

Roberts Primary School

Reception Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Robert's Primary School's long-term plan displays a progression of knowledge and skills throughout the year. Outcomes for knowledge are taken from the Educational Programmes stated in the Statutory Framework for EYFS. Progression from Reception, into Year 1 and beyond have been considered when planning overviews to ensure curriculum coverage and to ensure that each child thrives on their individual learning journey. Adaptations will be made to the curriculum to meet learners needs.					
Term dates	9 ^h September – 25 th October 2024 (7 weeks for Rec)	4 th November – 20 th December 2024 (7 weeks)	6 th January – 14 th February 2025 (6 weeks)	24 th February – 11 th April 2025 (7 weeks)	28 th April – 23 rd May 2025 (4 weeks) (May day)	2 nd June – 21 st July (7 weeks)
Learning Themes	All about me and All about my classroom	Traditions and celebrations and me Christmas, Hannukah, Remembrance, Children in Need	My Local area Traditions and celebrations Christmas reflections and Chinese New Year	What the past means to me. Traditions and celebrations Mother's day, Eid and Easter	All around our world	Changing/growing and moving!
Key Enquiry Questions	Where do I find ___ in my classroom? How do I use ___?	What does Tradition and Celebration mean to me?	What does near and far mean to me? What does Tradition and Celebration mean to me?	What does 'the past' mean to me? What does Tradition and Celebration mean to me?	What does near and far mean to me?	What does transport mean to me? What does growing and changing mean to me?
	Prime Area - Communication and Language					
Educational Programme for Communication and Language	Communication and language is developed and supported through high quality, skilful interactions between adults and children, through the language rich learning environment, through the frequent stories and books that children hear and enjoy and through engaging experiences and investigations which promote the acquisition and understanding of a rich range of vocabulary and language structures.					
	<ul style="list-style-type: none"> Listens and responds to directions and instructions e.g. Collect up all the blocks. Understanding the need to look at the person they are communicating with. Listens to others in small groups in conversations that interest them. Listen carefully to rhymes and songs, paying attention to how they sound Engages in non-fiction books Begins to understand how to listen carefully in larger group situations. Shows some 	<ul style="list-style-type: none"> Listens and responds to more complex directions and instructions e.g. Clean off your board and put it into the box. Understanding the need to turn and face the person they are speaking with. Understands how to be a listener. Listens and joins in with conversations with peers and adults. Develop social phrases. Understands and begins to use new vocabulary in conversation with adults. 	<ul style="list-style-type: none"> Understands the need to turn to the person they are talking with. Understands how to be listener. Understands the importance of turn taking in conversations. Begins to show variability in listening behaviour e.g. move around but still listening. Listen to and talk about stories to build familiarity and understanding. Learn and understand new vocabulary. Use new vocabulary through the day. 	<ul style="list-style-type: none"> Understands the need to turn to the person they are talking with. Understands how to be listener. Understands the importance of turn taking in conversations. Begins to pay attention to something of interest for short and sustained periods of time. Begins to listen and do for short periods of time. Listen to and talks confidently about stories to building familiarity and understanding. 	<ul style="list-style-type: none"> Pays attention to something of interest for short and sustained periods of time. Begins to listen and do for short periods of time. Understands a range of complex sentence structures including negatives, plurals and tense markers. Listens and responds to ideas expressed by others in conversation or discussion. Thinks about questions before answering. Understands 	<ul style="list-style-type: none"> Pays attention to something of interest for sustained periods of time. Can listen and do for longer periods of time. Understands and uses a range of complex sentence structures including negatives, plurals and tense markers. Listens and responds to ideas expressed by others in conversation or discussion using acquired knowledge and vocabulary.

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	<ul style="list-style-type: none"> understanding of how and why questions. Joins in with conversations in small groups. Engages in story times. Anticipates key events and phrases in stories. Uses vocabulary that reflects the breadth of their experience. 	<ul style="list-style-type: none"> 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 Listen carefully to rhymes and songs, paying attention to how they sound Shows an interest in non-fiction books. 	<ul style="list-style-type: none"> Connect one idea or action to another using connectives. Describe events in some detail. Learn rhymes, poems, and songs. Engage in non-fiction books. Listen carefully to rhymes and songs, paying attention to how they sound Begins to understand complex sentence structures including negatives, plurals and tense markers. <ul style="list-style-type: none"> Answers simple questions about non-fiction books. 	<ul style="list-style-type: none"> Is beginning to understand humour e.g. nonsense, rhymes and jokes. Learns and understand new vocabulary. Use new vocabulary in different contexts. Begins to listens and responds to ideas expressed by others in conversation or discussion. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen Learn rhymes, poems, and songs. Talks about and answers questions about non-fiction books showing an understanding of new vocabulary. 	<ul style="list-style-type: none"> questions such as who, why, when, where and how. Extends vocabulary, especially by grouping, naming and exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and play situations. Begins to link statements to main theme or intention. Begins to use talk to organise, 	<ul style="list-style-type: none"> Thinks carefully about questions before answering. Understands questions such as who, why, when, where and how. Follows a story without pictures and props. Extends vocabulary, especially by grouping, naming and exploring the meaning and sounds of new words. Uses newly acquired language and vocabulary when imagining
	Prime Area - Personal, Social and Emotional Development					
PSED Educational Programme	<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, cooperate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. Personal, Social and Emotional Development</p> <p>Reception Development Matters Statement</p>					
P.S.H.E. (Jigsaw)	Being me in my world (Rule of Law)	Celebrating differences (Tolerance)	Dreams and Goals (Democracy)	Healthy Me (Individual Liberty)	Relationships (Mutual Respect)	Changing Me (Mutual Respect)

