

Reception Curriculum Overview

	Block 1 – term 1 and term 2	Block 2 – term 1 and term 2	Block 3- term 1 and term 2			
<p>Literacy Core texts</p>						
<p>Unlocking Letter and Sounds</p>	<p>Transcription</p> <ul style="list-style-type: none"> • Phase 2 ULS • Write left to right and top to bottom Using phonics they have been taught • 'Hold' and write a word or label which has been orally composed and rehearsed as a group/class to fix in working memory usually with 	<p>Transcription</p> <ul style="list-style-type: none"> •Phase 3 ULS • With adult prompting, separate words with spaces, e.g. using a finger or lollipop stick as a spacer Using phonics they have been taught • 'Hold' and write a simple caption/ 	<p>Transcription</p> <ul style="list-style-type: none"> •Phase 3 Mastery ULS • Beginning to separate words with spaces without prompting • With adult prompting, use full stops to demarcate simple sentences • With adult prompting, use 	<p>Transcription</p> <ul style="list-style-type: none"> •Phase 3 Mastery ULS • Usually separates words with spaces without prompting • Begin to use full stops to demarcate simple sentences without adult prompting • Begin to use capital 	<p>Transcription</p> <ul style="list-style-type: none"> •Phase 4 ULS • Separate words with spaces of a roughly consistent size Using phonics they have been taught: • Orally compose and rehearse an invented sentence and hold it in memory before writing it, using finger spaces, 	<p>Transcription</p> <ul style="list-style-type: none"> •Phase 4 Mastery ULS • Separate words with spaces of a roughly consistent size • Independently use full stops to demarcate simple sentences • Independently use capital letters at the start of sentences

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	<p>finger spaces, that can be read back by themselves</p>	<p>phrase/ sentence usually with finger spaces which has been composed and rehearsed as a group/ class to fix in working memory using finger spaces, that can be read by themselves and others</p>	<p>capital letters at the start of sentences Using phonics they have been taught</p> <ul style="list-style-type: none"> • 'Hold' and write a simple sentence usually with finger spaces which has been composed and rehearsed as a group/ class to fix in working memory using finger spaces, that can be read by themselves and others • Begin to innovate when given some phonetically known word choices 	<p>letters at the start of sentences without adult prompting Using phonics they have been taught</p> <ul style="list-style-type: none"> • Orally compose and rehearse an innovated sentence with phonetically known word choices and hold it in memory before writing it, using finger spaces, that can be read by themselves and others e.g. The frog is in the water. The bin is full of rubbish. 	<p>that can be read by themselves and others e.g. The frog is in the water. The bin is full of rubbish.</p>	<p>Using phonics they have been taught:</p> <ul style="list-style-type: none"> • Orally compose, rehearse and write an invented piece consisting of 2-3 simple sentences on the same subject, that can be read by themselves and others (phonetically plausible attempts) e.g. I went to London. I went to the museum. I saw a dinosaur.
