



Curriculum Framework for Reception

St Matthew's Curriculum Statement

Here at St Matthew's, we have developed a statement that outlines all that we want our children to achieve in their time at St Matthew's Primary School. We aim for the children to achieve all of the following through following our taught curriculum in the classroom and by participating in the wider life of the school, its culture and values. Here is our statement below:

We want our curriculum to prepare children for the future so that they may lead happy, positive and fulfilling lives.

We want the children to develop the skills, knowledge and confidence to make and take opportunities in life. This is in terms of academic excellence and by developing the healthy lifestyle, attitudes, dispositions, values and ways of thinking that will promote their sense of well-being, happiness and fulfilment.

We want the children to have a wide range of experiences to enable them to discover and develop their individual interests, a sense of who they are and what they want to be.

We want the children to be motivated, engaged and enthusiastic about their learning, and take this enthusiasm forward into everything that they do. This will enable them to be curious, life-long learners.

We want children to be confident to take risks, to be resilient to learn from mistakes and to know how to get help and support when they need it.

We want the children to be critical thinkers, to question what they are told and come to their own conclusions.

We want the children to know their rights and responsibilities, in school, in our community and in wider society.

We want children to reflect on their values and act accordingly.

We want the children to learn the skills to develop strong, positive relationships and friendships.

We want the children to be open minded and culturally aware. We want them to understand that people are different, including having different families, relationships, beliefs, views and opinions. We want them to embrace, respect and celebrate this diversity.

The National Curriculum and the Early Years Foundation Stage

In Nursery and Reception we follow the Early Years Foundation Stage Curriculum. A link to this can be found on our website.

In Years One to Six we follow the national curriculum for England and Wales. A link to the National Curriculum can be found on our website. This gives a detailed breakdown of programmes of study for each curriculum area as follows:

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| English | Programmes of Study for: <ul style="list-style-type: none">• Year One• Year Two,• “Lower Key Stage Two” (by the end of Year Four)• “Upper Key Stage Two” (by the end of Year Six)• Programmes of Study for each Year Group for Vocabulary, Grammar and Punctuation |
| Maths | Programmes of Study for each group from Years One to Six |
| Science | Programmes of Study for each group from Years One to Six |
| All other National Curriculum Subjects | Attainment Targets and Subject Content for Key Stage One (Years One and Two) and Key Stage Two (Years Three to Six) |

We also follow the Cambridgeshire Agreed Syllabus for Religious Education.

How the Curriculum Is Organised

On the following pages you can see what is being taught in each curriculum area each half term.

Whatever we are teaching, there are certain key features that are consistent about how the curriculum is organised and delivered...

1. A “Context for Learning”

We teach most subjects through a “Context for Learning”. This is the over-arching topic we use to provide a meaningful context to the children’s work. Usually each half term will have a different “Context for Learning”. We use these contexts to teach all the national curriculum subjects, and look to make links between the subject areas.

Literacy and mathematics are taught each day and linked to the theme where possible. Some lessons may be taught discretely if they do not fit in with the context for learning.

We may when appropriate focus on a particular curriculum area for a few days. For example, rather than having one art lesson at a particular time every week, children may have a week focusing on art, enabling them to really get their teeth into a particular project.

Some curriculum areas may not be taught every half term (for example, History may be taught one half term then Geography the following half term).

2. An Exciting “Entry Point”

Each context for learning begins with a “wow” entry point for the children. The purpose of these is to stimulate children’s excitement, interest and motivation to learn. These events usually happen in

the first couple of weeks of teaching using that context. They may involve children going on a class trip or it may be an event organised in school.

3. Our Question Boards

Each class begins each half term's context for learning by brainstorming what they already know about the area and generating questions that they would like to find out the answers to. Each classroom has a "questions board" with the children's questions displayed. These help inform the teacher's planning for each half term and are used to help the children to become active, independent learners.

We strongly believe that this skills-based approach to teaching and learning has a positive impact on your child's enjoyment and achievement at school.