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	<p>Making relationships</p> <ul style="list-style-type: none"> Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play Uses their experiences of adult behaviours to guide their social relationships and interactions <p>Sense of Self</p> <ul style="list-style-type: none"> Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers Enjoys a sense of belonging through being involved in daily tasks <p>Understanding Emotions</p> <ul style="list-style-type: none"> following rules and routines Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants Manage their own needs. - Personal hygiene 	<p>Making relationships</p> <ul style="list-style-type: none"> Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers <p>Sense of Self</p> <ul style="list-style-type: none"> Enjoys a sense of belonging through being involved in daily tasks <p>Understanding Emotions</p> <ul style="list-style-type: none"> Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings Manage their own needs. - Personal hygiene 	<p>Making relationships</p> <ul style="list-style-type: none"> Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours <p>Sense of Self</p> <ul style="list-style-type: none"> Recognises that they belong to different communities and social groups and communicates freely about their own home and community Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group <p>Understanding Emotions</p> <ul style="list-style-type: none"> Understands their own and other people's feelings, offering empathy and comfort Talks about their own and others' feelings and behaviour and its consequences Is more able to manage their feelings and tolerate situations in which their wishes cannot be met Show resilience and perseverance in the face of challenge Manage their own needs. - Personal hygiene <p>Identify and moderate their own feelings socially and emotionally</p>	<p>Making relationships</p> <ul style="list-style-type: none"> Is becoming more socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support <p>Sense of self</p> <ul style="list-style-type: none"> Has a clear idea about what they want to do in their play and how they want to go about it Shows confidence in choosing resources and perseverance in carrying out a chosen activity <p>Understanding Emotions</p> <ul style="list-style-type: none"> Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people Seeks support, "emotional refuelling" and practical help in new or challenging situations. Understand their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge Manage their own needs. - Personal hygiene Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. 	<p>Making relationships</p> <ul style="list-style-type: none"> Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support <p>Sense of Self</p> <ul style="list-style-type: none"> Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms <p>Understanding Emotions</p> <ul style="list-style-type: none"> Is aware of behavioural expectations and sensitive to ideas of justice and fairness Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise Understand their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge Manage their own needs. - Personal hygiene <p>Think about the perspectives of others.</p>	<p>Building relationships</p> <ul style="list-style-type: none"> 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>Managing self</p> <ul style="list-style-type: none"> Explain the reasons for rules, know right from wrong and try to behave accordingly Be confident to try new activities and show independence, resilience and perseverance in the face of challenge <p>Self-Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
	Prime Area - Physical Development					




