





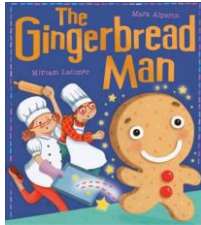


## Reception Curriculum

This long-term plan has been written but topics may change or differ as we are enhanced by the children's interests.

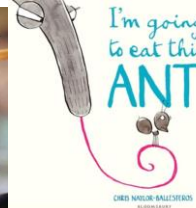
Subject	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>PSED</p> <p>Self-Regulation</p> <p>Managing Self</p> <p>Building Relationships</p>	<p>Can I share toys and activities with my friends?</p> <p>Can I do up my coat and go to the toilet independently?</p> <p>Can I wait my turn?</p> 	<p>Can I wait my turn and behave appropriately with my friends?</p> <p>Can I try new activities now that I am more confident in the classroom?</p> <p>Can I use The Zones of Regulation strategies to help regulate my behaviour?</p> <p>Can I explain how am I feeling using the colour zones?</p> 	<p>Can I follow instructions and listen to others and respond appropriately?</p> <p>Can I follow rules and understand why I need to behave in all parts of the school?</p> 			
<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <p>Speaking</p>	<p>Can I start to listen to others?</p> <p>Can I talk to teachers in the classroom?</p> <p>Can I listen to my buddy when telling a story?</p> <p>Can I join in with nursery rhymes and stories?</p> 	<p>Can I listen to others in the classroom and ask questions if I do not understand? Can I explain what I have heard and make relevant comments? Can I talk to new friends? Can I use think, pair and share when responding in carpet sessions?</p> 	<p>Can I listen appropriately in a range of activities? Can I respond appropriately and ask questions without being prompted? Can I speak in full sentences using tenses correctly?</p> 			



Gingerbread man  
 Miriam Lister

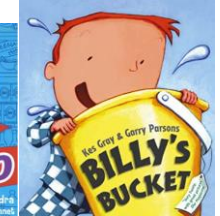
Percy the Park

- Can I begin to make marks on paper?
- Can I use a range of tools to mark make?
- Can I form any letters correctly?
- Can I write my name?
- Can I begin to write simple words?



The Naughty Bus  
 Jan & Jerry Oke I'm going to eat this ant  
 Chris Naylor-Ballesteros

- Can I form lower-case letters correctly?
- Can I write short sentences with words with known sound letter correspondences?
- Can I spell words by identifying the sounds and then write the sound with letter/s?
- Can I re-read what I have written to check that it makes sense?



Supertato Billy's Bucket  
 Sue Hendra & Paul Linnet Kes Gray & Garry Parsons

- Can I write simple sentences which can be read by themselves and others (applying taught phonic sounds)
- Can I spell some common irregular words?
- Can I write phonetically plausible words?
- Can I use key features of narrative in own writing? Can I have an awareness of a capital letter and full stop when writing a simple sentence?

Phonics



1.	s, a, t, p
2.	i, n, m, d
3.	g, o, c, k
4.	ck, e, u, r
5.	Assessment and Review R:1
6.	h, b, f, ff, l, ll

1.	j, v, w, x
2.	y, z, zz, qu, ch
3.	sh, th, ng, nk
4.	ai, ee, igh, oa
5.	Assessment and Review R:2
6.	Review R:3

1.	Review R:4, oo
2.	ar, ur, oo, or
3.	ow, oi, ear, air
4.	ure, er, ow
5.	Assessment and Review R:5
6.	Review R:6

1.	Review R:7
2.	Review R:8
3.	Review R:9
4.	Review R:10
5.	Assessment and Review R:11
6.	Review R:12

1.	CVCC + -ed
2.	CCVC + -ed /t/
3.	CCVCC + -ed /d/
4.	CCCVC
5.	Assessment and Review R:13
6.	CCCVC -er -est

1.	ay, ou, ie, ea
2.	oy, ir, ue, aw
3.	wh, ph, ew, oe
4.	au, ey, a-e, e-e
5.	Assessment and Review R:14
6.	i-e, o-e, u-e, c


