

Rivington Foundation Primary School



EYFS: Reception Curriculum – Year A

Overarching Principles	<p><i>PLAY: At Rivington, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.</i></p> <p><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></p>		
<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p>	<p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p>		
<p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p>	<p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.:</p>		
Early Learning Goals	<p>Throughout the EYFS we are working to the following 17 Early Learning Goals across the three prime areas and the 4 specific areas of learning.</p>		
Communication and Language	Personal and Social Development	Physical Development	Gross Motor Skills
<p>Listening and Attention</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>Self-Regulation</p> <p>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 activity, and</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills</p>	

	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking</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, nonfiction, 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>show an ability to follow instructions involving several ideas or actions.</p> <p>Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships</p> <p>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>	<p>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. Begin to show accuracy and care when drawing.</p>	
	<p>Literacy Comprehension</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. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p> <p>Word Reading</p> <p>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.</p> <p>Writing</p>	<p>Early Learning Goals</p> <p>Number</p> <p>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.</p> <p>Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up 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 up to 10, including evens and odds, double</p>	<p>Understanding the World</p> <p>Past and Present</p> <p>Talk about the lives of the people around them and their roles in society. Know 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 storytelling.</p> <p>People, Culture & Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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</p>	<p>Expressive Arts and Design</p> <p>Creating with Materials</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>Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher. 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>

	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	facts and how quantities can be distributed equally	in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. The Natural World 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 the seasons and changing states of matter.	
Area of Learning	Half termly Objectives – Reception Year A			
	Autumn 1	Autumn 2	Spring 1	Spring 2
Topic	All about me!	Terrific Toys!	Fabulous Food!	Changing & Growing!
Key Question	What makes me special?	How does it work?	Where does our food come from?	How do plants grow?
Key Texts	Ourselves NF The five senses NF How do you feel? Hands are not for hitting Big book of families P Pete the cat starts school ORT stories. All about me. The doorbell rang. Titch. Peace at last.	Pinocchio Harry and the robots Harry and the dinosaurs Ten in the bed A-Z of toys NF Grandmas toy box How does it work? NF Toys NF	Handa's surprise The gingerbread man Two of everything Eating the alphabet NF The little red hen The little mouse & red ripe strawberry Round the world cook book NF Exploring food groups NF Pass the jam jim P	Jack and the beanstalk Sam's sunflower The very hungry caterpillar Life cycle of a butterfly Frog on a log The ugly duckling The snail and the whale The tiny seed The enormous turnip Lifecycles NF A bean story NF
			Summer 1	Summer 2
			Let's go on a Journey!	Brilliant Bears!
			Where will I go and how will I get there? Room on the broom The gruffalo Stickman The journey Where the Wild Things Are Whatever next Walking through the jungle Aliens love underpants The train ride Maps NF	Where do all the bears live? We're going on a bear hunt Can't you sleep little bear? Goldilocks & the 3 bears Looking at Teddy bears NF Brown bear, brown bear Where's my teddy? This is the bear.

Personal & Social Development	<p>SCARF: Me and my relationships. All about me. What makes me special? Growing & changing – life stages. Human life stages – who will I be? Where do babies come from? Changing bodies. Me & my body: Boys & girls.</p>	<p>SCARF: Me and my relationships. My feelings (1&2) Things that are important to us – special toys.</p>	<p>SCARF: Being healthy. Being my best – healthy eating 1&2) Rights and responsibilities – looking after money, recognising, spending, using. Saving money & keeping it safe. Celebrating differences.</p>	<p>SCARF: Changes, Seasons. Life stages – plants, animals, humans, Mother's day – Our families, people who help us.</p>	<p>Emma Jane's aeroplane SCARF: Rights & responsibilities – caring for my environment. Being helpful at home and caring for our classroom. Caring for our environment & world.</p>	<p>SCARF: Being my best – Exercise and sleep. Move your body. A good night's sleep. (Can you sleep like a bear?)</p>
	<p>To know the school rules and be able to talk about how they help to keep them happy and safe. To be able to talk about how to stay safe. To be able to see themselves as a valuable individual. To be able to build constructive and respectful relationships. To know how to be a good friend To know what to do if they are feeling worried about something. To be able to express their feelings and consider the feelings of others and regulate behaviour accordingly. To be able to work and play cooperatively and take turns with others To be able to give focused attention to what their peers and the teachers say.</p>	<p>To be able to show resilience and perseverance in the face of challenge. To be able to Identify and moderate their own feelings socially and emotionally. To be able to display confidence to try new activities To be able to Manage own basic hygiene and personal needs. To know what democracy means and begin to build an awareness of majority votes through voting in class.</p>	<p>To be able to show understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. To be able to set and work towards simple goals. To display Confidence to try new activities. To be able to explain the reasons for rules and know right from wrong. To be able to Manage own behaviour. To be able to talk about what is fair and what is not fair.</p>	<p>To be able to think about the perspectives of others. To manage their own needs. To know about and show understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. To be able to set and work towards simple goals. To be confident to try new activities and be able to explore different ways of doing things. To be able to explain the reasons for rules & know right from wrong. To be able to manage own basic hygiene and personal needs.</p>	<p>To be able to show sensitivity to their own and to others' feelings. To be able to display confidence to try new activities and show independence, resilience and perseverance in the faces of challenge To be able to 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>	

Communication and Language	To know and understand how to listen carefully and why listening is important. To know and talk about the school rules and how they help to keep us happy and safe. To be able to engage in story times. To be able to listen attentively and respond to what they hear.	To be able to ask questions to find out more and to check they understand what has been said to them. To be able to begin developing social phrases and engage in story times. To know explain how things work eg. Toys. To be able to make comments about what they have heard and ask questions to clarify their understanding. To be able to hold conversation when engaged in back-and-forth exchanges with their teacher and peers. To know be able to use the new vocabulary taught in Topic in discussions and play. To know and be able to use the new vocabulary taught in Topic in discussions and play.	To be able to articulate their ideas and thoughts in well-formed sentences. To be able to connect one idea or action to another using a range of connectives. To be able to engage in non-fiction books eg. cook books with instructions and recipes. To be able to listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary regarding different places around the world and their food eg China. To be able to 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.	To be able to describe events in some detail To be able to use talk to help work out problems and organise thinking and activities. To be able to use talk to explain how things work and why they might happen eg change and growth. To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, songs rhymes and poems when appropriate. To know and be able to use the new vocabulary taught in Topic in discussions and play. To be able to participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. To retell a story, once they have developed a deep familiarity with the text. (Some as exact repetition and some as own words.) Eg. The enormous turnip.	To be able to describe events (journeys) in some detail and talk about what they observe in the natural world. To be able to use talk to help work out problems and organise thinking and activities eg. Following routes. To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, songs, rhymes and poems when appropriate. To know and talk about what they can do to have a positive impact on the environment. To know and be able to use the new vocabulary taught in Topic in discussions and play. To retell a story, once they have developed a deep familiarity with the text. (Some as exact repetition and some as own words.) Eg. The gruffalo, Room on the broom.	To listen to and talk about stories to build familiarity and understanding. To be able to engage in fiction and non-fiction books and talk about what they have read and what has been read to them. To be able to listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. To be able to 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. To know and be able to use the new vocabulary taught in Topic in discussions and play.

