Reception Curriculum	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Topic	***Marvellous Me***	***Seasons and Celebrations***	***Books and Beyond***	***As We Grow***	***Terrific Traditional Tales***	***Sunny at the Seaside***
Communication and Language	-Introduce ourselves to our friends and learn and use our friends' names. -Learn and use the names of my teacher and teaching assistant. -Gain confidence communicating my needs and expressing my preferences. -Listen and respond to questions, stories and discussions. -Join in with repeated phrases in stories and join in with familiar songs and rhymes. -Begin to learn and say our Class Poem. **RBA** **Wellcomm Screening – all Reception children**	-Continue to make friends with other children in the Wrens and across Reception. -Gain confidence communicating my needs and expressing my preferences. -Listen and respond in greater detail to questions, stories and discussions. -Join in with repeated phrases in stories and join in with familiar songs and rhymes. -Begin to learn words for our Christmas Nativity performance. -Talk about what changes we may see during season changes. -Share and talk about the different festivals that we celebrate explaining how we celebrate. **Early Talk Boost, EAL, and Wellcomm interventions begin.**	-Build strong friendships with my peers and communicate to resolve minor problems and differences. -Answer detailed questions during carpet times and ask relevant questions to find out information I need to know. -Be confident to speak to new adults within my classroom. -Discuss different locations and make comparisons to our local area. -Explore and talk about colour mixing. -Talk about people who help us and occupations. -Ask appropriate questions when meeting visitors in the classroom and visitors within school (PC Manns). **Early Talk Boost, EAL, and Wellcomm interventions**	-Continue to develop friendships with my peers and communicate with each other to resolve minor problems or differences of opinion. -Answer detailed questions during carpet times and ask relevant questions to find out information I need to know to extend my knowledge of growth, nature and changes over time. -Be confident to communicate with new teachers and teaching assistants in preparation for the transition to Year One -Learn and use new vocabulary related to growth in discussions and in play. **Early Talk Boost, EAL, and Wellcomm interventions begin.**	-Learn about story structures and listen and respond to a range of traditional tales. -Use descriptive language to describe story characters. -With encouragement resolve disagreements and think of a resolution to problems. -Answer detailed questions during carpet time and ask relevant questions to find out information I need to know. **Early Talk Boost, EAL, and Wellcomm interventions begin.**	-Discuss transition into a new class. - Use new vocabulary with increasing accuracy to discuss the seaside in the past and the present. - Discuss key upcoming events such as Sports Day. -Participate in Reception's End of Year Assembly. - Communicate with each other to resolve minor problems or differences of opinion. -Answer detailed questions during carpet times and ask relevant questions to find out information. **Early Talk Boost, EAL, and Wellcomm interventions begin.**

Literacy	**Handwriting Focus –** Prewriting patterns left to right movements and vertical strokes. **Literacy & Phonics -** -Name recognition -Name writing -Fine motor tracing -Story ordering – The Rainbow Fish -Answering questions about a story and story characters. -Phase 2 letter formation (ELS) -Phase 2 grapheme phoneme correspondence -Hard to read and spell word recall (ELS) **Independent Writing –** -Letter formation -Name writing	**Handwriting Focus –** Prewriting patterns -anticlockwise loop patterns, anticlockwise circles, Set 1 Letters – s,a,t,p Set 2 Letters – i,n,m,d Set 3 Letters – g,o,c,k Set 4 Letters – ck,e,u,r Set 5 Letters – h,b,f,ff. . **Literacy & Phonics -** -Name recognition -Name writing -Fine motor tracing -Story retelling – Stick Man -Answering questions about a story and story characters. -Create a story character (Outdoor Learning) -Labelling a story character. -Segment and spell cvc words -Write a simple descriptive sentence. -Phase 2 letter formation (ELS) -Phase 2 grapheme phoneme correspondence -Hard to read and spell word recall (ELS) **Independent Writing –**	**Handwriting Focus –** Set 5 Letters - l, ll, ss Phase 3 Letters – j,v,w,x, y,z,zz,qu Digraphs – ch, sh, th, ng, ai,ee,igh,oa,oo, Trigraphs -igh,air,ear,ure Capital Letters - (A,B,C,D). **Literacy & Phonics -** -Fine motor tracing -Retell a range of texts including non-fiction texts about the world we live in. – Emma Jane's Aeroplane. -Answering questions about