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<p>Educational Programme for Physical Development</p>	<p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence</p>					
	<ul style="list-style-type: none"> Develops core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develops upper body strength, stability and mobility to support the smaller muscles in the lower arms, wrists and hands. Practise crossing the midline to help the two sides of the brain communicate with each other to build essential pathways for learning. Develop Bi-Lateral Coordination - Symmetrical Movements where both sides of the body are doing the same thing at the same time Uses small apparatus safely indoors and outside, alone and in a group. Moves energetically, such as running, jumping, dancing, • Develop Finger Isolation and Finger Strength to support fine motor control and dexterity Develop Wrist Mobility to allow the fingers to be flexible and strong and provide stability to the hands and finger for fine motor control. Holds pencil/crayon/ to make marks 	<ul style="list-style-type: none"> Continues to develop core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Continues to develop upper body strength, stability and mobility to support the smaller muscles in the lower arms, wrists and hands. Continues to develop Bi-Lateral Co-ordination – Symmetrical movements. Develop Bi- Lateral Coordination - Alternating Movements Uses a range of large and small apparatus indoors and outside, alone and in a group. Move energetically, such as running, jumping, dancing, use a range of small tools, including scissors, paintbrushes, and cutlery with some control. Hold a pencil to make anticlockwise movements and retrace vertical lines showing a preference for a dominant hand. 	<ul style="list-style-type: none"> Continues to develop core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Continues to develop upper body strength, stability and mobility to support the smaller muscles in the lower arms, wrists and hands. Continues to develop Bi-Lateral Coordination - Alternating Movements Each hand or foot works in turn one after the other Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. Gains greater control when using small tools, including scissors, paintbrushes, and cutlery. Begin to develop the Pincer Grip to hold small objects between the thumb and index finger. 	<ul style="list-style-type: none"> Continues to develop core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Continues to develop upper body strength, stability and mobility to support the smaller muscles in the lower arms, wrists and hands. Continues to develop Bi-Lateral Co-ordination - Alternating Movements Each side of the body is doing something different in a coordinated way Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. Continues to gain greater control when using small tools, including scissors, paintbrushes, and cutlery. Continues to develop pincer grip in preparation for tripod grip. 	<ul style="list-style-type: none"> Uses core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Displays Bi-Lateral Coordination in Symmetrical, Alternating and Different Movements Displays coordination and spatial awareness in energetic movements, such as running, jumping, dancing, hopping, skipping, and climbing. Selects and uses a range of small tools effectively. Begins to use the tripod grip. 	<ul style="list-style-type: none"> Uses core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Displays Bi-Lateral Coordination in Symmetrical, Alternating and Different Movements Displays coordination and spatial awareness in energetic movements, such as running, jumping, dancing, hopping, skipping, and climbing. 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. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Selects and uses a range of small tools effectively for a purpose. Begin to show accuracy and care when drawing.
<p>Specific Area - Literacy</p>						
<p>Educational Programme for Literacy</p>	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>					

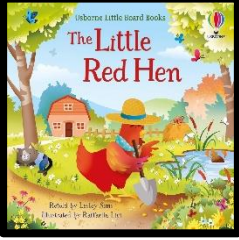


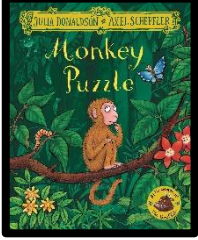
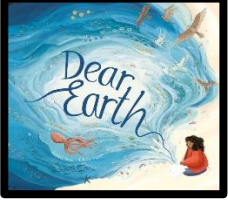
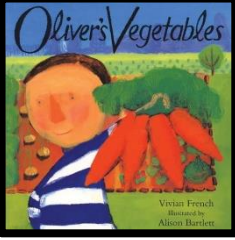
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Phonics	 <p>We are following the 'Little Wandle' letters and sounds revised' scheme which is taught from week 2 of children starting in Reception. See separate planning</p>
Reading	<p style="text-align: center;">Reading in Reception</p> <p style="text-align: center;">Three Little Wandle taught reading lessons per week: Session One: Decoding text with fluency practise Session Two: Prosody with fluency practise Session Three: Comprehension with fluency practise Books go home for further fluency practice for a whole week every week.</p> <p style="text-align: center;">Quality texts explored through daily Talk for Writing Sessions.</p> <p style="text-align: center;">Story time- At least once each day Reading for pleasure: Reading challenges:</p>  <p style="text-align: center;">Books linked to topic and children's interests are used in every learning area.</p>
Handwriting	 <p style="text-align: center;">It consists of four main threads:</p> <ul style="list-style-type: none">• Making bodies stronger,• Holding the pencil,• Learning the letters, and• Flow and fluency

