

Reception Curriculum



Our Reception Curriculum Offer

- Sounds-Write Phonics
- BLAST!
- Launchpad for Literacy
- Talk 4 Writing
- Dough Disco
- Rhyme/Poem/Performance
- Worry Monsters
- Regulation Station
- EY Picture News (British Values, Protected Characteristics)
- Rights Respecting
- School Values
- Forest Schools
- Jessie and friend (CEOP) online safety
- Talk PANTS NSPCC
- Weekly home bedtime stories
- Home Maths games

The Characteristics of Effective Teaching and Learning

The Characteristics of Effective Learning describe behaviours children use in order to learn. To learn well, children need to approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.

- **Playing and Exploring – Engagement**
Finding out and exploring
Children playing with what they know
Being willing to 'have a go'
- **Active Learning – Motivation**
Being involved and concentrating
Keep trying
Children enjoy achieving what they set out to do
- **Creative and Critical Thinking - Thinking**
Children have their own ideas
Making links
Working with ideas

Reception

Autumn 1

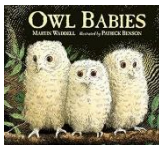
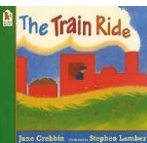
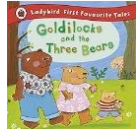
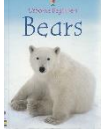

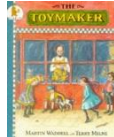


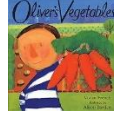

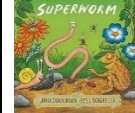

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

	Families		If you go down to the woods today		Toy Story		Our Amazing World		How does your garden grow?		The Great Outdoors						
Literacy	Owl Babies The Train Ride Peace at Last The Journey  		Goldilocks and the Three Bears Bears (Non-fiction) A Brave Bear Out and About (Poetry)  		The Elves and the Shoemaker The Toymaker Caterpillar Cake (Poetry) Spreading my Wings  		Anna Hibiscus' Song The Flower in the Snow Martha Maps it Out In Every House on Every Street  		Oliver's Vegetables The Extraordinary Gardener It Starts with a Seed Yucky Worms  		Superworm Little Red Riding Hood Bee: Nature's Tiny Miracle Wolves (Non-fiction)  						
Tier 2 Vocabulary	trunk hunting branch brave silent swooped flapped	journey meadow mare foal bumpety load tunnel strutting lighthouse	rosy peckish lumpy peeked snooze sobbed	gaggle	hollow den exploring travel scramble grasslands prey pounce	shabby whirled twirled huddled magnificent delighted marvellous bellowed	lonely memories deserted dusty persuade forgotten	veranda pounding scattering chuckles squeeze explode	kingdom igloo unusual treasure wilted gaze windswept tossed	wonderful proudly complaints longed bargain crinkly helpings tangle scrub	extraordinary skyscrapers longed scent imagining ordinary daydreaming neighbours	squirm disaster mope chant mutters writhe coil slink cunning heave	sped crept rumbled grumbled snarled gasped gobble flopped				
Nursery Rhymes	10 fat sausages 10 green bottles 1,2,3,4,5 once I caught a fish alive Head, shoulders, knees and toes 5 little peas in a pea pod press 5 little firemen Nick, nack paddy whack The farmers in his den Hokey, cokey 10 in the bed Hickory dickory dock Oats and beans and barley grow																
Phonics	Sounds Write Units 1-6 a, i, m, s, t, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w				Sounds Write units 7-9 x, y, ff, ll, ss, zz, VVC, CVCC, CCVC,				Sounds Write units 10-11 CCVCC, CVCCC, CCCVC, sh, ch, th, ck, wh, ng, qu								
Maths	Subitising Cardinality, ordinality and counting Composition Comparison Circles and triangles (WR) Shapes with 4 sides (WR) Mass and capacity (WR)				Subitising Cardinality, ordinality and counting Composition Comparison Length, Height and Time (WR) Explore 3D shapes (WR)				Subitising Cardinality, ordinality and counting Composition Comparison Spatial awareness and positional language (WR) Visualise, build and map (WR) Manipulate, Compose and Decompose (WR)								
Understanding the World	RE – Which stories are special and way?		Which people are special and why?		Which places are special and why?		Which times are special and why?		Where do we belong?		What is special about our world?						
Festivals – Diwali, Christmas, Eid, Easter																	
Understand the effect of changing seasons on the natural world around them Local walk to Stewart Park / Fruit picking in school orchard Create and draw information from a simple map Train Ride journey sequencing/ drawing and small world map of local area.			Compare and contrast characters from stories, including figures from the past Traditional tale, Goldilocks and the three bears Understand the effect of changing seasons on the natural world around them Charcoal winter trees Explore the natural world around them, describing what they see, hear			Compare and contrast characters from stories, including figures from the past Traditional tale, The elves and the shoemaker Understand the effect of changing seasons on the natural world around them Local walk to Stewart Park, describing signs of Spring.			Understand that some places are special to members of their community. Local area walk to Stewart Park Create and draw information from a simple map. Create story maps for Anna Hibiscus and Flower in the snow text. Draw maps of our own house (Martha Maps it out).			Explore the natural world around them, describing what they see, hear and feel whilst outside Planting, observing and recording Summer food garden. Parts of a plant. Create and draw information from a simple map Draw and annotate own park maps. Understand that some places are special to members of their			Compare and contrast characters from stories, including figures from the past Traditional tale, Little red riding hood Explore the natural world around them, describing what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live.		

