



## Reception Curriculum

2023-2024

*Caring, Learning, Growing.*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>General themes</b>	All about me	Celebrations and changes	Favourite stories	Growing	Amazing Animals	The world around us
<b>These themes may be adapted to allow for children's interests</b>	Starting school, my new class, new beginnings, getting to know one another. Why am I special?	Bonfire night, Diwali, Christmas. Seasonal changes.	Traditional tales Author study- Julia Donaldson	The great outdoors. Mini-beasts and lifecycles Planting and growing.	Animals large and small	Where is Walton? Our city Liverpool Countries around the world
<b>High quality texts</b>	Dear Zoo (Linked to maths) Bear hunt Brown Bear Where is my Teddy? Sharing a shell Bear Hunt- repeated language	Range of fiction and no fiction focusing on Diwali and Christmas. Stick Man Rosie's walk Kipper's birthday. Night monkey/day monkey	A squash and a squeeze Room on the broom The ugly five Gruffalo/Gruffalo's child	Tiny seed Titch Hungry Caterpillar Jack and the Beanstalk Six dinner Sid Jaspers beanstalk	Oi Frog What the Ladybird Heard One is a snail and ten is a crab Snail trail	Mr Gumpy's outing The doorbell rang Little red Riding hood The secret path Me on the map
<b>COEL</b>	<p style="text-align: center;"><b>Characteristics of Effective Learning</b></p> <p><b>Playing and exploring:</b> - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					

<p><b>Over arching principles</b></p>	<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who n greater support than others.</p> <p>At Northcote we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves children, adults, high quality resources, stimuli and key texts/events to engage children. We believe that the EYFs should be as practical as possible and we uphold the ethos of learning through play for sustained periods of time throughout the day. Children learn by leading their own play and also taking part in play that is guided by adults. The role of the adult is central to deepening children’s understanding and broadening their experiences.</p>					
<p><b>Personal, Social and Emotional Development</b></p>	<p>Children’s personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b>, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b>. Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b>, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b>.</p>					
	<p>Classroom routines and rules Support children in making friends and sharing. Open areas slowly with adults supporting children to use the area/resources appropriately. Being healthy-tasting new food. (Fruit kebabs.)</p>	<p>Bonfire night safety. Emotions- managing my feelings e.g. when someone has taken a toy. Stranger Danger. Keeping healthy and personal hygiene including oral health.</p>	<p>RSE - Keeping clean and keeping healthy. Board Games – taking turns – snakes and ladders/ supermarket game/ fishing for numbers.</p>	<p>Feelings – looking at facial expression. Social stories.</p>	<p>Healthy relationships. Social stories. Looking after animals and minibeasts.</p>	<p>Changes Transition to year 1 Discuss how they could help next year’s Reception class. Reflect on their time in reception.</p>

**Physical Development**

Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness, co-ordination** and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence**.

<p>Weekly P.E lesson (Friday) Ring games, action songs, finding different ways of moving and using parachute.</p> <p><b>* Expectation that children will be able to negotiate spaces safely and with confidence.</b></p> <p><b>Fine Motor</b> Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Taking shoes off and putting them on</p> <p><b>*Expectation that children will have a dominant hand and form recognisable letters including attempting to write some letters in their name.</b></p>	<p>Weekly P.E lesson (Friday) Ball/beanbag skills-throwing and catching.</p> <p><b>* Expectation that children will understand why exercise, eating, sleeping and hygiene are important.</b></p> <p><b>Fine Motor</b> Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p> <p><b>*expectation that children will be able to use scissors effectively and will form letters to make other words/own name following on from phonics.</b></p>	<p>Weekly P.E lesson (Friday) Moving in different ways- climbing, balancing- use of large apparatus.</p> <p><b>* Able to balance and coordinate safely.</b></p> <p><b>Fine motor</b> Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / zips Cutting with Scissors</p> <p><b>* Handle tools, objects, construction and malleable materials safely and with increasing control.</b></p>	<p>Weekly P.E lesson (Friday) Moving in different ways- climbing, balancing- use of large apparatus.</p> <p><b>*Able to balance and coordinate safely on the apparatus and on the ground displaying a range of skills.</b></p> <p><b>Fine Motor</b> Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed</p>	<p>Weekly P.E lesson (Friday) Team games</p> <p><b>Fine Motor</b> Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle</p> <p><b>* Form letters correctly, using a pencil, to write words and use scissors effectively.</b></p>	<p>Weekly P.E lesson (Friday) Moving in different ways and using equipment in team games.</p> <p><b>Show good control and co-ordination in large and small movements.</b></p> <p><b>Fine Motor</b> Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Cut a shape out using scissors Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego</p>
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Regular daily access to outdoor area for prolonged periods of time- ring games/parachute games outside.  
Using a range of small and large equipment e.g. construction, mark making, mud kitchen, gardening, role-play.

