

# 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<br>Building relationships<br>Expressing and considering feelings  |  | Resilience and perseverance<br>Health and wellbeing<br>Identifying and moderating own feelings   |   | Opinion of themselves<br>Expressing, identifying and moderating feelings<br>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<br>Talk about stories<br>Develop listening skills<br>Learn poems, rhymes and songs<br>Retell stories as a groupn |  | Talk about non-fiction books<br>Make predictions about stories<br>Answer how and why questions about stories<br>Retell stories with increasing accuracy<br>Listening carefully to rhymes and songs<br>Ask questions to find out more |   | Ask questions to find out more<br>Retell stories using repeated lines and their own words<br>Link events in stories to their own experiences |   |

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| <p><b>Physical Development (PD)</b></p>                      | <p>Jumping and Landing<br/>Seated Balance<br/>Social Skills</p>   | <p>Footwork<br/>One Legged Balance<br/>Personal Skills</p> | <p>Ball Skills<br/>Counter Balance<br/>Creative Skills</p>   | <p>Sending and Receiving<br/>Reaction and Response<br/>Physical Skills</p> | <p>Dynamic Balance<br/>Stance<br/>Cognitive Skills</p>  | <p>Ball Chasing<br/>Floorwork<br/>Health and Fitness</p> |
| <p><b>Literacy – Decoding and Word Reading (Phonics)</b></p> | <p>Read set 1 single sounds<br/>Blend sounds into words orally</p>  |  | <p>Blend sounds to read words<br/>Read short ditty stories<br/>Read red story books<br/>Read set 1 special friends</p>   |  | <p>Read green story books<br/>Read double consonants<br/>Read first 6 set 2 sounds</p>  |  |
| <p><b>Literacy-Comprehension</b></p>                         | <p>Answer who, what, where and what questions about a book<br/>Sequence main events<br/>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 own first name independently<br/>Write most single set 1 sounds<br/>Write some letters with the correct formation<br/>Begin to use 'Fred fingers' to spell 2 and 3 letter words<br/>Orally plan a sentence for an adult to write</p> |  | <p>Hold and write dictated sentences<br/>Orally retell narratives and record as a story map with words/phrases to label<br/>Begin to write set 1 special friends<br/>Use 'Fred fingers' to spell words with 2 and 3 sounds<br/>Begin to form capital letters correctly</p> |  | <p>Begin to write set 2 sounds<br/>Use 'Fred fingers' to spell words with 2, 3 and 4 sounds, including those with set 1 special friends<br/>Write short sentences with known sound letter correspondences, beginning to use a capital letter and full stop<br/>Orally rehearse sentences before writing<br/>Read sentences back to check<br/>Form capital letter and lower case letters correctly</p> |  |

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| <p><b>Mathematics</b></p>   | <p>Subitising to 3<br/>Numbers are made up of 1<br/>Composition of 2 and 4<br/>2D and 3D shapes<br/>Comparisons of sets just by looking</p> | <p>The fiveness of five<br/>Comparisons of sets<br/>Whole and part<br/>Wholes and parts<br/>Composition of 3,4 and 5<br/>Counting- matching numerals and quantities to 10<br/>Verbal counting to beyond 20</p> | <p>Subitising to 5<br/><br/>Counting: ordinality and the staircase pattern<br/>Composition of 5, 6 and 7</p> | <p>Counting ordinality and the staircase pattern<br/>Numbers to 8<br/>Composition of 7, doubles and odd and even</p> | <p>Counting larger sets and things that cannot be seen<br/>Subitising to 6<br/>Composition of 5 and a bit and to 10<br/>Comparison</p> | <p>Subitising beyond 5<br/>Number bonds to 5<br/>Composition to 10<br/>Comparing numbers to 10<br/>Number patterns<br/>Counting beyond 20</p> |
| <p><b>Understanding the world (UTW) – direct links to Science</b></p> |   |  |  | <p>Differences in wildlife and weather in spring and winter<br/>Habitats around school<br/>Lifecycles – fish</p>     | <p>Habitats around the world</p>   | <p>Questioning and exploring scientifically<br/>Animals and their young</p>   |

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| <p><b>Understanding the world (UTW) – direct links to Geography</b></p>               |  |  |  | <p>Differences in wildlife and weather in spring and winter</p> <p>Patterns in the world around us</p> <p>Places and physical processes</p> | <p>Simple human and physical features</p> <p>Picture maps and simple views</p> <p>Comparing and contrasting UK and Kenya</p> |            |
| <p><b>Understanding the world (UTW) – direct links to History</b></p>                 | <p>My family</p> <p>Recent heroes in history</p> | <p>How celebrations look different now and in the past</p> | <p>Monarchs- kings and queens</p> <p>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</p> <p>Hanukkah</p> <p>Christmas</p>             | <p>Shrove Tuesday</p> <p>Chinese New Year</p>    | <p>Ramadan</p> <p>Eid</p> <p>Easter</p>   |  | <p>Eid</p> |

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| <p><b>Expressive Arts and DT (EAD)</b></p> | <p>Self portraits<br/>         Storylines in play<br/>         Explore and use a wide range of artistic effects<br/>         Line drawings</p> | <p>Listen attentively to music<br/>         Sing in a group and on their own<br/>         Engage in music making and dance</p> | <p>Printing<br/>         Collaging<br/>         Rubbings<br/>         Singing – developing pitch and melody</p> | <p>Refine a variety of artistic effects<br/>         Colour and shade<br/>         Painting and print making skills</p> | <p>Developing pitch and melody<br/>         Comment on dance and performance art<br/>         Engage in music making and dance solo or in groups</p> | <p>Building on previous learning</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>                 |