	Composition		Composition		Composition	
	<ul style="list-style-type: none"> • Repeat sentences relating to a known text • Orally compose sentences relating to a known text • Begin to innovate sentences relating to a known text using given vocabulary 	<ul style="list-style-type: none"> • Orally sequence ideas and events in narrative • Orally innovate sentences relating to a known text using independently chosen vocabulary • Orally create sentences given rich vocabulary or phrases and 'story teller language' eg. Once upon a time 	<ul style="list-style-type: none"> • As a class or group, sequence ideas and events in narrative, e.g. creating a story map and using it to orally rehearse ideas. • Independently orally create groups of sentences drawing on rich vocabulary and phrases known to pupils • Begin to orally join sentences using 'and' 			
Mathematics	Shape: Spatial Reasoning & Construction		Pattern Explore simple patterns		Measure Compare two objects side-by-side	

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	<p>Select shapes for building or creating pictures and models</p> <p>Number: Subitising quantities to 3 Say one number for each item Lots of ones – identify 1 Attach the spoken number name ‘one’ with sets of objects Lots of twos – identify 2 Attach the spoken number name ‘two’ with sets of objects Subitising one or two Subitise one or two within the 5 frame Experience ‘threeness’ in different physical layouts Attach the spoken number name ‘three’ to sets of objects Differentiate 2 from 3 by subitising Practise subitising 1, 2 and 3 Subitise up to 3 within the 5 frame</p> <p>Spatial Reasoning: 2D shapes and shape puzzles Talk about and explore 2D & 3D shapes Develop spatial reasoning skills Combine shapes to make new ones Talk about and explore 2D & 3D shapes using mathematical language Identify and name shapes with 4 sides Describe a route or location Respond to and use language of position and direction</p> <p>Number: Subitising quantities to 5 Experience ‘fourness’ in different physical layouts</p>	<p>Continue, copy and create simple AB patterns Identify more complex patterns Continue, copy and create ABC patterns</p> <p>Number: 6,7,8,9 and 10 Recognise 6 presented in different structured arrangements Recognise 7 presented in different structured arrangements Recognise 8 presented in different structured arrangements Recognise 9 presented in different structured arrangements Recognise 10 presented in different structured arrangements Recognise the five-and-a bit structure of 6,7,8,9 and 10 Five-and-a bit hands Practise subitising 6-10 on a 10 frame ‘fives wise’ (when one row of 5 is filled first) Practise subitising 6-10 on a 10 frame ‘twos wise’ (when rows of 2s are filled first) Practise subitising 6-10 on a 10 frame when quantities are presented ‘fives wise’ and ‘twos wise’ Recognise ‘five-and-a bit’ arrangement on a bead bar Structured dot arrangements Counting out up to 10 items from a collection</p> <p>Spatial Reasoning: Symmetry Spotting patterns and symmetry in the environment What is the same? Finding lines of symmetry by folding 2D shapes Sort symmetrical and non-symmetrical</p>	<p>Order 3 or more items from longest to shortest Measure items using non-standard units Use the vocabulary of length Compare heavier and lighter objects Use balance scales to compare weight of objects Use non-standard units to weigh Compare containers to see which holds more Use sand or water to explore capacity Use non-standard measure to fill a container Use the vocabulary of capacity</p> <p>Number: Composition and Comparison of 6,7,8,9,10 Understand that 6 can be split into smaller parts in many different ways Collections of 6 Six or not? (Focus on seeing 6 as five and one or two threes) Tell a story about 6 Understand that 7 can be split into smaller parts in many different ways Collections of 7 Seven or not? (Focus on seeing 7 as five and two, one more than six or as four and three) Tell a story about 7 Understand that 8 can be split into smaller parts in many different ways Collections of 8 Eight or not? (Focus on seeing 8 as five and three or as four and four) Tell a story about 8 Understand that 9 can be split into smaller parts in many different ways Collections of 9 Nine or not? (Focus on seeing 9 as five and four, four and five or one more than eight) Tell a story about 9</p>
