

# Reception Curriculum 2023-2024



<p><b>General Themes</b></p>	<p><b>Autumn</b> Starting school / my new class / New Beginnings People who help us / Careers Staying healthy / Food / Human body How have I changed? My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe</p> <p>Old favourites- Elma Each peach pear plum</p>	<p><b>Autumn</b> Traditional Tales Little Red Hen - Harvest Old favourites Familiar tales Library visits Gingerbread Man Cinderella The Nativity At the Panto Christmas Lists Letters to Father Christmas</p>	<p><b>Spring</b> Arctic and Antarctic Animals in cold environments Safari Climates / Hibernation Comparing places to where we live.</p>	<p><b>Spring</b> Recycling Pollution Down on the Farm Animal Arts and crafts Night and day animals Animal patterns David Attenborough Happy Habitats</p>	<p><b>Summer</b> Wizards Prince and Princesses Pirates Castles</p> <p>Around the Town How do I get there? Where in the world have you been? Where do we live in the UK / world? Vehicles past and Present Design your own transport! All about the Queen</p>	<p><b>Summer</b> Seasons Fun at the Seaside! Under the sea Off on holiday / clothes Where in the world shall we go? Send me a postcard! Marine life Seasides in the past Compare: Now and then! Seaside art</p>
<p><b>Wow Moments</b></p>	<p><b>Autumn</b> Autumn Trail Harvest Time Birthdays Favourite Songs Bike to School Week</p>	<p><b>Autumn</b> Guy Fawkes / Bonfire Night What do I want to be when I grow up? Video for parents Christmas Time / Nativity Black History Month Remembrance day Road Safety World Space Week Children in Need Anti- Bullying Week Visits from emergency services</p>	<p><b>Spring</b> Chinese New Year LENT Random Acts of Kindness Week Valentine's Day Internet Safety Day Animal Art week Let's go on Safari - An animal a day! African drumming workshop with Zozo.</p>	<p><b>Spring</b> Litter Pick at the park Making bird feeders Making our own paper Junk modelling Recycle at home Planting Science Week</p>	<p><b>Summer</b> Pirate Day Castles Post a letter Food tasting – different cultures Map work - Find the Treasure Queen's Jubilee Party</p>	<p><b>Summer</b> School Trip Transitioning Sports Day Visit to the beach Under the Sea – singing songs and sea shanties World Environment Day</p>

# Personal, Social and Emotional Development

## Curriculum Sequence

<p><b>Understanding Emotions</b></p> <ul style="list-style-type: none"> <li>To see themselves as a valuable individual.</li> <li>To settle in to school routines.</li> <li>To express and understand their own feelings, and consider the feeling of others.</li> </ul>	<p><b>Understanding Emotions</b></p> <ul style="list-style-type: none"> <li>To making choices in their learning</li> <li>Explore feelings, and talk about behaviour and its consequences.</li> <li>Being able to moderate and manage their own feelings.</li> <li>Understanding the consequences of their actions.</li> </ul>	<p><b>Understanding Emotions</b></p> <ul style="list-style-type: none"> <li>Maintaining positive relationships Effective and appropriate expression of emotions</li> <li>Setting simple goals.</li> <li>Show and understand their own and others feelings.</li> <li>Being able to regulate behaviour in a range of situations.</li> <li>Set and work towards certain goals.</li> <li>Managing their own hygiene</li> <li>Reviewing and discussing achievements</li> <li>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</li> </ul>
<p><b>Sense of Self</b></p> <ul style="list-style-type: none"> <li>To develop independence</li> <li>To manage their own hygiene with adult guidance.</li> <li>To keep themselves safe</li> </ul>	<p><b>Sense of Self</b></p> <ul style="list-style-type: none"> <li>To follow rules and routines of our school.</li> <li>To continue developing independence skills</li> <li>To concentrate and preserve</li> <li>To be able to reflect on pieces of work through show and tell.</li> <li>Showing resilience</li> <li>To manage their own hygiene.</li> <li>To understand the importance of healthy foods.</li> </ul>	<p><b>Sense of Self</b></p> <ul style="list-style-type: none"> <li>To be able to explain why rules are important.</li> <li>To be more independent during class activities.</li> <li>To have a go without an adult supporting.</li> <li>To manage basic hygiene and personal needs.</li> <li>To be able to choose healthy food options.</li> </ul>
<p><b>Making Relationships</b></p> <ul style="list-style-type: none"> <li>To make new friends</li> </ul>	<p><b>Making Relationships</b></p> <ul style="list-style-type: none"> <li>To maintain good relationships.</li> <li>To take steps to resolve conflicts with other children.</li> <li>To find compromise with support.</li> </ul>	<p><b>Making Relationships</b></p> <ul style="list-style-type: none"> <li>To play co-operatively with other children, and to have formed close attachments with peers and adults.</li> </ul>
<p><b>Implementation</b> - Learning the class rules and routines, Circle time, Visit from wider community, Supporting children to build relationships during continuous provision, Give children time to talk about what they love and what they can improve.</p>		
<p><b>Vocabulary</b> Friends, share, rules, happy, sad, angry, help, take turns, healthy, unhealthy, exercise</p>		