Physical Development	<p>Gross Motor: To be able to move confidently in different ways.</p> <p>To know and revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>To be able to listen to instructions and know how to stay safe in gym lessons.</p> <p>To know and be able to travel and balance in different ways, returning to defined space.</p> <p>To be able to move on the spot and around with some awareness of others</p> <p>To be able to experiment with wide range of small equipment learning some degree of control.</p> <p>To be able to name basic tools and explain their safe use.</p> <p>To further develop the skills they need to manage the school day successfully; lining up and queueing, meal times and personal hygiene.</p>	<p>Gross Motor: To be able to balance and coordinate.</p> <p>To be able to negotiate space effectively.</p> <p>To be able to develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>To be able to develop confidence, competence, precision, and accuracy when engaging in activities involving a ball.</p> <p>To be able to experiment with and develop increasingly complex ways of travelling.</p> <p>To be able to define own space without visible boundaries.</p> <p>To know how to use high apparatus safely.</p> <p>To be able to experiment with wider range of equipment & use with more control.</p>	<p>Gross Motor: To know and be able to perform in small groups some floor Gymnastic moves.</p> <p>To be able to Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport,</p> <p>To be able to perform a single skills or movement with simple control.</p> <p>To combine movements with ease and fluency.</p> <p>To know and be able to discuss some of the changes that occur during exercise.</p> <p>To know good practices regarding health and wellbeing such as eating healthily, exercising regularly, sleep and reasonable amounts of screen time.</p>	<p>Gross Motor: To be able to use gymnastics on apparatus to balance, climb & swing.</p> <p>To be able to link at least 2 movements together when performing a small range of skills.</p> <p>To be able to work sensibly with others, taking turns and sharing whilst</p> <p>Comparing movements and skills with others.</p> <p>To be able to use equipment properly and move and land safely.</p> <p>To be able to work in a team collaborating and problem solving.</p> <p>(Outdoor and adventurous activities)</p> <p>To be able to confidently and safely use a range of large and small apparatus indoors and outside and in a group.</p>	<p>Gross Motor: To know and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>To be able to Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>To know and consolidate travelling and balancing skills through building sequences.</p> <p>To be able to Experiment with direction and be able to change direction and speed whilst maintaining personal space.</p> <p>To know what constitutes a healthy lifestyle.</p> <p>To be able to Use large and small apparatus safely and with some skill.</p> <p>To know how to be a safe pedestrian. (Road safety training and assessment.)</p>	<p>Gross Motor: To know how to participate in sporting events.</p> <p>To know and participate in different athletic races and events.</p> <p>To be able to show good agility, balance and coordination.</p> <p>To be able to run throw and jump.</p> <p>To be able to use a sequence of movements with some changes in level, direction or speed</p> <p>To be able to combine different movements with ease and fluency.</p> <p>To know and use relevant vocabulary when observing changes in self and others when exercising.</p> <p>To progress towards a more fluent style of movement with developing style and grace.</p>
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	<p>Fine Motor: To be able to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>To be able to develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>To be able to develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Develop overall body-strength, balance, co-ordination, and agility. Develop fine motor skills- holding pencil correctly, using scissors etc.</p> <p>Fine motors skills to be continually developed through. Scissors- sniping paper moving forward, cuts curved lines and circle shapes, cuts complex shapes. Use of Clips, Clasps, zips, buttons and Screwing Jars. Finger Puppets. Building with small Lego and small Contraction. Sort small bits and pieces using tweezers. Nuts and Bolts</p> <p>Pasta Lacing. Peg Boards and Pin Boards. Pipettes in the Water. Jugs in water. Play-dough (dough disco). Tearing Paper. Threading the Lace. Tweezer Tub. Funky finger activities.</p>					
Literacy	<p>Comprehension: Listen and enjoy sharing a range of books.</p> <p>Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover.</p> <p>Know that print carries meaning and in English, is read from left to right and top to bottom.</p> <p>Know the difference between text and illustrations.</p> <p>Enjoy joining in with rhyme, songs and poems. Join in with repeated refrains and key phrases. Reread books to build up confidence in word reading, fluency and their understanding and enjoyment.</p> <p>Word Readings: Hear general sound</p>	<p>Comprehension: Engage in conversation and can answer questions when reading wordless fiction and nonfiction books.</p> <p>Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Talk about events, feelings, main characters, where a story is set and recognise links to own life experiences. Reread books to build up confidence in word reading, fluency and their understanding and enjoyment.</p> <p>Word Reading: Read individual letters by saying the sounds for them.</p>	<p>Comprehension: Use picture clues to help read a simple text. Predict and anticipate key events based on illustrations, story content and title.</p> <p>Understand the structure of a non-fiction book is different to a fiction book.</p> <p>Play is influenced by experience of books (small world, role play). Reread books to build up confidence in word reading, fluency and their understanding and enjoyment.</p> <p>Word Reading: Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of</p>	<p>Comprehension: Retell stories in the correct sequence, draw on language patterns of stories.</p> <p>Say how they feel about stories and poems, what parts of the story they liked or disliked, can identify favourite characters, events, or settings and why. Independently access the features of a non-fiction book.</p> <p>Play influenced by experience of books</p> <p>Innovate a well-known story with support.</p> <p>Reread books to build up confidence in word reading, fluency and their understanding and enjoyment.</p> <p>Word Reading: Read some letter groups that</p>	<p>Comprehension: Correctly sequence a story or event using pictures and/or captions.</p> <p>Respond to questions about how and why something is happening. Know the difference between different types of texts (fiction, nonfiction, poetry)</p> <p>Reread books to build up confidence in word reading, fluency and their understanding and enjoyment.</p> <p>Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.</p>	<p>Comprehension: Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. Talk about themes of simple texts e.g. perseverance, good v evil.</p> <p>Reread books to build up confidence in word reading, fluency and their understanding and enjoyment.</p> <p>Word Reading: Read some tricky words from Phase 4 e.g. said, like, have, so.</p>

