

Our Early Years curriculum is planned and developed with our children's interests and needs placed at the heart of all we do. This map provides a general overview of the Early Learning Goals which show the level of progress children are expected to have attained by the end of Reception. Our Reception children have lots of opportunities to play, explore, investigate, experiment and learn in both our inside and outdoor classrooms. We support the children in their independent play and through adult led activities to develop their understanding, vocabulary, skills and knowledge through a wide variety of playful and hands on experiences.

Communication

Communication and Language: 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.

Communication and Language: Speaking

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.

Literacy: Comprehension

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.

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 sound-blending;

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Literacy: 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.

Expressive Arts and Design: 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.

Health and Wellbeing

Personal, Social and Emotional Development

Self-Regulation

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

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;

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.

Managing Self

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

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

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

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.

Physical development

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.

Class 1 Reception

Global Understanding

Understanding the World: 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;

Understanding the World: 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.

STEM

Mathematics: Number

Have a deep understanding of number to 10, including the composition of each number;

Subitise (recognise quantities without counting) up to 5;

Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Mathematics: Numerical Patterns

Children at the expected level of development will:

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, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World: The Natural World

Children at the expected level of development will:

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.

Expressive Arts and Design: Creating with Materials

Children at the expected level of development will:

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.

Our curriculum gives the children the opportunity to take their learning in school from focusing on themselves and their own lives, through to our local area and then the wider world. Each week our adult led activities develop key skills and concepts linked to a focus book. Below is an overview of the progressive key skills and knowledge that we focus on as children develop through reception.

Area of Learning	Autumn Term 'SETTLING IN - ME AND MY WORLD' Welcome to Reception. What makes me a me? It's getting cold outside		Spring Term 'WIDENING OUR HORIZONS' Wild about animals Let's get building Spring is in the air		Summer Term 'EXPLORING THE WIDER WORLD' Growing, growing, growing Let's go on a journey		
Personal, Social & Emotional Development		Being supported to feel welcome, happy and safe in school: observing & listening to adults in order to understand rules & routines, how to be independent, make friends & play cooperatively, share and take turns, solve problems with support.		Being independent when operating in the classroom and around school Considering needs & feelings of others Attempting to resolve conflict with others Looking after needs independently E-safety		Being self-confident & ready for new challenges and changes in routines Showing awareness, sensitivity & respect for other cultures Talking about dreams & goals for the future	
Physical Development		Using the outdoor classroom & climbing frame/wall safely & with control Looking after ourselves when dressing, eating and going to the toilet Scissor skills with support Strengthening fine motor skills through 'dough gym'.		Developing control using tools and materials Practising using correct pencil hold and grip Beginning to write using correct letter formation for letter groups Keeping healthy, fit & safe Making healthy choices in our diet and movements		Independently using tools, materials, writing equipment correctly and with control Managing own needs hygienically and safely Demonstrating control & coordination in gross and fine motor movements	
Communication & Language		Circle time: talking about ourselves, our families, using focus books to support talk Understanding how to be a 'good listener' & 'good talker' Following simple instructions, playing 'Simon Says' games Revision of Phase 1 letters & sounds Introducing Big Up a Book.		Circle time: using focus books to extend talk, listening to others & responding appropriately Developing concentration & attention through circle games, memory activities Discussing and developing ideas before writing Using imaginative language in role play		Circle time: using focus books to confidently talk about significant events & experiences Relating own stories & explanations clearly & coherently Asking questions & listening to the response Understanding who? where? what? why? how? Questions & answering appropriately	
Literacy	Meetings with nurseries and parents in the summer term.	*Reading: Book handling, story telling using wordless picture books, retelling traditional tales *Writing: Mark making & ascribing meaning to marks, writing & recognising name, writing labels & lists based on their interests *Letters & Sounds: Phase 2 phonemes, practising oral blending & segmenting, introducing tricky words to read	PUPIL PROGRESS Parents' evenings	*Reading: CVC words, captions & simple sentences, using & understanding book language, remembering characters & key events from stories & books Reading non-fiction books to gather information *Writing: captions to match pictures & drawings, cards for special occasions. Introducing the correct sequence of movement for handwriting letter families *Letters & Sounds: Phase 3 phonemes, digraphs & trigraphs - blending & segmenting to read & spell Reading & spelling high frequency words Reading Phase 2 & 3 tricky words	PUPIL PROGRESS Parents' evenings	*Reading sentences independently using phonic knowledge & sight words, Reading simple texts independently using phonic knowledge & sight words Reading non-fiction books to find out information & answer questions Incorporating expression & fluency when reading independently, answering questions based on what they have read *Writing simple and extended sentences independently using phonic & sight word knowledge Writing letters, books, messages and instructions using correct forms Writing using the correct sequence of movement consistently *Letters & Sounds: revision of Phase 2&3 phonemes, digraphs & trigraphs - blending & segmenting, spelling tricky & HF words	EY Profile PUPIL PROGRESS Reports to parents
Mathematics	On entry baseline assessments	Number: Match and sort, compare amounts, representing, comparing and composition of 1, 2 & 3, representing numbers to 5, one more and less to 5. Measure, shape and spatial thinking: Compare, Size, mass and Capacity, exploring pattern, circles and triangles, positional language, shapes with 4 sides, time.		Number: Introducing 0, comparing numbers to 5, composition of 4 and 5, representing, comparing and composition of 6, 7, 8, 9 & 10, making pairs, combining two groups, number bonds to 10. Measure, shape and spatial thinking: Compare mass and capacity, length and height, time, 3D shapes, pattern.		Number: Building numbers and counting patterns beyond 10, adding more, taking away, doubling, sharing and grouping, even and odd. Measure, shape and spatial thinking: spatial reasoning: match, rotate, manipulate, compose and decompose, visualise and build, mapping.	
Understanding the world		Special times/Special people in our lives Observing change in the seasons and as we grow, making observations about what they can see. Introducing the IWB, ipads and PCs to use correctly & safely with support Introducing Beebots and exploring controls		Joining in with their own family, cultural & religious celebrations Observing change in the seasons and as we and animals grow Observing & talking about similarities & differences in the natural & man-made world, investigating materials Using the IWB, ipads & PC independently Controlling Bee-Bots with purpose E-safety Introducing maps		Celebrating differences by discovering & joining in with traditions & celebrations from other cultures Investigating places, materials & living things, making observations and explaining why things occur including seasonal changes Selecting the most suitable technological equipment for purpose & use independently Controlling Bee-Bots using maps/square sheets, creating maps.	
Expressive Arts & Design		Introducing media, materials and tools: finding, using and putting them away with support Using imagination based on first hand experiences: home corner domestic play; add enhancements to celebrate events through the year and linked to focus stories. Using works of art to inspire creativity: Van Gogh, Starry night, Kandinsky: circles and triangles Learning new songs & performing actions		Exploring & combining media to create different effects: collage, clay, paint, chalk, oil pastels, felt tips Colour mixing using paints, chalks, pastels etc. Using works of art to inspire creativity: Heather Galler; Farm sunrise, Matisse: snail, Klee: castle Keeping a beat with percussion instruments Listening to & accompanying different pieces of music		Independently selecting & using media, materials & tools skilfully to generate their own creative work Artwork focus: Van Gogh: Sunflowers, Arcimboldo: fruit portraits, Jackson Pollock; link to space work Making sound patterns with percussion instruments Expressing feelings about music & songs Confidently rehearsing & performing songs, dancing & narrating for class assembly	
R.E.							
Special Events Add enhancements to the role play area to celebrate events through the year.		Harvest, Eid, Diwali, Firework Night, Hannukah, Christmas events.		Happy New Year, Chinese New Year, Valentine's Day, Shrove Tuesday, Mother's Day, Holi, St David's Day, St. Patrick's Day, Easter.		St George's Day, Father's Day, Sports Day	
Educational Visits/Visitors		Diwali Fire safety Autumn welly walk		Welly walks around Norton Lindsey Visit to a farm.		Welly walks around Norton Lindsey Visit to Butterfly fam. Teddy Bear's Picnic	

