



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	<p>Enjoy listening to longer stories and can remember much of what happens</p> <p>Use a wider range of vocabulary (termly vocab).</p> <p>Use new vocabulary through the day.</p> <p>Develop social phrases.</p> <p>Engage in story times</p>	<p>Start to understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary. (Topic based)</p> <p>Use new vocabulary in different contexts,</p> <p>Start to articulate with adult support their ideas and thoughts in basic sentences.</p> <p>Begin to listen to and talk about stories to build familiarity and understanding.</p> <p>Start to engage in simple non-fiction books.</p>	<p>Understand how to listen carefully and why it is important</p> <p>Learn new vocabulary. (Topic based)</p> <p>Use new vocabulary in different contexts.</p> <p>Articulate their ideas and thoughts in basic sentences.</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Engage in simple non-fiction books.</p>	<p>Begin to listen attentively and respond to what they hear with relevant questions, comments and actions when being read to</p> <p>Learn new vocabulary. (Topic based)</p> <p>Use new vocabulary in different contexts.</p> <p>Articulate their ideas and thoughts in basic sentences</p> <p>Start to engage in non-fiction books.</p>	<p>Begin to listen attentively and respond to what they hear with relevant questions, comments and actions when being read to during whole class discussions and small group interactions.</p> <p>Learn new vocabulary. (Topic based)</p> <p>Use new vocabulary in different contexts.</p> <p>Start holding conversation when engaged in back and forth exchanges with their teacher and peers.</p> <p>Engage in non-fiction books.</p>	<p>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. ELG</p> <p>Learn new vocabulary. (Topic based)</p> <p>Use new vocabulary in different contexts.</p> <p>Hold conversation when engaged in back and forth exchanges with their teacher and peers. ELG</p> <p>Engage in non-fiction books.</p>



	<p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals such as 'runned' for 'ran', 'swimmed' for 'swam'.</p>	<p>Start to retell the story, once they have developed a familiarity with the text; some as exact repetition and some in their own words.</p> <p>Describe events in some detail</p> <p>Start to understand how to listen carefully</p> <p>Start to ask questions to find out more and to check they understand what has been said to them.</p> <p>Start to connect one idea or action to another using simple connectives.</p>	<p>Start to listen to and talk about selected simple non-fiction to develop a familiarity with new knowledge and vocabulary</p> <p>Retell the story, once they have developed a familiarity with the text; some as exact repetition and some in their own words.</p> <p>Describe events in some detail</p> <p>Understand how to listen carefully</p> <p>Ask questions to find out more.</p> <p>Start to connect one idea or action to another using a range of connectives.</p>	<p>Start to listen to and talk about selected simple non-fiction to develop a familiarity with new knowledge and vocabulary</p> <p>Start to retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Start to understand how to listen carefully and why listening is important.</p> <p>Start to ask questions to find out more and to check they understand what has been said to them.</p> <p>connect one idea or action to another using a range of connectives.</p>	<p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Start to express their ideas and feelings about their experiences using</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from non-fiction books.ELG</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories ELG</p> <p>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. ELG</p> <p>Make comments about what they have heard and ask questions to clarify their understanding. ELG</p> <p>Express their ideas and feelings about their experiences using sentences, including use of</p>
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	<p>Sing a large repertoire of songs</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>	<p>Use talk to help work out problems.</p> <p>Listen carefully to rhymes and song, paying attention to how they sound.</p>	<p>Start to use talk to help work out problems and organise thinking and activities explain how things work and why they might happen, with adult support.</p> <p>Learn basic rhymes, poems and songs.</p>	<p>Start to independently use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Learn rhymes, poems and songs.</p>	<p>sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p> <p>Starting to participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Start to offer explanations for why things might happen, making use of recently introduced vocabulary from rhymes and poems</p>	<p>past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. ELG</p> <p>Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from rhymes and poems ELG</p>
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Personal, Social and Emotional Development	<p>Start to see themselves as a valuable individual, with adult support.</p> <p>Start to build constructive and respectful relationships and think about the perspective of others, with adult support.</p> <p>Express their feelings, with the use of resources and Identify and moderate their own feelings socially and emotionally, with adult support.</p> <p>Start to show resilience in the face of challenge.</p> <p>Manage their own needs.</p>	<p>Start to independently see themselves as a valuable individual, with adult support.</p> <p>Start to independently build constructive and respectful relationships, and think about the perspective of others, with adult support.</p> <p>Express their feelings in simple terms (happy/sad) and moderate their own feelings socially and emotionally</p> <p>Show resilience in the face of challenge</p> <p>Manage their own needs.</p>	<p>Start to see themselves as a valuable individual.</p> <p>Start to build constructive and respectful relationships and think about the perspective of others,</p> <p>Start to express their feeling with a wider range of emotions and moderate their own feelings socially and emotionally</p> <p>Show resilience and start to show perseverance in the face of challenge.</p> <p>Manage their own needs.</p>	<p>Independently see themselves as a valuable individual, with adult support.</p> <p>Build constructive and respectful relationships and think about the perspective of others,</p> <p>Express their feeling with a wider range of emotions and start to consider others and moderate their own feelings socially and emotionally</p> <p>Show resilience and start show perseverance in the face of challenge</p> <p>Manage their own needs.</p>	<p>Start to show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Start to work and play cooperatively and take turns with others.</p> <p>Start to form positive attachments to adults and friendships with peers. Start to show sensitivity to their own and to others' needs.</p> <p>Express their feeling with a wider range of emotions and consider others and moderate their own feelings socially and emotionally</p> <p>Try new activities and show independence, resilience and perseverance in the face of challenge. (with some adult support)</p> <p>Manage their own needs.</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. elg</p> <p>Work and play cooperatively and take turns with others. ELG</p> <p>Form positive attachments to adults and friendships with peers. ELG</p> <p>Show sensitivity to their own and to others' needs. ELG</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. ELG</p> <p>Try new activities and show independence, resilience and perseverance in the face of challenge. ELG</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the</p>
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					<p>On most occasions set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>On most occasions focused attention to what the teacher says, responding appropriately even when engaged in activity, and show anability to follow instructions involving several ideas or actions.</p> <p>On most occasions Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p>importance of healthy food choices. ELG</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. ELG</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show anability to follow instructions involving several ideas or actions. ELG</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly. ELG</p>
	<ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - sensible amounts of 'screen time' - healthy eating - having a good sleep routine toothbrushing - being a safe pedestrian 					<p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG</p>



