

# Curriculum Plan

## Reception



	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
	Me and My World/Standing Ovation		My Heroes/Castles, Knights and Dragons/Spring in Our Step		Where We Live/Science Detectives	
<b>Personal, Social and Emotional Development (PSED)</b>	Managing own needs Building relationships Expressing and considering feelings		Resilience and perseverance Health and wellbeing Identifying and moderating own feelings		Opinion of themselves Expressing, identifying and moderating feelings Thinking of the perspective of others	
<b>My Happy Mind</b>	Meet your brain - focusing on our emotions	Celebrate - celebrating who they are and building self-esteem of others	Appreciate - appreciating themselves and others	Relate - building their relationships and relating to others	Engage - pursuing their dreams and helping to facilitate others' dreams	
<b>Communication and language (C&amp;L)</b>	Engaging in story times and non-fiction books Talk about stories Develop listening skills Learn poems, rhymes and songs Retell stories as a groupn		Talk about non-fiction books Make predictions about stories Answer how and why questions about stories Retell stories with increasing accuracy Listening carefully to rhymes and songs Ask questions to find out more		Ask questions to find out more Retell stories using repeated lines and their own words Link events in stories to their own experiences	

<p><b>Physical Development (PD)</b></p>	<p>Jumping and Landing Seated Balance Social Skills</p>	<p>Footwork One Legged Balance Personal Skills</p>	<p>Ball Skills Counter Balance Creative Skills</p>	<p>Sending and Receiving Reaction and Response Physical Skills</p>	<p>Dynamic Balance Stance Cognitive Skills</p>	<p>Ball Chasing Floorwork Health and Fitness</p>
<p><b>Literacy – Decoding and Word Reading (Phonics)</b></p>	<p>Read set 1 single sounds Blend sounds into words orally</p>		<p>Blend sounds to read words Read short ditty stories Read red story books Read set 1 special friends</p>		<p>Read green story books Read first 6 set 2 sounds</p>	
<p><b>Literacy-Comprehension</b></p>	<p>Answer who, what, where and what questions about a book Sequence main events Retell main events</p>		<p>Record and retell stories in different ways</p>		<p>Record and retell stories in different ways</p>	
<p><b>Literacy-Writing</b></p>	<p>Write first name Orally plan sentences Hear, say and write initial sounds Begin to write CVC words</p>		<p>Write CVC words Begin to write CVCC/CCVC words Hear and write dominant sounds in words Form lower case letters correctly Write captions</p>		<p>Write short sentences Re-read their writing For lower case and some upper case letters correctly</p>	

<p><b>Mathematics</b></p>	<p>Subitising to 3/5 2D and 3D shapes</p>	<p>Pattern Enumerating between 6 and 10</p>	<p>Counting out to 10 Partitioning 2, 3, 4, 5</p>	<p>Partitioning 5 and 10 Doubles Odds and Evens</p>	<p>Comparing length and weight Composition of 6-9 Comparison of numbers to 10</p>	<p>Sharing Grouping Comparing capacity</p>
<p><b>Understanding the world (UTW) – direct links to Science</b></p>				<p>Differences in wildlife and weather in spring and winter Habitats around school Lifecycles – fish</p>	<p>Habitats around the world</p>	<p>Questioning and exploring scientifically Animals and their young</p>
<p><b>Understanding the world (UTW) – direct links to Geography</b></p>				<p>Differences in wildlife and weather in spring and winter Patterns in the world around us Places and physical processes</p>	<p>Simple human and physical features Picture maps and simple views Comparing and contrasting UK and Kenya</p>	

<p><b>Understanding the world (UTW) – direct links to History</b></p>	<p>My family Recent heroes in history</p>	<p>How celebrations look different now and in the past</p>	<p>Monarchs- kings and queens Castles</p>		<p>How the place where we live has changed.</p>	
<p><b>Understanding the world (UTW) – direct links to Religion and Worldviews</b></p>		<p>Diwali Hanukkah Christmas</p>	<p>Shrove Tuesday Chinese New Year</p>	<p>Ramadan Eid Easter</p>		<p>Eid</p>
<p><b>Expressive Arts and Design (EAD)</b></p>	<p>Self portraits Storylines in play Explore and use a wide range of artistic effects Line drawings</p>	<p>Listen attentively to music Sing in a group and on their own Engage in music making and dance</p>	<p>Printing Collaging Rubbings Singing – developing pitch and melody</p>	<p>Refine a variety of artistic effects Colour and shade Painting and print making skills</p>	<p>Developing pitch and melody Comment on dance and performance art Engage in music making and dance solo or in groups</p>	<p>Building on previous learning  Charanga: Big</p>
<p><b>Music</b></p>		<p>Charanga: Me</p>	<p>Charanga: My stories</p>	<p>Charanga: Everyone</p>	<p>Charanga: Our World</p>	<p>Charanga: Big</p>