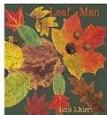


Reception Curriculum Overview

Topic	Autumn 1 Stage 1 Me and My Community	Autumn 2 Stage 2 Do You Want to be Friends?	Spring 1 Stage 3 Are We There Yet?	Spring 2 Stage 4 Marvellous Machines	Summer 1 Stage 5 Animal Safari	Summer 2 Stage 6 On The Beach
Texts	<p>Leaf Man The Leaf Thief It was a cold, dark night Room on the Broom</p> 	<p>Whatever Next Peace at Last</p> 	<p>The Friendship Bench Farmer Duck</p> 	<p>Unplugged Mrs Armitage on Wheels</p> 	<p>Neon Leon Handa's Surprise</p> 	<p>Commotion in the Ocean Clem and Crab</p> 
Memorable Experience	Autumn Walk			Spring Walk Ducks Hatching	Exotic Zoo Trip	Summer Walk
Literacy Comprehension	<p>To use pictures to tell stories.</p> <p>To sequence familiar stories.</p> <p>To independently look at a book, holding it the correct way and turning pages.</p>	<p>To engage in story times, joining in with repeated phrases and actions.</p> <p>To begin to answer questions about the stories read to them.</p> <p>To enjoy an increasing range of books including fiction, non-fiction, poems and rhymes.</p>	<p>To act out stories.</p> <p>To begin to predict what might happen in the story.</p> <p>To suggest how a story might end.</p>	<p>To retell a story.</p> <p>To follow a story without pictures or props.</p> <p>To know that information can be retrieved from books.</p>	<p>To talk about the characters in the books they are reading.</p> <p>To begin to answer questions about what they have read.</p>	<p>To use Vocabulary that is influenced by their experiences of books.</p> <p>To answer questions about what they have read.</p>

Word Reading

To understand that marks carry meaning.

To give meaning to marks in the environment.

To hear and say initial sounds in words.

To recognise set 1 sounds and some set 1 irregular words.

To begin to segment and blend CVC words made up of set 1 sounds with support.

To read set 1 irregular words.

To use set 1 sounds to segment and blend CVC words.

To use decoding to read simple captions/sentences with support.

To use set 2 phonics knowledge to begin to segment and blend words.

To segment and blend in order to read captions/sentences in books that contain set 1 sounds and irregular words.

To read sentences with set 1 sounds and red words without support.

To read set 2 irregular words without support.

To read sentences with set 2 sounds by segmenting and blending without support.

To begin to read without decoding aloud.

To read with speed and fluency.

To use their phonics knowledge, to read with speed, fluency and understanding.

Writing

To give meaning to the marks they make.

To form taught set 1 sounds.

To copy their name.

To write initial sounds using taught set 1 sounds.

To begin to write CVC words using taught sounds.

Begin to write some set 1 red words.

To write their name.

To begin to use the correct letter formation of taught sounds.

To write CVC words using taught sounds with support.

To write CVC using taught sounds independently.

To write red words with support.

To spell and write red words correctly.

To understand the concept of finger spaces and to break down a caption into single words e.g. The cat had a fish- this caption is made up of 5 words.

To begin to write captions using taught sounds.

Begin to apply red words.

To spell words using taught sounds and correct formation.

To write captions using taught sounds and red words beginning to use finger spaces.

To begin to write longer words using their phonic knowledge.

To begin to use capital letters at the start of a sentence.

To use finger spaces and full stops when writing a sentence with some support.

To spell some taught red words correctly.

To use finger spaces and full stops when writing a sentence independently, in order to write sentences in a meaningful context.

To write sentences using a capital letter, finger spaces and a full stop demonstrating the correct formation.

To write for a purpose using their set 1 and 2 sounds and red words.

To reach what they have written back to themselves and others.

Maths
Number

To recognise numbers 1-3.
To begin to subitise to 3.
To find 'one more/less than numbers to 3.
To explore the composition of 2 and 3.

To recognise numbers 1-5.
To begin to subitise to 5.
To find one more than numbers to 5.
To find one less than numbers to 5.
To explore the composition of 4 and 5.

To recognise numbers 0-8.
To subitise to 5.
To find one more of numbers to 8.
To explore the composition of 6, 7 and 8.
To match the number to quantity.

To recognise 0-10 and match number to quantity.
To explore the composition of 9 and 10.
To practice number bonds to 10.
To know addition facts to make 5.
To find 'one more/less than' numbers to 10.
To estimate a number of objects.

To recognise numbers to 20.
To explore how to make numbers above ten using tens and ones.

To solve simple number problems.
To know addition and subtraction facts to 10.
To know doubling facts.

Numerical Patterns

To say which group has more.
To say which group has less.
To compare quantities to 3.
To count to 5.

To compare quantities to 5.
To compare equal and equal groups.
To count to 10.