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<p>Key Texts including Talk for Writing Foci</p> <p>The book offer can be adapted to meet the needs/interests of the children.)</p>	 <p>Fiction</p> <ul style="list-style-type: none"> • Three little pigs • Little Red hen • Goldilocks and the three bears <p>Non-Fiction</p>	 <p>Fiction</p> <ul style="list-style-type: none"> • The Leaf thief • Stickman • Santa’s list • Nativity story <p>Non-Fiction</p>	 <p>Fiction</p> <ul style="list-style-type: none"> • The winter sleep • Gingerbread man • Mr Wolf’s Pancakes • Martha Maps it out <ul style="list-style-type: none"> • On Every House in Every Street <p>Poetry</p> <ul style="list-style-type: none"> • The Nature trail <p>Non-Fiction</p> <ul style="list-style-type: none"> • Maps of school environment • Maps of local areas • The Lunar New Year 	 <p>Fiction</p> <ul style="list-style-type: none"> • Monkey Puzzle • The Easter Story • The best Eid Ever. <p>Poetry</p> <ul style="list-style-type: none"> • The night before Easter <p>Non-fiction</p> <ul style="list-style-type: none"> • Ramadan and Eid al-Fitr Sara Khan & Nadiyah Suyatna 	 <p>Fiction</p> <ul style="list-style-type: none"> • Dear Earth • Tad • A place called home • Anansi <p>Poetry</p> <ul style="list-style-type: none"> • My Village: Rhymes from Around the World <p>Non-fiction</p> <ul style="list-style-type: none"> • Welcome to our table: A celebration of what children eat everywhere. • Look at our World. 	 <p>Fiction</p> <ul style="list-style-type: none"> • The Journey – Neil Griffiths • The enormous turnip • Oliver’s Vegetables • Extraordinary Gardener • Jasper’s Beanstalk <p>Poetry</p> <ul style="list-style-type: none"> • Layla’s happiness <p>Non-Fiction</p> <ul style="list-style-type: none"> • From seed to plant • William Bee’s Wonderful World of Things That Go!
<p>Poetry/Rhyme/Songs</p> <p>The song offer can be adapted to meet the needs/interests of the children.)</p>	<ul style="list-style-type: none"> • Nursery rhymes/songs • Autumn Leaves 	<ul style="list-style-type: none"> • Production songs • Christmas songs 	<ul style="list-style-type: none"> • I’m a little snowman • Here we go round the mulberry bush 	<ul style="list-style-type: none"> • Spring chicken • Peter Rabbit had a fly upon his nose. • Chick chick chicken • It’s a monkey puzzle 	<ul style="list-style-type: none"> • Down in the jungle • A sailor went to sea • Rainforest animals song • Alice the camel • Noisy animals in the jungle 	<ul style="list-style-type: none"> • Aeroplane, Aeroplane • Row, row row your boat. • Wheels on the bus. • Twinkle twinkle chocolate bar • The seed
<p>Literacy Writing Transcription/Composition</p>	<ul style="list-style-type: none"> • Finger strengthening activities- playdough etc. • Handwriting- basic lines, shapes and patterns • Teach effective pencil hold and writing posture • Introduction to daily Name writing – Begin to recognise name card, trace or copy name • Follow simple text maps to retell a story. 	<ul style="list-style-type: none"> • Finger strengthening activities –threading etc • Handwriting- letter shape groups e.g. basic curly caterpillars, basic long ladders, and numbers • Teach effective pencil hold and writing posture • Daily Name Writing- Find name card, copy name • Draw simple text maps following a model and use 	<ul style="list-style-type: none"> • Finger strengthening activities- dependent on assessment • Handwriting- numbers and letter shape groups e.g. continue to practise curly caterpillars, revisit long ladders, focus robot arms • Focus on effective pencil hold and writing posture. • Daily Name Writing- Practise Writing/coping first name. • Making suggestions during shared writing, help to spell 	<ul style="list-style-type: none"> • Finger strengthening activities- dependent on assessment • Handwriting- continue to practise numbers and letter shape groups knowing where the letters sit on a line. Focus on effective pencil hold and writing posture. • Daily Name Writing- Practise Write first name. Begin to copy surname. 	<ul style="list-style-type: none"> • Finger strengthening activities- dependent on assessment • Handwriting- continue to practise numbers and words using letter shape groups e.g. further curly caterpillars, further long ladders, further robot arms • Practises the layout of sentences on lined paper – starting at the margin, appropriate use of ascenders and descenders. 	<ul style="list-style-type: none"> • Finger strengthening activities- dependent on assessment • Handwriting- continue to practise numbers and words using letter shape groups e.g. further curly caterpillars, further long ladders, further robot arms • Practises the layout of sentences on lined paper – starting at the margin, appropriate use of ascenders and descenders.