Physical Development	<p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> - lining up and queuing mealtimes <p>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.</p> <p>Start to use simple tools competently and safely with adult support.</p>	<p>Start towards a more fluent style of moving, with developing control and grace and start to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop a simple handwriting style.</p> <p>Start to use simple tools competently and safely with adult support.</p> <p>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.</p>	<p>Progress towards a more fluent style of moving, with developing control and grace and use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Continue to develop a simple handwriting style.</p> <p>Use simple tools competently and safely with adult support.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>'Start to develop an accurate handwriting style</p> <p>'</p> <p>Start to confidently use tools competently and safely.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>.Demonstrate strength, balance and coordination when playing.</p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p>Confidently use tools competently and safely.</p> <p>strength, balance and coordination when playing.</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. ELG</p> <p>Begin to show accuracy and care when drawing. ELG</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery. ELG</p> <p>Negotiate space and obstacles safely, with consideration for themselves and other.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
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		<p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>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.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Demonstrate strength, balance and coordination when playing.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p>
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	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none">- Rolling- Crawling- Walking- Jumping- Running- Hopping- Skipping- Climbing <p>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.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>					<p>Negotiate space and obstacles safely, with consideration for themselves and others. ELG</p> <p>Demonstrate strength, balance and coordination when playing. ELG</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG</p>



Literacy	<u>Comprehension</u> <u>With adult support start to engage with:</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own wordsand recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.		<u>Comprehension</u> <u>Become more confident with the skills and showing some independence:</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own wordsand recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.		<u>Comprehension</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own wordsand recently introduced vocabulary. ELG Anticipate (where appropriate) key events in stories. ELG Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poemsand during role play. ELG	
Word Reading See Bug Club Phonics.	To recognise their written name. To identify the initial sound in words. To begin to orally blend sounds in short words e.g. cat, dog. To recognise taught Unit 1-2 sounds and words– see Bug Club Phonics.	To begin to blend sounds to read words using taught sounds. To begin reading captions and sentences using taught sounds. To recognise taught Unit 1-2 sounds and words. To begin to recognise taught unit 3-5 sounds and words.	To blend sounds to read words using taught sounds. To read captions and sentences using taught sounds. To read books matching their phonics ability. To recognise taught Unit 1-5 sounds and words. To begin to recognise taught unit 6-8 sounds and words.	To read books matching their phonics ability. To read captions and sentences using taught sounds. To recognise taught Unit 1-8 sounds and words. To begin to recognise taught unit 9 -11 sounds and words.	To read books matching their phonics ability. To begin to read longer captions and sentences using taught sounds. To recognise taught Unit 1-11 sounds and words. To begin to recognise taught unit 12 sounds and words.	<u>Word Reading</u> Say a sound for each letter in the alphabet and at least 10 digraphs. ELG Read words consistent with their phonic knowledge by sound-blending. ELG Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.