## Communication and Language

### Curriculum Sequence

<p><b>Listening and Attention</b></p> <ul style="list-style-type: none"> <li>• Know and follow our classroom rules.</li> <li>• Understand why listening is important, and to follow one step instructions during our routines.</li> <li>• Listen to a familiar story with increasing attention and recall. Join in with repeated refrains and anticipate key events and phrases.</li> <li>• Listen to the visitors for our 'People who help us' topic.</li> </ul>	<p><b>Listening and Attention</b></p> <ul style="list-style-type: none"> <li>• Listen to instructions with increasing complexity.</li> <li>• Listen carefully to songs and rhymes, paying attention to how they sound.</li> <li>• During story time, individual reading, and shared reading, listen to an unfamiliar story with increasing attention and recall. Join in with repeated refrains and anticipate key events and phrases.</li> <li>• Listen to victors and answer questions about the topic.</li> </ul>	<p><b>Listening and Attention</b></p> <ul style="list-style-type: none"> <li>• Being able to listen attentively and respond to what they hear with relevant questions, comments and actions.</li> <li>• Listening attentively in a range of situations, for example news, and show and tell.</li> </ul>
<p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• Talk about our classroom rules, and why listening is important.</li> <li>• Understanding simple questions.</li> <li>• Understand prepositions when carrying out daily routines, for example tidy up time.</li> </ul>	<p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• Begin to ask questions to find out more about something they are interested in.</li> <li>• Listening and responding to range of questions during story time to check children's understanding.</li> <li>• Begin to understand humour and jokes.</li> <li>• Following instructions</li> </ul>	<p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• Makes comments about what they have heard, and ask questions to clarify their understanding.</li> <li>• Reading stories during time with less pictures to gain a deeper understanding of the text without prompts.</li> <li>• Asking a range of questions, which has a range of answers.</li> </ul>
<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• To be able to talk about themselves</li> <li>• Learn new vocabulary.</li> <li>• Describe the routine of the classroom using before and next.</li> </ul>	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Learn new vocabulary linked to topics. Use this throughout the day.</li> <li>• Ask questions to find out more and to check their understanding.</li> </ul>	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Hold a conversation with back and forth engages.</li> <li>• To use talk to help work out problems to organise thinking and activities.</li> </ul>
<p><b>Implementation</b> Share our class/school rules. Storytime. All about me topic. Model talk routines through the day. Visitors in school.</p>		

# Physical Development

## Curriculum Sequence

### Moving and Handling

#### Fine Motor Skills

- Hold pencil/paint brush beyond whole hand grasp.
- Draw lines and circles using gross motor movements.
- To make marks on paper.
- Cut along a straight line with scissors
- Begin to handle tools, objects, construction and malleable materials with increasing control.

#### Fine Motor Skills

- Show preference for dominant hand.
- Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture.
- To begin to record some letters, especially ones on their name.
- To cut along a curved line, like a circle
- Use one hand consistently for fine motor tasks.

