

Reception Curriculum Overview (using Development Matters and ELG)

	Marvellous Me	Adventure is Out There	Magic!	How Does Your Garden Grow?	Roar	Wonderful World
Focus Books	Where the Wild Things Are Anansi	Look Up I Am Henry Finch	The Magic Paintbrush Super Millie and the Super School	The Tiny Seed I Will Not Ever Never Eat Tomatoes	My Shadow is Pink Hairy McClarey	So Much Oi Frog
Communication and Language	<ul style="list-style-type: none"> Use new vocabulary throughout the day Describe events in some detail Engage in story times Develop social phrases Listen to and talk about stories to build familiarity and understanding Use new vocabulary in different contexts Listen carefully to rhymes and songs, paying attention to how they sound 	<ul style="list-style-type: none"> Use new vocabulary throughout the day Describe events in some detail Engage in story times Develop social phrases Listen to and talk about stories to build familiarity and understanding Use new vocabulary in different contexts Listen carefully to rhymes and songs, paying attention to how they sound Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 	<ul style="list-style-type: none"> Use new vocabulary throughout the day Describe events in some detail Connect one idea or action to another using a range of connective Engage in story times Develop social phrases Listen to and talk about stories to build familiarity and understanding Use new vocabulary in different contexts Listen carefully to rhymes and songs, paying attention to how they sound Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 	<ul style="list-style-type: none"> Use new vocabulary throughout the day Describe events in some detail Connect one idea or action to another using a range of connective Engage in story times Develop social phrases Listen to and talk about stories to build familiarity and understanding Retell the story one they have developed a deep familiarity with the text, some as exact repetition and some in their own words Use new vocabulary in different contexts Learn rhymes, poems and songs Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 	<ul style="list-style-type: none"> Use new vocabulary throughout the day Describe events in some detail Connect one idea or action to another using a range of connective Engage in story times Develop social phrases Listen to and talk about stories to build familiarity and understanding Retell the story one they have developed a deep familiarity with the text, some as exact repetition and some in their own words Use new vocabulary in different contexts Learn rhymes, poems and songs Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 	<ul style="list-style-type: none"> Use new vocabulary throughout the day Describe events in some detail Connect one idea or action to another using a range of connective Engage in story times Develop social phrases Listen to and talk about stories to build familiarity and understanding Retell the story one they have developed a deep familiarity with the text, some as exact repetition and some in their own words Use new vocabulary in different contexts Learn rhymes, poems and songs# Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
PSED (JIGSAW)	<ul style="list-style-type: none"> See themselves as a valued individual Express their feelings and consider the 					

	<ul style="list-style-type: none"> feelings of others Identify and moderate their own feelings socially and emotionally Build constructive and respectful relationships Manage their own needs Think about the perspective of others 					
Physical Development	<ul style="list-style-type: none"> Continue to develop movement, balancing, riding and ball skills GO up steps and stairs or climb up apparatus using alternate feet Skip, hop, stand on one leg and hold a pose for a game like musical statues Use large muscle movements to wave flags and streamers, paint and make marks Choose the right resources to carry out their own plan Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks Use 1 handed tools and equipment with support Use a comfortable grip with good control when holding pencils and pens Show a preference for a dominant hand Further develop the skills they need to manage the school day successfully (e.g. lining up and meal times) 	<ul style="list-style-type: none"> Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width Use 1 handed tools and equipment Be increasingly independent as they get dressed and undressed for example, putting coats on and doing up zips Further develop the skills they need to manage the school day successfully (e.g. lining up and meal times) 	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> Rolling Crawling Walking Jumping Running Hopping Skipping Climbing Develop small motor skills so that they can use a range of tools competently, safely and confidently Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Develop the foundations of a handwriting style that is fast, accurate and efficient Further develop the skills they need to manage the school day successfully (e.g. lining up and meal times) 	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> Rolling Crawling Walking Jumping Running Hopping Skipping Climbing Develop small motor skills so that they can use a range of tools competently, safely and confidently Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Confidently use a range of large and small apparatus indoors and outside, alone and in a group Develop the foundations of a handwriting style that is fast, accurate and efficient Further develop the skills they need to manage the school day successfully (e.g. lining up and meal times) 	<ul style="list-style-type: none"> Progress towards a more fluent style of moving, with developing control and grace Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including gymnastics, sport and swimming Combine different movements with ease and fluency Develop the foundations of a handwriting style that is fast, accurate and efficient Further develop the skills they need to manage the school day successfully (e.g. lining up and meal times) 	<ul style="list-style-type: none"> Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball Develop the foundations of a handwriting style that is fast, accurate and efficient Further develop the skills they need to manage the school day successfully (e.g. lining up and meal times)
Literacy/English	Understand the five key concepts of print:	<ul style="list-style-type: none"> Engage in extended conversations about stories, learning new 	<ul style="list-style-type: none"> Read individual letters by saying the sounds for 	<ul style="list-style-type: none"> Read individual letters by saying the sounds for 	<ul style="list-style-type: none"> Read individual letters by saying the sounds for 	<ul style="list-style-type: none"> Read individual letters by saying the sounds for