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	<ul style="list-style-type: none"> • Taking part in speaking activities, using clear speech, • Engaging with storytelling, using actions and varying voice. • Being engaged with story telling - suggesting additions and substitutions, • Understanding and using new vocabulary. • Making up stories, play scenarios, and drawings in response to experiences, such as outings, special occasions, • Sometimes gives meaning to drawings and paintings • Ascribing meanings to signs, symbols and words seen in different places, including those they make themselves • Engage in mark making during child-initiated learning. 	<p>to rehearse retelling the story.</p> <ul style="list-style-type: none"> • Taking part in speaking activities, using clear speech, • Engaging with storytelling, trying out new vocabulary confidently. • Participate in shared writing-make suggestions, identify sounds, tricky words, re read text. • Take part in guided writing, orally composing captions and applying emerging phonic skills. • Write simple words/ captions based on phonic knowledge. • Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations. • Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touchscreen technology • Begins to break the flow of speech into words, to hear and say sounds in words. 	<p>simple words, identify tricky words, identify where a full stop or capital letter is needed</p> <ul style="list-style-type: none"> • Begin to create simple text maps with support, adding words/labels use to rehearse to retell a story. • Retell text using text maps using prosody. • Use and understand previously learned and newly acquired vocabulary in the correct context. • Writes simple transcribed captions applying phonic skills and knowledge with some support. • Write tricky words learned so far. • Continues to enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, ticket, lists, invitations and books displaying phonics skills and knowledge. 	<ul style="list-style-type: none"> • Making suggestions during shared writing: orally compose new sentences, add new vocabulary, help to spell simple words, identify tricky words, help to check correct use of full stops and capital letters. • Create own text maps, adding words for description, notes etc. Use to rehearse retelling. • Innovates known texts. • Retell text using text maps. Remembering to use previously learned and newly acquired vocabulary in the correct context. • Segments sounds in words and blends them together • Writes words based on phonic knowledge during directed tasks and play. • Uses their developing phonic knowledge to write things such as labels and captions • Begins to write a simple transcribed sentence. • Composes sentences orally using conjunctions, 'and', 'so', 'but'. 	<ul style="list-style-type: none"> • Daily Name Writing- Writes first name. Continue to practise writing surname. • Contribute during shared writing, suggest new ideas, orally compose new sentences, add new vocabulary, help to spell simple words, identify tricky words, check for mistakes e.g. "we need a capital letter there", "we need a full stop there" • Innovates known texts. • Create own text maps, adding words for description, notes etc. Use to rehearse text before writing. • Writes captions and simple sentences based on phonic knowledge during directed tasks and play. • Uses developing phonic knowledge and skills to write transcribed sentence including 'tricky words' using capital letters and full stops. • Begins to write down captions/sentences they have composed orally. • Confidently retell texts, vary voice as appropriate, add own ideas and enhancements to texts, use an increasing number of connecting words to link ideas, use adjectives to describe. 	<ul style="list-style-type: none"> • Daily Name Writing- Writes first name. Continue to practise writing surname. • Contributes during shared writing, suggest new ideas, orally compose new sentences, add new vocabulary, help to spell simple words, identify tricky words, check for mistakes e.g. "we need a capital letter there", "we need a full stop there" • Innovates known texts. • Confidently retell texts for a range of audiences, vary voice as appropriate, add own ideas and embellishments to texts, use an increasing number of connecting words to link ideas, use adjectives to describe. • Uses phonic knowledge and skills to compose and write simple sentences using capital letters and full stops. • Looks for increasing opportunities to write during child-initiated learning. • Recognise and correct mistakes in written work. • Composes and writes simple sentence using phonics skills and knowledge that can be read by others.
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Reception Curriculum Planning Overview 2024-25

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<p>Educational Programme for Mathematics</p>	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and ten-frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
						
	<ul style="list-style-type: none"> • Getting to know to you – Baseline assessment • Match, sort and compare • Talk about measure and patterns 	<ul style="list-style-type: none"> • It's me 1,2 and 3 • Circles and triangles • 1,2,3,4,5 • Shapes with 4 sides 	<ul style="list-style-type: none"> • Alive in 5 • Mass and capacity • Growing 6,7,8 	<ul style="list-style-type: none"> • Length, height and time • Building 9 and 10 • Exploring 3D shapes 	<ul style="list-style-type: none"> • To 20 and beyond • How many now • Manipulate, compose and decompose 	<ul style="list-style-type: none"> • Manipulate, compose and decompose • Sharing and grouping • Visualise, build and map • Make connections • Consolidation
	<p>Specific Area – Understanding the World</p>					
<p>Educational Programme for Understanding the World</p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
<p>Ongoing themes throughout the Year</p>	<p>Exploring Seasons through:</p> <ul style="list-style-type: none"> • What we see on the ground, around us and in the air. • Using our five senses • Exploring weather • Dressing our class Teddy. 					
<p>Geography Kapow</p>	<p>Outdoor adventures</p> <p>Forest school – Nature catchers</p> <p>Exploring the weather</p>	<p>Outdoor adventures</p> <p>Forest school – Nature catchers</p> <p>Exploring the weather</p>	<p>Exploring Maps</p> <p>Lesson 1 - Our school from above</p> <p>Lesson 2 – Explore our local area</p>		<p>Around the World</p> <p>Lesson 1 – Home and Away</p> <p>Lesson 2 – Bear's UK travels</p>	