a story and story characters. -Factual writing - London -Writing a list. -Segment and spell cvc and cvcc words -Write a simple sentence. -Phase 2 & 3 phrase writing (ELS) -Phase 3 letter formation (ELS) -Phase 3 grapheme phoneme correspondence -Hard to read and spell word recall (ELS) **Independent Writing –**	**Handwriting Focus -** Capital Letters – E,F,G,H,I,J,K,L,M,N,O,P Q,R,S,T **Literacy & Phonics –** -Write a caption. -Describe a story character – Jack and the Beanstalk. -Write a detailed description of the giant. -Create a wanted poster. -Retell a range of texts including non-fiction texts about the world we live in and how things grow. -Label parts of a plant. -Writing for a purpose – cards, lists and letters. -Phase 3 letter formation (ELS) -Phase 3 phrase writing (ELS) -Phase 3 grapheme phoneme correspondence. -Hard to read and spell word recall (ELS) **Independent Writing –** -Letter formation -Simple sentence writing	**Handwriting Focus -** Capital Letters – U,V,W,X,Y,Z Numbers – 1,2,3,4, 5,6,7,8,9,10,11,12 Recap **Literacy & Phonics –** -Write a recount of an event (holiday news). -Describe a story character – traditional tale characters. -Write a detailed description of a story character with increasing independence. -Retell and reenact a traditional tale using props and role play equipment. -Writing for a purpose – cards, lists and letters. -Phase 3 letter formation (ELS) -Phase 3 phrase writing (ELS) -Phase 3 grapheme phoneme correspondence. -Phase 4 application of previously covered sounds (ELS) -Hard to read and spell word recall (ELS) **Independent Writing –**	**Handwriting Focus -** Letter Reversals – b, d, a, c, s, p Recap **Literacy & Phonics –** -Write a descriptive sentence containing two adjectives. -Describe a setting – the seabed. -Write a factual description of a sea creature. -Writing for a purpose – postcard writing -Letter formation (ELS) -Phase 4 application of previously covered sounds (ELS) -Phase 5 (ELS) -Hard to read and spell word recall (ELS) **Independent Writing –** - Sentence writing

		-Letter formation -Name writing -Simple sentence writing	-Letter formation -Simple sentence writing		- Sentence writing	
Maths (WRMH)	**Getting to know you.** **Match, sort and compare.** Match objects and pictures, identify a set, sort objects to a type, explore sorting techniques and create sorting rules. **Talk about measure and patterns.** Compare size, mass and capacity, explore simple patterns, copy, continue and create simple patterns. **It's me 1,2,3.** Finding, subitising and representing 1,2 and 3, one more and one less, composition of 1,2,3.	**Circles and triangles.** Identify, name and compare circles and triangles, explore shapes in the environment, describe position. **1,2,3,4,5** Finding, subitising and representing 4 and 5, one more and one less, composition of 4 and 5, recap composition of 1-5. **Shapes with 4 sides.** Identify, name and combine shapes with 4 sides, explore 4 sided shapes in the environment, day and night.	**Alive in 5** Find, subitise and represent 0-5, one more and one less, composition and conceptual subitising. **Mass and capacity.** Compare mass, find a balance, explore and compare capacity. **Growing 6,7,8.** Find and represent 6,7 and 8, one more and one less, composition of 6,7,8, make pairs (odd and even), find a make a double (to 8), combine two groups, conceptual subitising. **Length, height and time.** Explore and compare length and height, talk about and sequence time.	**Building 9 and 10** Find, compare and represent numbers to 10, conceptual subitising to 10, one more and one less, composition to 10, bonds to 10 (in two and three parts), arrangements of 10, find and make a double to 10, explore odd and even. **Explore 3D shapes.** Recognise and name 3D shapes, find 2D shapes within 3D shapes, use 3D shapes for tasks, explore 3D shapes in the environment, identify, copy and continue more complex patterns.	**To 20 and beyond.** Build numbers beyond 10 (up to 20), continue patterns beyond 10 (up to 20), verbally count beyond 10 and identify patterns. **How many now?** Addition and subtraction. **Manipulate, compose and decompose.** Select shapes for a purpose, rotate and manipulate shapes, explain shape arrangements, copy 2D shape pictures, find 2D shapes within 3D shapes.	**Sharing and Grouping** Sharing, grouping, even and odd sharing, play with and build doubles. **Visualise, build and map.** Identify units of repeating pattern, create and explore my own pattern rules, replicate and build scenes and constructions, visualise and describe positions, give instructions to build, explore mapping, represent maps with models, create own maps with familiar places or from familiar stories. **Making connections.** Patterns and relationships.