Maths  
 Numberblocks




**Baseline assessments**  
**Number** -Accurate counting of sets of objects 1-5  
 Recognition of numbers to 10

**Number** -Accurate counting of sets of objects 1-10  
 Comparing sets to 10 using more or less language

**Number** – Counting backwards 10-1 and partitioning numbers 1-5 including part whole method.  
 Number bonds to 5

**Number** – Splitting and recombining sets of objects 6 and 7  
 1 more/less using mental numberline  
  
 Numerical patterns using staircase maths

**Number** –Counting beyond 10 noticing pattern in ones.  
  
 Consolidate number bonds to 5  
 Beginning to learn number bonds to 10

**Number** -Counting beyond 20 noticing pattern in tens  
 Doubles and halves – looking at patterns  
 Sharing equal amounts  
**Pattern** – Symmetry/reflections

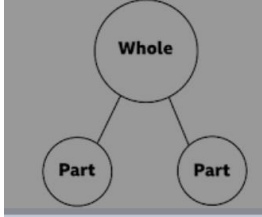


Subitising and composition of numbers  
Comparing sets using more or less language.

**Pattern** – Repeat patterns AB ABC



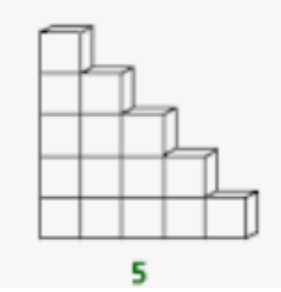
**Shape** - Recognising 2D shapes and their properties.



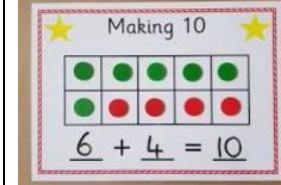
**Pattern** – More complex patterns ABB ABBC



**Measures** – Ordering objects by their length  
Positional language



**Measures** – Ordering objects by their weight



Numerical patterns – odds and evens  
**Measures** – Sequence of events



**Shape** – 3D shapes and their properties



**Measures** – Capacity



Empty

Full

Understanding the World  
The Natural World



“Which materials will be the strongest” said the Little pig?  
Which house will keep the pig dry?  
What will happen to the Gingerbread man in hot/cold liquid?  
Which materials are best to make a boat or a bridge?  
Which animals are chasing the Gingerbread man?  
Do all animals sleep at night?  
What is the difference between a pet and a wild animal?



What is a magnet?  
Does a magnet stick to metal?  
Would the Naughty bus be magnetic?  
How does an engine move a plane?  
Can I create my own air engine using a balloon?  
How do I stay healthy? How do we look after our bodies?  
What part of your body do you use to see things?  
What can your ears hear?



Is Earth the only planet?  
How do we get into Space?  
What is Earth made up of?  
Which animals live on this planet?  
Are all animals the same?



People, Culture  
and  
Communities



**Where is my school?**

**What is my address?**

**What does my school environment look like?**

**How does my school environment change through the seasons?**

**Can I make a simple map of familiar stories?**



**What makes me special?**

**Who is special to me?**

**What is a religion?**

**What is Christmas?**

**Who celebrates it and why?**

**How do people celebrate Christmas?**

**What is the Christmas story?**



**Can I describe where the Naughty bus has been?**

**Can I order the features from closest to further away?**

**Can I create my own maps (physical/human) of the Naughty bus adventures?**

**Can I name the different places in my local area where people work?**

**Can I find the different places in our village?**

**Can I create a map of our village as a class?**



**What is a celebration?**

**What do I celebrate?**

**Does everybody celebrate the same things?**

**What is different about our celebrations?**

**What changes in Spring?**

**What symbols are linked to Easter?**

**Why is Easter special to some people?**

**How do people celebrate Easter?**



**What are the similarities and differences between the city and the country?**

**Can I describe and name buildings in a large local city?**

**What are the similarities and differences?**

**What do I know about Earth?**

**What is it like to live here?**

**Can I identify where the seas and oceans are on a map/globes of the world?**

**Can I name countries that I have visited?**

**How far have I travelled?**



**Where are the special places in our community?**

**What can we learn from stories?**

**How do characters in the stories feel?**

**What makes places special?**

**What places are special to you?**

**Where are the special places in our community?**

**What is a church, synagogue and a mosque?**

**Why do people go there?**

Past and present

Who is in my family?  
Who is the oldest?  
What games did my parents play with at the same age?  
What is a family tree?  
What is Harvest and why is it important?  
How has harvesting changed?



Do all vehicles look the same?  
Do I understand the words past and present?  
Can I compare vehicles from the past with the present?  
Have seaside holidays changed over time?  
Can I use the words same/different/past and present to make comparisons?



Who are heroes and why?  
Why do we call people heroes?  
Is Marcus Rashford a hero?  
Are there any heroes from history like Marcus Rashford?  
Were all Pirates men?  
Why did pirates travel on the sea? What differences do we see in their boats?  
Did pirates have a code of conduct?  
Do we still have pirates today?  
How are they different?