discrimination and be able to orally blend and segment. Phonics: Phase 1/2 Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words. Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try spelling to write it from memory. Write about myself and my family. Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory. Handwriting: Know that print carries meaning and in English, is	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words. Matched to the school's phonic programme. Phonics: Phase 2 Consolidate skills as in Autumn 2. Recognise digraphs -ck + consonant endings - ff, ll, ss Know tricky words - the, to, and, no, go, l Blend and segment known sounds for reading and spelling VC, CVC, CVCC Emergent writing: Use appropriate letters for initial sounds. Write recipes, labels, instructions etc. Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.	known letter-sound correspondences. Read a few common exception words. Matched to the school's phonic programme. Phonics: Phase 2 Consolidate skills as in Autumn 2. Recognise digraphs -ck + consonant endings - ff, ll, ss Know tricky words - the, to, and, no, go, l Blend and segment known sounds for reading and spelling VC, CVC, CVCC Emergent writing: Use appropriate letters for initial sounds. Write recipes, labels, instructions etc. Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.	each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Phonics: Phase 2/3 Consolidate Phase 2 skills. Begin Phase 3 skills – Know the remaining grapheme -phoneme correspondence for i, v, w, x, z, zz, qu Know the 4 consonant digraphs – sh, th, ch, ng Know 9 vowel digraphs – ai, ee, oa, oo, ar, or, ur, ow, oi Know trigraph igh Know tricky words, the, to, he, she, we, me, be, was, my Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed. Emergent writing: Build words using letter sounds in writing. Write instructions, labels. Composition: Use talk to organise describe events and	Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Phonics: Phase 3 Consolidate phase 2 and 3 skills. Know trigraphs ear, ure, air Know vowel digraph er Read tricky words they, her, all, are Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Write more graphemes from memory and write a simple sentence using phonic knowledge. Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use familiar words in their writing.	Phonics: Phase 3/4 Consolidate phase 2 and 3 skills. Read CVCC words Know adjacent consonants – sk, cr, sl, tr, dr, scr, st, spr, pl, sw, fr, sn, sm, vr Read tricky words do, when, out what, said, have, like, so. Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling. Write longer sentences using phonic knowledge, write digraphs and trigraphs. Emergent writing: Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Write invitations and begin to write stories. Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter & full stop.
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	<p>read from left to right and top to bottom. Draws lines and circles.</p>	<p>sometimes in clusters like words. Write about my special toys, shopping lists and letters to Father Christmas.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it.</p> <p>Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name.</p> <p>Handwriting: Form letters from their name correctly. Recognise that after a word there is a space.</p>		<p>experiences. Begin to write a simple sentence with support.</p> <p>Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g., the, to, no, go independently.</p> <p>Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders</p>	<p>Write postcards, letters, maps and routes.</p> <p>Composition: Write a simple sentence with a full stop.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p>Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.</p>	<p>Write different text forms for different purposes (e.g., lists, stories, instructions.</p> <p>Begin to discuss features of their own writing e.g., what kind of story have they written.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g., using Phase 4 CCVCC. Spell irregular common (tricky) words e.g., he, she, we, be, me independently.</p> <p>Handwriting: Use a pencil confidently to write letters that can be clearly recognised & form some capital letters correctly.</p>
Mathematics	<p>Counting: Learning and singing counting songs.</p> <p>Colours: Recognise and name colours in a variety of contexts e.g. toys within the classroom, colours in nature, colours in the environment, matching colours, colours on</p>	<p>Representing 123: Identify representations of 1, 2 & 3. Subitise or count to find how many and make their own collections of 1, 2 and 3 objects. Match the number names to numerals and quantities.</p>	<p>Introducing zero: The number name zero and the numeral 0 can represent "nothing there" or "all gone." Apply this knowledge in the classroom. Sing songs that count back to develop</p>	<p>9 and 10: Apply the counting principles when counting to 9 and 10 (forwards and backwards.) Represent 9 and 10 in different ways. Arrange 9 and 10 items into small groups will support the children to</p>	<p>Building numbers beyond 10: Build and identify number to 20 and beyond using a range of resources. 10 frames, number shapes, towers or cubes, rekenreks and bead strings. Children to</p>	<p>Doubling: Learn that double means twice as many. Build doubles using real objects and mathematical equipment. Build numbers from the pairwise patterns on ten frames helps children see the doubles. Explore early</p>