#### Fine Motor Skills

- Hold pencil effectively with comfortable grip.
- Start to draw pictures that are recognisable.
- Forms recognisable letters most correctly formed.
- To use scissors, competently, safely and confidently.
- Using one handed tools with no support

#### Implementation

Funky Finger opportunities during daily provision. Threading, cutting, weaving, playdough, Fine Motor activities. Squiggle to Wiggle daily. Formation activities in lessons. Teach and model correct letter formation. Focus on pencil grip. Model correct letter formation. Holding Small Items / Button Clothing / Cutting with Scissors.

#### Gross Motor Skills

- To get dressed for PE with support from an adult.
- To move around the hall and classroom safely.
- To balance and ride on a scooter.
- To explore different ways of moving on large PE equipment.
- To begin to use the equipment safely.

#### Gross Motor Skills

- To get dressed for PE with less support.
- To move around the classroom and immediate environment safely.
- To balance on a bike and be able to push using feet.
- To move with increasing confidence on large PE equipment
- To understand the difference between a 'hazard' and a 'risk' indoors and outdoors.

#### Gross Motor Skills

- To get dressed for PE independently.
- To move around the school environment showing care and consideration for their own safety and that of others.
- To be able to independently use a bike and a scooter safely.
- To develop the body strength, co-ordination, balance and agility on large apparatus.
- To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

#### Implementation

Navigate the new school environment (indoor & outdoor) safely, with care and control: make maps & go on hunts, spot obstacles, move safely, line up. Know how to 'reset' areas within provision and how to tidy up at the end of a session to ensure the environment is safe, purposeful and organised. Provide a range of wheeled resources for the children. Provide regular reminders about thorough hand washing and toileting. Daily GoNoodle dances. Daily 'Squiggle while you Wiggle' sessions'. Crates play- climbing. Skipping ropes in outside area dance related activities. Provide two-wheeled balance bikes and pedal bikes without stabilisers. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.

#### Vocabulary

Push, stop, jump, space, forwards, safely, balance, backwards, run, stop, throw, roll, team, kick, catch, move, copy, shape, around, trabel, sideways, skip, over, rock, team, pass, follow, aim

## Reading

### Curriculum Sequence

- Join in with rhymes and stories with repeated refrains.
- Enjoys an increasing range of books.
- To recognise environment print.
- Blend simple cvc words.
- To record stories through picture drawing/mark making for LAs  
To know that we read from left to right and from top to bottom  
Sequence a simple story using 3 pictures.

Rhyming words.

- Retell stories related to familiar events through acting/role play.
- Have a favourite story or rhyme.
- Recognising initial sounds and read some common exception words.
- Blend sounds into words made up of known sounds.
- To names of the different parts of a book
- Knows that information can be retrieved from books, computers and digital devices.
- Sequencing familiar stories through the use of pictures to tell the story.

- Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative.
- To be able to discuss like and dislikes of different stories and rhymes explain why.
- Know front cover, back cover, spine, blurb, illustration, illustrator, author and title.
- Recognises some digraphs and read some common exception words.
- Read simple phrases and sentences.
- Can sequence and explain the main events of a story –

#### Implementation

Use a range of familiar stories, Pie Corbett Actions to retell the story – Story Maps, Individual reading books, Story time, World Book Day,

## Writing

- write some letters from name.
- Write initial sounds in words
- Give meaning to make marks,

- Write first name
- To write simple cvc words
- Write lists and simple 2/3 word sentences.
- TO label pictures.
- To begin to spell some common exception words
- TO write simple stories

- Write first name and begin to write last name,
- write ccvc words using diagraphs.
- To make phonetically plausible
- attempts at words,
- simple sentences and captions.
- To spell common exception words
- To write simple instructions.
- To begin to write sentences using and or because to extend.
- TO write own version of stories.
- Beginning to use full stops, capital letters and finger spaces.