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	<p>Exploring the Seasons</p> <p>Senses in Nature</p> <p>Dress the teddy.</p>	<p>Exploring the Seasons</p> <p>Senses in Nature</p> <p>Dress the teddy.</p>	<p>Enhancement – Build a 3d map of school.</p> <p>Lesson 3 - Investigating maps.</p> <p>Enhancement – Continue to add features to the 3d map.</p> <p>Lesson 4 – Map making – creating Maps of the local area based on investigative studies.</p> <p>Lesson 5 – Observational painting of natural features in the local are. (Tree – repeat in Spring and Summer for comparison.)</p>		<p>Lesson 3 – City or countryside?</p> <p>Lesson 4 – Exploring world landscapes.</p> <p>Lesson 5 – Desert explorers</p> <p>Lesson 5 – Polar explorers</p>	
<p>History Kapow</p>	<p>What I did this morning</p> <p>What I did before lunch</p> <p>What I did last night</p> <p>(Non Kapow)</p>	<p>What I did this morning</p> <p>What I did before lunch</p> <p>What I did last night</p> <p>What I did at the weekend</p> <p>What I did last week</p> <p>(Non Kapow)</p>		<p>Peek in the past</p> <p>Lesson 1 – Can you guess who? Past and Present</p> <p>Lesson 2 – My life timeline</p> <p>Lesson 3 – Toy box</p> <p>Lesson 4 – Enhanced provision - Spot the difference</p>		<p>Adventures through time</p> <p>Lesson 1 – Family tree</p> <p>Lesson 2 – My achievements</p> <p>Lesson 3 – Wearing the crown</p> <p>Lesson 4 – Picture detective</p> <p>Lesson 5 -Transport through time.</p>
<p>Science Kapow</p>	<p>Autumn treasures</p>	<p>Whatever the Weather</p>	<p>Winter Wildlife</p>	<p>Spring time magic</p> <p>Animal Adventures</p> <p>Lesson 1 – Living and non-living</p>	<p>Sandcastle Science</p> <p>Animal Adventures</p> <p>Lesson 1 – Living and non-living (Flashback)</p> <p>Lesson 2 – Describing minibeasts</p> <p>Lesson 3: On the farm</p> <p>Lesson 4: Animal homes</p> <p>Lesson 5: Zoo animals</p>	<p>Summer Senses</p> <p>Plants and growth (Non Kapow)</p>

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<p style="text-align: center;">RE Kapow</p>	<p>What is Diwali?</p> <p>How do some Hindu people celebrate Diwali?</p>	<p>Why do Christians celebrate Christmas?</p> <p>How do many Christians celebrate Christmas?</p>	<p>What makes us special?</p> <p>Lesson - Why are we special/Who is special to you?</p> <p>What are special times?</p> <p>Who helps us and why should we care for others?</p> <p>Why is Jesus special to some people?</p>	<p>Why do Christians celebrate Easter?</p> <p>How do many Christians celebrate Easter?</p> <p>Coming soon</p>	<p>TBC</p>	<p>TBC</p>
<p style="text-align: center;">Key questions to help me to answer the 'Big question' or subject specific questions.</p> <p style="text-align: center;"><small>These are prompts and ideas and can be used and adapted based on assessment and the needs/interests of the children.</small></p>	<ul style="list-style-type: none"> • What is happening on the ground, in the air and in the sky at this time of year? • Where can I find what I need in my class/school? • What do I need to do now and next? • What did I do this morning/last night/yesterday? • What do I like/dislike? • What do I look like? • Who lives in my home? • What does my home look like? • What is the same and different about me and my friends? • Can I name the parts of my body? 	<ul style="list-style-type: none"> • What are seasons and what changes do they bring? • What is happening on the ground, in the air and in the sky at this time of year? • What are people wearing at this time of year and why? • What is different/same since we started school in September? • What does tradition mean? • What traditions do we follow at school and at home? • How do you celebrate your birthday? • How do your parents celebrate their birthday? • Relate to the birth of Christ with gifts etc. What traditions do you follow? • What does celebration mean? 	<ul style="list-style-type: none"> • What are seasons and what changes do they bring? • What is happening on the ground, in the air and in the sky at this time of year? • What are people wearing at this time of year and why? • What is different/same since we Finished school in December? • What is near to me in the classroom? What is far from me in the classroom? • Which class is near to Reception? • Which classes are far from Reception? • Where do I live and what is all around me? • Where is my home on a map of Gornal/Dudley? • What do I see on my walk to school? 	<ul style="list-style-type: none"> • What are seasons and what changes do they bring? • What is happening on the ground, in the air and in the sky at this time of year? • What are people wearing at this time of year and why? • What is different/same since we came back to school in January? • What is the past? • What happened this morning/yesterday/last week/last year? • How have I changed since I was a baby? • Why do people celebrate Eid? • How do people celebrate Eid? • What are the customs and traditions followed during Ramadan and Eid 	<ul style="list-style-type: none"> • What are seasons and what changes do they bring? • What is happening on the ground, in the air and in the sky at this time of year? • What are people wearing at this time of year and why? • What is different/same since we were at school in March? • What is Near to me? • What is far away from my school/home? • How is my environment different to people living in other parts of the city/World? • What vocabulary would I use to describe places that I see around me and in books? • How can I describe different bodies of water? (even if used 	<ul style="list-style-type: none"> • What are seasons and what changes do they bring? • What is happening on the ground, in the air and in the sky at this time of year? • What are people wearing at this time of year and why? • What is different/same since half term? • What do plants need to grow?(investigation) • What plants can I eat? • How do I care for plants? • What creatures can I find in our garden? • How do creatures help the garden? • How do butterflies grow? • Why don't caterpillars look like their parents? • What is the same/different about caterpillars and the