A Personalised Curriculum for Your Child

Precise learning objectives are differentiated according to each child's next steps in their learning. You can find out more detail about your child's next steps in learning by coming to the Parents' Evening Meetings in the Autumn and Spring terms, from your child's Annual Written Report in the Summer Term and by making an appointment with your child's class teacher if you feel you need more information or have any concerns.

Homework is another good way of keeping up with what your child is learning. Reading with your child, helping them learn spellings, number bonds, multiplication tables and other activities that are sent home give a good indication of the areas your child is working on.

Our Curriculum for Reception for the First Half of Autumn Term

Context for Learning: Getting to know you!

| EYFS Area | Link to National Curriculum Area | Brief Description of what is being taught |
|---|----------------------------------|---|
| Communication & Language | Literacy | <ul style="list-style-type: none"> • Learning to listen and respond to each other in small groups and a whole class e.g. completing sentence stems I like Because... • Listening to stories with increasing attention to recall key facts and hear rhyme and alliteration. • Following instructions at school to be successful in our new environments e.g. tidy up, |
| Physical Development | Physical Education | <ul style="list-style-type: none"> • Getting changed for PE • Exploring the hall space through movement. • Follow the leader & the bean bag games • Travelling using different parts of the body • Developing our fine motor control through simple tracing, threading and drawing activities. • Building with large resources • Learning to use the monkey bars • Understanding how to keep our bodies healthy by washing hands and talking about how to use the toilets hygienically. |
| Personal, Social & Emotional | PHSE and Citizenship | <ul style="list-style-type: none"> • Learning how to make a new friend/s • Talking about new beginnings • Learning and understanding our class and school rules • Sharing and taking turns with the resources in the classroom and garden • Demonstrate friendly behaviour by being kind • Being able to select and use the resources appropriately in the classroom • Developing our confidence in a large group of children e.g. talking 'all about me' and what I like to do • Becoming aware of feelings and actions and how they can affect others • Adapting behaviour to new situations e.g. assembly, harvest festival, lunchtime, playtime and carpet time. • Building confidence to talk to other children when playing and communicate freely about home and community |
| Literacy | Literacy | <ul style="list-style-type: none"> • Writing our name with a capital letter at the beginning • Encouraging and celebrating mark making through different activities e.g. using large chalk outside, paint brushes in sand & exploring different tools • Daily phonic sessions –learning phase 2 phonemes • Learning to recognise rhyme and alliteration • Learning how to blend and segment with the phonemes we have learnt. • Learning to read and write 'tricky' words that we can't sound out • Recognising print in our environment • An introduction to the Oxford Tree characters and Storytime Phonics |
| Maths | Mathematics | <ul style="list-style-type: none"> • Daily number sessions - counting how many children, adults, school dinners etc • Learning number rhymes • Counting forwards and backwards to ten from any number • To count objects or actions which cannot be moved • Recognising numerals up to ten • Sorting and matching objects • Learning to recognise 2d shapes and their properties • Finding 1 more and 1 fewer /less up to ten • Learning to recognise patterns in the environment |

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| Expressive Arts and Design | Design and Technology Music Art and Design Dance | <ul style="list-style-type: none"> • Learning to sing a few familiar songs • Performing a song at the Harvest Festival • Learning how to paint a self portrait • Explore and learn how sounds and colours can be changed • Learn how to stop and start playing • Learn how to use and adapt the resources to make simple role play props |
| Understanding the World | Geography History Science Religious Education Languages Computing | <ul style="list-style-type: none"> • Talking about people who help us at school • Learning to use ICT in the classroom e.g. IWB, learning how to use the mouse to select and play games on the laptops • Talking about how we stay safe on the internet • Talking about difference and diversity in our classroom and celebrating special times and events e.g. birthdays, Diwali. • Learning to say hello in different languages. |
| | Cooking and Nutrition | <ul style="list-style-type: none"> • Learning how to use the salad bar at lunchtime • Learning how to use cutlery at lunchtime • Discussing the difference between fruit at snack time • Talking about healthy choices and the importance of drinking water • Learning how to mix ingredients to make bread |

