

## Early Years Curriculum – Reception Year Group

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme title</b>	Knowing me, Knowing you	Lights, Camera, Action	Turrets and Tiaras	I Need a Hero	Explorers	In the Jungle
<b>Key questions</b>	Who is in your family? What languages do you speak? Are there any special occasions you celebrate? Where do you live?	What makes a good performance? How do you speak clearly in front of an audience? What happens before the final show?	Who lives in a castle? Who is the Queen? What was life like in the past?	What is an everyday hero? Who is my hero? How can I be a hero in my community?	What would you need to take to explore different areas? What type of creatures live here?	Where are jungles found? What are the layers of the jungle called? What animals can be found in the jungle?
<b>Communication &amp; Language</b>	<u>Talk4Writing:</u> Owl Babies  <u>Poetry Basket:</u> Chop Chop Five Little Pumpkins Who Has Seen the Wind?	<u>Talk4Writing:</u> Giraffes can't Dance.  <u>Poetry Basket:</u> Leaves are Falling Mice	<u>Talk4Writing:</u> I Wish I Had a Dragon (poem)  <u>Poetry Basket:</u> A Little House Spring Wind	<u>Talk4Writing:</u> Supertato  <u>Poetry Basket:</u> Furry Furry Squirrel	<u>Talk4Writing:</u> How to Catch A Star  <u>Poetry Basket:</u> Have a Little Frog A Little Shell	<u>Talk4Writing:</u> Monkey Puzzle  <u>Poetry Basket:</u> Monkey Babies Five Little Owls If I Were so Very Small

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	<p>Understand how to listen carefully and why listening is important. Engage in story times. <b>Listen to and talk about stories to build familiarity and understanding.</b> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. <b>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</b></p> <p>Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen. Develop social phrases. 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. Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>					
Personal, Social and Emotional Development	<p>Identify and moderate their own feelings socially and emotionally. Show resilience and perseverance in the face of challenge. See themselves as a valuable individual. Manage their own needs. Identifying when they do and don't need help. Express their feelings and consider the feelings of others. Build constructive and respectful relationships. Think about the perspectives of others.</p>					

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Physical Development	<p><b>Gross Motor skills:</b>            Revise and refine the fundamental movement skills they have already acquired.            Progress towards a more fluent style of moving, with developing control and grace.            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 and swimming.            Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.            Know and talk about the different factors that support their overall health and wellbeing.            Further develop the skills they need to manage the school day successfully.</p> <p><b>Fine Motor skills:</b>            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 spoons.            Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>					
Literacy- Key texts (Pie Corbett Reading and Poetry Spine Books)	<p>Texts: <i>Owl Babies</i>,  <i>Goodnight Moon</i>,            And Tango Makes Three  <i>Shhh!</i></p>	<p>Texts: <i>Six Dinner Sid</i>,  <i>The Gruffalo</i>  <i>My Many Coloured Days</i></p>	<p>Texts: <i>Mrs Armitage</i>,  <i>Sharing a Shell</i>,  <i>King and King</i></p>	<p>Texts: <i>Whatever Next</i>,  <i>Heather has two mummies</i>,  <i>Grandad's camper</i>,  <i>Rosie's Walk</i></p>	<p>Texts: <i>Farmer Duck</i>, <i>On the Way Home</i>, <i>Julian is a Mermaid</i></p>	<p>Texts: <i>On the way home</i>,  <i>One day on our blue planet</i></p>
Literacy- word reading	<p><i>Read individual letters by saying the sounds for them.</i>  <i>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</i>  <i>Read some letter groups that each represent one sound and say sounds for them.</i>  <i>Read a few common exception words matched to the school's phonic programme.</i>  <i>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</i>  <i>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</i></p>					

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Literacy- writing	<p>Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>					
Mathematics- number	<p>Subitising: 1, 2 and 3</p> <p>Counting, cardinality and ordinality</p> <p>Composition: numbers to 4</p> <p>Subitising: numbers to 4</p> <p>Comparison: 2 sets of objects (more than/fewer than)</p>	<p>Counting, cardinality and ordinality: to 5</p> <p>Comparison: Accurate counting</p> <p>Composition and subitising</p> <p>Counting, cardinality and ordinality</p>	<p>Subitising: to 5</p> <p>Counting, cardinality and ordinality: 1 more</p> <p>Composition: to 5</p> <p>Composition: 5 and a bit</p> <p>Comparison: More than / fewer than / equal to</p>	<p>Counting, cardinality and ordinality: 6, 7, 8</p> <p>Composition: To 8</p> <p>Composition: To 10</p> <p>Composition: To 10</p>	<p>Composition: Odd and even</p> <p>Counting, cardinality and ordinality: Larger sets</p> <p>Subitising: 6</p> <p>Composition: 5 and a bit 6-9</p> <p>Composition: To 10</p>	<p>Comparison – linked to ordinality</p> <p>Subitise to 5</p> <p>Introduce Rekenrek</p> <p>Automatic recall bonds to 5</p> <p>Composition to 10</p> <p>Comparison</p> <p>Number patterns Counting</p>
Mathematics - numerical patterns		<p>2D shape composition</p> <p>2D shape de-composition</p>	<p>Patterns</p>	<p>Length: Measure and compare</p>		
Understanding the World- past and present	<p>Comment on images of familiar situations in the past.</p>	<p>Compare and contrast characters from stories, including figures from the past</p>	<p>Talk about the lives of the people around them and their roles in society;</p>	<p>Comment on images of familiar situations in the past.</p>	<p>Comment on images of familiar situations in the past.</p>	<p>Talk about the lives of the people around them and their roles in society.</p>

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Understanding the World- people, culture, and communities	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>		<p>Draw information from a simple map.</p>		<p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Draw information from a simple map.</p>
Understanding the World- the natural world	<p>Explore the natural world around them.</p>	<p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them</p>		<p>Understand the effect of changing seasons on the natural world around them</p>	<p>Recognise some environments that are different to the one in which they live.</p>	<p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them</p>

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Expressive Arts and Design- creating with materials	<p>Develop storylines in their pretend play. (all year)</p> <p>Experiment with a range of materials to draw with.</p>	<p>Experiment with a range of materials to draw with.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Create collaboratively sharing ideas, resources and skills.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Create collaboratively sharing ideas, resources and skills.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Create collaboratively sharing ideas, resources and skills.</p>		<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>
Expressive Arts and Design- being imaginative and expressive	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Charanga- Me!</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Charanga- Me!</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Charanga- Everyone (Spring)</p> <p>Charanga- Our World (Summer)</p>			
Planned Enrichment (trips, visitors, experiences)	<p>Local walks- getting to know our facilities</p> <p>Looking at where the children live.</p>	<p>Christmas performance</p>	<p>Windsor Castle Visit</p>	<p>Real life heroes</p> <p>Local walks- Random</p> <p>Acts of Kindness</p>		<p>Workshop</p>

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<b>Role Play</b>	Home Corner/Café	Film studio	Castle	Superhero Lair  Capes Masks Scarves Tutus	Different climate zones	Jungle
<b>Music</b> (Charanga Original Scheme)	Me!	My Stories!	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay

Personal Development						
<b>Enrichment opportunities whole school</b>	Pupil Passports	11B411 – Christmas Donation (Break a Record)	Pupil Passports		Pupil Passports	
<b>Enrichment opportunities for year group</b>				11B411 – 10 Good Deeds		
<b>Life Skills</b>	I can use a knife and fork safely at lunchtime.	I can resolve problems with my peers.	I can get dressed/undressed by myself.	I can hold a pencil correctly.	I can write, and recognise, my name.	I can pay someone a compliment.