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	<ul style="list-style-type: none"> Who do I go to if need help? Who helps me at home/school/in my community? What helps me to learn about the world around me? 	<ul style="list-style-type: none"> How do you and your family celebrate? How did your family celebrate when they were young? How do people celebrate in places other than Newtown? What is Bonfire night and what are the Bonfire night traditions? Why do we wear poppies in November? What does brave, courageous, protect mean? Who protects you? Why and how do Christians celebrate Christmas? What does Nativity mean? What new vocabulary do I understand and use? 	<ul style="list-style-type: none"> Which buildings are significant/special to me? What places are significant/special to me? Can I make a map of my journey to school? What new vocabulary do I understand and use? 	<ul style="list-style-type: none"> Why do Christians celebrate Easter? How does this compare to things that my family and I celebrate? Why do we celebrate Mother's day? What are we thankful for? What are the Easter traditions? What new vocabulary do I understand and use? 	<p>inaccurately (sea/ocean, lake, river, pond)</p> <ul style="list-style-type: none"> How is water represented on a map or globe. What new vocabulary do I understand and use? 	<p>animals that I have already learned about?</p> <ul style="list-style-type: none"> How have I changed since starting Reception? Looks/abilities/friendships What new vocabulary do I understand and use? What do I hope for in the future in Year One. What does transport mean? What types of transport can I name? Why do we need/use transport? What new vocabulary do I understand and use?
<p>Ongoing UTW resources</p>	<p>Maps in the classroom – School map – Gornal Map – Dudley map – UK map – World map. (Destinations children have been to, destinations parents and grandparents are from, places and countries discussed during learning should be highlighted on the relevant map.)</p> <p>Timeline – Children as babies, teachers as babies/children add events featured through leaning. (Events occurring in school, things that have happened yesterday, last week, last month, years, decades etc ago to be added to the timeline.)</p> <p>The following prompts will support the acquisition and retention of skills and knowledge stated in the educational programme and to set the foundations of learning for Year One and beyond.</p>					
<p>Specific Area – Expressive Art and Design</p>						
<p>Educational Programme for</p>	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.</p>					

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<p>Expressive Art and Design</p>	<p>The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>					
<p>Art and Design Kapow</p>	<p>Exploring playdough and its properties</p>		<p>Painting and Mixed Media</p> <p>Lesson 1 - Outdoor painting</p> <p>Lesson 2 - Collage and transient art.</p> <p>Lesson 3 – Painting to music.</p> <p>Lesson 4 – Landscape collage. – Create a collage using found objects.</p> <p>Lesson 5 – Winter crafts – threaded snow flakes.</p>		<p>Creation station</p> <p>Lesson 1 – Explore clay and its properties.</p> <p>Lesson 2 – Designing animal sculptures</p> <p>Lesson 3 Creating animal sculptures</p> <p>Lesson 4 Painting animal sculptures</p>	