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	<p>Attach the spoken number name 'four' with sets of objects</p> <p>Reasoning about shapes made with four square tiles</p> <p>Differentiate 3 from 4 by subitising</p> <p>Practise subitising 1, 2, 3 and 4</p> <p>Reasoning about shapes that fit the tetromino template</p> <p>Subitise up to 4 within the 5 frame</p> <p>Experience 'fiveness' in different physical layouts</p> <p>Attach the spoken number name 'five to sets of objects</p> <p>Reasoning about shapes made with five square tiles</p> <p>Differentiate from 4 and 5 by subitising</p> <p>Practise subitising 1, 2, 3, 4 and 5</p> <p>Reasoning about which shapes fit the pentomino template</p> <p>Subitising the arrangements of 1 – 5 that are found on dice</p> <p>Subitise up to 5 within the 5 frame</p> <p>Subitise up to 5 within a 5 frame with gaps</p> <p>Subitise up to 5 within a 10 frame</p>	<p>Creating symmetrical patterns, pictures and structures</p> <p>Using mirrors to check symmetry</p> <p>Number: Partitioning and number bonds</p> <p>Collections of Two – what is the same and what is different?</p> <p>Tell a story about 2 – describing quantities in everyday situations</p> <p>What's missing from 2? (Number bonds to 2)</p> <p>Understand 3 can be split into different parts</p> <p>Collections of three</p> <p>Tell a story about 3</p> <p>What's missing from 3? (Number bonds to 3)</p> <p>Understand that 4 can be split into smaller parts in different ways</p> <p>Collections of four</p> <p>Make a tetromino</p> <p>Tell a story about 4</p> <p>What's missing from 4) (Number bonds to 4)</p> <p>Understand that 5 can be split into smaller parts in many different ways</p> <p>Collections of 5</p> <p>Make a pentomino</p> <p>Tell a story about 5</p> <p>How many more to 5? (Number bonds to 5)</p> <p>What's missing from 5? (Number bonds to 5)</p> <p>Understand that 10 can be split into smaller parts in many different ways</p> <p>Collections of 10</p> <p>Make a ten shape</p> <p>Tell a story about 10</p> <p>Building ten on a 10 frame</p> <p>Building ten on a bead bar</p> <p>What's missing from 10: ten frame</p> <p>What's missing from 10: bead bar (in a linear five-and-a bit arrangement)</p>	<p>Use comparative language to discuss sets with different amounts of objects</p> <p>Compare the number of dots in sets with different spatial layouts</p> <p>Developing comparative language</p> <p>Develop spatial manipulation skills by comparing block arrangements</p> <p>Comparing quantities to 10</p> <p>Matching pairs</p> <p>Compare numerals and quantities to 10</p> <p>Numerical Patterns: Odds, Evens and Doubles</p> <p>Repeating patterns: spot the unit that is repeated in each pattern</p> <p>Notice and describe how a pattern grows</p> <p>Use the word double when there are two identical things or two identical sets of objects</p> <p>Discuss whether a set of objects has been doubled or not</p> <p>Double numbers to five</p> <p>Odds or evens: decide whether sets are made up of groups of two or groups of two and one more</p> <p>Odds or evens; numbers to 10</p> <p>Decide whether there is the same number or amount in each of four images</p> <p>Spatial Reasoning: Maps, Plans and Measures</p> <p>Replicate and build scenes and constructions</p> <p>Visualise from different positions</p> <p>Describe positions</p> <p>Give instructions to build</p> <p>Explore mapping</p> <p>Represent maps with models</p> <p>Create own maps from familiar places</p> <p>Create own maps and plans from story situation</p>
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<p>PSED Discrete Jigsaw sessions</p>	<p>Being in my World</p> <ul style="list-style-type: none"> Who me? How am I feeling today? Being at school Gentle hands Our rights Our responsibilities 	<p>Celebrating Difference</p> <ul style="list-style-type: none"> What am I good at? I'm special, I'm me! Families Houses and homes Making friends Standing up for yourself 	<p>Dreams and Goals</p> <ul style="list-style-type: none"> Challenge Never giving up Setting a goal Obstacles and support Flight to the future Footprint awards 	<p>Healthy Me</p> <ul style="list-style-type: none"> Everybody's body We like to move it, move it Food, glorious food Sweet Dreams Keeping clean Stranger danger 	<p>Relationships</p> <ul style="list-style-type: none"> My family and me Make friends, make friends, never ever break friends Falling out and bullying Being the best friends we can be 	<p>Changing Me</p> <ul style="list-style-type: none"> My body Respecting my body Growing up Fun and fears Celebration