Each week we have a focus book to direct our adult led learning. By using a focus book we are able to contextualise the children's learning and also introduce and embed new vocabulary from what the children have read into their everyday language. We value the importance of reading and use additional books throughout each week to deepen the children's knowledge and explore other lines of enquiry.

Reception focus books:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What makes me a me?	It's getting cold outside	Wild about animals!	Let's get building Spring is in the air!	<i>Growing, growing, growing!</i>	Let's go on a journey!
What makes me a me? Ben Faulks	Divali Nancy Dickmann	Winnie's dinosaur day Valerie Thomas	3 little pigs/Mr Wolf's pancakes Jan Fearnley	The Growing Book Ruth Krauss and Helen Oxenbury	We're going on a bear hunt Michael Rosen and Helen Oxenbury
Dogger Shirley Hughes	A little bit of winter Paul Riddell	Shark in the Park! Nick Sharrat	Let's Build A House Mick Manning and Brita Granström	Jasper's Beanstalk Nick Butterworth and Mick Inkpen	Alien's in underpants Claire Freedman
5 minutes peace Jill Murphy	Robin's winter song Suzanne Barton	That Pesky Rat Lauren Child	Burglar Bill Janet and Allan Ahlberg	The Enormous Turnip	Mr Gumpy's motorcar & Mr Gumpy's outing John Burningham
The wonder Faye Hanson	The Emperor's Egg Martin Jenkins	What the ladybird heard Julia Donaldson	Bug hotel Libby Walden	The very hungry caterpillar Eric Carle	Faster, faster, Little Red Train Benedict Blathwayt
Little Red Hen Jonathan Allen	Snowman Raymond Briggs	Pig in the pond Martin Waddell	But I do know all about chocolate Lauren Childs Chocolate cake Michael Rosen	Where the forest meets the sea Jeannie Baker	Portside pirates Oscar Seaworthy
Funnybones Janet and Allan Ahlberg	Stickman Julia Donaldson	The Great Race Dawn Casey		Supertato Sue Hendra	Somebody swallowed Stanley Sarah Roberts
Zim Zam Zoom Bonfire night poetry	Babushka Dawn Casey and Amanda Hall	Chickens aren't the only ones Ruth Heller			