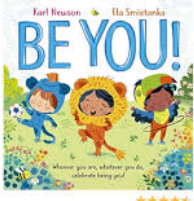
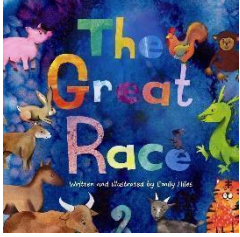
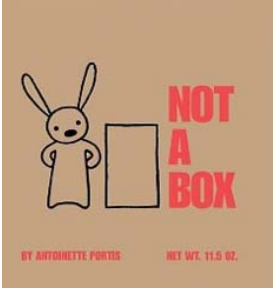
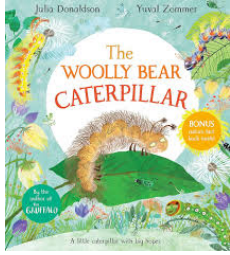
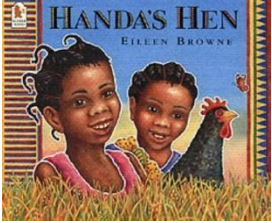


Overview of Foundation Stage Curriculum Reception

The Reception Curriculum stems from the interests of the children within the cohort. Each topic is developed to reflect this and will therefore vary each year.

		Autumn 1 This is me! 	Autumn 2 Long Ago 	Spring 1 Explorers 	Spring 2 Build it Up! 	Summer 1 Creep, Crawl and Wiggle 	Summer 2 Amazing Animals 
P R I M E A R E A S	Personal, Social and Emotional Development Self-Regulation Managing Self Building Relationships	-See themselves as a valuable individual -Showing confidence in asking adults for help -Is aware of behavioural expectations -Form constructive and respectful relationships. -Can talk about what they are good at -Develop their sense of responsibility and membership of a community. -Manage personal needs.	-Has a clear idea about what they want to do in their play -Becoming confident to speak to others -See themselves as a valuable individual -Understanding how actions can affect others -Initiating conversations and listening to others -Recognise that they belong to different social groups/communities -Express their feelings and consider the feelings of others.	-Recognise that they belong to different social groups/communities -Developing and awareness of set boundaries -Show resilience and perseverance when carrying out a chosen activity -Know and talk about the different factors that support their overall health and wellbeing	-Being confident to try new activities -Understanding how to solve problems effectively -Work and play cooperatively and take turns with others. -Show resilience and perseverance when carrying out a chosen activity -Think about the perspectives of others -Responds appropriately, showing an ability to follow instructions involving several ideas or actions.	-Work and play cooperatively and take turns with others. -Form positive attachments to adults and friendships with peers -Show sensitivity to their own and other's needs. -Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. -Manage their own basic hygiene and personal needs	-Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. -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 -Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge -Explain the reasons for rules, know right from wrong and try to behave accordingly
	Physical Development Gross Motor Skills Fine Motor Skills	- Holding tools correctly - Showing preference with a dominant hand - Using anti-clockwise movements - Begins to form recognisable letters independently - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor - Taking responsibility for own self-care (developing consistent patterns for toileting, eating sleeping) - Chooses to move in a range of ways - Confidently and safely uses a range of large and small apparatus.	- Begins to form recognisable letters independently - Uses simple tools to effect changes to materials - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor - Understanding the importance of being healthy - Jumping off an object and landing appropriately - Develop and explore activities that involve a ball.	- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. - Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. - Eats a healthy range of foodstuff and understands the need for a variety in food. - Show some understanding of good practises in regard to exercise, eating, hygiene that contribute to good health. - Experiments with different ways of moving - Travels with confidence when using a range of large and small apparatus.	- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. - Shows an understanding of how to transport and store equipment safely using appropriate safety measures - Demonstrates strength, balance and coordination in large and small movements - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball - Negotiates space successfully when playing racing/chasing games	- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing - Demonstrate strength, balance and coordination when playing - Negotiate space and obstacles safely, with consideration for themselves and others - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases - Use a range of small tools, including scissors, paintbrushes and cutlery. - Show accuracy and care when drawing	- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing - Demonstrate strength, balance and coordination when playing - Negotiate space and obstacles safely, with consideration for themselves and others - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases - Use a range of small tools, including scissors, paintbrushes and cutlery. - Show accuracy and care when drawing
	Communication and Language Listening, Attention and Understanding Speaking	- Understand how to listen carefully and why listening is important. - Engage in story times. - Learn and listen carefully to rhymes poems and songs. - Learn new vocabulary - Listen to and talk about stories to build familiarity and understanding. - Describe events in some detail	- Learn and listen carefully to rhymes poems and songs. - Engage, listen and talk about non-fiction books - Listen to and talk about stories to build familiarity and understanding. - Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. - Use new vocabulary in different contexts and throughout the day - Uses talk to clarify thoughts and ideas through well-formed sentences. - Ask questions to further their understanding.	- Engage, listen and talk about non-fiction books. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary - Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. - Using language to imagine and recreate roles. - Introduces storyline or narrative into their play - Describe events by connecting ideas using a range of connectives. - Understands and responds to questions	- Introduces storyline or narrative into their play - Understands and responds to questions - Participates in discussions, offering their own ideas, using new vocabulary. - Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. - Begin to understand humour (nonsense rhymes, jokes). - Understand a range of complex sentence structures including negatives, plurals and tense markers.	- Listen attentively and respond to what they hear with relevant questions, comments and actions. - Make comments about what they have heard and ask questions to clarify their understanding. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. - Offer explanations for why things might happen, making use of recently introduced vocabulary - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions.	- Listen attentively and respond to what they hear with relevant questions, comments and actions. - Make comments about what they have heard and ask questions to clarify their understanding. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. - Offer explanations for why things might happen, making use of recently introduced vocabulary - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions.