<p>UTW Past and Present People, Culture and Communities</p>	<p>Who am I?</p> <ul style="list-style-type: none"> Describe themselves physically and make comparisons in appearance with other people Talk about things that are important to them, they like and dislike Define what a family is and who is in their family Talk about similarities and differences 	<p>Who are the people in the community who help us?</p> <ul style="list-style-type: none"> Name and identify important places in the community Understand what a simple map is Name important people in the community Understand what it means to have a job Understand what a doctor does 	<p>What is it like in Kenya?</p> <ul style="list-style-type: none"> Know where Kenya is located in the world and begin to understand that it is part of Africa Understand what the climate and weather is like in Kenya and how this compares to that of the UK in different seasons 		<p>What is it like to live in the countryside or a city?</p> <ul style="list-style-type: none"> Identify what the countryside/ city is and describe what they might see there (human and physical geography) Identify animals that may commonly be seen in the countryside/ city and learn about where they live (simple habitats) Name and describe different occupations people may have 	

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	<p>between their family and others</p> <ul style="list-style-type: none"> • Talk about features of my home • Sequence key events from their own life • Recognise things that have changed during their life 	<p>and how to stay healthy</p> <ul style="list-style-type: none"> • Understand what a dentist does and how you can keep your teeth healthy • Explain what other named professional does e.g. a firefighter , police officer, vet, famer etc. • Understand the difference between a stranger and a safer stranger • Talk about how to cross the road safely 	<ul style="list-style-type: none"> • Describe key features of the savannah landscape found in Kenya comparing it to the area where the school is located • Identify and describe animals found in the savannah, comparing them to animals found in the UK • Describe what homes and buildings look like in different parts of Kenya comparing to homes and buildings in locally near the school 		<p>in the countryside/ city</p> <ul style="list-style-type: none"> • Describe leisure activities people take part in in the countryside/ city • Compare life in the countryside/ city to life in their own local area 	
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			<ul style="list-style-type: none"> Identify food which is grown in Kenya and compare with food which is grown in the UK Compare key similarities and differences between human and physical geography and climate in Kenya and the area where our school is 			
<p>UTW</p> <p>The natural world</p>	<p>What changes do we notice through the seasons? (autumn)</p> <ul style="list-style-type: none"> Describe how trees and plants change in autumn 	<p>What is the difference between light and dark?</p> <ul style="list-style-type: none"> Understand what light is and identify sources of light Understand what darkness is and how it is the opposite of light 	<p>What changes do we notice through the seasons? (winter)</p> <ul style="list-style-type: none"> Recognise how colder weather in winter affects people, animals, and the environment 	<p>What do plants and animals need to live and grow?</p> <ul style="list-style-type: none"> Understand that plants and animals are living things and need food, water, air, and space to grow and survive 	<p>What is a force and how can ice change?</p> <ul style="list-style-type: none"> Understand and use the term push and pull Understand that some objects will float and some will sink when placed in water Understand what happens when you leave ice out in the sun and 	<p>What is a habitat?</p> <ul style="list-style-type: none"> Understand what a habitat is and why it is important for living things Describe the grounds of the school/ garden habitats in the UK and describe the features of the plants that

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		<ul style="list-style-type: none"> • Understand that light travels through transparent materials • Understand that shadows are created by light and solid objects 		<ul style="list-style-type: none"> • Describe the life cycle of a plant and understand what plants need to grow • Understand the role of people in caring for plants so they can complete their life cycles • Describe the life cycle of a butterfly and understand that animals change as they grow • Describe the life cycle of a chicken and understand that they will change as they grow • Understand their role in caring for animals they will change as they grow <p>How can we identify signs</p>	<p>what happens when you shake salt onto it</p> <ul style="list-style-type: none"> • • Understand that a magnet can attract an object and why this is 	<p>might grow there</p> <ul style="list-style-type: none"> • Name and describe animals that live in garden habitats in the UK/ the grounds of the school • Describe a desert habitat and the features of plants that might grow there • Compare the garden and desert habitats and identify similarities and differences • Compare and contrast animals that live in deserts to those that live in gardens and the school grounds in the UK <p>What changes do we notice through the seasons? (summer)</p>