**Texts as a Stimulus:** Family stories, Kippers Birthday, Hog the Hedgehog, Scarecrow's Wedding, Leaf man, The Little Red Hen Ness the Nurse, Fiction stories on people who help us, Christmas, Lost and Found, Handa's Surprise, 10 Things I can do to help my world, Messy Magpie, Michael Recycle, Owl Babies, Farmer Duck, The Naughty Bus Pirate Adventure, The Queen's Knickers, Lighthouse Keeper's Lunch Under the Sea Non – Fiction P is for Passport The Journey Zoom Passport to Paris World Atlases Tiddle

#### Implementation

Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages, Christmas letters/lists, Name writing activities.  
Information leaflets about animals in the garden/plants and growing. Is able to recall and discuss information they have listened to or read. Mini beasts – Animal Fact File – Compare two animals

#### Vocabulary

# Mathematics

## Curriculum Sequence

<p><b>Number</b> Have a deep understanding of numbers 1 – 3.</p>	<p><b>Number</b> Have a deep understanding of numbers 1 - 5.</p>	<p><b>Number</b> Have a deep understanding of numbers 1 – 8.</p>	<p><b>Number</b> Have a deep understanding of numbers 1 - 10</p>	<p><b>Number</b> To revise number bonds to 5.</p>	<p><b>Number</b> Know number bonds to 10 including doubling facts</p>	<p>Have a deep understanding of number to 10, including the composition of each number;</p> <ul style="list-style-type: none"> <li>- Subitise (recognise quantities without counting) up to 5;</li> <li>- 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.</li> </ul>
<p><b>Numerical Patterns</b> Verbally say which group has more or less.</p>	<p><b>Numerical Patterns</b> Compare equal and unequal groups.</p>	<p><b>Numerical Patterns</b> Understand and explore the difference between odd and even numbers.</p>	<p><b>Numerical Patterns</b> Add and subtract using number sentences.</p>	<p><b>Numerical Patterns</b> Share quantities equally.</p>	<p><b>Numerical Patterns</b> To be able to count beyond 30 and higher (100)</p>	<ul style="list-style-type: none"> <li>- Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>

### Implementation

White Rose Maths Scheme of Learning

### Vocabulary

Count, subitise, ordering, compare, forwards, backwards, one more, one less, equal to, more than, fewer than, add, altogether, number bonds, part, whole, double, half, odd, even, share, equal, unequal, measure, short, long, tall, small, heavy, light, full, empty, half full, almost full, almost empty, 2D shapes, 3D shapes, triangle, circle, square, rectangle, cuboids, cubes, cone, cylinder sphere, curved, flat, over, under, between, around, through, on, below, next to, repeat, pattern.

## Knowledge and Understanding of the World

### Curriculum Sequence

<p><b>People and Communities</b> Know about features of the immediate environment.</p> <p>To know about their own life story and know they have changed.</p>	<p><b>People and Communities</b> Know that there are many countries around the world.</p> <p>To know some similarities and differences between things in the past and now.</p>	<p><b>People and Communities</b> Know that people around the world have different religions.</p> <p>Talk about the lives of people around them.</p>	<p><b>People and Communities</b> Know about people who help us within the local community.</p> <p>Talk about past and present events in their lives and what has been read to them</p>	<p><b>People and Communities</b> To know that people in other countries may speak different languages.</p> <p>Talk about past and present events in their lives and what has been read to them</p>	<p><b>People and Communities</b> To know that simple symbols are used to identify features on a map.</p> <p>To know about the past through settings, characters and events</p>	<ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>- 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;</li> <li>- 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.</li> <li>- Talk about the lives of the people around them and their roles in society;</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
<p><b>The World</b> To explore and ask questions about the natural environment around them</p>	<p><b>The World</b> Understand the terms 'same' and 'different'.</p>	<p><b>The World</b> Talk about features of the environment they are in and learn about the different environments.</p>	<p><b>The World</b> Make observations about animals discussing similarities and differences.</p>	<p><b>The World</b> Make observations about plants discussing similarities and differences.</p>	<p><b>The World</b> Know some important processes and changes in the natural world including states of matter.</p>	<ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>- 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;</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
<p><b>Technology</b></p> <p>To know how to operate simple equipment. To show an interest in technological toys, real objects and touchscreen devices. To play with a range of materials to learn cause and effect.</p>		<p><b>Technology</b></p> <p>To complete a simple programme on an ipad.  To use computer software with supervision appropriate for age</p>		<p><b>Technology</b></p> <p>Create pictures, stories and drawings on a screen.  To use the internet with supervision</p>		

