

Reception Curriculum Overview

Below is a brief overview of the key areas covered as part of the Reception curriculum:

	Autumn Term	Spring Term	Summer Term
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.
Physical	Be able to put on their coats, 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 pencil, scissors, paintbrushes etc.	Develop skills in 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 range of topic related dance to move with imagination and confidence. To continue to develop fine motor skills e.g. cutting/pencil control.	Be involved in Sports Day. Develop throwing and catching skills, balancing and climbing. Move confidently in a range of ways negotiating space and equipment. Transport equipment safely. Handle tools, construction and malleable materials safely. Know the importance of physical exercise and a healthy diet for good health.
Literacy	Take part in a variety of phonics sessions, learn and use letter sounds and orally segment and blend. Begin to read and write words. Encourage the children to mark make independently and read back what they have written.	Participate in Read Write Inc sessions. Use knowledge of sounds in reading and writing to read and write key 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 and interests.	Use knowledge of RWI phonics in reading and writing. Read and write key words more 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.
Mathematics	Count reliably to 10 and beyond. Use number skills when involved in practical activities. Notice numbers around them. Develop a deep understanding of numbers to 15. Work with shapes and be able to describe them. Compare a set of objects. To talk about patterns.	To develop a deep understanding of numbers to 15, including to read and write. 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. To talk about and create patterns.	Order, read and write the numbers to 20 Add and subtract groups of objects and be able to talk about what has happened. To be able to talk about doubling, halving and sharing. 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.
Knowledge + Understanding of the World	Notice things and ask questions. Discuss seasonal changes. Use computing equipment, such as the I pads and cameras. Understand some of the traditions associated with Harvest and Christmas. Name the different parts of the body.	Name and talk about different animals that live in Polar Regions. Learn about animals that hibernate. Continue to use a range of computing equipment including tough cams and microphones. Experiment with freezing and melting. Learn about life cycles of chicks, caterpillars. Be aware of the changes as they grow up from a baby to now.	Name and talk about different animals and plants and talk about changes. Learn about animals in different environments. Show an awareness of seasonal changes. Continue to use the computer and a range of other programs independently. Look at and draw simple maps.
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.	Continue to use a range of art materials/ techniques. Explore colour mixing. Construct sculptures using play-doh, clay, junk modelling, Lego. Topic/interest related arts and crafts. Continue learning songs and accompanying with instruments.	Continue to experiment with a range of art materials and techniques to express their own thoughts and ideas. Create their own 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 and retelling stories.