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| Educational Visits/Visitors | <ul style="list-style-type: none"> • Visiting the school lunch hall • Visiting the school library |
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Our Curriculum for Reception for the Second Half of Autumn Term

Context for Learning: Yo Ho Ho! A Pirate's Life For Me!

| EYFS Area | Link to National Curriculum Area | Brief Description of what is being taught |
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| Communication & Language | Literacy | <ul style="list-style-type: none"> Listening and responding to a range of texts linked to pirates, including poetry and non-fiction Using language to recreate roles and experiences through pirate role play Storytelling based on pirate role play List writing Introduction to writing labels |
| Physical Development | Physical Education | <ul style="list-style-type: none"> Learning to move at speed and in safety Changing direction with control Aiming with accuracy Two-handed throwing and catching Sending a ball to a partner in a variety of ways Controlling a ball with our feet Continuing to work on correct letter formation when writing Handling tools, objects, construction and malleable materials with increasing control Learning to write on lines |
| Personal, Social & Emotional | PHSE and Citizenship | <ul style="list-style-type: none"> Recognising and understanding the importance of different places and features in our local area Recognising and understanding the jobs of people in our local area including people who help them Learning to think about the needs and feelings of others and resolve conflicts with friends by finding a compromise Learning what it means to be a good friend during Kindness Week Learning to compromise with friends when playing, without the need for adult intervention when disagreements occur Developing confidence to speak to others about their own needs, wants, interests and opinions Learning to name and identify emotions and feelings Understanding the importance of rules in different environments, e.g. playground, lunch hall, classroom, assembly |
| Literacy | Literacy | <ul style="list-style-type: none"> Encourage and celebrate mark-making Daily Phonics sessions – embedding Phase 2 phonemes and tricky words into our reading and writing Writing stories based on pirate role play Writing messages in bottles Pirate labelling and caption writing Reading and listening to an increasing range of books and talking about features Identifying and talking about features of books including front covers and main characters |
| Maths | Mathematics | <ul style="list-style-type: none"> Daily Maths sessions – counting and using numbers up to 10 Learning how to share equally Finding 'one more than' a number to 10 Finding 'one less than' a number to 10 Using the language of 'fewer' to compare sets of objects |
| Expressive Arts and Design | Design and Technology Music Art and Design Dance | <ul style="list-style-type: none"> Making pirate props to support pirate role play Making pirate faces from a variety of media and materials Learning to dance like a pirate Learning about colour mixing with paint Pirate role play in small groups Painting in the style of Jackson Pollock Using glitter to make firework pictures Painting trees using autumn colours Making Christmas cards |
| Understanding the World | Geography History Science Religious Education Languages Computing | <ul style="list-style-type: none"> Recognising and drawing features on a pirate treasure map e.g. mountains, volcanoes Recognising and understanding the jobs of people in our local area including people who help us Talking about floating and sinking Learning about how Christians celebrate Christmas Learning about how Hindus and Sikhs celebrate Diwali Learning about how Hannukah is celebrated Talking about special family celebrations |

- Using the class laptops to find out how different families celebrate Festivals of Light

Our Curriculum for Reception for the First Half of Spring Term

Context for Learning: We're Going On a Bear Hunt!