**Cosmic yoga**

Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing

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 dance, gymnastics, sport and swimming.

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.

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.

**Communication and Language**

The development of children’s spoken language underpins all seven areas of learning and development. Children’s **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively. **Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts**, will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary** and **language structures**.

Communication and language is a key focus for the EYFS developed through sharing high quality texts, interactions and small group focused language groups. \*Children are assessed using 'Wellcomm' against age related expectations. Those coming out red/amber are given intervention using the Wellcomm materials 3x per week.

It is essential that children develop a life-long love of reading and sharing stories. Reading consists of two strands language comprehension and word reading. This starts from birth with the sharing of stories and rhymes and continues into word reading as children grow older and begin to decode and then recall words more speedily.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<p><b>Little Wandle Letters and sounds.</b></p> <p><i>Once blending children read three times per week in reading sessions.</i></p>	<p>Phase 2- recognising GPC and segmenting and blending.</p> <p>Tricky words is, I, the</p>	<p>Phase 2- recognising GPC and segmenting and blending.</p> <p>Tricky words and, has, his, her, go, no, to, into, she, he, we, me, be.</p> <p>*Expectation is children will be blending at the end of term and reading appropriately matched books.</p>	<p>Phase 3- recognising GPC and segmenting and blending.</p> <p>Tricky words- was, you, they, all, why, by, my, sure and pure.</p>	<p>Phase 3- recognising GPC and segmenting and blending.</p> <p>Recap on previously taught tricky words.</p>	<p>Phase 4- recognising GPC and segmenting and blending.</p> <p>Tricky words- Little, said, so, have, like, some, come, love, do, were, here, says, there, when, what, one, out and today.</p>	<p>Phase 4- recognising GPC and segmenting and blending.</p> <p>Recap on previously taught tricky words.</p>

