

Reception Curriculum Overview

Intent:

For Marshside children to experience a childhood we would want for our own children: to learn in a setting that is affectionate, creative and challenging; to appreciate and respond to the spiritual and aesthetic aspects of life; to enjoy learning in every situation; to be inspired and supported to achieve their potential; and to value being, working and learning with others.

Below is a brief overview of the key areas and topics covered as part of our Reception curriculum. Learning outcomes for individual lessons will be taken from 'Development Matters and the ELGs:

	Autumn Term	Spring Term	Summer Term
	All about me	Animals	Travel
Core Texts	Owl Babies- Martin Waddell Room on the Broom - Julia Donaldson Oliver's Vegetables- Alison Bartlett & Vivian French	We're Going on a Bear Hunt- Michael Rosen Dear Zoo – Rod Campbell The Very Hungry Caterpillar- Eric Carle The Zoo collection	Tatty Ratty- Helen Cooper Q Pootle 5- Nick Butterworth Once Upon a Tide – Tony Mitton and Claire Freeman
	Nursery Rhymes and Traditional Tales to be shared all year		
Personal, Social + Emotional Development	Listen and respond to the routines and expectations. Develop independence within the Early Years environment. Show care and concern for self and others. Learn to share the toys and equipment and play co-operatively.	To work with others on group tasks. To show care and concern for others. To show care and concern for animals in the world. To behave appropriately in and out of school.	Continue to listen and respond to the routines and expectations. Work with others on group tasks and gain confidence when speaking in a group. Show care and concern for others and to take it in turns when playing. To behave appropriately in and out of school and to be aware of how their own behaviour can affect others.
Communication and Language	To develop speaking and listening skills through activities such as circle time, following instructions, and answering 'how' and 'why' questions about their experiences. Speak and listen carefully to others. Engage in role play.	To continue to develop speaking and listening skills through activities such as circle time, following instructions, and answering 'how' and 'why' questions about their experiences. To describe events in relation to time (past, present and future)	Continue developing concentration and listening skills. Listen to others and respond appropriately showing an awareness of the listeners needs. Listen to and follow instructions during a given task. Listen to stories and rhymes anticipating key events and to identify rhyming words. To use talk to organise, sequence and clarify thinking, ideas, feelings and events.
Literacy	Learn and use letter sounds. Begin to read and write words. Encourage the children to mark make	Participate in phonic groups. Phase 1&3 Use knowledge of sounds in reading and writing to read and write key	Use knowledge of phonics in reading and writing. Phonics phase 3&4. Read and write key words more

	<p>independently and read back what they have written. Phonics phase 1 &2</p>	<p>words more independently. To develop understanding of sentence composition and explore different features of writing including postcards, poems, recipes and emails. To share a variety of fiction and non-fiction texts that relate to our topics.</p>	<p>independently. Demonstrate an understanding for what they have read and to discuss their book. Write in simple sentences and be able to read back what they have written. Use capital letters correctly, finger spaces between words and full stops.</p>
Mathematics	<p>Count reliably to 10 and beyond. Use number skills when involved in practical activities. Notice numbers around them. Work with shapes and be able to describe them. Compare a set of objects.</p>	<p>To use money in simple shopping activities and role play. To read and write the numbers to 20. To add and subtract groups of objects and to be able to talk about what has happened. To describe 2D and 3D shapes accurately. To apply knowledge of counting and numbers to solve simple problems.</p>	<p>Order, read and write the numbers to 20 Add and subtract groups of objects and be able to talk about what has happened. Describe 2D and 3D shapes accurately. Use money in simple shopping activities. Estimate and count groups of objects. Use everyday language related to time. To use language involving size, weight, capacity, position and distance.</p>
Knowledge + Understanding of the World	<p>Notice things and ask questions. Discuss seasonal changes. Use the Beebots and other computing equipment. Understand some of the traditions associated with Harvest, Halloween, Hannukah, Diwali and Christmas. Name the different parts of the body. Be aware of the changes as they grow up from a baby to now.</p>	<p>Learn about animals in different environments. Look at lifecycles. Name baby animals. Learn about animals that hibernate. Continue to use a range of computing equipment including tough cams and microphones. Experiment with freezing and melting. Look at and draw simple maps. Talk about extinction of animals and the time of the dinosaurs. Understand some of the traditions associated with Chinese New Year and Easter</p>	<p>Show an awareness of seasonal changes. Continue to use the computer and a range of other programs independently. Look at and draw simple maps. Understand some of the traditions associated with EID and summer solstice. Look at countries involved in 2020 Olympics.</p>
Physical	<p>Be able to put on their coats and socks and shoes independently. Move their bodies with increasing confidence and creativity. Develop skills using small apparatus, e.g. balls, hoops etc. Develop fine motor skills, e.g. holding</p>	<p>Develop skills in Outdoor Games and PE using a variety of large/small equipment (spatial awareness, throwing, catching, rolling, jumping, balancing, team games). Develop independence when changing for PE activities. Explore a</p>	<p>Be involved in Sports Day. Develop throwing and catching skills, balancing and climbing. Move confidently in a range of ways negotiating space and equipment. Use transport equipment safely. Handle tools, construction and</p>

	pencil, scissors, paintbrushes etc. Talk about healthy eating in relation to harvest.	range of topic related dance to move with imagination and confidence. To continue to develop fine motor skills e.g. cutting/pencil control.	malleable materials safely. Know the importance of physical exercise and a healthy diet for good health.
Expressive Arts and Design	Engage in opportunities to use a range of art materials e.g. painting, printing, model making. Learn simple songs and use the percussion instruments. Be involved in role-play activities and imaginative play. <u>Key artist Annie Leibowitz portrait photography</u>	Continue to use a range of art materials/ techniques. Explore colour mixing with 'hot' and 'cold' colours. Construct sculptures using play-doh, clay, junk modelling, lego. Topic related arts and crafts including a large scale collaborative work. Continue learning songs and accompanying with instruments. <u>Key artist Paul Klee Printing using shapes & hot and cold colours</u>	Continue to experiment with a range of art materials and techniques to express their own thoughts and ideas. Create their own pastel work based upon an artist. Explore rhythm (fast & slow) and pitchy (high and low). Work as part of a group developing and acting out a narrative. <u>Key artist Raoul Dufy - Regatta at Cowes</u> (In the picture Chambers and Hood)
Cultural Capital	Walk to RSPB hide Atkinson	Martin Mere/ Windmill farm/ Formby Pinewoods/ zoo	Beach Walk Bringing bikes/ scooters to school