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<p style="text-align: center;">EAD</p> <p style="text-align: center;">Creating with materials</p>	<p style="text-align: center;">3D Sculpture (Clay)</p> <ul style="list-style-type: none"> • Explore malleable media such as clay, papier mache, salt dough, playdoh and sand • Impress and apply simple decoration • Cut shapes using scissors and other modelling tools • Use tools such as scissors, staplers, clay tools, split pins and shape cutters competently and appropriately • Build a construction/ sculpture using a variety of objects from observation or imagination e.g. recycled, natural and manmade materials • Consider their final outcome before making 	<p style="text-align: center;">Printing</p> <ul style="list-style-type: none"> • Recognise and name different colours • Understand that when colours are mixed, new colours are created. • To select and create different colours • Use a variety of tools to apply paint, e.g. brushes of different sizes, sponges, fingers, objects • Explore working with paint on different surfaces and in different ways (e.g. different textured, coloured, sized and shaped paper). • To work from direct observation and imagination 	<p style="text-align: center;">Textiles</p> <ul style="list-style-type: none"> • Developing simple weaving, wrapping and knotting skills. • Developing understanding of tools and materials to embellish strips of fabric using a variety of media. • Developing wrapping and knotting skills. • Using textured surfaces to produce effective rubbings
<p style="text-align: center;">EAD</p> <p style="text-align: center;">Being imaginative and express</p>	<p style="text-align: center;">Exploring sound</p> <ul style="list-style-type: none"> • Explore using our voice to make a variety of sounds • Explore using our bodies to make a variety of sounds • Explore using instruments to make a variety of sounds • Using instruments to make sounds from the environment • Children listen to sounds in nature and try to recreate them <p style="text-align: center;">Charanga</p> <ul style="list-style-type: none"> • Chant to the animals <ol style="list-style-type: none"> 1. Explore and learn chants that tell a story. 	<p style="text-align: center;">Music and Movement</p> <ul style="list-style-type: none"> • Learn why songs can have actions and learn simple Makaton signs to accompany a song • Explore beat through body movement • Learn to recognise and react to different tempos in music • Express different pitch and tempo in music through dance • Perform a movement song <p style="text-align: center;">Charanga</p> <ul style="list-style-type: none"> • Liltng Lullaby <ol style="list-style-type: none"> 1. Pitch match with accuracy when singing. 	<p style="text-align: center;">Big Band</p> <ul style="list-style-type: none"> • Learn about different musical instruments • Learn about the 4 groups of music instruments • Follow a beat using an untuned instrument • Play tuned and untuned instruments • Sing a familiar song changing the tempo or dynamic • Practice and perform a song <p style="text-align: center;">Charanga</p> <ul style="list-style-type: none"> • Wellbeing Matters <ol style="list-style-type: none"> 1. Learn to explore and share emotions. 2. Follow a leader to play loudly and quietly. Songs:

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	<p>2. Know that a chant uses speaking voices musically. Songs: Banana Rap, You'll Never Find A Mouse, Old MacDonald, We're going on a bear hunt.</p> <p style="text-align: center;">Charanga</p> <ul style="list-style-type: none"> • Creative Moves <ol style="list-style-type: none"> 1. Find and move to the beat. 2. Move creatively, expressively and with control. <p>Songs: Marching Band</p> <p>Includes exploring percussion instruments – tap, shake, strum.</p> <p style="text-align: center;">Nativity</p>	<p>2. Feel the lilt of a 2–3 pattern of beats in music with five beats. Songs: Baby Elephant, The Lark Ascending, Twinkle, Twinkle little star.</p> <p>Includes playing percussion instruments to the beat.</p> <p style="text-align: center;">Charanga</p> <ul style="list-style-type: none"> • Number Time <ol style="list-style-type: none"> 1. Sing with expression. 2. Hear, draw and sing melody shapes. <p>Songs: Hickory, Dickory, Dock and Ten Green Bottles.</p>	<p>Cheeky Seal Bop, Binoculars out, I am calm, I feel surprised.</p> <p>Includes playing percussion instruments</p> <p style="text-align: center;">Charanga</p> <ul style="list-style-type: none"> • Rhythm Adventure <ol style="list-style-type: none"> 1. Sing songs rhythmically. 2. Combine words to compose rhythms. <p>Songs: ABC song and The bear went over the mountain.</p>