To count to 15.
To count to objects to 10.
To compare quantities to 8.
To begin to understand the difference between odd and even numbers up to 8.
To combine two groups of objects.

To count to 20.
To compare quantities to 10.
To explore odd and even numbers.
To order numbers to 10.
To count back from 10.
To combine two groups of objects.
To take away objects and count how many are left.
To find the missing number.

To count to 25.
To add numbers.
To subtract numbers.
To find the missing number.
To order numbers to 20.
To find the missing number in an addition and subtraction sentence problem.

To know to 30 and begin to count higher.
To know that 1, 3, 5, 7 and 9 are odd.
To know that 2, 4, 6, 8, 10 are even.
To double numbers up to 10.
To find half of numbers up to 10.
To share quantities equally.
To combine groups of 2's.

<p>Shape, space and measure</p>	<p>To match and sort objects.</p> <p>To compare capacity, length, height and size.</p> <p>To finish a repeating pattern of 2 objects or colours.</p> <p>To recognise and name circle and triangle.</p> <p>To recognise 1p and 2p.</p> <p>To recognise 1 o'clock, 2 o'clock and 3 o'clock.</p>	<p>To recognise and name square and rectangle.</p> <p>To recognise 5p.</p> <p>To recognise 4 o'clock and 5 o'clock.</p>	<p>To order objects by height and length.</p> <p>To order the days of the week.</p> <p>To measure height using cubes.</p> <p>To measure time.</p> <p>To recognise 6 o'clock, 7 o'clock and 8 o'clock.</p> <p>To begin to name 3D shapes.</p> <p>To explore the properties of 3D shapes.</p>	<p>To recognise 9 o'clock and 10 o'clock.</p> <p>To recognise 10p.</p> <p>To begin to name 3D shapes.</p> <p>To explore the properties of 3D shapes.</p>	<p>To measure capacity.</p> <p>To describe the properties of 3D shapes.</p> <p>To make pictures with shape arrangements.</p>	<p>To add money.</p> <p>To recognise the time to o'clock.</p> <p>To finish a repeating pattern.</p> <p>To make patterns using shapes.</p> <p>To name and describe 2D and 3D shapes.</p>
<p>Communication and Language</p> <p>Listening, Attention and Understanding</p>	<p>To understand how to listen carefully.</p> <p>To understand why listening is important.</p> <p>To understand one step instructions.</p>	<p>To engage in story times, joining in with repeated phrases and actions.</p> <p>To begin to understand how and why questions.</p> <p>To respond to instructions with more than one step.</p>	<p>To ask questions to find out more.</p> <p>To begin to understand humour.</p> <p>To understand a range of complex sentence structures.</p>	<p>To retell a story.</p> <p>To follow a story without pictures or props.</p> <p>To understand two step instructions.</p>	<p>To understand questions such as who and what.</p> <p>To understand questions such as where, when, why and how.</p>	<p>To have conversations with adults and peers with back and forth exchanges.</p> <p>To understand three or more step instructions.</p>

<p>Personal, Social and Emotional Development Self-Regulation</p>	<p>To recognise different emotions.</p> <p>To understand how people show emotions. To focus during short whole class activities.</p> <p>To follow one step instructions.</p>	<p>To talk about how they are feeling.</p> <p>To begin to consider the feelings of others.</p> <p>To adapt behaviour to a range of situations.</p>	<p>To focus during longer whole class lessons.</p> <p>To follow two step instructions.</p>	<p>To identify and moderate their own feelings socially and emotionally.</p> <p>To consider the feelings and needs of others.</p>	<p>To control their emotions using a range of techniques.</p> <p>To set a target and reflect on progress throughout.</p>	<p>To maintain focus during extended whole class teaching.</p> <p>To follow instructions of three steps or more.</p>
<p>Managing Self</p>	<p>To wash hands independently.</p> <p>To put coat and socks on independently.</p> <p>To pull down zip independently.</p> <p>To explore different areas within the environment.</p> <p>To use the toilet independently.</p>	<p>To develop class rules and understand the need to have rules.</p> <p>To have confidence to try new activities.</p>	<p>To begin to show resilience and perseverance in the face of challenge.</p> <p>To practice doing up a zipper.</p> <p>To practice doing up buckles.</p>	<p>To develop independence when dressing and undressing for activities such as P.E.</p>	<p>To identify and name healthy foods.</p> <p>To manage own basic needs independently.</p>	<p>To understand the importance of healthy food choices.</p> <p>To show resilience and perseverance in the face of challenge.</p> <p>To show a 'can do' attitude.</p> <p>To put uniform on and do up zippers, buttons and buckles with minimal support.</p>