<p><b>Literacy</b></p>	<p>Recognising/writing own name. How to hold a book, turning pages from left to right, handling books with respect and telling stories through pictures.</p> <p>Story Sacks-used to support sequencing and role-play.</p> <p>*Children are able to orally retell familiar stories and to sequence them. *Children can recognise and write own name.</p>	<p>Recognising/writing own name. Differentiating between fiction and non-fiction Making our own class books linked to celebrations. Writing labels and captions. Sequencing pictures from familiar stories Christmas cards/letters to Father Christmas.</p> <p>* Children are able orally/pictorially retell a familiar story using a story map. *Able to write own name and some CVC words learnt in phonics.</p>	<p>Writing own name (including surname). Non-fiction: look at features e.g. contents/ index/ glossary page linked to topic. Rhyme and rhythm. Author study- Julia Donaldson</p> <p>*Children are able to talk about their favourite books and what happens. They know what an author and illustrator do and begin making their own book.</p> <p>*Children are able to label using their phonics skills.</p>	<p>Use non-fiction and information books to find answers to our questions. Make a class non-fiction book linked to plants and minibeasts. Labelling lifecycles. Instructional writing.</p> <p>* Children know the difference between fiction and non-fiction.</p> <p>*Children are able to write own phrases/sentences using the skills learnt in phonics.</p>	<p>Use non-fiction books to find answers to our questions Writing captions, labels and making own information books.</p> <p>*Children are able to write sentences that include tricky words and some phase three diagraphs.</p> <p>*Children are enthusiastic about writing and do so in a variety of different ways independently.</p>	<p>Use non-fiction books to find answers to our questions Writing captions, labels and making own information books. Writing sentences that include tricky words.</p> <p>*Children are able to talk about a wide variety of texts that they know off and have enjoyed. They are also able to make comparisons/recognise similarities between texts.</p> <p>*Children understand grammar and punctuation and are beginning to use it in their writing. (Full stops/capital letters)</p>
<p><b>Literacy-Drawing club</b></p>	<p>High quality texts, wide range of vocabulary, opportunities to explore storytelling (Characters, settings and I wonder questions.) Children illustrating and writing about key aspects of the texts and using their imagination to take the story further.</p>					
<p><b>Mathematics</b></p>	<p>Matching and sorting. Comparing amounts. Comparing size, mass and capacity. Identifying and making patterns</p>	<p>Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Circles and triangles Focusing on 4- including shapes with 4 sides One more/less Numbers to 5</p>	<p>Introducing zero Comparing numbers to 5 Composition of 4 and 5 Comparing mass Comparing capacity</p>	<p>6,7,8 Making pairs Combing two groups Length and height Time 9 and 10 Bonds to 10 3D shape Pattern</p>	<p>Building number beyond 10 Counting patterns beyond 10 Spatial reasoning Adding more Taking away</p>	<p>Doubling Sharing and grouping Even and odd Spatial reasoning Patterns and relationships</p>

	and connections.					
<b>Understanding the world</b>	All about me- past and present. Exploring the 5 senses. What is special about me? My family. Hibernation	Celebrations. Using torches Night and day Using I pads- taking photographs and writing our own captions. Learning about Diwali (significance of light)	Nocturnal animals and adaptation. Changes/ processes e.g. ice melting. Searching for information on the internet using safe search engines i.e. google for kids.	Eco Week- taking care of our planet.  Don't waste water/don't drop litter/turn off the lights.  Signs of Spring- changes over time.	Computing – using beebot software Life cycle of Caterpillars/ butterflies and Eggs/chicks Growth – finds out about past events in their life.	Computing – using beebot software. Looking at maps: land/sea. Where am I in the world? Story maps Foods from around the world.
	<p style="text-align: center;">Outdoor area- growing and observing changes. (trees/plants etc) Minibeast homes outside. Exploring the weather (making kites/wind makers) Seasons- collecting autumn leaves/spring flowers etc Name animals and common plants.</p>					
<p style="text-align: center;">The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>						
<b>Expressive Arts and Design</b>	Music – finding a voice (learn lots of new songs/sing with confidence). Self portraits Role-play activities. Exploring colours Animal drawings and	Firework pictures/ ribbon dancing Exploring different textures and materials. Christmas play/songs Music – learn firework song and learning Christmas play songs. Making Diwali Clay Diva lamps/Rangoli patterns.	Responding to music through dance Music – Learn about rhythm and pulse in songs Chinese Dragon dancing- using ribbons/dragon heads.	Music – exploring instruments how many sounds can one instrument make and louder/quieter/fast/slow.  Van Gogh Sunflowers	Colour mixing Symmetrical patterns- butterflies Inspiration from a chosen artist.  Andy Goldsmith- sculptures.	Music – making up compositions. Dancing linked to different countries/cultures.  Exploring art work from other countries and cultures.

	patterns (linked to Dear Zoo)					
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On-going access to the Creative area

- Resources used throughout year: watercolour, ready mixed paints, oil/pastels, pencils, felts, charcoal, collage, wax resist, printing.
- Different types of dough/malleable materials each week for children to explore.