<p style="text-align: center;">Physical Development</p>	<p style="text-align: center;">Me and Myself</p> <ul style="list-style-type: none"> • Getting changed – <ol style="list-style-type: none"> 1. Dresses with help. 2. Aware of the boundaries set, and of behavioural expectations in the setting. • My Body – <ol style="list-style-type: none"> 1. Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. 2. Explains own knowledge and understanding, and asks appropriate questions of others. • Parts of the body <ol style="list-style-type: none"> 1. Moves freely and with pleasure and confidence in a range of ways, such as 	<p style="text-align: center;">Throwing and Catching</p> <ul style="list-style-type: none"> • Stopping and Receiving <ol style="list-style-type: none"> 1. Shows increasing control over an object, pushing, patting, throwing, catching, or kicking it. 2. Understands that equipment and tools must be used safely. • Rolling and Sending <ol style="list-style-type: none"> 1. Shows increasing control over an object, pushing, patting, throwing, catching, or kicking it. • Catching the basics <ol style="list-style-type: none"> 1. Can catch. 2. Respond to simple instructions. • Throwing the basics <ol style="list-style-type: none"> 1. Shows increasing control over an object when throwing it 	<p style="text-align: center;">Ball Skills</p> <ul style="list-style-type: none"> • Exploring the ball <ol style="list-style-type: none"> 1. Handles tools, objects, construction, and malleable materials safely and with increasing control 2. Understands that equipment and tools have to be used safely • Ball Control <ol style="list-style-type: none"> 1. Shows increasing control over and object, pushing, patting, throwing, catching or kicking it 2. Explains own knowledge and understanding, and asks appropriate questions of others • Moving with the ball <ol style="list-style-type: none"> 1. Negotiates space successfully when playing racing and chasing games with other

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	<p>slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>2. Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action.</p> <ul style="list-style-type: none"> • Senses <ol style="list-style-type: none"> 1. Keeps play going by responding to what others are saying or doing. 2. Listens and responds to ideas expressed by others in conversation or discussion. • On the move <ol style="list-style-type: none"> 1. Keeps play going by responding to what others are saying or doing. 2. Listens and responds to ideas expressed by others in conversation or discussion. • Large apparatus – climbing frame, boxes, benches, platforms. <p style="text-align: center;">Movement Development</p> <ul style="list-style-type: none"> • How to move <ol style="list-style-type: none"> 1. Travels in space avoiding other children and objects. 2. Travel in different ways, and able to stop safely. • How to move safely <ol style="list-style-type: none"> 1. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. 2. Practices some appropriate safety measures without direct supervision. • Exploring movements <ol style="list-style-type: none"> 1. Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, 	<ul style="list-style-type: none"> • Catching the Ball <ol style="list-style-type: none"> 1. Can catch a ball. 2. Moves freely and with pleasure and confidence in a range of ways such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, and hopping. • Throwing and catching with a partner <ol style="list-style-type: none"> 1. Can play in a group. 2. Begin to accept the needs of others and can take turns and share resources, sometimes with support from others. <p style="text-align: center;">Fitness</p> <ul style="list-style-type: none"> • Fitness <ol style="list-style-type: none"> 1. Improve speed and agility. 2. Develop the jumping technique safely 3. Work well as a team to improve performance 4. Improve balance and coordination. 5. Solve challenges whilst on the move. 6. Improve fitness and strength. 7. Demonstrate the correct jumping and landing techniques. 8. Improve balance and strength. 9. Work individually and cooperatively to perform a range of balances. 10. Apply skills learnt throughout the unit in a range of activities. 11. Understand the benefits of regular exercise <p style="text-align: center;">Working with others</p>	<p>children, adjusting speed, or changing direction to avoid obstacles.</p> <p>2. Observes the effects of activity on their body.