Expressive Art  
Creating with  
Materials

What happens when we mix colours?  
What patterns can I make?  
Do I know the primary colours?  
What happens when I mix the primary colours?  
Can I make an observational drawing of myself?  
Can I adapt and use techniques in the style of George Seurat?



Can I control tools?  
Can I join materials?

What patterns do we see in buildings?  
What patterns and textures are on local buildings?  
Can I make representations of real life structures?  
Can I use rubbing techniques to explore different patterns in our local environment?  
Can I paint in the style of Hilma Klint?














Can I use joining techniques independently?  
Can I make my own transport using junk modelling?

Are all buildings the same height? Can I make my structure stable? Can I independently choose materials for my structure?



Can I make colours darker and lighter? Can I work together to make a collaborative

	<p>Can I use different materials to achieve a final product? Which porridge tastes the best? Can I make porridge? How can we make soup?</p> 	<p>How do our senses affect the food that we eat? Are all buildings the same height? What buildings do we have in Sandiway?</p> 	<p>piece of art? Can I produce a detailed observational drawing?</p> 			
<p>Expressive Art Being Imaginative and Expressive</p> 	<p>Can I sing songs and Nursery Rhymes from memory?</p> 	<p>Can I retell the Christian Christmas story through actions and song?</p> 	<p>Can I explore and create a soundscape for our story, using classroom instruments?</p> 	<p>Can I sing as part of a group and match the pitch?</p> 	<p>Can I listen and respond to different musical styles?</p> 	<p>Can I remember skills I have learnt and improve them?</p> 
<p>Physical Development Gross Motor Skills</p> 	<p><b>Body Management</b></p> <ol style="list-style-type: none"> <li>To balance beanbags</li> <li>To move through hoops in different way</li> <li>To reach and stretch to get equipment</li> <li>To make bridges and tunnels with our body</li> <li>To travel over and under apparatus</li> <li>To make shapes with our bodies</li> </ol>	<p><b>Manipulation &amp; Co-ordination</b></p> <ol style="list-style-type: none"> <li>To handle a balloon</li> <li>To handle a ball</li> <li>To kick a ball</li> <li>To hop, jump and step</li> <li>To send a ball or beanbag</li> <li>To send and stop in a game</li> </ol>	<p><b>Gymnastics</b></p> <ol style="list-style-type: none"> <li>To move safely</li> <li>To take off and land on two feet</li> <li>To balance and move balls and beanbags</li> <li>To travel on mats and benches</li> <li>To copy and repeat actions</li> <li>To perform simple shapes and balances</li> </ol>	<p><b>Co-operate and solve problems</b></p> <ol style="list-style-type: none"> <li>To match colours and symbols</li> <li>To work as a team to complete a task</li> <li>To use our bodies to make number shapes</li> <li>To follow a trail</li> <li>To work with others to make patterns</li> <li>To work with a partner to complete challenges</li> </ol>	<p><b>Dance</b></p> <ol style="list-style-type: none"> <li>To use colours and feelings in dance</li> <li>To perform as animals using different levels and directions</li> <li>To work with a partner</li> <li>How to show expression in our sequence</li> <li>To perform transport actions and movements in our dance</li> <li>To use leading and following movements</li> </ol>	<p><b>Speed, Agility &amp; Travel</b></p> <ol style="list-style-type: none"> <li>To move in different directions</li> <li>To keep our bodies safe in running games</li> <li>To jump in different directions</li> <li>To stop safely</li> <li>To move at slow and fast speeds</li> <li>To stop safely in different ways</li> </ol>



<p>Fine Motor Skills</p>	<p>Can I practise a range of fine motor activities to help build strength in my fingers?</p> 	<p>Can I hold a range of small tools effectively?</p>  	<p>Can I form my numbers and letters effectively using the correct tripod grip with my pencil?</p> 
<p>Relationships No Outsiders</p>	<p>To recognise the importance of friendships</p> 	<p>To recognise the importance of saying sorry and forgiveness</p> 	<p>To recognise that all families are different</p> 
<p>Kapow Kapow Primary</p>	<p>Self – regulation//My Feelings</p>	<p>Managing self /Taking on challenges</p>	<p>Building relationships/ My family and friends</p>



**Building Relationships/ Special Relationships**



**Self – Regulation/Listening and following instructions**



**Manging self /My wellbeing**