<p>themselves such as hair, skin, clothes. Say when objects are and are not the same colour.</p> <p>Matching: Provide opportunities for the children to explore and match objects which are the same.</p> <p>Sorting: Sorting collections into sets based on attributes such as colour, size or shape. Consider what is the same about all the objects in one set and how they are different to the other sets. Sorting the same collection of objects in different ways.</p> <p>Compare amounts: Sets can be compared and ordered. Understand that when making comparisons a set can have more, the same or fewer than another set.</p> <p>Compare size, mass, quantity. Learn that objects can be compared and ordered according to their size.</p> <p>Use language such as big and little, small and large to describe a range of objects.</p>	<p>Count up to 3 objects in different arrangements by touch counting each object as they count and recognise that the final number they say names the quantity of the set. Use own mark making to represent 1, 2 and 3 eg, to record their score in a game.</p> <p>Comparing 123: Begin to understand that as we count, each number is one more than the number before. Use a range of representations to support this understanding and encourage children to represent the one more and one less patterns as they count. Make comparisons in different contexts as they play.</p> <p>Composition of 123: Learn that all numbers are made up of smaller numbers. Explore and notice the different compositions of 2 and 3. Eg. 3 can be composed of 1 and 1 and 1, or 2 and 1 etc.</p> <p>Circles and triangles: Learn that circles have</p>	<p>the understanding that 0 is 1 less than 1.</p> <p>Comparing numbers to 5: Understand that when comparing numbers one quantity can be more than, the same as or fewer than another quantity. Compare quantities using a variety of objects and representations.</p> <p>Composition of 4 or 5: Develop the understanding that all numbers are made up of smaller numbers. Explore and notice the different compositions of 4 and 5. Subitise, and notice how numbers can be composed of 2 parts and more than 2 parts.</p> <p>Comparing mass: Make direct comparisons holding items to estimate which feels the heaviest then use the balance scales to check. Use language of heavy, heavier than, lightest, lighter than, lightest to compare items starting with items which have an obvious difference in weight.</p>	<p>conceptually subitise these larger numbers and explore their composition. Notice that a ten frame is full when there is 10. Use ten frames, fingers and bead strings to subitise groups of 9 and 10.</p> <p>Comparing numbers to 10: Make comparisons by lining items up with 1:1 correspondence to compare them directly or by counting each set carefully and comparing their position in the counting order. Know where each number sits in relation to others. Understand that a set can have more items, fewer items or the same number as another set. Compare 2 quantities then 3.</p> <p>Bonds to 10: Explore number bonds to 10 using real objects in different contexts. Use 10 frames or egg boxes with 10 holes to partially fill with objects – how many more to make a full ten?</p> <p>3D shape: Explore and manipulate 3D shapes through their block play and modelling. Prompt them to consider which</p>	<p>recognise that numbers 1-9 repeat after every full 10. So they have one full ten and one etc. Counting patterns beyond 10: Count in and back beyond 10. Notice the repeating 1-9 patterns. Provide representations which clearly show the 10s and the part of 10 eg. 14 is one full ten and four. Count on and back from different starting points. Say what comes before and after a given number and to place sequences of numbers in order.</p> <p>Challenge children to find larger numbers on number tracks and 100 squares.</p> <p>Spatial reasoning: Children to complete jigsaws and shape puzzles. Select and rotate shapes to fill a given space. Explain why a different shape wouldn't fit. Match arrangements of shapes using positional language to describe where the shapes are in relation to each other.</p>	<p>symmetry through mirror and barrio games. Children to say the doubles as they see them eg, double 2 is 4. Show examples of doubles and not doubles for children to sort and explain why.</p> <p>Sharing and grouping: Encourage children to share during snack and group activities. Check that items are shared equally and that everyone has the same.</p> <p>Opportunities to recognise and make equal groups. Come up with own suggestions for items left over.</p> <p>Even and odd: Understand that some quantities share equally into 2 and some won't. Notice that some quantities can be grouped into pairs and some will have one left over.</p> <p>Spatial reasoning: Understand that places and models can be replicated and need to experience looking at these from different positions. Opportunities for children to create simple constructions,</p>
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More specific language such as tall, long, short can also be introduced. Simple Patterns: Copy, continue and create their own patterns. (Provide patterns with at least three full units of repeat.)	one curved side and triangles have 3 straight sides. Begin to recognise these shapes on everyday items. Spatial awareness: Hear and begin to use positional language to describe how items are positioned in relation to others. 4: Count on and back to different sized containers. 4. Count or subitise sets of upto 4 objects to find how many and make their own collection of objects. Match the number names to numerals and quantities and say which sets have more and fewer items. 5: Subitise up to 5 items and count forwards and backwards, accurately using the counting principles. Represent up to 5 objects on a five frame and understand that if a frame is full then there are five. Link to birthdays and number rhymes. One more, one less: Use a five frame to represent numbers and to predict how many there will be if they	Comparing capacity: Understand full and empty, show half full and nearly full and nearly empty. Explore capacity using different materials such as water, rice, sand and beads. Use the language of tall, thin, narrow, wide and shallow to describe different sized containers. 6, 7, 8: Apply the counting principles when counting to 7, 7 and 8. Represent 6, 7 and 8 in different ways and count out the required number of objects from a larger group. Making pairs: Find and make pairs. Understand that a pair is 2. Arrange small quantities into pairs eg. Snap, pairs. Combining 2 groups: Combine 2 groups to find out how many altogether. Subitise when possible but count in ones to find out how many altogether. Length and height Use language to describe length and height eg. The tree is tall, the pencil is short. Use specific vocabulary related to	shapes stack and which shapes go; and why that is. Build using a variety of shapes and construct own 3D shapes in different ways. Introduce shape names, explore similarities and differences and sort according to what they notice. Pattern: Build on earlier AB pattern work by introducing more complex patterns. Explore patterns which use an item more than once eg. ABB, AAB, AAB, AABBB. Model patterns with at least 3 full units of repeats. Encourage children to say the pattern aloud and to create patterns around the edge of shapes and not just in straight lines.	Select shapes to complete picture boards or tangram outlines. Adding more: Use real objects to see the quantity of a group can be changed by adding more. The first, then, now structure can be used to create mathematical stories in meaningful contexts. At first children can recount all items to see how many altogether. Move on to counting on. Represent number stories using 10 frames, number tracks and fingers. Taking away: Use real objects to see that a quantity of a group can be changed by taking items away. The first, then, now structure can again be used to create mathematical stories. Count all the items to start then take away the amount practically and then subitise or recount to see how many are left. Represent number stories using 10 frames,	models, real places and places in stories. Use positional language to support understanding. Visualise simple models by playing barrier games and providing verbal instructions for them to follow as they build. Deepening understanding: Time and opportunities to engage in problem solving and develop their critical thinking skills. Discuss different possible starting points. Carry out plans and make adaptations as they go along. Review and discuss their strategies. Which were successful, which didn't work and why? Patterns and relationships: Explore and investigate relationships between numbers and shapes. Resources based around a standard unit such as Cuisenaire rods, pattern blocks and the unit construction blocks are good for exploring these relationships. Copy continue and create a widening range of
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	<p>add one more or take one away. See the link between counting forwards and the one more pattern.</p> <p>Shapes with 4 sides: Learn that squares and rectangles have 4 straight sides and 4 corners. Begin to recognise these shapes on everyday items.</p> <p>Night & day: Talk about light and day and order key events in daily routines. Describe when events happen eg. Night, morning, afternoon, before, after, today, tomorrow. Measure time in simple ways eg. Counting number of sleeps.</p>	<p>length (longer, shorter) and breadth (wider, narrower.)</p> <p>Time: Order & sequence important times in their day & use language such as now, before, later, soon, after, then & next to describe when events happen. Begin to recognise that regular events happen on the same day each week & use the vocabulary "yesterday" "today" "tomorrow." Describe significant events in their lives & talk about events they're looking forward to.</p>	<p>number tracks and their fingers.</p> <p>Spatial reasoning: Understand that shapes can be combined and separated to make new shapes. Provide opportunities for the children to fit shapes together and break shapes apart and notice the shapes they have created. Investigate how many different ways a given shape can be built using smaller shapes. Explore shapes that can be made by combining a set of given shapes in different ways.</p>	<p>repeating patterns and symmetrical constructions.</p> <p>Spatial reasoning: Understand that we can make maps and plans to represent places and use these to see where things are in relation to other things. Use a range of maps and plans. Where would we put the carpet area in our map of the classroom. Create own maps to represent models they build, familiar places and places in stories.</p>	
Understanding the World	<p>To be able to talk about members of their immediate family and community – generations, family young and old.</p> <p>To be able to talk about themselves in the past when they were younger and make sense of their family history. To be able to compare characters from stories, including people from the past.</p>	<p>To be able to recognise some similarities and differences between our country and other countries in terms of food, climate and growing conditions.</p> <p>To learn about different cultures in other places in the world in terms of food and celebrations.</p> <p>To be able to make observations and draw</p>	<p>To know what a plant needs to grow.</p> <p>To be able to explain some concepts of growth through observation of seeds growing in class.</p> <p>To know about some lifecycles with a focus on butterflies, ducks and frogs. Signs of spring.</p> <p>To know how to care for the natural environment and living things.</p>	<p>Recognise some environments that are different to the one in which they live To be able to recognise some similarities and differences between town and countryside.</p> <p>To be able to Comment on images of familiar situations in the past.</p> <p>To be able to compare characters from stories, including figures from</p>	<p>To show care and concern for living things in the environment.</p> <p>To explore contrasting environments eg, hot / cold, arctic / forest...Habitats of bears eg. Polar bears, brown bears etc.</p> <p>Build an understanding of how human activity can have a negative impact on the environment and</p>