| EYFS Area | Link to National Curriculum Area | Brief Description of what is being taught |
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| Communication & Language | Literacy | <ul style="list-style-type: none"> • Learning to remain focused and concentrate during appropriate activities, e.g. listening carefully to stories and in assembly • Learning to listen and join in during class discussions • Learning to use language to recreate roles and experiences in their play • Extending our vocabulary for our new topic • Joining in with story language and repeated refrains |
| Physical Development | Physical Education | <ul style="list-style-type: none"> • Investigating different ways of moving around space in safety • Using our body to make interesting balances and body shapes • Learning to talk about the changes that happen to our bodies when we exercise in P.E. • Practising letter and number formation, remembering to start writing in the correct place |
| Personal, Social & Emotional | PHSE and Citizenship | <ul style="list-style-type: none"> • To recognise and identify feelings within themselves and within others • To recognise what causes different feelings in themselves and others • To recognise ways in which to make ourselves feel better |
| Literacy | Literacy | <ul style="list-style-type: none"> • Daily Phonics sessions - Phase 3 phonemes (digraphs and trigraphs) • Learning to read and write new tricky words • Learning to read a range of texts linked to Bears, including non-fiction books to find out new information • Learning to write simple sentences and captions with finger spaces, a capital letter and a full stop • Writing for different purposes, e.g. letters, lists and stories • Sequencing familiar stories e.g. We're Going on a Bear Hunt • Learning how to use different resources to find information |
| Maths | Mathematics | <ul style="list-style-type: none"> • Daily Maths sessions • Counting forwards and backwards to 20 • Recognising numbers to 10 and beyond • To understand and use positional language to help find a bear • Investigating weight and capacity and using language to compare • Using vocabulary to talk about size and make comparisons |
| Expressive Arts and Design | Design and Technology Music Art and Design Dance | <ul style="list-style-type: none"> • Design and make our own collage bear • Observational drawings of bears • Learn a variety of bear songs • Add musical instruments to a well-known story • Make a bear using clay • Role-Play linked to the story 'We're Going on a Bear Hunt' • Action songs and rhymes linked to stories • Create artwork in the style of famous artists e.g. Mondrian, Kandinsky |
| Understanding the World | Geography History Science Religious Education Languages Computing | <ul style="list-style-type: none"> • Distinguishing between the past and present • Looking at habitats • Learning about hibernation • Learning about different bears – drawing upon similarities and differences • Recognising the changes that happen at the beginning of Spring • Thinking about the changes in weather • Learning about how Chinese New Year is celebrated |

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| | Cooking and Nutrition | <ul style="list-style-type: none"> • Making honey sandwiches - practising spreading and cutting |
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Our Curriculum for Reception for the Second Half of Spring Term

Context for Learning: Once Upon A Time

| EYFS Area | Link to National Curriculum Area | Brief Description of what is being taught |
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| Communication & Language | Literacy | <ul style="list-style-type: none"> • Identifying key features of Traditional Tales • Joining in with repeated refrains from stories • Use language to predict what happens next and change familiar stories • Listen to different versions of Traditional Tales • Introduce a storyline/ narrative in their play • Sequencing simple stories • Understanding speech bubbles • Hot seating - roleplaying characters • Learning to ask questions |
| Physical Development | Physical Education | <ul style="list-style-type: none"> • Learn and repeat basic positions of stillness and explore individual body movements. • Explore whole body movements on the spot and when moving • To remember and repeat a phrase of linked basic positions of stillness and extend it to show individual body movements |
| Personal, Social & Emotional | PHSE and Citizenship | <ul style="list-style-type: none"> • To identify people who look after them at school and identify their roles • To understand ways in which they can look after the school environment • To understand ways in which they can look after their things and their home • To understand ways in which to care for plants and animals • To understand what money is and what it is used for |
| Literacy | Literacy | <ul style="list-style-type: none"> • Using letter sounds in our reading and writing • Learning to write and read cvc words and building them to make simple captions • Daily Phonic sessions • Learning to recognise the High Frequency Words from Phase 3 • Reading a wide range of traditional tales and retelling the stories using props • Writing our own versions of traditional tales |
| Maths | Mathematics | <ul style="list-style-type: none"> • Daily Maths sessions – counting forwards and backwards from any given number • Learning to recognise, write and order numbers up to 20 • To begin to understand estimation • To solve simple problems by using addition and subtraction • To name the basic 2d and 3d shapes and talk about their properties • To begin to learn how to tell the time (o'clock) • To use the correct mathematical language when measuring – weight & height |
| Expressive Arts and Design | Design and Technology Music Art and Design Dance | <ul style="list-style-type: none"> • Work together on a large scale • Explore and make different sounds with the instruments e.g. loud and soft • To act out the traditional tales • Investigating which material is best to build houses for the Three Little Pigs • Investigating different types of bridges and choosing resources to build and test a bridge |