Mathematics	Count objects, actions and sounds.	Count objects, actions and sounds. 5	Count objects, actions and sounds.	Count objects, actions and sounds.	Count objects, actions and sounds.	Count objects, actions and sounds.
	Compare numbers	Compare numbers 5	Compare numbers	Compare numbers	Count objects, actions and sounds.	Count objects, actions and sounds.
					Count beyond 10	Count beyond 10
	Subitise 3	Subitise 5	Subitise 5	Subitise 5		Subitise
	Link the number symbol (numeral) with its cardinal number value. 3	Link the number symbol (numeral) with its cardinal number value. 5	Link the number symbol (numeral) with its cardinal number value. 5	Link the number symbol (numeral) with its cardinal number value. 5		Link the number symbol (numeral) with its cardinal number value.
	Understand the 'one more than/one less than' relationship between consecutive numbers. 3	Understand the 'one more than/one less than' relationship between consecutive numbers. 5	Understand the 'one more than/one less than' relationship between consecutive numbers.	Understand the 'one more than/one less than' relationship between consecutive numbers. 5	Understand the 'one more than/one less than' relationship between consecutive numbers.	Understand the 'one more than/one less than' relationship between consecutive numbers.
	Explore the composition of numbers to 3	Explore the composition of numbers to 0 5	Explore the composition of numbers to 10	Explore the composition of numbers to 10	Explore the composition of numbers to 10	Explore the composition of numbers to 10
	Automatically recall number bonds for numbers 0-3	Automatically recall number bonds for numbers 0-5 and some to 10	Automatically recall number bonds for numbers 0-5 and some to 10	Automatically recall number bonds for numbers 0-5 and some to 10	Automatically recall number bonds for numbers 0-5 and some to 10	Automatically recall number bonds for numbers 0-5 and some to 10
				Select, rotate and manipulate shapes in order to develop spatial reasoning skills.		
				Compose and decompose shapes so that children recognise a shape can have	Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	



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	<p>Continue, copy and create repeating patterns</p> <p>Compare length, weight and capacity.</p>	<p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	<p>Compare length, weight and capacity.</p>	<p>other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns</p> <p>Compare length, weight and capacity.</p>	<p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	<p>Continue, copy and create repeating patterns</p> <p>Compare length, weight and capacity.</p>
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<p>Expressive Art and Design</p>	<p>Explore, use and refine a variety of artistic effects, with adult support.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Use their skills to create something.</p>	<p>Start to explore, use and refine a variety of artistic effects.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Start to share their ideas to create something.</p> <p>Sing in a group or on their own.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Explore, use and refine a variety of artistic effects.</p> <p>Share their ideas to create something, using a wider range of resources.</p> <p>Start to develop storylines in their pretend play, with adult support.</p> <p>Sing in a group or on their own.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Start to explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Start to create collaboratively, sharing ideas, resources and skills, with adult support.</p> <p>Start to develop storylines in their pretend play.</p> <p>Start to sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Develop storylines in their pretend play.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p><u>Creating Materials</u></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG</p> <p>Share their creations, explaining the process they have used. ELG</p> <p>Make use of props and materials when role playing characters in narratives and stories. ELG</p> <p><u>Being Imaginative and Expressive</u></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher. ELG</p> <p>Sing a range of well-known nursery rhymes and songs. ELG</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. ELG</p>
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<p>Understanding the World</p>	<p>Talk about members of their immediate family and community</p> <p>Comment on images of familiar situations in the past, with adult support.</p> <p>Draw simple information from a simple map.</p> <p>Understand that some places are special to members of their community</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Name and describe people who are familiar to them</p> <p>Comment on images of familiar situations in the past.</p> <p>Understand that some places are special to members of their community</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Compare characters from stories, including figures from the past, with adult support.</p> <p>Draw information from a simple map.</p> <p>Understand that some places are special to members of their community</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Compare and contrast characters from stories, including figures from the past, with adult support.</p> <p>Understand that some places are special to members of their community</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Understand that some places are special to members of their community</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p><u>Past and Present</u></p> <p>Talk about the lives of the people around them and their roles in society. ELG</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. ELG</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling. ELG</p> <p><u>People, culture and communities.</u></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ELG</p> <p>Know some similarities and differences between different</p>
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						<p>religious and cultural communities in this country, drawing on their experiences and what has been read in class. ELG</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. ELG</p>
	<p><u>With adult support start to engage with:</u></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><u>Become more confident with the skills and showing some independence:</u></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. ELG</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. ELG</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. ELG</p>			