<p>To know, name and describe people who are familiar to them.</p> <p>To be able to talk about the lives of people around them and their roles in society both in the present and past. To comment on images of similar situations in the past.</p> <p>To be able to explore the natural world around them, making observations and drawing pictures and observing important changes and Seasons.</p> <p>To be able to describe what they see, hear, and feel. Explore the 5 senses.</p> <p>To know how are bodies change.</p> <p>To explore technology in the classroom eg. Computers, music player, ipad etc.</p> <p>RE: To participate in Harvest Festival and know why Christians give thanks</p>	<p>them, including seasons and changing states of matter through observations and investigations. To be able to compare characters from stories, including people from the past. To be aware of other countries in the world by exploring their toys and games eg. Russian dolls, Guatemalan worry dolls.</p> <p>Know and understand that some places are special to members of their community.</p> <p>To know some historical facts and stories from different religions and celebrations. To learn about different cultures in other places in the world.</p> <p>To be able to recognise that people have different beliefs and celebrate special times in different ways.</p> <p>RE: To know about different celebrations that occur in Autumn (Diwali, Remembrance Day, Christmas,</p>	<p>pictures of fruits, vegetables and plants.</p> <p>To Understand the important processes and changes in the natural world around them, including changing states of matter involved with growth, decay, cooking, heating and cooling.</p> <p>To know about healthy foods that grow naturally.</p> <p>To describe & explore changes over time – growth and decay using time related vocabulary.</p> <p>Explore technology in the home eg. Electric scales, mixers and timers.</p> <p>RE: To know how some cultures celebrate eg. Holi Hindu festival: colourful cake decorating. Ramadan – Islam festival which involves fasting. Shrove Tuesday – Christian festival, pancakes.</p>	<p>To Understand the important processes and changes in the natural world around them, including seasons and changing states of matter.</p> <p>Describe what they hear, feel and see whilst outside.</p> <p>To be able to make observations and draw pictures of animals and plants.</p> <p>To know about healthy foods that grow naturally.</p> <p>To consider and monitor changes over time. Growth, decay etc.</p> <p>RE: To consider why some stories are special What special messages can we learn from stories? Christianity – Easter, Mothering Sunday.</p>	<p>the past. Emily Earheart.</p> <p>To be able to Explore the natural world around them.</p> <p>To be able to draw information from a simple map for their local area.</p> <p>To be able to describe what they see, hear, and feel whilst outside.</p> <p>To begin to understand the negative impact that humans can have the environment.</p> <p>To know what they can do to make positive changes towards suitability.</p> <p>RE: What is special about our world? What buildings and places are special to different people? Jerusalem. Hindu – Mandir, India. Islam – Mosque, journey to Mecca.</p>	<p>what they can do to look after the natural world. Recognise some environments that are different to the one in which they live.</p> <p>Compare old and new teddy bears, explore differences.</p> <p>RE: What is special about our world? What buildings and places are special to different people? Christianity – church. Visit church – leavers service.</p>
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		To consider why some things are special. To consider how and why we celebrate. To know who Jesus was. To know the Christmas story of Jesus' birth.				
Expressive Arts and Design	<p>To draw a self portrait. Draw and paint pictures of their families.</p> <p>To be able to develop storylines in their pretend play.</p> <p>Explore the workshop- To know that different media can be combined to create new effects.</p> <p>To be able to Manipulate materials to achieve a planned effect.</p> <p>To be able to play with others during role play who are engaged in the same theme.</p> <p>To create simple representations of events, people and objects.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>To learn about and create arts and crafts from different cultures e.g Rangoli patterns, Divas, Christmas cards, Hanukkah cards.</p> <p>To be able to invent narratives in role play and when playing in the playground.</p> <p>To be able to play with others during role play who are engaged in the same theme. To be able to sing and perform songs and rhymes from different celebrations. (Opportunities for solo as well as group.)</p> <p>To make props and retell historical stories for different celebrations.</p> <p>To perform songs in the celebrations, show.</p> <p>To be able to select tools and techniques needed to shape,</p>	<p>To know colours can be mixed to make a new colour, match to fruit & veg colours.</p> <p>To create narratives with different cultural dress up items, clothing, dolls and small world.</p> <p>To be able to return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>To know that different materials can be used to create Art eg. Printing with fruit and vegetables or using food to create collages.</p> <p>To be able to explore famous art eg. Giuseppe Achimboldo.</p>	<p>To be able to create collaboratively sharing ideas, resources, and skills.</p> <p>To be able to use props and role play to tell stories and act out narratives in play.</p> <p>To know different uses and purposes for a range of media materials.</p> <p>To be able to use paints and pastels and other resources to create observational drawings of plants and nature. To introduce a storyline or narrative into their play.</p> <p>To select own resources to produce a mothers day card and Easter card.</p> <p>Experiment with symmetry printing.</p> <p>To be able to explore famous art eg. Vincent Vangogh..</p>	<p>To be able to safely use and explore a variety of materials, tools and techniques.</p> <p>To be able to experiment with colour, design, texture, form and function.</p> <p>To be able to use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>To be able to construct with a purpose.</p> <p>To experiment with types of lines – taking pencil on a journey.</p> <p>Forest school and environmental art</p>	<p>To know and select tools and techniques needs to shape, assemble and join materials.</p> <p>To be able to represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p> <p>To engage with topic related role play.</p> <p>To perform a narrative with their class in the class assembly.</p> <p>Create art work for class assembly.</p>

		assemble and join materials they are using & explain the processes they have used eg. Creating a robot using reclaimed materials.				
	Music: Charanga: Me: Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place Topic: Songs about the body. Harvest Festival songs.	Music: Charanga: My stories: Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place Topic: Songs about toys. Christmas songs and Nativity Songs.	Music: Charanga: Everyone: Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place Topic: Songs about food.	Music: Charanga: Our world: Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place. Topic: songs about growing & Easter service.	Music: Charanga: Big bear funk. Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share & perform the learning.	Music: Charanga: Reflect, rewind & replay. Listen and Appraise Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Sing and revisit nursery rhymes and action songs Play instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place Topic: Songs about bears and songs for class assembly performance.
Characteristics of Effective Learning	Playing and exploring: Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active Learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and Thinking Critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
Fundamental British Values	Individual Liberty We make our own choices about where we work and play and the things we use. We listen to the views of everybody and try to understand them.					