**Implementation** - Christmas' in the past, Show photos of how Christmas used to be celebrated in the past, All about me topic- different houses. Draw pictures of people who are familiar to them. Sharing news from the holidays/ discussing past Christmases or festivals they have celebrated with family. New Year's/Christmas celebrations in different cultures. Handas surprise. Mary Anning- Fossils at the seaside Seaside's long ago – Magic Grandad Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Wild area- senses begin to understand why maps are so important to postmen. Use bee-bots on simple maps. Encourage the children to use navigational language. How to help our environment. How to take care of animals. After close observation, draw pictures of the natural world, including animals and plants. Daily weather chart. Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? ICompute used for Computing curriculum.

**Vocabulary**  
today yesterday tomorrow the present the past the future day week month year long ago old new parent grandparent clue memory great grandparent lifetime calendar who? what? Remember

## Expressive Arts and Design

### Curriculum Sequence

<b>Creating with Materials</b> Experiment mixing with colours.	<b>Creating with Materials</b> Experiment with different textures.	<b>Creating with Materials</b> Safely explore different techniques for joining materials.	<b>Creating with Materials</b> Make props and costumes for different role play scenarios.	<b>Creating with Materials</b> Explore and use a variety of artistic effects to express their ideas and feelings.	<b>Creating with Materials</b> To share creations, talk about process and evaluate their work.	<ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>- Share their creations, explaining the process they have used;</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul>
<b>Being Imaginative and Expressive</b> Sing and perform nursery rhymes.	<b>Being Imaginative and Expressive</b> Experiment with different instruments and their sounds.	<b>Being Imaginative and Expressive</b> Create narratives based around stories.	<b>Being Imaginative and Expressive</b> Move in time to the music.	<b>Being Imaginative and Expressive</b> Play an instrument following a musical pattern.	<b>Being Imaginative and Expressive</b> Invent their own narratives, stories and poems.	<ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>- 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.</li> </ul>

**Implementation** -Join in with songs; mix colours; build models using construction equipment. Sing call-and-response songs, so that children can echo phrases of songs you sing. Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did. Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas. Daily GoNoodles for singing and dancing. Charanga- Me, my stories, everyone, our world. People who help us paintings using colourings to match the occupation. People who help us songs. Firework pictures, Christmas decorations, Christmas cards, Christmas songs/poems. The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Role Play Party's and Celebrations Role Play of The Nativity. Junk modelling out of recycled materials. Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks. Plan and create Tinga Tinga art. Make houses in wild area. Make different textures; make patterns using different colours. Making own paper. Designing bird feeders. Junk modelling using recycled materials. Mother's Day crafts. Easter crafts. Designing homes for hibernating animals. Collage owls. Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. Design and make rockets. Design and make objects they may need in space, thinking about form and function. Sand pictures. Lighthouse designs. Paper plate jellyfish. Puppet shows: Provide a wide range of props for play which encourage imagination. Water pictures, collage, shading by adding black or white, colour mixing for beach huts. making passports. Colour mixing – underwater pictures. Father's Day Crafts. Watch performance at Barrow Forum.

**Vocabulary**  
Drawing- Line, thick, thin, wavy, straight, pencil Finger, stick, chalk, pastel, felt tip  
Painting- Mark making tools, sponges, different brushes, respond, line, colour, texture, shape, 2D, observation, imagination,  
Sculpture- Experiment, properties of clay, plasticine, dough, explore, mark making, textural effects, materials, model, observation, imagination, demonstrate, modelling tools, control, fine motor  
Textiles- thread, join, fabric, decorate, printing