<p>Building Relationships</p>	<p>To seek support of adults when needed.</p> <p>To gain confidence to speak to peers and adults.</p>	<p>To seek support of adults when needed.</p> <p>To join others to take part in play.</p>	<p>To begin to work as a group, with support.</p> <p>To use taught strategies to support turn taking.</p>	<p>To listen to the ideas of other children and agree on a solution and compromise.</p> <p>To see out others and initiate ideas or play.</p>	<p>To work as a group.</p> <p>To begin to develop relationships with other adults around the school, in addition to peers.</p>	<p>To have confidence to communicate with adults around the school.</p> <p>To have strong friendships.</p>
<p>Physical Development Cross Motor Skills</p> <p>Fine Motor Skills</p>	<p>To move safely in a space.</p> <p>To stop safely.</p> <p>To develop control when using equipment.</p> <p>To follow a path and take turns.</p> <p>To work co-operatively with a partner.</p> <p>To use a dominant hand.</p> <p>To mark make using different shapes.</p> <p>To begin to use a tripod grip when using mark making tools.</p> <p>To use a tweezer to transfer objects.</p>	<p>To run and stop.</p> <p>To change direction.</p> <p>To jump, hop and balance.</p> <p>To explore different ways to travel using equipment.</p> <p>To begin to use anti-clockwise movements and retrace vertical lines.</p> <p>To hold scissors correctly and cut along straight and zigzagged lines.</p> <p>To use a tripod grip when using mark making tools.</p>	<p>To roll and track a ball.</p> <p>To develop accuracy when throwing to a target.</p> <p>To dribble a ball using hands.</p> <p>To throw and catch with a partner.</p> <p>To dribble a ball using feet.</p> <p>To kick a ball to target.</p> <p>To use a tripod grip when using mark making tools.</p> <p>To hold scissors correctly and cut along a curved line.</p> <p>To thread small beads.</p> <p>To use small pegs.</p>	<p>To create short sequences using shapes, balances and travelling actions.</p> <p>To balance and safely use apparatus.</p> <p>To jump and land safely from a height.</p> <p>To develop rocking and rolling.</p> <p>To explore travelling around, over and through apparatus.</p> <p>To hold scissors correctly and cut out large shapes.</p> <p>To write letters using the correct letter formation and control the size of letters.</p> <p>To use a hammer, saw and screwdriver.</p>	<p>To use counting to help to stay in time with the music, when copying and creating actions.</p> <p>To move safely with confidence and imagination, communicating ideas through movement.</p> <p>To explore movement using a prop with control and co-ordination, expressing ideas.</p> <p>To hold scissors correctly and cut out small shapes.</p> <p>To paint using thinner paintbrushes.</p>	<p>To develop accuracy when throwing and to practise keeping the score.</p> <p>To follow instructions and move safely when playing tagging games.</p> <p>To learn to play against an opponent.</p> <p>To play by the rules and develop co-ordination.</p> <p>To explore striking a ball.</p> <p>To hold scissors correctly and cut various materials.</p> <p>To create drawings with details.</p> <p>To independently use a knife, fork and spoon to eat a range of meals.</p>

	<p>To thread large beads.</p> <p>To use large pegs.</p> <p>To begin to copy letters.</p> <p>To hold scissors correctly.</p>	<p>To accurately draw lines, circles and shapes to draw pictures.</p> <p>To write letters using correct formation.</p>	<p>To write taught letters using correct formation.</p> <p>To use a hammer and saw.</p>			
<p>Understanding the World</p> <p>Past and Present</p>	<p>To know how they have changed from when they were younger.</p> <p>To understand the difference between old and new.</p>	<p>To know about figures from the past.</p> <p>To talk about the story of their life.</p>	<p>To talk about the lives of the people around them.</p> <p>To talk about the lives of the people around them and their roles in society.</p> <p>To reflect on experiences that have happened in the past.</p>	<p>To look at pictures from the past and talk about what differences and similarities they have noticed.</p> <p>To understand that the present will become the past.</p>	<p>To compare events in stories talking about differences and similarities to the present.</p>	<p>To talk about memories experienced reflecting on then and now.</p> <p>To compare characters in stories talking about differences and similarities to the present.</p>
<p>People, Culture and Communities</p>	<p>To know about family structures and talk about who is part of their family.</p> <p>To identify similarities and differences between themselves and peers.</p> <p>To know the name of the town they live in.</p>	<p>To know about features of the immediate environment.</p> <p>To know what people around the world have different religions.</p>	<p>To know about people who help us within the local community.</p> <p>To know their home address.</p>	<p>To know that there are many countries around the world.</p> <p>To talk about the differences and similarities of places around the world e.g. weather, food and clothing.</p>	<p>To know that people in other countries may speak different languages.</p>	<p>To know that people in other countries may have different celebrations and festivals.</p> <p>To follow a simple map to follow directions.</p>

The Natural World

To ask questions about the natural environment.

To respect and care for the natural environment.

To know about and recognise the basic signs of seasons.