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| Understanding the World | Geography History Science Religious Education Languages Computing | <ul style="list-style-type: none"> • Learning to use ICT in the classroom e.g. IWB, learning to log on to the laptops • To talk about special times and or events in our families • To Learn about the main features of a festival and discuss some of the similarities and differences • To talk about why things happen and how things work. • To learn how to ask questions. |
| | Cooking and Nutrition | <ul style="list-style-type: none"> • Making porridge – observing how food changes during the cooking process • Understanding the difference between sweet and savoury food |

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| Educational Visits/Visitors | <ul style="list-style-type: none"> • Different story tellers |
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Our Curriculum for Reception for the First Half of Summer Term

Context for Learning: Look what is happening (Growing)

| EYFS Area | Link to National Curriculum Area | Brief Description of what is being taught |
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| Communication & Language | Literacy | <ul style="list-style-type: none"> • To understand what a question is and respond with an appropriate answer – Linked to what they can see. • To follow simple instructions e.g. farm rules, caterpillar rules, planting seeds and class assemblies • Answer how and why questions about their experiences e.g trip to the farm. • Using language to recreate roles and experiences through our class assembly and roleplay in the classroom • To express ourselves effectively showing awareness of the listeners' needs. • To use the correct tense when discussing past, present and future events (linked to visits and visitors) • To know the key events, setting and characters in a story – Jack and the Beanstalk |
| Physical Development | Physical Education | <ul style="list-style-type: none"> • To hold a pencil effectively to form recognisable letters and use these in our everyday writing. • Learning to write on lines and show some awareness of ascenders and descenders when writing. • To show increasing control over different objects such as patting, pushing, throwing, catching and kicking. • To negotiate larger spaces successfully. • To learn how to throw and catch different objects • To talk about ways to stay healthy e.g. exercise, healthy eating and learn about the grow, glow and go foods |
| Personal, Social & Emotional | PHSE and Citizenship | <ul style="list-style-type: none"> • To understand and value what our bodies can do. • To understand ways of looking after our body and keeping it clean. • To understand how members of our family and other trusted people care for and look after us. • To recognise how growing up makes us feel. • To develop our confidence to speak in front of an audience. • To adjust our behaviour to different situations e.g. school trip and class assembly. |
| Literacy | Literacy | <ul style="list-style-type: none"> • Daily Phonics sessions – learning to embed Phase 4 (especially the clusters e.g. band, paint, post, stamp) into our reading and writing. • Labelling a life cycle diagram • Recounting an experience. E.g. going to the farm • Writing a letter to say thank you. • Reading and listening an increasing range of books and talking about features of a non-fiction text • To retell the story of Jack and The Beanstalk • Writing our own non-fiction books |
| Maths | Mathematics | <ul style="list-style-type: none"> • Daily Maths sessions – counting and using numbers up to and beyond 20. • Counting in 2s, 5s and 10s • Learning how to share, halve and double • Number bonds to ten • To recreate symmetrical patterns • To learn the vocab for capacity e.g. full, empty, half full • Explore the characteristics of 3d shapes • Use symmetry to make patterns |
| Expressive Arts and Design | Design and Technology Music Art and Design Dance | <ul style="list-style-type: none"> • Observational drawings of seeds, plants etc • Painting and printing symmetrical butterflies • Learning about colour mixing with powder paint • To learn the primary colours • To make a windmill for the garden • To explore the different musical instruments in the music room. • To understand the pitch and pulse in music. • To express how they feel about different pieces of music. |