S P E C I F I C A R E A S	Literacy Comprehension Word Reading Writing	• Hears and says initial sounds in words • Enjoys an increasing range of print and digital books, both fiction and non-fiction • Read individual letters by saying the sounds for them. • Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology • Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together • Read a few common exception words matched to the school's phonic programme.	• Spell words by identifying the sounds and then writing the sound with letter/s. • Read individual letters by saying the sounds for them. • Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats • Read a few common exception words matched to the school's phonic programme. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	• Read some letter groups that each represent one sound and say sounds for them. • Describes main story settings, events and principal characters in increasing detail • Read a few common exception words matched to the school's phonic programme. • Spell words by identifying the sounds and then writing the sound with letter/s. • Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats	• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Is able to recall and discuss stories or information that has been read to them, or they have read themselves • Describes main story settings, events and principal characters in increasing detail • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. • Form lower-case and capital letters correctly. • Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text	• Write simple phrases and sentences that can be read by others. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write recognisable letters, most of which are correctly formed. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. • Read words consistent with their phonic knowledge by sound-blending • Anticipate (where appropriate) key events in stories.	• Write simple phrases and sentences that can be read by others. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. • Say a sound for each letter in the alphabet and at least 10 digraphs. • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
	Mathematics Number Numerical Patterns	-Count objects, actions and sounds. -Compare numbers (using number names and symbols when comparing) -Subitise (engages in subitising numbers 4-5) -Link the number symbol (numeral) with its cardinal number value. -Understand the 'one more than/one less than' relationship between consecutive numbers. -Select, rotate and manipulate shapes to develop spatial reasoning skills. -Continue, copy and create repeating patterns. -name 2D shapes -see shapes in the environment	-Link the number symbol (numeral) with its cardinal number value. -Understand the 'one more than/one less than' relationship between consecutive numbers. -In practical activities, adds one and subtracts one with numbers to 10 -Automatically recall number bonds for numbers 0-5 and some to 10. -Compare length, weight and capacity. -Becomes familiar with measuring tools in everyday experiences and play -Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	-Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three -In practical activities, adds one and subtracts one with numbers to 10 -Link the number symbol (numeral) with its cardinal number value. -Increasingly confident at putting numerals in order 0 to 10 (ordinality) -Link the number symbol (numeral) with its cardinal number value. -Automatically recall number bonds for numbers 0-5 and some to 10. -Compare length, weight and capacity. -Becomes familiar with measuring tools in everyday experiences and play - Explore 3D shapes	-Count beyond ten. -Counts out up to 10 objects from a larger group. -Counts out up to 10 objects from a larger group. -Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects -Automatically recall number bonds for numbers 0-5 and some to 10. -Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-“ -Compare length, weight and capacity. -Becomes familiar with measuring tools in everyday experiences and play - Explore 2D and 3D shapes	-Verbally count beyond 20, recognising the pattern of the counting system. -Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. -Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. -Have a deep understanding of number to 10, including the composition of each number. -Subitise (recognise quantities without counting) up to 5. -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.	-Verbally count beyond 20, recognising the pattern of the counting system. -Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. -Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. -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.
	Understanding the World Past and Present Peoples and Communities The World	• Talk about members of their immediate family and community. • Enjoys joining in with family customs and routines • Name and describe people who are familiar to them. • Talks about past and present events in their own life and in the lives of family members • Draw information from a simple map. • Explore the natural world around them. • Uses ICT hardware to interact with age-appropriate computer software	• Comment on images of familiar situations in the past. • Talks about past and present events in their own life and in the lives of family members • Compare and contrast characters from stories, including figures from the past. • Describe what they see, hear and feel whilst outside • Understand the effect of changing seasons on the natural world around them. • Completes a simple program on electronic devices	• Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries (communities, cultures and traditions). • Recognise some environments that are different to the one in which they live. • Makes observations of animals and plants and explains why some things occur, and talks about changes • Can create content such as a video recording, stories, and/or draw a picture on screen • Develops digital literacy skills by being able to access, understand and interact with a range of technologies	• Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries (communities, cultures and traditions). • Understand the effect of changing seasons on the natural world around them. • Can use the internet with adult supervision to find and retrieve information of interest to them (e-safety)	• Explore the natural world around them, making observations and drawing pictures of animals and plants. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Talk about the lives of the people around them and their roles in society. • Understand the past through settings, characters and events encountered in books read in class and storytelling. • Programming	• 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. • 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. • 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. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Programming

	Expressive Arts and Design Creating with Materials Being imaginative and Expressive	• Create collaboratively, sharing ideas, resources and skills. • Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Creates representations of both imaginary and real-life ideas, events, people and objects • Charanga: Me!	• Create collaboratively, sharing ideas, resources and skills. • Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. • Makes music in a range of ways (plays with sounds creatively, plays along to the beat of a song) • Sing in a group or on their own, increasingly matching the pitch and following the melody. Christmas Production	• Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Charanga: Everyone	• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Develop storylines in their pretend play. • Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative • Responds imaginatively to art works and objects, e.g. <i>this music sounds likes dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth</i> • <i>Explore and engage in music making and dance, performing solo or in groups</i> • Charanga: Our World.	Artist: Van Gogh Sunflowers • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. • Sing a range of well-known nursery rhymes and songs. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Charanga: Big Bear Funk	• /invent, adapt and recount narratives and stories with peers and their teacher • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Make use of props and materials when role playing characters in narratives and stories. • Charanga:my stories
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