To know about features of the world and Earth.

To know about and recognise the signs of the different seasons.

To understand some important processes such as changing state of matter e.g. water to ice.

To know about features of their own immediate environment and how they might vary from another.

To take part in processes such as planting.

To observe processes such as the growth of seeds and talk about changes.

To know how to care for plants and animals.

To learn about lifecycles of plants and animals.

To know that animals live in different environments.

To sort animals into different categories e.g. nocturnal and farm animals.

To know that some things in the world are man-made and some things are natural.

To talk about where our food comes from.

To know some names of animals and their young.

Technology

To show an interest in technology.

To show an interest in technological toys with knobs, pulleys and buttons.

To know how to operate simple equipment.

To draw simple pictures using technology.

To use a camera to take photos.

To access, understand and interact with a range of technology within the classroom environment.

To use technology to aid their learning, such as an interactive whiteboard.

To explore how simple technology works.

To use the internet with adult supervision, to find and retrieve information.

To program simple technology.

To use technology to type words or labels such as own name.

PHIA Computing Curriculum

Text – Digi Duck’s Big Decision (Internet Safety - Online Bullying/Health, Well-being and Lifestyle)

Describe ways that some people can be unkind online.

Offer examples of how this can make others feel.

Identify rules that help keep us safe and healthy in and beyond the home when using technology.

Give some examples.

Text - Smartie the Penguin (Internet Safety – Self Image and Identity)

Recognise that I can say ‘no’/‘please stop’/‘I’ll tell’/‘I’ll ask’ to somebody who asks me to do something that makes me feel sad, embarrassed or upset.

Logging onto the computer (Internet Safety - Privacy and security)

Begin to remember usernames and passwords.
- Identify some simple examples of my personal information (e.g. name, address, birthday, age, location).

Describe who would be trustworthy to share this information with and explain why they are trusted.

Know that work I create belongs to me.

Name my work so that others know it belongs to me.

Logging onto the computer (Internet Safety - Privacy and security)

Begin to remember usernames and passwords.
- Identify some simple examples of my personal information (e.g. name, address, birthday, age, location).

Describe who would be trustworthy to share this information with and explain why they are trusted.

Know that work I create belongs to me.

Name my work so that others know it belongs to me.

Privacy and security lesson (Internet Safety - Privacy and security)

Identify some simple examples of my personal information (e.g. name, address, birthday, age, location)

Describe the people I can trust and can share this with and explain why I trust them.

Recognising devices that use the internet (Internet Safety – Online Relationships/Online Reputation/Managing Online Information)

Recognise some ways in which the internet can be used to communicate.

Give examples of how I (might) use technology to communicate with people I know.
Identify ways that I can put information on the internet

Talk about how I can use the internet to find things out.

Identify devices I could use to access information on the internet.

Give simple examples of how to find information

<p>Expressive Arts and Design</p> <p>Creating with Materials</p>	<p>To name colours.</p> <p>To experiment with mixing colours.</p> <p>To create simple representations of people and objects.</p> <p>To draw and colour with pencils and crayons.</p> <p>To role play using given props and costumes.</p>	<p>To use colours for a particular purpose.</p> <p>To share their creations.</p>	<p>To experiment with different mark making tools such as art pencils, pastels, chalk.</p> <p>To explore different techniques for joining materials.</p> <p>To know how to work safely and hygienically.</p> <p>To use tools for a desired effect.</p>	<p>To use natural objects to make a piece of art.</p> <p>To share creations and talk about the process.</p> <p>To make props and costumes for different role play scenarios.</p> <p>To use some cooking techniques.</p>	<p>To know which primary colours are mixed together to make secondary colours.</p> <p>To plan what they are going to make.</p> <p>To draw more detailed pictures of people and objects.</p> <p>To manipulate materials.</p> <p>To create observational drawings.</p>	<p>To know some similarities and differences between materials.</p> <p>To explore use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>To share creations, talk about process and evaluate their work.</p> <p>To adapt work where necessary.</p>
<p>Being Imaginative and Expressive</p>	<p>To sing and perform rhymes.</p> <p>To experiment with different instruments and their sounds.</p> <p>To talk about whether the like or dislike a piece of music.</p> <p>To create musical patterns using body percussion.</p> <p>To use costumes and resources to act out narratives.</p>	<p>To sing familiar songs.</p> <p>To begin to build up a repertoire of songs.</p> <p>To choose costumes and resources to act out narratives.</p>	<p>To create musical patterns using instruments.</p> <p>To begin to create costumes and resources for role play.</p>	<p>To move in time to music.</p> <p>To learn dance routines.</p>	<p>To act out well known stories.</p> <p>To create narratives based around stories.</p>	<p>To dance and begin to form a routine.</p> <p>To begin to create their own rhymes.</p> <p>To invent their own narratives, making costumes and resources.</p>