</p> <ul style="list-style-type: none"> • Collecting and Stopping <ol style="list-style-type: none"> 1. Handles tools, objects, construction and malleable materials safely and with increasing control • Bouncing <ol style="list-style-type: none"> 1. Shows increasing control over and object, pushing, patting, throwing, catching or kicking it. 2. Can catch a large ball. • With a partner <ol style="list-style-type: none"> 1. Can play in a group, extending and elaborating play ideas. 2. Begin to accept the needs of others and can take turns and share resources, sometimes with support from others. <p style="text-align: center;">Fun and Games</p> <ul style="list-style-type: none"> • Awareness to others <ol style="list-style-type: none"> 1. Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. 2. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. • Movement Games <ol style="list-style-type: none"> 1. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. 2. Plays alongside other children who are engaged in the same theme. • Senses Games
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	<p>walking, running, jumping, skipping, sliding and hopping.</p> <p>2. Uses language to imagine and recreate roles and experiences in play situations.</p> <ul style="list-style-type: none"> • Moving in different ways <ol style="list-style-type: none"> 1. Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, and hopping. 2. Shows understanding of the need for safety when tackling new challenges and considers and manages some risks. • Moving in different directions <ol style="list-style-type: none"> 1. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. 2. Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. 3. Is able to follow directions • On the move <ol style="list-style-type: none"> 1. Travels with confidence and skill around, under, over and through balancing and climbing equipment. 2. Can describe self in positive terms and talk about abilities. <p style="text-align: center;">Dance</p> <ul style="list-style-type: none"> • He's a Pirate – Pirates of the Caribbean <ol style="list-style-type: none"> 1 Listen to the music. 2. Perform impressions to the music. • Acting in character – Heigh Ho 	<ul style="list-style-type: none"> • Cooperating <ol style="list-style-type: none"> 1. Can play in a group. 2. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed, or changing direction to avoid obstacles. • Sharing <ol style="list-style-type: none"> 1. Begin to accept the needs of others and can take turns and share resources, sometimes with support from others. 2. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Taking Turns <ol style="list-style-type: none"> 1. Begin to accept the needs of others and can take turns and share resources, sometimes with support from others. 2. Aware of the boundaries set, and of behavioural expectations in the setting • Helping others <ol style="list-style-type: none"> 1. Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. 2. Keeps play going by responding to what others are saying or doing. 3. Links sounds to letters, naming and sounding the letters of the alphabet • Working with a partner <ol style="list-style-type: none"> 1. Keeps play going by responding to what others are saying or doing. 2. Respond to simple instructions. • Working together 	<ol style="list-style-type: none"> 1. Two-channelled attention - can listen and do for short span. 2. Respond to simple instructions. <ul style="list-style-type: none"> • Ball Games <ol style="list-style-type: none"> 1. Shows increasing control over and object, pushing, patting, throwing, catching or kicking it. 2. Can describe self in positive terms and talk about abilities. • Parachute Games <ol style="list-style-type: none"> 1. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. 2. Understands that equipment and tools must be used safely. • Simple Games <ol style="list-style-type: none"> 1. Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. 2. Observes the effects of activity on their body <p style="text-align: center;">Bikeability</p> <p style="text-align: center;">Sports Day Practise</p> <p style="text-align: center;">Sports Day</p>
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Reception Curriculum Overview

