymnastics - High, low, under, over	Ball Skills - Hands	Dance - Dinosaurs	Ball Skills - Feet	Games for Understanding
Literacy	Word Reading (Phonics) 	To recognise their name  To recognise taught Phase 2 sounds (s a t p i n m d g o c k c k e u r h b)  To recognise taught Phase 2 Tricky Words (the l is)  To begin to blend sounds together to read words using the taught sounds	To recognise taught Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l l s s j v w x y z z z q u c h s h t h n g n k o o a r)  To recognise taught Phase 2 Tricky Words (the l is put pull full as and has his her go no to into she push he of we me be)  To blend sounds to read words using taught sounds  To read words ending with s e.g. hats, sits  To read words ending with s /z/ e.g. his, bags  To begin reading captions and sentences using taught sounds  To read books matching their phonics ability	To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l l s s j v w x y z z z q u c h s h t h n g n k o o a r o o o w e e u r a i o r)  To recognise taught Phase 2 and 3 Tricky Words (the l is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure)  To read words with double letters  To begin to read longer words  To recognise taught digraphs in words and blend the sounds together  To read sentences containing Tricky Words and digraphs  To read books matching their phonics ability	To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l l s s j v w x y z z z q u c h s h t h n g n k o o a r o o o w e e u r a i o r o a e r i g h a i r o i e a r u r e)  To recognise taught Phase 2 and 3 Tricky Words (the l is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure)  To read longer words including those with double letters  To read words with s/z/ in the middle  To read words with -es/z/ at the end  To read words with s and s/z/ at the end  To read sentences containing Tricky Words and digraphs  To read books matching	To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l l s s j v w x y z z z q u c h s h t h n g n k o o a r o o o w e e u r a i o r o a e r i g h a i r o i e a r u r e)  To recognise taught Phase 2, 3 and 4 Tricky Words (the l is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today)  To read words with short vowels and adjacent consonants  To read longer words  To read compound words  To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -est)  To read longer	To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l l s s j v w x y z z z q u c h s h t h n g n k o o a r o o o w e e u r a i o r o a e r i g h a i r o i e a r u r e)  To recognise taught Phase 2, 3 and 4 Tricky Words (the l is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today)  To read words with phase 3 long vowel sounds with adjacent consonants  To read longer words  To read compound words  To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -ed, - ed /d/, - er, -est)

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				their phonics ability	sentences containing Phase 4 words and Tricky Words  To read books matching their phonics ability	To read longer sentences containing Phase 4 words and Tricky Words  To read books matching their phonics ability
Maths	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
	Number 	Numbers to 5	Numbers to 10	Numbers to 20 and beyond  How many now? (Addition and subtraction)  Sharing and grouping		
	Numerical Patterns	Matching, sorting and comparing	Extending and creating repeating patterns	Visualise, build and map  Make connections		
	Shape, Space and Measure	Circles and Triangles  Shapes with 4 sides	Mass and capacity  Length, height and time  Exploring 3D shapes	Manipulate, compose and decompose		
Understanding the World	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					

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## Early Learning Goals - for the end of the academic year - Holistic / best fit Judgement!

Communication and Language	Personal, Social, Emotional Development	Physical Development	Literacy	Maths	Understanding the World	Expressive Arts and Design
<p><b>ELG: Listening, Attention and Understanding</b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p><b>ELG: Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: Managing Self</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;</p> <p>Show sensitivity to their own and to others' needs.</p>	<p><b>ELG: Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p><b>ELG: Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate - where appropriate - key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p><b>ELG: Number</b></p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; -</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>ELG: Numerical Patterns</b></p> <p>Verbally count beyond 20, recognising the pattern of the counting system; -</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><b>ELG: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>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.</p> <p><b>ELG: The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b>ELG: Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>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</p>

It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.