

Curriculum Overview for Reception

Making Relationships

Building Relationships

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.

Managing Self

Explain the reasons for rules, know right from wrong and try to behave accordingly .

Understanding Emotions

Self Regulation

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly

Managing Self

- Explain the reasons for rules, know right from wrong and try to behave accordingly .

Sense of Self

Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Personal, Social and Emotional

Listening and Attention

Listening, Attention and Understanding

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Self Regulation

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Communication and Language

Understanding

Listening, Attention and Understanding
Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Comprehension (Literacy)

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Speaking

Listening, Attention and Understanding
Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. -Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Early Learning Goal for Physical Development

Moving and Handling

Gross Motor Skills

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.

Fine Motor Skills

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

Health and Self Care

Managing Self

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Reading

Literacy

Word Reading

Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by soundblending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.

Number

Have a deep understanding of number to 10, including the composition of each number;- Subitise counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) (including subtraction facts) and some number bonds to 10, including double facts.

Mathematics

(recognise quantities without number bonds up to 5

Numerical Patterns

Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10,

Statutory Educational Programme: Mathematics

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.

The Natural World

Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Understanding the World

People and Communities

Past and Present

Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Technology

Birth to Five Matters:

Children require access to a range of technologies, both digital and non-digital in their early lives. Exploring with different technologies through play provides opportunities to develop skills that children will go on to develop in their lifetimes. Investigations, scientific inquiry and exploration are essential components of learning about and with technology both digitally and in the natural world. Through technology children have additional opportunities to learn across all areas in both formal and informal ways. Technologies should be seen as tools to learn both from and with, in order to integrate technology effectively within early years practice.

Expressive Arts and Design

Creating with Materials

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.