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| Understanding the World | Geography History Science Religious Education Languages Computing | <ul style="list-style-type: none"> • Design and make our own classroom miniature garden • Observe the changes that happen to plants and animals. • To talk about what plants and animals need to survive. • To discuss the similarities and differences in the environment. • To talk about how to keep our environment safe • To use the classroom camera to record key events – plants growing and the caterpillars changing |
| | Cooking and Nutrition | <ul style="list-style-type: none"> • Glow, grow and go foods • Foods which grow in our country – how do we use potatoes? |

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| Educational Visits/Visitors | <ul style="list-style-type: none"> • Trip to Wimpole Farm • Caterpillars in the classroom |
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Our Curriculum for Reception for the Second Half of Summer Term

Context for Learning: Around the World

| EYFS Area | Link to National Curriculum Area | Brief Description of what is being taught |
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| Communication & Language | Literacy | <ul style="list-style-type: none"> To listen attentively to visitors who come to talk about food/cultures and ask appropriate questions. To listen to the stories 'Handa's Surprise' and 'Oliver's Vegetables' and answer 'how' and 'why' questions in response to the texts. To use the past tense to talk about what they have learnt in Reception. To use the future tense to talk about their transition into Year 1 – their new routines etc. To talk about achievements and use past tense language when looking at Learning Journeys |
| Physical Development | Physical Education | <ul style="list-style-type: none"> To prepare for and take part in Sports Day – using good control and coordination for a variety of running, throwing, balancing and jumping activities. To understand and discuss the importance of a healthy diet, physical exercise and other ways to keep healthy and safe. To continue to work on the correct letter formations. |
| Personal, Social & Emotional | PHSE and Citizenship | <ul style="list-style-type: none"> To understand and talk about healthy lifestyle choices. To value and discuss similarities and differences between themselves and others in their class/other families. To understand that people and families have different beliefs and customs which are important and special to them. To understand that it is important to respect other people's differences and the ways in which they live their lives. To prepare for their transition into Year 1. |
| Literacy | Literacy | <ul style="list-style-type: none"> To read and write poems about food. To read and answer questions about texts linked to food and different countries around the world e.g. 'Handa's Surprise', 'Handa's Hen'. To write recounts of our holidays and weekends. To read and write recipes and instructions. Daily Phonics sessions – moving on to Phase 5 |
| Maths | Mathematics | <ul style="list-style-type: none"> Daily Maths sessions – counting and using numbers up to and beyond 20 in practical contexts. Counting, recognising and ordering with numbers up to 20. Identifying one more and one less than a given number up to 20. Adding and subtracting with two single digit numbers, using different methods to help us e.g. objects, fingers, number line. To solve simple problems involving doubling, halving and sharing. To use everyday language to talk about size, weight, capacity, position, distance, time and money. To compare quantities and objects to solve problems. To explore the characteristics of everyday objects and shapes, and use mathematical language to describe them e.g. corners, faces, sides. |
| Expressive Arts and Design | Design and Technology Music Art and Design Dance | <ul style="list-style-type: none"> To learn new songs about food. To listen and respond to music from around the world. To experiment with changing the sounds that instruments can make. To make observational drawings of food. To learn about colour mixing with paints. To continue to use our Role Play Areas and link to our topic e.g. Café, Fruit and Vegetable Shop, Bakery, Aeroplane. To respond to what we have learnt or represent our own ideas through design and technology, art, music, dance and stories. |

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| Understanding the World | Geography History Science Religious Education Languages Computing | <ul style="list-style-type: none"> • To understand that other children don't always enjoy the same things, and respond sensitively to this. • To talk about similarities and differences between ourselves, families, communities and traditions. • Learn about Eid • To continue to use the class computers for a variety of purposes. • To use kitchen utensils when cooking. |
| | Cooking and Nutrition | <ul style="list-style-type: none"> • Glow, grow and go foods • TasteEd sessions |

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| Educational Visits/Visitors | <ul style="list-style-type: none"> • Visits from parents – food around the world and cultures/traditions/celebrations around the world. |
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