	<p>Understand that some places are special to members of their community</p> <p>Local area walk</p> <p>Comment on images of familiar situations in the past / present</p> <p>Local walk</p> <p>Talk about members of their immediate family and community</p> <p>My Family class book</p> <p>Name and describe people who are familiar to them</p> <p>My Family class book</p>	<p>and feel whilst outside</p> <p>Autumn leaf and seed collections</p> <p>Create and draw information from a simple map</p> <p>Create story map for Goldilocks</p>	<p>Explore the natural world around them, describing what they see, hear and feel whilst outside</p> <p>Fruit seed collection and investigation.</p> <p>Growing cress, observing.</p> <p>Create and draw information from a simple map</p> <p>Large scale park maps in groups.</p> <p>Comment on images of familiar situations in the past</p> <p>The Toymaker, compare toys and games from the past.</p> <p>Make Toys class book.</p> <p>Victorian peg dools.</p> <p>Compare and contrast characters from stories, including figures from the past</p> <p>The Toymaker</p>	<p>Recognise some environments that are different to the one in which they live.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Compare life for Anna in Africa and Luna in a Polar region, clothes, homes and weather focus.</p>	<p>community. How local community uses park.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Local walk, signs of Summer.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare old and new buildings in Marton (James Cook birthplace)</p>	<p>Saltholme Nature reserve trip, pond dipping and seasonal nature walk.</p> <p>Compare to Marton.</p> <p>Explore the natural world around them, describing what they see, hear and feel whilst outside.</p> <p>Observe and care for caterpillars, butterfly life cycle</p> <p>Understand that some places are special to members of their community.</p> <p>Nature Reserve</p>
Expressive Arts and Design	<p>Explore and engage in music making and dance, performing solo or in groups</p> <p>Rhymical sounds to The Train Ride story</p> <p>Develop storylines in their pretend play</p> <p>Creating textured owl masks using feathers for retelling Owl Babies story</p> <p>Explore, use and refine a variety of artistic effects</p> <p>Observational drawing, Autumn seed collections</p> <p>Kandinsky, concentric circles.</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Cooking seasonal apple crumble</p>	<p>Develop storylines in their pretend play</p> <p>Create Goldilocks spoon puppet</p> <p>Explore, use and refine a variety of artistic effects</p> <p>Winter charcoal trees</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Making Goldilocks porridge, tasting toppings</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>To create a model cottage for Goldilocks</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Spring tulips, Cezanne and Monet.</p> <p>Create folding caterpillar for poetry performance.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Fruit and seed pattern printing and observational drawing.</p> <p>Cooking flavoured 'thank you' biscuits for the Elves</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Transient artwork, Spring/ new life theme.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Printing African Kente cloth patterns.</p> <p>Create a moving vehicle to use to take you on holiday</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>Cityscape paper collage (Extraordinary Gardner)</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Transient nature themed artwork, Andy Goldsworthy (collect on local walk)</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>Create bug hotels.</p> <p>Natural loose part insects</p>
Charanga Music School	Me	My Stories!	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
Personal, Social and Emotional	<p>Being me in my World</p> <p>See themselves as a valuable individual</p> <p>Express their feelings and consider the feelings of others</p> <p>Show resilience and perseverance in the face of challenge</p>	<p>Celebrating Difference</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others</p> <p>Think about the perspectives of others</p>	<p>Dreams and Goals</p> <p>See themselves as a valuable individual.</p> <p>Show resilience and perseverance in the face of challenge.</p>	<p>Healthy Me</p> <p>Manage their own needs.</p> <p>- personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing;</p> <p>- regular physical activity</p> <p>- healthy eating</p> <p>- toothbrushing</p> <p>- sensible amounts of 'screen time'</p> <p>- having a good sleep routine</p> <p>- being a safe pedestrian</p>	<p>Relationships</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others</p>	<p>Changing Me</p> <p>See themselves as a valuable individual.</p> <p>Know and talk about the different factors that support their overall health and wellbeing;</p> <p>- regular physical activity</p> <p>- healthy eating</p> <p>- toothbrushing</p> <p>- sensible amounts of 'screen time'</p> <p>- having a good sleep routine</p> <p>- being a safe pedestrian</p> <p>Express their feelings and consider the feelings of others</p>
Communication and Language	<p>Understand how to listen carefully and why listening is important</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day</p> <p>Ask questions to find out more and to check they understand what has been said to them</p> <p>Articulate their ideas and thoughts in well-formed sentences</p> <p>Connect one idea or action to another using a range of connectives</p> <p>Describe events in some detail</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</p> <p>Develop social phrases</p>			<p>Engage in story times</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</p> <p>Use new vocabulary in different contexts</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Learn rhymes, poems and songs</p> <p>Engage in non-fiction books</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>		
Physical Development	Yoga	Target Games 1	Gymnastics (Flight) Bouncing, Jumping and Landing	Dance – Circus	Invasion Games – Skills 1	Athletics 1

	<p>Progress towards a more fluent style of moving, with developing control and grace. Develop overall body-strength, balance, co-ordination and agility.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Progress towards a more fluent style of moving, with developing control and grace. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing 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</p>	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing 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</p>	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing 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</p>
Enrichment	<p>Macmillan Coffee morning Halloween Stay and Play Role Play area – Woodland Cafe</p>	<p>Children in Need fundraising Nativity Performance Role Play area – Three bears cottage + Christmas Hot Chocolate stand Local walk</p>	<p>Role Play area – Shoe shop Maths Stay and Play</p>	<p>Role Play area – Travel agents Local walk Farm animal visit</p>	<p>Role Play area – Farm Shop + Garden centre Picnic in the local Park</p>	<p>Role Play area – Minibeast lab Sports Day RSPB Saltholme Trip Caterpillars, butterfly life cycle</p>