	<p>We learn to give our views in a fair way.</p> <p>We are actively encouraged to make choices, knowing we are in a safe and supportive environment.</p> <p>The rule of law</p> <p>We decide our class rules. We follow them to keep us safe and happy.</p> <p>We learn about appropriate behaviour and learn right from wrong.</p> <p>The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. We are taught the value and reasons behind rules, that they govern and protect us, the responsibilities that this involves and the consequences when they are broken.</p> <p>Democracy</p> <p>We are all involved in decision making.</p> <p>We have a say in our learning environment.</p> <p>We have a say in where we go and what we do.</p> <p>We give our parents/carers the opportunity to be involved in our education.</p> <p>We decide the rules in our classroom.</p> <p>Mutual Respect & Tolerance</p> <p>We learn about Britain and it's cultures, celebrating and marking British occasions and festivals such as; Christmas, Shrove Tuesday, Easter, Mother's Day, Father's Day, Bonfire night, Remembrance Day, Harvest Festival etc.</p> <p>We learn about our heritage and history.</p> <p>We learn about the world around us.</p> <p>We celebrate special multi-cultural events from our local community and the wider world.</p> <p>We use books and the internet to find out about people from different cultures and with different beliefs.</p> <p>We share and take turns.</p> <p>We do not shout out. We listen to each other and wait before speaking, we learn how to have a conversation</p> <p>We respect and are kind to one another.</p> <p>We respect the adults around us.</p> <p>We learn that our behaviour has an effect on their own rights and those of others. We respect each other.</p> <p>Rivington is not greatly culturally diverse so we learn about diversity through stories, lessons and assemblies</p>					
Celebrations	Harvest festival	Christingle. Christmas Play.	Easter service. Chinese New Year.	Easter. World book day.	Mother's Day	Leavers celebrations
Visits, Visitors & Themed Weeks	Theatre visitors.	Theatre trip – Christmas Pantomime. Walk to local post box.	Forest School. Visit to Rivington Barn (café.)	Martin Mere. Author visit. Egg rolling.	Forest School. Woodland walk – Gruffalo hunt. Sports day – field visit.	Teddy Bear's Picnic
Seven Wonders School Values	Perseverance	Kindness/Respect	Responsibility	Honesty	Courage	Forgiveness

Reception Curriculum Overview Year A

Autumn		Spring		Summer		
	1	2	3	4	5	6
Topic	All about me	Toys	Food	Change and growth	Journeys	Bears
Possible Focus texts Poetry and Non-fiction texts to be added.	Ourselves The five senses How do you feel? Hands are not for hitting Big book of families	Pinocchio??? Harry and the robots Harry and the dinosaurs Ten in the bed A-Z of toys Grandmas toy box How does it work?	Handa's Surprise The Gingerbread Man Two of everything Eating the alphabet The little Red hen The doorbell rang The little mouse & the red ripe strawberry Round the world cook book	Jack and the beanstalk Sam's Sunflower The very hungry caterpillar Life cycle of a butterfly Frog on a log The ugly ducking The snail and the whale	Room on the broom The journey Stickman The Gruffalo Where the wild things are Whatever next Walking through the jungle	Goldilocks and the bears The bear hunt Looking at Teddy Bears Polar bear polar bear Brown bear brown bear Where's my teddy?
	English	Baseline Assessment. Phase 1 Phonics recap oral blending & segmenting. Handwriting focus: tripod pencil grip, pencil control – patterns and lines. Stories, poems and non fiction texts about homes. Roleplay and retelling stories.	Phase 2 Phonics. Blending / segmenting. Introduce phase 2 letters. & sounds. Reading & writing phase vc & cvc words. Introduce reading and spelling of common exception words. Introduce ORT phonic reading books (fiction & non fiction.) Sounds books to match sounds taught in phonics. Handwriting phase 2 letters. Stories, poems and non fiction texts about toys. Roleplay and retelling stories – Ten in the bed.	Phase 3 Phonics. Reading & writing digraphs & trigraphs. Writing and reading sentences. Reading and spelling of common exception words. ORT phonic reading books (fiction & non fiction.) Sounds books to match graphemes taught in phonics. Handwriting phase 3 letters. Stories, poems and nursery rhymes. Roleplay and retelling stories – The gingerbread man.	Phase 3 Phonics. Reading & writing digraphs & trigraphs. Writing, reading sentences. Reading and spelling of common exception words. Fiction & NF books. Handwriting: penpals scheme: Teach formation in letter families: Curly caterpillars, one armed robots, zig zag monsters, long ladder letters. Stories, poems and non fiction texts about jobs and occupations. Roleplay and retelling stories – Eg. Jack and the beanstalk.	Phase 4 Phonics. Reading & writing ccvc & cvcc words. Writing and reading sentences. Reading and spelling of common exception words. Fiction & NF books. Handwriting: Focus on size of letters, introduce sitting the writing on lines with pencils & paper. Stories, poems and non fiction texts about animals Roleplay and retelling stories – Eg. Room on the broom.
Maths	White rose Maths: <u>Getting to know you</u> (baseline assessment.) Just like me – Number: matching, sorting and comparing amounts. Measure, shape & spatial thinking: Comparing size, language.	White rose Maths: <u>It's me 123 – Number: Representing, comparing and composition of 1, 2 & 3.</u> Measure, shape & spatial thinking: Circles and triangles, positional language.	White rose Maths: <u>Alive in 5 – Number: Introducing zero.</u> Comparing numbers to 5. Composition of 4 & 5. Measure, shape & spatial thinking: Compare mass, compare capacity.	White rose Maths: <u>Building 9 & 10 – Number: 9 & 10.</u> Comparing numbers to 10. Bonds to 10. Measure, shape & spatial thinking: 3D shapes, pattern.	White rose Maths: <u>To 20 and beyond – Number: Building numbers beyond 10, counting patterns beyond 10.</u> Measure, shape & spatial thinking: Spatial reasoning, match, rotate,	White rose Maths: <u>Find my pattern – Number: Doubling, sharing & grouping.</u> Even and odd. Measure, shape & spatial thinking: Spatial reasoning. Visualise and