<p>(Literacy Tree)</p>	<ul style="list-style-type: none"> - Print has meaning - Print can have purposes - We read English text from left to right and from top to bottom - The names of the different parts of a book - Page sequencing • Develop their phonological awareness so they can: spot and suggest rhyme, count or clap syllables in a word and recognise words with the same initial sound • Engage in extended conversations about stories, learning new vocabulary • Use some of their print and letter knowledge in their early writing • Write some or all of their name • Write some letters accurately • Read individual letters by saying the sounds for them • Begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences • Form lower case and capital letters correctly 	<p>vocabulary</p> <ul style="list-style-type: none"> • Write some or all of their name • Write some letters accurately • Read individual letters by saying the sounds for them • Begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences • Read a few common exception words matched to the school's phonics programme • Read simple phrases and sentences made up of words with known GPC and, where necessary, a few exception words • Re-read these books to build up their confidence in word reading, their fluency and understanding and enjoyment • Form lower case and capital letters correctly • Spell words by identifying the sounds and then writing the sound with letter/s 	<p>them</p> <ul style="list-style-type: none"> • Begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences • Read some letter groups that represent one sound and say sounds for them • Read a few common exception words matched to the school's phonics programme • Re-read these books to build up their confidence in word reading, their fluency and understanding and enjoyment • Form lower case and capital letters correctly • Spell words by identifying the sounds and then writing the sound with letter/s • Write short sentences and words with known GCPs using a capital letter and full stop 	<p>them</p> <ul style="list-style-type: none"> • Begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences • Read some letter groups that represent one sound and say sounds for them • Read a few common exception words matched to the school's phonics programme • Re-read these books to build up their confidence in word reading, their fluency and understanding and enjoyment • Form lower case and capital letters correctly • Spell words by identifying the sounds and then writing the sound with letter/s • Write short sentences and words with known GCPs using a capital letter and full stop • Re-read what they have written to make sure it makes sense 	<p>them</p> <ul style="list-style-type: none"> • Begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences • Read some letter groups that represent one sound and say sounds for them • Read a few common exception words matched to the school's phonics programme • Re-read these books to build up their confidence in word reading, their fluency and understanding and enjoyment • Form lower case and capital letters correctly • Spell words by identifying the sounds and then writing the sound with letter/s • Write short sentences and words with known GCPs using a capital letter and full stop • Re-read what they have written to make sure it makes sense 	<p>them</p> <ul style="list-style-type: none"> • Begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences • Read some letter groups that represent one sound and say sounds for them • Read a few common exception words matched to the school's phonics programme • Re-read these books to build up their confidence in word reading, their fluency and understanding and enjoyment • Form lower case and capital letters correctly • Spell words by identifying the sounds and then writing the sound with letter/s • Write short sentences and words with known GCPs using a capital letter and full stop • Re-read what they have written to make sure it makes sense
<p>Mathematics (Mastering Number)</p>	<ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills 	<ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame 	<ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing 			

	<ul style="list-style-type: none"> spot smaller numbers 'hiding' inside larger numbers connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds compare sets of objects by matching begin to develop the language of 'whole' when talking about objects which have parts Talk about and explore 2D and 3D shapes Understand position through words alone with no pointing Describe a familiar route Discuss routes and locations, using words like 'in front' and 'behind' Select shapes appropriately when building Combine shapes to make new ones Extend and create ABAB patterns Begin to describe a sequence of events, real or fictional, using words such as first, then 	<ul style="list-style-type: none"> focus on equal and unequal g understand that two equal groups can be called a 'double' and connect this to finger patterns sort odd and even numbers according to their 'shape' continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern order numbers and play track games join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers Make comparisons between objects relating to size, length, weight and capacity Talk about and identify patterns around them Notice and correct an error in a repeating pattern Select rotate and manipulate shapes to develop spatial reasoning skills Compose and decompose shapes so that children recognise a shape within it, just as numbers can Continue, copy and create repeating patterns 	<p>that 8 is quite a lot more than 2, but 4 is only a little bit more than 2</p> <ul style="list-style-type: none"> begin to generalise about 'one more than' and 'one less than' numbers within 10 continue to identify when sets can be subitised and when counting is necessary develop conceptual subitising skills including when using a rekenrek Compare length, width and capacity
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<h3>Understanding the World</h3>	<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. Talk about members of their immediate family community. Name and describe people who are familiar to them. Draw information from a simple map 	<ul style="list-style-type: none"> Use their senses in hands-on exploration of natural materials. Show an interest in different occupations Comment on familiar situations from the past. Compare and contrast characters from stories, including figures from the past. Understand that some places are special to members of their community Recognise that people have different beliefs 	<ul style="list-style-type: none"> Explore collections of materials with similar and/or different properties Explore how things work Talk about differences between materials and changes they notice. Understand the effect of changing seasons on the natural world around them. 	<ul style="list-style-type: none"> Plant seeds and care for growing plants Understand the key features of the life cycle of a plant and an animal Begin to understand the need to respect and care for the natural environment and all living things. Explore the natural world around them. Describe what they see, hear and feel whilst outside 	<ul style="list-style-type: none"> Talk about what they see using a wide vocabulary. Understand the key features of the life cycle of a plant and an animal Continue to develop positive attitudes about the differences between people Recognise some environments that are different to the one in which they live 	<ul style="list-style-type: none"> Explore and talk about different forces they can feel Know that there are different countries in the world and talk about the differences they have experienced of seen in photos. Recognise some similarities and differences between life in this country and life in other countries.
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		and celebrate special times in different ways.				
Expressive Arts and Design (Kapow)	Kapow: Marvellous Marks	Kapow: Structures - Junk Modelling	Kapow: Painting and mixed media - Paint My World	Kapow: Cooking and Nutrition - Soup	Kapow: Sculpture and 3D Creation Station	Kapow: Textiles - Bookmarks