



EARLY YEARS CURRICULUM COVERAGE – RECEPTION

Physical development - PE	Multi skills Agility Balance Co-ordination	Multi skills Gymnastics	Multi skills Dance	Multi skills	Multi skills	Multi skills Football
Literacy – English Phonics follows RWI planning	Dough disco Hello friend! Identify the five concepts of print Drawing club Learn initial sound Letter formation	Drawing club Dough disco The train ride Rhyme Begin to blend words Write cvc words	The Leopards drum Sequencing Blue Penguin Begin to write simple sentences with support	Errol's Garden Begin to understand Fiction and nonfiction books Write sentences using capital letters, finger spaces and full stops with support	Growing frogs Understand that text can be used for instructions and posters Write sentences independently using phonics knowledge	Splash! Talk about their own experiences related to the text Write First name and surname
Maths						
Understanding of the world - Geography	Direction/location	Drawing maps	Representation	Using maps	Style of maps	
	Follow directions (Up, down, forwards/backwards)	Draw and create their own maps on A4 pieces paper using	Look at signs and symbols on different types of maps for example in	Use a simple map with symbols to spot features in the school	World map, map of the UK, electronic maps, my first atlas, map of	

		pictures and symbols.	school, and the local community.	grounds or in the local community	Bradley Green Road, map of the zoo, story maps.	
Understanding of the world - History	Chronology Daily routines Retelling stories Using days of the week Using months of the year Using key vocabulary: next, today, tomorrow, after, before	Viewpoint, interpretation and bias Oral retelling of events Look at photographs of school				
Understanding of the world - RE	Special people	Special stories – Nativity Diwali Eid	Special places – Special places to me Church Mosque	Special times/celebrations	Our community – Where do we belong?	What is special about the world?
Expressive arts and design - Art	Colour Learn the primary colours. Explore mixing colours to make secondary colours. Begin to experiment with different shades of colours – adding white. Explore using finer paintbrushes.	Texture Rip or cut paper for purpose. Using collage techniques with other media Use standard scissors and crinkle scissors.	Pattern Begin to follow and create simple repeated patterns. Experiment using different objects to create a print, such as vegetables, bottle tops, lego bricks.	Drawing Explore mark making and using standard pencils for drawing, chalk and oil pastels and fine liners. Observational drawing. Drawing from memory and imagination.	Shape Use playdoh, wooden blocks, Lego and Duplo to create simple sculptures. Use stickle bricks or interlocking to design and create sculptures.	

	<p>Explore using other painting tools for different effect such as brushes, sticks, sponges, combs, knives.</p> <p>Use powder paint and watercolour</p>	<p>Use Pritt stick, masking tape and cello tape, PVA glue and glue spreaders.</p>	<p>Using more than 2 colours.</p>			
<p>Expressive arts and design - DT</p>	<p>Structures</p> <p>Join materials using Pritt stick, cello tape, masking tape, split pins, paper clips</p> <p>Use playdoh, wooden blocks, Lego and Duplo to create simple sculptures.</p> <p>Use stickle bricks or interlocking to design and create sculptures.</p>	<p>Food and Nutrition</p> <p>Crush with a garlic crusher and a fork</p> <p>Peel by hand</p> <p>Shape foods with a rolling pin</p> <p>Spoon ingredients between containers</p> <p>Measure using a spoon and cups</p> <p>Cut out – ingredients with a cutter</p> <p>Cut with a butter knife</p>				
<p>Expressive arts and design - Music</p>	<p>Hearing and listening</p> <p>Thinks abstractly about music and</p>	<p>Vocalising and singing</p>	<p>Moving and dancing</p>	<p>Exploring and playing</p>		

	<p>expresses this physically or verbally</p> <p>Distinguishes and describes changes in music and compares pieces of music</p> <p>Associates genres of music with characters and stories.</p> <p>Accurately anticipates changes in music</p>	<p>Pitch matches, ie reproduces with his or her voice the pitch of a tone sung by another.</p> <p>Able to sing the melodic shape (moving melody, eg up and down, down & up) of familiar songs.</p> <p>Sings entire songs.</p> <p>May enjoy performing, solo and or in groups.</p> <p>Internalises music, eg sings songs inside their head.</p>	<p>Moves to the sound of instruments</p> <p>Combines moving, singing and playing instruments whilst singing.</p> <p>Moves in time to the pulse of the music being listened to and physically responds to changes in the music</p> <p>Replicates familiar choreographed dances</p> <p>Choreographs their own dances to familiar music</p>	<p>Creates music based on a theme</p> <p>Finds and records sounds using recording devices.</p> <p>Plays instruments to structure of the music,</p> <p>Keeps a steady beat whilst playing instruments</p> <p>Taps rhythms to accompany words,</p> <p>Creates rhythms using instruments and body percussion.</p> <p>May play along to the beat of the song they are singing or music being listened to May play along with the rhythm in music</p>		
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