	mass, capacity. Exploring pattern.	<u>Light and dark</u> – Number: Representing numbers to 5. 1 more and less. Measure, shape & spatial thinking: Shapes with 4 sides, time.	<u>Growing 6 7 8</u> – Number: 6, 7 & 8. Making pairs, combining 2 groups. Measure, shape & spatial thinking: Length, height & time.	<u>Consolidation</u> – Time to consolidate learning so far.	manipulate. <u>First, then and now</u> – Number: Adding more, taking away. Measure, shape & spatial thinking: Spatial reasoning, compose and decompose.	build. <u>On the move</u> – Number: Deepening understanding. Patterns and relationships. Measure, shape & spatial thinking: Spatial reasoning, mapping. End of year assessments.
Science	Baseline Assessment. All about me: Growth, change, our bodies. The 5 senses.	How do toys work? Forces - Push, pull. Electronic toys - switches, batteries etc.	Baking – what changes take place? Changing states of matter: rice, bread, jelly, etc. uncooked and cooked. Exploring the insides of fruits & vegetables.	Change and growth – planting seed & growing plants. Life cycles. Signs of Spring – changes in the environment.	Floating and sinking investigation. Make boats and test on water. Changing states, what happens when different materials get wet?	Where do different types of bears live? How are they suited to their habitats? End of year assessments
Geography	Baseline Assessment: Immediate environment: my school. My route to school: landmarks & features etc. Local maps.	Toys and games from around the world eg. Russian dolls, Guatemalan worry dolls. Forest School.	Where in the world does our food come from? Weather in different countries, climate differences. World maps.	Seasonal changes in the environment. What do seasons look like in other countries? Forest School.	Features of our local environment and contrasting environments. Forest School.	Contrasting environments. Hot / cold. End of year assessments
History	Baseline assessments. Past & present events in own lives & that of family members. Family generations, young / old.	Old and new toys and games. Christmas story – 2000 years ago, what was it like?	Decay & changes over time.	Growth & changes over time. Vincent Vanogh – Sunflowers.	Journeys and transport in the past. The first aeroplane – The wright brothers.	Old and new bears. End of year assessments
Computing	Baseline Assessment. Technology in our classroom and around the home. Keyboard – typing name.	Exploring Beebots & remote control toys.	Technology in the home. Electric scales, mixers, timers etc.	'2 paint a picture' painting tool – Sunflowers,	Using an ipad to take photos of journeys / features.	Checking the weather app – hot and cold countries. What do the symbols and numbers mean? End of year assessments
RE	Baseline Assessment * Christianity – Harvest Festival (Church visit.)	Why are some things special? How and why do we celebrate? * Christmas (Church visit.) * Diwali (Hindu)	Celebrations – food. * Hindu: Holi festival – colourful cake decorating * Islam: Ramadan Fasting. * Christianity: Shrove Tuesday	Why are some stories special? What special messages can we learn from stories? Christianity: Easter, Mothering Sunday (Church visit.)	What is special about our world? What buildings and places are special to different people? Christianity: Church / Jerusalem. Hindu: Mandir, India. Islam: Mosque / Journey to Mecca.	End of year assessments

Art & Design	Baseline Assessment. Self-portraits.	Designing & modelling with reclaimed materials eg. robots. Christmas cards & calendars.	Colour mixing – match to fruits. Observational drawings of fruits and vegetables.	Easter cards. Mother's day cards, Symmetrical printing. Collage flowers, Forest art – Forest school	Experimenting with different types of lines. Forest sculptures & creations – stickman – Forest School.	End of year assessments Art work for class assembly.
Music	Baseline Assessment. Exploring instruments.	Singing – Learning and performing Christmas songs for the Nativity play.	Making musical instruments. Listening to Chinese music.	Musical Instruments & singing.	Moving to music. Dance and gesture – the wild rumpus.	End of year assessments Singing – learning and performing songs for the class assembly.
PSHCE	Baseline Assessment. Me and My Relationships > All about me What makes me special Growing & Changing > Life Stages. Life Stages: Human life stage - who will I be? Where do babies come from? Growing & Changing > Changing bodies Getting bigger Me and my body - girls and boys.	Me and My Relationships > My Feelings My feelings (2) Things that are important to us – Special toys.	Being healthy. Being my Best > Healthy eating (1&2.) Rights & Responsibilities > Looking after Money: recognising, spending, using. Saving money and keeping it safe. Celebrating our differences.	Growing & Changing > Changes. Seasons. Life stages - plants, animals, humans Mother's day – Our families, people who help us.	Rights & Responsibilities > Caring for my Environment Being helpful at home and caring for our classroom Caring for our world.	End of year assessments Being my Best > Exercise and Sleep Move your body. A good night's sleep.
PE	Baseline Assessment. Chorley Sports Partnership: Fundamental skills.	Chorley Sports Partnership: Fundamental skills.	Chorley Sports Partnership: Fundamental skills.	Chorley Sports Partnership: Fundamental skills.	Chorley Sports Partnership: Fundamental skills.	End of year assessments Chorley Sports Partnership: Fundamental skills.

Reception Curriculum Overview Year B

Autumn					
	1	2	3	4	5
Topic	Houses and Homes	Colour my world	Once upon a time...	People who help us	I love animals
Texts Poetry and Non – fiction texts to be added.	The three little pigs The old lady who lived in a shoe The house that Jack built A dark, dark tale	Elmer The rainbow fish Mouse paint The mixed up chameleon Planting a rainbow Rama and Sita The Nativity story	Little Red Riding Hood Hansel and Gretel Cinderella Nursery Rhymes The great Race The elves & the shoemaker The runaway pancake	Fireman Sam Postman Pat Jobs people do Burglar Bill Mum poetry Non fiction books about jobs	Rumble in the jungle Dear zoo The animal hop Owl babies I love animals Non fiction books about animals
English	Baseline Assessment. Phase 1 Phonics recap oral blending & segmenting. Handwriting focus: tripod pencil grip, pencil control – patterns and lines. Stories, poems and non fiction texts about homes. Roleplay and retelling stories – 3 little pigs.	Phase 2 Phonics. Blending / segmenting. Introduce phase 2 letters. & sounds. Reading & writing phase vc & cvc words. Introduce ORT phonic reading books (fiction & non fiction.) Sounds books to match sounds taught in phonics. Handwriting phase 2 letters. Stories, poems and non fiction texts about colour. Roleplay and retelling stories – Rainbow fish.	Phase 3 Phonics. Reading & writing digraphs & trigraphs. Writing and reading sentences. ORT phonic reading books (fiction & non fiction.) Sounds books to match graphemes taught in phonics. Handwriting phase 3 letters. Stories, poems and nursery rhymes. Roleplay and retelling fairytales.	Phase 3 Phonics. Reading & writing digraphs & trigraphs. Writing, reading sentences. Fiction & NF books. Handwriting: penpals scheme: Teach formation in letter families: Curly caterpillars, one armed robots, zig zag monsters, long ladder letters. Stories, poems and non fiction texts about jobs and occupations. Roleplay & retelling stories – Eg. Postman pat.	Phase 4 Phonics. Reading & writing cvcc & cvcc words. Writing and reading sentences. Fiction & NF books. Handwriting: Focus on size of letters, introduce sitting the writing on lines with pencils & paper. Stories, poems and non fiction texts about animals Roleplay and retelling stories – Eg. Dear Zoo.
Maths	White rose Maths: <u>Getting to know you</u> (baseline assessment.) Just like me – Number: matching, sorting and comparing amounts. Measure, shape & spatial thinking: Comparing size, mass, capacity. Exploring pattern.	White rose Maths: <u>It's me 123</u> – Number: Representing, comparing and composition of 1, 2 & 3. Measure, shape & spatial thinking: Circles and triangles, positional language. <u>Light and dark</u> – Number: Representing numbers to 5. 1 more and less. Measure, shape & spatial thinking: Shapes with 4 sides, time.	White rose Maths: <u>Alive in 5</u> – Number: Introducing zero. Comparing numbers to 5. Composition of 4 & 5. Measure, shape & spatial thinking: Compare mass, compare capacity. <u>Growing 6 7 8</u> – Number: 6, 7 & 8. Making pairs, combining 2 groups. Measure, shape & spatial thinking: Length, height & time.	White rose Maths: <u>Building 9 & 10</u> – Number: 9 & 10. Comparing numbers to 10. Bonds to 10. Measure, shape & spatial thinking: 3D shapes, pattern. <u>Consolidation</u> – Time to consolidate learning so far.	White rose Maths: <u>To 20 and beyond</u> – Number: Building numbers beyond 10, counting patterns beyond 10. Measure, shape & spatial thinking: Spatial reasoning, match, rotate, manipulate. <u>First, then and now</u> – Number: Adding more, taking away. Measure, shape & spatial thinking: Spatial reasoning, compose and decompose.
Summer					
	6				
Topic	My amazing World				
	Non fiction books about the weather Non fiction books about the desert / jungle / Arctic Weather / outdoor poems Lost and found Polar bear polar bear				
English	End of year assessments Phase 3 & 4 Phonics recap & consolidation. Reading & writing sentences, phrases and captions. Handwriting: Focus on writing on lines with pencils & paper. Stories, poems and non fiction texts about animals Roleplay and retelling stories. Perform songs, poems, rhymes for class assembly.				
Maths	White rose Maths: <u>Find my pattern</u> – Number: Doubling, sharing & grouping. Even & odd. Measure, shape & spatial thinking: Spatial reasoning. Visualise & build. <u>On the move</u> – Number: Deepening understanding. Patterns and relationships. Measure, shape & spatial thinking: Spatial reasoning, mapping.				