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<p>Design Technology Kapow</p>	<p>Cooking and nutrition: Soup</p> <p>Lesson 1 – Fantastic fruit and vegetables</p> <p>Lesson 2 – Designing soup.</p> <p>Lesson 3 – Making and evaluating soup</p>		<p>Design and technology</p> <p>Creating buildings from the local area to add to the 3d map.</p> <p>Lesson 1: Exploring junk modelling and cutting and scissor skills.</p> <p>Lesson 2: Choosing resources</p> <p>Lesson 3: Making models</p> <p>Lesson 4: Evaluation and presentation</p>	<p>Bookmarks (Mother's day gift?)</p> <p>Lesson 1 – Exploring threading and weaving.</p> <p>Lesson 2 – Paper weaving.</p> <p>Lesson 3 – Sewing with hessian.</p> <p>Lesson 4 – Designing book marks.</p> <p>Lesson 5 – Creating bookmarks</p> <p>Lesson 6 – Evaluating bookmarks</p>		<p>Structures Boats</p> <p>Lesson 1 – Waterproof materials</p> <p>Lesson 2 – Floating and sinking</p> <p>Lesson 3 – Boats</p> <p>Lesson 4 – Investigating boats</p> <p>Lesson 5- Designing boats</p> <p>Lesson 6- Creating and testing boats</p>
<p>Music Kapow</p>	<p>Songs and rhymes (non kapow)</p>	<p>Celebration music</p> <p>Ongoing throughout half term - Christmas music</p> <p>Ongoing throughout half term Christmas action songs</p> <p>Ongoing throughout half term Songs for Nativity</p>	<p>Music and Movement</p> <p>Lesson 1 – Action songs</p> <p>Lesson 2 – Finding the beat</p> <p>Lesson 3 – Exploring tempo</p> <p>Lesson 4 – Exploring tempo and pitch through dance</p> <p>Lesson 5 – Music and movement performance</p>	<p>Musical stories</p> <p>Lesson 1 – Moving to music</p> <p>Lesson 2 – Storytelling with actions</p> <p>Lesson 3 – Using instruments to represent actions</p> <p>Lesson 4 – Musical story composition</p>	<p>Big Band</p> <p>Lesson 1 – What makes an instrument?</p> <p>Lesson 2 – Introduction to orchestra.</p> <p>Lesson 3 – Follow the beat</p> <p>Lesson 4 – Tuned and untuned instruments</p> <p>Lesson 5 – Big band performance</p>	<p>Transport</p> <p>Lesson 1 – Exploring different types of transport.</p> <p>Lesson 2 – Trains</p> <p>Lesson 3 – Boats</p> <p>Lesson 4 – Cars</p> <p>Lesson 5 – Transport journey</p>

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				Lesson 5 Musical story performance (Mother's day?)		
	<p style="text-align: center;">Expressive Art and Design throughout the Reception Year</p> <p>Children will be given repeated opportunities to practise, embed and extend the skills listed above through carefully selected resources available in continuous provision and through direct teaching during quality interactions between adults and children.</p> <p style="text-align: center;">Children will also:</p> <ul style="list-style-type: none"> • Begins to build a collection of songs and dances • Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to • Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking • Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding • Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama and the visual arts. • Creates representations of both imaginary and real-life ideas, events, people and objects • Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences • Chooses particular movements, instruments sounds, colours and materials for their own imaginative purposes • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping • Responds imaginatively to art works and objects, e.g. this music sounds likes dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth • Introduces a storyline or narrative into their play <p>Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.</p>					
Key Vocabulary	unique , significant, different, same, special, compare, senses taste, touch, smell, sight, hearing, body parts - head, arms, legs, arms, elbows, knees, wrists, neck, forehead, ears etc. height, length, hair colour, eye	celebrate , celebration, reward, party, festival, tradition, Remembrance , poppy, soldier, brave, courageous, protect, respect. Bonfire , Guy Fawkes, gun powder, Houses of parliament, rules, law, justice, government	local area , Transport , bus, tram, Outside trees- oak, ash, beech, holly, bushes, plants, school, allotments, playground, hut, school building, upstairs, hall, reception area Lunar new year , Chinese quarter, fireworks, snake, health, wealth, happiness,	Eid Allah, Ramadan, fasting, Eid-al-Fitr, Qur'an, the Prophet Muhammed (PBUH), Lunar calendar, good deeds, Eid Mubarak Celebrate , tradition, Mother's day significant, care, support, help, look after, reward, thanks	Spring blossom, plants, showers, seeds, shoots, seedlings, new life, warmer, lighter, brighter	Plants -growing, planting, seeds, shoots, roots, seedling. Food - vegetables, grow, cut, mix, blend, mash, taste, improve Animals -creatures, insects born, growing, changing, developing, young, chicks, tadpoles,

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	colour, skin colour, likes, dislikes, similarities, differences, Diwali – Rama, Sita, Diva, light, festival, tradition, rangoli, fireworks Autumn – Trees, leaves, weather, damp, wet, fog	Christmas, Reverend Nativity, Jesus, Mary, Joseph, Bethlehem, angels, worship, gift, celebrate, tradition, birth Winter - frosty, icy, snowy, cold, freezing, changes, frozen	lantern, red envelopes, dragon, Winter - frosty, icy, snowy, cold, freezing, changes, frozen	Easter Jesus Christ, risen, cross, betrayed, rose, Sunday Spring blossom, plants, showers, seeds, shoots, seedlings, new life,		caterpillars, stages, Allotment-beetroot, corn, beans, pumpkins, lettuce, Height, length, measure
Whole school Events						
Planned Experiences to enrich the curriculum			Local area walk. Visit to the shops?	Black country museum visit/visitor?		Caterpillar to Butterflies