	<p>1. Understand characters in stories and performances.</p> <p>2. Perform as different characters to the music.</p> <ul style="list-style-type: none"> • In time with the music – Happy Feet <ol style="list-style-type: none"> 1. Move in time with the music. 2. Perform in character to the music. • Group Work – I just can't wait to be King – Lion King <ol style="list-style-type: none"> 1. Move in time with others in a group, performing together with the music. 2. Work well with others, taking turns and sharing ideas. • Nativity Dances. <p style="text-align: center;">Fine Motor</p> <ul style="list-style-type: none"> • Use a comfortable grip holding pen/pencil. • Use one-handed tools, e.g., snips in paper using scissors. • Mark make freely, sometimes with a purpose. • Use a comfortable pencil grip with more control to copy patterns. • Sit on a chair at a table to write. • Use good posture when sat on floor. • Be encouraged to draw freely within a variety of areas inside and out. • Practise holding scissors correctly. • Developed shoulder and upper arm strength. • Move and rotate lower arms and wrists independently. • Practise holding tools correctly i.e., knife, fork, brushes. 	<p>1. Can play in a group.</p> <p style="text-align: center;">Bikeability</p> <p style="text-align: center;">Fine Motor</p> <ul style="list-style-type: none"> • Copy the letters of their first name. • Sit with correct posture when sitting at a table or on the floor with reminders. • Use scissors to cut along a straight and then curved line. • Use tools with increasing control and reminders when needed. • Continue to develop small motor skills with increased control. • Participate in guided, structured drawing activities. • Able to follow simple steps from modelling • Use a tripod grip to form letters using the correct sequence of movements with some guidance. • Write first name using a capital letter. • Sit with correct posture. • Use scissors to cut around shapes, turning paper with non-dominant hand. 	<p style="text-align: center;">Fine Motor</p> <ul style="list-style-type: none"> • 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.
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	<ul style="list-style-type: none"> • Further develop small motor skills using a variety of resources (threading, sewing, pouring, planting, junk modelling). • Begin to use a tripod grip to begin to form recognisable letters and numbers. 	<ul style="list-style-type: none"> • Use tools with increased accuracy and for a purpose e.g. tweezers to transfer pom poms. • Develop small motor skills with accuracy. • Draw from observation with guidance and support. • Able to follow simple steps from an image. 	
Communication and Language:	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Listen to and talk about stories. • Know many rhymes, be able to talk about a familiar book • Sing some songs • Understand a question or instruction that has 2 parts. • Understand how to listen carefully – what it looks like in our classroom • Understand why listening is important • Listen carefully to rhymes and songs, paying attention to how they sound <p style="text-align: center;">Speaking</p> <ul style="list-style-type: none"> • Frequently ask questions such as names of people and objects. • Use pronouns and use plurals and prepositions "in," "at," "on," "of," and "to." • Use long sentences of 4-6 words. 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Engage in non-fiction books. • Link listening to learning. • Learn rhymes, poems and songs. • Anticipate key events in stories. • Listen attentively in a range of situations. • Follow instructions involving several ideas or instructions. • Check they understand what they have heard by asking to repeat or for clarification <p style="text-align: center;">Speaking</p> <ul style="list-style-type: none"> • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • 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. <p style="text-align: center;">Speaking</p> <ul style="list-style-type: none"> • 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

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- Start a conversation with an adult or a friend and continue it for many turns.
- Use sentences joined up with words like 'because' 'or' 'and'.
- Use future and past tense.
- Answer simple 'why' questions.
- Use talk to organise themselves and their play: 'Let's go on a bus...you sit there..I'll be the driver.'
- Describe an event with minor details.

- Connect one idea or action to another starting to use a range of connectives.
- Describe events in depth and detail.
- Develop social phrases 'good morning, how are you?'
- Engage in storytime
- Answer how and why questions.
- Use talk to help work out problems and organise thinking and activities.
- Talk about how things work and why they might happen
- Listen to, and talk about stories building familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text using some exact repetition and using some of their own words.
- Use new vocabulary in different contexts.

- 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.