						End of year assessments.
Science	Baseline Assessment. Houses and Homes, building materials, The three little pigs. Water proofing, changes in states of matter – wet, dry.	Explore seasonal change: Observe colour change in the environment. Record observations by drawing.	Baking (Little red riding hood's basket.) – what changes take place? Changing states of matter, bread, flour, jelly etc.	I am unique – Exploring my finger prints. link to police. The human body – link to doctors and nurses.	Camouflage, animal patterns. Life cycles. Visit to a zoo, observations of animals.	End of year assessments Hot and cold. Heat & ice changing states of matter.
Geography	Baseline Assessment. Immediate environment: My house, homes in our locality and around the world. Local maps.	Colours in the environment. Seasonal colours and colour changes – Autumn. Forest School.	Making maps and trails. The forest environment. Features of the environment, geographical vocabulary eg. reservoir, forest, hills, stream etc. Directional vocabulary.	Looking after the environment. Seasonal changes in the environment – Spring. Forest School.	Animal habitats and differences in environments. Forest School.	Weather - Hot and cold environments. End of year assessments
History	Past & present homes. How have homes changed? History of our school.	Old and new toys. Christmas story – 2000 years ago, what was it like?	Old stories. Stories from the past. Hans Christian Andersen.	How have jobs changed? Florence Nightingale.	How animals grow, develop and change. Time associated vocabulary.	How has the world changed? How has our local environment changed? Rivington? End of year assessments
Computing	Baseline Assessment. Technology in our classroom and around the home.	'2 paint a picture' painting tool. Painting flower pictures.	Beebots & remote control toys. (Guide little red riding hood (beebot) through the forest.)	Technology in the work place. What technology is used by different occupations. Typing using the keyboard. Signs and labels.	Using an ipad to take photos of animals (Zoo trip.)	Checking the weather app. What do the symbols and numbers mean? End of year assessments
RE	Baseline Assessment *Christianity – Harvest Festival (Church visit.)	Why are some things special? How and why do we celebrate? *Christmas (Church visit.) *Diwali festival of lights and Holi festival of colour (Hindu.)	Why are some stories special? What special messages can we learn from stories? Introduce stories from the Bible and Quran. Shrove Tuesday.	Christianity: Easter, Mothering Sunday (Church visit.) Islam: Ramadan, Eid.	Christianity story - Noah's Ark.	End of year assessments What is special about our world? What buildings and places are special to different people? Christianity: Church / Jerusalem. Hindu: Mandir, India. Islam: Mosque / Journey to Mecca.
Art & Design	Baseline Assessment. Drawing / painting - My house.	Designing & modelling with reclaimed materials. Christmas cards & calendars. Colour mixing – seasonal	Sewing, weaving. Designing and building bridges.	Easter cards. Mother's day cards, Collages. Forest art – Forest school	Recreating animal patterns. Exploration of pattern and colour.	End of year assessments Art work for class assembly.

		colours, record observations of the environment.				
Music	Baseline Assessment. Exploring instruments.	Singing – Learning and performing Christmas songs for the Nativity play.	Listening to Chinese music.	Musical instruments & singing.	Moving to music: Dance and gesture – the animal bop, walking through the jungle, the animal boogie woogie.	End of year assessments Singing – learning and performing songs & dance movements for the class assembly.
PSHCE	Baseline Assessment. Valuing Difference > Different Families and Homes My house, where I live, who lives with me.	Valuing Difference > Same and Different I'm special, you're special Same and different Valuing Difference > Kindness and Caring Kind and caring (1&2) The importance of sharing (Rainbow fish.) Celebrating our uniqueness (Elmer.)	Being my Best > Bouncing Back (growth mindset) Bouncing back when things go wrong Yes, I can! Feelings about being on our own / lost. Danger out and about.	Me and My Relationships > My Special People Me and my special people Who can help me? Keeping Myself Safe > People who Help Keep me Safe Keeping safe online People who help to keep me safe Mother's day – Our families, people who help us. How do people help us? How can we help others?	Keeping Myself Safe > Keeping my Body Safe What's safe to go onto my body Keeping Myself Safe - What's safe to go into my body (including medicines) Safe indoors and outdoors Keeping Myself Safe > Listening to my Feelings Listening to my feelings (1) How can we look after animals? Feelings about being around animals.	Rights & Responsibilities > Looking after Myself and my Friends Looking after my special people Looking after my friends Transition to new class – feelings about this. End of year assessments
PE	Baseline Assessment. Chorley Sports Partnership: Fundamental skills.	Chorley Sports Partnership: Fundamental skills.	Chorley Sports Partnership: Fundamental skills.	Chorley Sports Partnership: Fundamental skills.	Chorley Sports Partnership: Fundamental skills.	End of year assessments Chorley Sports Partnership: Fundamental skills.

