

Curriculum overview for Reception

Personal, Social and Emotional Development

Help children to:

- Settle into the classroom environment and understand the rules and boundaries.
- Establish and maintain successful friendships with other children and adults.
- Grow in confidence and be able to talk about how they feel and what they need.
- Understand and take account of the needs of others.
- Learn how to resolve conflicts no matter how big or small.
- Be able to negotiate and share successfully.
- Understand what bullying is and what to do if it happens.
- Deal with changes in routine confidently

Mathematics

Develop children's ability to:

- Count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.
- Use quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer.
- Solve problems, including doubling, halving and sharing.
- Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
- Recognise, create and describe patterns.
- Explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Literacy

Develop children's ability to:

- Read and understand simple sentences.
- Use their phonic knowledge to decode regular words and read them out accurately.
- Read and write some common irregular words.
- Talk about what they have read with understanding.
- Write simple sentences that match the way they talk and can be read by themselves and others.

Understanding the World

Looking at and exploring:

- Where children were born.
- People important to the children and the children's family history.
- Exploring the school and the people who work in it.
- How our bodies change over time.
- Our five senses.
- People who help us.
- Growing plants, bugs and butterflies.
- The seasons, colours in the environment and what is growing.
- Christianity and other faiths.
- Harvest, Christmas, Easter and other religious celebrations.
- Using a range of ICT and associated software to create, explore, control and record.

Physical Development

Developing:

- An awareness of self and space
- Co-ordination through games, dance and gymnastic activities.
- Ability to travel on different body parts and at different levels including the use of apparatus.
- Ability to work with a partner, in a group or by themselves.
- Both fine and gross motor skills.
- Use of tools including pencils and scissors.
- Use of equipment including hoops, bean bags and balls.
- An understanding of which foods and activities are good for their health.
- An understanding of what happens to their body when they exercise.

Communication and Language

Develop children's ability to:

- Listen attentively in a range of situations.
- Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- Give their attention to what others say and respond appropriately, while engaged in another activity.
- Respond to instructions involving several ideas or actions
- Answer 'how' and 'why' questions about their experiences and in response to stories or events
- Express themselves effectively, showing awareness of listener's needs
- Use past, present and future tenses correctly

Expressive Arts & Design

The children will be:

- Using paint, pastel, pencils, crayons to create images of self, homes, mini-beasts and other items.
- Using junk modelling techniques to create a range of homes, mini-beasts and other items.
- Cooking a range of savory and sweet foods.
- Developing cooking techniques and food hygiene knowledge.
- Using role-play to explore different environments such as caves, homes, building sites, fabric / DIY shops, airport.
- Singing and participating in music creation.
- Taking part in Infant Nativity.

Characteristics of Effective Learning – Learning Skills that underpin all Seven Curriculum Areas.

Playing and Exploring

Finding out and exploring

- What areas / activities are they drawn to?
- Do they prefer to work in a group / alone?
- Do they initiate activities themselves or join in an existing one with a group?
- Do they think aloud describing what they do?

Using what they know in their play

- In play do they draw on experiences from home / outside school?
- Do they act out situations in the role play area?
- Are they confident in finding tools, materials and resources they need for a particular project or idea?

Being willing to have a go

- Levels of persistence – do they give up at first hurdle or keep trying?
- Are they eager to try new ideas or do they stay with what they are familiar with?
- Are they able to talk about / review what they've done if things haven't worked?
- Do they work best with continual support or prefer to get on with activities themselves?

Active Learning

Being involved and concentrating

- Do the children keep focused on a self-initiated activity for a long period of time?
- Are they concentrating and involved in the activity without being distracted?
- Do they show care with what they're doing?
- Do they demonstrate concentration through silence or thinking aloud?

Keeping on trying

- Do children show persistence – not giving up even if it means starting again?
- Do they ask for help / support if they need it?
- Do they discuss solutions for challenges with peers / adults or work things through themselves?

Enjoying achieving what they set out to do

- Is there a sense of satisfaction and pride when they have completed an activity; do they want to show / tell people?
- Do they relish challenges and continually try to make things better?
- Do they evaluate themselves and try different things as a result?
- Are they 'intrinsically motivated' - achieving things for themselves as opposed to adult praise?

Creating and thinking critically

Having their own ideas

- Do they try something different rather than follow what someone else has done?
- Do they address a problem with a strategy?
- Retaining independence – not asking for support even if it takes longer to achieve the outcome

Using what they already know to learn new things

- Do they understand patterns and predictability of events?
- Talks about / explains how their process links to a previous experience
- Do they draw upon knowledge or experiences not immediately related to their activity?

Choosing ways to do things and finding new ways

- Are they confident in using a 'trial; and error' approach and talking about why some things do / don't work
- Choosing different ways of approaching activities and adapting if it doesn't work