Understanding the World/Science (Plymouth)	All About Me	Seasons Celebrations	Colour People Who Help Us	Plants and Growing	Traditional Tales	Under the Sea
Understanding the World/History	Old and New	The Nativity.	People Who Help Us – When I Grow Up	-	Traditional Tales – Stories from the past	Seaside Past and Present

Understanding the World/Geography	My home, my school and the local area.	Seasons	Emma Jane's Aeroplane – Comparing Localities	-	-	-
PSHE	-Routines/Settling in -Names of my teachers. -Names of some children in my class. -British values and our class rules. -Sharing -Making friends. -Similarities and differences. -Feelings	-My religion. -Identifying different religions and talking about ways they are celebrated. -Naming key celebrations. -Ways my family celebrate. -How my actions can affect others. -Personal hygiene, toileting and handwashing.	-Ways I can help others. -People who help us in our community. - What makes a good friend. -Chinese New Year is celebrated. -Making choices/right and wrong.	-Familiar events in my family. -Responsibility within my class. -My skills and talents. -Things I can improve.	-Describing feelings. -Caring for living things. -Healthy and unhealthy foods -The importance of exercise. -Year Group assembly. -My likes and dislikes.	-Events in my life. - My new teacher. -My new classroom. -My new clasmates. -The importance of teamwork (Sports Day) -Ways to stay safe during the holidays.
RE (SACRE)	Rosh Hannah ***Disposition:*** Creating inclusion, identity and belonging.	Diwali, Eid, Christmas, New Year Ramadan Hannukah ***Disposition:*** Being imaginative and exploratory.	Chinese New Year ***Disposition:*** Expressing Joy	Holi Eid-Al-fitr Easter ***Disposition:*** Caring for Animals and the Environment	Vaisakhi Eid Al-Adha ***Disposition:*** Being fair and just.	 ***Disposition:*** Being curious and valuing knowledge.
Physical Development **PE (GetSet4PE)** **Fine Motor**	Settling in/RBA **Fine Motor** – daily continuous provision activities	**Introduction to PE – Unit 2** Run, jump, throw, catch, roll, skip, balance **Fine Motor** – daily continuous provision activities Fine Motor Intervention sessions begin.	**Fundamentals - Unit 2** Hop, balance, change direction, travel, catch, throw. **Fine Motor** – daily continuous provision activities Fine Motor Intervention sessions.	**Gymnastics – Unit 2** Shapes, balances, jumps, rock and roll, barrel roll, straight roll, progression of a forward roll, travelling. **Fine Motor** – daily continuous provision activities Fine Motor Intervention sessions.	**Dance - Unit 1** Actions, dynamics, space, balance, jump. **Fine Motor** – daily continuous provision activities Fine Motor Intervention sessions.	**Games – Unit 2** Run, change direction, throw, catch, strike, balance, jump. **Fine Motor** – daily continuous provision activities Fine Motor Intervention sessions.

<u>Physical Development -</u> Outdoor Gross Motor	Using wheeled toys, throwing, catching, large scale building, using one handed tools and equipment (large paintbrushes), pavement writing, negotiating obstacles and balancing.					
Expressive Art & Design - Art/D&T	Drawing – Self Portraits	Printing – Christmas Cards	DT – Cooking & Nutrition – Pizza Making	Drawing – Observational plant drawing DT – Bird Feeders	DT – Sock Puppets	Painting – Seaside Art
Expressive Arts & Design - Music (GetSet4Music)	All About Me: Unit 1	Whatever The Weather: Unit 2	Journeys: Unit 2	Minibeasts: Unit 2	Circus: Unit 2	Deep Blue Sea: Unit 2
Reading	**Storytime** – daily **Reading for Pleasure -** Library books sent home weekly. **1:1 Reading with T/TA** – weekly. **ELS phonetically decodable ebooks** -assigned weekly for home reading. **Daily reading** within ELS Phonics					